How to create an English syllabus for children at the Alianza Social Educativa programme, taking into account their interests and needs

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HOW TO CREATE AN ENGLISH SYLLABUS FOR CHILDREN AT THE
“ALIANZA SOCIAL EDUCATIVA” PROGRAMME, TAKING INTO ACCOUNT
THEIR INTERESTS AND NEEDS

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BOGOTA, D.C.,
2004
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THEIR INTERESTS AND NEEDS

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For obtaining the undergraduate title of
Licenciatura en Lenguas Modernas

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Bogotá, December 2004
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To my mother and my sisters:
Who have always given me their support and their courage for going straight on.

To Mauro Hernández
Because his confidence made this dream come true.

To people in the Alianza Social Educativa programme
Who have always collaborated me with the development of this project and whose
have showed their interest.

To God
Who gave me life and who guided me for this teaching way.
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INTRODUCTION

This work was developed because it is necessary to implement and improve the English teaching practice with the kids that belong to the informal educational programme ASE, which is carried out by an organization of people that are interested in offering the population access to training in different abilities and jobs for a little amount of money, intending to improve the life quality of adults and children now and in the forthcoming years.

It has never existed an English syllabus there, neither support material specially designed for the kids’ learning process and it is clear that they need them because it is difficult for them to learn this language as a second one without following specific topics for each level, and the teachers face a group without knowing the students level and abilities.

The starting point was to select the appropriate age average for each level, keeping in mind a psychological analysis of childhood. After that, the syllabus design started, thinking on the development of the four basic skills and focusing in “learning and playing” in “to learn playing” because learning must be a pleasure for kids, funny and interesting as a game, and it must develop creativity as were.
1. RESEARCH GENERALIZATIONS

1.1. PROBLEM DESCRIPTION

Three years ago the non-formal education programme A.S.E was implemented, but the English courses have been recently designed and, they haven't designed a syllabus so the kids who go there searching knowledge or improvement of this language command.

For this reason, the idea of building a syllabus appeared, which permits to follow a logical sequence in the development of the contents and processes for the English learning as a foreign language, avoiding that each semester, the new teacher-practitioner of each level for children makes a plan or programme not taking into account the real situation of the students, their age and their school grade; this information is fundamental and it is a supporting tool for the teaching practice.

1.2. STATING THE PROBLEM

Analysing the prior situation, a question emerges: To design an innovative English syllabus, involving children between 7 and 13 years old at “Alianza Social Educativa”.
1.3. OBJECTIVES

1.3.1. General objective

Design an innovative English syllabus for children of the ASE, with four (4) levels.

1.3.2. Specific objectives

- Change the students’ attitude toward the learning process of the foreign language.

- Allow the English classroom to be like a game room for learning many interesting things and for having a good time while learning English.

- Enhance the young student’s interest to continue developing the four language abilities.

1.4. JUSTIFICATION

At a personal and a professional level, it is important to know how to elaborate an English syllabus for a specific population in its particular context and looking for its learning necessity.
Institutionally and socially, it searches the optimisation of the English courses quality, offered by the Alianza Social Educativa programme to the children community, people who come from different points of the city.
2. THEORETICAL FRAMEWORK

2.1. BACKGROUND INFORMATION

A group of people, with the university students collaboration and other particular people, decided to create the A.S.E. (Alianza Social Educativa); it is an organisation that offers training in different fields: arts and activities for the community. It started in Minuto de Dios neighbourhood, in the capital city, but now, it is spread out including Universidad Libre. To develop this project, the administrative board and its collaborators came to an agreement with the C.E.D.'s (Centro Educativos Distritales) principals for using their schools facilities on Saturdays (and some communal areas too) helping the community that can not access to the normal education programs for many reasons. Some C.E.D.s like Morisco, José Asunción Silva, Sidauto, Garcés Navas, Villa Amalia and, in the past Andalucía and Palestina, open their classrooms for people that are different to the ordinary students that go there during the week.

In the Christian Church there is a link between the Social Doctrine and the Christian praxis for people that can't access to some basic needs. Most of people who work in A.S.E. are voluntaries. The voluntary job is the non-paid, generous, committed, disinterested help for the neediest people, for the most
unfortunate human beings; it is the only effective way for changing the society. For this reason, there are millions of people in this world, who dedicate their precious and unpaid time, voluntary, to other services, and we are the people that still believe in life and in a better world.

The Social Doctrine of the Church expresses that solidarity and charity volunteer work (the voluntary job is not only catholic) is the most concrete, practical, intelligent and effective answer to the consumption society and the well-fare of mankind.

This project is centred in the design of a syllabus for kids between 7 and 13 years registered in the A.S.E., as there is not a syllabus for them, so that each semester the practitioner could begin her/his “subject” in the most convenient or convincing way to be correct and pertinent; in some other way would students be out of context and would have no sequence in the learning process and it would be a waste of time to repeat topics already covered.

2.2. SITUATION ANALYSIS

2.2.1. The Fact-Finding Stage (See annexe No.1). It is a tool for study clearly the situation of A.S.E., answering the following questions.
A. Who are the learners?

The learners are children between 7 and 13 years old who need and want to reinforce the English learning, to obtain better results in the school and to practice it in a real context.

B. Who are the teachers?

The teachers are university students from in the last semesters that are called “monitors” by the A.S.E.

C. Why is the syllabus design necessary?

The English syllabus design for children is necessary because it is and easy and different way for English learning in boys and girls between 7 and 13 year old and they could understand the importance of this language around the world.

D. Where will the syllabus be implemented?

The syllabus will be implemented within the Alianza Social Educativa project.
E. How will it be implemented?

The children’s syllabus will be designed following some steps that will permit young students to develop their communicative competence, taking into account the importance of the target language in a good way.

In the syllabus design process, must be taken into account a situation analysis (social, institutional, teacher, learners factors), a psychological analysis for children between 5 and 13 years old (this is middle childhood, although this English students in A.S.E. are from 7 to 13 years old ) and a development of supporting material suitable for orienting English processes learning.

Teacher should manage the syllabus carrying processes, promoting the development of four basic skills in the language learning (speaking and listening, reading and writing) and creating an appropriate atmosphere and a native like English context, where children have to use the language.

2.2.2. Social Factors Analysis. Nowadays, it is very important to learn English, because it gives many chances and good opportunities and, this learning process must start during childhood.
The English language teaching in Colombia is regulated by the MEN (Ministerio de Educación Nacional), and it is a guide for teaching (Lineamientos curriculares: Idiomas Extranjeros). As well, the project Alianza Social Educativa follows, in legal terms, the regulations given by the Acción Social SENA (Servicio Nacional de Aprendizaje) program, and by the National Constitution in its article 41 about the Social Practice, for other kind of courses, not only the languages courses.

There are Universities and other institutions linked to this project. Their practitioners are the teachers (monitors in the A.S.E.), supervised by their university professors. Some of them are listed below:

SENA, INCCA University, Libre University, De La Salle University, Monserrate, Minuto de Dios University, Iberoamericana, Corporación Unificada de Educación Nacional (CUN).

This English syllabus is focused on children, because the A.S.E. doesn’t have one specific for the English courses for them and they can not follow a process, and every semester they change the teachers without a transition and without following a specific parameter that could warranty the process development.
The A.S.E. program is very important for the community in Bogotá, because many people need to be trained to compete in the labour market in the particular children’s case, the idea is to prepare them for life.

2.2.3. **Institutional Factors Analysis.** The A.S.E. (*Alianza Social Educativa*) is managed by Martha Myriam Baquero and Ana Baquero. They are two leaders in their community who found out the necessity to improve the life quality of people for district 10 in Bogotá, so that they implemented a non-formal education program implemented since 1999, on Saturdays.

