

**CONSIDERING THE CREATION OF A LANGUAGE TEACHING INSTITUTE AS
A WORKING AND EDUCATIONAL ALTERNATIVE**

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INTRODUCTION

Although the knowledge of English has been imposed by the Government as an essential requirement to have access to the educational and labor fields, in the second semester of 2007 in the University of Cauca more than 90 percent of non-tenured English teachers were not hired. This reduction of official working opportunities in Popayan reflects the discouraging horizon education and especially foreign language teachers-to-be are facing nowadays. In the face of this challenging reality the present project gives some academic, administrative and legal orientations about the creation process of a language institute. This proposal allows us both to conceive a new alternative for professional and academic growth and to reinforce the labor opportunities for teachers and students in a bilingual working context.

There were some fundamental aspects to consider when carrying out this project, for example the need for a critical recognition of our socio-economic reality, as well as the assumption of social engagement to consider social and economic structures; and finally the need to promote a business mentality¹ in the educational field, namely, people with initiative and proficiency, which refers to the perception of the reality and the attitude required to it, in this particular case the commitment to society in order to create alternatives in the educational labor field by means of particular ideals.

¹ For us "Business Mentality" relates to the ability to understand the socio economic context from an ethical professional perspective, that is to say the ability to assume a position in face of reality that allows people to generate alternatives that do not forget both the economic context and the integral development of the professional commitment to society.

The development of this project was structured into the following chapters: justification, problem statement, objectives, methodology, contextual and theoretical framework, analysis, conclusions, recommendations and bibliography. In the light of these ideas, the first stage is the justification, which explains that this academic suggestion arose from our complex working reality as foreign language teachers and the need to have a business training that allows graduates to put their partnership educational projects into practice. These three reasons constitute the motivation to support the development of this degree project and the finding of an appropriate solution for them, also being a step forward towards the transformation of people's mentality of depending on the government for work.

The next chapter is the problem statement which persuades foreign language graduates to think of themselves as the promoters of educational changes by taking an active part in the solutions to combating graduate unemployment. The problem statement also orientates the reader towards the significance of this project analyzed from the contradiction between the increasing demands of English knowledge and the reduced or unfair labor opportunities for professionals in this field.

The objectives embraced the general and specific purposes of the present work; they were reached through a qualitative methodology that looked to promote the enterprising spirit in the Foreign Language graduates. The main objective aimed at offering some academic, administrative and legal orientations for the creation of a language institute; in order to meet this main objective some former experiences of the Modern Languages graduates of the University of Cauca were looked at and the administrative, academic and legal requirements for the creation of a language institutes were also determined.

In the methodology, some graduates' experiences in the creation of a language institute were looked at because they were useful in studying the steps of a project from a real practice. The Modern Language Program was also revised to determine its contribution to an enterprising spirit in its students which was investigated through an interview given to some Foreign language students whose main objective was to take into account foreign language students' expectations of their present education and future plans. In addition, a careful research in different language institutes of the city was carried out in order to find out their current services and a guide that includes the necessary elements to create a language teaching Institute was designed, containing not only the steps to take into account when creating a language institute but also being complemented by the legal, academic and administrative requirements demanded by institutions as "Secretaría de Educación Municipal", "Cámara de Comercio" and "Bomberos". A final product was the designing of a video that dynamically presented the data referred to here; the video was also complemented with documents belonging to a practical exercise in the creation of a language institute called "Feedback Language Institute", the mentioned documents are: *PEI Proyecto Educativo Institucional, Plan de negocios, análisis del sector, análisis del Mercado y justificación, concepto de producto y servicios.*

The contextual orientation of this project presents the context in which this degree work was carried out; therefore it has data about the Department of Cauca, Popayán, the University of Cauca, the Modern Language Program and its professional profile, vision and mission.

The research for the project was supported by the thoughts of education authors which embraced topics such as: deconstruction, curriculum, project design, the Common European Framework and the academic proposal. The initial thought was deconstruction by Jacques Derrida, a concept which is important because Derrida analyzed the idea of knowledge as a continuous process that relates directly with social reality. Nelson Lopez was another author cited because he studied deconstruction from a curricular perspective. The concept of deconstruction was supported by the analysis of the education through time, so as a result some authors quoted were: Durkeim, Basil Bernstein, Hernan Suarez, Carlos Siscard, Louis Not and Marco Raúl Mejía. Another topic was the Common European Framework for languages teaching and learning since this is a requisite in the creation of a foreign language institute; in order to carry through with the idea of the academic proposal of a language institute, the concept of language of some authors such as: Ludwig Wittgenstein and Mak Halliday and the methodologies and approaches analyzed by Jack C Richards and Rodgers were studied.

The final step of this project was titled “Understanding of project management as a working and educational alternative” and it combines the theory of the stages of a project presented by Hermes Vargas and the analysis of the information gathered in the interviews and various places visited. In the light of this the main sections of this research are: pre-investment, investment and closure. Pre-investment refers to the identification process and it includes the following levels: idea, pre-feasibility and feasibility. The main purpose in the pre-investment is to do a well-developed plan of the project in order to proceed with the financing of the idea. The investment is the next section and it refers to the design and execution process; the levels embraced in the investment are: Financing, final studies and execution. The final section is called closure and it has to do with the evaluation of the project in order to determine if the project was successfully carried out or not.

The conclusions were derived from this research work; therefore the reader can find points of view related to the pertinence of an enterprising subject within the curriculum, the need to articulate education and real life situations, and a comparison between the most outstanding aspects of the language institutes consulted. Lastly, the recommendations present possible advice for the Modern Language Program based on the research carried out and the bibliography shows the theoretical orientation consulted for the development of this degree work.

Hence, this project represents the construction of an attractive perspective in the face of the socio-economic problems of the region. Since, regarding education, this perspective allows us to put into practice our responsibility towards education with regards to social needs and the circumstances of the context, fostering contextualized curricula that point towards society's development.

2. PROBLEM STATEMENT

In the second semester of 2007, in the University of Cauca more than 90 percent of non-tenured teachers were not hired. Subsequently the Modern Languages Program only contracted three non-tenured teachers. This short outlook reveals a discouraging horizon for foreign language teachers, because of the reduction of official working opportunities in Popayan, in spite of the fact that the knowledge of English has been stated by the Government to be an essential requirement to access the educational and work fields. For instance: through the general law of education, the government compels English learning as a condition to graduate from a professional career and as a requirement in the ICFES and ECAES tests; besides, the program “Colombia Bilingüe” intends to promote English learning to face global market demands.

After the constitution of 1991 the tendency in the economic sector is Neoliberal², which entails the participation of private companies in the provision of public services³, influencing in the public service. These days, the health and economic sector are being privatized. Certainly the next economic rung will be education, and people who depend on it will have to either continue waiting for an official market opportunity or undertake entrepreneurial ideas.

In the light of the foregoing, it is necessary to reflect on the number of cohorts of the foreign language program and the number of its graduates who have looked for alternative working options other than the government.

² This economic system emphasizes the importance of economic growth and asserts that social justice is best maintained by minimal government interference and free market forces.

³ Constitución Política de Colombia 1991, Art 2 Fines esenciales del estado. Art 67.

Nowadays, the need of entrepreneurial alternatives to face unemployment conditions challenges education, since according to some recent reflections about contextualized curricula, the University questions that in the traditional practices of education there is no relation between academy and social reality in Colombia and the world. ⁴

Then it seems that foreign language teachers-to-be are being educated to be employees in a socio-economic context that does not offer enough working opportunities, under the possibility of educating them to initiate private projects. Apparently educational practices revolve around rigid curricula which forget that “any professional dimension depends on a socio-historical context that takes into account frameworks such as: ideology, economy and politics”.⁵ Consequently the understanding of social reality implies thinking of a flexible curriculum. When socio-economic contexts are overlooked, professionals might not have the pragmatic elements to assume changeable social contexts. An education not adaptable to the real socio economic context might trigger a professional and economic deadlock. In this sense, an education tuned with reality is necessary.

The Modern Languages Program of the University of Cauca needs to think of its future graduates’ professional projection in a changing world, articulating both the knowledge that deals with the specific subjects of the discipline, and the education, not just to understand reality and labor market conditions to propose alternative

⁴ DOCUMENTO FORMACIÓN INTEGRAL, SOCIAL Y HUMANÍSTICA DE LA UNIVERSIDAD DEL CAUCA. El proceso de reestructuración curricular de programas de pregrado en la Universidad del Cauca y la Formación Integral y Socio-Humanística.pág. 3

⁵ Ibid., p.3.

working solutions, but also because this understanding has a socio-humanistic sense, since graduates have the chance to propose educational alternatives different from the ones imposed by the state.

Hence, this project intends to show foreign language graduates an alternative labor path, by conceiving the possibility to create a language institute, in order to promote their professional profile and economic stability; which represents a very noteworthy step in conceiving different alternatives in a period where private projects appear as both an exceptionally good working alternative and a possibility to implement different methodologies to learn languages.

3. JUSTIFICATION

One of the desires of foreign language students and teachers is to make a contribution to society through education, making the most of knowledge and cultivating the intellectual and socio-economic development of the region. However, the possibility to make contributions to education and society is getting worse and worse. That is to say, that just a few language professionals have the opportunity to share their knowledge through official employment, since problematic socio-economic factors lower the expectation of getting a job from the government. For example, factors such as: budget restraints and their impact on education generating unstable labor and schooling conditions in our country.

Considering such a complex reality, this project presents an academic proposal regarding the professional and economic possibilities future teachers might contemplate in our context. Then, the initiative aims to contribute to social, professional and economic development, giving teachers-to-be (and graduates) some academic, legal and administrative orientations to create a language institute, as a new working alternative. Furthermore, this work intends to transform in some way people's mentality to depend on the government for work.

At this point, it is necessary to clarify that foreign language graduates have tried several enterprising projects throughout time. They have quit their ideas though, probably because of poor business training.

Thus, this project is going to enrich the program's contribution to its students, particularly with reference to the enterprising spirit, fostering program graduates'

profile as professionals who criticize and suggest alternatives to face realities making steps to progress.

4. OBJECTIVES

4.1 General objective

- To present some academic, administrative and legal orientations to create a Language Teaching Institute

4.2 Specific objectives

- To look at some former experiences that graduates from the Modern Languages Program of The University of Cauca have had in the creation of Language Teaching Institutes.
- To determine the administrative requirements for the creation of a language institute.
- To analyze the academic requirements for the creation of a language institute.
- To determine the legal requirements for the creation of a language institute.

5. METHODOLOGY

To come up with the idea of being a teacher is just the first step to devote knowledge to the community service, in this educational process the degree work constitutes the closing and opening door that leads professionals towards the uncertainty of facing teaching challenges as finding the appropriate way to share the acquired knowledge and adjusting to the changeable working reality; these aspects inspire the writing of this degree work which is why the main objective is to give some academic, administrative and legal orientations to create a language teaching Institute where Foreign Language professionals can find a working alternative to face current working conditions and develop their own teaching strategies.

This degree project is intended to be useful for the Modern Language Department since it analyzes the process to undertake an enterprising initiative; this project also looks to encourage Modern Language Department to consider the study of an entrepreneurial subject within the curriculum in order to provide students an enterprising education to assume different working alternatives. The decision to work on this area came up after several attempts since the first idea was to understand Foreign Language students' fears when speaking in public, afterwards the understanding of students fears turns towards teaching practices which is why the study of graduates experiences was considered; however as some problems within the thesis group were presented and the group was divided into two different groups the possibility to work on entrepreneurial education in the Modern Language Program was taken into account because the short education on this matter had been a factor that influenced Foreign Language graduates working conditions.

This is a developmental project since its main objective is to give some orientations for the creation of a language teaching institute, in order to perform this objective it was necessary to collect information on academic, administrative and legal requirements, this information was mainly collected in the interview with Marco Tulio Romero coordinator of **“La Secretaría de Educación”**. This information along with the data found in the book **“Diseño de proyectos”**⁶ were useful to design an illustrative text about a language institute creation process which was enriched with the experience of people who have been part of the creation of language institutes or currently manage a language institute. To carry out this goal was indispensable to apply a qualitative approach that compiled the experiences that former graduates of the Modern Language Program have had in the creation of a Language Teaching Institute, hence this work includes the interviews carried out to **Alexandro Niño with his institute ESC English Solutions for Colombia and Luis Valdivieso with his contribution in the creation process of Vancouver Language School**, other language institutes in the city were consulted as **Unilingua, L’alliance Française, the English Academy, Comfacauca, Cambridge language centres, EOL English Online from the “Servicio Nacional de Aprendizaje SENA” and the Meyer institute** that is not currently working. An institution where it was not possible to do the interview was **“El Colegio Mayor”** since it was impossible to fix an appointment with the person in charge. The private classes of Portuguese and Italian oriented by **Francisco Hernandez and Valentina Fornaro** are also part of the information included in this work. In addition this, a qualitative approach was applied when looking at the contribution that the Modern Language Program has had in fostering an enterprising spirit in its students, some **interviews to Foreign Language students from eighth semester** were carried out in order to identify the Modern Language Program contribution, sometimes it was also necessary to review the degree work recently carried out **“Modern Languages Graduates Voices And Experiences Connecting**

⁶ VARGAS, Hermes. Diseño de proyectos. Bogotá: McGraw Hill, 2002.

The University To Educational Contexts” since it has Foreign Language Graduates’ voices regarding their working conditions and points of view about the education received in the Modern Language Program.

The “**secretaría de educación**” was a crucial place to gather information about the legal requirements in the creation of an English institute not only in an academic sense but also in the proper conditions of the buildings where the courses are going to be oriented; the first condition to create a language institute is to write the “PEI Proyecto Educativo Institucional” which contains the philosophy of the institution, the profile of the teachers and students, the internal rules of the institution and its vision and mission; a second stipulation is to take into account the decree 3870 and the levels specified in the Common European Framework, that is to say the teaching and learning approach that is going to be applied and how the levels considered necessary to put into practice this approach. Based on the requirements mentioned is possible to obtain “registro del programa and la licencia de funcionamiento”, the “secretaría de educación” also sells a handbook that explains step by step the instructions to write the “manual de convivencia” and tips to overcome possible difficult situations in the creation of the language institute.

The interviews with **Alexandro Niño and Luis Valdivieso** showed the need to reinforce enterprising education in the Modern Language Program in order to have equilibrium between the academic and working education received, the analysis of the information provided by these two Foreign Language Graduates was significant because they managed the creation of language institutes consequently the interview was divided into three main sections: pre-creation, creation and post-creation process, the next chart shows each section of the interview:

CHART 1 INTERVIEW QUESTIONNAIRE FOR GRADUATES MANAGING INSTITUTES

GENERAL OBJECTIVE	
To understand the steps in the creation of a language institute from a real Experience	
PRE-CREATION	
Analyze how the idea of creating an entrepreneurial plan arises	
PURPOSE	PREGUNTAS DE LA ENTREVISTA
<p>The first step to contribute to transforming unfair conditions is to believe in the possibility of making dreams real, that's why the pre-creation process includes the moment when the idea comes up to the mind of those who dare reach the impossible. The interview carried out to Alexandro Niño and Luis Valdivieso showed that the source of inspiration to create a language institute was the analysis of their own teaching and learning experience, which supports the idea that real changes come from inside.</p> <p>The pre-creation process also includes the analysis of the knowledge people had in order to undertake the enterprising plans and the means used to finance the idea.</p>	<ul style="list-style-type: none"> • ¿Cómo surge la idea de emprender el proyecto? • ¿Quién o qué lo inspiró para emprender esta iniciativa? • ¿Recibió algún apoyo específico en el emprendimiento de este proyecto? • ¿Qué clase de capacitación tuvieron o quién los asesoró para poder desarrollar y materializar la idea? • ¿Qué cree usted que el programa de lenguas Modernas de la Universidad del Cauca le aportó para el desarrollo de proyectos de este tipo? • ¿Qué tipo de formación cree que es necesaria para emprender un proyecto de este tipo? • ¿Cómo hizo para financiar el proyecto?

CREATION	
Study the legal, administrative and academic requirements in the creation of a language institute	
PURPOSE	PREGUNTAS DE LA ENTREVISTA LEGAL
The creation of a language institute is composed of three requirements: legal, administrative and academic; the legal requirement explains the places that were necessary to consult in order to create the institute; these are: La Secretaría de Educación Municipal, La Secretaría de Educación Departamental y la Cámara de Comercio. The legal requirement also includes the marketing study carried out to undertake the idea.	<ul style="list-style-type: none"> • ¿Cuáles fueron los lugares o instituciones que tuvieron que visitar para informarse acerca de los requisitos para crear su empresa? • ¿Qué hicieron en el tema legal, cuáles fueron las exigencias legales para el funcionamiento? • ¿Contrataron alguna asesoría legal para el mejor desarrollo del proyecto? • ¿Realizaron algún estudio de mercadeo, para conocer el mercado y la demanda del servicio que ustedes prestan actualmente? •
PURPOSE	PREGUNTAS DE LA ENTREVISTA ADMINISTRATIVO
The administrative requirement embraces the regulations that managers should follow to choose the place where the language institute is going to be located, as well as the administrative	<p>¿Cómo hicieron para conseguir el lugar y su adecuación?</p> <p>¿Bajo qué parámetros escogieron las instalaciones?</p> <p>¿Existe alguna exigencia en este sentido</p>

<p>process to select the personnel and define prices for the language courses.</p>	<p>para su funcionamiento, y quien la exige?</p> <p>¿Cómo hicieron para seleccionar el personal, se hizo algún análisis de puestos, y posteriormente una convocatoria?</p> <p>¿Cuántas personas hacen parte del personal administrativo, cuántos profesores y con qué criterios se les escogió?</p> <p>¿Bajo qué parámetros se remunera a los profesores, punto de equilibrio, etc.?</p> <p>¿Cómo se cobra la prestación del servicio?</p>
<p style="text-align: center;">PURPOSE</p> <p>The academic requirements are focused on the academic proposal for the language institute, the levels of the course, the students whom the academic project is going to be oriented, the vision and mission of the institute, in a sense the identity of the language institute</p>	<p style="text-align: center;">PREGUNTAS ACADEMICO</p> <ul style="list-style-type: none"> • ¿Cómo surgió la propuesta académica? • ¿Bajo qué parámetros desarrollaron la plataforma académica del proyecto? • ¿Quién desarrollo la propuesta académica del proyecto? • ¿Trabajaron a través de franquicias? • ¿Cómo se determinaron los niveles del curso? • ¿A qué público iba dirigida la propuesta? • ¿Cuál es la visión y la misión de la institución? • ¿Cuál es el perfil de los profesores de la institución? • ¿Cuál es la identidad de la empresa,

	<p>qué lo diferencia de los otros institutos?</p> <ul style="list-style-type: none"> • (sistemas de Evaluación, políticas)
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POST-CREATION	
Learn about the legal, administrative and academic requirements in the post-creation process of a language institute	
PURPOSE	PREGUNTAS DE LA ENTREVISTA LEGAL
<p>The post-creation process of a language institute demands the revision of legal, academic and administrative requirements that managers should consider in order to improve the quality of the language institute.</p> <p>The legal requisites in the post-creation are those that have to do with the contract of employment, the application of the legal rules that make possible the right performance of the language institute.</p>	<ul style="list-style-type: none"> • ¿cómo han manejado el tema de legislación laboral y contractual y qué es lo mejor según usted? • ¿Cuenta con asesoría jurídica para contratar los profesores, a dónde ir para establecer contrataciones, o cómo llevan a cabo este proceso?

