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**THE IMPACT OF IMPLEMENTING THE COMMON EUROPEAN
FRAMEWORK ENGLISH STANDARDS TO A GROUP OF ELEMENTARY
SCHOOL TEACHERS AT FRANCISCO ANTONIO ULLOA SCHOOL**

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POPAYÁN

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A proposal submitted to Human and Social Science School in partial fulfillment of the requirements for the degree of Bachelor in Modern Languages English and French

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Table of Contents

LIST OF CHARTS	iv
LIST OF GRAPHS	v
RESUMEN	vi
ABSTRACT	vii
ACKNOWLEDGEMENTS	viii
INTRODUCTION	
2. JUSTIFICATION	3
3. PROBLEM STATEMENT	5
4. OBJECTIVES	7
5. METHODOLOGY	8
6. REFERENTIAL FRAMEWORK	14
6.1. Contextual Framework	14
6.2 Theoretical Framework	16
6.3 Conceptual framework	22
6.3.1 Language	22
6.3.2 Education	22
6.3.3 Communicative Competence	23
6.3.4 Learning	24
7. DATA ANALYSIS AND INTERPRETATION	
8. CONCLUSIONS AND SUGGESTIONS	52
BIBLIOGRAPHY	54
ANNEXES	57

List of charts

Chart 1. Methodology Summary	9
Chart 2. Course Content Part 2.	26
Chart 3. Sources of the Data Obtained	42
Chart 4. Sources of Negative Aspects Founds	42
Chart 5: Course Description	57

List of Graphs

Graph 1. English Level and Language knowledge	27
Graph 2. Language Improving and Level	27
Graph 3. Languages Aspects Learnt	28
Graph 4. More Time in Grammar or Methodology	29
Graph 5. Aspects Improved With Methodology	30
Graph 6. Impact of the Course	31
Graph 7. Improved skills	32
Graph 8. Found difficulties	33
Graph 9. Standards Management	34
Graph. 10. Attitude towards Standards implemented by MEN in FLT	35
Graph. 11. Main problems while implementing Standards in the Classroom	36
Graph. 12. Are Standards Facilitators Of FLT?	37
Graph. 13. The influence of Standards in Lesson Planning	38
Graph. 14. More Emphasized Competences in Standards Implementation	39
Graph.15. Comprehension For Implementing Standards In The Classroom	40
Graph. 16. Did The Course Provide the Techniques to Face Up MEN Requirements?	41

Resumen

THE IMPACT OF IMPLEMENTING THE COMMON EUROPEAN FRAMEWORK ENGLISH STANDARDS TO A GROUP OF ELEMENTARY SCHOOL TEACHERS AT FRANCISCO ANTONIO ULLOA SCHOOL fue un trabajo investigativo, que involucró a una población de profesores de básica primaria de la Institución Educativa Francisco Antonio Ulloa con el propósito de aportar estrategias más dinámicas, a través de la implementación de métodos y basados en los estándares del Marco Común Europeo que han sido adoptados por el Ministerio Nacional de Educación (MEN) para la enseñanza del idioma inglés en Colombia, para esto desarrollamos una propuesta pedagógica, teniendo en cuenta las necesidades que enfrenta esta población de profesores y la carencia de conocimiento, no solo del idioma extranjero, sino también con respecto a las políticas actuales sobre la enseñanza de una segunda lengua, y la creación de planes de clase significativos para la población estudiantil, causando así, un impacto en el entorno educacional y social de esta comunidad.

Palabras claves:

Estándares, MEN, básica primaria, propuesta, profesores, impacto.

Abstract

THE IMPACT OF IMPLEMENTING THE COMMON EUROPEAN FRAMEWORK ENGLISH STANDARDS TO A GROUP OF ELEMENTARY SCHOOL TEACHERS AT FRANCISCO ANTONIO ULLOA SCHOOL was a research project, involving a population of elementary school teachers from the Educative Institution Francisco Antonio Ulloa, in order to provide more dynamic strategies throughout the implementation of methods and based on the Common European Framework standards that have been adopted by the National Ministry of Education (MEN) for the English teaching in Colombia, for this reason, we develop a pedagogical proposal, taking into account the needs facing this population of teachers and the lack of knowledge, not only in the foreign language, but also with respect to current policies on teaching a second language. With this proposal we create significant lesson plans for the student population, thus causing an impact in the educational and social environment of this community.

