



The Journey towards English Syllabi Unification. The Case of a Private Colombian University¹

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Abstract

The aim of this paper is to describe the process undertaken by Curriculum Coordinators to design and update English syllabi across all Language Institutes at Universidad Santo Tomás (USTA) in Colombia. It outlines the foundational reasons for updating university syllabi to establish a cohesive set of five English syllabi corresponding to the undergraduate programs' five English levels at USTA. These programs align with the Learning Assessment System (SEA in Spanish), the University Pedagogical Model, and international standards aimed at fostering communicative and intercultural competences in English as a Foreign Language (EFL). This academic endeavor was grounded in the principles of action research and involved gathering data from institutional documents, as well as surveying the perceptions of directors and curriculum coordinators regarding the English syllabi. The process also incorporated collaborative work as a strategy to consolidate a common framework for English syllabi at USTA. Thus, the design and updating of English syllabi has allowed all the university headquarters and branches to set a common guiding ground for English teaching and learning processes. This initiative has also contributed to the standardization of competences, learning goals, contents, didactic activities, times, outcomes, and assessment for each academic term within the five English levels offered.

Keywords: Common European Framework of Reference, curriculum, English as a Foreign Language (EFL), syllabus design

1 This article is the result of a pedagogical and administrative foreign language experience as Curriculum Coordinators at the Language Institutes of Universidad Santo Tomás in Colombia.

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Recorrido hacia la unificación de los sílabos de Inglés. El caso de una universidad privada en Colombia

Resumen

Este artículo tiene como objetivo presentar el proceso que condujo al diseño y actualización de sílabos de inglés liderado por los coordinadores curriculares de todos los Institutos de Lenguas en la Universidad Santo Tomás (USTA) en Colombia. Se exponen las razones fundacionales para la actualización y los pasos que condujeron a la consolidación de cinco sílabos de inglés correspondientes a los cinco niveles impartidos en la USTA para programas de pregrado. Estos programas se adhieren al Sistema de Evaluación de los Aprendizajes (SEA), al modelo pedagógico de la universidad y a los estándares internacionales, con el fin de garantizar la adquisición de competencias comunicativas e interculturales en el espacio académico de inglés como lengua extranjera. Esta experiencia académica se basa en los principios de la investigación-acción, incluyendo la recolección de datos a partir de documentos institucionales y considerando las percepciones de los directores y líderes de currículo sobre los sílabos de inglés. De la misma manera, se contó con el trabajo de pares como estrategia para consolidar un marco común en torno a los sílabos de inglés en la USTA. Por consiguiente, el diseño y la actualización de los sílabos de inglés han permitido acordar un eje común para los procesos de enseñanza y aprendizaje en esta lengua en cada sede y seccional de la universidad. Esta labor también ha contribuido a estandarizar las competencias, los objetivos de aprendizaje, los contenidos, las actividades didácticas, los tiempos, los entregables y los procesos de evaluación para cada corte académico dentro de los cinco niveles de inglés ofrecidos.

Palabras clave: diseño de sílabos, currículo, Inglés como Lengua Extranjera, estandarización

Introduction

An effective English lesson is the culmination of a lengthy process that incorporates educational policies, international and national standards concerning English as a Foreign Language (EFL), and elements aligned with the university pedagogical model and the results of the analysis of the students' needs. When these components are harmoniously integrated, it is feasible to design a syllabus which caters not only to the students' learning needs, but also meets university expectations and adheres to EFL guidelines. According to [Sabbah \(2018\)](#), syllabus design is essentially based on a decision about the units, the classroom activities, and the sequence in which they are performed. In this sense, a syllabus implies a profound and conscientious decision-making process not only on contents to be implemented, but also on competences to be developed, actions to be conducted, and behaviors to be fostered. The syllabus also provides information about the class methodology.

The cover term for all of language teaching, from theory to practice... The method is divided into the three levels of (a) approach, (b) design, and (c) procedure. The approach is further divided into theories of language and theories of learning. The design is divided into syllabus design and content; roles of materials; roles of learners; and roles of teachers. Procedure specifies the activities that are used in a classroom. ([Krahnke, 1987](#), p. 10)

According to different authors, syllabus design is still under development in Colombia ([Echeverri-Sucerquia & Sierra-Piedrahita, 2019](#); [Le-Gal, 2018](#)). In this regard, [Echeverri-Sucerquia and Sierra Piedrahita \(2019\)](#) assert that "the concept of syllabus design [...] has shifted to curriculum development" (p. 142), and, in line with the aforementioned ideas by [Krahnke \(1987\)](#) and [Sabbah \(2018\)](#), they point out that syllabus design is a term that comprises issues such as: learners' needs, learning aims, course structure, teaching methods and materials. Furthermore, the Ministry of Education (MEN in Spanish) has made efforts to establish a foreign language policy nationwide ([MEN, 2004, 2009, 2015](#)), which has subsequently influenced curriculum design at public and private education institutions.

Universidad Santo Tomás (hereafter referred to as ÚSTA) is a private Catholic university with nationwide presence. It has 3 headquarters located in Bogotá, Villavicencio, and Medellín and 2 branches located in Bucaramanga and Tunja. ÚSTA also has 23 University Attention Centers (CAU in Spanish) where distance programs are offered. In this sense, the unification of EFL syllabi is reflective of a directive to take a more holistic view of the institution. The national coverage has an impact on the learners' background as students from different Colombian municipalities pursue their professional careers and are in contact with a range of idiosyncrasies, customs, and life views. Before unifying the syllabi, EFL as a subject and its core components were mainly determined by each branch individually. Consequently, EFL syllabi at ÚSTA branches differed from each other in aspects such as:

1. Approach. Some EFL syllabi at ÚSTA followed a communicative language teaching approach, emphasizing real-life communication in English, while the others adopted more integrated language learning with the study of academic content.
2. Design. The design of some EFL syllabi at ÚSTA was organized thematically, with each section focusing on specific topics, while the other syllabi were skill-based, emphasizing the development of listening, speaking, reading, and writing skills. Likewise, the content of some EFL syllabi prioritized Moodle, materials and resources designed and implemented by the teachers, while the other syllabi focused more on material and resources provided by English publishing houses and business English material.
3. Procedures. Some EFL syllabi relied on project-based learning, requiring students to collaborate on a language project, while the others relied on traditional lecture-style teaching with regular summative assessments.
4. Assessment. Assessment methods were found to vary among the different institutions; while one EFL syllabus included continuous assessment through class participation and assignments, others might have quizzes and exams as the primary assessment method.

Previous aspects provide the foundations to attempt the unification of EFL syllabi. As an educational brand, USTA purported to be a unified institution, but internal administrative and academic divergences among branches and headquarters nationwide made academic processes (e.g. student transfers or recognition of academic studies) lengthy.

