

The Impact Of Colombian English Standards Application On The Teachers'
Methodology

"THE IMPACT OF COLOMBIAN ENGLISH STANDARDS
APPLICATION ON THE TEACHERS' METHODOLOGY IN PUBLIC HIGH
SCHOOLS"

by

Karina Nathaly Jiménez P.

Sofía Oliva Rosero O

Adviser

Ph.D. Jesús Alirio Bastidas A.

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“Las ideas y conclusiones aportadas en la tesis de grado son responsabilidad exclusiva de los autores”.

Artículo 1° del Acuerdo N° 324 de octubre 11 de 1966 emanado del Honorable Consejo Directivo de la Universidad de Nariño.

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Presidente

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Abstract

This study has the purpose of determining the impact on Teachers' Methodology when they apply Colombian English Standards in tenth and eleventh grades in some public high schools in Pasto. This is a very relevant research because it shows how teachers could apply the Standards and the problems that they faced up during the teaching process, besides it gives some suggestions to improve teaching process according to the Standards guidelines.

The data was collected thanks to the valuable cooperation of teachers who were participating. First of all, four high schools were selected at random, then, six teachers were asked to participate in our research with some classroom observations and interviews.

The results indicated that Standards showed both as positive and negative. Many reasons were provided for differing with the conditions the Standards require.

The main arguments of their disagreement were related to the conditions that they have in the workplace, the divergence with the schedules and their lack of training.

Their favorable position was in relation to the demands of training that teachers must have in order to improve teaching and the requirements that institutions have to have to reach a goal.

Resumen

Este estudio tiene el propósito de determinar el impacto de la metodología de los profesores cuando aplican los Estándares Colombianos de Inglés en decimo y Onceavo grado en algunos Colegios Públicos de Pasto. Es una investigación muy importante porque muestra como los profesores pudieron aplicar los Estándares y los problemas que enfrentaron durante el proceso de enseñanza, además se darán algunas sugerencias para mejorar el proceso de enseñanza de acuerdo a los lineamientos de los Estándares.

La información fue recolectada gracias a la valiosa cooperación de los profesores participantes en este proceso. Primero que todo, cuatro colegios fueron seleccionados al azar, luego seis profesores participaron en esta investigación con algunas observaciones de clases y entrevistas.

Los resultados indicaron que los Estándares mostraron tanto impacto positivo como negativo. Varias razones fueron dadas por diferir con las condiciones que los Estándares requieren.

Los principales argumentos de su desacuerdo estaban relacionados con las condiciones que se tenían en el área de trabajo, la divergencia con los horarios y su falta de capacitación.

Sus posiciones favorables estaban relacionadas a las exigencias de capacitación que los profesores tienen que tener con el fin de mejorar la enseñanza y los requerimientos que deben tener para alcanzar una meta.

INTRODUCTION

Standards are guidelines that teachers have to pursue to improve the English teaching process that let students, their families, teenagers, educational institutions and other educative authorities, know what it must be learnt. Taking into consideration the four abilities and the competences developed during the practice.

Since most of the approaches and methods have been generated in favorable circumstances and spaces for their formulation, experimentation and evaluation, the main sites have been European countries and USA, where the target language is the medium of communication between community members, so it is known as a second language (Bastidas, 1993). However, in our context the English is a foreign language because it is not that one in our community. According to the Colombian English Standards, teachers have to have in mind the Communicative approaches to apply them inside the classroom, then several techniques can be used, not only one method or approach in order that a foreign language could be learnt.

This paper is concerned with the impact towards the Colombian English Standards application on the teachers' methodology in tenth and eleventh grades in some public High Schools who work with them with the aim to improve the appropriate conditions for English teaching. First, the research problem will be presented. Second, a review of the most important related topics to the research problem will be included. Third, the research method used in the paper will be described. Fourth, the analysis of the data and the results will be presented. Finally, some conclusions and recommendations will be added.

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CHAPTER I: THE RESEARCH PROBLEM

This research is very relevant to identify the methodology and the teaching techniques used by teachers in the English subject according to the Colombian English Standards. Regarding this, we will refer to the problem description, we will do an analysis according to the variables that have an influence on it, we will use basic concepts to take a reference about the theoretical framework; at the same time, we will describe the population with its description and geographical delimitation. After that, we will explain the significance of our research and finally we will explain the limitations that we could find in the development of this study.

Problem Description

We find several difficulties in the Colombian English Standards Application as the lack of teacher's training about methodologies and techniques to apply (there is an English training for a few ones), because the government does not employ the professional people required for the demands. So, they do not know how to apply the English standards. Besides, only a few English Teachers are well-prepared, as well, there are deficiencies in materials; the physical facilities are not the suitable ones. Subsequently, there are few hours of class per week, the English standards are not clearly explained, and there is a need for English laboratories. That is why; English teachers cannot do and prepare their classes in a good way.

With the reasons above named, we will observe the methodology applied by teachers according to the standards, in order to discover the weaknesses that teachers face up in the application of Colombian English standards.

Problem Statement

What is the impact of the standards application on the English Teachers' Methodology in some Public High Schools in Pasto?

Sub-questions

1. What is the type of methodology applied by teachers in the classroom?
2. How the teachers' methodology has changed due to the Colombian English Standards Application?
3. What are the problems that teachers face up in the methodology according to the Standards application?

Research Objectives

General Objective

To assess the impact of Colombian English Standards Application on the Teachers' Methodology.

Specific Objectives

1. To recognize the type of methodology applied by teachers in the classroom.
2. To analyze how the teachers' methodology has changed due to the Colombian English Standards Application.
3. To identify the problems that teachers face up in the methodology according to the Standards application.

Significance

One of the main reasons for this study is the lack of information on how teachers of foreign languages plan and carry out their professional practice (methodology) taking into account the Colombian English Standards Application. Given that the conditions in Public and Private Institutions differ greatly (e.g., available materials, opportunities for updating, connections with other TESOL teachers, laboratories, timetable, physical facilities and

so on), it is valuable and interesting to try to understand how those conditions influence the decisions teachers make in terms of the method or methods chosen to teach.

A second reason is that very few, virtually no research papers or articles have been written on the topic of the impact of study in the English Teaching Methodology, so this research will contribute to fill a void in the existing literature regarding EFL teaching.

Finally, as future teachers we will probably have to work in high schools and we have to know how to handle methodologies taking into consideration the Standards and it is important for us to determine the characteristics of those institutions, its limitations, potentialities and particularities regarding the methods used there.

Delimitation

Conceptual Delimitation

Standards. They are clear criteria that let students, their families, teenagers, educational institutions and other educative authorities; know what it must be learnt. They serve as a reference viewpoint to establish what students are able to know about the language and what they must know about how to do with it. (Lineamientos curriculares: Formar en lenguas extranjeras, 2006)

Competence. It is the group of knowledge, skills and individual attitudes that let a person make actions in a determined context (Lineamientos curriculares: Formar en lenguas extranjeras, 2006).

Communicative Competence. The capacity to use foreign language knowledge in different situations, inside and outside the school (Lineamientos curriculares: Formar en lenguas extranjeras, 2006).

Pragmatic Competence. It is related to the sentences in sequences to produce textual chunks and functional competence to know the linguistic ways and their functions (Lineamientos curriculares: Formar en lenguas extranjeras, 2006).

Sociolinguistic Competence. Knowledge about social and cultural conditions that are implicated in the use of the language. For instance, politeness and other rules that orders the relations between generations, genres, classes and social groups (Lineamientos curriculares: Formar en lenguas extranjeras, 2006).

Methodology. According to Brown (1994:51) "The word "methodology" is itself often misinterpreted or ill-understood. It is usually given lip-service as an explanation for the way a given teacher goes about his/her teaching, a sort of umbrella-term to describe the job of teaching another language. Most often, methodology is understood to mean *methods* in a general sense, and in some cases it is even equated to specific teaching *techniques*."

Method. Anthony, quoted by Bastidas (1993:4) method is based on a theoretical approach to the formulation of a general plan that serves to present the linguistic content in an ordered way. The method includes one or more procedures. Several methods can be derived of the same one theoretical approach. The method depends on a number of factors as: the mother tongue, students' age, their culture, the objectives and so on.

Approach. Defines those assumptions, beliefs, and theories about the nature of language and the nature for language learning, which operate as axiomatic constructs or reference points and provide a theoretical foundation for

what language teachers ultimately do with learners in classrooms. (Richards & Rodgers 1982:154)

Technique. Anthony, quoted by Bastidas (1993:4) it is a trick, strategy, ability or specific practice that is developed in class to achieve a determined objective. The technique depends on teachers' ability and the classroom framework. The techniques must be consistent with the method and the theoretical approach.

Bilingualism. It is defined as a situation characterized by regular and alternate use of two languages. This situation occurs when two languages come into contact and can be used alternately. In addition, it defines the bilingual person as an individual who has learned some elements of a second language or dialect. (Wienrich, Haugen and Deihol, Quoted by Portalatín, 1987).

Level of performance. In the Colombian Standards, they are taken as goals that students have to reach in a course. The items and their goals are summarized in diagram 1 presented in the appendix.

Second Language Acquisition. Or sequential language acquisition, is learning a second language after a first language is already established. The ability of a person to use a second language will depend on his or her family's ability to speak more than one language. Second language acquisition theory seeks to quantify how and by what processes individuals acquire a second language." (Krashen, 1981).

Foreign Language. It describes situations where students learn English in order to use it with any other English speakers in the world (Harmer, 2007).

Geographical Delimitation

Our study was carried out in some Public High Schools with English Teachers of the city of Pasto. We asked for the problems that English Teachers had inside the classroom to adopt a methodology according to the Colombian English Standards Application.

Population Delimitation

This research was directly carried out with teachers of some Public High Schools.

Limitations

We believe that the main limitations that we could find in this research are:

The first limitation could be that in the class development where we will probably observe how teachers teach their classes in a different way. So, the results could change.

The second limitation, we could find is that the interviews done to teachers will not be answered with the veracity that is wanted, taking into consideration the methodology that is used in the teaching process.

To keep away from these limitations we talked with the head of the high school explaining all the procedures that we will develop during the process of our research, following the ethical guidelines and keeping in secret the name of the institution and the participants.

This chapter included the basic aspects to be taken into consideration for the research. It presented the research problem, its description, significance and research objectives.

The conceptual and geographical delimitations of the research were established and finally the limitations the

researchers faced up. In the following chapter a literature review will be presented.

CHAPTER II: LITERATURE REVIEW

It is difficult to talk about the teaching-learning process; a task that through time has been criticized a number of times because the critics have paid attention to the wrong results and not to the enormous complexity of the process. This study aims to identify the most important facts of the teaching - learning process of a foreign language according to the standards (Oviedo, 1980). With each item to develop we aim to discover the reason why each of the members in the process becomes so essential for the quality of education.

Important Elements in the Teaching-Learning Process

The learner. This is one of the most important elements in learning a foreign language, since each person has his/her own characteristics which makes them different from the others, but shares certain universal features with all human beings (Strevens, 1978). In order for a learner to be successful in his/her learning process, he/she has to consider certain stages in psychology such as: The motivation to learn a language (Littlewood, 1984), and not be forced to do so by external circumstances (by the teacher, for example) also if the learner has the dedication for autonomous learning to acquire a language, without the teacher trying to handle his/her students; i.e., attitudes and skills involving the acquisition of language in a full sense, and not only by complying with an obligation, in other words, to pass a subject.

The teacher. This is another important character in this task, because he/she is responsible for sharing his/her knowledge, has the ability to handle the language at a high level of efficiency, and must have gone through a

period of training and previous preparation and procedural instructions on how to deal with a class and what problems with students they handle; for example to handle principles, theories, methodologies or techniques to manipulate the language and the class. For Strevens (1978) the distinction of the terms: instructor, teacher and educator, is very important: "it is possible to distinguish three different stages of the activity of language teaching... the first is about the instructor, who is able to manipulate the instructions language techniques, who knows how to use the textbooks and the materials of each level, and judges whether the material of the foreign language provides adequate challenge to his/her students. The second is the teacher, who is a good instructor and more. The good teacher loves and protects his/her students, knows about them, understands their individualities as learners, recognize their learning preferences and their difficulties, and look at their progress on a scale, each class, each week, each semester or year. The third is the educator, who is a good teacher, but his/her perspective is wider, who thinks about his/her students' necessities and training, and who is careful with the handling of his/her language teaching techniques, the contribution to discipline, and society needs".

The methodology. This covers approaches, methods, techniques, which will be developed in a class and taken from the TESOL field. There are diverse methods, approaches and techniques that have been proposed for second language teaching, for this reason, it is necessary that teachers appropriate them to improve the learning - teaching in different institutions.

The materials. It improves the learning of a second language, they must be authentic and teachers have to handle other aids such as laboratories, tape recorders, videos, games, books, etc. According to Richards and Rodgers (1986) the role of instruction materials reflects decisions concerning to:

- The main goal (submit a content, facilitate communication between apprentices, among others).
- The way of the materials (books, audio-visual aids, computers, recorders, etc.)
- The relationship between materials and information resources (if they serve as a resource of information or only as a smaller component.)
- The skills of the Professor (ability in the language or degree of experience in the management of it.)

Support from the Government. Regarding implementation of materials for institutions (economical aid), as well as arranging laws where the foreign language is seen not as an obligation, but as a motivating students to continue their studies.

Physical facilities. For foreign language teaching, it is necessary to take into account an appropriate setting, where both teachers and students feel immersed in a pleasant atmosphere for work, taking posters and other language concerning implements to follow. Also it must be remembered that hostile environments will not help with a better placement of a language, such as: Courses should not have more than 15 or 20 students, the desk and chair must be in good conditions, ventilation and light must be adequate, boards must be in good conditions, the environment in the course must be ideal, among others.

Subject planning. It is a very important tool, for the educator for good management and development of the language, as it is the element that will be used in the calendar year, this must be appropriate to the needs of students and the institution, must have various kinds of activities, in conjunction with the use of different materials, it must be specific, i.e. where a theme can give understanding, through different media, one of the main objectives, is that this planning area can be implemented without losing any of the objectives that have been written on it, and can be led to the end of the year. But one of the major purposes in the development of this, is to have at least basic methodologies or knowledge strategies, in order for some of them to be used in the development planning of the area.

Assessment. It is considered the LL/LT process as a process which needs feedback systems to control the learner's changes and improvements on their learning. Evaluation usually takes several forms in order to consider if the structuring of the syllabus is suitable. Inside of evaluation we may find some aspects such as general standardized evaluation, particular evaluation and the evaluation used by the Common European Framework.