Key words:

Standards, MEN, Elementary School, proposal, Teachers, impact.

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Introduction

The National Bilingual Program in Colombia (NBP) has been implemented in some regions of the Cauca department where teachers, due to their current needs, are raising their interest in English teaching and learning. As Modern Languages students we have considered the necessity of action plans to support a sample of teachers from elementary schools, who are only qualified to teach subjects related to elementary school education. Currently, they do not have the knowledge or management of the English language, but instead only a bachelor degree in primary elementary education in order for them to face the challenge of teaching English without being appropriately qualified to do so.

One of the actions that we applied while developing this research was to offer a course in language and methodology addressed to a sample of Elementary school teachers from the Institution Francisco Antonio Ulloa, these teachers have not had the necessary training to teach English as they expressed to us in a previous meeting with our advisor. This course was based on the implementation of Basic Standards of Competences in Foreign Languages (BSCFL) from the Common European Framework and adopted into the Colombian Education context throughout MEN, in order to contribute to the English language teaching and learning at this school.

The main objective of this study was to introduce methods of teaching in hopes to diagnose which of the strategies teachers decide to take into consideration for implementing the Common European Framework Standards at the Institution Francisco Antonio Ulloa in elementary school. We implemented some data collection techniques such as interviews, focus groups, classroom observations and a diagnostic test. These tests allowed us to analyze the language competence described in the standards, to define some classrooms strategies, and to analyze the level of achievement and the cognitive processes developed by teachers.

We also considered some concepts on teaching and learning to ground our research, such as Communicative Language Teaching (CLT), Communicative Competence (CC), Language Development, and Teaching Children English among other theories.

At the end of the implementation stage, some of the data collected was analyzed statistically While the other was studied a qualitative way to obtain a better comprehension of the meaningful aspects, specially learnt aspects, improved strategies, turned methodology and new information to create lesson plans while working with English teaching. The information provided in the analysis stage, supplied some of the factors we needed in order to fulfill some aspects of our research question and objectives.

With these findings that emerged from the analysis, we could conclude that the objectives stated could be achieved in a meaningful way along the process which supported teachers' methodological skills. Finally, we present some recommendations in the event that another research group wants to continue doing further studies on the same subject matter.

2. Justification

The current policies of Education in Colombia establish, as one of the main objectives, the development of competences such as linguistic communication, social and citizenship issues, learning how to learn, information management and digital competence. These objectives were established in order for Colombian people to respond appropriately to global world demands concerning, in our case, Education. Taking into account these policies, the Ministry of Education proposes the development of communicative competences in students from basic to advanced levels in a foreign language, mainly English.

Through this research we supported teaching actions helping to promote the professional development of a sample of elementary school teachers consisting in the implementation of a Program Based on Communicative Language Teaching Methodology at the Institution Francisco Antonio Ulloa. We decided to work based on this methodology in previous meetings with teachers where they expressed Their awareness of the lack of speaking skills in terms of pronunciation and fluency, and the search of another way to teach English not only focused on writing and vocabulary, starting from the Basic Standards of Competences in Foreign Languages proposed by the Ministry of Education. At the same time, we expect to contribute to Students a more in depth learning experience by the time teachers implemented this methodological component in their own classrooms.

As future teachers, we considered the importance of this research study by having been acquainted with the lack of methodological and didactic strategies, resources and materials in English that most of teachers in elementary schools work with. These aspects slow down the learning process of their students. Moreover, due to the fact that the sample of elementary school teachers we worked with in the Institution Francisco Antonio Ulloa have a low proficiency in English, students cannot receive the input necessary in order for them to not make mistakes as well.

Becoming participants in an updating process, teacher's performance might or might not be affected by the implementation of this course, particularly concerning the management of Common European Framework Standards adopted by MEN in Colombian Education for English teaching whose main purpose is to prepare children to perform better in a bilingual environment.

Although this specific context is not a bilingual one, this study is relevant for us because we had different academic experiences both as students and future teachers, which we could take into account in our own professional lives while trying to change people's perceptions about an English learning process.