<p style="text-align: center;">PURPOSE</p> <p>The academic step in the post-creation is the analysis of the education teachers received during the Foreign Languages career and how the education received influenced the moment of putting into practice the creation of a language institute, in this sense teachers recognized the value of learning about different teaching methods and approaches but they also recognized the need to have an enterprising education that helps them to materialize their enterprising plans.</p> <p>In this part is also studied the strategies used to deal with situations as: desertion, educational environment, methodology, students' expectations and the pertinence of the Common European Framework in the learning of a foreign language.</p>	<p style="text-align: center;">PREGUNTAS DE LA ENTREVISTA</p> <p style="text-align: center;">ACADÉMICO</p> <ul style="list-style-type: none"> • Desde el punto de vista académico ¿Cómo cree usted que su experiencia como estudiante del programa de lenguas Modernas influyó en la articulación de la propuesta académica del instituto? • ¿Cómo han manejado temas tales como: Deserción, ambiente educativo, metodologías, satisfacción de los estudiantes, cualificación, etc.? • ¿Cuenta con los requisitos del decreto 3870 del 2006 o están en este proceso de acreditación? • ¿Qué opinión le merece que la formación en idiomas a través del decreto 3870 de 1996 exija adoptar los criterios del marco común Europeo? •
<p style="text-align: center;">PURPOSE</p> <p>The administrative questions were oriented towards the assessment that is carried out to improve the quality of the</p>	<p style="text-align: center;">PREGUNTAS</p> <p style="text-align: center;">ADMINISTRATIVO</p> <ul style="list-style-type: none"> • ¿Realizan o llevan a cabo estudios de auditoría de prestación del servicio?

<p>educational service offered and the projection of the language institute in the coming future.</p>	<ul style="list-style-type: none"> • ¿Le Preguntan a sus estudiantes acerca de la calidad del servicio? • ¿Piensa que su portafolio de servicios es suficientemente completo y cumple con las exigencias actuales de la sociedad? • ¿Cuáles son las proyecciones de su plan de desarrollo a mediano y largo plazo?
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These interviews were decisive in the writing of this project because both Alexandro Niño and Luis Valdivieso are Foreign Language graduates of the Modern language program of the University of Cauca, hence their appreciations about the education received is valuable to determine the strong points in the curriculum as the aspects that can be improved. These two people were always willing to answer our questions and gave the time they could for the development of this work, Alexandro Niño answered the interview format through e-mail because he is currently working in the USA, and Luis Valdivieso answered the interview sheet in his free time and gave it to us later, they could not meet personally but their complete answers gave us a clear idea about the process carried out in the creation of a language institute.

Unilingua was another source of information, in this place the information was extracted from two documents belonging and developed by Unilingua, these are “Condiciones mínimas de calidad según decreto no. 3870 de noviembre 2 de 2006, denominación del programa, Unilingua - unidad de servicios en lenguas extranjeras de la universidad del cauca” and “Plan de mercadeo Unilingua”, these

two documents were useful to review the creation process of this institute, as well as the changes made through time; sometimes it was mandatory to require for specific information in the office located in the “Museo de Historia Natural”, they helped us when we asked for information. When the creation of Unilingua was studied a contradictory feeling arose since the foundation of this Unit had great involvement of teachers of the Modern Language Program but nowadays that experience is not shared with students who desire to undertake enterprising plans. Unilingua was included as a place to gather information because it plays an important part in the acquisition of a working experience of the Foreign Language students and most of the time Unilingua is the first institution that opens the possibility to Foreign Language students to practice the knowledge acquired in the career.

The information obtained in L’alliance Française, the English Academy, Comfacauca, Cambridge language centres, EOL English Online from the “Servicio Nacional de Aprendizaje SENA” and the Meyer institute was useful to make a comparative framework of the services offered by each institute, the place where each institute is located, levels and duration of the English courses; in order to gather this information it was necessary to interview the administrative organization of the language institutes.

CHART 2 INTERVIEW QUESTIONNAIRE FOR DIFFERENT LANGUAGE INSTITUTES FROM POPAYÁN

KNOW THE DIFFERENT LANGUAGE INSTITUTES OF THE CITY AND HOW THEY ARE STRUCTURED	
PURPOSE	ENTREVISTA EN LOS INSTITUTOS DE IDIOMAS
<p>This interview was focused on the organization that each institute had, the main objective was to know about their administration in order to count on accurate information that enriches the creation of the language institute since through the interview was possible to know the current services of each place and the missing aspects that might be implemented in the new language institute.</p>	<ul style="list-style-type: none"> • ¿Cómo nació el instituto? • ¿Qué metodología utilizan? • ¿Cuántos estudiantes manejan actualmente? • ¿Cuántos niveles? • ¿Cuál es la intensidad de cada nivel? • ¿Cuál es el portafolio de servicios de la institución? • ¿Que precios manejan? • ¿Conoce estadísticas sobre la demanda del idioma en Popayán?

A different interview format was used for the private Portuguese and Italian classes oriented by **Francisco Hernandez and Valentina Fornaro**, due to the fact that these two teachers chose a different alternative that might be valid as a working option, therefore the questions looked for finding the motivation they had to undertake the private classes, the methodology used, the cost and if these people have thought about the creation of a language institute.

CHART 3 INTERVIEW QUESTIONNAIRE FOR INDEPENDENT LANGUAGE TEACHERS

KNOW THE EXPERIENCE OF SOME PEOPLE THAT TEACH PRIVATE CLASSES AS A WORKING ALTERNATIVE	
PURPOSE	ENTREVISTA A PROFESORES INDEPENDIENTES
<p>This interview intends to show the experience of two people who found in teaching an optional working alternative for their daily life activities, thus Valentina and Francisco had improved day by day their language skills in order to provide a better community service.</p> <p>Although they are sponsored by “Circolo Italiano” and “Ibraco”, they could not establish a language institute because their daily activities were pretty much different and they did not have time to devote to the creation process; besides this the increasing demand of English as a foreign language reduce the number of students interested in learning Italian or Portuguese.</p>	<ul style="list-style-type: none"> • ¿Cuéntenos sobre su labor enseñando idiomas? • ¿Dónde enseña? • ¿Qué opina o sabe sobre la demanda de idiomas en la ciudad? • ¿Cómo ve el fomento de la formación en idiomas? • ¿Cuánto tiempo podría considerarse necesario para formar en un idioma? • ¿Qué metodología sigue en la enseñanza? • ¿La parte de precios en el tema de idiomas, cómo la conciben? • ¿Alguna vez ha pensado en crear un instituto? • ¿Cómo funcionaría la idea del instituto? • ¿Se pensó crear un instituto como empresa independiente? • ¿Cuál fue el obstáculo que encontró? • ¿Qué sería necesario para que una propuesta como un instituto de idiomas pueda salir adelante? • ¿Cómo ve nuestra propuesta, sobre la creación de un instituto de idiomas en la ciudad?

The interview carried out to Valentina and Francisco shows that teaching private classes is a profitable activity in which the methodology that the teacher considers the best is applied; therefore this might be taken into account as a working alternative. The interviews in “Secretaría educación”, the different language institutes and private teachers were simultaneously accompanied with a reading process that supported the writing of the theoretical framework. The interviews were classified according to the information that was considered useful for the project, for the classification was taken into account the steps of a project proposed by Hermes Vargas in his book “Diseño de proyectos”, therefore the information was divided into seven categories and twenty- two subcategories

CHART 4 SAMPLE OF DATA ANALYSIS

ENTREVISTA con Alexander Niño, egresado programa de Lenguas Modernas. Popayán, 20 de abril de 20008	
IDEA	SURGIMIENTO
	VISION
	MISION
	PORTAFOLIO DE SERVICIOS
	PLAN DE DESARROLLO LARGO MEDIANO PLAZO
	APORTE DEL PROG LENGUAS MODERNAS.
	TIPO DE INFORMACIÓN NECESARIA
PRE-FACTIBILIDAD	NIVELES
	LUGAR
	PUBLICO
	CARACTERISTICA DEL PRODUCTO
	PUBLICIDAD/EST MERCADEO
	REQUISITOS LEGALES
	REQUISITOS LEGALES
	REQUISITOS ACADEMICOS
	CCF OPINION PERSONAL

FACTIBILIDAD	SELECCIÓN DE PERSONAL
	REMUNERACIÓN
INVERSION	FUENTES INTERNAS
ESTUDIO FINAL	EST. ADMINISTRATIVO
	EST. FINANCIERO
CIERRE	EVALUACIÓN

A different interview that was done for the development of this project was the one that gathered the opinions of the Foreign Language Students from eighth semester, this interview was focused on the plans they had after graduating and their opinion about the elements the Modern Language Program provides in order to undertake an enterprising project. The next chart presents the questions asked to the students.

CHART 5 INTERVIEW QUESTIONNAIRE FOR FOREIGN LANGUAGE STUDENTS

KNOW THE EXPECTATIONS OF FOREIGN LANGUAGE STUDENTS AFTER GRADUATING	
PURPOSE	<p>ENTREVISTA A GRUPO VIII SEMESTRE, PROGRAMA LENGUAS MODERNAS DE LA UNIVERSIDAD DEL CAUCA</p> <ul style="list-style-type: none"> • ¿Cuáles son sus perspectivas laborales? • ¿Preferiría usted tener un empleo fijo con el estado o trabajar independiente? • ¿Si decidiera emprender una iniciativa laboral independiente sabría como hacerlo? • ¿Cree que las materias del programa estimulan el pensamiento independiente en el tema laboral? • ¿Le gustaría que el programa contara con alguna
<p>The main difficulty when doing this interview was to find the proper time in which the students were together, which is why the interview format was given to the students and they answered the questions in their free time.</p>	

<p>The students had different plans as: traveling abroad, working in a language institute or school or creating their own language institute, from the last option they express the need to have more education on enterprising in order to facilitate their enterprising plans</p>	<p>asignatura que tocara el tema de administración educativa o algo parecido para que más adelante se pudiera desempeñar como directivo de alguna institución educativa?</p>
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This interview was also classified in order to select the most useful information, after that five main categories were found and four subcategories as it is explained in the next chart:

CHART 6 SAMPLE OF DATA ANALYSIS

<p>PERSPECTIVAS LABORALES</p>	<p>TRABAJO EN EL EXTERIOR</p>
	<p>TRABAJO INDEPENDIENTE</p>
<p>EMPLEO</p>	<p>TRABAJO CON EL ESTADO</p>
	<p>ASPIRACIONES</p>
<p>CONOCIMIENTO PARA EMPRENDER INICIATIVA INDEPENDIENTE</p>	
<p>APORTE DE LA UNIVERSIDAD</p>	
<p>ASIGNATURA ADMINISTRACIÓN</p>	

Once all the information was collected through the different interviews and the theoretical writing of the project was done, a second step of the project arose which was the elaboration of a video whose objective was to provide an accessible presentation of the requirements in the creation of a language institute. Along with the video some of the requirements to create a language institute were presented from a real practice of an institute called “Feedback Language Institute”; the

mentioned documents are: *PEI Proyecto Educativo Institucional, Plan de negocios, análisis del sector, análisis del Mercado y justificación, concepto de producto y servicios.*

6. CONTEXTUAL FRAMEWORK

6.1 Department of Cauca

The Department of Cauca is located in the south-western of Colombia, it borders on Valle del Cauca Department to the north, Tolima Department to the northeast, the Pacific Ocean to the west, Huila and Caquetá Departments to the east and the Nariño and Putumayo Departments to the south. Popayan Its capital city was established by Sebastián de Belalcázar in 1536.

Popayan is well-known as the white city of Colombia because its colonial architecture resulting from the religious imposition of the Spanish conquerors. Therefore, the city has representative colonial bridges, museums and churches. The University of Cauca, one the institutions of higher education of the city, has its institutional buildings on many of these religious cloisters, it was founded by the president of the republic in 1827 Francisco de Paula Santander and from that moment constitutes one of the cultural heritage of the city.

The University of Cauca has different academic programs that offer through the following schools: Law and political sciences, civil engineering, human and social sciences, electronics and telecommunications engineering, education school, agricultural sciences, medicine school, arts and economy.

6.2 Modern languages Program of the University of Cauca.

The Modern Languages Program of The University of Cauca belongs to the Foreign Languages Department from the Human and Social Sciences School of

The University of Cauca. Its principal head office is located in Claustro el Carmen calle 4 #3-56(Popayán, Cauca)

The Modern Languages Program of the University of Cauca (English-French) aims to educate professionals who connect learning to cultural regional and national processes; accomplishing tasks on their educational field with the following qualities:

1. Teachers with a holistic education and a critical and investigative spirit that foster the Foreign Languages educational role as an exercise which benefits the continuous development and qualitative transformation of the educational community in a particular context.
2. Foreign languages professionals with communicative and linguistic competences to achieve a competent performance in teaching and other psycho-social and work environments.

6.2.1 Mission and Vision

The Program is devoted to contributing to the community's educational development by educating competent, holistic, analytical and supportive teachers. The program is also in charge of the student's social and professional development by means of research, which leads to the construction of specific, pedagogical and socio-humanistic knowledge, helping the student to become a creative and skillful human being.

The Modern Languages Program of the University of Cauca (English-French) is a system based on the articulation of different fields, areas and subjects that constitute it, orientated by concepts and carried out by methods, activities and practices that lead to a scientific knowledge of the different aspects of the cultural

and socio-linguistic reality in order to contribute to the development and qualitative transformation for the language teacher education.

6.2.2 Objectives

1. To contribute to the educational and social development of the Department of Cauca and the nation by educating well-trained language teachers with a critical global point of view achieved through specific, pedagogical and socio-humanistic knowledge.
2. To promote, assist and supply a holistic development of the participants in the educational process and the necessary conditions to achieve that effect.

6.2.3 Specific Objectives

1. To develop in the student the pedagogical qualities and the communicative and foreign languages linguistic competence, so the student could be able to perform as a professional in the educational area.
2. To develop concepts, methods, practices and positive attitudes towards work, which guarantee autonomy, self –learning, self-expression and self-confidence.
3. To develop strategies and communicative techniques which allow the stimulation of the foreign language acquisition process.
4. To offer students the opportunity to extend their knowledge in those areas of interest that allows them to reinforce their professional development.

5. To enrich the students' linguistic pragmatic knowledge through the study of the structure and the practice of languages in different socio-cultural contexts.
6. To explore national and international socio-cultural similarities and differences in order to understand plurality.

7. THEORETICAL AND CONCEPTUAL ORIENTATION

“Education supposes the formation of historical, active, creative and critical individuals, capable not only of adapting to the society to which they belong, but also of transforming and recreating it.”⁷

7.1 Education

The human being has been considered as the result of the social factors around him. In the light of this writers like Durkheim⁸ compares the role of society with the one that the cell carries out in an organism of a complex structure, recognizing the close dependence among them, he also states that the best conditions in the human being are provided by society. Although this statement seems to be excessive, it can not be denied that aspects such education, along with economy and politics have determined collective representations and transformed societies according to the principles that rule each epoch.

Talking about education, which is the aspect that mostly concerns this work; pedagogy understood as the educational science has determined the role between teachers and students and their contribution to the learning process. So, formerly educators had an important prestige, since they assumed the complete responsibility to educate young people, while students' role was receptive. "Para la pedagogía clásica las transformaciones del alumno son efecto de una serie de huellas depositadas en su espíritu, el papel del alumno es prácticamente pasivo durante la enseñanza"⁹. This type of teaching process grew up along with the

⁷ CANDAU, Vera María. Reformas Educacionarias Hoje Na América Latina, Novamérica. Bogotá: Cooperativa Editorial Magisterio, 2001.p.53.

⁸ NOT, Luis. Las pedagogías del conocimiento. Bogotá: Fondo de Cultura Económica,1994.p.42.

⁹ Ibid., p. 29.

religious bases that although includes prevailing subjects like grammar, arts and sciences in the curriculum, also had a repressive hierarchy as it is referred by Carlos Siscard¹⁰: la educación se basa en la necesidad de convertir la población indígena al catolicismo y así aumentar el poder de la iglesia. This system was transmitted in the colonization period in Colombia, since the settler's purpose was to imbue Indians with Christian principles without respecting their own beliefs. "La educación que se impartía a los indios se limitaba algunos conceptos religiosos y conocimientos elementales de las obligaciones del cristiano, cuyo fin era mantener la obediencia, temor a Dios y al superior (rey, gobierno, amo)"¹¹. From that moment the reformulation process in Colombia has been impinged with outside policies that distend from contextualized realities and characterized education as the result of a slow process "there is a change in the concept of knowledge and its production associated to technology, that have an incidence in institutions as the family, the church, the estate, however; the school does not seem to have a significant participation in this transformation"¹². The fact that school has little participation in the creation of knowledge implies in some sense that people involved in the educational process are not engaged enough with the different factors that influence its development and that there is still a rigid conception about education that disconnects knowledge from real life and keeps alive the obedient relationship between teachers and students. As it is referred by Lopez Jimenez¹³ when he analyzes the educators' short participation in the construction and improvement of the curriculum; which becomes one of the reasons why curricular plans are adopted from other places that have a different cultural and social reality.

¹⁰ SISCARD, Carlos. Aspectos Socio-Culturales en el Establecimiento del Sistema Nacional de Instrucción Pública al Iniciar La República. En: Memorias del tercer coloquio de historia de la educación colombiana. Popayán, Cauca: Impreso por la editorial de la Universidad del Cauca, 1999.p.35.

¹¹ DIAZ, Zamira. La instrucción pública en a construcción de la nación Neogranadina. En: Memorias del tercer coloquio de historia de la educación colombiana. Popayán, Cauca: Impreso por la editorial de la Universidad del Cauca, 1999.p.42. Our translation.

¹²MEJIA, Marco Raúl. Reconstruyendo la Transformación social. Cooperativa Editorial Magisterio. Colección Mesa Redonda. No 43. Bogotá. Agosto 1996.p.63.

¹³ LOPEZ, J. Nelson. La Deconstrucción Curricular. Bogotá: Cooperativa Editorial Magisterio. 2001. p.3.

Taking into consideration what has been said above, it can be inferred that there is a fear to assume a dissimilar thought because it implies to leave the “absolute truth” away, however it is necessary to consider that “the knowledge production does not have only a truth, but it is the result of multiple ways of knowledge that are shared at the same time, so it breaks the ideal of fixed structures and establishes flexibility”¹⁴, in the light of this the production of knowledge embraces different views and perspectives of the reality over time.

Colombian history illustrates this imposition of absolute religious truth and multiple indigenous interpretations of it, in this sense some of the most relevant educational changes came up along with the pedagogical movement whose main objective was to support thinking and the social role of professors. Hence this movement “assumes professors as cultural workers and citizens engaged with society”¹⁵, this significant moment in Colombia’s education placed teachers’ role in the changing society, which requires a constant analysis of the connection between knowledge and real situations as asserted by Louis Not¹⁶; “El conocimiento no adquiere sentido y valor para el individuo sino en la perspectiva dinámica que lo vincule a su vida. Pero lo propio de la vida es su devenir, su constante transformación en lo futuro [...]. No es posible considerar la interestructuración del sujeto y del objeto sólo en las perspectivas del presente o de una corta secuencia de enseñanza, hay que ubicarlas en un devenir.” To achieve this interactive participation it is necessary to think from the difference, that is to say, to have an investigative attitude that leads ourselves towards the uncertainty of established propositions and the possibility of new ones. This reformulation process looks for having a close

¹⁴ SUAREZ, Hernán (compilador). Veinte años del movimiento pedagógico 1982-2002, entre mitos y realidades. Cooperativa editorial magisterio. Bogotá-Colombia, 1996.p. 62

¹⁵ Ibid., p.62.