As a response to the English National Program, in 2014, the USTA Higher Council approved the policies of acquisition of competencies in a foreign language within Agreement 46 (Acuerdo 46, 2014). This document provided guidelines as an attempt to unify and standardize academic procedures concerning EFL at the university level nationally. To this end, it embraced undergraduate and postgraduate students, administrative staff, and teachers, and included both classroom and remote teaching. To align with Agreement 46, Foreign Language Institutes at USTA began to conceive a unique set of syllabi which were guided by the elements mentioned by [Krahnke \(1987\)](#): approach, design, and procedure. In this sense, at USTA, Teaching English as a Foreign Language (TEFL) has been characterized by the implementation of the communicative approach along with a problematizing pedagogy. In this unification of syllabi, interculturality is fostered in the English classroom. Regarding design, this new view highlights the roles of teachers and students. From the perspective of Saint Thomas Aquinas and the Dominican pedagogical tradition, the teacher's role cannot be unilateral and authoritarian, nor can the student's activity be conceived as a solitary endeavor, but together they take part in a collaborative and respectful interaction regarding learning and the acquisition of knowledge ([USTA, 2010](#), p. 52). Thus, the procedure employs activities intended to foster not only communicative competence but also a critical view of the broader context in which learning is occurring.

The syllabus design at USTA is the product of a pedagogical model deeply rooted in the humanities. That is, it strives for human improvement and the fostering of dignity as well as the provision of services useful to society ([USTA, 2010](#), p. 10). This pedagogical model aims to foster integral education, and in consequence, human dimensions of understanding, acting, doing, and communicating are conceived as the fundamental path toward the development of the person ([USTA, 2010](#), p. 42). In this sense, languages as well as other subjects are intended to contribute to this end.

The unification of syllabi was conceived as an institutional goal in 2015, and 2019 was a key year to open lines of communication and reach a consensus on the course of action to attain this goal in EFL. Currently, USTA Foreign Language Institutes are involved in this syllabi unification and implementation, but also in renewing foreign language policies and regulations to meet current needs in this area.

With this in mind, this paper is intended to lay out the foundational reasons for updating syllabi at the university, which consolidated an institutional set of five English syllabi.

What is a syllabus?

According to [McCormack \(2022\)](#), a syllabus is conceived as a curricular summary that allows educators to outline the content, knowledge and skills to be taught. In addition, [Luque Agulló \(2018\)](#) argues that a syllabus can also be conceived as a product that highlights learning outcomes, in which the students' experience is key. Thus, as a learning tool, a syllabus does not simply focus on what the learner is expected to do. It refers namely to the decisions on content and methodology aligned with the expected learning outcomes. [Nunan \(1988\)](#) similarly describes a syllabus as a teacher's instrument to meet learners needs and objectives, guiding classroom activities. In short, it provides a framework within which activities can be conducted, serving as a teaching device to facilitate learning.

[Richards \(2013\)](#) highlights that both teachers and learners actively engage in determining content, materials, methodology, and evaluation processes, aiming to reach a consensus that can result in a unique syllabus not limited to the characteristics of any specific design. In line with the Curricular Development Office at [USTA \(2018\)](#), a syllabus should articulate seven different components: dimensions of human action competences, learning outcomes, content, didactic principles, resources, and bibliography. Each of these aspects must be thoroughly considered to take into consideration not only the teachers' expectations but also the students' needs, thereby facilitating the definition of clear, achievable objectives and suitable teaching approaches for classroom instruction ([Cedefop, 2022](#)).

To this regard, [Cahyadin et al. \(2022\)](#) assure that it is essential to determine the specific needs of a group of language learners. As a key starting point, educators are called to examine their target student population to understand what they need to learn, how they can best learn, and why they may be interested in learning. Analyzing their needs is crucial for curriculum developers, school administrators, and teachers interested in changing their curricular designs and empowering students for a lifelong learning experience. In the EFL field, most universities are inclined to adapt the syllabus to the course textbook, often due to its user-friendly layouts and innovative topics. However, this approach frequently prevents higher education students from fully achieving the actual objectives of their courses. Textbooks usually fail to mirror their sociocultural reality, provide support to low performance learners, or present content relevant to their professional profiles ([Cahyadin et al., 2022](#)). For this reason, teachers are encouraged to take an active part in curriculum and material design. Despite most educational systems not adequately fostering innovative work among educators, it is crucial for all to engage in this endeavor. [Sabbah \(2018\)](#), argues that “the need for materials developed by teachers in our field is essential because these individuals are the most immediate experts on the needs of EFL learners, the cognitive abilities of different age groups and the learning process of their specific learners” (p. 128).

Once students’ needs are identified, it is first necessary to elaborate upon the concept of competences. Our recent national educational policies for higher education institutions have shifted focus towards what students can do with what they learn in the classroom. Consequently, the concept of “competence” has become increasingly popular among university teachers who still struggle to shift from a content-centered to a more competence-centered curriculum ([MEN, 2006](#)). Competence, as defined by the Secretary of Education from Bogotá (1998), refers to the capability individuals have to perform something utilizing their abilities and knowledge. Competence becomes visualized only through performance. This last premise prompts us to reflect upon the configuration of learning outcomes and deliverables declared in a syllabus, and how these must be easy to measure.

Many scholars have attempted to determine the essential components of a syllabus. [Riviere et al. \(2014\)](#) identify six key sections: Firstly, basic information including the instructor’s name, course title, location, and schedules. Secondly, a course description encompassing prerequisites, an overview, learning objectives, and contents details. Thirdly, materials required such as textbooks, readings, lab equipment, software, and additional supplies. Fourthly, various assessment methods such as exams, quizzes, assignments, problem sets, and reports. Fifthly, class policies covering grading procedures and participation. Lastly, a detailed schedule outlining topics and exam dates.

Similarly, [Richards and Rogers \(2014\)](#) propose a comprehensive syllabus outline. This includes stating the course purpose, providing background information and contextualization, describing core competences, key competences, and general objectives; elaborating didactic objectives and contents; providing cross cultural and interdisciplinary elements; and finally, explaining methodologies, materials, evaluation strategies, references and resources.

However, providing a particular sample remains a subjective endeavor, since each syllabus reflects a variety of sociocultural, geographical, institutional, and educational policy factors that determine its structure. [Kim et al. \(2019\)](#) state that educators should first consider students’ identities, notions, and perceptions of themselves as individuals when planning any course syllabus. This is a crucial premise to achieve academic success and make the course meaningful for all participants. Teachers are expected to analyze students’ learning profiles to better identify and match competences, learning outcomes, content, times, and deliverables accordingly.

In this sense, it is relevant to remember that a syllabus cannot be seen as a static construction, but instead as an active and flexible part of the curriculum that adapts not only to fit students’ strengths and weaknesses, but also to encompass teachers’ updates and innovations throughout the duration of a course ([Shugurova, 2020](#)).

Why unify English syllabi at USTA?

The USTA unified curriculum documents mention the most important principles, goals, and pedagogical strategies that constitute academic practices. These are expressed in elements such as objectives, competences, learning outcomes, contents, dimensions of human action, products or evidence, and didactic resources. All these elements

are aligned with international standards, methodologies, and processes that contribute to holistic education and to constructing an identity in accordance with the philosophy of human excellence exposed by Saint Thomas Aquinas.

In this way, syllabi unification at USTA redefines the educational processes by focusing on students' learning, accompaniment, and communicative needs. Therefore, our institutional documents emphasize that the teacher's role is to guide a reflective and common construction of knowledge through a set of teaching and learning strategies. These strategies consider and prioritize students' contexts, which are affected by social situations, cultural issues, and institutional and national policies. All in all, the syllabi unification at USTA is an attempt to promote a holistic education and to advocate for better human beings, able not only to learn a foreign language but to cooperate and collaborate with the improvement of society.