In the organisation there is a group of volunteers that don’t earn a salary; they get lunch and transportation every Saturday, the satisfaction of seeing many happy and pleased students between 3 and 70 years old and a good job atmosphere.

The directors are very interested to support the designing of this syllabus because this project is for the community and the English program becomes more interesting and attractive for the students (children).
The A.S.E. has resources like T.Vs, VCR and recorders, which are shared by all the teachers; they are very important and necessary in any language class. The classrooms and the schools are in good conditions. There is not any library or resources centre because the practitioners must have their own material. There are no computers for the use of the community and teachers.

In the program, there are five English levels for adults and three levels for children, according to ages, so there are practitioners from Universidad Libre and Universidad De La Salle that work with the students in the facilities at José Asunción Silva School. They don’t receive any payment for it. This is a big problem, because some teachers only go there just as a university graduation requirement and, for this reason, they don’t think in the real progress of the students.

Although the A.S.E. management reorganised the groups of students according to their ages, there are different behaviours, attitudes, attention, interests and ways of learning between 7 and 13 years old boys and girls. There is a big problem concerning to management and preparation of classes for the children’s English teachers there. There are not enough media and technological resources for working and implementing many interesting and new activities and for putting many strategies into practice.
The communication between the administrative group and teachers is constant concerning with punctuality and appearance but, in the pedagogical way, each university has a commissioned professor who checks lesson plans and materials and observes classes, giving support to her / his practitioners (teachers).

This organization (A.S.E.) has the community acceptance, becoming in a promoter of initiatives relative to the local reality, achieving the possession as an organization with a wide organizational trajectory in the community, upholding by the association of presidents, the directors and representative people of the young community, who are the main participants in the support groups.

This is demonstrate in a recent study carried out by a student of La Salle University in his monography “Proyecto Educativo Institucional para el programa de educación no formal “Alianza Social Educativa” A.S.E., basado en un proceso de investigación – Acción Participativa”.

Day after day the last idea is confirmed in the daily work with the community, made by the helpers and the staff in Alianza Social Educativa.

In the particular case of the language, people go there to study English because it is an inexpensive training and they would like to be
prepared for the future, learning the universal language. For this reason, the A.S.E. must design English programs according to the A.S.E., so that, it could “compete” with the other English centres or institutes.

2.2.4. **Teacher Factors Analysis.** Teachers in the A.S.E. project are the university practitioners from the last semesters of their teaching degree. Their command of the language varies because all of them don’t have the same level; some practitioners have travelled abroad, other ones have not been in an English Speaking Centre and others have only studied English at school and later, at University.

The teaching experience is different too. Some teachers have worked since they left school because they studied in training teachers schools, other practitioners have been working since the second or third semester of their major and, on the contrary, there are teachers that are having the first teaching experience, in the last semester. So, not all the practitioners have had the same teaching experience and they must face real students and real situations.

The *Universidad Libre* practitioners have a different training than the *Universidad De La Salle* practitioners. So, the teaching style, the
methodology, the lesson plans, the materials, principles and motivation vary and the A.S.E. students say this.

2.2.5. Learner Factors Analysis. The English learners between 7 and 13 years in the A.S.E. have had a variety of learning experiences. These children are studying at schools where language teaching is not bilingual so, the English bases are insufficient and poor. So, students show many problems and others, apathy for their learning process.

Although, some children are in the A.S.E. English program because they want to learn or to improve their level and to get good results at school; other boys and girls are motivated by their parents. The idea is for students to understand the importance of learning the universal language to make their dreams and projects come true, and presenting English in a very easy and attractive way, because they expect to speak, listen, write, read and understand the language and, at the same time, to meet new friends and to have a good time on Saturdays, in an appropriate English speaking environment.

Teachers must have special care when they prepare their classes, material and activities, because there are mixed ability classes; students are in different levels; some of them are studying or have studied in bilingual schools or in schools with a high English level;
other children study at schools where English learning is not important or it is not relevant and English is studied like any other subject; and only one or two hours per week.

For this reason, teachers must support their practice with very good learning resources like attractive and colourful flash cards and posters, games, technological resources, media, etc. Many of these children have these sources at school and the content of this syllabus will be reinforcement for them.

2.2.6. **Proposed Curriculum Innovation.** The syllabus design for the English children courses at A.S.E. will offer a different language teaching approach because, nowadays, each practitioner has her / his own concepts, methodology and ideas but each one of them follows different syllabuses; although they must respect the individual pedagogical job but it is necessary that children develop processes from the first level to the last one.

The A.S.E. project is looking toward to improve the quality of education but they are not involved in the teaching process. They are practitioners who manage their classes in a free way.

The syllabus is being assigned according to the Academy’s needs and it is completely innovative and this is a set of aspects, methodologies,
ideas that will work together in order to get good results. This new syllabus is very clear and practical and any teacher can develop it in English classes for children and he or she can adapt it to his or her own teaching way.

2.3. PSYCHOLOGICAL ANALYSIS IN THE MIDDLE CHILDHOOD

For the Psychological studies, children between six (6) and thirteen (13) years are in the middle childhood. Now, the characteristics of these ages are described following.

2.3.1. Intellectual development in the middle childhood. For the syllabus design, it is important to take into account the children development in this stage of their lives.

2.3.1.1. Educational trends for the middle childhood. The student-directed learning must take place in “open-classrooms”, where children are engaged in varied activities and teachers serve as “facilitators”.

They must teach building on children’s natural interests and talents: teaching reading and writing, for example, in the context of a social
studies project, or teaching math concepts in the study of music, and with cooperative projects, based on experience, using concrete materials to solve problems, and close parent-teacher cooperation.

2.3.1.2. **Teachers’ characteristics and expectations.** Teachers have a lot of tools in their hands to engage children in the process of learning.

- Teacher shows the students her/his confidence in children’s abilities.

- She/he is affectionate and generous and remembers her/his pupils by name.

- Teachers must have a good tone of voice, facial expressions, touch and posture.

The parents’ role reinforces the teacher’s job at school. “Homework” is a complement for “schoolwork”.

For this reason, there are some activities that fathers and mothers can put into practice at home:
• Read, talk to and listen to children stories.

• Play games.

• Share hobbies.

• Discuss news, television programs and current events.

• Provide a place for studying and keeping books and supplies.

• Insist on time for meals, sleep and homework, making sure that children meet school deadlines.

• If parents are not at home when boys or girls get back, ask what their children do after school.

• Show interest in their children’s lives at school, talking about school events and also about the children’s problems and successes.

Children need experiences to learn how to think. This is a process which includes:
• How to evaluate a situation.

• How to focus on the most important aspects.

• How to decide what to do.

Papalia, a great American psychologist, let us know, in her book “Human Development”, some important tips to teaching children to think. These tips are mentioned below: -“…

- Teach thinking skills in connection with everyday activities at home or at school. Asking open-ended questions (beginning with what, why, and how) to improve their verbal skills.

- Ask children to “match” information, to compare new data with what they already know. This helps them to learn to identify links among words or concepts. Categorization can help them to remember facts better.

- Show children how to approach a problem. They need to:
A. Identify what they know, what they do not know, and what has to be done.

B. Design a plan to solve it.

C. Carry out the plan.

D. Evaluate the plan.

  o Use “guided imagery” (imagining an event or experience). Sensory images help us store information in long-term memory, and more senses are involved.

  o Teach children to go beyond what they have learned.

  o Inspire invention. Ask children to create new information, products or gadget.

  o Suggest creative projects, like writing a poem or drawing a picture. Encourage children to produce a first version and, then, to polish or revise it.
Encourage children to set goals within a time frame and to write down these goals so that they can check their progress.