Having seen the relevance of the elements that have an influence in the foreign language teaching-learning process and taking a model according to the theory of Strevens, it shows how the relationship is:

It is observed that there is a central axis that allows the proper functioning of the following items. For that we need to have good management and organization, have a policy and objectives that want to reach, and important professional disciplines to develop.

To achieve the proposed achievements teachers need training in relation to the knowledge of teaching methods of a foreign language, know how to apply pedagogy, methodology and a process of instruction and teaching.

With their previous knowledge, design a curriculum and have at hand the necessary materials for carrying out what has been proposed.

Prepare an assessment according to what has been taught that will be led by a few specific achievements and are mainly appropriate to the needs and interests of students. The elements and their relationships are summarized in diagram 2 presented in the appendix.

It is worth noting that none of the previous points cannot be untied, since they are all of great importance for the teaching and learning process.

*A Brief Description of Approaches,
Methods and Techniques*

For carrying out this research some important terms must be defined. The first term that has to be clarified is that of approach.

Approach. According to Anthony (1963) it is a set of assumptions dealing with the nature of language, learning and teaching. Thus, an approach is a general concept that has to do with the theoretical foundations that support a method.

Method. Anthony, quoted by Richards and Rodgers (1986) refers to method as an umbrella term for the specification and interrelation of theory and practice. At the same time, they say that method is "an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach." An approach is axiomatic; a method is procedural

(2001:19). Here it can be seen that a *method* is a stage that brings together theory and practice, a method tells teachers what to do in the classroom.

Brown (1994) on the other hand states that a method is a generalized set of classroom linguistic objectives.

Technique. Anthony, quoted by Bastidas (1993:4) it is a trick, strategy, ability or specific practice that is developed in class to achieve a determined objective. The technique depends on teachers' ability and the classroom framework. The techniques must be consistent with the method and the theoretical approach.

It is also important to mention that in this research the methods used by teachers were analyzed. There are different Methods for teaching English as a Second or Foreign language. A brief explanation of some of them is presented below.

These are the trends that are assumed to be used in EFL settings, trends that are traditional and that may or may not benefit learners in Pasto and its surrounding areas.

Grammar Translation Method (GTM)

As mentioned before and as Brown (1994), Richards and Rodgers (1986, 2001) and Celce-Murcia (2001) explained, this method approaches language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. Its main characteristics are: the activities here include reading of difficult classical texts, treated as exercises in grammatical analysis where learners translate disconnected sentences from the target language into their mother tongue.

Classes are taught in the students' mother tongue, with little active use of the target language. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words together. A class working with the Grammar translation Method would look like that

1. Classes are taught in the mother tongue, with little active use of the target language
2. Much vocabulary is taught in the form of lists of isolated words
3. Long elaborate explanations of the intricacies of grammar are given
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words
5. Reading of difficult classical texts is begun early
6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis (slideshare).

The Audio Lingual Method (ALM)

This method is based on the principles of behaviour and its psychology. According to Charles Fries (1939) this method adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach. This method is characterized as featuring a great deal of oral activities: Pronunciation and pattern drills and conversation practice are the basis of the classes, and skills are sequenced: Listening, speaking, reading and writing.

All the new material is presented through dialogues and in order to explain meaning, teachers use mimicry and examples. Some activities included in this method and that might be used by teachers here are: memorizing of sets of phrases, over learning of sentences that later might be useless, a sequence of structures organized by means of

contrastive analysis and taught one at a time, structural patterns taught using repetitive drills, and grammar is taught by inductive analogy rather than through explicit instruction. Vocabulary is strictly limited and learned in context. The materials used are tapes, language labs, and visual aids. The teacher must be careful to ensure that all of the utterances which students produce are actually within the practiced pattern. For example, the use of the auxiliary verb has should not suddenly switch being a main verb.

Drills should be conducted as quickly as possible so as to ensure automaticity and to establish a system. Ignore all but serious errors of pronunciation when drilling for grammar practice. Use of shortcuts to keep the pace of drills at a maximum. Use hand motions, signal cards, notes, etc. to cue response. The teacher is a choir director. Use normal English stress, intonation, and juncture patterns conscientiously. Drill material should always be meaningful. If the content words are not known, teach their meanings. Intersperse short periods of drill (about 10 minutes) with very brief alternative activities to avoid fatigue and boredom. Introduce the drill in this way: a. Focus (by writing on the board, for example) b. Exemplify (by saying model sentences). c. Explain (if a simple grammatical explanation is needed). Also, great importance is attached to pronunciation and very little use of the mother tongue by teachers is permitted (mail.lhjh.kh.edu.tw).

Reading Method

Advocated by some British and American educators. The Coleman Report (1929) as a result of the Modern Foreign Language Study in the U.S.A. stated that since the majority

of American students studied a foreign language for only 2 years, the only realistic objective was the development of the students' reading skills. West (1926), teaching English in India, agreed that learning to read fluently was more important than speaking. Reading, to him had 'the greatest surrender value' for the student in the early stages of language learning. The Reading Method was much criticized during World War II, when spoken language became a national priority in the U.S.A. The objectives of this method are: It restricted the goal of language learning to one of practical attainable utility. Students were trained to read the foreign language with direct comprehension of meaning, without a conscious effort to translate what they were reading.

The techniques used in this method are: Before students were introduced to reading, an oral part thoroughly initiated them into the sound system. The course was divided into intensive and extensive reading. Students were not encouraged to translate; they were trained to infer the meaning of unknown words from the context or from cognates. Special readers were published which conformed to specific levels of word-frequency and idiom counts, and the student was guided by the teacher from level to level. Class projects studied the country where the language was spoken and the customs of the people who spoke the language so that the students might read with greater appreciation of cultural differences. The main theoretical bases are the education activities should be geared to specific ultimate practical objectives. Talking about the interactions: student-teacher, student-student that are developed in the following way; there is interaction both ways but it is clearly teacher-directed. Individual students read the text

aloud and the question-answer sessions see the teacher interacting with the students and vice-versa.

When students worked on projects they worked co-operatively. The extensive reading program gives students the opportunity to progress at their own rate i.e., students within the same class can work with readers at different levels of difficulty. An assessment of the strengths of this method is that introduces some new elements into language teaching: (a) the introduction of teaching geared to specific purposes, in this case, the reading objective; (b) the application of vocabulary control to second language texts, as a means of better grading of texts; (c) the creation of graded 'readers'; and (d) the introduction of techniques of rapid reading to the foreign language classroom, the weaknesses of this method are for the most part produced by students who were unable to comprehend and speak the language beyond the very simplest of exchanges (W. Rivers 1970:24).

The Principal feature of this method is that deliberately restricts the goal of language teaching to training in reading comprehension.

Basic Standards of English in Colombia

The Colombian Government has made "Estándares Básicos de competencias en Lenguas Extranjeras: Inglés". This has generated discussion and controversy. As we know The Colombian Ministry of Education has established the Common European Framework as a base to try to teach English as a second language in our context. However; it does not take into consideration the real situation to improve English teaching such as the lack of hours, the lack of materials and resources, large classes, teachers who are not prepared

for giving a good instruction and the limited use of the foreign language in the class.

Colombian Standards

Some Key Concepts in the Bilingualism's Program

Taking into account the importance of knowing a second language, the Ministry of Education through The National Program of Bilingualism tries to improve the learning and teaching of English in our country. In order to understand how the program is carried out, it is necessary to know some definitions:

- Bilingualism is referred to the domain that a person attains to communicate in more than one language and culture depending on the context in which a person is.
- Second language is acquired through use in official, commercial, educative and social activities. Generally, it is learnt during the infancy or in the educational context.
- Foreign language is the language that is not spoken in the immediate and local context, and is learnt inside the classroom.

Standards in the Context of National Program of Bilingualism

The National Program of Bilingualism aims to have citizens that are able to communicate in English, in order to access in the cultural opening and global economy with comparable international standards.

With the aim of being coherent with the program, the adoption of a common language that will establish the goals of levels of performance was necessary. That is why, they took into consideration, "*Marco Común Europeo de Referencia*

para Lenguas: Aprendizaje, Enseñanza y Evaluación", which describes the levels of proficiency that students have to reach. At the end of eleventh grade, the students have to have level B1. The items and their goals are summarized in diagram 1 presented in the appendix.

Why teach English in Colombia?

Nowadays, our society needs to know a common language to have access to the globalized world. The General Education Law (cited in Lineamientos curriculares: Formar en lenguas extranjeras, 2006) has established "The acquisition of conversational and reading elements, at least in a foreign language" and "Being able to comprehend and express ourselves in a foreign language" are necessary. *Learning a foreign language and its relation with personal development*

Learning a foreign language is an invaluable opportunity for the social, cultural and cognitive development of the students because:

- It reduces ethnocentrism and lets people appreciate and respect the value of their own world, and at the same time, to respect other cultures.
- Help students in the practice of social interaction and negotiation of meaning. Thus, it improves their capacity to establish relationships and to develop themselves in new situations.
- Learning other language favors the development of metalinguistic conscious (It refers to the capacity to think about the language as a study object) in a high level and increase the ability to appreciate conventional and arbitrary linguistic symbols.

Reasons to learn English

With the opportunities that are available with the management of a foreign language, English has become an important tool in education because:

- It is the International language and it is an instrument of communication.
- Encourages the student to be open-minded, to accept and to get to know new cultures and to promote exchanges between different societies.
- Offers better and greater work opportunities.

Standards Organization

To organize English Standards in a sequence that facilitates the work in the school, it is taken into account the levels of development that have to be reached during the learning process.

English levels of development

According to the Common European Framework, there are six levels of development. In Primary and Middle education, students have to accomplish level B1. Although, institutions will be able to reach higher levels, if regional and cultural characteristics allow this.

English Standards are organized as follows: from First to Third, from Fourth to Fifth, from Sixth to Seventh, from Eighth to Ninth and from Tenth to Eleventh courses. Each group has established what students have to do and to know, and also a specific level of development is defined. The Groups of Courses and CEF Levels are presented in diagram 3 presented in the appendix.

Communicative Competence

The English Standards are clear judgments that let students and their families, teachers and educational

institutions, the Secretary of Education and the other educative authorities know what they must learn. They are also a reference to establish what students are able to learn about language and what they must do with it in a determined context. Competence is defined as the group of knowledge, skills and individual characteristics that let a person act in a context. The communicative competence includes:

Linguistic Competence. It refers to the knowledge of formal resources in the language as a system and the capacity to use this in the formulation of well formed and meaningful messages. It includes lexical, phonological, syntactic and orthographic skills of knowledge, among others. It is about knowing theoretical management of concepts and the application of them in several situations.

Pragmatic Competence. It is related to the functional use of the linguistic resources and, it is composed; first, a discursive competence that is the capacity to organize sentences in sequences to produce texts. Second, it implies a functional competence to know the linguistic ways and their functions in real communication.

Sociolinguistic Competence. It is the knowledge of social and cultural conditions that are implicit in the use of the language. In addition, it is used in contact with popular expressions or with dialects and accent differences.

Communicative Competence. It is not worked in an isolated way because it implies a flexible knowing/doing, that is updated in meaningful context and supposes the capacity to use the knowledge about the language in different situations, both outside the classroom and inside school life. That is why; the suggestion also undertakes

the development of abilities and knowledge that are related with ethics, esthetics, social and cultural dimensions of the language. It is important to give the students realistic situations for knowing and learning.

Developing those abilities and knowledge let students expand their knowledge about the world, explore their social abilities and get to know their own cultural aspects of the foreign language.

The above considerations are related with "La Educación encierra un tesoro" presented by the International Commission of Education in XXI century of UNESCO. This document presents as important parts of Education "*Learn to know, learning by doing, learn to live together and learn to be*"; besides, other important aspects necessary to work in the English Class are:

- *Declarative Knowledge*. That is the derivatives of the experience and formal or academic learning.
- *Skills and abilities*. They imply the practical ones (vital, professional, sportive; likes, arts) and the intercultural ones, as the capacity to be related, the sensibility, the possibility to overcome stereotyping etc.
- *Personal Knowledge*. It is made up of the sum of individual characteristics and the attitudes that personality and influence form in the image that we have of ourselves and others. At the same time, it refers to willingness to establish relationships.
- *Ability to learn*. It is the predisposition or the ability to discover what is different, it could be another language or culture, other people or new areas of knowledge. It also includes the conscience

of how the language and communication work the heuristic strategies and ability to study. It is important to take into account that all of them are interconnected.

Standards Structure

They are organized in five groups of levels that belong to English levels of development.

Horizontal reading of the charts

In the upper part, next to the group of courses, there is a general standard. It offers an extensive description about what Colombian students must know and do at the end of the course. The general standard function is to define the level of development in the language. The general standard is in the upper part of the chart and it uses characters, such as comics.

It shows five columns and they have the specific standards. The blue left columns belong to comprehension abilities (listening and reading abilities) and the brown three on the right belong to production abilities (written and oral abilities, as in monologues, production and conversation).

It is important to emphasize that the columns are separated by clear reasons but they are connected in practice. During the learning of a foreign language, comprehension and production are developed in the same way and not isolated.

Vertical Reading of the Charts

It shows a list of specific standards that has some important rules:

- They do not represent stages in the process of construction of levels of development. That is, they are not requirements to achieve other standards and,

therefore, they must not be read in a series downwards, because they are not in sequence. Teachers and institutions must define the order to work on them and to cross reference between them, in order to guarantee meaningful learning.