To consolidate a "Language Institute" with a unified identity for all USTA headquarters and branches, the following aspects were considered: First, the unification of 5 English-level syllabi to promote coherence throughout the entire language learning proposal. This was intended the activation of new processes of teaching and learning according to the most recent challenges, demands, and necessities of various disciplines. Second, this process also involved the locations where the institutes are situated. Considering the context in syllabi unification helped to foster a sense of inclusivity and cultural relevance by acknowledging and valuing the diversity of perspectives and experiences within the student body, thus ensuring a scenario to create a more enriching and supportive learning environment for all learners. Finally, the construction of a "Language Institute identity" reflected on the agreement established for all administrative processes, the cooperation among headquarters and branches and the combination of mutual efforts to reach general objectives.

For the Foreign Language Institutes at USTA, syllabi unification not only meant an improvement of an educational offer, by standardizing and aligning content, objectives, methodologies and learning outcomes; but it also contributed to ensure a relevant, coherent, and up-to-date ELT proposal, leading to a more robust and effective standardization of methodologies and knowledge. This consistency in teaching methods ensured that students receive a uniform learning experience across different courses, instructors and language institutes. Finally, the syllabi unification provided an opportunity for innovations in didactics and teaching strategies by examining the current practices and exploring emerging trends in language education, which fostered a dynamic and engaging learning environment that encouraged student participation and success.

In this sense, syllabus unification contributed to a new path for learning, selecting and organizing course content, and forging new national and international alliances to provide academic benefits to students and to enlighten them with the criteria of a clear and effective education. Furthermore, the resulting syllabi from this unification were intended to be adaptable to time and location. To this end, it was also pertinent to consider new situations and forms of knowledge. For instance, the syllabi included flexible modules that could be adjusted based on the proficiency level of the students, the length of the course, and the specific cultural context of the region where the course was being taught. Additionally, the syllabi incorporated innovative teaching methods and resources that matched diverse learning styles and preferences. This adaptability ensured that the language curriculum remained relevant and effective, allowing students to learn English in a way that was responsive to their individual needs, and which exemplifies the dynamic nature of language acquisition.

In addition, the new 5 English-level syllabi at USTA aligned with the guidelines outlined in Agreement 46, which mandates that English language proficiency be a compulsory requirement for all undergraduate and postgraduate programs as a prerequisite for graduation. Furthermore, these syllabi underwent regular revision and updating to ensure alignment with local, national, and international policies. They also prioritized providing increased exposure to the target language and incorporating innovative didactic and methodological techniques.

Consequently, to consolidate the changes and adjustments in each syllabus, an institutional document provided by the University Curriculum Development office called "Learning Assessment System" (2021), (SEA - Sistema de Evaluación de los Aprendizajes in Spanish) was used. This document supplied clear and meaningful insights on curriculum structure and design, assessment, local, national, and international policies, writing skills, learning

outcomes, rubrics, and didactic strategies and resources, all of which are important categories in the process of unification requiring special attention and focus to obtain the best result and subsequent approval.

Methodology

This paper which reports upon the syllabi unification in all USTA-Foreign Language Institutes is based on the action research methodology, which includes three specific phases or stages: planning, action, and implementation. The first stage “*planning*” informed us about the current state of syllabi at the different institutes, headquarters, and branches. This stage allowed us to establish a methodology for approaching differences and strengthening the established similarities. Therefore, it was necessary to comprehensively assess the existing syllabi so as to gain a thorough understanding of the current state of the syllabi, identifying any discrepancies, inconsistencies, or areas for improvement. Then, differences and similarities between the syllabi at different institutes were identified and analyzed. This stage involved comparing factors such as course content, learning objectives, assessment methods, and instructional approaches. Thus, by pinpointing areas of divergence and convergence, the planning stage facilitated a deeper understanding of the existing landscape of syllabi within USTA. Finally, the last phase of this “*planning stage*” included the establishment of a methodology and a strategic approach design. The methodology included guidelines, protocols, and strategies for standardizing and harmonizing the syllabi while accommodating any unique contextual factors or requirements specific to each institute. The second stage “*action*” included several meetings with the curriculum leaders from Bogotá, Bucaramanga, Tunja, and Villavicencio so competences, learning outcomes, contents, products, and resources could be defined. This stage also included workshops and peer work to assess the unification in the light of the parameters provided in the institutional documents such as the Learning Assessment System (SEA in Spanish), the Institutional Educational Project (PEI in Spanish), Agreement 46, and other regulatory policies nationwide such as the English National Plan 2015-2025. The final stage, “*implementation*”, led to the definition of strategies to disseminate the results throughout the academic community at USTA.

Several groups of people were involved during the stage of unification, including administrative staff from the different institutes, teachers, and students at USTA. The representatives of the administrative staff were selected by two Institute directors from the headquarters in Bogotá and Medellín and three coordinators from the branches in Tunja, Bucaramanga, and Villavicencio. The second group was formed by four teachers, three curriculum leaders, and a quality leader, each from one of the institutes. They were in charge of leading and implementing the new syllabi and reaching the proposed learning outcomes. The final group, composed of the students from each headquarter and branch, was key in making the syllabi a living construction in their classes and in their daily use of the language. Table 1 displays the number of English teachers, undergraduate students, and postgraduate students who eventually benefitted from the syllabi unification.

Different documents were used to guide and conduct the process of syllabi unification. First, the Common European Framework of Reference for Languages (CEFR), which provided an important insight into what to include as well as where and when to include it. Specifically for syllabi consolidation, the CEFR served as a reference point

Table 1. Target population at USTA Colombia in 2022

Branch	English teachers	Undergraduate students	Postgraduate students
Bogotá	26	3164	355
Bucaramanga	23	2570	800
Medellín	5	276	0
Tunja	16	4050	730
Villavicencio	20	3456	183

Note. Information provided by the Academic registration Office at each branch.

for aligning and standardizing language proficiency levels, learning objectives across different courses, and outcomes in terms of speaking, listening, reading, and writing. The CEFR also allowed for an easier transferability of credits between courses and created a more transparent and systematic approach to language education consistent with internationally recognized standards of language proficiency, ensuring students are adequately prepared to meet language requirements in various contexts.

Another key reference was the Global Scale of English (GSE). This website, designed by Pearson (2018), delineates what learners need to master concerning communicative skills and provides a guide for alignment with international standards and a precise assessment of learners' abilities which ensures that course objectives are clear, measurable, and tailored to students' needs. Finally, the SEA document was also used as a reference. The document was provided by the University Curriculum Development Office and identified the USTA guidelines for successfully completing the development of syllabi.

During the action stage, the information collected was analyzed and decoded into key concepts to generate competences and to identify the goals per skill to be developed: listening, speaking, reading, writing, interculturality, and interaction, which pertains to communication skills development, social and cultural integration, collaborative learning, and motivation and engagement. Currently, unified syllabi are being implemented at USTA Colombia. To this end, the University Curriculum Development Office conducts an analysis of strengths, weaknesses, opportunities, and threats (SWOT) to determine to what extent institutional English goals are being attained, and consequently, to define proper courses of action.