Help children learn how to find the most important points in what they read, see or hear.

Encourage children to write. –“1

All of these tips can be taken like tools in the learning process of English because teachers can explode many aptitudes of the children in order to improve their English level and work with them the things that they like; they can propose some current problems in their context and, in this way, they can locate the English learning in a real environment.

Specifically speaking about English teaching to young learners, there are three factors which are really important:

• The nature of the young child.

---

• The lack of a closely defined official syllabus.
• The importance of the teacher to the child.

Also, teacher should keep in mind these tips:

A. It is absolutely essential for the teacher to do what interests him or her and what he or she feels able to do. Of course, the interest of the individual class and child are important, but few people take the individual teacher’s needs into account.

B. However, many non-specialist teachers for young learners are not fluent and accurate in their use of English and it would try to develop listening comprehension.

C. Teacher should interact in English with other subjects and studies.

D. Activities like singing or playing games are important and funny ways to learn English.

E. Children should start not learning about the language, but learning how to use it.
F. The teacher must make English a part of communication studies with full justification.

G. Listening comprehension should usually be considered as the most important of the skills to be developed in young learners, with only a limited range of English for productive use. Reading and writing don't need to be introduced for some time if the oral activities are sufficiently interesting. Given the difficult relationship between English sound / spelling, it is as well to make all the early texts and representations of language known to the child orally.

H. Grammatical generalisations, rather than rules, are useful and need not be excluded. However, the children should be asked to propose their own generalisations based on examples, and then asked to try out their proposals on new examples.

I. Once the written word has been introduced, lists of words can be learned or revised for homework. However, such lists should not be arbitrary but should be of immediate use in a game or activity the following day.
J. There should be no sense of urgency and tension in the learning. Failure, the making of mistakes, is inseparable from learning. As there is no serious need to cover a lot of ground, the teacher should always be encouraging and never be dismayed by lack of progress.

K. Children’s fantasies might be used for games and acting out activities.

Immediate interest and the need for variety are characteristics of the young child, and must be taken into account.

2.3.1.3. Development of language communication. Language develops quickly in the middle childhood. Children can understand and interpret messages better, their vocabulary and ability to define words be understood.

2.3.1.3.1. Metacommunication: Understanding the process of communication. Children have problems with communication. They misinterpret what other people say. Children’s failures in interpreting messages often stem from difficulties in metacommunication (knowledge and comprehension of the processes of communication). This knowledge grows during the middle childhood.
Young children do not understand all of what they see, hear or read, but often they do not know that they do not understand. Adults therefore must be aware that children's understanding cannot be taken for granted. For the sake of children's safety, well fare, and academic progress, we need to determine whether children do, in fact, know what we want them to know.

2.4. SYLLABUS DESIGN

Syllabus design is seen as being concerned essentially with the selection and grading of content; while methodology is concerned with the selection of learning tasks and activities.

2.4.1. Defining “syllabus”. While a - curriculum is concerned with making general statements about language learning, learning purpose, experience evolution and the relationships of teachers and learners and it contains banks of learning items and suggestions about how these might be used in class, the syllabus is more localized and is based on accounts and records of what actually happens at the classroom level as teachers and learners apply a given curriculum to their own situation, doing the developmental processes cyclical.

A.S.E. needs a centred programme because it has to be based in the current children community and their interests, taking into account a sequential process.

A syllabus is also, -the specification of a teaching programme or pedagogic agenda which defines a particular subject for a particular group of learners-\(^3\)

In this case, the syllabus is designed for children between 7 and 13 years old specifically, because it has appropriated topics which “wake up” the children’s creativity, interest and motivation.

The syllabus forms a sub-component of the planning phase of curriculum development.

- The necessary components of a language syllabus are:

A. The situations in which the foreign language will be used, including the topics, which will be dealing with.

B. The language activities in which the learner will engage.

\(^3\) Ibid. p. 10
C. The language functions, which the learner will fulfil.

D. What the learner will be able to do with respect to each topic.

E. The general notions, which the learner will be able to handle.

F. The specific (topic-related) notions, which the learner will be able to handle.

G. The language forms, which the learner will be able to use.

H. The degree of skill with which the learner will be able to perform.  

In this syllabus for A.S.E. all of these components are specify.

The starting points in a syllabus design are:

A. An analysis of the language.

B. Information about the learner.

C. Beliefs about the learning process itself.

D. Or a combination of these:

- Linguistic perspective: What linguistic elements should be taught?

- Learner perspective: What does the learner want to do with the language?

- Learning perspective: What activities will stimulate or promote language acquisition?  

In this syllabus is showed the linguistic perspective talking about specific vocabulary for each topic and the learner perspective where the student can decide how, when and where to use the topics.

2.4.2. Process-oriented syllabuses. Process-oriented syllabuses are a mean towards achieving language performance through the skills of listening, speaking, reading and writing; they were directed towards a

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communicative goal and were intended as a preparation for the use of English. They replicated the sorts of tasks that learners would need to carry out in the real world and they stimulated internal learning process. There are two kinds of these: “procedural or process syllabuses” and “task-based syllabuses”.

2.4.2.1. Procedural syllabuses. Despite some differences in practice, the principles underlying procedural and task-based syllabuses are very similar. Both are described as follows:

- …a syllabus which is organised around tasks, rather than in terms of grammar or vocabulary. For example, the syllabus may suggest a variety of different kinds of tasks which the learners are expected to carry out in the language, such as:

- Using the telephone to obtain information.

- Drawing maps based on oral instructions.

- Performing actions based on commands given in a target language.
• Giving order and instructions to others; etc.

It has been argued that this is a more effective way of learning a language since it provides a purpose for the use and learning of a language other than simply learning language items for their own sake. 

Children could introduce and describe their selves, describe and talk about the environment where they live, give and follow instructions in a real context, between other actions that can be used in a real context.

Both task-based and procedural syllabuses pretend to carry out a classroom process, which stimulate learning. In both approaches, the syllabus consists in the specification of tasks and activities that learners will engage in class.

These two kinds of syllabuses do not specify clearly about how to teach or to work with grammar, because while the conscious mind is working out some of the meaning-content, a subconscious part of the mind perceives, abstracts, or acquires (or recreates, as a cognitive structure) some of the linguistic structuring, as a step in the development of an internal system of rules.

6 Ibid. p. 42
2.4.2.2. **Syllabus design and methodology.** The procedural syllabus will promote activities, which attempt to replicate in class “real” communication. Although, this kind of methodology has a risk; which is that learners may not be able to transfer what they have learned to new situations but they will only be able to perform in the limited situations, which they have rehearsed.

For that reason, the methodology would engage the learners in problem-solving tasks as purposeful activities but without the rehearsal requirement that they should be realistic or authentic as natural social behaviour. The syllabus must give priority to the changing process of learning and the potential of the classroom, to the psychological and social resources applied to a new language by learners in the classroom context.

Into the methodology, there is to plan good tasks and activities. “- These should:

- Promote attention to meaning, purpose negotiation.

- Encourage attention to relevant data.
• Draw objectives from the communicative need of learners.

• Allow for flexible approaches to the task, offering different routes, media, modes of participation, procedures.

• Allow for different solutions depending on the skills and strategies drawn on by learners.

• Involve learner contributions, attitudes and affects.

• Be challenging but not threatening, to promote risk-taking.

• Require input from all learners in terms of knowledge, skills, participation.

• Define a problem to be worked through by learners, centred on the learners but guided by the teacher.

• Involve language use in the solving of the task or activity.