3. Problem Statement

Nowadays in our country, English teachers are called upon to respond to the modern academic demands. The General Law of Education (1994) establishes the teaching of English from Primary school; however most of elementary school teachers are not properly qualified to do so. A major problem is they have not graduated from a language program, but instead from a primary elementary education program, where they don't learn how to teach English.

In addition, the National Bilingual Program (2007) also establishes the implementation of standards from basic to intermediate levels through which students can demonstrate certain levels of communicative competence in English. However, many teachers have not been allowed the opportunity to be trained on the subject matter. This requirement has demanded every teacher in Colombia to be at the forefront of the foreign language. Moreover, teachers need more than learning a language; they need to be trained in English teaching strategies in order to make learning meaningful to students.

During a meeting with teachers from the Institution Francisco Antonio Ulloa in Popayán, elementary school teachers expressed that as part of their requirements to work there was to teach English without a previous preparation on the subject. They did not have a qualified profile for English teaching in both, linguistic and methodological aspects which hindered their English teaching practices, thereby affecting children's learning and development of communicative competences in English. For this reason and in order to overcome this problem, they highlighted the importance of being provided with strategies to comprehend the basic aspects of the target language and classroom methods focused on the use of standards as a guideline. Together all of this would lead to better comprehension of English Basic Standards proposed by the Ministry of Education in Colombia, in elementary school grades.

Taking this into account, we realized the existing Problems and attempted to create possible solutions, we stated a question as a starting point for an adequate research in hopes to help dealing with this problem.

Research Question: Which strategies do teachers implement and which are the reasons or factors that they consider relevant for those choices, from their experiences taking part of this research in order to accomplish with MEN requirements?

4. Objectives

General Objective

To implement methods of teaching in order to diagnose which of the used strategies teachers decide to take into consideration for implementing the Common European Framework Standards at the Institution Francisco Antonio Ulloa in elementary school.

Specific Objectives

1. To diagnose the implementation of the English basic standards proposed for elementary grades
2. To observe the standards used in lesson planning by in service teachers.
3. To define the basic teaching strategies leading to achieve English basic standards for teachers use.
4. To implement this method of teaching language based on CEFES

5. Methodology

Taking into account that the main objective of this study was to describe the classroom strategies to be considered when implementing the English Basic Standards proposed by the Ministry of Education (MEN) at Ulloa Elementary School we looked at several different factors, we dealt on one hand, with a qualitative research in which it was necessary to describe English classroom settings, teachers' own performance in the training course and during their teaching practices, students' response to the activities brought into the classroom, and the extent to which the classroom strategies adopted by teachers went hand in hand with the standards.

Taking into account the general view of this project, we decided to work mostly with the qualitative method while trying to support several elements analyzed statistically through the quantitative method, in order to ease the understanding of the findings of our research.

For our project, we used Action Research approach trying to solve an immediate problem concerning Education and attempting to achieve a reflective process of progressive problem solving regarding their lack of classroom strategies. We consider it was process in which we were immersed on the development of our research, not only with one person, but with the whole heterogeneous group since we needed to take into practice what we attempted to show with our theories of investigation, searching to see which strategies we could work on and which we had to avoid. That is why we based our proposal on the steps G. Anderson (2005) suggests, which are: selecting a focus, clarifying theories, identifying research questions, collecting data, analyzing data, reporting results and taking informed action.

Chart 1: Methodology Summary

PROGRAM	
Methodology	Communicative Language Teaching
Teaching Techniques	<ul style="list-style-type: none"> • Role-Play • Interviews • Games • Language Exchanges • Surveys • Pair-Work • Learning By Teaching • Occasional Grammar Quizzes
Key Concepts	Bilingual Dictionary - Fossilization - Interlanguage - Language Transfer - Foreign Language Acquisition – Oral Skills – Interpersonal Communication
Assesment	Language Assessment - Corrective Feedback - Competency Evaluation -
Programs	English As A Second Or Foreign Language - English For Specific Purposes - Task Based Instruction – Cooperative Learning

Chart Based on the work, Principles of Language Learning and Teaching, 3rd edition. Brown, H (1994).