The journey toward unification

Considering that the Foreign Language Institutes constitute a key element to position the University not only at a local level but also nationwide, the consolidation and unification of the 5 English-level syllabi was proposed not just as a requirement from the University Curriculum Development Office, but also as a remarkable tool for the integration of the plans for internationalization and cooperation which the university has implemented among its headquarters and branches. Therefore, it also intended to provide a full plan to support the students' mobilization, improve results at national exams applied by the Colombian Ministry of Education to undergraduate students, such as Saber Pro, increase the English levels of all USTA students, and support the bilingual plan proposed by the national government within the university. Thus, the process of syllabi unification followed this timeline:

1. First, a National Table for syllabus unification was established with the participation of the directors of the Foreign Language Institutes across three USTA headquarters (Bogotá, Medellín, and Villavicencio) and two branches (Bucaramanga and Tunja). The committee also included the Quality Committee leader from USTA-Bogotá, tasked with overseeing the meetings and syllabus unification according to university policies and academic guidelines.

Decisions made during this included unifying basic and common criteria among headquarters and branches, such as: establishing English levels from 1 to 5, aligning English proficiency levels according to the CEFR from A1 to B1, defining 2 academic credits per level, and structuring a 96-hour course, consisting of 64 in-person hours and 32 additional autonomous study hours for each course.

This stage was crucial in reaching an agreement that benefited the entire academic community at USTA through collaborative work. A syllabus serves as a compass for developing teaching strategies that influence learning processes and promote language proficiency. USTA's syllabi seek to carefully reflect current demands, needs, challenges, and priorities.

2. Once the National Table for syllabus defined and set the minimum unification criteria, the second stage involved working on the specific SEA syllabus form provided by the University Curriculum Development Office at USTA-Bogotá (see Appendix B).

The SEA form served as a means to solidify previous reflections and brainstorming. However, syllabi unification was more than simply filling in forms or submitting English content for institutional approval; it entailed reaching consensus on key syllabus elements. This process could be perceived as time-consuming and even exhausting, but it effectively reflects the communal effort involved in syllabi development. In essence, unified syllabi at USTA are the result of people working together to provide students with the best learning experience.

3. After the National Table adjusted and unified the first English syllabus for Level 1, several preliminary revisions were conducted: reviewing objectives, competences, learning outcomes, contents, didactic activities, times, products or evidence, and didactic resources. Rubrics for assessing the different skills of the language were also designed during this part of the process (see [Appendix A](#)).

In this regard, it is relevant to highlight that these syllabi may result in an interconnected net of other essential documents and procedures. They are not isolated curricular elements; instead, they forge connections across the different stages of the learning and teaching process. As a result, syllabi pave the way to activate the pedagogical framework.

4. The process continued exclusively with the leaders of the Curriculum Committee from Villavicencio, Bucaramanga, and Tunja, along with the Quality Committee leader from Bogotá. The aspects considered to work on the English syllabi for levels 1 to 5 involved collaborative work on preliminary adjustments for the level 1 syllabus, defining CEFR descriptors for each level, and analyzing how to properly articulate competences and learning outcomes, bearing in mind Bloom's taxonomy verbs (see [Appendix C](#)).

During this stage, English teachers leading curriculum procedures also gained insights into cooperative work, professional development, and effective teaching practices while comparing similarities and differences among all headquarters and branches. Meetings served not only to discuss ideas and reach agreements but also as opportunities for mutual learning, staying updated, and reflecting on our own strengths, weaknesses, and future challenges as a national university. For instance, although we acknowledged the great variety of foreign languages offered by UTSA and the dynamic strategies implemented both in face-to-face and online courses, we also identify some areas where English teachers needed to focus more closely, such as:

- Learner language proficiency, since many students are not willing to take their own language learning process seriously and fail to dedicate extracurricular time for practice.
 - Motivation so students participate more actively in class for the sake of learning rather than just earning a grade.
 - Individual differences to effectively teach students with physical or cognitive limitation.
 - Enhancing material design to improve the quality of their own teaching resources like Moodle exercises, class handouts, and web tools.
 - Promoting internationalization to encourage more students to look for learning opportunities abroad through USTA's partnerships with higher education institutions.
5. After a final version of the level 1 English syllabus (aimed at A1 skills according to the CEFR) was collaboratively developed, the National Table for syllabus unification started an autonomous work process. Each Curriculum leader from every headquarter or branch was tasked with adjusting a syllabus for a specific level. USTA-Bucaramanga was assigned level 2 (A1+), USTA-Villavicencio worked at level 3 (A2), USTA-Tunja organized level 4 (A2+), and USTA-Bogotá was in charge of level 5 (B1).
 6. This stage included peer review. As a result, we learned to adjust syllabi to current policies, needs, and demands while developing a critical perspective on English teaching at USTA, guided by three key academic references. The first one was the SEA document, which defines syllabus as a curricular instrument for systematic planning and presenting course structures. According to the UDCFD (2015), the syllabus is a set of coherent and functional guidelines to articulate various teaching elements, including dimensions of human action, competences, contents, didactic strategies, and evaluations, among others. The second one was the Global Scale of English (GSE), which proved very useful for effectively and objectively measuring our students' English proficiency. This online teacher toolkit allowed us to set specific learning objectives across speaking, reading, listening, and writing

on a scale from 10 to 90. Finally, we consulted was the sample level 1 English syllabus created at the beginning of the unification process. This document showcased the most important USTA curricular features such as pertinence, flexibility, transversality, and internationalization.

To some extent, syllabi provided insights into what was expected to occur during the classes. By reviewing syllabi, we immersed ourselves into future teaching scenarios, observing what may happen and analyzing potential reforms. For example, there was a huge need for curricular design adjustments across all USTA headquarters and branches, prompting us to reorganize our scope and sequence. Likewise, we analyzed our teaching resources both in Moodle and in our own repositories, identifying the need for updated materials visually appealing through different apps. In addition, we reflected upon lessons learned from the challenges posed by COVID-19 and how our university had faced all kinds of academic and technological challenges. In fact, since USTA is now often implementing online language lessons, we thought about the necessary training to effectively teach on LMS platforms and reach more distant students. Furthermore, during peer reviews of English syllabi, we noticed the importance of both project-based and skill-centered learning to encourage our students to put into practice what they had learned and foster practical knowledge for future jobs.

7. Peer collaborations were integral to the syllabus editing plan for levels 2 to 5. The purpose of this methodology was to revise the documents with the cooperation of a colleague involved in the process and to provide adequate feedback, cohesion, and consistency across all documents.

Among the most common findings in this peer review process, aimed at fostering teamwork to make reflexive and coherent adjustments on each syllabus, four main areas that needed improvement were identified. Firstly, there was a need to align the wording of both competences and learning outcomes with six specific language and cultural awareness skills: listening, reading, oral production, written production, interaction, and interculturality. Secondly, the drafting of learning activities, deliverables, and resources appeared overly specific for each level. Curriculum Committee leaders agreed on the importance of defining these elements in a more standardized manner to avoid including unnecessary details better suited for lesson planning rather than syllabi. Thirdly, ensuring effective correlation between competences and learning outcomes was highlighted, as some syllabi showed discrepancies that needed adjustment. According to [Demchuk et al. \(2015\)](#), competences are defined as the intended results upon completion of a program, while learning outcomes are described as the body of knowledge, skills, and practical experiences characterizing different stages of learning development. Thus, each outcome needed to be more measurable and directly linked to its corresponding competences. Finally, the number of competences and learning outcomes per syllabus had to be clearly delimited so all academic documents could be analyzed under the same guidelines.