• Allow for co-evaluation by the learner and teacher of the task or the activity and of the performance of it.
• Developed the learners’ capacities to estimate consequences and repercussions of the task or activity in question.

• Provide opportunities for language practice.

• Promote learning-training for problem-sensing and problem-solving.

• Promote monitoring and feedback, of the learner and the task or activity.

In planning instructional tasks and activities, teachers need to consider and specify:

• The products students are to formulate.

• The operations those are required to generate the product.

• The resources available to the student to generate the product.

• The subject matter to be taught.
• Materials.

• The activities the teacher and learners will be carrying out.

• The goals for the task or activity.

• The abilities, needs and interests of the students.

• The social and cultural context of instructions. –“7

The syllabus is proposed by the teachers but, on the road, it can appeared some variations depending on the community and the moment when this is carried out because the idea is that the learner should be the realest and nearest possible.

7 Ibid p. 45, 46, 47
3. METHODOLOGICAL FRAMEWORK

3.1. TYPE OF RESEARCH

The method that was used for collecting some important and useful information needed in this project development is based on the participative-action research.

This type of research searches the participation of the population that needs a solution, creating an awareness of the real groups’ resources and possibilities.

3.2. POPULATION

The project involves the practitioners (English teachers), the staff of the programme A.S.E., and the children between 7 and 13 years who study English all Saturdays.
3.3. COMPILATION TECHNIQUES

3.3.1. Sample

For the sample definition, the population who was going to represent the study was identified as the target population.

Then, the population part for being studied was called the accessible population.

Finally, a representative group was chosen. This was similar to the accessible population and the target population.

After the mentioned steps, the selected sample was: 25 students (kids) of all English levels, 5 practitioner-teachers (students of La Salle University) and 2 people of the Alianza Social Educativa’s staff, who are the “head” of the language courses in the non-formal education programme.

3.3.2. Instruments. The instruments used in this research were three surveys. These surveys are part of the tools, which are used to make a current and real diagnostic of the English courses for children in the A.S.E. The students’ survey was in Spanish, because not all of these people have a full command of English.
The survey for the practitioners in the English courses in the A.S.E., pretend to show the experience and the methodology that has been managed in the English classes and to know about the teachers’ characteristics and ideas to take advantage of their teaching and language command skills.

The survey for the children who study English in A.S.E. was given to them in Spanish because many of them don’t have a complete or advanced command of the English language. It is pretended to learn about the children’s English classes in the A.S.E. This is a very useful tool to check if this syllabus is taking a good and correct way and if it is possible to apply and develop it for this population in this context.

The survey for the administrative staff of the programme was thought because it is necessary to look for the staff’s point of view. They are the people that created, this programme and it is important to know what the reasons to include these in the non formal education programme were, the way that they have been managing it until this year and the changes and difficulties that they have faced.
4. DATA ANALYSIS

4.1. INSTRUMENTAL ANALYSIS

4.1.1. Surveys. Now, the results of the surveys are shown.

4.1.2.1. Practitioners’ survey analysis. The results of this survey for the practitioners in the English courses in the A.S.E., pretend to show the experience and the methodology as it is being managed in the English classes to learn about the teachers’ characteristics and ideas for exploding their teaching and language command skills.

1. What teaching activities do you prefer and which do you put into practice in your classes?

The 100% of the practitioners (teachers) in A.S.E prefer the oral activities for improving speaking and fluency in their students. The activities mentioned by the monitors are presentations, games, puzzles, songs, rhymes, chants and conversations.
2. How long have you been teaching?

40% of the practitioners have worked as teachers for three years, other 40% have the same experience since one year ago and other 20% didn’t answer this question. Many English practitioners in A.S.E. have some teaching experience and they know how to deal with children.

3. What kind of students do you have (children, teenagers, adults)?
Write the age.

The practitioners have diverse groups of students. 80% work with children and teenagers (they are the main interest at the moment). Other 10% works with adults and the last 10% didn’t answer this question.

4. What kind of materials and resources do you use in your classes?

The English teachers in A.S.E. use photocopies in their classes on the first place. In second hand, they use flash cards, radio and music. In third place, they use games, videos and movies and in fourth place, they use posters, markers and the board.
5. Do you think Spanish is an important resource in an English class? Why?

The 40% of the English teachers here think that the Spanish is a tool only in the beginner level; a 20% say that Spanish is important in the English teaching; other 20% believe that Spanish is not an important resource in the classroom and the last 20% consider English absolutely necessary only in the highest levels.

6. How do you teach English grammar in class?

The English teachers in this social programme take into account these activities for teaching grammar:

For a 40%, the explanation of the rules is important as a good resource for teaching grammar. With a 10% for each one, they prefer the writing and oral exercises, to create grammar games, to discuss the students’ questions, to work vocabulary plus verbs and to study structures.
4.1.2.2. **Students’ survey.** This survey (in Spanish) was given to the students because they don’t have a complete or advanced command of the English language. It pretends to know about the concept that our children have in the A.S.E. English classes. This is a very useful tool to check if this syllabus is taking a good and correct way and if it is possible to apply and develop it for this type of population and this context.

1. Children’s experience with the English language is excellent in a 56%, good in a 36%, fair in an 8% and nobody considers it is a bad experience.

2. 64% of the children who study English in A.S.E. have been in other English courses and the other 36% of them, have never studied English in an institute or in a non formal education programme.

3. Children that stop learning English in non formal education programmes, express that their reasons are: a 33% says the courses are very expensive. A 22% talks about the teacher’s bad attitude and work. An 11% says the teacher don’t introduce new topics.
4. These children say they are taking English classes in A.S.E. for different reasons. 56% takes classes there because they like them. 32% goes to these English classes because they are a complement for their studies. Other 8% studies English there for necessity and the last 4% likes the classes and study for a preparation for the school.

5. 100% of the children that answered the survey like the English language:

6. These children have many good reasons to like English. All of them think about their future, saying the following:

33% says that English is important for working and for getting a personal growing. 21% thinks that they have been learning this language for travelling, studying in other countries too. 17% talks about the importance of English and necessity, nowadays and for the current studies. Finally, a 4.17% of the children believe that it is easy and funny to learn that they can teach it to other people and that they can learn about other cultures and communicate with others.
7. 96% of them say that it is very important to learn English. And only 4% answer NO.

8. The children gave the same reasons of question number 6. They think that English is very useful and it will be more important in the future.

9. The children (English students) in A.S.E. want their classes to have these characteristics (in this order):

Participative, dynamic and practical, based on games and in conversations, with writing and reading exercises and as a last option, theoretical.

10. Our children want these characteristics in their teachers (in this order):

Amazing, who have a good command of English, who take into account children’s interests, innovative and very expressive.

4.1.2.3. A.S.E. Directors’ and Administrator Staff survey. This survey was done this way because it is necessary to find out the staff’s point of view. They are the people who have designed this
programme and it is important to know which one the reasons to include them in the non formal education programme, were the way that they have been managing it this year and the changes and difficulties they have had to face.

1. The English language courses for children were not present in the A.S.E. curriculum from the beginning. First of all, they offered adult English courses, and then, because of parents’ and students’ suggestion, they have started children courses. Mainly, because adults want them to have good opportunities in life.

2. Children’s courses are an opportunity to bring them real options in their scholar development, learning habits and finally as a real choice for their lives.

3. At the beginning of the courses, A.S.E. staff planned only two levels. Nowadays, there are three levels for kids.

4. The groups of students have been always divided according to age.
5. They don’t have any parameter to assign teachers the different levels. Anyway, Practice Coordinators conscious of their skills practitioners, the staff asked them to suggest which course could be better for both, teachers (practitioners) and A.S.E students.