¹⁶ NOT, Op. cit., p. 233.

relationship between the academy and the social reality in which both former educational bases and current reformulation processes turn to be dynamic aspects that enrich thinking.

7.2 Deconstruction

Taking into consideration the importance of establishing a connection between the academy and the social reality the concept of deconstruction from Derrida is studied since Derrida states that deconstruction involves the understanding of knowledge as part of a paradoxical logic that considers the value of contradictory statements as a source to enrich thinking¹⁷, this philosophical idea has been applied to several areas as literature, music, philosophy and so on, and it becomes a mean to overcome and weaken existing transmitting practices because the acquisition of knowledge is linked to the constant changes that take place in society. In the light of this deconstruction is part of a continuous process and can be understood as an elemental tool to use in constructing conditions in which the notion of knowledge is constantly reformulated by the contributions of the present and past ideas of knowledge as stated by Néilson López: “deconstruction can not be considered as a method because it does not have one, since deconstruction is not the result of a person who takes the initiative to do something but it makes part of a historical process”¹⁸. Néilson López also understands the concept of deconstruction from a curricular perspective when he underlines the importance of deconstruction as the re-construction of the present educational models looking for a professional education linked to knowledge production. This notion of curriculum

¹⁷ CÓRDOBA, James Iván et al. Étude sur la relation entre les programmes académiques et les pratiques pédagogiques en ce qui concerne la formation des futures enseignants d’anglais dans les universités du Valle, de Nariño et du Cauca. Popayán. Edición 1. 2007. p.47.

¹⁸ LOPEZ, Op. cit., p. 25.

from a deconstructionist perspective demands a reorganization of the educational institutions according to the current needs, as it is stated by Lopez Jimenez¹⁹, “to react towards the requirements of each time it is essential to transform the present academic structures”. This perspective turns to the understanding that “any kind of professional dimension is updated inevitably in the scope of a socio-historical context with specific characteristics such as: ideology, economy and politics”²⁰. In this way, the contextual framework in which educational policies are developed also involves the recognition of the former educational bases in order to take useful things from them, by emphasizing the importance of new upward horizons from a flexible program adjusted to society and its demands.

From this perspective, the changes performed in the curriculum are enriched with a deconstructive sight that looks backwards and forwards in order to establish a more logical perception about reality and its relationship with education. The university has questioned the need to establish a link between curriculum and the reality when it is stated that in “the traditional practices of education there is no relation between academy and social reality in Colombia and the world”.²¹In spite of this, an education in agreement with society demands has become a contradictory idea because the relationship between education and society’s demands seems to be more and more distant; an example of this is the unequal exchange between education and work, as affirmed by Marco Raul Mejía: “Before all educational ideals were oriented towards the integration to collective processes, that is to say, we as members of the state and nation contribute to the construction of the social welfare of the nation by means of the integration to productive

¹⁹ Ibid., p.3.

²⁰ Ibid., p.5.

²¹ DOCUMENTO FORMACIÓN INTEGRAL, SOCIAL Y HUMANÍSTICA DE LA UNIVERSIDAD DEL CAUCA. El proceso de reestructuración curricular de programas de pregrado en la Universidad del Cauca y la Formación Integral y Socio-Humanística.p.3.

processes. Nowadays, those collective processes are not strong enough, so education looks at the strengthening of individual competences that look at a human being linked to the labor market opportunities, which are currently limited”²²

In the case of the Modern language program, to think about curricular deconstruction implies to consider the problematic reality in the educational field in Colombia, in terms of teachers working opportunities; which leads us to consider contemporary education and its relationship with context and enterprising mentality. For instance the fact that most of Foreign Language cohorts are waiting to be employed by the government or private languages institutes has to do with their education, that is to say when putting aside an entrepreneurial education, the University is promoting the idea of being employed, which implies for foreign language students to be submitted to the established regulations of schools and institutes. On the other hand, to think about enterprising ideas allow teachers to develop educational methodologies that lead towards educational autonomy, since the great ideas that Foreign Language students or teachers have developed through their teaching experience can be materialized without any restriction.

Regarding globalization policies like the Common European Framework, deconstructing the situation allows professionals to think about the contextualized concerns of a “developing” country as Colombia, in order to look for the understanding of international issues and local realities, as well as, promote new questions about the pertinence of establishing a worldwide interdependence where the majority has a strong influence on the collective destiny of the minority. Here professional identity recognizes the demands of both the international and national

²² MEJIA, Op.Cit., p.183.

realities, as the need to act from the difference since all attempt to consider things as equal forgets the cultural diversity.

7.3 Common European Framework of Reference for Languages Learning, Teaching and Evaluation

“All human communication depends on a shared knowledge of the world. Any new knowledge is not simply added onto the knowledge one had before but is conditioned by the nature, richness and structure of one’s previous knowledge and, furthermore, serves to modify and restructure the latter, however partially.”²³

Knowledge as part of the development of a society has been impinged by the changes that take place over time, consequently the understanding of the means to acquire a determined knowledge has to do with the interpretation of the past, present and future educational practices that people have adopted, for example oral tradition, writing, the role of the church, the scientific methods. Therefore, societies by means of education have developed different methods and theories in order to facilitate knowledge acquisition. Language learning has as well been part of this wish for finding adequate educational strategies, the Common European framework, for instance, is one of those policies created to improve the acquisition of a second or foreign language; it recognizes the learning of a foreign language as a long life process that involves the contribution of many participants; which imply that the student is not only engaged in the language acquisition but also teachers and educational authorities. In the case of a second language, the participation is extended towards the whole community, due to the fact that the put into practice becomes an everyday issue and transcends the class barriers. By following this simple guiding principle, the European community realized the importance of having common objectives in the teaching and learning of the languages spoken within their territory, so they decide that if the entire community works towards the

²³ Common European Framework for languages: Learning, Teaching, Assessment.p.11.

achievement of the same goal, the expected results can be reached more effectively. In the light of this and as foreign language students the study of the European Framework constitutes a research in language acquisition that is going to be analyzed from the positive and negative aspects to establish the pertinence of its adoption in Colombia, this analysis is also going to be supported from the historical data of Colombia's education in order to understand the significance of placing any new knowledge in context; finally the Common European framework is going to be considered as a reading perspective of language learning in Europe in order to consider the importance of reading when assuming a point of view in face of foreign methodologies.

In these light of ideas, the need of establish a Common European Framework for languages arose from the desire of strengthening the mutual relationship among the European cultures by establishing a common understanding among the variety of languages spoken in the European community. So the main linguistic families in the European population are the **Slavic language**, which includes Russian, Ukrainian, Belorussian, Czech, Slovak, Bulgarian, Polish, Slovenian, Macedonian, Serbo-Croatian; **the Germanic language** which includes English, German, Dutch, Danish, Norwegian, Swedish, Icelandic; **the Romanesque language**, which includes Italian, French, Spanish, Catalan, Portuguese, and Romanian. These languages have basically the same origins and can be classified in **the Indo-European languages**, which also include Greek, Albanian and Celtic languages like Gaelic, Welsh, and Breton. Besides the Indo-European languages, the continent has many peoples that speak **Basque and Turkish languages**. Many Europeans use as well, English, German, Spanish and French as a second language.²⁴

²⁴ Microsoft ® Encarta ® 2007. © 1993-2006 Microsoft Corporation. Reservados todos los derechos.

In face of this multicultural reality and the strong racial discrimination present in the European history, the challenge of advancing towards knowledge involves the understanding among different peoples. Which is why, the articulation of the communicative system plays an important role in the social interaction, since the socio-cultural and economic relationships are promoted by a learning strategy based on a common linguistic philosophy and a flexible vision that admits the constant construction of new ideas and the promotion of the European economic and cultural mobility.

In this light of ideas, the Common European Framework is the result of more than ten years of research carried out by experts on linguistics that compiles the latest studies about teaching and learning of languages; this project was proposed in the international congress held in 1991 in Switzerland and it was developed by the European council. It is currently used in Europe as a reference document for investigations and a general guide in the learning of a different language; it sets up a common coding system (A1, A2, B1, B2, C1, C2) that qualified the level in which the student has acquired the foreign language. The Common European Framework is divided in nine chapters and five attachments that consider carefully the aspects related to the effective acquisition of a second language according to students' needs, the following category is presented in the synopsis of each one of the chapters that composed the Common European Framework²⁵. For instance, the first chapter defines its objectives and functions according to the general principles of the European council regarding language acquisition, plurilinguism and European cultural and linguistic diversity; the second chapter explains the adoption of communicative approach based on strategies used by the students to comprehend texts with specific subjects associated to real life situations; the third

²⁵ Common European Framework for languages: Learning, Teaching, Assessment.

chapter introduces the common reference levels described in a flexible series of achievements that illustrate the objectives regarding language level for the students; the fourth chapter presents the categories that describe the use of language according to the communicative parameters, which includes: subjects, communication purposes, activities and strategies related to means of communication; the fifth chapter classifies in detail the general and communicative competence by using scales when it is possible. The sixth chapter studies the language teaching and learning process referring the relationship between acquisition-learning and the development of the plurilingual competence, as well as the methodical options referred in the third and fourth chapter. The seventh chapter makes a deeper study of the importance of homeworks in teaching and learning of a language. The eighth chapter is about the possible consequences of the linguistic diversity in the development of the curriculum. It also talks about the following aspects: plurilingual and pluri-cultural societies, curriculum design, curriculum stages, foreign language learning as a life process, partial competences. The last chapter studies the different purposes of the evaluation in order to find equilibrium between globalization, preciseness and operative viability. As the Common Framework is also composed attachments, the following explanation illustrates to the reader the importance of each one of them, so the annex A analyses the development of categories in the language acquisition, the methods to establish the scales are also explained, as well as the requisites to formulate categories, scales and levels. Annex B offers a better understanding about the Switzerland project that elaborates and classifies the European Framework scales; annex C contains the electronic use in the web. Annex D includes the abilities acquired by the student in each stage, that is to say, it explains what the student can perform according to the language level acquired.

As it can be seen through the different units that composed the Common European Framework, its main objective is the promotion of national and international

teaching methodologies that encourage autonomy of thought and social engagement. In Europe this plan will promote plurilingualism because the conception about language education is modified in the sense that it is integrated into the social requirements and not simply an isolated subject. Therefore, when learning of a language becomes part of social life, its acquisition has a special meaning. In Colombia the disposition of adopting the Common European Framework was established through Decree 3870 of 2006²⁶, as an instructive pointer regarding education in languages. It is mainly used as a referent status to language institutions; that is why the observation of its nature, implications and general aspects may be interesting for people that are thinking of creating a language institute. Then for those who want to consider this idea, the study of the Framework is an unavoidable step, which is why this work presents some general information and reflections about it as the consequences of the imposition of foreign methodologies in Colombian context, the economic dependence of many Latin America countries, the lack of a cultural mobility and second language as Europe; as well as the possible advantages in the adoption of a Common Framework for languages.

In the light of this, the first aspect to pay attention is how the imposition of foreign methodologies can overlook the effort to develop nationalized visions that consider local realities; to mull over in this aspect it is indispensable to look back in Colombian history given that there is a defined cultural idea of superiority regarding foreign policies. This mentality has its roots in the imposition developing countries had since the colonization period. Thus, the history presents the monopoly of those

²⁶ "To adopt « the Common European Framework reference for languages: teaching, learning and evaluation » as a reference system for the learning, teaching and evaluation process carries out in Colombia. The educational institutions that offer educational programs must reference their programs with the levels defined in the Common European Framework reference for languages : teaching, learning and evaluation" our translation.

who had economic and religious authority and their life conception as the only one. "People who ruled in the colonial period established the basis for a new kind of intellectual colonialism. Their relations with authorities in the educational, economic and health field allowed them to create "reference groups", groups that belonged to a prestigious social status and had a renowned power to influence other people to respect and imitate them"²⁷. That is to say, the political conception about education was not homogeneous, as it is stated by Siscard, "Education was based on the divine origin rather than the agreement between the government and the nation"²⁸. In the case of the Department of Cauca, the education was broken up into different areas that put aside investigation and cultural diversity, which implied the use of a rigid curriculum that did not tally with the communities' expectations, "En el Norte del Departamento conviven varias etnias con diferentes expresiones culturales que la escuela no las incluye como objetos de estudio y ahonda su desconocimiento al desarrollar programas curriculares uniformes que no tienen en cuenta las lógicas y ritmos de aprendizajes diferentes"²⁹. The University is not indifferent to this Hispanic colonial period since as quoted by Gloria Cecilia Arboleda and Luis Hernando Rincon: "la universidad, en la época de dominación hispano colonial, se identificaba con el modelo de universidad cerrada, discriminatoria, exigían limpieza de sangre, tradición católica, pertenencia a familias con títulos de nobleza, excluían indios, negros, gentes de oficios viles y de color quebrado"³⁰. These examples bring us to see how education has been regulated by foreign patterns that exclude the Colombian multiplicity, which is one of the reasons why schooling needs to be deconstructed by having as focal protagonist the community where the

²⁷ PINILLA, Campos. Condiciones sociales y culturales para la enseñanza del derecho. En: La enseñanza del derecho laboral hoy, retos y perspectivas. Bogotá: Universidad Nacional. 1996.p.83.

²⁸ SISCARD, Op. cit., p. 36.

²⁹ POLANCO, Flor Alba y CUELLAR, Carlos. La escuela dinamizadora de los espacios veredales. En: Memorias del tercer coloquio de historia de la educación colombiana. Popayán, Cauca: Impreso por la editorial de la Universidad del Cauca, 1999.p.99.

³⁰ ARBOLEDA, Gloria y RINCON, Luis. La autonomía universitaria en Colombia, las tensiones entre el saber, el poder y el querer. En: Memorias del tercer coloquio de historia de la educación colombiana. Popayán, Cauca: Impreso por la editorial de la Universidad del Cauca, 1999.p.281.

changes are taken place.

Taking into consideration what has been said about foreign polices, the adoption of a Common Framework for languages must be followed by a careful analysis of Colombian reality due to the fact that the acceptance of foreign patterns in local environments may have a negative effect on the academic effort to contextualize education. In addition to this, the approval of the Common Framework for languages should take into account that as the European community, Colombia is a multicultural country with 1'378.884 inhabitants that belong to indigenous communities; this corresponds to 3.28% of the population³¹ which is set in 27 departments and 228 municipalities of the country. Therefore, the adoption of a Bilingual program can not overlook the great cultural variety that already exists and the fact that the appreciation of the foreign language comes first from the knowledge of our own diversity.

A second aspect that many times has been presented to the community is the value of acquiring a foreign language because of the economic benefits as having a professional recognition. However, the economic impact has precisely been one of the reasons for the dependency among different countries and social rejection among cultures. In the case of Latin America, for instance, there is still a big dependency on the money that foreign institutions such as the International Monetary Fund provides mostly to pay the interest acquired for the foreign debt. This economic dependence reduces the funds assigned to public expenditures like education, which makes more difficult that plans like the Common European Framework can be carried out, since the scant resources and the inadequate administrations make complex putting into practice such initiatives. For these

³¹ [En www. census.gov.unesco.org](http://www.census.gov.unesco.org)

reasons, when acquiring a foreign language the priority must be the appropriation of knowledge and cultural values; and although the economic growth is indispensable and comes along with education, it can not be real if the community does not feel identified with the education received.

In other words, acquiring a foreign language goes beyond grammar, reading, speaking or listening; or even climbing into recognized social position; learning a foreign language entails the understanding of an unknown culture, its customs, history. Therefore, the appreciation of a foreign language involves the habits, traditions and beliefs of a society. This process can not be successfully carried out without strengthening the identity; taking into consideration that knowing about foreign contexts and not recognizing the own values is a meaningless position that becomes an obstacle when studying curriculum proposals. A third aspect is the fact that Colombia does not have a cultural mobility like in Europe which is a feature that must be taken into account when accepting the Common European Framework; a fourth element in this analysis is the fact that Colombia does not have an official second language, except in the case of indigenous groups, for this reason language skills as listening and speaking are not practiced in a real situation.

However, the fact of accepting the differences between the European and Colombian communities does not mean that the adoption of foreign policies is completely wrong; on the contrary what is necessary is to have an analytical position in face of changes. This view is supported by Antonio Garcia Nossa³², when he invites Latin American people to think of the continent with their own head, that is to say to elaborate an economic science that does not ignore the

³²GARCIA, Antonio. Necesidad de un pensamiento económico latinoamericano vista desde la universidad. En: Memorias del tercer coloquio de historia de la educación colombiana. Popayán, Cauca: Impreso por la editorial de la Universidad del Cauca, 1999.p.343.

contributions of the great theories, but evaluate them instead of taking after as an absolute truth. This thought recognizes diversity as a source of knowledge whenever an analysis of the pros and cons is performed. Another author that recognized the importance of learning from others was Montaigne³³, he was the first French thinker that considered the knowledge of other cultures as indispensable for the scientific enrichment of humanity, and he also identified Indians from our country as human beings with different cultural expressions. Consequently, what really matters regarding curriculum construction is not to get an exact copy of foreign policies or totally reject them, but to create an equilibrium between the own and the external values.

This critical attitude must be assumed by people involved in education, which means that not only teachers, students, but also parents and the entire community must be engaged with educational changes in an analytical way, an indispensable tool in this process is reading, since a person who reads has a global vision of the reality and undertakes situations from a deconstructive perspective, as asserted by Carmen Elvira Orozco, “Una persona que lee es pensante, reflexiva sensible, es significativa en todo proceso social, pues quien lee conoce su mundo, adquiere valores que desarrollan su sensibilidad y asume una actitud constructiva frente a la vida”³⁴. In addition to this, the current time demands people able to challenge the complex violence that most of Colombian people have suffered since the 40s and 50s as a consequence of the governmental politics of “liberales”, “conservadores” and dictators. As affirmed by Ricardo Castaño “los procesos de formación en las instituciones escolares, se han ceñido a las normas constitucionales, con las

³³ CALDERON, Luis. Literatura e ideología en el liberalismo francés y su repercusión en el pensamiento colombiano. En: Memorias del tercer coloquio de historia de la educación colombiana. Popayán, Cauca: Impreso por la editorial de la Universidad del Cauca, 1999.p.343.

³⁴ OROZCO, Carmen. Espacios de lectura, alternativas de paz. En: Memorias del tercer coloquio de historia de la educación colombiana. Popayán, Cauca: Impreso por la editorial de la Universidad del Cauca, 1999.p.381.

diferentes reformas que se hacen gobierno tras gobierno, generando cambios drásticos a espaldas de la realidad socioeconómica, política y cultural del país”³⁵. In this light of ideas, reading is a fundamental element in the construction of identity, it gives a feedback about national and international realities that allow people to assume a more critical judgment or opinion of what is wrong or right about something. “La lectura es la fuente de todo saber [...], leer conduce a pensar, los pensamientos además encuentran aquí un apoyo, un comienzo de esperanza”³⁶.

Unfortunately, the reading levels in Colombia are not significant; the latest statistic in Colombia held by DANE³⁷ about the cultural interest in Colombia shows that the acquisition of books is not equal; firstly because there is a big difference in the reading average between the city and the field, so the 22.15% of Colombian houses did not buy any books in the last 12 months. Secondly, the reading levels are different between rich and poor people and between those who have better educational levels. The 3 stratum prevails in the reading habit; however, there is a bigger interest towards the reading in the 6 stratum.