8. Once the syllabus editing plan defined by the National Table of syllabus was completed, all English syllabi underwent thorough revision by the Curriculum Development Office at USTA-Bogotá. Among the most significant suggestions received were the need to write all course identification in English, as some key information was initially in Spanish; ensuring each course objective was distinct for each level to show learning progression; and modifying didactic strategies and deliverables to enhance their clarity and specificity for each competence (See Appendix F). Thus, another cycle of revision and peer work started as follows: USTA-Bucaramanga paired with Villavicencio; USTA-Villavicencio worked with Tunja; USTA-Tunja reviewed Bogota; and USTA-Bogotá oversaw Bucaramanga. At this stage, the revision and adjustment process concluded. Consequently, the group proceeded to submit the documents to the University Curriculum Development Office once again.

Stages 6 to 8 give an account of a careful process of reviewing and adjusting objectives, competences, learning outcomes, contents, didactic activities, times, products or evidence, and didactic resources. A key learning from the entire syllabus unification process lies in recognizing that syllabi are not designed in isolation. The process itself requires diverse perspectives and approaches to consolidate a TEFL proposal at USTA, which is now continually monitored to be adapted to contextual needs, demands, and challenges, as stipulated by the SEA document. This document mandates permanent assessment to start new updates and forecast potential curricular modifications ([UDCFD, 2015](#)). Syllabi come to life in every single class where they are translated into diverse lesson plans, teaching strategies, or ways to conduct needs analyses, among others.

9. Finally, the documents were approved by the University Curriculum Development Office and the five English syllabi were submitted to the different headquarters and branches for implementation.

Learnings

According to [Choudhry \(2020\)](#), a syllabus is considered a course outline that helps different teaching and learning stakeholders understand the dynamics of a particular class within a larger curriculum. The syllabus must be tailored to each group of learners, so the content, objectives, and activities can be more appealing and conducive to their learning processes. [Wagner et al. \(2023\)](#) assure that in the process of syllabus design, certain components are essential to include, such as course name and number, term and year, credit hours, course description, and location and time of class meetings. All these elements lead students to understand the purpose of the course within an academic program to achieve a particular degree (macro curriculum), but also to comply with specific requirements within the course to be promoted to higher classes along the program (micro curriculum). Administrators are also part of this process since they must track what is happening in the classroom and guarantee that all courses are reaching their set goals throughout the program.

Upon analyzing the concept of syllabus and its basic components, syllabus designers must also understand the purposes behind a well-structured syllabus. For foreign language teachers, [Moharana \(2021\)](#) assures that a syllabus needs to organize the scope and sequence of the course, specify the content and skills students will learn and why are important, and select appropriate resources and assessment strategies. However, it is key to highlight that one of the most relevant reasons for a syllabus is to assure a certain degree of uniformity in the educational system, not only within the same institution, but also with other branches, as it is the case of Santo Tomas University nationwide. Drawing from these theoretical perspectives and the experience of unifying the English syllabi at USTA, several insights emerged that can be replicated by other higher education institutions so that all their branches can speak the same language at the moment to do a similar exercise of syllabus unification:

1. Find common ground where all branches agree.

While it is understandable that each branch will show different teaching styles, learning goals, activities, and foreign language teaching approaches tailored to their students' socio-cultural backgrounds, it is imperative to establish consensus on essential elements within the syllabus. These elements, such as competences and learning outcomes, will help unify the educational objectives across different terms and levels of instruction.

2. Stick to international standards (CEFR).

Regarding the unification process strategy, it is important to mention that the CERF states guidelines for keeping all minimum language requirements covered along the EFL program. All curriculum coordinators are encouraged to focus on skills rather than content, thereby facilitating the determination of final term goals by the end of each level.

3. Allow space for differentiation.

However, it is also interesting to note that along the process, curriculum coordinators should leave some sections free for adjustments in each branch. This flexibility will allow teachers and administrators to include additional vocabulary sections and cultural awareness events that may not be scheduled across all campuses but are integral to each branch's unique academic calendar.

4. Encourage teachers to suggest changes along the way.

As demonstrated, the syllabus design process not only pertains to a limited group of teachers or curriculum experts. It also encompasses adjustments suggested by students and lead teachers who can personalize each competence, learning goal, activity, assessment tool, and resource based on their classroom experiences. It is

key to remind syllabus designers that the language syllabus is always student-centered, so they need to take into consideration their real needs.

5. Accept differences since syllabus designers' perspectives can vary from each other.

According to [Fuentes \(2021\)](#), classrooms often operate as a microcosm of greater society, and therefore, systems of oppression may appear in classroom dynamics. The author insists that faculty members need to consider pedagogical approaches that are attentive to equity, diversity and inclusion, and to explicitly incorporate these principles into the syllabus. Regardless of their own intentions and teaching styles, all designers must be aware of making the syllabus fair, accessible and enjoyable for all students.

6. Think syllabus unification is worth it for the benefit of all students.

Once the unification process takes shape, all active participants must be ready to accept and carry out many corrections required by the curriculum office at their institution. This revision process is urgently needed as it allows for detailed examination of each syllabus, highlighting aspects that may have been overlooked by the design team, and ensuring alignment with institutional standards. This correction process will ultimately benefit current students and future generations alike.

Pedagogical Implications

In short, syllabi provide a common framework for instruction, content, and learning goals. In this regard, [Yassi \(2018\)](#) emphasizes that

in choosing a specific type of syllabus framework, planners are commonly influenced by some factors such as knowledge and beliefs about the subject area, research and theory of language, common practice based on experience developing language programs and trend approaches to syllabus design. (p. 50)

At USTA, syllabi unification involved reaching agreements on various aspects: the objectives of the EFL courses, competences, communicative skills aligned to the CEFR, the learning outcomes, the conceptual references (grammar and vocabulary), the didactic strategies, activities and resources, the deliverables, products or learning evidence for each EFL course, and the design of rubrics to assess reading, listening, writing, and speaking. Undoubtedly, the path toward syllabi unification was based on consolidating the educational project at USTA as it aims at developing students' integral education. According to the Foreign Language Framework, education—including English classes—should start from students' experiences as a manner to construct effective learning practices and connect them with the surrounding reality.

Thus, students are prompted to associate their learning process with the cultural diversity in which they are immersed. As a result, they are expected to cultivate a critical view on society and its current situation to act as spokespeople, propose solutions, and contribute to the nation's development. In this regard, Foreign Languages (FL) at USTA play a significant role in fostering the integral development of individuals ([USTA, 2015](#), p. 6). The main changes will be explained with consideration for the sections outlined in the syllabus format provided by the University Curriculum Development Office (see Appendix B).

Class Frequency

Prior to the syllabi unification, discrepancies existed in weekly hours allocated to English classes. Some curricula prescribed 6 hours per week, whereas others allotted 4 hours per week. Likewise, the number of English levels tended to differ from program to program, and even from branch to branch. Currently, English courses take place on a weekly four-hour basis and students are expected to approve 5 levels of General English and one level of English for Specific Purposes (ESP).