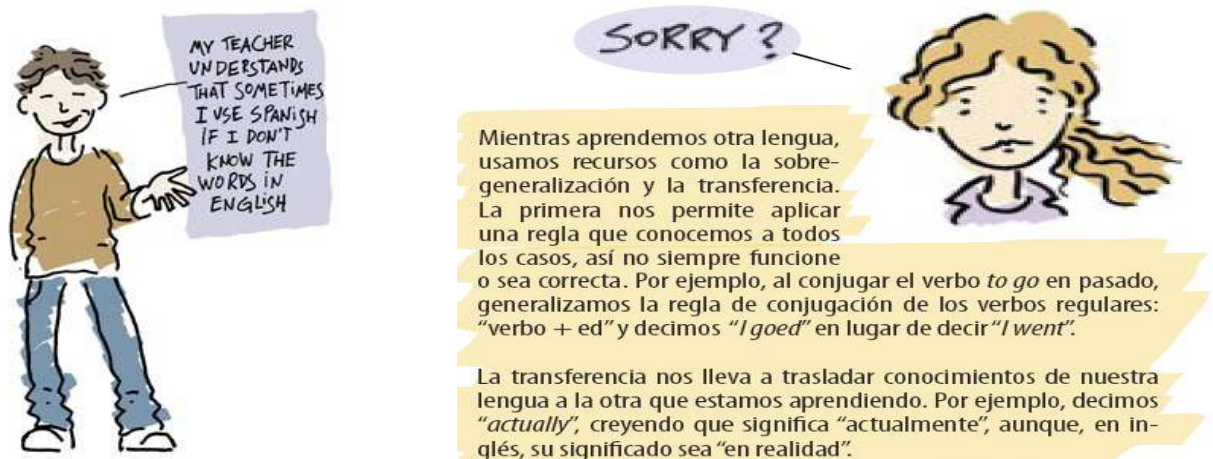
- They are developed and related step by step. For this, they are not perceived in an isolated way in specific moments of the learning process, thus, they have to be worked on even though they have already achieved.
- It is convenient to highlight that the proposed number of standards for a group cannot be divided into equal parts (for instance, six in second grade and six in third grade) and nor can they be taught in separated periods during the school year. The group of standards is achieved gradually and integrally, in increasingly complex levels.
- It is important to emphasize that specific standards involve communicative competence, and the skills and knowledge described. All of these assembled and interrelated elements form the basic competences.
- It is necessary to take into consideration the numbers that are located in front of the specific standards and they are connected to diverse communicative competences (linguistic, pragmatic and sociolinguistic as named above).

Suggestions to the appropriation of Standards Foreign Language Learning Process

Children and teenagers that initiate new language learning have the experience to be learners of their mother tongue.

Learning a foreign language has similarities and differences with learning our mother tongue. The acquisition of a foreign language is an unconscious process that carries students to elaborate knowledge in a spontaneous way; learning, on the other hand, it is a conscious process, by means of learning a linguistic code that can be practiced in a real communicative context. It is recommended that teachers take into account:

- Foreign language learners use similar techniques according to L1 learning, for instance, overgeneralization and the transference.



- Both languages; mother tongue and a foreign language are developed in predictable stages and the acquisition of these strategies have many similarities, especially when speakers participate in situations of English communication.
- Learning a Second Language presents an interference with the mother tongue.

Cognitive and Learning Development Relationship

Although all individuals can learn another language at any age, the stages of cognitive development are tied to the age of children. We cannot expect some uses of a

foreign language in situations in which the individual's cognitive development does not allow this. For instance, it is impossible to expect those students to infer, if they are not ready in their mother tongue.

In the formulation of the standards, it was taken into consideration; the stages students cognitive development, as the stages of development of the mother tongue in each age. Standards are conceived so that the initial levels of English performance must be taught during elementary school, and therefore, they are related to the degree of cognitive development and the mother tongue one that occurs during that stage. If the study of English Language begins in older ages, it will be necessary that each institution fits the standards to the age and the cognitive level of its students.

To be conscious of this aspect, the standards present topics and relations with those which the students already know in their mother tongue. It is important to take into

consideration that when cognitive development is high, complexity and abstraction levels in speech are increased and for this reason:

- The beginner level places major emphasis in the demonstrative functions of the speech.
- In the basic levels, the aim is to strengthen the domain of narrative and expositive functions.



- In the later grades, the aim is to strengthen the domain of argumentative and analytic functions, although it does not have the same level as in their native language.

The natural predisposition that human beings have to acquire a mother tongue in our infancy is an advantage to assimilate the foreign language.

From the auditory, phonatory, neurological and biological points of view, children have everything necessary to acquire one or more languages.

This chapter was related to the literature review which included general and specific topics about methodology and Colombian English Standards used in foreign language teaching. It was presented in order to have a clearer understanding about the topic. The following chapter will present the information about the methodology used for the research including the population and the sample, the data collection procedures, the pilot study, validity and reliability as well as ethical guidelines.

CHAPTER III: METHODOLOGY

In this chapter we developed the research type with its characteristics, we explained why the method was selected, then we identified the population where our research was done and the sample that we used, after that, we explained the data collection and finally we included the ethical guidelines that we took into consideration through the research.

The Research Design

According to Goyez and Uzcátegui(1.999), to develop this research about the Impact of Colombian English Standards Application in the teachers' methodology in public high schools; the qualitative paradigm was used. Such paradigm is the study of social and human phenomena from its own characters with the aim to achieve the comprehension, interpretation or transformation of a social situation. This methodology facilitates the systematic collection of data, next to a rigorous, contextualized and detailed description of facts to ensure at the same time the maximum subjectivity in its analysis and interpretation.

The objectives that are taken into account in qualitative research are human and social phenomena facts' description, the formulation of assumptions that are susceptible to verification by further research, the human groups' description, the relationships comprehension, social interactions and factors that keep or change them.

Regarding the characteristics of qualitative paradigm, Gloria Serrano Perez (1994) refers to these ones: 1. Theory is a reflection on and from the praxis 2. It tries to understand reality, 3. It describes the context where the event is developed 4. It seeks different reasons for the

facts, and 5. The individual is an interactive, communicative subject who shares meanings.

We chose this paradigm because we needed to do a detailed description of the context in which we carried out our research and the data collection by means of the information provided by participants.

Type of Research

This was an ethnographic research, because it was responsible for describing systematically some cultural features of the studied population situations.

Ethnographic research is also a description and interpretation of a social group, a culture or a system. This type of research makes use of observation and seeks to describe in detail the culture of a particular natural group of people and their behavior patterns. As an ethnographic process, it involves prolonged observations of groups, generally through direct observation. The information collected is from "inside the group" (Erickson, 1973).

Ethnographic research goals include the object of study that is constructed during the research. Regarding these features, the researchers perform a direct immersion in the phenomenon of study, the researcher has a residence in the territory and interaction is consistent with the chosen cases, places, and activities.

There is no fault from hypothesis topics. The significant constructs the voice and the actions of participating subjects.

We chose this type of research because we needed to do a direct observation of the context and its participants, also because we must see some features from the teachers' methodology in relation to the Standards.

Population

The population used in this study corresponds to the teachers, men and women who teach English in secondary levels in Public High Schools, located in Pasto city. Besides, we took into account that these teachers and the public high schools applied Colombian English Standard.

Participants

Six teachers from 10th and 11th levels in four Public High Schools in Pasto were selected. This sample was chosen at random and was representative of the whole people that is, it had the same characteristics of the population.

Data Collection Procedures

For this monograph, the information-gathering was collected in a qualitative way through classroom observations inside some groups of tenth and eleventh grades in different Public High Schools for a period of four weeks of class (that depended on the duration of a topic), where the teachers' performance applying the methodology was analyzed and its relation with the Standards. Besides, there were interviews which took into account teachers' views in the implementation of the Colombian English Standards in the class, plus the revision of the Syllabus taking into consideration the parameters gave by the Standards.

The data collection technique or instrument; it means, the interview contained open-ended questions that let teachers express what they were doing during the process of applying a methodology in agreement with the Standards.

The data collected was organized and classified, so that it could easily be analyzed.

Pilot Study

Having in mind that the group chosen for this research was formed by teachers from Public high schools, we went to the schools to ask the principal and English teachers if they knew the Colombian English Standards and if they had a syllabus design to be studied during the research process.

Validity and Reliability

This was done according to the criteria established for the qualitative research to make the research as reliable and valid as possible.

The total validity of the instruments was confirmed by the necessary results obtained to reach the objectives. It means taking into account the aspects of the people and the situation in which the research took place, so contradictory results were avoided.

Triangulation

We had to be closer to the truth of social phenomena using various methods, techniques and data collection tools. In order that this qualitative-ethnographic research had greater validity and more reliability by resorting to the triangulation of data collection, we did research with different methods such as observation of the behavior or behavior in the real context. It was structured and unstructured, according to the circumstances of the social context, and we were direct observers.

Ethical Issues

The aim of our research is not to damage the participants and the Institution's prestige. We handled the information that may affect their image with much discretion. We did not wish to pressure the participants, because there would be total freedom of teacher involvement and we got the approval of the head of the Institution for

teachers' participation in this research. Also, we asked for permission to the institution by explaining the purpose of the research carried out. After the approval, we clarified the doubts of this research to the teachers that needed it, and got an agreement for the visits that we did. All the information obtained from our investigative study had their respective bibliography and the copyrights of all paragraphs or different sources that we had obtained information from were written. Finally, to be thankful to the educational institutions, we will deliver a copy of the research paper.

To summarize, this chapter included the choice of the qualitative paradigm and the type of ethnographic research since we build on a type of specific population to know the methodologies used by teachers according to the Standards. In addition, we chose data collection according to the type of research techniques for developing our later study, but taking into account the ethical guidelines that help us to clarify certain principles that served to avoid problems and to respect the rights of our research participants.

CHAPTER IV: RESULTS AND DISCUSSION

In this chapter, the information is categorized taking as a basis the classroom observations before doing the teachers' interviews and the document analysis taking into consideration each objective. The classroom observations were carried out during three or four classes in order to get more valid results, and after that, the interview was made to know the teachers' point of view about Standards Application.

It is important to highlight that the observers did not intervene in the class.

Methodology used by high school teachers

Our first specific objective (S01) was "to recognize the type of methodology applied by teachers in the classroom".

To fulfill this objective we took as a basis the classroom observations and teachers' interview.

In the classroom observations, it was collected these data; in the first high school during the classroom's observations in tenth and eleventh grade (same English Teacher): during the whole process, teacher's classes were carried out according to GTM and Audio Lingual Method because the teacher spoke in Spanish most of the whole class. Besides, the teacher presented the topic for example "modals" by writing sentences on the blackboard and then asking the students to transfer the same sentence in the negative form without explanation, but if the student said the sentence in a wrong way, he did not write it on the board; that is, he did not explain how the tense was formed, but if the sentence was wrong he said that they could not say or write like that; some students realized how the sentence had to be written, but other ones did not;

that is why, some students did not understand; the few ones that could understand were studying in "the language center" (University of Nariño).

The teacher almost always followed the same procedure, that is to say, on the first forty minutes he wrote sentences in affirmative, negative and interrogative form, and it was supposed that the students understood the topic.

After that, the teacher used to do some exercises in groups of four people, students had to fill in worksheets about the topic for intermediate level, they had an hour to solve two or three of them and then handed them to the teacher; in those observations we could see that some of the students did the activity, generally one or two, the other ones were listening to music through their cell phones or talking with their friends in the group.

Some students finished the activity in advance, so they could do what they wanted inside the classroom, and sometimes some of them could go outside. The worksheets they had to solve were clear for the people that could understand; the other ones sometimes had some doubts about the use of them.

In other classes the teacher was reading the book and students had to follow the reading to do some exercises or to solve some questions, it could be seen, that some of the students had only photocopies of the book (just a part of them), not the real one, the other ones had to join a partner. Sporadically, the book had new vocabulary, the teacher first asked them for the meaning; if they did not know the word he translated it, next he pronounced the new word and students had to repeat two or three times (Teacher from the first High School).

In the second high school in eleventh grade, the teacher usually developed almost the whole class in Spanish and sometimes spoke in English. The exercises given to the students were explained in Spanish, although these ones were in English and students had to translate them into Spanish. The teacher tried to ask about the written exercises and students answered in English and some words in Spanish. Grammar was explained supposedly implicitly, when students recognized the structures on paper, however if they did not recognize this one, the teacher explained it immediately explicitly in Spanish by means of exercises, where, they had to go to the board and write them, if any of them had made a mistake the other ones corrected them.

In another class, the students were discussing about the biography of Shakespeare, the teacher asked in English, but students answered in Spanish, after that they answered some questions like: "why William Shakespeare was voted the Man of the Millennium for Britain", why do you think Shakespeare is the only compulsory author in Britain?, what does "I have not slept a wink" mean? and what "cold comfort"? etc. Those questions had to be answered in English in a worksheet to be graded.

In the next class the teacher explained that they had to do a project in English, which consisted in presenting a machine or furniture they were building in another subject. The steps were given in Spanish: "first, you present the participants in the project, then you have to present what you need to develop the project". Some students asked how to write some words and she said the answers in English: The day of the presentation, students were not prepared however the teacher said that they had to do that, as they

had planned before, and at the end of the presentations the teacher corrected the mistakes in Spanish.

In the third high school the teacher read some passages from dialogues to practice listening and students listened carefully, after that, he asked some questions to be answered by them. If a student answered correctly in a good way the teacher gave a point, if not, another person could raise the hand and answer the question.

After finishing the classroom observations, on one hand, these indicated that the methodology used in most of the Public High Schools is based on the Grammar Translation (GTM) and Audio lingual Method (ALM). According to Karl Plöetz (1985) in GTM, classes are taught in the mother tongue, with little active use of the target language. Second, much vocabulary is taught in the form of lists of isolated words. Third, long elaborated explanations of the grammar is given. Fourth, grammar provided the rule for putting words together, and instruction is often focused on the form and inflection of words. Finally, little attention is paid to the content of texts, which are treated as exercises in grammatical analysis, besides, it is taken into consideration the Audiolingual Method (ALM) since new material is presented in dialogue forms, there is dependence on memorization of set phrases and over learning structural patterns using repetitive drills.

After interviewing the teachers; and taking into consideration the first specific objective when we asked them about the methodology used in their classes, the teachers answered that:

"The procedure used in class changes depending on the number of students, hours per week, the environment, and

the circumstances in which the course is immerse, the age of students and so on" (teacher from High school N.1).

"The topic is introduced with opened-ended questions, and students have to think about what could be the context, the grammar is explained explicitly (the tense, the use of it, some examples of sentences and questions), then, the guiding material and book are used, they are given some exercises in which students develop four steps. The first one, it is when students scan the material that is completely explained, next, there is an exercise developed up to the middle, so students have to develop the rest of it. Then, students can find an exercise based on the last one. Finally, the teacher puts into practice the learned topic" (teacher from High school N.4).

Other kind of procedures (teachers from High schools N.2 & N.3) are: *"when students are taken to the bilingualism room, an English program in all the computers is found, then students have to study the topic, do some readings and finally they develop some tests, but inside the classroom they are given a material to discover the topic, there is a dialogue using the topic, because it is important that they can speak, but it is difficult to do that here, since they are scared to express themselves due to make a mistake and talk in front of their friends, taking into account assessment, students have to do homework, individual or group worksheets and at the end the final test, then based on the Standards with this activity we are using a communicative approach".*

Taking into account the above considerations it can be seen that the teachers mentioned different kind of techniques and strategies to use during the teaching

process, some of them are carried out inside the classroom as the participants mentioned, but some others are not.