6. A.S.E. has to focus efforts on Children’s English courses, basically because they are a future investment, if the programme develops a stronger structure for kids’ courses, they will follow as many levels as possible set a better English skills and in that way A.S.E. is going to fulfil its community commitments and offer them better future opportunities.

7. A.S.E. has not proposed and has not followed a syllabus or programme model for the English language courses for children. They don’t have any syllabus or programme but they have already had some talks about how useful they could be.
5. DESIGNING A SYLLABUS FOR A.S.E.

5.1. INTRODUCTION

Nowadays, people are aware of the importance of employment for a better lifestyle. The A.S.E. is a non-formal education programme that intends to train community in becoming productive people in the society. They have thought about English teaching, because this is an important tool today.

The English syllabus for children for the A.S.E. takes into account an approach and a kind of methodology that could satisfy the students' needs. They are boys and girls between 7 and 13 years old; some of them have an elementary level but we can place them in different levels from 1st to 5th. This is a syllabus based on the skills and the micro-skills development working with tasks and projects related to daily facts and children’s lives and with their interests, for example cartoons, games, movies, computers, etc.

The teachers are university practitioners; students that are finishing their pedagogical major and some of them had never taught before, so, this is their first experience and this syllabus gives them tools for their performance in the classroom.
These are some of the advantages of the chosen methodology: -

- It is centred in activities that develop the four skills (reading, writing, listening, or speaking) and micro-skills that are involved in the use of the language.

- A complex activity can involve a number of individual skills or micro-skills that together make up the activity.

- It focuses on performance in relation to specific tasks and therefore, provides a practical framework for designing courses and teaching materials. –8

This kind of methodology has the possibility to involve the students in a process where they can practice all the skills and practice the language in different common situations.

- The notion of tasks appears useful as a component and a complement of this kind of syllabus and methodology; it has yet to be widely adopted as a unit of a syllabus design. These have been especially designed to facilitate second language learning and one in which tasks

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or activities are the basic units of syllabus design. – “The two kinds of tasks are:

1. **Pedagogical tasks:** are designed to trigger second language learning processes and strategies. Examples of tasks of this kind:
   
   - Jigsaw tasks
   - Information-gap tasks
   - Problem solving tasks
   - Decision making tasks
   - Opinion exchange tasks

2. **Real-world tasks:** are designed to practice those activities that are found to be important in a needs analysis and that turn out to be important and useful in the real world. “- ⁹

   It is important to mix the two kinds of activities. The teacher can take advantage of the needs and interests of the students and, at the same time, introduce some funny activities that children like.

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⁹ Ibid. p. 162.
5.2. JUSTIFICATION

The syllabus for English language courses for children at the “Alianza Social Educativa” programme is designed because there is a necessity to improve the language level of the kids. They need a special methodology and activities to be motivated and involved them in the learning process and in the English culture.

Children must recognize this language as an important tool to get success in their future and they must be conscious that if they begin learning at this age, it is very easy to accomplish the goal when they like the way teachers present and manage the English language.

The methodology that was chosen is the most suitable for the target population, because it calls the students attention and interests so they can use their imagination and creativity to enjoy the courses. It is based on tasks and projects that are interesting for them. With these tasks, students can put into practice many language elements worked in the classes, in a useful and enjoyable way and developing the four skills: listening, reading, writing and speaking.
5.3. OBJECTIVES

5.3.1. General

Children may improve their language level and command, taking into account their likes, interests, hobbies, and daily life and making use of their creativity.

5.3.2. Specific

- Allow children to be autonomous, free and creative, involving them in games, group activities, logical exercises, role-plays, story telling and story reading.

- Train autonomous, free and creative children, involving them in games, group activities, logical exercises, role-plays, story telling and story reading.

- Promote a new vision, attitude and expectation of English language, developing interesting, entertaining and different activities inside and outside the classroom.
• Take advantage of children’s abilities and positive attitudes and promote values in students to make a better living - together.

5.4. NEEDS AND AIMS

NEEDS

The English courses for both, children and adults must set up goals to fit individual needs and wishes by reflecting social objectives as well as academic, professional or occupational interests.

Young learners have two principal needs:

A. To learn the school subjects which are part of the general curriculum in the bilingual schools.

B. Socialize with their classmates.

The following sets of data show the sorts of information, which can be collected through need analysis.
This is a source for identifying the real needs of the students:

<table>
<thead>
<tr>
<th>Participant:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Age:</td>
<td></td>
</tr>
<tr>
<td>Education level:</td>
<td></td>
</tr>
<tr>
<td>Proficiency:</td>
<td></td>
</tr>
<tr>
<td>Communicative needs:</td>
<td></td>
</tr>
<tr>
<td>Preferred learning activities:</td>
<td></td>
</tr>
<tr>
<td>Availability:</td>
<td></td>
</tr>
<tr>
<td>Motivation:</td>
<td></td>
</tr>
</tbody>
</table>

**Participant:**

- Who are you?

**Age:**

- How old are you?

**Education level:**

- School grade

**Proficiency:**

- Your English level is:
  - Elementary
  - Beginner
Communicative needs:

- Have a command of the four skills and the micro—skills in English.

- Establish real communication with the classmates and teachers.

- Reinforce or advance school’s English program for children.

- Use English to explore the world and to exploit and to take advantage of the children’s interests.

Preferred learning activities:

Choose the English classroom activities that you like:

Availability:

- School time
- Saturdays
- How long during the week?
Motivation:

- Why do you study English?
- Why do you want to learn it?

AIMS FOR THE FOUR LEVELS

- Search for specific information for a given purpose, process it, and use it in some way.

- Listen to or read information, process it, and use it in some way.

- Give information in spoken or written form about personal experience.

- Listen to, read a story, poem, play, feature, etc., and respond to it personally in some way.

- Become competent to use English in real-life situations for the development and maintenance of interpersonal relationships.

- Increase, through a common language, the possibility of understanding the importance of cooperative learning.
• Foster the development of critical thinking skills and the development of learning skills so that students can continue the English learning process beyond the school setting.

• Develop the four basic skills with imaginative and creative purposes.

• Use written and spoken English to provide information to other people.

• Continue learning independently once they have left the programme.

• Communicate effectively, in both, speaking and writing, in all daily situations.

• Acquire good reading habits to understand, enjoy, and appreciate a wide range of texts.

• Develop the ability to express them imaginatively and creatively.