Syllabus objective

Before the syllabus unification, the general objective for each English level aimed at providing students with linguistic, pragmatic, and socio-linguistic elements to develop their EFL communicative skills. Currently, the objective has evolved to include interculturality, enriching linguistic, pragmatic, and socio-linguistic elements. As discussed earlier, the design and adjustment of syllabi were informed by a needs analysis, identifying necessary changes and additions. Interculturality as a crucial element in the English learning and teaching processes emerged as one of the key issues to be tackled in the syllabi unification to provide students with a flavor of English in contexts where it is spoken, and the type of cultural matters involved in interacting in a foreign language. Unified EFL syllabi now aim to raise students' awareness of the diverse cultural nuances inherent in the English language, emphasizing its evolution influenced by contextual factors and human interaction.

Problematizing core and problematizing questions

A notorious shift in the manner to comprehend syllabus design at USTA concerns the explicit phrasing of the problematizing cores and the problematizing questions. In this regard, USTA adheres to the problematizing pedagogy, aiming to educate professionals and intellectuals capable of identifying and interpreting problems, and proposing solutions that are consistent with contemporary societal needs (USTA, 2010, p.19). Based on the problematizing pedagogy, classes, as learning impellers, are intended to be scenarios where problems are clearly stated and broken down into subproblems or topics, fostering systematic research and logical development to address opposing opinions, resolve objections, and arrive at informed decisions (Modelo Educativo Pedagógico, p. 62). Before syllabus unification, problematizing cores (problems) and their corresponding questions were explicitly stated. However, due to syllabi unification, neither the problematizing cores nor the problematizing questions are explicitly stated into the syllabus itself, Nonetheless, their inner essence is still perceived as EFL syllabi are intended to encourage EFL communicative skills, their comprehension and application within communicative situations. They are still considered key foundations of the learning and teaching processes at USTA.

Approach, Competences, and Didactic Strategies

The university pedagogical model, along with the communicative approach, facilitated the implementation of six didactic strategies: collaborative learning, project, independent work, individual accompaniment, simulation and role plays, and participatory activities. These strategies serve as an initial guide for teachers to plan their lessons and even apply any other suitable strategy, proving useful for teachers and students alike. On the teachers' part, these strategies provided them with a view of potential activities that could be developed in class in order to foster communicative skills. For instance, collaborative learning could lead to the development of teamwork activities such as presentations, group challenges or group discussions. On the students' part, the six didactic strategies established in the English syllabi allowed them to be more frequently involved in activities intended to strengthen communicative, interactional, and social skills.

Another key change deals with the number of competences per semester. Before unifying the EFL syllabi, 13 competences were intended to be developed by students, while currently all EFL syllabi aim at fostering 3 main competences and obtaining 6 learning outcomes for each one. Concerning the learning outcomes, they account for written production, oral production, listening comprehension, reading comprehension, interaction, and interculturality. Thus, over the course of each semester, students are expected to achieve 18 learning outcomes.

Assessment and Evaluation Strategies

It was also necessary to consolidate a set of rubrics (see Appendix A). Rubrics are key elements of the evaluation and assessment processes. On one hand, they allow teachers to count on reliable and objective criteria to appraise students' performance. On the other hand, they also foster students' awareness of their strengths and weaknesses in terms of their communicative skills (listening, reading, writing, and speaking). As observed in Appendix A, rubrics provide a set of categories and descriptors that describe the level of performance displayed by each student in a given communicative skill. Thus, for teachers this is a way to guarantee fair and reliable assessment. As for students, the same descriptors show them specific areas requiring more attention in order to improve performance.

Syllabi Unification and Update as an Ongoing Cyclical Process

A syllabus is inherently dynamic, involving constant movement, changes, and updates influenced by external factors. These include the evolution of the teaching methods, the institutional policies and standards, the educational context and even the students and teachers themselves. Tagg and Woodward (2011, as cited in [Murphy, 2018](#)) refer to some factors that may also influence syllabus design: “Common practice/trends, theories... pedagogy, wider educational context, course objectives and learner backgrounds” (p. 6). Considering that the previous aspects influence and affect the EFL syllabi at USTA, it is worthwhile restating that TEFL practices are constantly evolving and EFL syllabi incorporate technology-based learning experiences, which transcend course books and permit both students and teachers to avail themselves with the most recent online resources and materials. English teaching methodology at USTA adheres to the communicative approach as it is based on the idea that learning a language successfully comes through having to communicate real meaning. When learners engage in authentic communication, they naturally employ language acquisition strategies language acquisition strategies, facilitating their ability to effectively use the language. (British Council, Communicative approach section, n.d.).

The human factor of a syllabus design seems to be the most fluctuating one as people who may influence syllabus design (e.g., administrative staff, English teachers, students enrolled in the various EFL courses, etc.) hold various teaching experiences, training backgrounds and conceptions concerning syllabus scope and sequence. In this regard, [Correa \(2020\)](#) states that “the course syllabus update is a process that must be seen from an individual construction and a collective construction” (p. 18). From an individual perspective, it is pervaded by the teacher’s identity which gives an account of how teachers face changes and advances in pedagogical practices. From a collective perspective, it is stated that change and construction, in this case a syllabus update should be tackled in a team because collaborative work allows to share knowledge, ideas and insights complementarily.

With this in mind, Foreign Language Institutes at USTA are committed to follow-up syllabi implementation in each branch nationwide. This endeavor requires assessing how syllabi are translated into real in-class practices, to what extent English teachers consider the current syllabus versions to be a guide for their teaching, and how aware students are of the English contents and learning goals. Syllabi are originated in theoretical frameworks and are intended to address real educational issues and challenges. Their design, implementation, and evaluation follow a cyclical pattern. This entails that constituent stages are interconnected, being an ongoing process. Thus, actors involved –stakeholders, teachers and students– should be taken into account at every stage as they provide insightful views of how pedagogical ideas, teaching practices, and learning endeavors come true in the class setting. By characterizing the syllabi unification and update developed at USTA, authors aimed to show the nuances of this fundamental process, which has benefitted the institution nationwide.

This research has provided insights into the students’ perspectives on the current versions of the implemented syllabi, ensuring that all teaching staff not only disseminate the document but also adhere to clear objectives, contents, activities, assessment, and dimensions of the human action, as stated by the institution. In conclusion, syllabi are not static constructions designed to be implemented for a specific period. Instead, they are organic entities that integrate each stakeholder and undergo constant adaptation and refinement based on institutional requirements and educational demands.

Conclusions

As a result of the design and update detailed in this article, it can be concluded that three critical aspects contributed to this academic endeavor at USTA Colombia, namely, collaborative work, observation, and participation. Collaboration was instrumental in addressing educational challenges, a central theme highlighted throughout the article. Through collaboration, consensus was reached and a coherent course of action aligned with institutional mission and student needs and expectations was solidified.

Secondly, close observation of the target population and context needs played a pivotal role in the ongoing cyclical process of syllabus design. Syllabi exemplify the synergy of theoretical constructs and the needs analyses at

various levels (national, institutional, methodological, among others) to generate meaningful impact and attain the set goals that determine its own design and development.

Finally, while teachers are traditionally seen as the primary architects of syllabi, all the stakeholders involved (stakeholders, students, administrative staff and teachers) contributed to establishing a common set of English syllabi to be implemented across USTA nationwide. Thus, these three aspects should be daily practices when referring to syllabus design and scope.