Maybe one of the reasons is our violent reality, which distracts the community interest towards unlucky situations like paramilitary forces, guerrilla, drug dealing, unemployment, and underemployment. According to the studies carried out by the UNICEF³⁸, there are more than 1.5 million of Colombian children under unfair working conditions, about 1.1 of them are part of the increasing group of homeless who do not have an adequate social security, food and education service. There are also 7.000 children involved in war, 4000 of those children fight with left-wing

³⁵ CASTAÑO, Ricardo. La educación en el contexto de violencia en Colombia 1930 1958. En: Memorias del tercer coloquio de historia de la educación colombiana. Popayán, Cauca: Impreso por la editorial de la Universidad del Cauca, 1999.p.359.

³⁶NOT, Op.cit., p. 54.

³⁷ En www.Dane.gov.co

³⁸ En www.Unicef.gov.co

forces like Farc, while the other 3.000 children fight with the auto defenses, so the 56% of the population is poor, the income distribution is not equal, the unemployment is closer to 25%.

These circumstances, in which reading is put aside, provoke a strong indifference and become one of the promoters of establishing curriculums that forget the context, in the case of the European Framework this reading perception is one of the causes why people do not question the negative results of adopting a foreign pattern or the possible advantages that its recognition has. Consequently, the conception of reading needs to be deconstructed in order to transform the idea of reading as a school requirement and relate it with an enjoyable habit in the daily life activities. On the other hand, Colombian community has not been totally apathetic towards reading, a special but important case is the city of Medellin where many activities that promote reading have been performed, some of them are; “las cajas viajeras, paraderos, paralibros o paraparques, lecturas itinerantes, lecturas de barrio o biblioescuina, biblioparques, los festivals de lectura, hogares infantiles comunitarios, bibliocirco, menu literario, intercambio de libros de segunda, libro correo, programa formación de maestros, taller formación de lectores en el hogar, leer toda una aventura, taller de lectura para jóvenes, hora del cuento”. These activities have as a central challenge to look for the reader in the different places where he/she can be found, they are an example to follow in our city or maybe in our program with the promotion of Unidpel as a foreign language reading center.

Referring the Common European Framework, it constitutes a reading perspective about the cultural reality in Europe given that teachers' voices in the European context are taken into account; this becomes a significant advance in the teaching of a foreign language since its development includes a scientific research and wide consultation. This extensive research and ongoing work on communicative

objectives could be useful in defining teaching objectives if the context of each place is taken into account; besides its flexible character allows educational agents to contribute to the goals established for its improvement. Along with this, the use of scales and levels to measure students' acquisition is also important because the learner is not simply qualified as good or bad, but the weaknesses and strengths are recognized which make possible the application of strategies to improve the learning of a second language. For instance, the learning programs and certificates according to the European framework can be³⁹:

- global, bringing a learner forward in all dimensions of language proficiency and communicative competence;
- modular, improving the learner's proficiency in a restricted area for a particular purpose;
- weighted, emphasizing learning in certain directions and producing a 'profile' in which a higher level is attained in some areas of knowledge and skill than others;
- partial, taking responsibility only for certain activities and skills (e.g. reception) and leaving others aside.

Let's think of these four emphases from the perspective of University of Cauca, the implementation of the same or similar patterns will relieve the tortuous "calvary" that many students from different programs have when they are about to graduate; due to the fact that the learning of a foreign language will be adjusted to their needs, for instance engineers could have a modular learning because they are maybe more interested in reinforcing their knowledge about technical terms, doctors will be possibly interested in acquiring a weighted emphasis since they

³⁹ Common European Framework for languages: Learning, Teaching, Assessment.

want to develop a specific profile, while anthropologist may decide to learn an specific dialect instead of a foreign language, which it is also valid, or maybe each person decide which emphasis is more appropriate to his/her needs.

Another aspect in the European Framework is the recognition of language learning as a long life process which entails a constant evaluation and analysis of the applied methods. As Foreign Languages teachers become important the study of the European Framework since its elaboration arose from the analysis of questions that concern with our knowledge field as: What do we do when we speak or write with other people?, what abilities do we need to perform in the oral and writing capacities?, Which of these capacities do we need to put into practice when learning a new language?, how do we establish our objectives and evaluate our achievements?, how do people learn a new language?, What strategies can be applied to learn a new language and help other people to do it?; these questions do not pretend to create general rules about language learning, but to motivate people engage with education to think about it, to present options and describe what is the personal process when acquiring a foreign language, as well as the difficulties when adopting a foreign pattern.

Other important aspect is that education is being the focal point to construct an identity and respect difference, thus the changes produced in the political and economic field are in some sense promoted from education and not backwards; as it is stated “uno de los objetivos de la educación en la lengua es el impulso del desarrollo de la personalidad del alumno y de su sentimiento de identidad”, so when the student is aware of his/her own values, the learning process is part of his/her self-commitment. If the knowledge of the Common European Framework is tuned with the creation of language institute teachers and professionals related to

the educational field may find in the otherness experience a source of knowledge when proposing strategies in the evaluation process, besides the students needs will be clearly understand not only from the weakness but also from the strengthening points.

8. THE UNDERSTANDING OF PROJECT MANAGEMENT AS A WORKING AND EDUCATIONAL ALTERNATIVE

Nowadays society and technology are progressing rapidly, so those advances that have a special connotation today may become meaningless in the future. Technological advancement affects not only the financial system of a place but also its educational system since it must be brought up to date according to the changes that happen day by day.

Language as part of culture and especially a means to convey ideas and feelings has been deeply immersed in this technological universe. Thus, the growing interest in having effective communication has always been present in societies throughout time; to mention some of the inventions that are linked to this concern we have: hieroglyphs, papyrus, Morse code, letters, radio, telephone, television, the internet and cell phones. Each one of them talks about a life-style and has created a connection among diverse cultures.

In face of this increasing desire for communication, project management has become a way for transmitting ideas and supporting the creation of original plans in an organized way, which makes the comprehension of ideas designed to generate alternatives towards an identified problem easier.

This document is largely concerned with the main approach to project implementation as well as the process to be carried out when planning, developing and evaluating an idea that can be developed into a project. From its pages

Foreign Languages Graduates may easily discover the significance of sharing ideas through projects designed to satisfy common needs and improve educational conditions. Since, the concepts about project are going to be studied and related with graduates' experiences in the creation of language institutes and their teaching labor practices from which the need to know about project arises.

In addition to this, this document examines the setting up process of different language institutes in order to analyze from a real perspective the different stages of a project; so the institutes are: Unilingua, Comfacauca (Caja de Compensación Familiar del Cauca), ESC (English solutions for Colombia), Vancouver language school, as well as the experience of independent language teachers such as: Valentina Fornaro⁴⁰ and Francisco Hernandez⁴¹; so for instances when analyzing how the idea of a project comes up it is going to be studied the conceptual part of this process and compared with the experience of the mentioned institutes. So, the first aspect to be considered is the conceptual knowledge about projects which was extracted from the book: *Diseño de Proyectos*⁴². In this network of ideas let's see the possible approaches to what a project is:

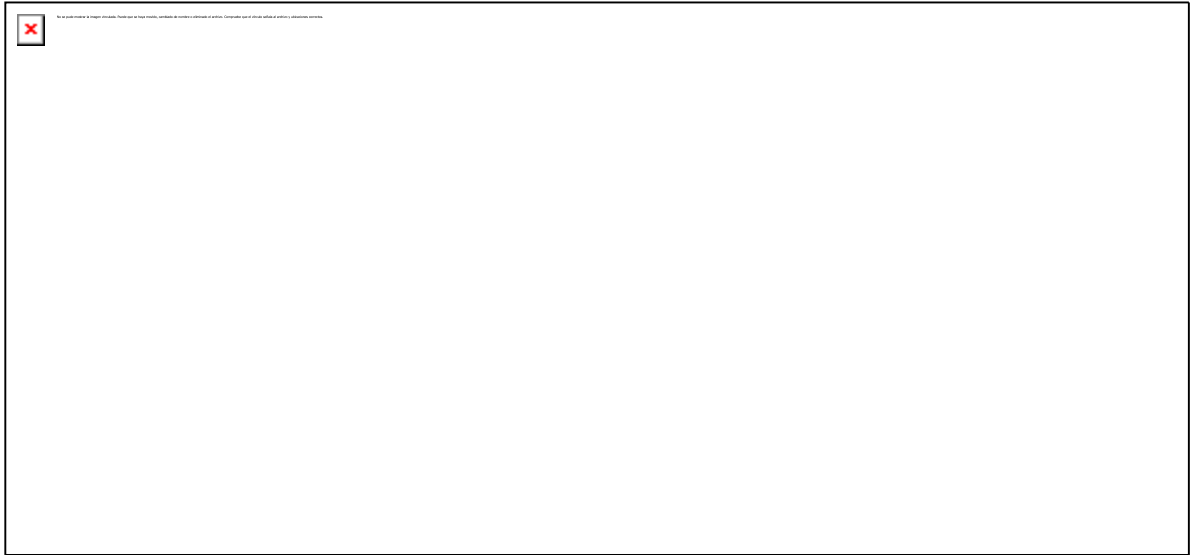
⁴⁰ She is a private teacher of Italian and one of the proposals of independent work.

⁴¹ He is a private teacher of Portuguese and one of the proposals of independent work.

⁴² VARGAS, Op.cit., p. 209.

8.1 Project definition and its importance for foreign language students and graduates

ILLUSTRATION 7 PROJECT DEFINITION



As you can see project management is part of a creative process in which the goals and the activities are defined precisely. Its main objective is to optimize project cost, time, and quality by organizing a set of activities based on methodologies that involve the employment of human, financial and technical resources within an established area.

A fundamental knowledge about projects will save a lot of money since the planned strategies avoid costly mistakes and it is also an excellent means of getting financial resources if they are required. An idea brought to reality through a project is the best way of allowing communities to acquire self-management practices that facilitate the understanding of social problems and generate alternatives.

Foreign Language Graduates as promoters of educational changes can not be isolated from this universal code of communication because a well developed project will be of help in having a direct involvement with reality. As teachers we are also required to have an organized plan of activities in our courses, so if we decide to take an important place in the educational system the understanding of projects is appropriate to perform effectively.

When Foreign Language graduates are asked about their chances of holding an administrative position, they recognized the need to be familiar with management process to make their enterprising plans possible and get the most out of their managerial prospects. They also admitted feeling intimidated because of their lack of knowledge about project implementation.

[...]Como te decía, en la parte empresarial por acercamiento con amigos he tenido la oportunidad de aspirar a ocupar algunos cargos que ya requieren del conocimiento administrativo, pero pues no se ha dado todavía porque no he sentido la preparación suficiente, a nivel empresarial, si siento que hace falta esa parte administrativa, porque el docente yo creo que no puede solo ser docente de escuela, sino que tiene que aspirar a hacer parte de la vida empresarial, tiene derecho a hacer su propia empresa, a dirigir sus propias iniciativas, entonces yo creo que es una parte que se han olvidado⁴³.

When Foreign Language Students are consulted about their expectations after getting graduated, they also express the desire to undertake an enterprising initiative and the lack of a subject within the curriculum that gives them the support to start and keep on working and their ideas.

Existen muchas dudas y poca información acerca de una iniciativa laboral independiente...Me gustaría trabajar independiente, pero las materias dictadas en el programa se enfocan a un trabajo con el estado

⁴³ ENTREVISTA con Erick Andrés Díaz, Docente de Inglés Colegio Crayola. Popayán, 9 de noviembre de 2007.

no te informan o dirigen de una forma adecuada como nosotros podríamos fomentar trabajo⁴⁴.

Besides, in the face of the difficult labor opportunities in Colombia, Foreign Language students see the administrative information as part of their cultural background and a useful complement for their career. As affirmed by Diana Patricia Valverde: “La administración es importante porque se aplica a la mayoría de aspectos de nuestras vidas y para nosotros como licenciados sería una gran oportunidad y alternativa de trabajo, además personalmente me parecería una opción muy interesante⁴⁵. The interest to know about enterprising is linked to the analysis that some Foreign Language Students do about education since educational patterns are sometimes limited to reproduce knowledge by forgetting the importance of questioning about diverse options to contribute to society progress.

Creo que nos enseñan que el trabajo independiente puede ser algo utópico y que para nuestra comodidad y sobrevivencia al sistema es más saludable asegurar un sueldo de hambre, además ninguna de las materias se enfoca a este tema [administración] sólo a la pedagogía⁴⁶

Students recognize the need to complete their studies with extra knowledge that gives them resources to face the changeable working conditions. Though The Modern Languages Program has contributed to this concern, there is still a great need to analyze this matter deeper because it becomes an alternative to make educational initiatives real, preventing proposals from sinking into a deep sea of intentions, doubts and expectations due to a lack of orientation in management as affirmed by one of the Foreign Language Students:

⁴⁴ ENTREVISTA a Grupo de estudiantes de VIII semestre, Programa lenguas Modernas de la Universidad del Cauca. Miércoles 18 de Junio 2008.

⁴⁵ ENTREVISTA con Diana Patricia Valverde, Estudiante del programa Lenguas Modernas. Popayán, 3 de septiembre de 2008.

⁴⁶ ENTREVISTA a Grupo de estudiantes de VIII semestre, Programa lenguas Modernas de la Universidad del Cauca. Miércoles 18 de Junio 2008.

Más que gustarme o no [que el programa contara con una asignatura en administración educativa], pienso que es una verdadera necesidad y esa debería ser la misión de la universidad formar seres capaces de crear opciones laborales y ofrecer un mejor servicio a la comunidad.⁴⁷

Since the need to know about enterprising foundations is important, the next steps exemplify through a famous children tale the relevance, boundaries and questions that can orientate any person to solve a specific difficulty. Do you remember this tale?



Let's think what would have happened if these three brave pigs had had a coordinated plan from the beginning. Certainly the careful evaluation of the alternatives would have given them a reliable basis with which to destroy the wicked wolf without any trouble. Anyway, the acquired experience is also a means of gaining knowledge that along with a plan organized strategically will lead towards successful results and valuable experiences. Maybe the main purpose of the author was to show us, through a simple tale, the significance of finding feasible ideas within our practices. What follows are some questions adapted from the book "Diseño de Proyectos"⁴⁸ that are posed and the specific problem that will be solved by answering them; pay attention to this tale and see how project management is useful both in business operations and daily events.

⁴⁷ ENTREVISTA a Grupo de estudiantes de VIII semestre, Programa lenguas Modernas de la Universidad del Cauca. Miércoles 18 de Junio 2008.

⁴⁸ VARGAS, Hermes. Diseño de Proyectos. Bogotá: Mc Graw Hill, 2002.

VER ARCHIVO "CERDITOS"

CHART 8 FORMULATION OF A PROJECT "THE THREE PIGS" TALE

This chart illustrates the specific problem that will be solved in this tale when answering the questions, besides it summarizes the questions presented by VARGAS ⁴⁹.

CHART 9 QUESTIONS TO SOLVE IN THE FORMULATION OF A PROJECT

PROJECT FORMULATION		
SPECIFIC PROBLEM	CONCEPT	QUESTION
Problem situation analysis	By defining what we want to do, we will find out its importance, favorable conditions and possible obstacles.	What do I want to do?
Purpose	The reasons that inspire my project.	Why do I want to do this?
Objective	These are long and short term goals that we expect to accomplish. We always have a general objective and some specific ones. When we get these goals in a qualitative and quantitative way, we will have a final product.	What do I intend to achieve?
Activities	These are the tasks to be accomplished in order to develop the project. They are defined in the specific objectives. We also defined the methodology adopted for the project as a whole and the different activities.	How am I going to do this?
Chronology	It shows the sequence in which events happen as well as the dates when the project starts and finishes	When am I going to do it?

⁴⁹ VARGAS, Op.cit., p. 16.

Responsibilities and population	The group of people who are benefited or affected directly or indirectly by the implementation of the project. In this part the people who are going to finance and execute the project is also defined	Who am I going to work with?
Resources	It refers to both human and material resources to be used.	What am I going to use?
Evaluation	The strategies applied to know if our planning was successful or not.	How will I know if the results have been achieved?
Distribution	The means used to share this experience	How will I share my enterprising experience?
Systematization	The means used to register this experience.	When and how am I going to register the experience?
Budget	The compilation of the human and material resources of our project.	How much are we going to outlay in this project?

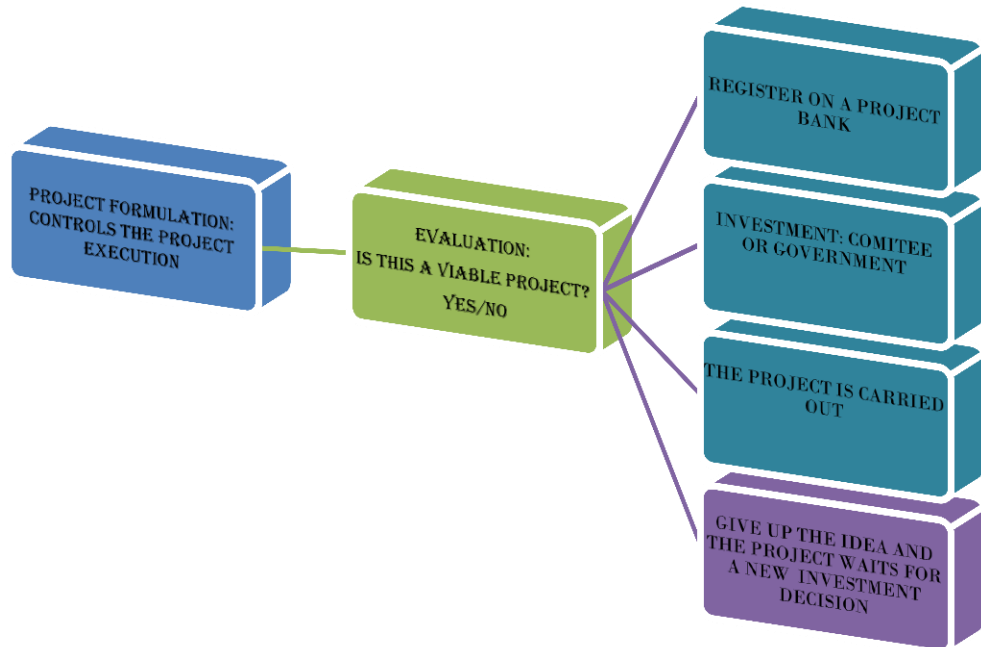
In a language institute creation the information collected from the previous questions either justifies the execution of the project or not because it studies the conditions in which to carry out the idea and considers the elements involved in this process; besides, these questions are essential because they clarify the specific objectives to be followed and allow to continue with the following step showed by Vargas⁵⁰, which explains that when the conditions to execute the idea are favourable the project is enrolled and a project bank⁵¹ and the organizing

⁵⁰ VARGAS, Op.cit., p. 21.

⁵¹ A project bank refers to an official institute that analyzes the viability of the project and gives a financial aid.

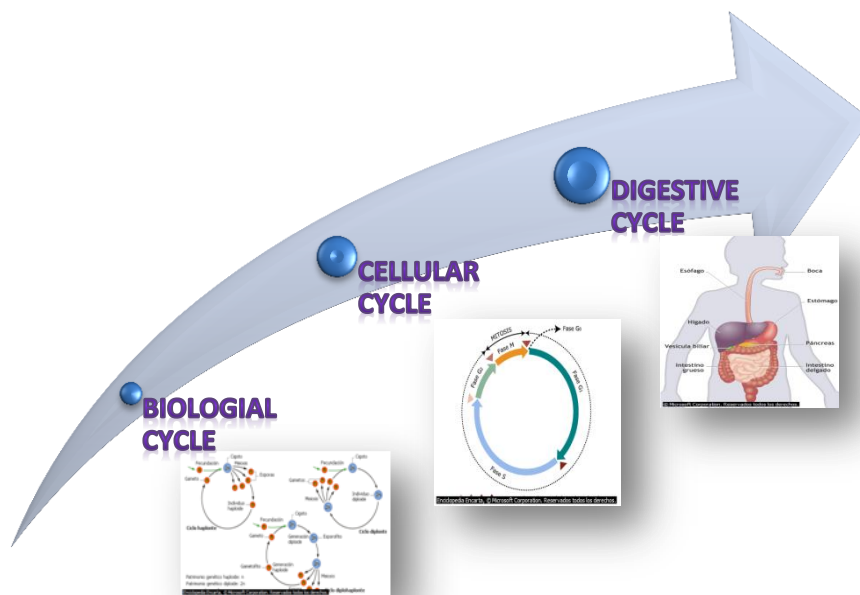
committee analyze the possibility of investment depending on the feasibility of the idea and the available resources, as it is represented in the following chart.