• Acquire knowledge for self-development and for fulfilling personal needs and ambitions.
<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHO AM I? HOW DO I LIVE?</td>
<td>THE WORLD AND ME</td>
<td>WHEN I WAS...</td>
<td>HOW WILL MY LIFE BE IN MY PLANET?</td>
</tr>
<tr>
<td>1.1. ME</td>
<td>2.1. I TALK ABOUT ME</td>
<td>3.1. I WAS A...</td>
<td>4.1. MY LIFE IN TWENTY YEARS</td>
</tr>
<tr>
<td>1.1.1. My body</td>
<td>2.1.1. Introducing myself</td>
<td>3.1.1. When I was a baby</td>
<td>4.1.1. I will be an adult</td>
</tr>
<tr>
<td>1.1.3. My feelings</td>
<td>2.1.3. Playing with my friends</td>
<td>3.1.3. My clothes</td>
<td>4.1.3. My goals</td>
</tr>
<tr>
<td>1.2. MY COMMUNITY</td>
<td>2.2. I EXPRESS MYSELF</td>
<td>3.2. MY FAMILY</td>
<td>4.2. THE EARTH IN THE FUTURE</td>
</tr>
<tr>
<td>1.2.1. My neighbourhood</td>
<td>2.2.1. I do many things</td>
<td>3.4.1. My grandparents</td>
<td>4.2.1. A world in change</td>
</tr>
<tr>
<td>1.2.2. My city</td>
<td>2.2.2. Celebrations of the year</td>
<td>3.4.2. Our last vacations</td>
<td>4.2.2. Changes in nature</td>
</tr>
<tr>
<td>1.2.3. My country</td>
<td>2.2.3. I describe the world</td>
<td>3.4.3. Traditions</td>
<td>4.2.3. Mass media in the future</td>
</tr>
<tr>
<td>1.3. MY PREFERENCES</td>
<td>2.3. THE NATURAL WORLD AROUND ME</td>
<td>3.3. THE COLOMBIAN HISTORY</td>
<td>4.3. SCIENCE AND TECHNOLOGY</td>
</tr>
<tr>
<td>1.3.1. My favourite food</td>
<td>2.3.1. Living things: Plants</td>
<td>3.2.1. Dates to remember</td>
<td>4.3.1. Predicting new inventions</td>
</tr>
<tr>
<td>1.3.2. My favourite sports</td>
<td>2.3.2. Living things: Animals</td>
<td>3.2.2. Our national heroes</td>
<td>4.3.2. The scientists in the future</td>
</tr>
<tr>
<td>1.3.3. My hobbies</td>
<td>2.3.3. Non-living things</td>
<td>3.2.3. Our present and our past</td>
<td>4.3.3. The past vs. the future</td>
</tr>
<tr>
<td>1.4. MY HABITS</td>
<td>2.4. OUR UNIVERSE</td>
<td>3.4. SOME IMPORTANT WORLD FACTS</td>
<td>4.4. MY PEOPLE IN THE FUTURE</td>
</tr>
<tr>
<td>1.4.1. Hygiene</td>
<td>2.4.1. The galaxies</td>
<td>3.3.1. Dates to remember</td>
<td>4.4.1. My family in the year 2025</td>
</tr>
<tr>
<td>1.4.2. Healthy food</td>
<td>2.4.2. The stars</td>
<td>3.3.2. Important personalities and discoveries</td>
<td>4.4.2. The city of the future</td>
</tr>
<tr>
<td>1.4.3. Kindness and good manners</td>
<td>2.4.3. The planets</td>
<td>3.3.3. The world today and before</td>
<td>4.4.3. What about pets?</td>
</tr>
</tbody>
</table>
# SPE C I F I C C O N T E N T S

## LEVEL 1

**WHO AM I? / HOW DO I LIVE?**

**TALKING ABOUT LONG-TERM SITUATIONS AND ROUTINE AND REGULAR ACTIVITIES**

<table>
<thead>
<tr>
<th>1.1. ME</th>
<th>1.2. MY COMMUNITY</th>
<th>1.3. MY PREFERENCES</th>
<th>1.4. MY HABITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing myself</td>
<td>Places in my neighbourhood</td>
<td>Food and drinks</td>
<td>Daily healthy routine</td>
</tr>
<tr>
<td>I have...</td>
<td>Rules in the street</td>
<td>I like...</td>
<td>Talking about frequency</td>
</tr>
<tr>
<td>I am...</td>
<td>I live...</td>
<td>I eat...</td>
<td></td>
</tr>
<tr>
<td>Parts of the body</td>
<td>People who live with me.</td>
<td>Quantifiers</td>
<td></td>
</tr>
<tr>
<td>People who help me.</td>
<td>Expressing likes and dislikes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colours</td>
<td>I can... / I can't...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is / There are</td>
<td>Other actions happening now</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The house</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.1.2. <em>My family</em></th>
<th>1.2.2. <em>My city</em></th>
<th>1.3.2. <em>My favourite sports</em></th>
<th>1.4.2. <em>Healthy food</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Members of the family</td>
<td>City places</td>
<td>Sports</td>
<td>Fruits and vegetables</td>
</tr>
<tr>
<td>He is / she is / they are</td>
<td>Professions</td>
<td>Outdoor activities</td>
<td>Proteins</td>
</tr>
<tr>
<td>Describing other people</td>
<td>Leisure activities in my city</td>
<td>I can... / I can't...</td>
<td>Carbohydrates</td>
</tr>
<tr>
<td>Numbers</td>
<td>Describing places</td>
<td>Other actions in present</td>
<td>Vitamins</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Minerals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.1.3. <em>My feelings</em></th>
<th>1.2.3. <em>My country</em></th>
<th>1.3.3. <em>My hobbies</em></th>
<th>1.4.3. <em>Good manners</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel...</td>
<td>Main tourist places in my country</td>
<td>Other actions in present</td>
<td>Review greetings</td>
</tr>
<tr>
<td>I am... (review)</td>
<td>Geographical features</td>
<td>I like... / I don't like...</td>
<td>Kind expressions</td>
</tr>
<tr>
<td>Describing my personality</td>
<td>Weather</td>
<td></td>
<td>Giving orders</td>
</tr>
<tr>
<td>SPECIFIC CONTENTS</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-------------------</td>
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<tr>
<td>LEVEL 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**THE WORLD AND ME**