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Appendix A

Sample of a rubric

UNIVERSIDAD SANTO TOMAS PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA <small>VIGILADA MINEDUCACIÓN - SINIES 1784</small>			
INSTITUTO DE LENGUAS FRAY BERNARDO DE LUGO O.P.			
NOMBRE DEL DOCENTE: _____			
NIVEL: _____			
GRUPO: _____			
HORARIO: _____			
LISTENING BAND			
Student's name: _____			
Category	Descriptor	Max Score	Student's score
Task completion	Clearly understands straightforward instructions, regulations and directions.	2	
	Partially understands straightforward instructions, regulations and directions.	1,5	
	Straightforward instructions, regulations and directions are insufficiently followed.	1	
	The instructions for the task are not followed or unrelated.	0	
Identification of general and specific information	Clearly identifies relevant information and recognizes general meaning. Clearly locates information from different parts of a recording & recognizes specific information in it.	3	
	Identifies some information and partially recognizes general meaning. Locates some supporting details and partially recognizes specific information from a recording.	2	
	Insufficiently identifies general meaning & relevant information from it. Hardly locates supporting details and specific information from a recording.	1	
	Fails to identify relevant information and the general meaning. Fails to locate and identify supporting details and specific information from a recording.	0	
Making Connections and Sequencing	Answers questions using implicit or explicit information from a recording. Makes logical connections of what happens in the beginning, middle and end of a recording & understands its setting (where, when, who, etc.)	2	
	Answers some of the questions by using implicit or explicit information from a recording. Makes fair connections of what happens in the beginning, middle and end of a recording & partially understands its setting (where, when, who, etc.)	1,5	
	Finds difficult to answer questions by using implicit or explicit information from a recording. Makes weak connections of what happens in the beginning, middle and end of a recording & barely understands its setting (where, when, who, etc.)	1	
	Answers questions insufficiently and can not obtain implicit or explicit information from a recording. Makes poor connections of what happens in the beginning, middle and end of a recording & fails to understand its setting (where, when, who, etc.)	0	
Cause and effect	Establishes what happens in an audio and promptly responds why it happens.	3	
	Partially establishes what happens in an audio and responds why it happens.	2	
	Hardly ever establishes what happens in an audio and promptly responds why it happens.	1	
	Establishes inadequate connections of what happens in an audio and promptly responds why it happens.	0	
Total Score			
Production: Very good			8 a 10
Production: Good			6 a 7
Production: Needs to work			3 a 5
Production: Area of concern			0 a 2

Comments

Appendix B

Syllabus format

UNIVERSIDAD SANTO TOMÁS PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA		COURSE SYLLABUS Code: DC-NE-204 Issue: 01 Issue Date: 20-03-2019 Page 1 of 1									
IDENTIFICATION											
INSTITUTE:	International Center for Foreign Language and Culture	COURSE CODE:	5714 Bogotá, 85052 Bucaramanga, 13004 Tunja, 55895 Medellín, 95343 Villavicencio								
SCHOOL/ ACADEMIC DEPARTMENT/ INSTITUTE:	International Center for Foreign Language and Culture	PROGRAM:	Foreign Language: English								
TYPE OF INSTRUCTION:	Presencial	PROFESSOR (S):	Any teacher belonging to the International Center for Foreign Language and Culture can guide this course								
E-MAIL:	Center of Foreign Languages and Cultures - Assigned teachers' email address	FACE TO FACE HOURS. (Per week)	4								
COURSE NAME:	English I Agreement 46 - A1	INDEPENDENT HOURS. (Per week)	2								
UNIFIED SYLLABUS:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Branch / Section: unified	Bogotá, Bucaramanga, Tunja, Medellín and Villavicencio	COOPERATED WORK HOURS. (Per week) - Applicable to remote and virtual programs.								
COMPONENT:	<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Flexible		0								
OBJECTIVE/PURPOSE <small>(Set in a general way the objectives or purposes of the academic unit)</small>											
DIDACTIC STRATEGIES <small>Set in a general way the strategies to be implemented in the academic unit, which take account the course content and the program. (For reference work hours. For research master and doctorate, Set in a general way the strategies that will be implemented for the development of research skills)</small>											
COMPETENCES, LEARNING OUTCOMES, TEACHING AND ASSESSMENT BY RUBRICS											
COMPETENCES	COMMUNICATIVE SKILLS ACCORDING TO THE CEFR	LEARNING OUTCOMES	DIMENSIONS OF HUMAN ACTION				CONTENTS	DIDACTIC ACTIVITIES	TIMES	DELIVERABLES, PRODUCTS OR EVIDENCES	DIDACTIC RESOURCES <small>(Bibliographic, audiovisual, physical)</small>
			Interacting	Acting	Doing	Communicating					
RUBRICS <small>(In the framework of learning assessment, generate at least one rubric agreed with the students)</small>											
Bibliographic resources and web pages											

Appendix C.

Bloom's taxonomy

"TAXONOMIA DE BLOOM"

NIVELES COGNOSCITIVOS					
CONOCIMIENTO Recordar información	COMPRESIÓN Interpretar información poniéndola en sus propias palabras	APLICACIÓN Usar el conocimiento o la generalización en una nueva situación	ANÁLISIS Dividir el conocimiento en partes y mostrar relaciones entre ellas	SÍNTESIS Juntar o unir, partes o fragmentos de conocimiento para formar un todo y contruir relaciones para situaciones	EVALUACIÓN Hacer juicios en base a criterios dados.
Anunciar	Clasificar*	Aplicar	Analizar	Adaptar	Aceptar
Bosquejar	Comparar*	Calcular	Asociar	Arreglar	Aportar
Citar	Contrastar*	Cambiar*	Asumir	Cambiar*	Apreciar
Contar	Convertir*	Comprobar	Calcular	Coleccionar	Aprobar
Copiar	Dar ejemplo	Computar	Categorizar*	Combinar	Argumentar
Definir	Describir	Contrastar*	Clasificar*	Compiar	Avaluar
Deletrear	Discutir	Construir*	Comparar*	Componer	Categorizar*
Decir	Distinguir*	Convertir*	Componer	Concluir	Clasificar*
Encontrar	Explicar*	Demostrar	Concluir*	Construir*	Calificar
Enlistar	Expresar	Desarrollar*	Contrastar*	Crear	Comparar*
Escoger*	Identificar*	Dibujar*	Cuestionar	Deducir	Concluir*
Escribir	Ilustrar*	Dramatizar	Criticar*	Definir	Considerar
Etiquetar	Informar	Ejemplificar	Descubrir*	Desarrollar*	Criticar*
Hacer una lista	Interpretar*	Emplear	Desmenuzar	Desenvolver	Debatir
Identificar*	Ordenar	Ensamblar*	Destacar	Dirigir	Decidir
Indicar	Parafrasear	Entrevistar	Dibujar*	Diseñar	Defender*
Leer	Poner en orden	Escoger*	Diagramar	Elaborar	Determinar
Listar	Reafirmar	Estimar*	Diferenciar	Eliminar	Descubrir
Localizar	Reconocer	Extrapolar*	Discutir	Ensamblar*	Disputar