ILLUSTRATION 10 PROJECT EXECUTION VIABILITY



After having a concrete formulation and doing the pertinent evaluation of the pros and cons, the project starts a cycle that involves different stages and levels comprise from the pre-investment until the closure stage, which are the next topics of the present work.

8.2 Cycle of a Project



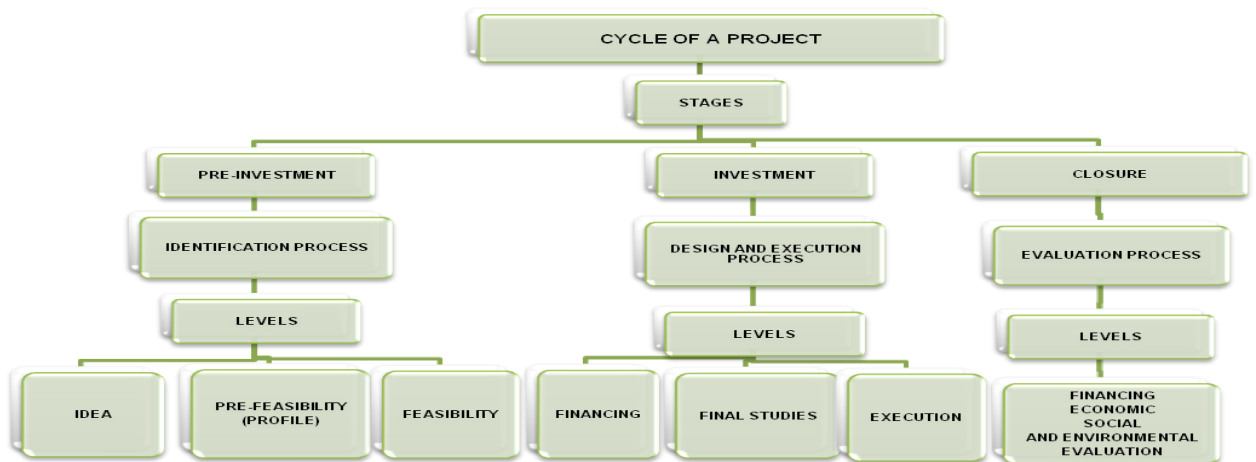
Every process in life is part of a cycle that allows an adequate performance within itself and the other organisms around it. The biological cycle, for instance, is the process that keeps a number of chromosomes alive in each living creature, the cellular cycle refers to the sequence of stages that allows a cell to have the normal distribution of its genetic material, and even our bodies have a digestive cycle which involves the normal path through the digestive system. Thousands of examples could be mentioned here because each being has rules that regulate its survival and healthy relationship with the environment. When any cycle is interrupted or altered the consequences can be catastrophic; an example that is

currently affecting our planet is global warming which is the result of an increase in the carbon dioxide levels caused by the irresponsible use of this gas.

Projects also have a cycle that allows their satisfactory organization and establishes a coherent agreement between the planned and the executed idea. The attainment of a successful result depends on the harmonious organization of the stages, along with the human and material resources required at each moment; which foresee and overcome the difficulties that appear in the practice.

The project life cycle consists of the preliminary, developing and concluding stages in the formulation process; being linked to interrelated stages, levels and processes that guarantee its quality as shown in the following organization chart: (VARGAS, 2002: 32)

CHART 11 CYCLE OF A PROJECT STAGES

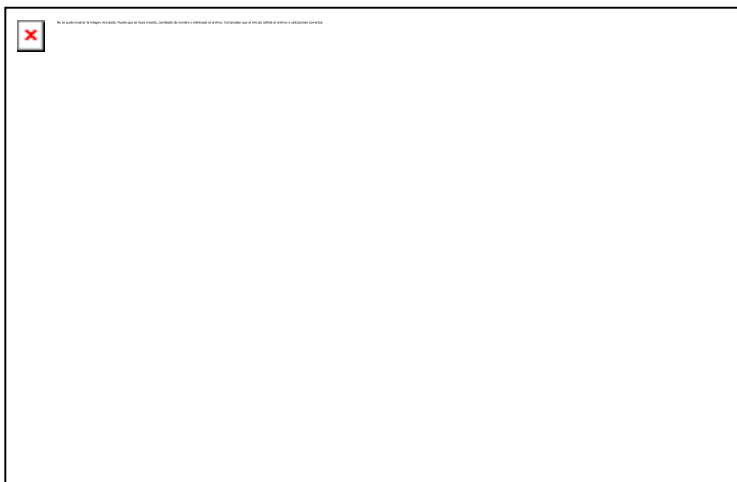


As was said at earlier, the different stages and levels that make part of the cycle of a project are going to be analyzed from the theoretical perspective and the experiences related by foreign language graduates about the setting up of English

institutes and the process that private institutes carry out when they sell English courses. Therefore, there is going to be an active interaction between the concepts involved in each stage and the practical application of this research, so the first aspect is going to be the pre investment stage.

8.2.1 Pre Investment Stage

This phase has a great importance because it defines the successful planning of the whole project avoiding potential mistakes. It essentially involves starting up the project; therefore, the problem is identified and its scope established. It also involves the documentation of a business case, a feasibility study, the setting up a project office, working team and reviewing phase. This study can be carried out in different levels which are: (VARGAS, 2002: 33)



8.2.1.1 Identification of the idea

The identification of the idea is one of the most important steps when planning a project, given that it brings the whole process to life; consequently it's advisable to

study several alternatives that allow the development of enterprising projects and the choosing of the most feasible one.

The analysis of the alternatives must consider the place where the project is going to be developed, the opportunities and limitations in materializing the idea as well as the observation of a business that develops similar or related activities in order to know the problems you will probably face and have a more accurate choice based on priorities that define which ideas are viable. As stated by Vargas⁵², a project idea can arise because of one of the following reasons:

- * There are or there will be unsatisfied needs if a preventive measure is not taken.
- *There are resources that are not used adequately and can be optimized.
- *It is vital to reinforce other activities or projects that have been undertaken.

Taking into account the above aspects, implementing an initiative that comes from our needs and our will of supporting education as Foreign Language teachers committed to social development is a demanding necessity; because as it is expressed by graduates the current conditions are not the best, since like many Colombian people, they have faced underemployment or unemployment conditions. As it was affirmed by Sandra Pino, “Me pusieron a dar matemáticas de séptimo, yo lloraba todos los días, [...]le tocaba a uno hacer de tripas corazón y hacer de todo, sentarse a estudiar, pero que le toque para lo que le toque, a veces le toca a uno dar religión para poder completar las horas”⁵³.

⁵² VARGAS, Op.cit., p. 49.

⁵³ ENTREVISTA con Sandra Liliana Pino, Docente de Inglés Morales Cauca. Popayán, 28 de diciembre de 2007.

Graduates have to adjust to illogical conditions such as teaching different subjects and accept unfair working conditions. In the former, teachers take on subjects they have not been trained for, which implies not only looking back on their school education, which could be feasible, but also teaching a subject which they are not identified with; and in some way transmitting these feelings to students. In the latter, teachers are responsible for paying the legal requirements to be hired such as: health, transportation, and pension. “Como trabajo por horas, todo lo tengo que pagar yo, yo pago mi salud, yo pago mi pensión, mi transporte, todo yo”⁵⁴. They accept these unfair conditions because quite often it becomes the only opportunity to acquire experience and get some money.

Unemployment affects not only teachers who work in schools or institutions, but those who work at the University too. “Estoy vacante, trabaje hasta hace dos meses que se acabo el semestre, pues por la problemática de la Universidad salieron muchos ocasionales estoy vacante en este momento”⁵⁵.

The previous experiences give a perspective on the different circumstances that Foreign Language Graduates face when working in private or public institutions, it also glimpses the need to implement a subject about enterprising projects in their professional education in order to increase their labor opportunities and develop their educational plans. Thus, real situations are the motivation for accomplishing this degree project which without being pretentious, wants to encourage Foreign

⁵⁴ ENTREVISTA con Cielo Teresa Ruiz, Docente de Francés Alianza Colombo Francesa. Popayán, 6 de diciembre de 2007.

⁵⁵ ENTREVISTA con Vicente León, Docente de Inglés P.F.I. Universidad del Cauca. Popayán, 15 de noviembre de 2007.

Language students to have an innovating mentality that pushes them to materialize their ideas.

We know that the Achilles' heel in this process is the economic resources that limit the ideas of many teachers who dream of building better educational environments. However, we are also aware that the first step in producing a change is to have a visionary spirit that can see what others can not. For that reason, the present project in the investment stage will give information about the organizations that sponsor projects as an option to overcome this difficulty.

On the other hand, a practical way to know how to organize the ideas that come to the mind is to see other people experiences as a reference to learn about the procedures to create a language institute. Subsequently, different language institutes were consulted in order to know from first hand the experiences in the establishment and development of their educational projects. Hence, the institutes investigated were: Unilingua, Comfacauca (Caja de Compensación Familiar del Cauca), ESC (English solutions for Colombia), Vancouver language school; as well as the experience of independent teachers such as: Valentina Fornaro and Francisco Hernandez.

To begin with, Unilingua, in its initial phase was called Language Club, it was created in 1989 because there was a demanding need to have a place where foreign language students could improve and be in contact with the foreign language. So, the Translation Unit (Unilingua) was created on 5th June, 1991, in the face of the increasing requirement of the Foreign Language students and the community in language education, especially English.

Some factors that strengthen the organization of the Translation Unit were the working journeys of the language teaching staff and the tourist guide practices that Foreign Language students carried out in Easter. So, the working journeys of the teachers department made them reflect about the adequate use of resources to optimize language teaching and the way to apply the acquired knowledge into a practical experience within their operational range. As one of them affirms.

Me preguntó Carmen si yo recordaba desde los inicios, y ustedes han hablado por ejemplo de las jornadas de trabajo de Ordoñez Fernandez y del nuevo a lo Universitario y de todos esos seminarios talleres. Yo creo que eso fue el inicio, [...] en el cual nos ponían a trabajar todos los diferentes profesores, o sea se llamaban grupos de discusión, es decir se logró grupos que eran totalmente diferentes, [...] en esa época yo me acuerdo muy bien que después de uno de estos nos sentamos con Constanza que compartíamos una oficina cuando estábamos ahí abajo en el primer piso donde es matemáticas ahora, y bueno como vamos a aplicar eso todo lo que se esta discutiendo al departamento, al jefe de departamento, entonces creo ahí que ahí fue donde nació la idea de la Unidad.⁵⁶

To mention the connection established during Easter with the promotion of tourism, it was a point that allowed the Translation Unit to give to know its services; since Easter is a time were traditionally many people come to our city to see religious celebrations. “Otro elemento, no recuerdo con precisión qué rol jugó allí, recuerden que una época en que trabajaban los estudiantes del Programa de Lenguas en la Semana Santa con grupos de turistas, entonces yo recuerdo que esto estuvo vinculado a la Unidad en la línea de turismo”⁵⁷. Easter was for sure an appealing hook not only for tourist but also for people who lived in the city and realized the need to know a foreign language in order to communicate their ideas.

⁵⁶ GRUPO FOCAL con profesores de lenguas extranjeras. Popayán, 2007.

⁵⁷ GRUPO FOCAL con profesores de lenguas extranjeras. Popayán, 2007.

In the creation process of The Translation Unit, teachers had also to prove their desire to do something in spite of the obstacles. One of the main problems teachers faced was the lack of support in several projects. “En cuanto a los cursos de extensión es muy difícil entender, porque el respaldo no era mucho pero la clientela era buena, [...]”⁵⁸. Some of their proposals were: English for teachers, students, professionals, intensive courses, Saturday groups, Spanish for foreigners and English focused on tourism.

Although these ideas were considered good, they were not carried out mainly because people who were in charge of their approval did not consider the social work with languages important or because the minimum number of students was not completed.

Hence, Unilingua is the result of a long process, whose focal objective has been Foreign Language Teaching improvement; its development has considered the unsatisfied needs of scholars and population in areas such as translation and foreign language learning which has become important in a world where globalization policies are more and more imperative.

The creation of Uniligua had an active participation from the language teachers of the Modern languages program; unfortunately this “entrepreneurial and educational enthusiasm” has not reached today’s students and graduates because their involvement in educational projects is short and their role in the creation or reinforcement of Foreign Language educational institutions is reduced to teach.

⁵⁸ GRUPO FOCAL con profesores de lenguas extranjeras. Popayán, 2007.

This short participation could be analyzed from our educational history which has been oriented from traditional methodologies that support reproduction instead of creation. “In the traditional methodologies, the teacher is a pattern or prototype to be followed. Therefore, he/she does not need to rationalize anything.”⁵⁹

One of the few Foreign Language students who has undertaken the initiative to create a language institution where putting into practice language teaching proposals is Alexandro Niño with the institution ESC English Solutions for Colombia; he states that his motivation was the desire to contextualize English learning according to Colombian people’s needs. So, this proposal came up after the analysis of his Foreign Language teacher experience in which the use of traditional methods was a regular practice.

Después de haber trabajado por muchos años usando los métodos tradicionales para enseñar inglés, obteniendo los mismos resultados poco satisfactorios, quise crear un instituto donde yo pudiera aplicar lo que la experiencia me había enseñado sin tener que atender a políticas diseñadas por otras personas o aplicando modelos generales no diseñados pensando en el público colombiano⁶⁰.

The mentioned experience is one of the scant initiatives led by a Foreign Language graduate from the University of Cauca, here Alexandro recognizes both the strong influence of traditional education in his teaching practice and the need to have a contextualized education, which nowadays becomes a controversial argument when the adoption of policies like the Common European Framework has a strong reputation.

⁵⁹ NOT, Op. cit., p. 39.

⁶⁰ ENTREVISTA con Alexander Niño, egresado programa de Lenguas Modernas. Popayán, 20 de abril de 2008.

Nevertheless, Alexandro's point of view about Foreign policies does not exclude their contribution in language teaching, given that he also considers significant the analysis of new changes; so, in his reflection about the importance of the decree 3870⁶¹ he states "Todo cambio que busque cualificar la formación en idiomas merece ser examinado"⁶². That is to say, although the aspects analyzed in this document were adopted from the European community, the fact of including an analysis about foreign language teaching gives this document a special meaning.

Another Foreign Language graduate that has been concerned with looking for alternatives in language teaching is Luis Valdivieso, so when he is consulted about the motivation to undertake a language institute he says; "la idea surgió, por la inconformidad que tenía mi amigo y yo de cómo se trabaja el inglés en algunas instituciones de la ciudad, incluyendo la Universidad del Cauca"⁶³

This concern implies an intellectual competence that looks for overcoming the traditional transmission he had received during his experience as student. "el programa de lenguas te forma para ser un profesional académico, pero no para ser un empresario, ya que la cátedra predomina en el pensum".⁶⁴ In a sense, it could be inferred that the desire to know about enterprising project arises from the wish of breaking out the passive transmission and going forwards the intellectual production.

⁶¹ The decree 3870/2006 adopts the "Common European Framework for learning, teaching and evaluation" as a reference system for language institutes.

⁶² Ibid., p.8.

⁶³ ENTREVISTA con Luis Valdivieso, Egresado del programa de lenguas modernas de la Universidad del Cauca. Popayán 23 de junio de 2008.

⁶⁴ Ibid., p.1.

These two teachers, Alexandro Niño and Luis Valdivieso, seem to have in common the careful analysis of their own experience in order to propose not just an entrepreneurial but an educational alternative, as it is stated by Lago⁶⁵, first of all the teacher must question his/her professional education in order to question the educational system where he has been educated, given that there is a strong tendency to reproduce knowledge depending on the system where the teacher has been educated. This aspect makes them committed to educational changes and gives an additional competence with regards to other people in the labor field, because of the fact of looking back in the professional education implies an analysis about the reality and the construction of an active and flexible thought.

Some other examples that illustrate the way needs and ideas turned into educational projects in Popayán are Comfacauca, and the private lessons oriented by Francisco Hernandez and Valentina Fornaro. In Comfacauca the idea of articulating an English course came up due to the great demand of English knowledge. “La idea del curso de Inglés es directamente por la necesidad, [...]. Aquí viene mucho alumno de otros lados y al final uno sabe que así uno no sea profesional en idiomas debe defenderse en Inglés”⁶⁶. Learning foreign languages becomes a need in a global culture that uses communication as a means to generate an equal participation in the management of resources and information.

Francisco and Valentina have in common the fact that foreign language teaching is not their priority, since their undergraduate studies are quite different from teaching. On one hand, Francisco states that he starts teaching because of a need

⁶⁵ LAGO, Diana. Las reformas de educación superior y las implicaciones en la formación de educadores en Colombia. *En*: Memorias del tercer coloquio de historia de la educación colombiana. Popayán, Cauca: Impreso por la editorial de la Universidad del Cauca, 1999.p.230.

⁶⁶ ENTREVISTA con Ana Milena Mosquera, coordinadora académica de Comfacauca. Popayán 25 de junio de 2008.

in Unilingua. “solamente fue una necesidad que hubo en Unilingua, no la tenía como una prioridad y sin querer pues se dio que trabajara la parte del idioma”⁶⁷. Valentina, on the other hand, incorporates gradually Italian teaching to her daily activities.

Empecé trabajando con adopciones de italianos que venía a adoptar niños a Colombia, empecé a hacer traducciones con ellos, igualmente dictaba clases particulares en mi casa del idioma, ya después me preparé con el Circolo italiano de Cali[...]. Después ya me uní a Unilingua igualmente sigo trabajando con ellos y ya desde hace casi 2 años estoy acá trabajando con el PFI, que ya implementó el Italiano para los estudiantes⁶⁸.

The most representative difficulty for these two independent teachers has to do with their legal representation, because in spite of having the support of the IBRACO⁶⁹ and the CIRCOLO ITALIANO⁷⁰, the idea of having a private institute has not been materialized. Let's see what Valentina says:

queremos hacer un convenio con el Instituto Italiano de Cultura, el problema es que el instituto no se descentraliza, no es como por ejemplo digamos, la alianza colombo francesa que tu puedes presentar tu examen de certificación en cualquier parte que ellos funcionan en el País en cambio con italiano solamente es en Bogotá, entonces eso es lo que estamos tratando de hacer porque ninguna de las otras ciudades lo ha podido lograr como particulares ni como institutos entonces estamos tratando a ver si por medio de la universidad logramos descentralizar un poquito⁷¹.

⁶⁷ ENTREVISTA con Francisco Hernández, profesor de portugués. Popayán, 18 de junio de 2008

⁶⁸ ENTREVISTA con Valentina Fornaro, profesora de italiano. Popayán, 25 de junio de 2008

⁶⁹ El IBRACO es el instituto que representa la embajada Brasileira para la enseñanza del portugués.

⁷⁰ El CIRCOLO ITALIANO es el instituto avalado para la enseñanza del italiano.

⁷¹ ENTREVISTA con Valentina Fornaro, profesora de italiano. Popayán, 25 de junio de 2008.