**TALKING ABOUT LONG-TERM SITUATIONS AND REGULAR ACTIVITIES AND ABOUT CURRENT ACTIVITIES DON'T FINISHED**

<table>
<thead>
<tr>
<th>2.1. I TALK ABOUT ME</th>
<th>2.2. I EXPRESS MYSELF</th>
<th>2.3. THE NATURAL WORLD AROUND ME</th>
<th>2.4. OUR UNIVERSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1.1. Introducing myself</strong></td>
<td><strong>2.2.1. I do many things</strong></td>
<td><strong>2.3.1. Living things: Plants</strong></td>
<td><strong>2.4.1. The galaxies</strong></td>
</tr>
<tr>
<td>Greetings</td>
<td>Actions in present</td>
<td>What is a living thing?</td>
<td>Where are located things?</td>
</tr>
<tr>
<td>Personal information</td>
<td>I do…</td>
<td>Past (history)</td>
<td>Sizes</td>
</tr>
<tr>
<td>Formal and informal introductions</td>
<td>I can / I can't</td>
<td>Parts of the plant</td>
<td>Shapes</td>
</tr>
<tr>
<td></td>
<td>I like… / I don't like</td>
<td>Vegetables groups (description)</td>
<td>Colours</td>
</tr>
<tr>
<td></td>
<td>Things I have done (Experiences: Present perfect)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.1.2. Meeting different people</strong></td>
<td><strong>2.2.2. Celebrations of the year</strong></td>
<td><strong>2.3.2. Living things: Animals</strong></td>
<td><strong>2.4.2. The stars</strong></td>
</tr>
<tr>
<td>People's appearance and characteristics</td>
<td>Important holidays</td>
<td>Making definitions: What is a…?</td>
<td>Where are located things?</td>
</tr>
<tr>
<td>Tell them about me</td>
<td>Family and friend</td>
<td>Talking about animals</td>
<td>Sizes</td>
</tr>
<tr>
<td>Present continuous</td>
<td>Speaking about others</td>
<td>Description - adjectives</td>
<td>Shapes</td>
</tr>
<tr>
<td></td>
<td>Traditions</td>
<td>Comparing plants and animals</td>
<td>Colours</td>
</tr>
<tr>
<td><strong>2.1.3. Playing with my friends</strong></td>
<td><strong>2.2.3. I describe the world</strong></td>
<td><strong>2.3.3. Non-living things</strong></td>
<td><strong>2.4.3. The planets</strong></td>
</tr>
<tr>
<td>I am playing…, he is running…</td>
<td>Describing places</td>
<td>Talking about minerals</td>
<td>Where are located things?</td>
</tr>
<tr>
<td>Outdoor games</td>
<td>The landscape</td>
<td>Describing objects and non living things</td>
<td>Sizes</td>
</tr>
<tr>
<td>Board games</td>
<td>There is / There are</td>
<td>Adjectives</td>
<td>Shapes</td>
</tr>
<tr>
<td>Room games</td>
<td></td>
<td>Colours</td>
<td></td>
</tr>
<tr>
<td>SPECIFIC CONTENTS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEVEL 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHEN I WAS...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TALKING ABOUT FINISHED SITUATIONS AND ACTIONS IN THE PAST.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.1. I WAS A...</strong></td>
<td><strong>3.2. MY FAMILY</strong></td>
<td><strong>3.3. THE COLOMBIAN HISTORY</strong></td>
<td><strong>3.4. SOME IMPORTANT WORLD FACTS</strong></td>
</tr>
<tr>
<td><strong>3.1.1. When I was a baby</strong></td>
<td><strong>3.4.1. My grandparents</strong></td>
<td><strong>3.2.1. Dates to remember</strong></td>
<td><strong>3.3.1. Dates to remember</strong></td>
</tr>
<tr>
<td>I had..., I did...</td>
<td>Talking about past events and experiences</td>
<td>Talking about dates</td>
<td>Time / dates</td>
</tr>
<tr>
<td>I was...</td>
<td>Talking about the ancient life styles</td>
<td>I played, I enjoyed, etc.</td>
<td>Ordinal numbers (1st, 2nd, 3rd...)</td>
</tr>
<tr>
<td>Giving reasons (Because)</td>
<td>Ago, yesterday, last year, last night</td>
<td>I come, I went, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>3.1.2. My toys and games</strong></td>
<td><strong>3.4.2. Our last vacation</strong></td>
<td><strong>3.2.2. Our national heroes</strong></td>
<td><strong>3.3.2. Important personalities and discoveries</strong></td>
</tr>
<tr>
<td>Toys</td>
<td>Funny activities to do on vacation</td>
<td>Simon Bolivar was born...</td>
<td>Inventors and their inventions</td>
</tr>
<tr>
<td>Board games</td>
<td>Likes and dislikes</td>
<td>Jorge Eliecer Gaitan died...</td>
<td>Scientist and their discoveries</td>
</tr>
<tr>
<td>The park</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describing how some things work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructions to play a game</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.1.3. My clothes</strong></td>
<td><strong>3.4.3. Traditions</strong></td>
<td><strong>3.2.3. Our present and our past</strong></td>
<td><strong>3.3.3. The world today and before</strong></td>
</tr>
<tr>
<td>Clothes</td>
<td>My grandparents do...</td>
<td>Now and before</td>
<td>History facts</td>
</tr>
<tr>
<td>Compare my childhood clothes and the ones I wear now</td>
<td>My family go...</td>
<td>Talking about current facts and people now and in the past</td>
<td>The world nowadays</td>
</tr>
<tr>
<td>Comparisons</td>
<td></td>
<td>Comparisons</td>
<td></td>
</tr>
<tr>
<td>Specific Contents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How will my life be in my planet?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking about the decision making at the moment of speaking, about predictions or opinions about the future, about future intentions or plans are sure to happen in the future</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.1. I will be an adult</td>
<td>4.2.1. A world in change</td>
<td>4.3.1. Predicting new inventions</td>
<td>4.4.1. My family in the year 2025</td>
</tr>
<tr>
<td>Future plans and intentions</td>
<td>Predictions</td>
<td>Making predictions</td>
<td>Predictions in my life</td>
</tr>
<tr>
<td>Contrasts between the current life and the future life in the world</td>
<td>Inventions</td>
<td>Describing people in the future (physical appearance, clothes)</td>
<td></td>
</tr>
<tr>
<td>Comparisons</td>
<td></td>
<td>Describing personality and physical appearance</td>
<td></td>
</tr>
<tr>
<td>4.1.2. My expectations</td>
<td>4.2.2. Changes in nature</td>
<td>4.3.2. The scientists in the future</td>
<td>4.4.2. The city of the future</td>
</tr>
<tr>
<td>I want to be...</td>
<td>Talk about the “evolution” (and involution) of the living things</td>
<td>Talk and describe people in the future (Physical appearance and personality characteristics)</td>
<td>Describing places and things that you will find in a city</td>
</tr>
<tr>
<td>I’m going to be...</td>
<td></td>
<td>Doctors and medicine in the future</td>
<td>Describing a place</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Talking about physical appearance and customs of the people in the future</td>
</tr>
<tr>
<td>4.1.3. My goals</td>
<td>4.2.3. The media in the future</td>
<td>4.3.3. The present vs. the future</td>
<td>4.4.3. What about pets?</td>
</tr>
<tr>
<td>Making predictions about my future</td>
<td>Talking about news</td>
<td>Contrast today’s world and the world in the future.</td>
<td>Describing animals</td>
</tr>
<tr>
<td>I will…</td>
<td></td>
<td></td>
<td>Describing the physical appearance and character of some animals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Review vocabulary</td>
</tr>
</tbody>
</table>

Review vocabulary
6. CONCLUSIONS

The students in A.S.E. are children who really want to study and so, there is a constant interaction between teacher–student and the practitioners (teachers) can carry out all their objectives, in the students’ context.

Children want an interesting and creative way for learning English and if this is centred in their needs and interests, they can improve their living and interact in the foreign language with others naturally in similar situations as the adults.

Although children like English, sometimes they do not continue with the courses because teachers based their classes in grammar sessions without taking into account activities which students love. For this reason, it is important to engage them using techniques like the art, the handicrafts, the games and the music for doing an interactive class. Teaching English to children in A.S.E. involves different kinds of experiences to teaching from a common school.

Pretending to achieve these objectives, the syllabus is based on a process and in tasks. It allows making some mini-projects, related to the proposed
topics and to practice in each class the four skills: listening, speaking, reading and writing. Children can talk about their context, learning about other cultures but recognizing first their own one, being the sessions on Saturdays a complement for the other subjects in the school and, obviously, for the English classes.
BIBLIOGRAPHY


ANNEXE No.1. THE FACT-FINDING STAGE

1. Who are the learners?
2. Who are the teachers?
3. Why is the program necessary?
4. Where will the program be implemented?
5. How will it be implemented?

A.S.E. programme has developed continuous improvement processes in the education quality. For this reason it is being done a research to know the methodology and pedagogical models that our teachers put into practice for the childish population; this is in order to create a proposal of the contents for English language courses for children, coherent with the “Alianza Social Educativa” reality.

We thank to answer this with clear and legible handwriting.

The staff.

1. What teaching activities do you prefer and which do you put into practice in your classes?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
2. How long have you been teaching?

3. What kind of students do you have (children, teenagers, adults)?
Write the age.

4. What kind of materials and resources do you use in your classes?

5. Do you think Spanish is an important resource in an English class?
Why?
6. How do you teach English grammar in class?
ANNEXE No. 3. PRACTITIONERS’ SURVEY: STATISTICS RESULTS (GRAPHICS)

1. FAVOURITE ACTIVITIES USED BY PRACTITIONERS IN THEIR ENGLISH CLASSES

- Oral activities for improving speaking and fluency.