Appendix D

Follow-up form implemented at USTA Bogotá

**INSTITUTO DE LENGUAS FRAY BERNARDO DE LUGO O.P.
FORMATO DE ACOMPAÑAMIENTO EN AULA**

DOCENTE ACOMPAÑADO:		PAR ACADÉMICO:	
NIVEL:	GRUPO:	FECHA DE LA VISITA:	
No. DE ESTUDIANTES PRESENTES:	No. DE ESTUDIANTES REGISTRADOS EN EL GRUPO:	HORARIO:	
MATERIAL DIDÁCTICO DEL CURSO		NÚMERO DE ESTUDIANTES INSCRITOS EN LA PLATAFORMA CAMBRIDGE:	

Apreciado(a) par académico por favor describa los siguientes aspectos:

ASPECTOS OBSERVADOS			
¿DE QUÉ FORMA SE INICIA LA CLASE?			
¿EL OBJETIVO DE LA CLASE ES IDENTIFICABLE?			
CONTENIDOS(tema, vocabulario, gramática):			
ESTRATEGIAS METODOLÓGICAS:			
<u>Actividad introductoria</u>	<u>Práctica libre</u>	<u>Análisis del error</u>	
<u>Presentación del tema</u>	<u>Producción</u>	<u>Corrección entre pares</u>	
<u>Práctica controlada</u>	<u>Trabajo grupal y/o en parejas</u>	<u>Uso de TICS</u>	
<u>Task Based Learning</u>	<u>Project Based Learning</u>	<u>Problem Task Based</u>	
<u>Flipped Learning</u>	<u>CLIL</u>	<u>Other</u>	
<u>Comentarios:</u>			









MATERIALES Y RECURSOS DIDÁCTICOS UTILIZADOS POR EL DOCENTE:			
Fotocopias	Libro digital	PPT, <u>prezi, pictocharts, etc</u>	
Canciones	Vídeo	Tarjetas de vocabulario	
Libro de texto	Audio	Recursos digitales(<u>kahoot, quizzes, etc</u>)	
Tablero	Materiales reales o auténticos	Juegos	
Compartir pantalla en <u>zoom/meet</u>	División de grupos por medio de zoom	Presentación fluida y organizada usando herramientas tics	
<u>Comentarios:</u>			

HABILIDADES Y COMPETENCIAS DESARROLLADAS:			
Habilidad y competencia	Sí	No	¿De qué manera?
Producción e interacción oral			
Comprensión oral			
Comprensión escrita			
Producción escrita			
Gramática			
Vocabulario			
Pronunciación			
<u>Comentarios:</u>			

Appendix E

Sample database (Level 4 - 2nd term)

LEVEL IV

Sitios WEB	Recursos Corte II
 <p>Breaking News English 3,051 Free English News Lessons in 7 Levels</p>	Reading and exercises about generosity: Breaking News English Lesson on Charity About love: https://listenaminute.com/love.html
	Past simple: https://www.englishclub.com/grammar/verb-tenses_past . Present Perfect tense: https://www.englishclub.com/grammar/verb-tenses_present-perfect.htm
 <p>https://agendaweb.org</p>	Present perfect with just, already and yet: https://agendaweb.org/grammar/still-already-yet-exercises.html
 <p>Excellent ESL 4U English for excellent communication</p>	Reading about money: https://www.excellentesl4u.com/esl-banking-reading-comprehension.html
	Going shopping reading comprehension: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Reading_comprehension/Going_shopping_-_reading_comprehension_g19817dn
 <p>ToLearnEnglish.com Learn English - 100% free</p>	Present continuous vs Going to https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-13478.php
	Reading about a traditional wedding: https://www.esl-lounge.com/student/reading/3r12-traditional-wedding.php
 <p><i>Learn English Today</i></p>	Modal verbs: (a list of modal verbs with uses and exercises) https://www.learn-english-today.com/lessons/lesson_contents/verbs/modals.html

Appendix F

Feedback format provided by the University Curriculum Development Office



UNIVERSIDAD SANTO TOMÁS
VICERRECTORÍA ACADÉMICA GENERAL
UNIDAD DE DESARROLLO CURRICULAR Y FORMACIÓN DOCENTE - BOGOTÁ
REALIMENTACIÓN SYLLABUS ACADÉMICO

PROGRAMA ACADÉMICO:	Instituto de Lenguas
NOMBRE DEL ESPACIO ACADÉMICO:	English 2 Agreement 46

ASPECTO	CUMPLIMIENTO	OBSERVACIONES	REPLICA PARA NIVELES 2 & 4
IDENTIFICACIÓN	COMPLETO	Se sugiere dejar todo en Inglés, puesto que hay algunos elementos en Español.	Dicha observación se tuvo en cuenta y se procedió a realizar el respectivo ajuste en los syllabus de niveles 1-2-3-4-5
OBJETIVO/PROPÓSITO	POR MEJORAR	Se sugiere revisar, ya que es muy parecido al comparado con Inglés IV, es importante que tenga más elementos diferenciales de acuerdo con el MCE.	Teniendo en cuenta la observación, se procedió a incluir en el objetivo de cada curso elementos diferenciadores entre niveles mencionando algunos de los alcances o habilidades a comunicativas a desarrollar según marco común.
ESTRATEGIAS DIDÁCTICAS	POR MEJORAR	Se sugiere declarar estrategias didácticas un poco más concretas, para que no quede igual con los otros syllabus.	Ya que las estrategias didácticas del Instituto se ajustan a referentes metodológicos establecidos para la enseñanza de las lenguas, la propuesta curricular que aquí se presenta se enfoca en 6 estrategias comunes para todos los niveles a saber: a) aprendizaje colaborativo, b) trabajo independiente, c) acompañamiento individual, d) simulaciones y juegos, e) proyecto y f) actividades participativas. Sin embargo; tomando en cuenta la sugerencia de la unidad, se especificaron las temáticas y actividades por corte y por nivel para la estrategia e) "proyecto" y para la actividad f) "actividad participativa de interculturalidad".
COMPETENCIAS	COMPLETO		

ENTREGABLES, PRODUCTOS O EVIDENCIAS	POR MEJORAR	Se sugiere que sean específicos para este curso	Con el fin de establecer entregables específicos en cada corte académico y teniendo en cuenta las habilidades comunicativas que se trabajan en cada resultado de aprendizaje, se realizaron los respectivos ajustes para determinar los tipos de productos esperados después de la implementación de actividades y estrategias de enseñanza de lengua extranjera dentro y fuera de clase. Finalmente, será decisión del docente líder del espacio académico determinar si los entregables serán individuales, en parejas o en grupos pequeños, con el fin de alcanzar la competencia establecida.
RECURSOS DIDÁCTICOS (Bibliográficos, audiovisuales, físicos)	COMPLETO		
RÚBRICA	COMPLETO		
REFERENCIAS BIBLIOGRÁFICAS COMPLEMENTARIAS	COMPLETO		

Recomendaciones Generales

Se evidencia un trabajo juicioso y sistemático que guarda coherencia con el MCE, se sugiere revisar los puntos por mejorar con el fin de hacer más específico el syllabus al nivel que corresponda; no se requiere enumerar largos listados, es más valioso focalizar de acuerdo a los resultados de aprendizaje y competencias descritas.

Fecha: 9/06/2021

Fecha replica: 29/06/21