Valentina has a particular trouble due to the rules of the Circolo Italiano; since the Italian head office is located in Bogotá which makes difficult the opening of a branch in Popayán. Francisco talks about the social and economic problems that affect education.

estamos como en ese proceso de procurar tener a Popayán como una sede, pero eso depende de muchos factores, depende de la coordinación que se tenga aquí en Popayán, si se ve que es viable o no en el sentido de que en estos momentos por mucho que se quiera hay una inestabilidad impresionante, uno, la universidad que hoy se trabaja que mañana no se trabaja, que hay semestre que no hay semestre y eso genera un desequilibrio impresionante a todo mundo no solamente a estudiantes sino también a profesores, a los estudiantes porque se les atrasa mucho sus cosas⁷².

The situation presented by Francisco confirms the dependence that education has on the socio economic and politic sector of a country because the impact of these factors have repercussion on the organization of the educational system of each institution.

Well, this have been the analysis of the first stage of the project in which the importance of consolidating the idea has been explained from the conceptual theories propose by Vargas and the experiences of Foreign language graduates, some English institutes and the courses oriented by some private teachers. The result of this first analysis validates the need to incorporate entrepreneurial competences in Foreign Language Graduates education in order to acquire elements that help graduates to propose educational initiatives and create other work opportunities in face of the reduced positions as tenured teachers.

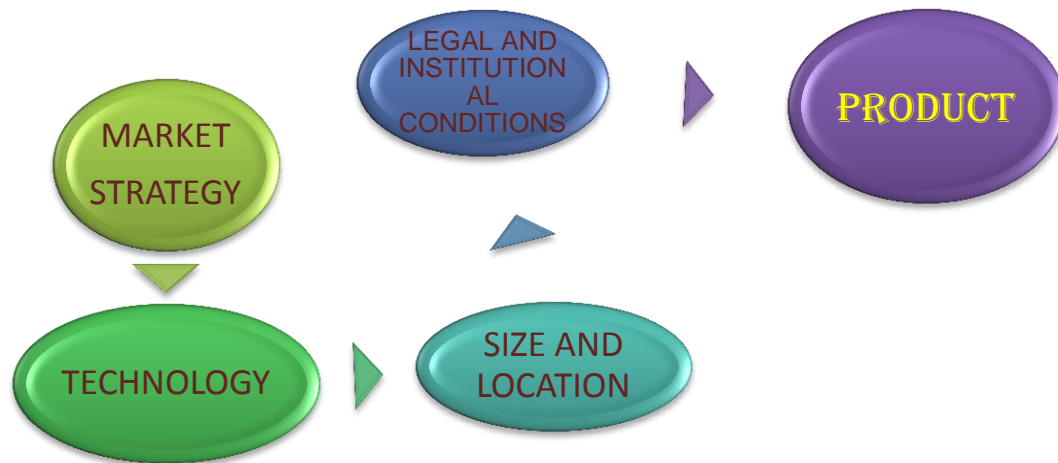
⁷² ENTREVISTA con Francisco Hernández, Profesor de portugués. Popayán, 18 de junio de 2008.

Hereinafter the next level of the project cycle called pre feasibility studies the decision whether to carry out the plan or not. The pre feasibility study becomes the preceding part of the feasibility study and it considers aspects such as: marketing strategies, technology, location, legal and institutional conditions in order to characterize more efficiently the product qualities and create strategies to determine its price, distribution means, market strategies and publicity.

8.2.1.2 Pre-Feasibility Study (Profile)

A way of knowing if the project is feasible is to think about the benefits or disadvantages if the project is not carried out. Once the idea has been developed, an understanding of the demands is essential in formulating the analysis in technical and economic terms.

This Pre feasibility level studies in depth the characteristics related to the profile, especially those that impinge on the feasibility and profitability of the alternatives. So, the most important characteristics are: (VARGAS, 2002: 51)



When each one of the above mentioned items is developed the achievement of the final product aims to be the solution for the recognized problem. Therefore, the analysis of these aspects will give us a perception about the potential customers, place and time in which the language institute is going to be developed, as well as the product characteristics such as price, distribution means, market strategies, publicity and statistical data.

On the other hand, the information collected in this process will define the product qualities as tangible or intangible. A tangible product refers to something that can be perceived through the sense of touch; for instance: A bed, a sofa, etc. (VARGAS, 2002: 32). While an intangible product can not be perceived through the sense of touch; for instance: education and health services. (VARGAS, 2002: 33)

In a nutshell, the profile study leads the following results: (VARGAS, 2002: 98)

- Analyze different aspects of the project by having a clear formulation of the points of reference.
- Materialize the idea by doing a previous analysis of its feasibility.
- Reject the idea if it has an unfavorable profile.
- Postpone the execution of the project.

The study of the above aspects is far-reaching in a language institute creation process because the idea identified in the previous stage is rejected, postponed or materialized according to the result of this pre-feasibility study.

Regarding the pre-feasibility study this document keeps on analyzing some of the language institutions in Popayán particularly Unilingua, ESC English Solutions for Colombia, L'alliance Française, Cambridge Language Centre and the Portuguese and Italian lessons oriented by private teachers. In this sense, the pre-feasibility study tackles marketing strategies (product characteristics, potential customers, publicity, price), place, technological resources and legal conditions of these institutions. Here it is mandatory to mention that the decree 3870/06 also includes some of the aspects related in the pre-feasibility study as a requirement to develop language programs, so in its fourth article and numeral sixth the resources to constitute a Language Institute are defined as follows:

6.1 Classrooms

6.2 Laboratory and equipments

6.3 Bibliographical resources

6.4 Didactic material

6.3 Electronic resources.

In the light of the foregoing, one of the marketing strategies is the product characteristics which in Unilingua are defined through a portfolio that includes English, German, Italian and Portuguese; these languages are developed under the regulations of the Common European Framework with a B1 scale for English and A2 for the other languages. The English lessons include child and adult courses; the child course is developed through six levels, while the adult course is composed of 10 levels, the other languages like German, Italian, Portuguese, are developed in four levels.

There are also some courses oriented towards specific purposes such as: English conversation, TOEFL, GRE, text comprehension and courses offered to company groups. Regarding the other institutes analyzed such as, ESC (English Solutions for Colombia) offered two courses each one of five levels that correspond to Basic and intermediate conversational English, these courses are not regulated by the Common European Framework because the institute is not currently working; L'alliance Française has two courses the practical and the advanced one, with a total of fifteen or twenty levels depending on the amount of hours per week, this French institute has also adopted the Common European Framework with an A1 and A2 level for the practical course and B1 and B2 for the advanced course; both of them are oriented to children, teenagers and adult people.

L'Alliance Française also has the DELF that is the International French test demanded by the Educational Ministry, FOS French for specific purposes and international translations. Cambridge Language Centres has three basic programs

composed by 4 levels, and 2 advanced programs composed by 4 levels; these levels develop an A1, A2, B1,B2 and C1levels according the Common European Framework.

On the other hand, the private Italian and Portuguese courses have four levels respectively. From the mentioned institutes the one that counts with more educational products is L'alliance Française since its mission has to do not only with the promotion of French but also it is the only recognized institution that certifies French acquisition in the Switzerland, Belgian and Canada embassy. The next bar graph gives a perspective about the services of the mentioned institutes from which L'alliance Française stands out because of the offered products.

GRAPH 12 FOREIGN LANGUAGE INSTITUTES' SERVICES

The services offered by some institutes might change depending on the demand of the clients; therefore, according to the number of students some specific courses are opened. This is why some of the services are not available sometimes. The services in common for all the institutes are intensive and children courses; the children courses include children from primary and high school.

Talking about potential customer which is another aspect of the marketing strategy, Unilingua has defined the customer profile for languages different from English as "students from Popayan city between 18 to 40 years old without ruling out any

person interested in acquiring this educational service”.⁷³ Concerning the customer profile for the English courses embrace children, teenager and adult levels.

Regarding the ESC (English Solutions for Colombia) and the private Italian and Portuguese lessons, there is not a proposal lead to a specific customer but an open marketing strategy that wants to be appealing for any kind of students. This view can be understood from the imperative need to get to know to different kind of population in order to increase their potential customers. L'alliance Française has about 500 potential customers that mostly want to learn French to study abroad, then this institute helps students in the project presentation to get the visa.

With reference to the other characteristics of the marketing strategy such us publicity and price, the institutes that have the most representative publicity are Unilingua and L'Alliance Française, given that besides the ordinary means to promote their educational services, they have associated their publicity with cultural activities like the entrepreneurial fair and university activities. The highest product price for English courses is the one stipulated Cambridge language institute with \$170.000 per month; on the other hand, the most economic place to study English is The English Academy with \$ 50.000 per month. As regards French Courses L'alliance Française is the only institute that has continuity in French courses, Vancouver Language School has in the portfolio French courses but they are opened according to the demand, thus the price in the courses of the L'alliance Française is \$160.000 on Saturdays and \$ 250.000 on weekly courses which include the cost of the book. The private lessons oriented by Valentina Fornaro

⁷³ CASAS, Clarena et al. Plan de mercadeo Unilingua Universidad del Cauca. Popayán, Cauca. Trabajo de grado especialización en mercadeo. Facultad de Ciencias Contables, Económicas y administrativas, 2007.p.10.

and Francisco Hernandez have a price of \$250.000 and \$180.000 by 60 hours respectively. The Following bar graph illustrates the prices stipulated in each institute.

GRAPH 13 FOREIGN LANGUAGE INSTITUTES' PRICES



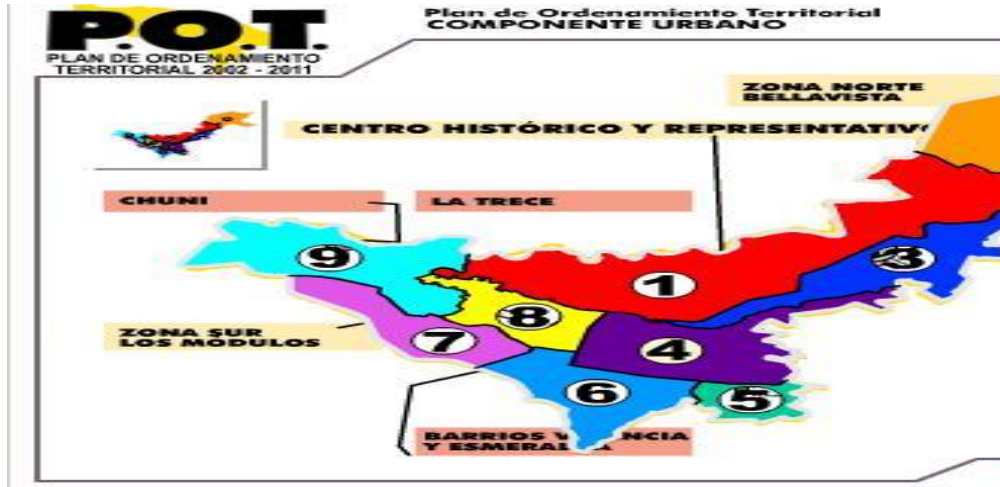
Another factor that makes part of the pre-feasibility study is the place which is also a policy stated in the article 4 of the decree 3870, it states that the buildings must be chosen according to the social plan projected in the institution.

*Instalaciones: Comprende las características y ubicación del inmueble donde se desarrollará el programa. La institución deberá tener una planta física adecuada, teniendo en cuenta: el número de estudiantes, las metodologías, las modalidades de formación, las estrategias pedagógicas, las actividades docentes, administrativas y de proyección social.*⁷⁴

The following map shows the location of the different language institutes in the city.

⁷⁴ Decreto 3870 de 2006.

CHART 14 FOREIGN LANGUAGE INSTITUTES' LOCATION



CAMBRIDGE: COMUNA 1, Barrio Catay,
VANCOUVER: COMUNA 1, Ciudad
ENGLISH ACADEMY: COMUNA 1,
 en el Colegio Calibío, Barrio Catay

CAMBRIDGE: COMUNA 4, Barrio el Centro
UNILINGUA: COMUNA 4, Barrio Caldas
ALIANZA F: COMUNA 4, Barrio Caldas
ENGLISH ACADEMY: COMUNA 8, en el Parque
 Informático.

Most of the institutes are located in the Comuna 1 which social statuses go from 3 to 6 and the Comuna 4 which social statuses go from 3 to 5; these locations can be understood from the marketing strategy that looks for customers who have a great capacity to buy any service, besides these two comunas correspond to the north and downtown of the city which are commercial and tourist areas. In the Comuna 8 there is just one institute which also has another building on the comuna 1.

Unilingua holds the language lessons in the University of Cauca schools and the places where there is an established agreement; such as; Instituto Técnico Industrial and Colegio Francisco Antonio de Ulloa. The lack of facilities becomes at

the same time one of Unilingua's weaknesses because its classes depend on the available classrooms at the University and the frequent students' occupation of the campus because of student movements. The location of the ESC Institute was selected taking into account the easy access of the citizens, their security and comfort. "Buscamos instalaciones en zonas de acceso al mayor número de estudiantes y decidimos escoger un lugar central, de fácil acceso para el público en cuanto a transporte, seguridad y cercanía desde distintas áreas de la ciudad"⁷⁵, while Valentina and Francisco have a place in their houses to teach, which may become an inconvenience because students must adjust to the conditions offered in their houses.

The other aspect of the pre-feasibility is the technological resources in which it has been found that all the institutes have tape recorders and audiovisual equipment. Being Unilingua one of the institutes that counts with the best technological resources because it is supported by the University of Cauca and its Foreign Language Department which has audio and multimedia laboratory; the last two mentioned laboratories are under reparations though.

Finally, in the pre-feasibility is studied the legal conditions which is one of the aspects that is also related and in the decree 3870 when it is stated that "todo programa de educación para el trabajo y el desarrollo humano en el área de idiomas requiere contar con el respectivo registro que tiene una vigencia de cinco (5) años, contados a partir de la ejecutoria". Another characteristic in view of the legal conditions is the description of the competences according to the Common European Framework which is stipulated in the article four of the decree 3870 and has already been mentioned in this work. As a final point concerning the legal

⁷⁵ ENTREVISTA con Alexander Niño, egresado programa de Lenguas Modernas. Popayán, 20 de abril de 2008.

conditions is the institutions in charge of approving the buildings which are: the fire brigade and the municipal secretary which are going to be studied later on in the analysis of the feasibility.

To know about each one of the steps that makes part of the pre-feasibility study is a demanding need when creating a Language institute. So, the pre feasibility study includes the supply and demand, the marketing strategies, the potential customer profile, and the legal requirements. These aspects define the next step of the project and make the decision to continue the plan stronger. The next level is the feasibility study in which the analysis performed in the pre feasibility study becomes a real implementation.

8.2.1.3 Feasibility Study

The feasibility study is a very important part in a project because it reinforces the aspects considered in the pre-feasibility study in order that the project can be carried out according to its main purposes; in the light of this, the feasibility study will support the decision making process by analyzing the viability of the proposed ideas and focusing the planned activities on concrete actions. The feasibility study, besides defining the aspects examined in the pre-feasibility study, considers the elements related with the facilities, administrative organization and payments. (VARGAS, 2002: 33)

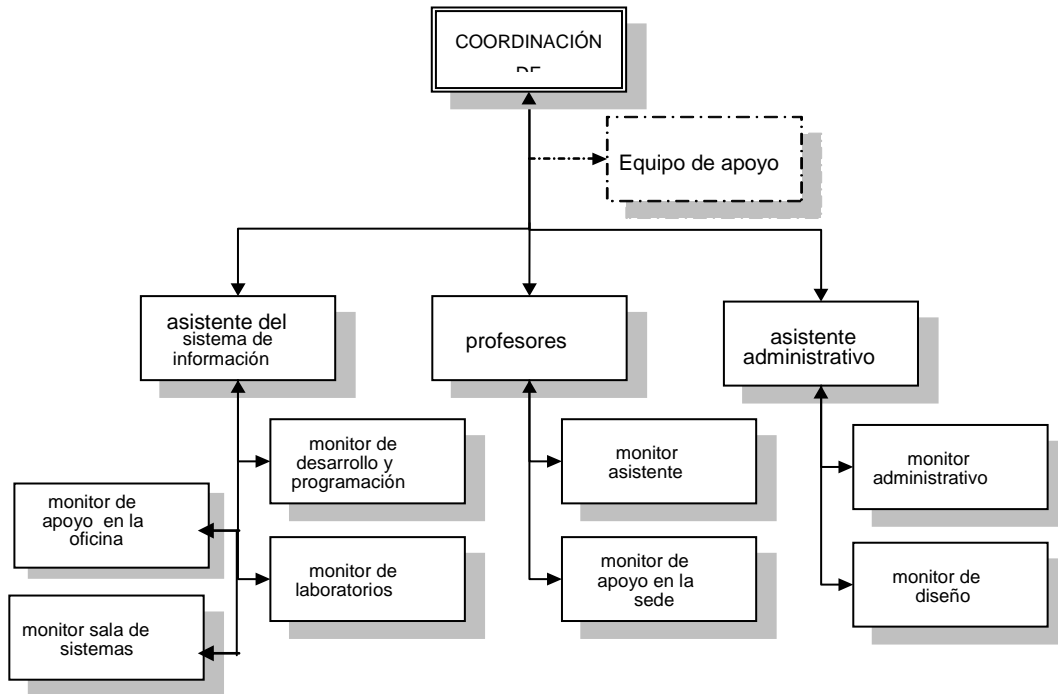
The accurate planning of the above mentioned elements is pertinent to the creation of a language institute because it determines if the idea represents a viable business alternative in order to know if work on the project should continue. The process carried out in the feasibility study is going to be exemplified this time by

means of the experience of Unilingua because the readiness of Unilingua's team to provide information about its internal organization has been vital in establishing a link between the theoretical concepts about project implementation and the practices carried out in a language institute. Subsequently, as it was mentioned the first element that is going to be analyzed is the facility which has a lot to do with the legal requirements implied in the choice of the place for the language institute, thus as mentioned in the pre-feasibility study the establishments in charge of certifying the quality of the buildings where the language institute is going to be located which are: the Fire Brigade and the Municipal Secretary.

The second aspect to take into account in the feasibility study is the administrative organization which is the factor that controls the accomplishment of the individual responsibilities that look for the satisfactory performance of the entire company; in the light of this, Unilingua has a working team which not only includes professionals from different areas, but also students from final semesters who put into practice their acquired knowledge. This group of people go through a personnel selection process that takes into account the personal and professional capacity of each individual. Hereafter, the organizational chart illustrates the relationship existing among the members of Unilingua.⁷⁶

⁷⁶ Condiciones mínimas de calidad según decreto No. 3870 de noviembre 2 de 2006, denominación del programa, Unilingua - unidad de servicios en lenguas extranjeras de la universidad del cauca. Popayán, Cauca, 1999.p.28.

CHART 15 SAMPLE OF ADMINISTRATIVE ORGANIZATION



This organizational chart includes some positions as “monitor asistente”, “monitor de apoyo en la sede”, “monitor de apoyo en la oficina”, “monitor de la sala de sistemas”, “monitor de diseño”, “monitor de laboratorios”, “monitor de desarrollo y programación”. These positions correspond to Unilingua administrative organization and won’t be present in other language institute; it also shows the relation between the management staff and the information system assistant, teachers and administrative assistant; each one of them do specific activities such as giving information, taking care of the video and audio rooms, teaching, giving assistance in the different parts where the languages courses are taught, designing publicity and managing the tasks that have to do with administration .