According to Jhon Firth (1957) and M.A.K Halliday (1970, 1973, 1975, 1978), quoted by Bastidas (1993) communicative approaches focus the activities on communication among others in different situations, expressing their feelings, thoughts and viewpoints. Then, take the student to the English Laboratory does not mean that is a communicative activity, since the students do not communicate each other.

As we could notice in the data collected in the interviews showed that the teachers said that they applied Communicative approaches following the Standards guidelines, however, as we could observe during the classroom observations, it did not happen.

Methodology changes according to the Basic Standards of English

Our second specific objective was "to analyze how the teachers' methodology has changed due to the Colombian English Standards Application".

To fulfill this objective we took as a basis the classroom observations, teachers' interview and document analysis.

First of all, the classroom observations in the second high school in tenth grade showed that there was a teacher who spoke almost the whole class in Spanish, he frequently used dialogues and students had to repeat the pronunciation given by him, however the teacher sometimes pronounced some words in a wrong way. After that, they began to translate the dialogue loudly and the teacher asked questions in order to verify if the students understood it, next, they had to learn it by heart and then, they had to translate

the dialogue or other text to understand them.

Subsequently, they had to present it in front of the class to be graded, but some of them were embarrassed to be there, so they preferred to present it on their desks asking the teacher to be with them and not doing that in front of their partners.

The next class the teacher was listening to the students doing the performance group by group, some of them in front of the class and the others in the teachers' desk, if some of them presented the dialogue in advance, they could do whatever they wanted for the rest of the class.

In the second high school, in the eleventh grade in one of the classes, the teacher explained grammar on the board and students had to make exercises on their notebooks, writing sentences using the new topic, and handed them to the teacher. Another activity to reinforce the grammar was to give sentences in Spanish and they translated them into English (using the topic). The materials were photocopies taken from the teacher's text.

In the fourth high school, the teacher from tenth grade focused on grammar translation method, it happened because the teacher wanted to be explicit in the parts of the sentence as: verbal tense used in the readings, verbs, phrasal verbs and so on.

Students had to learn by heart the formation of tenses, the vocabulary and translation of sentences or paragraphs. Reading comprehension was the last aspect to be emphasized.

The other teachers used different techniques to teach inside the classroom based on the Standards demands; for instance they used to:

- Speak in English almost the whole class.

- Read some magazines to recognize the main idea.
- Read an English book by themselves (chosen inside the classroom).
- Do opened-ended questions to let students participate.
- Take students to the bilingualism room.

The next classroom observations show the above mentioned characteristics:

In the third high school with tenth and eleventh grades (same English Teacher) showed that the teacher spoke almost the whole class in English; students understood almost always her classes. The grammar was explained explicitly on the board, teacher wrote the formula of Present Perfect Continuous and students dictated her to write it, so they understood the formation of the verbal tense according to the model given. The exercises were sentences in Spanish in order that students can translate them into English.

The materials used by the teacher were photocopies, a book, and the English lab. It is important to highlight that not all the students had the text book. Students went to the English lab once or twice a week to listen and develop some exercises on the computer, but they had to work in pairs, because there were only seventeen computers, so it was difficult to evaluate the individual work. The program used was "English Discoveries" and it goes according to the Colombian English Standards, it has three levels: Basic, Intermediate and Advanced. Students handle the intermediate one. This program worked these skills: listening, speaking, reading comprehension and writing. The

teacher followed four steps: Explore, practice, games and test; however, the teacher did not use the games.

In the English Lab, students only developed the exercises that the teacher asked for. It is important to say that students did not practice speaking because they were focused on the reading comprehension that the ICFES exam requires. Finally, the teacher graded the students according to the percentage given by the work done on the computer.

In the fourth high school, it was used a different method to apply during the class, that is to say, the Reading Method.

The teacher from eleventh grade asked for Reading Comprehension because the teacher worked the classes based on readings and spoke in English and sometimes in Spanish. The materials used were: different magazines, books with long readings, the PET exam, the English Lab and others.

The way in which the teacher handled the classes were based on students' training to read the foreign language with direct comprehension of meaning, without a conscious effort to translate what they were reading. Students were trained to infer the meaning of unknown words from the context but if students did not understand the word, teacher gave the definition in Spanish.

They were handling a magazine called "Green Planet", they read three or four chapters each class with the teacher to reinforce pronunciation, and at the end they developed an exercise to see if they had really understood the readings or not.

In order to develop the exercise given by the teacher; they could use the same reading, a dictionary, the notebook or whatever that can serve them to solve the exercise. It

consisted in correcting ten mistakes in the reading presented, completing the sentences with some words that appeared in the text and fill the crossword puzzle with them and guess if the sentence was true or false. Finally, when students had finished the exercise the teacher corrected the mistakes with the whole class.

The teacher also worked in the English Laboratory with the "English Discoveries" program. The students were working on Basic 3, on the reading section. First, they worked vocabulary and then, reading comprehension to practice the vocabulary learnt.

Before starting the classes here, the teacher started explaining what students had to do in the "Bilingualism Class" (in English), so she gave the instructions about some readings that they had to read, so, they did not have a test because that was the last activity that was graded at the end of the readings. It was as the ICFES exam, it means, there is a reading, grammar and vocabulary, with multiple choice questions and the students had to look for the best answer.

The Basic Standards of English show us that the main feature to teach a FL is the use of Communicative approaches where the teacher is a facilitator and uses a variety of materials in an appropriate environment. Regarding this; Lightbown and Spada (1999) state that varying the materials, activities and tasks can decrease boredom and increase students' interest. Also, Widdowsson (1972) who declared that foreign language students can have a deficit in real situations of communication although they had spend learning the language years of normal instruction and it is because by the use of non appropriate teaching - learning methods. Thus, as it could be seen during the classroom

observations, almost all the teachers used a combination of Grammar Translation, Audio Lingual and Reading Method that is based on the demands of the Standards.

Some of the modifications that teachers have done are:

- Take the students to the laboratory.
- Oral presentations in front of the classroom.
- Listening activities.
- Reading authentic materials (magazines).
- Reading comprehension.
- English exercises (non-translated).

After interviewing the teachers and taking into consideration the second specific objective when we asked them about the teachers' methodology changes according to the Colombian English Standards Application, they answered: question 1. Which was the previous methodology that you used in class? Teachers answered that: *"the previous methodology was a grammatical one, that is to say, basically translating texts, using grammatical rules saying which is the subject, verb and complement, and learning vocabulary, besides the books that they used were in that style too, it means, using dialogues that students had to learn by heart, learning vocabulary and doing exercises from the book, that is why we could not create, imagine or do something different"*.

Question 2. What has changed in your methodology (new methodologies or strategies used)? They answered:

"According to the Bilingualism's program, the idea is to use a communicative approach, it means, contents based on specific objectives and homework, getting information from the real context and so on. Besides, it is important the

application of "TICS" or the resources such as: English courses, internet tools and other.

But we have to take into account that the context has to provide the resources so that the learning process can be meaningful, nevertheless, there is a shock among the Colombian English Standards and the real situation, for example the assessment form, because ICFES and the tests applied in the High schools look for English knowledge, that is to say, what is learnt by heart with the aim to be graded. Then, if we do something different as creating a reading exercises, give some texts to have a debate, know and extend vocabulary implies that it reduces the time in class, so there, we cannot work the methodology and assessment itself".

Question 3. What kind of strategies are you implementing according to the Colombian English Standards Application? Teachers answered: *"I tried out the Communicative approach taking into account cooperative learning. The latter is so important because it allows students to express what they know in the foreign language but the Standards do not help us at all because they only have the theory and goals to be achieved without providing the strategies or steps to be pursued"* (Teacher from the high school N° 4).

"I use different kind of strategies according to the high school project and the students level, such as the use of dialogues, go to the " bilingualism room" (three of the high schools, the other one did not have), use of books(not all the students have this resource), different materials such as the tape recorder, videos and wall charts, however there is a limitation, because these are the materials used in class, but students and the institution do not have

enough budget to acquire them. Then, we have to modify the activity according to the materials we have. That is to say, there are only two tape recorders for all the courses in the afternoon and during the morning we only have one of them for eight hundred people, then it is difficult to exercise students in the listening ability." (Teacher from the high school N° 3).

"I use dialogues to learn vocabulary and improve the fluency, for example the students receive the dialogue, next they read the dialogue with me to know the pronunciation, then, they search for the unknown words in the dictionary, they translate the whole dialogue and finally they have to learn it by heart and present it in front of the classroom." (Teacher from the high school N° 2).

Question 4. Has it been any difficulty during the teaching process with the Colombian English Standards Application? Teachers answered: *"yes, it has been very difficult to apply them, because the Standards have many requirements as having high level proficiency and goals, but they do not bring us suitable guarantees."*

As it is known Standards came from the "Common European Framework", then there, they have the idea to exchange their students to other countries; that is the country that has the language that they want to learn. On the other hand, here Standards are based on that, having a communicative approach, but in our context we cannot do that, because in our region students cannot speak the foreign language at the end of the High school; that is too difficult. Also because the government demands results at short term with the prevalent students that are not prepared enough, so, the goals can be achieved in a long

term. Thus, Standards are written in a form, but the real context is different".

Question 5. Have you changed the materials you used in your class according to the Colombian English Standards Application? Teachers answered: "Yes, we have changed them, because in the past we used grammatical exercises and reading translation, nowadays we use readings to look for the topic and vocabulary, presenting a context for instance, tales, interviews and dialogues, then implicitly they can see the topic to be studied during the class, but it has been very difficult that students lose the fear to communicate their ideas. Moreover, we try to use new trends. So, we have to use the ultimate book resources such as Cambridge or Oxford texts, we adapt and acquire them for the class because the high schools do not provide them. They are expensive materials but we have to get them, on the contrary, students are going to be in disadvantage" (teacher from the high School number 1).

As we could see the teachers said that they had changed the techniques to improve communication as the Standards say about the use of Communicative Approaches, and according to Richards and Rodgers (1986), quoted by Bastidas(1993), mentioned three kinds of common materials to use in CLT such as text books, materials based on specific homework and authentic texts. Then, the activities that the teachers have adjusted are: take the students to the laboratory, oral presentations in front of the classroom, listening activities, reading authentic materials like magazine, workbooks that are the new trends that are being used by English teachers. So, we realized that some teachers have tried to implement new strategies,

however in the real environment some of the activities do not work in a good way.

After analyzing the documents such as the P.E.I., the improvement plan and the syllabus design; it was found that some public high schools stated that they used a communicative approach and other methods that focused on communication; besides they used several kinds of materials for example worksheets, English songs, videos, wall charts, original books and magazines (they are authentic) to use in the development of the class during the school year. This can be shown in appendix C. According to Lightbown and Spada (1999) state, learners have clear preferences to learn with some new materials. So the institutions have to have the appropriate materials to provide a good learning process.

Problems teachers face up in the methodology based on the Standards Application.

Our third specific objective was "to identify the problems that teachers face up in the methodology according to the Standards application".

To fulfill this objective we took as a basis the classroom observations, teachers' interview and document analysis.

On one hand, the classroom observations indicated that in the first high school, when the class started in tenth grade; one of the students said to the teacher that: "*the group want to talk with you*", and the teacher said: "*ok, there is no problem*", the students continued: "*we cannot understand some of the topics, for this reason we cannot do the exercises or activities you gave us, because we do not know how to do them, since we cannot understand your commands or because you do not explain the topic clearly,*

you do not say how to do that. You only listen to the students that can do the sentences or you stay in the side where the "good students" are, and they are the only ones that can win the points that you give for participation. You must give more time in order that we can participate, because you have preferences when some people raise the hands, so, it would be better you take the list to participate one by one and you have to go with the students that cannot understand and do more exercise to learn the topic".

The teacher answered that: "I cannot do anything unless you change your attitude towards the class and besides I will need much time to do the things you say, on the contrary, when I arrived to the school, there was a low level in English even in the ICFES exam and since four years ago, the grade in ICFES exam is better, that is, I am doing the things in a good way, I remember the teacher you had in the past was supposedly good with you, because you all had excellent in you grade, and you said nothing to him, and because some of you are bad with me, that means that I am bad, I do not know what you want, to learn English or only pass the subject".

Students said that: "The only people that understand you, are those ones who are studying in the VIPRI". The teacher answered: "It is your fault, because you do not pay attention during the class and you were happy with the last teacher because he helped you to pass without learning correctly, for the reason that he gave you easy exercises to follow the next topic". Students were not in agreement and they said that: "he was good explaining and a good teacher too". The teacher said that: "Ok, I will follow the things you say to improve the class".

It could be observed that teachers face up several drawbacks to apply the Standards as it is known public high Schools do not have enough materials for all the students, as Littlewood and Spada (1999) state that students prefer learning FL through new and different materials. As well the physical facilities are not the best, the teachers' proficiency is not the best, and the students' number is not the appropriate to work with communicative approaches.

Besides, the English classes could not be given in the foreign language, since the students did not understand the explanation given by the teacher. According to Lineamientos curriculares para enseñanza de las lenguas extranjeras: el reto de lo que necesitamos saber y saber hacer (2006) the students have to learn a foreign language since first grade to develop the listening ability, so in the eleventh grade after having a long process, they could understand the class, however, these students did not receive the instruction.

After interviewing the teachers; and taking into account the third specific objective when we ask about the problems that teachers face up in the methodology based on the Standards application. Some of them answered that: One teacher said: " *The main important problem is the lack of resources, that isto say: tape recorders, video rooms, a specialized language laboratory etc., then, it is a difficult problem because we have a lot of limitations, etc... for instance, here in the library, there are some books, but they are too old (Lado English Series), but there are not new ones, another important limitation is that the assessment is based on written exercises that focus on grammar, but according to the Standards assessment has to be communicative, for instance they have to use*

contexts (go shopping, go to the restaurant, ask for information and so on), besides the English class only lasts forty five minutes, that is too little to learn a foreign language, moreover in other subjects, teachers must use the foreign language or at least do some projects; consequently, there is a problem because students are not in a context to practice the language. Another important problem is that Colombian Educative System helps students to pass the next year failing a subject, in that case, they prefer to fail English and they do not make an effort because the system protects them."