2. PRACTITIONERS’ TEACHING EXPERIENCE

- 1 year
- 3 years
- NO ANSWER

3. PEOPLE’S AGES

- CHILDREN AND TEENAGERS
- ADULTS
- NO ANSWER

4. MATERIALS AND RESOURCES USED IN CLASS BY THE PRACTITIONERS

- Photocopies
- Games
- Flash cards
- Videos and movies
- Radio, music
- Posters
- Markers

5. SPANISH AS AN IMPORTANT RESOURCE IN AN ENGLISH CLASS

- In beginners levels
- Yes
- No
- Sometimes in all levels

6. TEACHING GRAMMAR IN THE CLASS

- Explanation
- Oral exercises
- Grammar through games
- Vocabulary and verbs
- Writing exercises
- Students’ questions
- Structures
ALIANZA SOCIAL EDUCATIVA - PROGRAMA DE IDIOMAS

ENCUESTA PARA ESTUDIANTES

NIÑOS ENTRE LOS 7 Y 13 AÑOS

Realizada por: Yamile Rodríguez Cadena (coordinadora)

Alianza Social Educativa está realizando actividades para que los cursos de inglés para niños sean cada vez mejores y para que aprendas de forma divertida este importante idioma.

Por tal motivo, te pedimos llenes esta encuesta para así saber como te parecen las clases y que podemos hacer para que sean mejores.

Muchas gracias.

Atte: Directivas.

1. Tu experiencia con el aprendizaje del inglés ha sido:

   Excelente _____    Regular _____
   Buena _____        Mala _____
2. ¿Has estado en otros cursos de inglés?

Si _____  No _____

3. En caso afirmativo, ¿por qué no continuaste con tus estudios allí?

____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

4. Estás tomando clases de inglés en la A.S.E. por:

Gusto _____  Necesidad _____  Estudio _____

5. ¿Te gusta este idioma?

Si _____  No _____

6. ¿Por qué?

____________________________________________________
____________________________________________________
____________________________________________________
7. ¿Crees que es importante aprenderlo?
Si _____  No _____

8. ¿Por qué?


9. ¿Cómo quisieras que fueran tus clases de inglés?. Une los aspectos de la columna A con los números de la B, siendo 1 el aspecto más importante para ti.

<table>
<thead>
<tr>
<th>Columna A</th>
<th>Columna B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Dinámicass / lúdicas</td>
<td>1</td>
</tr>
<tr>
<td>(basadas en el juego)</td>
<td></td>
</tr>
<tr>
<td>b. participativas</td>
<td>2</td>
</tr>
<tr>
<td>c. basadas en la</td>
<td>3</td>
</tr>
<tr>
<td>conversación</td>
<td></td>
</tr>
<tr>
<td>d. basadas en la escritura y</td>
<td>4</td>
</tr>
<tr>
<td>la lectura</td>
<td></td>
</tr>
<tr>
<td>e. teóricas</td>
<td>5</td>
</tr>
<tr>
<td>f. prácticas</td>
<td>6</td>
</tr>
</tbody>
</table>
10. ¿Cómo quisieras que fueran tus profesores?. Une los aspectos de la columna A con los números de la B, siendo 1 el aspecto más importante para ti.

<table>
<thead>
<tr>
<th>Columna A</th>
<th>Columna B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. divertidos</td>
<td>1</td>
</tr>
<tr>
<td>b. expresivos</td>
<td>2</td>
</tr>
<tr>
<td>c. innovadores</td>
<td>3</td>
</tr>
<tr>
<td>d. que tengan un buen dominio del inglés</td>
<td>4</td>
</tr>
<tr>
<td>e. que tengan en cuenta tus intereses</td>
<td>5</td>
</tr>
<tr>
<td>f. que tengan buen sentido del humor</td>
<td>6</td>
</tr>
</tbody>
</table>
ANNEXE No. 5    SURVEY FOR STUDENTS (CHILDREN BETWEEN 7 AND 13 YEARS OLD) (English version)

1. Your experience with the English learning process has been:
   Excellent _____     Good _____
   Middling _____     Bad _____

2. Have you attended other English classes?
   Yes _____      No _____

3. If your answer is affirmative, why didn’t you continue your studies there?
   ________________________________
   ________________________________
   ________________________________

4. Why are you taking classes in A.S.E?
   You like them _____   Necessity _____   Study _____

5. Do you like this language?
   Yes _____      No _____
6. Why? 

7. Do you think that English learning is important?  
Yes _____ No _____

8. Why? 

9. How would you like your English classes to be? Match the columns A and B, organizing the aspects from 1 to 6, being 1 the most important for you.

<table>
<thead>
<tr>
<th>Columna A</th>
<th>Columna B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. dynamic / based on games</td>
<td>1</td>
</tr>
<tr>
<td>b. participative classes</td>
<td>2</td>
</tr>
<tr>
<td>c. based on the conversation</td>
<td>3</td>
</tr>
<tr>
<td>d. based on writing and reading</td>
<td>4</td>
</tr>
<tr>
<td>e. based on theory classes</td>
<td>5</td>
</tr>
<tr>
<td>f. practice class</td>
<td>6</td>
</tr>
</tbody>
</table>
10. How would you like your teachers to be? Match the columns A and B, organizing the aspects from 1 to 6, being 1 the most important for you.

<table>
<thead>
<tr>
<th>Columna A</th>
<th>Columna B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Amazing</td>
<td>1</td>
</tr>
<tr>
<td>b. expressive people</td>
<td>2</td>
</tr>
<tr>
<td>c. innovator people</td>
<td>3</td>
</tr>
<tr>
<td>d. have a good command of</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>e. have into account your</td>
<td>5</td>
</tr>
<tr>
<td>interests</td>
<td></td>
</tr>
<tr>
<td>f. have a good sense of</td>
<td>6</td>
</tr>
<tr>
<td>humour</td>
<td></td>
</tr>
</tbody>
</table>
ANNEXE No. 6 SURVEY FOR STUDENTS (CHILDREN BETWEEN 7 AND 13 YEARS OLD) STATISTICS RESULTS (GRAPHICS)

1. CHILDREN EXPERIENCE WITH THE ENGLISH LANGUAGE

   - Excellent: 36%
   - Good: 8%
   - Middling: 0%
   - Bad: 56%

2. STAYING IN THE ENGLISH COURSES

   - Yes: 36%
   - No: 64%

3. REASON FOR STOPPING THE COURSES

   - Teachers' attitude and work: 33%
   - Expensive: 11%
   - No new contents: 11%
   - Long schedules: 11%
   - Obligatory and they finished: 11%
   - No answer: 8%

4. THE CHILDREN TAKE ENGLISH CLASSES IN A.S.E. BECAUSE...

   - You like them: 56%
   - For studying: 32%
   - For necessity: 8%
   - You like them and the school: 4%
   - No answer: 0%

5. DO YOU LIKE THE ENGLISH LANGUAGE?

   - Yes: 100%
   - No: 0%
6. Why do you like English?

7. Importance of English learning

8. Requirement in an English class

- Participative
- Dynamic and based on games and practical classes.
- Based on conversations, writing and reading and theoretical.

9. Children would like the teachers been...

- Funny, good command of English, take into account their interests
- Innovator
- Expressive

Survey for the students (children)
As, you know, the development of the different courses is one of principal objectives of ASE organization. Therefore, we present a survey to know in which conditions appeared these courses and the expectations with the ones that were presented.

1. Were the English language courses for children thought at the beginning of the A.S.E.?

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
2. Why does the programme establish these courses?

3. How many levels did the English courses have at first?

4. How was the initial distribution of the students?
5. Does the A.S.E. take into account any parameter to locate the teachers (practitioners) in front of the children groups?

6. What are your expectations about the English courses for children in A.S.E.?
7. Has the A.S.E. proposed or followed a syllabus or programme model for the English language courses for children? In an affirmative case, explain your answer.