In this sense, the organization of a language institute is not only a task of the management staff but it is the result of the coordinated work of the different branches whose main purpose is to satisfy the customer expectation. One of the aspects to keep in mind when creating a language institute is the fact that education is a service in which the customers are people, which is why the organizational team must be made up of professionals capable of doing their duties efficiently and establish good relationships with the clients.

A factor that is important in the working performance is the working conditions, therefore when they fulfill the employee's expectations the efficiency in the work is not only a matter of carrying out an activity but also has to do with the human relationships and the good performance of the responsibilities assigned. The salary, which is the last aspect of the feasibility study, is one of the characteristics of the working conditions that compensates the time and effort devoted into the development of an activity, which is why in the creation of a language institute the payment must be in agreement with the level of professional education of the employee, otherwise the manager could get into serious trouble. Unilingua payments have been established according to the different positions held by professionals and students; hereinafter the chart⁷⁷ represents the annual outcome made for the payment of the salaries during 2007.

⁷⁷ CASAS, Op.Cit.p.77

CHART 16 UNILINGUA ANNUAL OUTCOME 2007

DOCENTES		GASTOS ADMINISTRATIVOS				MONITORIAS						
DOCENTES		SECRETARIA	ASISTENTE MERCADEO	ASIT ADMINISTRAVO		ASIST SALA COMPUTO	ASISTENTE UNIDPEL	MONITOR SEDE	PLACEMENT TEST	PROFESOR ESTUDIANTE		ASIST ESTUDIANTES
1 Periodo 2007	2 Periodo 2007	1 Y 2 Periodo 2007	1 Y 2 Periodo 2007	1 Periodo 2007	2 Periodo 2007	1 Y 2 Periodo De 2007	1 Y 2 Periodo De 2007	1 Y 2 Periodo De 2007	1 Y 2 Periodo 2007	1 Periodo 2007	2 Periodo 2007	1-2 Periodo 2007
37.950.660	29.720.367	4.307.490	6.897.000	4.473.645	5.368.374	2.147.350	2.863.133	1.252.621	1.642.573	19.342.800	18.794.754	4.652.591

The chart above shows the two academic periods of 2007 in which Unilingua hired people in three categories which are teachers, administrative positions and the last one, monitors that are students from the last semesters of the University of Cauca and receive a lower salary because they are still doing under graduate study. Unilingua has monitors because it is associated with the University of Cauca. A private institute can not count on having these and would have to hire professionals and remunerate them according to the kind of contract stipulated; which is why employers in a language institute need to keep in mind the existing employment contracts in order to hire employees according to the laws in force. Besides Article 37 of the Labor Code stipulates the oral⁷⁸ and the written⁷⁹ contract, there is also another kind of contract called “orden de prestación de servicios” that is unfortunately used by many employers to avoid the payment of labor benefits such as health insurance, pension, retirement pension and even the

⁷⁸ According to the article 38 of the labor code the oral contract must consider kind of job, place, salary and time.

⁷⁹ According to the Article 39 of the Labor Code the written contract must consider, besides the agreements done by the employer and employee, identification, the address of the employee and employer, place and date, place where the employee is going to work, kind of job, salary, periods of payment, how the salary is going to be paid and the time of the contract.

recognition of vacations because the contract runs for only a short time and renewed later to avoid the employees right to have a period of time for their vacations; then in this kind of contract the employer just recognizes the professional fees. However, it is necessary to consider that this kind of indenture can become a contract if the elements of a labor contract are materialized which are “the personal development of the duties in which the employee gets the commitment to carry out the activities by himself under the subordination of the employer and having as compensation the salary received”⁸⁰; once the above mentioned aspects are part of a contract, the employer has under his responsibility the obligation to protect the employees’ welfare beyond the kind of labor contract due to the fact that the employer can not ignore the minimum rights and guarantees in favor of the workers specified in Article 13 of the Labor Code and at the same time the employee can not renounce the rights as worker stipulated in the article 14 of the same code.

In addition to this, when the workers are hired under the “orden de prestación de servicios”, they are not compelled to follow a schedule or under the employer subordination; nevertheless the real labor conditions of many workers, including foreign language graduates, are different because they are hired under the “orden de prestación de servicios”, when they actually have to carry out a labor contract, which is the situation in many private language institutes or private schools where teachers assume the payment of health, pension and transportation.

In the face of this contradictory situation in which a language institute becomes a place where foreign language graduates can materialize their educational projects and also where most of workers conditions are overlooked, teachers to be who have entrepreneurial expectations can not forget that labor rights are beyond the agreements between the employer and employee and also the fact that the best

⁸⁰ Article 23 of Labor Code.

administration is achieved when workers feel comfortable with the labor environment where they are working, which will be reflected on the human relationships teachers establish with students, parents and the educational community.

Considering the importance of creating a suitable environment for teaching languages, this work presents some aspects to take into account when formulating the academic proposal.

8.2.1.3.1 Aspects to consider when formulating the Academic Proposal

This degree work has analyzed the different elements regarding entrepreneurial education in the creation of a language institute; however one of the most fundamental concerns in creating language institutes is the academic proposal, which constitutes the approach or method implemented for teaching and learning a new language. In the light of this, the academic proposal defines aspects such as the objectives to be followed in a curriculum, the way the foreign language is thought of and the system of evaluation, so that in a sense it establishes the line of action in a foreign language institute and guides the planning of the academic activities.

The academic proposal is not a matter that has only recently been a concern for teachers, but has constantly been a line of study when looking for the appropriate methodology for teaching a foreign language effectively. Therefore the implementation of the academic proposal is related to the methodologies and approaches created to assume a learning process and develop the language skills considered the most important when acquiring a foreign language. Taking this into

consideration this degree work goes deeper into **the different concepts of language and its influence on the development of approaches such as communicative language teaching, competency-based language teaching, content based instruction, the natural approach etcetera as well as methods such as audiolingualism, the silent way, situational language teaching among others (RICHARDS & RODGERS, 2001: 244).** The importance of language testing is also going to be included and related with the **Common European Framework for languages as a guideline in the construction of a foreign language evaluation process.** The study of these theoretical considerations is important in the creation of a language institute because it enriches the learning environment by giving people in charge of the development of language curricula elements to make the best choice regarding the academic proposal to be applied in the teaching of a foreign language, as well as the system of evaluation adopted to assess students' progress.

As well, as stated above, the main aspect to be analyzed is the concept of language which depends on different authors' views over time, so that language has been studied from the use of the internal structure and its use in context. Then when language is considered as part of social interaction it is influenced by human evolution and it influences at the same time social interaction among people, as affirmed by Basil Bernstein (1971) "para comprender como el sistema social persiste y cambia en el curso de la transmisión de la cultura tiene que entenderse el papel que el lenguaje desempeña en ello"⁸¹, that is to say, language constitutes the means to understand the social codes of a culture since people learn from the early stages of life what is right or wrong in society by means of language interaction, "en el desarrollo del niño como ser social, la lengua desempeña la

⁸¹ HALLIDAY, Mak. El lenguaje como semiótica social y la interpretación social del lenguaje y el significado. Santafe de Bogotá: Fondo de cultura económica, 1994.p.52.

función más importante , la lengua es el canal principal para transmitir los modelos de vida, por medio de ella se aprende a actuar como miembros de una sociedad a través de los diversos grupos sociales”⁸². In the light of this, language is a social fact that acquires a special meaning within a cultural context as uttered by Halliday: “language does not consist of sentences or discourse, it acquires significance in context ”⁸³, these concepts about language going beyond the idea of language as a rigid system and link language interaction with a social perspective based on the relationships that people have established: “no usamos el lenguaje conforme a las reglas estrictas, ni tampoco se nos ha enseñado por medio de reglas estrictas”⁸⁴, then may this statement mean that the functional perspective of language is even more important than the formal and logical rules of language?. Not at all, what really matters is understanding that language is not only grammar but involves the place where it is set, as confirmed by Wittgenstein: “la conexión entre dos ideas está en que las experiencias mentales que acompañan al uso del signo están causadas por el uso del signo en un sistema de lenguaje particular”⁸⁵. This idea is based on two components of language, one that refers to the use of rules, and the other to the meaning of these rules according to the way they are used, Wittgenstein expressed this idea by means of language games which are essentially many ways of expressing the same thought proving at the same time that there are no fixed rules in language; all these language notions converge on the need to articulate language structures with context which is also very important in the creation of an academic proposal for a language institute given that the consideration of the context where language is placed implies an understanding of the real needs of the community, the way that they use language and it being a point of reference to assume a position for the role of teachers and students in a classroom.

⁸² Ibid.,p.18.

⁸³ Ibid.,p.23.

⁸⁴ WITTGENSTEIN, Ludwing. Los cuadernos azul y marron. Madrid: Editorial Tecnos, 1993.p.54

⁸⁵ Ibid.,p.113.

As has been said the concept of language has also been studied from the use of internal structures. In the light of these ideas, the sixteenth and eighteenth century were characterized by grammar schools where the most significant aspect of language teaching was the teaching of grammatical contents, the role of teachers was the transmission of grammar structures and students just memorized these rules. The grammatical understanding of language has its roots in the history of foreign language teaching, therefore when looking back in history the foreign language taught in schools was Latin which was acquired by means of the Classical method: “the classical method was based on grammatical rules, memorization of vocabulary, translation and written exercises”⁸⁶, the most relevant aspect in this conception being to understand the correct use of language from its writing. A result the use of linguistic symbols was the main concern in the classical method, disregarding aside the meaning of utterances in context.

According to the aspects mentioned above, the concept of language has been associated with two trends: one that defends the theoretical use of language based on the right use of grammar rules and the other that refers to the empirical sense of language acquisition based on the meaning of grammar rules in context, these two trends having been applied in approaches and methodologies that have been influenced by the concept of language adopted in each era.

Before analyzing the main approaches and methodologies it is necessary to clarify the difference between these two concepts. Subsequently on one hand, an

⁸⁶ BROWN, Douglas. Principles of language learning and teaching. United States of America: Prentice Halls regents, 1994.p.16.

approach refers to an assumption about the nature of language, that is to say the different interpretations about how language works “an approach is a set of beliefs that can be used as the basis for teaching a language”⁸⁷, while on the other hand, a method involves the way that approaches can be used in a classroom “a method refers to a specific instructional design or system based on a particular theory of language and language learning”⁸⁸. Both approaches and methods respond to the notion of language assumed, consequently if someone comprehends language as a set of rules, the teaching process will be determined by techniques that develop this idea, but if language is understood as a part of culture the teaching style will be also developed accordingly. In any case the different approaches and methods of teaching a second or foreign language have arisen from the needs and expectations about foreign or second language acquisition, with both approaches and methods supporting future decisions about language teaching and learning because they set the theoretical basis and the implementation of an idea.

The use of an appropriate approach or method in a language institute determines to a great extent its success because managers are dealing with people which implies that the satisfaction and understanding of people’s needs become the axis in which activities spin around. Besides, as education constitutes the main product in a language institute, the quality of educational services is a point of reference that will be present in the mind of those who decide whether to learn in a language institute or another. When people choose to learn a foreign language in a particular place the prestige gained for a good service plays an essential role in the decision-making process and becomes a lure for attracting new students to learn in that particular place. Therefore the importance of knowing different methods and approaches has to do with the choice of the best way to share knowledge which is

⁸⁷RICHARDS, J and RODGERS, T. *Approaches and Methods in Language Teaching*. New York, NY: Cambridge University Press, 2001.p. 244.

⁸⁸ *Ibid.*, p.245.

the constant concern of foreign language teachers who take advantage in some way of the experience of established theories, especially when teachers have a only a little experience in language teaching, because it constitutes somebody else's analysis about the teaching and learning process; besides, methods and approaches can be a reference for teachers to create their own theories based on their every day experience. Taking into consideration what has just been said, this document presents information about methodologies and approaches described in the book: "Approaches and Methods in Language Teaching"⁸⁹, some of which have fallen into disuse whereas others are still used. The next organizational charts show those methods and approaches based on three different views of language which are: Based on internal structures, intermediate point and use of language in context. This categorization has been made to have a better understanding of language methods and approaches and the influence that the notion of language had in the development of each theory, thus the first group refers to those methods and approaches based on a rigid conception of language in which the use of grammar was the core of communication.

⁸⁹ Ibid.,p.244.

ocument : academic cuadro internal)

The methods above are under the category “internal sources” because they are based on the structures that linguistics considered meaningful to learn language, such as the study of phonemes, morphemes and syntax. In the light of this the study of grammatical competence constituted the clue to acquiring language proficiency; these methods were based on grammar teaching through the training in rules and drilling; from this perspective language made part of mechanic practice in which the teacher was the owner of knowledge and the students were expected to reproduce the structures taught by the teacher. Consequently these methods were focused on the teacher instruction of detailed grammar explanations and put aside the meaning of utterances in context and pronunciation. One of the

difficulties in these methods was the ideal of perfection in which language was pictured because students were trained in rules aiming at getting a correct and accurate use of language which implied the teacher correction of every single mistake without paying attention to the significance of students’ point of view.

In spite of the fact that the methods based on grammar did not take into account the creative role of language, it should be considered that their development responded to society needs and the notion of language at that time, for instance the Audiolingual Method emerged from “the need of the U.S. government during the World War II to have people who could work as interpreters, code-room assistants and translators”⁹⁰. In the same sense the Grammar Translation Method was relevant during the 18th and 19th centuries because it represented a means of gaining the prestige of gaining intellectuality which was characterized by the ability

⁹⁰Ibid.,p.44.

in writing: “languages were not taught primarily to learn oral communication but to learn for the sake of being scholarly or gaining a reading proficiency”⁹¹. In this sense language methodologies became part of the social concerns at that time; they constituted also a first step in considering the meaning of language in context, then methodologies such as direct and situational language teaching, although ruled by grammar notions, started to glimpse the importance of being in contact with the target language.

Considering the ideas mentioned above and relating them with the creation of an academic proposal, it is important to take into account students’ needs when planning an educational proposal, thus the objectives in a curriculum are projected to fulfill students expectations either on a grammar basis, communication or both. For example the main goal in the courses designed for specific purposes could be the learning of grammar structures rather than oral skills; however if students want to learn a foreign language for other purposes such as traveling, the teaching of grammar methods will not be useful since although grammatical competence is an important part of language learning, it does not embrace the wider meaning of communication in society given that to know how language structures work does not imply one can be able to use rules in real contexts. Besides, students’ contributions in a classroom can not be an isolated subject of grammar but an active part of human communication, subsequently the practical application of grammar methodologies in a language institute, specifically in an academic proposal, should take into consideration a flexible view of the grammar contents in which grammatical subjects and their meaning in real situations can be the core of language learning activities.

⁹¹ BROWN, Op.cit.,p.16.

The second group of approaches and methods mentioned before is named under the title “use of language in context” because this group embraces the methods and approaches focused on communicative learning in context rather than the learning of grammar rules. Those theories can be seen in the next chart.

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The approaches and methods above emphasize language in communication and communication in context which implies a new role of teachers and students in the classroom because teachers are not seen as the only ones who have knowledge but they are part of the learning environment. In the same way students' interaction allows for more fluent communication and learners mistakes are part of the educational process; these methods and approaches are based on the notion that language is part of social context, thus students are involved in a creating process that considers the possible uses of language structures in context rather than imitating teachers lessons. These methods could be identified with the thought of Benjamin Franklin which was used to define the Silent Way approach "tell me and I forget, teach me and I remember, involve me and I learn"⁹². In some sense approaches and methods based on communicative language teaching take into consideration the way children acquire their native language within a context, in constant interaction with people, discovering by themselves the meaning of utterances and not simply by learning grammar rules.

This concept of language has widely inspired modern teaching and examples of it are the current language institutes in Popayan whose chief methodology is based on the communicative approach. In the light of this foreign language institutes such as Vancouver, Unilingua, Cambridge, *ESC English Solutions for Colombia* and L'alliance Française have developed their materials and teaching strategies based on the importance of communicative skills. One reason for this particular

⁹² Ibid.,p.100.

preference is the growing interest of students in acquiring a foreign language to travel or study abroad, and another reason is the changing roles of teachers and students in the history of education which allows for freer participation in the learning process and breaks out of the rigid concept of traditional knowledge.

A third chart has been considered in this classification under the name of “intermediate” to represent those methodologies that are not totally identified with grammar or communicative approaches but that are presented as an alternative in the planning of an academic proposal. The next chart illustrates some of them

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From the methods and approaches presented above Total Physical Response is a method that although not developing internal or communicative language structures is concerned with the affective factors in the acquisition of a foreign language which is a very important part in learning since “human beings are emotional creatures. As intellectuals we would like to think we are influenced by emotions”⁹³, so this position is relevant when planning academic proposals because it entails an adequate learning environment in which teachers and students can feel identified. Other methods and approaches such as Suggestopedia and Neurolinguistic programming are mostly systems of self-control and self- learning which could be useful in planning classes because they look to overcome previous ideas about teaching. As for multiple intelligences, it can be used as a means to understand our students’ needs and ways of learning.

Hence methods and approaches in foreign language teaching and learning have been part of an intricate process that has grown up along with society needs, each approach or method becoming a step forward to understand the way that language is produced and acquired in human brains and how this acquisition can be modified by socio cultural habits and traditions, so that this short analysis about methods and approaches could somehow be relevant when people decide to adopt a method or approach for a curriculum design. Without considering the choice regarding the creation of an academic proposal it can be forgotten that foreign language teachers and students are engaged with educational changes

⁹³ Ibid.,p.61.

consequently more than adopting somebody else's approach or method the invitation is to create their own based on their knowledge and experience of the foreign language acquisition and if they decide to enrich that creation process with the already known methods the further invitation is to consider each method and approach from a flexible view point that inspires both students and teachers to make their contribution.

The final aspect to study in the analysis of the academic proposal is the importance of language testing which must be in agreement with the method or approach applied and at the same time with the notion of language adopted. Therefore those who consider grammar methods could develop a language test and classroom activities according to the notions studied in grammar methods as "machine-scorable formats, traditional formats like dictation, cloze tests"⁹⁴, similarly those who put into practice communicative approaches might centered tests on comprehension and oral skills such as "essays, group interviews, role plays and others"⁹⁵; thus activities that assess students acquisition in the second or foreign language are important because students and teachers can have a perspective about the language skills that need to be improved, therefore the choice of the appropriate language test is important to encourage learners' language improvement.

At this point when has been taken into consideration the importance of language testing it becomes necessary to know what a test is and the aspects teachers should consider when constructing a language test, consequently a test has been understood as "a method of measuring a person's ability or knowledge in a given

⁹⁴ British Council Teachers Development Workshop

⁹⁵ British Council Teachers Development Workshop

area”⁹⁶, this term possibly being ambiguous because sometimes it is difficult to determine somebody else’s language acquisition since this process could be affected by several factors such as mother tongue interference, personal feelings and stress among other things; thus a test needs to have some components that make the final decision to evaluate a student more accurate; these elements being content validity, construct validity and face validity

Content validity is understood as the “measurement” of the skills that have been taught “content validity test measures what it is intended to measure and nothing else”⁹⁷. As it has been said before if an academic curriculum is based on grammar methods then the test performed should measure the acquisition of grammar rules. The term **face validity** reviews the comprehension that student has of the test: “a face validity test must look like a proper test in the eyes of the student”⁹⁸, while **construct validity** refers to the development of tests that really measure the skills planned by teachers which can relate to writing, communicative, reading and listening skills. For instance, “a writing test might consider aspects such as punctuation, grammatical accuracy, style sensitivity among others”⁹⁹; each one of these aspects is representative when doing a test because they reduce the possibility of making a wrong judgment about students’ weaknesses and strengths.