When we asked: Have you tried to speak in English the whole class? One teacher answered: *"yes, we had tried to do that, but it depends on the students' level, because teachers cannot know if all the students understand the class, but in some rural schools it is different for the reason that the teacher is the one who manages the class, and they can teach their students something more in other subjects."*

To the question: Do you believe that students number affect the Standards application? They answered (all of the teachers agreed): *"Of course it does, because the idea is that we have to have twenty or twenty five students maximum, but in real contexts there are forty or fifty of them, then there are not enough materials, for instance books and computers are not as much as it is necessary, besides it is difficult to handle all the students, there is often disorder during the class for consequence students cannot understand everything"*

As it could be noticed the main problem that teachers face up during the methodology application based on the Standards according to the answers given by them is the use

of the foreign language, because students do not understand their classes in the foreign language since they do not have authentic sources to reinforce the communicative ability as Erasmos (1536) quoted by Bastidas (1993) avowed that to reach a foreign language domain it is necessary to be in contact with native speakers, to support the communication because at the beginning of a foreign language learning its priority is to interact rather than the reading and grammar part, besides there are few hours per week to give the instruction, there are not enough materials.

After analyzing the documents such as the P.E.I and the syllabus design it was found that according to the Standards, almost all the classes must be taught using Communicative methods; however the teachers did not do that inside the classroom. In the high schools documents, it was found that teachers focus their classes according to the Standards guidelines, although in the real context, it did not happen because students in their institutions and other ones are not used to listen the foreign language; since elementary school they had had those problems because teachers did not have enough time to teach this one, but also because students do not have the opportunity to interact with it. Besides, there are different kinds of English levels inside the classroom, that is, students are not in the same level. It is completely absurd to go ahead with the other ones, as well Morrow (1981) express that "only by practicing communicative activities can we learn to communicate". So, the idea would be that, but in fact, students do not understand the explanation of something or for the reason that students do not have vocabulary or

listening comprehension, consequently our context does not give any kind of opportunities.

Impact of Colombian English Standards Application on the Teachers' Methodology

Our general objective (GO) was "to assess the impact of Colombian English Standards Application on the Teachers' Methodology".

To fulfill this objective we asked them the following questions and the teachers answered as follows: 1. what is the impact of the standards application on the English Teachers' Methodology in a Public High School? Teacher from the high school N° 1 answered: "The most important impact is that teachers have to have a certificate in high English Level Performance with recognized tests such as: TOEFL, First Certificate, Cambridge and others, then, it is not enough to say that they are Licensed to share a class, as the Common European Framework declares that for eleventh grade teachers have to have B2 level, as it is known that requirement is not accomplished in our country; thus, the head of the institution has to establish some rules.

The teacher from the high school N° 2 said: "I think the most important impact is that it has helped us to improve the teaching process in theory, that is, there are some Bilingualism projects inside the Standards and in the country; too, although in real life these projects are not carried out at all, furthermore, the bilingualism program is not well focused because it is a very complex word; that is not applied in our context. Here, there is not a real one because it implies using the foreign language all the time in different places, in fact, there is a program to handle or know a foreign language. But as it is known Standards are being adjusted to know if they are well done

according to our context since they are taken from the Common European Framework and they are not contextualized to our situation and students' needs."

The teacher from the high school N° 3 mentioned: "I think the most important impact that Standards have done is that the goals of the English subject from most of the institutions are almost the same, since there is a guideline for each level on the Standards requirements, thus, public and private institutions would have similar curricula."

2. What are the weaknesses that you have found in the Colombian English Standards Application? The teacher from the high school N° 2 answered: *"The weaknesses that we have found are that they are taken from the Common European Framework and they do not take into account our economical, cultural, social and educative situation.*

The teacher from the high school N° 3 answered: *"the main weakness is that institutions do not invest the appropriate budget to implement the Standards requirement, that is, authentic materials, for instance there are not enough computers for all the students, then, there are only fifteen computers for fifty people or twenty dictionaries for eight hundred of them, subsequently, teachers make a big effort but is useless."*

3. What are the strengths that you have found in the Colombian English Standards Application? The teacher from the high school N° 2 answered: *"The most important strength is that they have helped to guide the curriculum design, that is, these are good guidelines to look for communicative and interactive approaches, not as in the past, where all the teachers used to teach translating everything; too close and structured. So, Standards have*

helped to improve the theory, but not putting in practice these ones, due to the lack of materials and real situations that they live in public high schools."

The teacher from the high school N° 3 answered: "I'm pretty sure that the main strong point that Standards have is that teachers have a better teaching preparation, that is, in the past teachers taught what they wanted, but now at least there is a process."

4. Do you believe Standards must be re-evaluated or reviewed to be written again taking into consideration our context? The teacher from the high school N° 1 answered: *"Yes, because Standards are taken from the Common European Framework and they are not contextualized with our situation in Colombia, for the reason that in our country the circumstances are diverse, for instance there must be different kind of standards for every region, but we know that the government is not going to say that they made a mistake and waste lots of millions again".*

The teacher from the high school N° 2 answered: "I think that the goals must be reevaluated, since there are high expectations that students reach."

As it is mentioned by the teachers; there are both positive and negative impact, according to the "Lineamientos curriculares: Formar en Lenguas Extranjeras: El Reto lo que Necesitamos Saber y Saber Hacer (2006)". "In the formulation of the standards, it was taken into consideration; the stages students cognitive development of the mother tongue in each age. Standards are conceived so that the initial levels of English performance must be taught during elementary school, and therefore, they are related to the degree of cognitive development and the mother tongue one that occurs during that stage. If the

study of English Language begins in older ages, it will be necessary that each institution fits the standards to the age and the cognitive level of the students." Here in our context, there is a bad impact, as the teachers said that the initial levels of English performance must be taught during elementary school, it does not occur in our environment because some schools start to learn English since second or third grade then, when they are in seventh grade, they do not accomplish the appropriate level; in addition the classes are not given in English at all. However, there is a favorable position because the teachers agreed the best conditions to handle Standards application in our context will be: "first of all, teachers that handle the class have to have a high English and methodology level of performance, that is some teachers that have been teaching for a long time are not contextualized with the new trends, subsequently; the new ones are prepared to face up the new requirements. Second, the classroom must have twenty to twenty five students maximum. Third, the number of hours per week must be five or six at least, although, one of them said that in sixth grade there are three hours per week, but in tenth and eleventh grade, generally, it is reduced." Fourth, to have authentic materials for all the students, besides, there must be a test to grade English teachers proficiency as a minimum each year, then basically, it is a challenge or dream, the idea is to qualify all the teachers from every subject, because the bilingualism program requires that all the teachers have to use the foreign language in their classes, so government must do that, but nowadays we know that there is a few group receiving this opportunity."

After analyzing the documents; according to the standards there would be a syllabus design with some parameters to follow like standards, topics, competences, pedagogy activities, pedagogy support and assessment, it could be seen that all the high schools accomplish the syllabus requirements, using the appropriate rules, it is seen that they are different depending on the conditions they had, that is, every term teachers follow the lesson plan according to the topics and do what they must do.

Although, there would be an "improving plan" where it can be seen what they have changed to improve the circumstances they had in the past, for example, if in the past the procedure was Grammar Translation, now they must be doing something different to that but not all the institutions had this one.

According to the data gathering on one hand, the impact of English Colombian Standards' Application on Teachers' Methodology indicated that it was hard since the conditions in public high schools were not the best because teachers and students were not prepared to reach the goals given by the standards, for instance some of the teachers could not speak the whole or almost the whole class in English because they were not trained and students were not able to understand them, they did not have the listening ability and even speaking one, then, it was difficult to follow the guidelines of the standards, besides, teachers declared that they did not have enough materials to develop a good English class such as: tape recorders, wall charts, books, videos, postcards and they considered to have a laboratory to improve the level. However, there are some good aspects such as: teachers tried to improve their

fluency, prepare more materials and be almost always updated with the methodology and techniques trends.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The following conclusions can be drawn from the analysis of the instruments used to gather information in public high schools.

The methodology used by high School teachers, in almost all of the High Schools is the Grammar-Translation and Reading method because English Teaching nowadays focuses on the ICFES exam and as it is known this type of exam does not include the four skills (listening, speaking and writing) it just works only one (reading comprehension). Where it is necessary to know grammar explicitly and known by heart, and it still happens because teachers like to speak in Spanish during the class and they are not trained to do this in the foreign language.

In relation to the methodology changes according to the basic Standards of English, we could observe that there was not a big change, because most of the teachers are still using Grammar Translation Method and Reading Method in public high schools. However, during the classroom observations, teachers varied using different strategies such as: take the students to the bilingualism room, use of worksheets, workbooks, besides the use of tape recorders increased, debates, look for new vocabulary and use it in the context, and principally, one of the teachers spoke in English and students understood almost everything.

Referring to the problems that teachers face up in the methodology based on the Standards application, we can say that the main problems have to do with the lack of teachers' training because they are not prepared to use a Communicative approach since they have been using a Traditional one; also, the physical facilities and

resources are not adequate because there is not sufficient space to work appropriately. Besides, the classroom's decoration is not suitable and for this reason it does not allow the teacher to motivate students to learn English and get across in the target language. This might be an aspect that influences the way students receive English instruction.

Finally, the impact of Colombian English Standards Application on the teachers' methodology can be summarized as follows. First there is a change in the qualification that teachers have for English teaching, because they have to be updated by means of presenting tests like TOEFL, First certificate, Cambridge and others. Second, teachers who teach English must be Languages "licenciados" in languages. Third, some teachers are starting to use some communicative techniques, such as: Audio Lingual, Reading Method and the use of different strategies that improve the communicative ability.

Suggestions and Recommendations

According to the review of literature, observations carried out and taking into account the first specific objective the methodology used by high school teachers, it can be recommended that the appropriate method to teach English in an effective way according to the Standards is Communicative Language Teaching which permits teachers to interact with students using different materials, such as videos, computers, magazines, movies, newspapers, especially the language laboratory, not only the coursebook. Lightbown and Spada (1999) state that varying the materials, activities and tasks can decrease boredom and increase students' interest.

This method also says that it is necessary to use the foreign language correctly, but we do not need to follow strictly the rules, as well, the activities used in Communicative Language Teaching are very varied, and they are flexible. They include reading, listening, speaking, writing and jigsaw activities, tasks, projects and anything involving authentic material, which can be very motivating for students in Pasto. Besides, the classroom arrangement is nonstandard, which makes the class more dynamic and different for the students. An important aspect is that in Communicative Language Teaching students according to John Firth (1957) and M.A.K. Halliday (1970) are expected to interact primarily with each other rather than with the teacher.

Finally, the correction of errors is not as important as in the traditional methods and the teachers may use metalinguistic feedback, which is more effective because learners pay more attention what they and their classmates are doing.

A second recommendation according to the specific objective the methodology changes according to the basic Standards of English is that teachers have to change the strategies to make learning more effective because if teachers have good materials, strategies and physical facilities but they do not change the way they apply them, so, the results will not be the best.

Richards and Rodgers give us an idea of how a communicative class can be done: "The cooperative (rather than individualistic) approach to learn stressed in Communicative Language Teaching may likewise be unfamiliar to learners. Several roles are assumed by teachers in Communicative Language Teaching, the first role is to

facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group" (Richards and Rodgers 2001:161). When we have these characteristics in our classrooms we may have better results in exams such as the ICFES, but teachers have to work hard to transform methodology and that requires support from the principals and from the students.

A third suggestion according to the specific objective the problems that teachers face up in the methodology based on the Standards application is that there must be more teachers' training because only a few ones have access to the qualification, besides, the teachers must be updated with English test to improve teaching as PET, TKT, TOEFL and so on, as well as government must help teachers and schools providing appropriate resources and physical facilities because a good environment where people study, improve their motivation and performance.

The final suggestion according to the general objective the impact of Colombian English Standards Application on the teachers' methodology has to do with the high goals that Standards have to be accomplished in each level and students from public high school cannot reach them, so the Standards have to be contextualized as well as; the government has to improve materials support, for instance, there are not videos, tape recorders, wall charts, laboratories or books to develop several activities during the teaching process. According to Richards and Rodgers (2001), the use of communicative methods requires that students work with diverse authentic materials in

English; that is possible only if schools have money to buy these specialized materials and public high schools in Pasto in general do not have money to get those materials.

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APPENDIXES

Appendix 1
Level of performance

LEVELS ACCORDING TO THE COMMON EUROPEAN FRAMEWORK	COMMON NAME OF THE LEVEL IN COLOMBIA	EDUCATIVE LEVEL IN WHICH THE LANGUAGE LEVEL IS DEVELOPED	GOALS FOR THE EDUCATIVE AREA TO 2019
A1	Beginner	Course 1 to 3	
A2	Basic	Course 4 to 7	
B1	Pre intermediate	Course 8 to 11	<ul style="list-style-type: none"> • Minimum level for 100% of graduate of Medium Education.
B2	Intermediate	Post-Secondary Education	<ul style="list-style-type: none"> • Minimum level for English Teachers. • Minimum level for graduate of other careers.
C1	Pre advanced		<ul style="list-style-type: none"> • Minimum level for graduate people of Languages Licenciatura.
C2	Advanced		

DIAGRAM 1: Formar en lenguas extranjeras, (Ministerio de Educación 2006)