One of the current methods that refers to students’ improvement in a second or foreign language is the common European Framework which evaluates students’ performance according to the learners’ language level and the language ability

⁹⁶ BROWN, Op.cit.,p.252.

⁹⁷ Ibid.,p.254.

⁹⁸ British Council Teachers Development Workshop

⁹⁹ British Council Teachers Development Workshop

measured, thus the Common European Framework masters six levels that embrace language beginners through to advanced language learners, with these six language learners being able to measure their abilities on a global scale that considers each language skills such as writing, reading, listening and speaking, within three scales A1 , A2, B1, B2, C1, C2 , A being the lowest level and C the highest one. This kind of evaluation is presented here as an alternative in an academic proposal, currently being a requisite for foreign language institutes though.

As a conclusion it is important to mention that teachers are committed to knowing their students' needs and choosing not only the best evaluation for them either by creating their own or adopting one from a flexible perspective, in the same sense the academic proposal is a teacher commitment with himself/herself and the profession as educator, therefore not only those who plan to create a language institute must be interested in academic proposals but all people that feel a sense of commitment with education, especially those that devote their lives to teaching as their vocation.

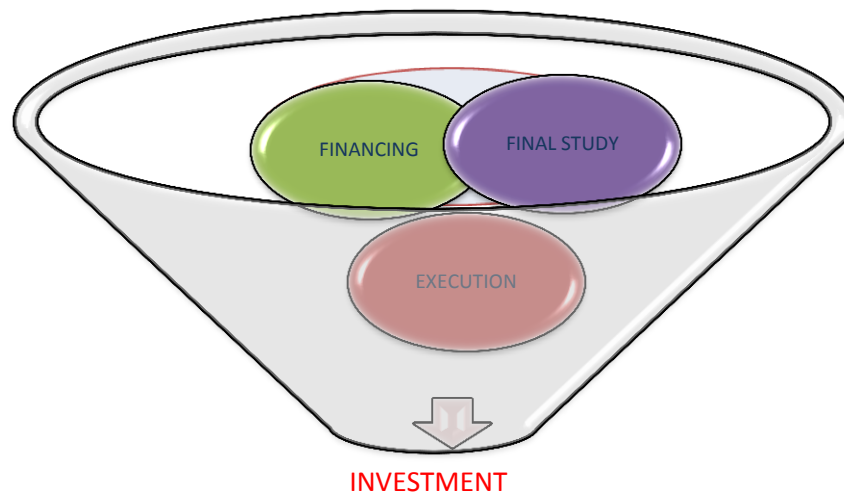
Taking into account the analysis about the academic proposal and the feasibility study, the next stage in the development of the project is the investment which refers to the financing plans to carry out the idea, the mechanisms to build the facilities and the assessment about the limitations of the project.

8.2.2 Investment Stage

The investment will help to avoid problems in the execution phase since it is like a guide that supports the administrative team throughout the project. In the

investment stage the asset that a business has within its control is determined and can be classified into fixed investment, which can be tangible (such as machinery, buildings), intangible(as health, educational services, goodwill), and capital. (VARGAS, 2002: 69).

Planning involves setting out a roadmap for the project by creating the following plans: resource, financial, quality, acceptance and communication plan (VARGAS, 2002: 53). These plans are going to be carried out in the following levels:

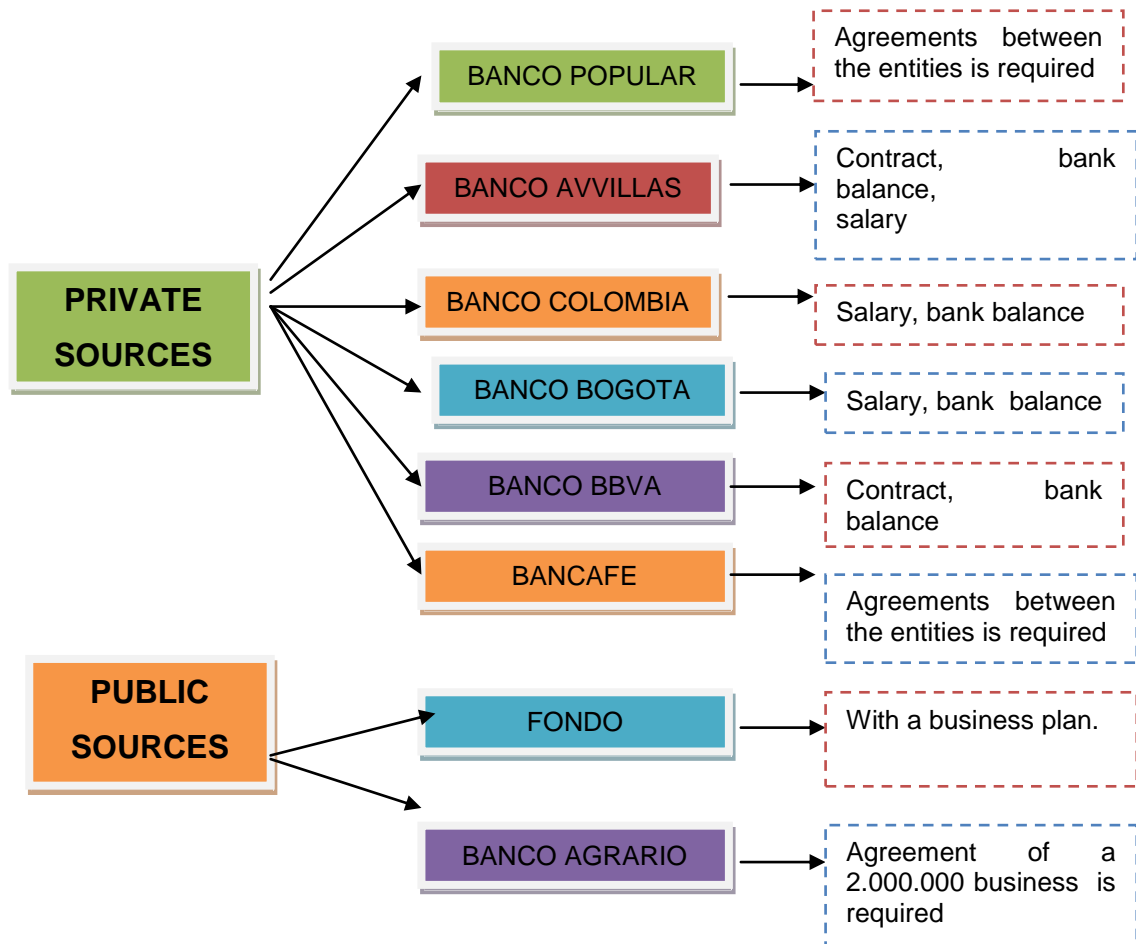


8.2.2.1 Financing

These are the group of activities, proceedings and funds required to finance the project. When the entities that are going to finance the project are defined, it can be concluded which financial structure is the most useful for the project. In the creation of a language institute, there are several entities that can finance the project; the next chart presents some of them.

8.2.2.1.1. Financing Sources

CHART 20 FINANCING SOURCES



These sources are possible ways to overcome the financing that most of the time is one of the main obstacles when people decide to tackle an entrepreneurial project; in the light of this, “El fondo emprendedor SENA” and the banks are external sources to get money because the funds to finance a project are provided by third parties (VARGAS, 2002: 71). Managers can also use internal sources to finance a project, which refer to the own means to finance a project as business partners’ contribution, new partners etc. (VARGAS, 2002: 71). An language institute that has

been financed with internal and external means is the ESC. Regarding this, Alexandro Niño, the manager of ESC, affirms “El instituto se inició con ahorros personales y luego con préstamos de instituciones financieras”¹⁰⁰, financing is maybe one of the reasons why many people have decided not to go ahead with their enterprising plans given that when external sources such as banks are used to acquire financing managers have to be responsible for the debt and the interest rate¹⁰¹, as a result the final amount of money in debt is sometimes difficult to repay when the business does not reach the expected profitability. During the financing of a language institute it is necessary to know the kind of interest managers assume when they decide to work with an external source as a bank, therefore there are two kinds of interest rate; on the one hand simple or nominal interest rate in which the interest generated by the capital is always the same over time. On the other hand, compound interest that generates each time a higher interest because it is based on the capital plus the outstanding interest. (VARGAS, 2002: 72)

The panorama regarding financing sources seems to be discouraging for people who do not have the possibility to finance a project idea by their own means or with the help of a bank loan, however among the financial sources consulted, there is one that is feasible to get some economic resources, “Fondo Emprender”¹⁰² because it does not require a business or a contract of employment that supports the loan of the money, but allows you to present a project under the guidance of tutors from the “ Servicio Nacional de Aprendizaje, SENA”. After a process of selection and the feasibility study, the Fondo Emprender supports the project financially, having as well the opportunity of not reintegrating any quantity to the

¹⁰⁰ ENTREVISTA con Alexander Niño, egresado programa de Lenguas Modernas. Popayán, 20 de abril de 2008.

¹⁰¹ Considering that the cost of money does not remain the same over time because of inflation, financial companies charge a price for their service called an interest rate which is the price generated by a certain amount of money during a determined period of time.

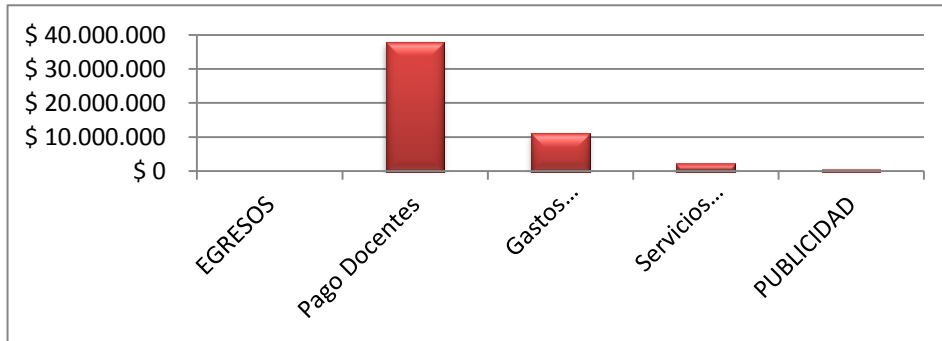
¹⁰² This is a fund created by the government to finance project ideas of students from SENA or the University, or graduates two years after their graduation.

fund, if your project after two years achieves the planned goals and some basic conditions of financial operation.

The Decree 3870 identifies the importance of the financial mechanisms to guarantee the suitable running of the language programs; in this way, Article 4 of the Decree 3870 states that “Las instituciones deberán demostrar la disponibilidad de recursos financieros que garanticen el adecuado funcionamiento del programa y la viabilidad del cumplimiento de las condiciones mínimas de calidad que incluye el sistema de costos educativos y tarifas” looking to prevent the low quality in the educational services because of the lack of financial resources. Besides it refers to the minimum conditions of quality to obtain the register of the program, thus the necessary conditions are “name of the program, description of the competences, study plan, facilities, administration, teachers staff, administrative staff and financing resources”.

Regarding the financing level, Unilingua is a self sufficient unit that forms part of the University of Cauca which deduces 20 percent of Unilingua’s income, so that Unilingua’s income must be higher than the breakeven point. Concerning Unilingua financing, there are some aspects that managers of a language institute will have to take into account when analyzing the financial production which are; administrative and teachers costs, publicity and utilities, the following bar graph illustrates these payments during the second academic period of Unilingua.

GRAPH 21 UNILINGUA PAYMENTS



On one hand, the most expensive payment is the one made for teachers' salaries that includes children, adult, intensive, regular, TOEFL, conversation, Portuguese, Italian and German courses. On the other hand, publicity generates the lowest expenditure; however, publicity is very important in promoting a foreign language institute to different customers. Know about the foreign language institute expenditure it is necessary to find the real costs, since lower turnovers can affect the funding of the project, having as a result an underestimation of the investment plan. (VARGAS,2002:69) or an overestimation which involves fixing of prices higher than the real value and cost extra charges that have an effect on the profits (VARGAS, 2002:69).

These are the aspects regarding financing, the next step in this stage being the final study, which is the continuation of this analysis; which considers the final studies regarding the approval of the buildings where the language courses are placed, as well as the legal and administrative activities for the implementation of the project idea.

8.2.2.2 Final Studies

They are also called engineering studies because they comprehend the arrangements for the construction and setting up of the places where the language institute is going to be located. As a result the final study also includes the designing details such as electric and plumbing plans that are required to grant the building license.

The final study is carried out after the pre-investment and also must be brought up to date when it is performed. The final study not only includes the technical aspects but also the financial, legal and administrative activities that can be considered important to continue with the project execution. The final study is analyzed in detail in the project execution, in which the management team controls the aspects related to product quality looking for customer satisfaction.

8.2.2.3 Execution

It is also called the trial period and consists of the series of activities that determine the deficiencies in the setting up of the project in order to do the suitable corrections and start the normal running of the company. In this stage the project starts generating benefits and new incomes; therefore the customer becomes the focal point because he/she accepts the final product; while a management team controls the goods being output by the project. The execution includes the reviewing of aspects as managing time, cost, quality, change, risks, issues, suppliers, customers and communication.

Once all the goods have been produced and the customer has accepted the final product, the project is ready for closure that has to do with the evaluation of the products advantages and disadvantages in order to implement future strategies.

8.2.2 Closure stage

This part involves the winding down of the project through a continuous evaluation that analyzes the level of project success and notes any lessons learned for future plans. If the purpose of the project has not been achieved, the pertinent measures must be implemented. This evaluation comprehends the results in the light of the stages carried out from the beginning.

Depending on the project purpose this stage can be evaluated from four perspectives: (VARGAS, 2002: 164-193)

CHART 22 CLOSURE STAGE EVALUATION



As the closure stage is the final step but at the same time a continuous process; each company must design its own policies in order to evaluate the effectiveness of the planned idea. Unilingua employs a detailed assessment process called

“Manual de funciones y procedimientos” which allows an internal control of the performed activities. This handbook is continuously brought up to date to ensure an effective administration. It describes in a detailed way all the process carried out in each activity, also including flow charts that illustrate the steps for each process and the people involved in it. An administrative evaluation that assesses Unilingua staff performance (teachers, assistants, and administrative staff) is also carried out. This evaluation is based on strategic points, which are the expansion and diversification of the offered services, user approach, continuous improvement, social approach, human resources, national and international planning. Regarding teachers’ assessment Unilingua takes into account students’ point of view about the quality of the educational services, in the light of this an evaluation format is managed in which students describe the weaknesses and strengths of the English classes, this format including an opinion about the methodology, the interaction between theory and practice, the use of English as a means to communicate ideas, the use of the technological resources, teachers’ disposition to give extra lessons when it is needed, the way that teachers encourage students’ participation and punctuality; Unilingua also takes into account the students view about the customer service in the office, the quality of the text books and the punctuality in the delivery of the same.

9 CONCLUSIONS

The analysis carried out in this text sheds light on the importance of considering enterprising plans as a working alternative, with this perspective being understood from the need of Foreign Language graduates to enrich their professional education with business training in order to count on an additional working competence that helps them to overcome the changeable working conditions in the present contracts of employment, such as the lack of social security services, low payment and teaching subjects different from English or French.

The need to know about management is related to the expansion of the global market in which the learning of a foreign language is a current demand to have equal participation in the socio-cultural and economic fields. In the light of this the learning of foreign languages, especially English, has become a requirement in academic tests such as ICFES, ECAES and in the admission to University or a position of work. Thus the need to acquire a foreign language becomes a working opportunity from an enterprising perspective because the creation of a language institute focused on teaching and learning foreign languages is a way to face unemployment or underemployment conditions. The creation of a language institute is also an opportunity to develop new teaching proposals that arise from the experience of people involved in education as foreign language teachers who have the chance to develop their own teaching methods and educational proposals without being under somebody else's guidance.

Although the possibility of exploring business plans is present, most foreign language graduates are still waiting to be employed by the government and just a few of them have considered the possibility to undertake management proposals, this point of view being influenced by traditional education in which the acquisition of knowledge was associated with the learning of concepts and structures forgetting the implementation of knowledge and the analysis of changes.

The University of Cauca, in this case the Modern Languages Program, is in some way promoting traditional schooling when paying little attention to the relationship between education and working contexts. That is to say, the University of Cauca is promoting the idea graduating to be employed since foreign language education is separated from real working opportunities by limiting the role of teachers to transmitting information.

Regarding the Common European Framework for languages, it was found that a positive aspect of its study is the fact that the Common European Framework is the result of social and scientific research in foreign language teaching and learning that mulls over the needs of the learners in a global culture, in this sense diversity is a means to acquire knowledge by establishing a balance between national and international values. Besides its study becomes part of our concerns as foreign language teachers and could be a valuable source to understand learners' needs in context. Conversely, an unfavorable aspect in the implementation of the Common European Framework for languages appears when foreign teaching and learning patterns are accepted as they are without taking into account The

Colombian context, diversity and social reality. When the Colombian context is overlooked, education is understood from the idea of superiority of the foreign models that has its roots in the traditional religious education that developing countries received since the colonization period in which it was believed that white races were intellectually superior.

An important aspect of this project was the analysis of the current language institutes in the city in order to be familiar with the steps to follow in the implementation of a project from real experience. Thus from the people interviewed, one of the most valuable experiences was to find two Foreign Language Graduates that had considered the idea of creating a language institute and their appreciation regarding the useful elements received during their degrees such as the academic background and knowledge of teaching methodologies. On the other hand they affirm the need to have an education oriented towards management.

Regarding potential customers the common courses in all the institutes are oriented to children and teenagers maybe because this age is considered the right time to acquire a foreign language given that students are just devoted to their academic activities. Other potential customer are University students given that having some knowledge about a foreign language is a requirement for their graduation and gives students an additional ability when competing for a job. A segment of the market that needs to be studied is the courses for children under 5 years old who could be potential learners since at this age embraces the first steps in language acquisition. With reference to the other characteristics of the marketing strategy such as location, technological resources and portfolio of services, it was found that

most of the institutes are located downtown and in the north of the city which leaves an open market in the other parts of the city where there is limited offerings in language teaching. Concerning technological services Unilingua is the institute that counts with more audiovisual resources and L'alliance Française has the wider portfolio of services in language teaching, these last two language institutes being the most representative in the city since their prestige allows them to have the biggest number of students in English and French learning. Another important aspect in the creation of a language institute is the financial resources, thus, among the sources consulted to acquire financing, It was found that "Fondo Emprender" is the most feasible alternative for those who do not have the necessary economic resources to finance a project idea, since if the project fulfills the planned purposes there is no refund of money.

The most important conclusion that arose from the development of this project is our need as foreign language teachers to be committed to educational changes in order to give our students an updated education that allows them to face the current competitive world and develop as whole people engaged with the socio-cultural context, it being also important to keep in mind our commitment as language teachers to the traditional and new teaching methodologies in order to choose from a flexible view the best one or create our own proposal according to our students needs.

10. RECOMMENDATIONS

- After analyzing the data collected in this degree work, the main recommendation for the Foreign Languages Department is to take into account the need to implement a business subject in the Foreign Languages curriculum in order to connect education with currently changeable working conditions.
- Taking into account the importance of reading in the construction of a deconstructionist perspective it is necessary to reinforce the reading practice among foreign language students not only in a second language but also in the native language in order to acquire a wider view of our reality as Colombian people and assume an analytical view in face of the adoption of foreign policies.
- It would be interesting to analyze what are the current teaching practices of the Foreign Language Graduates in order to enrich foreign language students' acquisition with the experiences of the English and French teachers.
- A constant analysis of the advantages and disadvantages of the Common European Framework and coming foreign policies should be carried out in order to have solid bases to assume a critical view in the face of changes in the educational field that can affect or benefit the acquisition of a foreign language.

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