Appendix 2

Important Elements in the Teaching - Learning Process

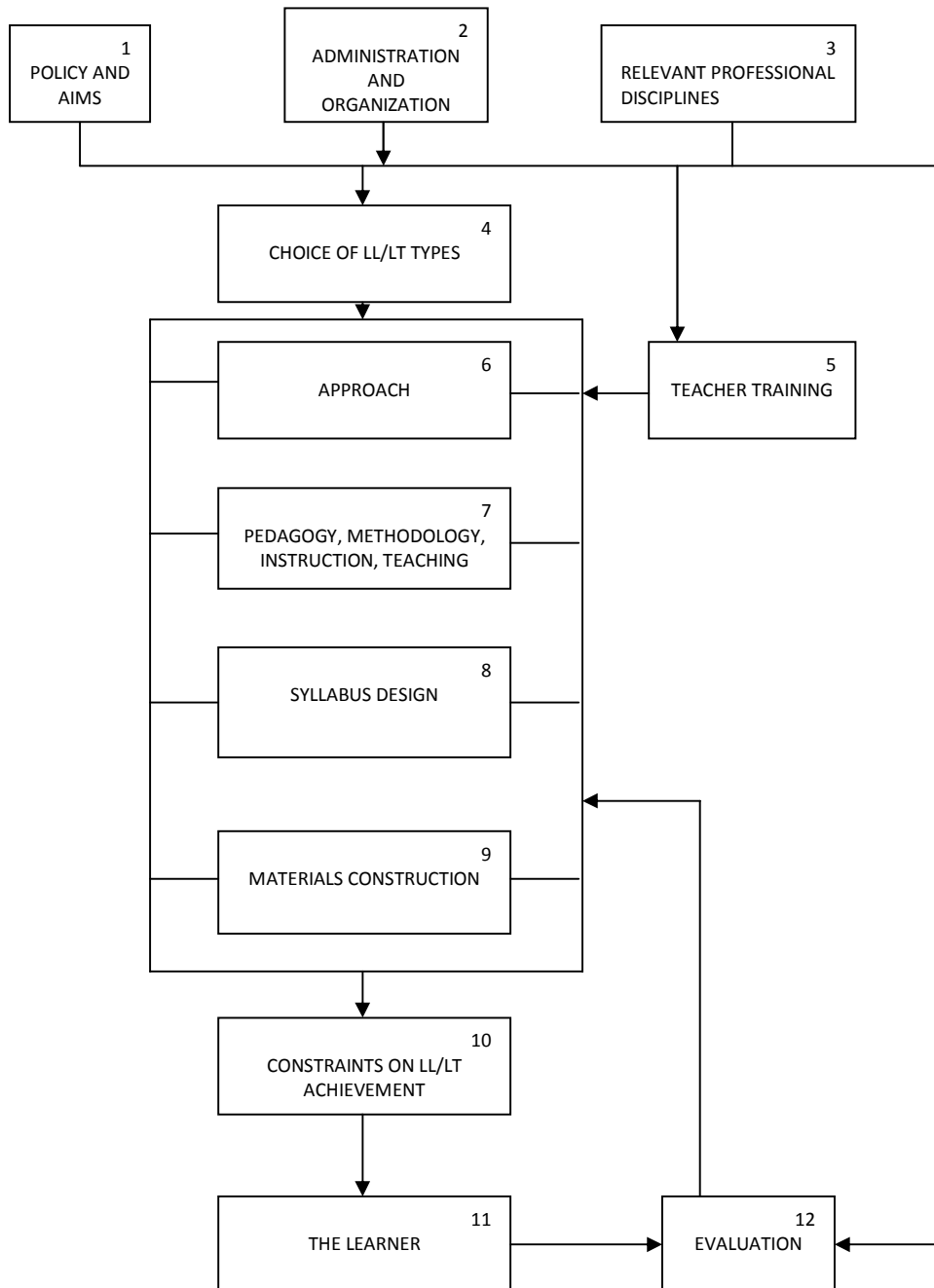


DIAGRAM 2: A process of teaching/learning language model (Strevens, 1978)

Appendix 3
The Groups of Courses and CEF Levels

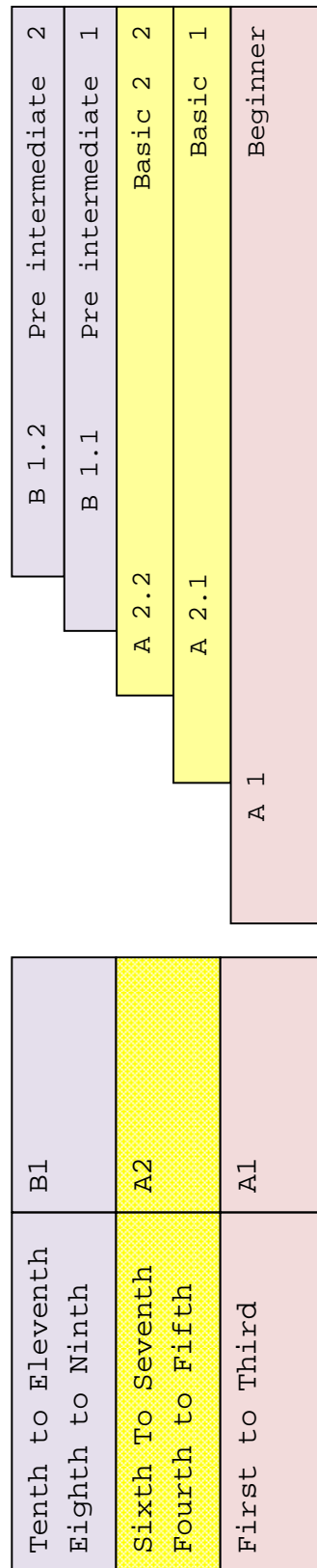


DIAGRAM 3: Formar en lenguas extranjeras, (Ministerio de Educación 2006)

Appendix 4
Colombian English Standards



Escucha		Lectura	
• Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.	2, 3	• Identifico palabras relacionadas entre sí sobre temas que me son familiares.	1, 2
• Entiendo cuando me saludan y se despiden de mí.	2, 3	• Reconozco palabras y frases cortas en inglés en libros, objetos, juguetes, propagandas y lugares de mi escuela.	3
• Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor.	1, 2	• Relaciono ilustraciones con oraciones simples.	1
• Comprendo canciones, rimas y rondas infantiles, y lo demuestro con gestos y movimientos.	2, 3	• Reconozco y sigo instrucciones sencillas, si están ilustradas.	1, 2
• Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno.	1	• Puedo predecir una historia a partir del título, las ilustraciones y las palabras clave.	1, 2
• Comprendo descripciones cortas y sencillas de objetos y lugares conocidos.	2	• Sigo la secuencia de una historia sencilla.	1, 2
• Identifico a las personas que participan en una conversación.	3	• Utilizo diagramas para organizar la información de cuentos cortos leídos en clase.	1, 2
• Sigo la secuencia de un cuento corto apoyado en imágenes.	1, 2	• Disfruto la lectura como una actividad de esparcimiento que me ayuda a descubrir el mundo.	
• Entiendo la idea general de una historia contada por mi profesor cuando se apoya en movimientos, gestos y cambios de voz.	2, 3		
• Reconozco que hay otras personas como yo que se comunican en inglés.	3		
• Comprendo secuencias relacionadas con hábitos y rutinas.	2		

Referencias

COMPETENCIAS COMUNICATIVAS

① Competencia lingüística ② Competencia pragmática ③ Competencia sociolingüística



Escritura	Monólogos	Conversación
<ul style="list-style-type: none"> • Copio y transcribo palabras que comprendo y que uso con frecuencia en el salón de clase. 1 • Escribo el nombre de lugares y elementos que reconozco en una ilustración. 1 • Respondo brevemente a las preguntas "qué, quién, cuándo y dónde", si se refieren a mi familia, mis amigos o mi colegio. 1 • Escribo información personal en formatos sencillos. 1, 2 • Escribo mensajes de invitación y felicitación usando formatos sencillos. 1, 2 • Demuestro conocimiento de las estructuras básicas del inglés. 1 	<ul style="list-style-type: none"> • Recito y canto rimas, poemas y trabalenguas que comprendo, con ritmo y entonación adecuados. 1, 3 • Expreso mis sentimientos y estados de ánimo. 1, 2 • Menciono lo que me gusta y lo que no me gusta. 1, 2 • Describo lo que estoy haciendo. 2 • Nombro algunas cosas que puedo hacer y que no puedo hacer. 1, 2 • Describo lo que hacen algunos miembros de mi comunidad. 2 • Uso gestos y movimientos corporales para hacerme entender mejor. 2, 3 • Describo algunas características de mí mismo, de otras personas, de animales, de lugares y del clima. 1, 2 • Participo en representaciones cortas; memorizo y comprendo los parlamentos. 1, 2 	<ul style="list-style-type: none"> • Respondo a saludos y a despedidas. 2 • Respondo a preguntas sobre cómo me siento. 2 • Uso expresiones cotidianas para expresar mis necesidades inmediatas en el aula. 1, 2 • Utilizo el lenguaje no verbal cuando no puedo responder verbalmente a preguntas sobre mis preferencias. Por ejemplo, asintiendo o negando con la cabeza. 2, 3 • Expreso e indico necesidades personales básicas relacionadas con el aula. 2, 3 • Respondo a preguntas sobre personas, objetos y lugares de mi entorno. 2 • Pido que me repitan el mensaje cuando no lo comprendo. • Participo activamente en juegos de palabras y rondas. 1, 3 • Refuerzo con gestos lo que digo para hacerme entender. 3



Escucha		Lectura	
<ul style="list-style-type: none"> • Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad. 2, 3 • Participo en juegos y actividades siguiendo instrucciones simples. 1, 2 • Identifico los nombres de los personajes y los eventos principales de un cuento leído por el profesor y apoyado en imágenes, videos o cualquier tipo de material visual. 1 • Reconozco algunos estados de ánimo a través del tono o volumen de voz en una historia leída por el profesor o en una grabación. 3 • Identifico de quién me hablan a partir de su descripción física. 1, 2 • Comprendo información personal proporcionada por mis compañeros y mi profesor. 1, 2 • Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor. 1, 2 • Identifico la secuencia de las acciones y las asocio con los momentos del día, cuando alguien describe su rutina diaria. 1, 2, 3 • Memorizo y sigo el ritmo de canciones populares de países angloparlantes. 3 		<ul style="list-style-type: none"> • Asocio un dibujo con su descripción escrita. 2 • Comprendo descripciones cortas sobre personas, lugares y acciones conocidas. 1, 2 • Ubico en un texto corto los lugares y momentos en que suceden las acciones. 1 • Identifico las acciones en una secuencia corta de eventos. 1, 2 • Utilizo gráficas para representar la información más relevante de un texto. 2 • Utilizo el diccionario como apoyo a la comprensión de textos. • Identifico elementos culturales como nombres propios y lugares, en textos sencillos. 1, 3 • Leo y entiendo textos auténticos y sencillos sobre acontecimientos concretos asociados a tradiciones culturales que conozco (cumpleaños, navidad, etc.). 1, 3 • Reconozco, en un texto narrativo corto, aspectos como qué, quién, cuándo y dónde. 1, 2 • Participo en juegos de búsqueda de palabras desconocidas. 1, 2, 3 	

Referencias	COMPETENCIAS COMUNICATIVAS		
	① Competencia lingüística	② Competencia pragmática	③ Competencia sociolingüística



Escritura	Monólogos	Conversación
<ul style="list-style-type: none"> • Escribo sobre temas de mi interés. 2 • Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones. 2 • Escribo tarjetas con mensajes cortos de felicitación o invitación. 1, 2, 3 • Describo los rasgos personales de gente de mi entorno. 1, 2 • Enlazo frases y oraciones usando conectores que expresan secuencia y adición. 1, 2 • Escribo textos cortos que describen mi estado de ánimo y mis preferencias. 1, 2 • Uso adecuadamente estructuras y patrones gramaticales de uso frecuente. 1, 2 • Verifico la ortografía de las palabras que escribo con frecuencia. 1 • Escribo pequeñas historias que me imagino. 1, 2, 3 	<ul style="list-style-type: none"> • Me describo a mí o a otra persona conocida, con frases simples y cortas, teniendo en cuenta su edad y sus características físicas. 1, 2, 3 • Uso oraciones cortas para decir lo que puedo o no puedo hacer. 1, 2 • Deletreo palabras que me son conocidas. 1 • Expreso en una palabra o frase corta, cómo me siento. 1, 2 • Digo un texto corto memorizado en una dramatización, ayudándome con gestos. 3 • Describo con oraciones simples el clima y determino la ropa necesaria, según corresponda. 2, 3 • Recito un trabalenguas sencillo o una rima, o canto el coro de una canción. 1, 3 • Hablo de las actividades que realizo habitualmente. 1, 2 • Busco oportunidades para usar lo que sé en inglés. 3 • Puedo hablar de cantidades y contar objetos hasta mil. 1, 2 	<ul style="list-style-type: none"> • Respondo a preguntas personales como nombre, edad, nacionalidad y dirección, con apoyo de repeticiones cuando sea necesario. 1, 2 • Puedo saludar de acuerdo con la hora del día, de forma natural y apropiada. 2, 3 • Saludo cortésmente de acuerdo con la edad y rango del interlocutor. 2, 3 • Solicito a mi profesor y a mis compañeros que me aclaren una duda o me expliquen algo sobre lo que hablamos. 2, 3 • Pido y acepto disculpas de forma simple y cortés. 2, 3 • Sigo y doy instrucciones básicas cuando participo en juegos conocidos. 1, 2 • Mantengo una conversación simple en inglés con un compañero cuando desarrollo una actividad de aula. 1, 2 • Pregunto y respondo sobre las características físicas de objetos familiares. 1, 2 • Respondo preguntas sobre mis gustos y preferencias. 1, 2 • Puedo cortésmente llamar la atención de mi profesor con una frase corta. 1, 2, 3



Escucha	Lectura
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- Comprendo información básica sobre temas relacionados con mis actividades cotidianas y con mi entorno. 2, 3
- Comprendo preguntas y expresiones orales que se refieren a mí, a mi familia, mis amigos y mi entorno. 1, 2, 3
- Comprendo mensajes cortos y simples relacionados con mi entorno y mis intereses personales y académicos. 1, 2, 3
- Comprendo y sigo instrucciones puntuales cuando éstas se presentan en forma clara y con vocabulario conocido. 1, 2, 3
- Comprendo una descripción oral sobre una situación, persona, lugar u objeto. 1, 2
- Identifico el tema general y los detalles relevantes en conversaciones, informaciones radiales o exposiciones orales. 1, 2, 3
- Comprendo la idea general en una descripción y en una narración. 2

- Comprendo instrucciones escritas para llevar a cabo actividades cotidianas, personales y académicas. 1, 2
- Comprendo textos literarios, académicos y de interés general, escritos con un lenguaje sencillo. 1, 2, 3
- Puedo extraer información general y específica de un texto corto y escrito en un lenguaje sencillo. 1, 2
- Comprendo relaciones establecidas por palabras como *and* (adición), *but* (contraste), *first, second...* (orden temporal), en enunciados sencillos. 1, 2
- Valoro la lectura como un hábito importante de enriquecimiento personal y académico.
- Identifico el significado adecuado de las palabras en el diccionario según el contexto. 1, 2
- Aplico estrategias de lectura relacionadas con el propósito de la misma. 2
- Identifico en textos sencillos, elementos culturales como costumbres y celebraciones. 2, 3
- Identifico la acción, los personajes y el entorno en textos narrativos. 2

Referencias	COMPETENCIAS COMUNICATIVAS		
	① Competencia lingüística	② Competencia pragmática	③ Competencia sociolingüística



Escritura	Monólogos	Conversación
<ul style="list-style-type: none"> • Describo con frases cortas personas, lugares, objetos o hechos relacionados con temas y situaciones que me son familiares. 1,2 • Escribo mensajes cortos y con diferentes propósitos relacionados con situaciones, objetos o personas de mi entorno inmediato. 1,2 • Completo información personal básica en formatos y documentos sencillos. 1,2 • Escribo un texto corto relativo a mí, a mi familia, mis amigos, mi entorno o sobre hechos que me son familiares. 1,2 • Escribo textos cortos en los que expreso contraste, adición, causa y efecto entre ideas. 1,2 • Utilizo vocabulario adecuado para darle coherencia a mis escritos. 1,2 	<ul style="list-style-type: none"> • Describo con oraciones simples a una persona, lugar u objeto que me son familiares aunque, si lo requiero, me apoyo en apuntes o en mi profesor. 1,2 • Doy instrucciones orales sencillas en situaciones escolares, familiares y de mi entorno cercano. 2 • Establezco comparaciones entre personajes, lugares y objetos. 1,2 • Expreso de manera sencilla lo que me gusta y me disgusta respecto a algo. 1,2 • Narro o describo de forma sencilla hechos y actividades que me son familiares. 1,2 • Hago exposiciones muy breves, de contenido predecible y aprendido. 2 • Describo con oraciones simples mi rutina diaria y la de otras personas. 1,2 	<ul style="list-style-type: none"> • Respondo con frases cortas a preguntas sencillas sobre temas que me son familiares. 1,2,3 • Solicito explicaciones sobre situaciones puntuales en mi escuela, mi familia y mi entorno cercano. 1,2,3 • Participo en situaciones comunicativas cotidianas tales como pedir favores, disculparme y agradecer. 2,3 • Utilizo códigos no verbales como gestos y entonación, entre otros. 3 • Formulo preguntas sencillas sobre temas que me son familiares apoyándome en gestos y repetición. 1,3 • Hago propuestas a mis compañeros sobre qué hacer, dónde, cuándo o cómo. 1,2 • Inicio, mantengo y cierro una conversación sencilla sobre un tema conocido. 1,2,3



Escucha		Lectura	
• Sigo las instrucciones dadas en clase para realizar actividades académicas.	2	• Identifico iniciación, nudo y desenlace en una narración.	2
• Entiendo lo que me dicen el profesor y mis compañeros en interacciones cotidianas dentro del aula, sin necesidad de repetición.	2,3	• Reconozco el propósito de una descripción en textos narrativos de mediana extensión.	2
• Identifico ideas generales y específicas en textos orales, si tengo conocimiento del tema y del vocabulario utilizado.	1,2	• Identifico puntos a favor y en contra en un texto argumentativo sobre temas con los que estoy familiarizado.	1,2
• Reconozco los elementos de enlace de un texto oral para identificar su secuencia.	2	• Comprendo relaciones de adición, contraste, orden temporal y espacial y causa-efecto entre enunciados sencillos.	1,2
• Muestro una actitud respetuosa y tolerante al escuchar a otros.	3	• Identifico la recurrencia de ideas en un mismo texto.	1,2
• Identifico diferentes roles de los hablantes que participan en conversaciones de temas relacionados con mis intereses.	2,3	• Identifico relaciones de significado expresadas en textos sobre temas que me son familiares.	1,2
• Utilizo mi conocimiento general del mundo para comprender lo que escucho.		• Represento, en forma gráfica, la información que encuentro en textos que comparan y contrastan objetos, animales y personas.	1,2
• Infero información específica a partir de un texto oral.	3	• Valoro la lectura como una actividad importante para todas las áreas de mi vida.	
• Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes.	2,3	• Comprendo la información implícita en textos relacionados con temas de mi interés.	2
• Reconozco el propósito de diferentes tipos de textos que presentan mis compañeros en clase.	2	• Diferencio la estructura organizativa de textos descriptivos, narrativos y argumentativos.	2
		• Identifico elementos culturales presentes en textos sencillos.	3

Referencias	COMPETENCIAS COMUNICATIVAS		
	① Competencia lingüística	② Competencia pragmática	③ Competencia sociolingüística



Escritura	Monólogos	Conversación
<ul style="list-style-type: none"> • Escribo narraciones sobre experiencias personales y hechos a mi alrededor. 1, 2 • Escribo mensajes en diferentes formatos sobre temas de mi interés. 1, 2 • Diligencio efectivamente formatos con información personal. 2, 3 • Contesto, en forma escrita, preguntas relacionadas con textos que he leído. 1, 2 • Produzco textos sencillos con diferentes funciones (describir, narrar, argumentar) sobre temas personales y relacionados con otras asignaturas. 1, 2 • Parafraseo información que leo como parte de mis actividades académicas. 1, 2 • Organizo párrafos coherentes cortos, teniendo en cuenta elementos formales del lenguaje como ortografía y puntuación. 1, 2 • Uso planes representados en mapas o diagramas para desarrollar mis escritos. 2 • Ejemplifico mis puntos de vista sobre los temas que escribo. 1, 2 • Edito mis escritos en clase, teniendo en cuenta reglas de ortografía, adecuación del vocabulario y estructuras gramaticales. 1, 2, 3 	<ul style="list-style-type: none"> • Hago presentaciones cortas y ensayadas sobre temas cotidianos y personales. 1, 2 • Narro historias cortas enlazando mis ideas de manera apropiada. 2 • Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros. 1, 2, 3 • Explico y justifico brevemente mis planes y acciones. 1, 2 • Hago descripciones sencillas sobre diversos asuntos cotidianos de mi entorno. 1, 2 • Hago exposiciones ensayadas y breves sobre algún tema académico de mi interés. 2 • Expreso mis opiniones, gustos y preferencias sobre temas que he trabajado en clase, utilizando estrategias para monitorear mi pronunciación. 1, 2, 3 • Uso un plan para exponer temas relacionados con el entorno académico de otras asignaturas. 2 	<ul style="list-style-type: none"> • Participo en una conversación cuando mi interlocutor me da el tiempo para pensar mis respuestas. 1, 2 • Converso con mis compañeros y mi profesor sobre experiencias pasadas y planes futuros. 1, 2 • Me arriesgo a participar en una conversación con mis compañeros y mi profesor. 2, 3 • Me apoyo en mis conocimientos generales del mundo para participar en una conversación. • Interactúo con mis compañeros y profesor para tomar decisiones sobre temas específicos que conozco. • Uso lenguaje formal o informal en juegos de rol improvisados, según el contexto. 2, 3 • Monitoreo la toma de turnos entre los participantes en discusiones sobre temas preparados con anterioridad. 1, 2, 3 • Demuestro que reconozco elementos de la cultura extranjera y los relaciono con mi cultura. 3



Escucha		Lectura	
• Entiendo instrucciones para ejecutar acciones cotidianas.	1, 2	• Identifico palabras clave dentro del texto que me permiten comprender su sentido general.	1, 2
• Identifico la idea principal de un texto oral cuando tengo conocimiento previo del tema.	2	• Identifico el punto de vista del autor.	2
• Identifico conectores en una situación de habla para comprender su sentido.	1, 2	• Asumo una posición crítica frente al punto de vista del autor.	
• Identifico personas, situaciones, lugares y el tema en conversaciones sencillas.	2, 3	• Identifico los valores de otras culturas y eso me permite construir mi interpretación de su identidad.	
• Identifico el propósito de un texto oral.	2	• Valoro la lectura como un medio para adquirir información de diferentes disciplinas que amplían mi conocimiento.	
• Muestro una actitud respetuosa y tolerante cuando escucho a otros.		• Utilizo variedad de estrategias de comprensión de lectura adecuadas al propósito y al tipo de texto.	2
• Utilizo estrategias adecuadas al propósito y al tipo de texto (activación de conocimientos previos, apoyo en el lenguaje corporal y gestual, uso de imágenes) para comprender lo que escucho.	2, 3	• Analizo textos descriptivos, narrativos y argumentativos con el fin de comprender las ideas principales y específicas.	2
• Comprendo el sentido general del texto oral aunque no entienda todas sus palabras.	1, 2, 3	• Hago inferencias a partir de la información en un texto.	2
• Me apoyo en el lenguaje corporal y gestual del hablante para comprender mejor lo que dice.	3	• En un texto identifico los elementos que me permiten apreciar los valores de la cultura angloparlante.	2, 3
• Utilizo las imágenes e información del contexto de habla para comprender mejor lo que escucho.	3	• Comprendo variedad de textos informativos provenientes de diferentes fuentes.	2



Escritura	Monólogos	Conversación
<ul style="list-style-type: none"> • Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la ortografía, la sintaxis, la coherencia y la cohesión. 1, 2 • Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y del profesor: 1, 2 • Expreso valores de mi cultura a través de los textos que escribo. 2, 3 • Escribo diferentes tipos de textos de mediana longitud y con una estructura sencilla (cartas, notas, mensajes, correos electrónicos, etc.). 1, 2, 3 • Escribo resúmenes e informes que demuestran mi conocimiento sobre temas de otras disciplinas. 1, 2 • Escribo textos de diferentes tipos teniendo en cuenta a mi posible lector. 1, 2, 3 • Valoro la escritura como un medio de expresión de mis ideas y pensamientos, quién soy y qué sé del mundo. • Escribo textos a través de los cuales explico mis preferencias, decisiones o actuaciones. 1, 2 • Escribo textos expositivos sobre temas de mi interés. 1, 2 	<ul style="list-style-type: none"> • Narro en forma detallada experiencias, hechos o historias de mi interés y del interés de mi audiencia. 1, 2 • Hago presentaciones orales sobre temas de mi interés y relacionados con el currículo escolar. 2, 3 • Utilizo un vocabulario apropiado para expresar mis ideas con claridad sobre temas del currículo y de mi interés. 1, 2 • Puedo expresarme con la seguridad y confianza propios de mi personalidad. • Utilizo elementos metalingüísticos como gestos y entonación para hacer más comprensible lo que digo. 2, 3 • Sustento mis opiniones, planes y proyectos. 2 • Uso estrategias como el parafraseo para compensar dificultades en la comunicación. 2 • Opino sobre los estilos de vida de la gente de otras culturas, apoyándome en textos escritos y orales previamente estudiados. 2, 3 	<ul style="list-style-type: none"> • Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo. 1, 2 • Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto. 1, 2 • Utilizo una pronunciación inteligible para lograr una comunicación efectiva. 1, 3 • Uso mis conocimientos previos para participar en una conversación. • Describo en forma oral mis ambiciones, sueños y esperanzas utilizando un lenguaje claro y sencillo. 1, 2 • Uso lenguaje funcional para discutir alternativas, hacer recomendaciones y negociar acuerdos en debates preparados con anterioridad. 2 • Utilizo estrategias que me permiten iniciar, mantener y cerrar una conversación sencilla sobre temas de mi interés, de una forma natural. 1, 2

Appendix 5

Interview for the Teachers

"EL IMPACTO DE LOS ESTANDARES DE INGLES COLOMBIANOS
EN LA METODOLOGIA DE LOS PROFESORES EN INSTITUCIONES
PUBLICAS"

Apreciado(a) profesor:

La presente entrevista tiene por objeto evaluar el impacto de los Estándares Colombianos de Ingles en la Aplicación de la metodología de los profesores, las preguntas están planteadas de acuerdo a los objetivos de la investigación.

OE1: Analizar como la metodología de los profesores ha cambiado debido a la aplicación de los estándares de ingles colombianos.

1. ¿Cuál fue la anterior metodología o las estrategias de enseñanza que usted solía aplicar en clase?
2. ¿Cuál es la metodología o las estrategias nuevas que usted aplica?
3. ¿Qué clase de estrategias está usted implementando de acuerdo a la aplicación de los Estándares Colombianos de Inglés?
4. ¿Ha sido difícil el proceso de enseñanza con la aplicación de los Estándares de Inglés Colombianos?
5. ¿Ha cambiado usted los materiales que usaba en las clases de acuerdo a la aplicación de los Estándares Colombianos de Inglés?

OE2: Reconocer la metodología aplicada por los profesores en el salón

6. Describa el procedimiento que usted utiliza en clase.

OE3: Identificar los problemas que los profesores enfrentan en la aplicación de la metodología.

7. ¿Qué problemas ha usted enfrentado durante la aplicación de la metodología?

OBJETIVO GENERAL: Evaluar el impacto de la Aplicación de los Estándares de Inglés Colombianos en la metodología de los profesores.

8. ¿Cuál es el impacto de la aplicación de los Estándares de Inglés en la metodología de los Profesores en las Instituciones Públicas?

9. ¿Cuáles son las debilidades que usted ha encontrado en la aplicación de Estándares de Inglés Colombianos?

10. ¿Cuáles son las fortalezas que usted ha encontrado en la aplicación de Estándares de Inglés Colombianos?

Appendix 6
Syllabus Design Example

Public High School N° 2					
AREA	HUMANITIES		SUBJECT	ENGLISH	
GRADES	TENTH		STAGE	FIRST	
PROBABLY TIME			REAL TIME		
TEACHER					
EJE(S) TEMATICOS	<u>PEOPLE AND CAREERS.</u>				
STANDAR	TOPICS	COMPETENCE	PEDAGOGY ACTIVITIES	PEDAGOGY SUPPORT	ASSESSMENT
I participate in conversations in those that I can explain my opinions and ideas on general, personal and abstract topics.	<p>- WH QUESTIONS.</p> <p>- PRESENT SIMPLE in the affirmative, negative and interrogative forms using the verbs: To speak, to listen, to read, to understand, to write, to paint, to draw, to study.</p> <p>- REGULAR AND IRREGULAR VERBS.</p>	<p>- By means of sentences, texts and graphics, it relates, elaborates and differentiate the grammatical structures and studied lexicals.</p> <p>- Use Wh question in different text or dialogues.</p> <p>- Understand the differents times to speak about the achievements obtained in daily experiences.</p>	<p>- Dialogue: Personal information.</p> <p>- Practice oral and written of the topic and studied vocabulary.</p> <p>- Develop the GUIDE 1 What is your favorite hobby or it past-time?</p> <p>- Exercises of understanding and reading.</p> <p>- Development of oral and written evaluations.</p>	<p>- Notebook.</p> <p>- Dictionary</p> <p>- Photocopies of the guide and readings.</p> <p>- Dialogue.</p> <p>- CD song.</p> <p>- Recorder</p>	<p>- Punctuality and sequence in the work.</p> <p>- Oral evaluations using the dialogues.</p> <p>- Develop of the qualifiable guide.</p> <p>- Written evaluations of the seen topics.</p> <p>- Revision and qualification of notebooks like support of their academic acting.</p> <p>- Participation and appropriate pronunciation of the English.</p>

Public High School N° 2					
AREA	HUMANITIES		SUBJECT	ENGLISH	
GRADES	TENTH		STAGE	SECOND	
PROBABLY TIME			REAL TIME		
TEACHER					
EJE(S) TEMATICOS	<u>MUSIC AND INSTRUMENTS</u>				
STANDAR	TOPICS	COMPETENCE	PEDAGOGY ACTIVITIES	PEDAGOGY SUPPORT	ASSESMENT
I can begin a conversation topic and to maintain the attention of my speakers; when I speak, my speech is simple and coherent.	<p>- SIMPLE PAST: in the affirmative, negative and interrogative forms using the regular and irregular verbs.</p> <p>- Verb CAN in affirmative, negative and interrogative form using vocabulary about musical instruments: piano, battery, guitar, violin, flute, trumpet, saxophone, quenás.</p> <p>musical gender: rock, pop, ballads, hip-hop.</p>	<p>- To use appropriate strategies to the text (I support in the corporal and mimic language, use of images) to understand that listened.</p> <p>- To make in oral and written form simple sentences using the simple past time.</p> <p>- To identify the values of other cultures by means of the music.</p>	<p>- Development of oral and written evaluations.</p> <p>- Develop the GUIDE 2 Why is important the music in our lifes?</p> <p>- To develop the GUIDE 3 How good are you making friends?</p> <p>- Work groups: To elaborate cards with the graphs of the musical instruments. Preparation of letters of songs for group.</p>	<p>- Notebook.</p> <p>- Dictionary</p> <p>- Photocopies of the guide and the letter of the song.</p> <p>- CD song</p> <p>- Recorder</p> <p>- Dialogue.</p> <p>- Cardboard</p> <p>- Graphic and illustrations.</p> <p>- Leaves block.</p> <p>- Scissors.</p> <p>- Ruler.</p> <p>- Color.</p> <p>- Pencil.</p>	<p>- Punctuality and sequence in the work.</p> <p>- Oral evaluations using the dialogues.</p> <p>- Develop of the qualifiable guide.</p> <p>- Written evaluations of the seen topics.</p> <p>- Revision and qualification of notebooks like support of their academic acting.</p> <p>- Participation and appropriate pronunciation of English.</p>

Public High School N° 2					
AREA	HUMANITIES		SUBJECT	ENGLISH	
GRADES	TENTH		STAGE	THIRD	
PROBABLY TIME			REAL TIME		
TEACHER					
EJE(S) TEMATICOS	<u>MY LIFE IN VACATIONS</u>				
STANDAR	TOPICS	COMPETENCE	PEDAGOGY ACTIVITIES	PEDAGOGY SUPPORT	ASSESSMENT
I write texts that explain my preferences, decisions and performances.	<p>- FUTURE WITH WILL.</p> <p>- FUTURE WITH GOING TO.</p> <p>- Formation and use of the POSSESSIVE.</p>	<p>- To recognize the future form with WILL and GOING TO using them in their productions in affirmative, negative and interrogative form.</p> <p>- To build sentences using the possessive.</p> <p>- In oral and written form to explain shortly on their future plans for the vacations.</p>	<p>- Dialogue: My plans in vacations.</p> <p>- Practice oral and written of the studied vocabulary.</p> <p>- Develop of the GUIDE 4 Which are you plans in vacations?</p> <p>- Work groups:</p> <p>To elaborate billboards in those that express by means pictures and sentences activities that can be carried out in vacations.</p> <p>- Development of oral and written evaluations.</p> <p>- To listen, to complete and to sing the song that the students propose</p>	<p>- Notebook.</p> <p>- Dictionary</p> <p>- Photocopies of the guide and the letter of the song.</p> <p>- CD song</p> <p>- Recorder</p> <p>- Dialogue.</p> <p>- Cardboard</p> <p>- Graphic and illustrations.</p> <p>- Leaves block.</p> <p>- Scissors.</p> <p>- Ruler.</p> <p>- Color.</p> <p>- Pencil.</p>	<p>- Punctuality and sequence in the work.</p> <p>- Oral evaluations using the dialogues.</p> <p>- Develop of the qualifiable guide.</p> <p>- Written evaluations of the seen topics.</p> <p>- Revision and qualification of notebooks like support of their academic acting.</p> <p>- Participation and appropriate pronunciation of English.</p>

Public High School N° 2					
AREA	HUMANITIES		SUBJECT	ENGLISH	
GRADES	TENTH		STAGE	FOURTH	
PROBABLY TIME			REAL TIME		
TEACHER					
EJE(S) TEMATICOS					
STANDAR	TOPICS	COMPETENCE	PEDAGOGY ACTIVITIES	PEDAGOGY SUPPORT	ASSESSMENT
I understand texts of different types and sources on topics of general and academic interest. I select and I apply appropriate reading strategies for the text and the homework.	<p>- Expression LIKE - DON'T LIKE.</p> <p>- PREPOSITIONS</p> <p>- THERE IS - THERE ARE.</p> <p>- COMPARATIVE AND SUPERLATIVES.</p>	<p>- To build sentences with the expression Like - Don't like in the basic forms.</p> <p>- To learn in form oral and written vocabulary on the fastfoods.</p> <p>- Through written exercises and of translation to use the differents comparative and superlatives.</p>	<p>- Exit to the park: the students will describe the park and their surroundings using the expressions THERE IS - THERE ARE, after they surrendered a written in form singular.</p> <p>- Develop the GUIDE 5 How is the city of my dreams?</p> <p>- To listen, to complete and to sing the song that the students propose</p> <p>- Develop the GUIDE 6 Who's who?</p>	<p>- Notebook.</p> <p>- Dictionary</p> <p>- Photocopies of the guides and the letter of the song.</p> <p>- CD song</p> <p>- Recorder</p>	<p>- Punctuality and sequence in the work.</p> <p>- Oral evaluations using the dialogues.</p> <p>- Develop of the qualifiable guide.</p> <p>- Written evaluations of the seen topics.</p> <p>- Revision and qualification of notebooks like support of their academic acting.</p> <p>- Participation and appropriate pronunciation of English.</p>

Public High School N° 2					
AREA	HUMANITIES		SUBJECT	ENGLISH	
GRADES	ELEVEN		STAGE	FIRST	
PROBABLY TIME			REAL TIME		
TEACHER					
EJE(S) TEMATICOS	<u>MY FAVORITE HOBBY</u>				
STANDAR	TOPICS	COMPETENCE	PEDAGOGY ACTIVITIES	PEDAGOGY SUPPORT	ASSESSMENT
I participate in conversations in those that I can explain my opinions and ideas on general, personal and abstract topics.	<p>- WH QUESTIONS.</p> <p>- PRESENT SIMPLE in the affirmative, negative and interrogative forms using the verbs: To speak, to listen, to read, to understand, to write, to paint, to draw, to study.</p> <p>- REGULAR AND IRREGULAR VERBS.</p>	<p>- Identify through texts the basic structures and the verbal times.</p> <p>- Describe situations starting from images.</p> <p>- Organize coherent, short paragraphs, keeping in mind the formal elements of the language like spelling and punctuation.</p>	<p>- Dialogue: Personal information.</p> <p>- Practice oral and written of the topic and studied vocabulary.</p> <p>- Develop the GUIDE 1 What is your favorite hobby or it past-time?</p> <p>- Exercises of understanding and reading.</p> <p>- Development of oral and written evaluations.</p>	<p>- Notebook.</p> <p>- Dictionary</p> <p>- Photocopies of the guide and readings.</p> <p>- Dialogue.</p>	<p>- Punctuality and sequence in the work.</p> <p>- Oral evaluations using the dialogues.</p> <p>- Develop of the qualifiable guide.</p> <p>- Written evaluations of the seen topics.</p> <p>- Revision and qualification of notebooks like support of their academic acting.</p> <p>- Participation and appropriate pronunciation of the English.</p>

Public High School N° 2					
AREA	HUMANITIES		SUBJECT	ENGLISH	
GRADES	ELEVEN		STAGE	SECOND	
PROBABLY TIME			REAL TIME		
TEACHER					
EJE(S) TEMATICOS	<u>I LIKE TO EAT</u>				
STANDAR	TOPICS	COMPETENCE	PEDAGOGY ACTIVITIES	PEDAGOGY SUPPORT	ASSESSMENT
I understand texts of different types and sources on topics of general and academic interest. I select and I apply appropriate reading strategies for the text and the homework.	<p>- Expression LIKE - DON'T LIKE.</p> <p>- PREPOSITIONS</p> <p>- THERE IS - THERE ARE.</p> <p>- COMPARATIVE AND SUPERLATIVES.</p>	<p>- To build sentences with the expression Like - Don't like in the basic forms.</p> <p>- To learn in form oral and written vocabulary about Christmas food.</p> <p>- Through written exercises and of translation to use the differents comparative and superlatives.</p>	<p>- Exit to the park: the students will describe the park and their surroundings using the expressions THERE IS - THERE ARE, after they surrendered a written in form singular.</p> <p>- Develop the GUIDE 2 How is the city of my dreams?</p> <p>- To listen, to complete and to sing the song that the students propose</p> <p>- Develop the GUIDE 3 Who's who?</p> <p>- Work groups: Elaboration of Christmas billboards with messages in English.</p>	<p>- Notebook.</p> <p>- Dictionary</p> <p>- Photocopies of the guides and the letter of the song.</p> <p>- CD song</p> <p>- Recorder</p> <p>- Cardboard</p> <p>- Graphic and Christmas illustrations</p> <p>- Leaves block.</p> <p>- Scissors.</p> <p>- Ruler.</p> <p>- Color.</p> <p>- Pencil.</p> <p>- Markers.</p> <p>- Escarcha.</p>	<p>- Punctuality and sequence in the work.</p> <p>- Oral evaluations using the dialogues.</p> <p>- Develop of the qualifiable guide.</p> <p>- Written evaluations of the seen topics.</p> <p>- Revision and qualification of notebooks like support of their academic acting.</p> <p>- Participation and appropriate pronunciation of English.</p>

Public High School N° 2					
AREA	HUMANITIES		SUBJECT	ENGLISH	
GRADES	ELEVEN		STAGE	THIRD	
PROBABLY TIME			REAL TIME		
TEACHER					
EJE(S) TEMATICOS	<u>MUSIC AND INSTRUMENTS</u>				
STANDAR	TOPICS	COMPETENCE	PEDAGOGY ACTIVITIES	PEDAGOGY SUPPORT	ASSESMENT
I can begin a conversation topic and to maintain the attention of my speakers; when I speak, my speech is simple and coherent.	<p>- SIMPLE PAST: in the affirmative, negative and interrogative forms using the regular and irregular verbs.</p> <p>- Verb CAN in affirmative, negative and interrogative form using vocabulary about musical instruments: piano, battery, guitar, violin, flute, trumpet, saxophone, quenás.</p> <p>musical gender: rock, pop, ballads, hip-hop.</p>	<p>- To use appropriate strategies to the text (I support in the corporal and mimic language, use of images) to understand that listened.</p> <p>- To make in oral and written form simple sentences using the simple past time.</p> <p>- To identify the values of other cultures by means of the music.</p>	<p>- Development of oral and written evaluations.</p> <p>- Develop the GUIDE 2 Why is important the music in our lifes?</p> <p>- To develop the GUIDE 3 How good are you making friends?</p> <p>- Work groups:</p> <p>To consult in Internet, Library and characters of the school on the musical goods of the English language and influential groups.</p> <p>Preparation of letters of songs for group.</p> <p>- To make billboards on the groups but influential of the music in English and to make a short exhibition.</p>	<p>- Notebook.</p> <p>- Dictionary</p> <p>- Photocopies of the guide and the letter of the song.</p> <p>- CD song</p> <p>- Recorder</p> <p>- Internet</p> <p>- Fine cardboard</p> <p>- Scissors.</p> <p>- Ruler.</p> <p>- Color.</p> <p>- Pencil.</p> <p>- Markers</p>	<p>- Punctuality and sequence in the work.</p> <p>- Oral evaluations using the dialogues.</p> <p>- Develop of the qualifiable guide.</p> <p>- Written evaluations of the seen topics.</p> <p>- Revision and qualification of notebooks like support of their academic acting.</p> <p>- Participation and appropriate pronunciation of English.</p>

Public High School N° 2					
AREA	HUMANITIES		SUBJECT	ENGLISH	
GRADES	ELEVEN		STAGE	FOURTH	
PROBABLY TIME			REAL TIME		
TEACHER					
EJE(S) TEMATICOS	<u>MY LIFE AFTER GRADUATION</u>				
STANDAR	TOPICS	COMPETENCE	PEDAGOGY ACTIVITIES	PEDAGOGY SUPPORT	ASSESMENT
I write texts that explain my preferences, decisions and performances.	<p>- FUTURE WITH WILL.</p> <p>- FUTURE WITH GOING TO.</p> <p>- Formation and use of the POSSESSIVE.</p>	<p>- To recognize the future form with WILL and GOING TO using them in their productions in affirmative, negative and interrogative form.</p> <p>- To build sentences using the possessive.</p> <p>- In oral and written form to explain shortly on their future plans for the vacations.</p>	<p>- Dialogue: My plans in vacations.</p> <p>- Practice oral and written of the studied vocabulary.</p> <p>- Develop of the GUIDE 4 Which are you plans after school?</p> <p>- Work groups: To elaborate billboards in those that express by means pictures and sentences activities after graduation.</p> <p>- Development of oral and written evaluations.</p> <p>- To listen, to complete and to sing the song that the students propose</p>	<p>- Notebook.</p> <p>- Dictionary</p> <p>- Photocopies of the guide and the letter of the song.</p> <p>- CD song</p> <p>- Recorder</p> <p>- Dialogue.</p> <p>- Cardboard</p> <p>- Graphic and illustrations.</p> <p>- Leaves block.</p> <p>- Scissors.</p> <p>- Ruler.</p> <p>- Color.</p> <p>- Pencil.</p>	<p>- Punctuality and sequence in the work.</p> <p>- Oral evaluations using the dialogues.</p> <p>- Develop of the qualifiable guide.</p> <p>- Written evaluations of the seen topics.</p> <p>- Revision and qualification of notebooks like support of their academic acting.</p> <p>- Participation and appropriate pronunciation of English.</p>