(See annex 1 for Course Description)

As we planned to train a group of elementary school teachers from the Institution Francisco Antonio Ulloa, who teach different grades, we selected some standards randomly in order to try to address them all, while designing the lesson plans. In other words, during the course, we planned our lessons based on the standards

selected described in annex 1, following some guidelines provided by the MEN, and together with the teachers, we came up with strategies brought down to earth according to real teaching and learning contexts. Our proposal comprised the implementation of a course addressed to a sample of elementary school teachers focused on methodology, being language an aspect hidden in the development of the practices, where teachers learned how to apply this knowledge with their own students, in their lessons.

In terms of language, as expected above, we randomly chose some standards proposed for elementary school; that was, from first to fifth grades, which served as baseline to get to know the competences that learners were expected to achieve at each one of the levels. For doing so, we first designed lesson plans, taking the template given by our modern language program when we were doing our professional practice, materials, and activities to be used in the training course, which later on, teachers used in their classrooms. This helped them gain a sense of belonging in the entire process.

As for the first specific objective, to analyze the language competence described in the English basic standards we focused on what learners are expected to achieve when a certain standard is included in a lesson plan and what they are able to do with the language they are learning. Regarding the second objective that was to define the teaching strategies leading to make students achieve English basic standards, we designed and implemented classroom activities taking into account the lesson target language implicit in the chosen standard. As for the third specific objective, to analyze the level of achievement and cognitive processes developed in teachers' English learning; we analyzed teachers' performance during the course regarding their language learning and the use of classroom strategies.

We exposed teachers to language in real contexts where they created their own material, their own methodology and even their thoughts about how to learn a foreign language taking into account the particular characteristics of the educational context in our country. While this proposal was taken into practice, we collected the necessary data to analyze the whole project, resorting to some techniques such as class

observations, tests, interviews with teachers and focus groups, in order to go deeper into the research subject matter.

Test:

We administered an English test to teachers which served as a support in order to reveal teachers level in English knowledge in terms of linguistic aspects, but it is necessary to clarify that this exam was just implemented in hopes of informative issues, because our research is not focused in linguistic level, and also we hoped to determine where we could start to implement the basic standards already mentioned. The test we applied is a sample test implemented by the Ministry of Education to diagnose English teachers. It comprises vocabulary, language use and reading comprehension, but it does not have listening or speaking due to the level of English the teachers have, taking into account they are not graduated from a language program. (See Annex 2).

Class Observation:

By means of observing the population we intend to make a follow-up of teachers' performance in terms of teaching strategies, which at the same time gave us evidence of the level of achievement of the project objectives. (See Annex 3)

Focus Groups:

We collected data throughout some surveys, and meetings, in order to gather the teacher's perception about standards, if they felt they had improved standards management, if they agreed with the activities that were being developed, and so on. Here we expected to find data necessary for analyzing our course style. (See Annex 3)

Interviews:

With this instrument, we gathered data from each of the teachers who participated in our project, because they stated their point of view about the process individually, this amount of information allowed us to analyze the emergent facts in each grades, regarding the use of strategies leading to achieve a better comprehension in the hidden grammar, their own process along the course and the applicability in real education atmosphere. These structured interviews comprised questions regarding very punctual aspects with regards to the use of standards, language level (taken as a starting point but not being the main focus), use of classroom strategies, lesson planning, and methodological aspects. (See Annex 4).

5.1. Course Content

After having done some research about syllabus types, in the book “An Overview of Syllabuses in English Language Teaching” written by Mosheni M. (2000) for forming language teachers, we decided to focus the course on the *notional/functional syllabus*, because it centers on the development of linguistic, pragmatic and communicative competences on the learner as considered in the Standards proposed by the Colombian Ministry of Education. According to Mohseni M (2000), the needs of the students have to be explored and analyzed through different types of interaction and communication they may be involved in.

We scheduled a sixty-hour course, in which teachers from the Institution Francisco Antonio Ulloa elementary school were able to use the target language in specific situations such as, role plays which provided us real life vocabulary, and anticipate possible activities that they might bring to their own classrooms to be developed with their students, pursuing the same objective.

To do so, we will create the classes using a lesson plan as a guideline model given to us by the modern language program from our university, when we were developing our professional practice which we must be in during one year in public schools.

In order for us to assess the process, we carried out some focus groups, interviews, and a test. We also observed teachers performance in their real classroom, in order to analyze their own output and also of their students. This analysis was done taking into account the English standards selected for each lesson, chosen them by trying to fill in the necessities from each scholar grade.

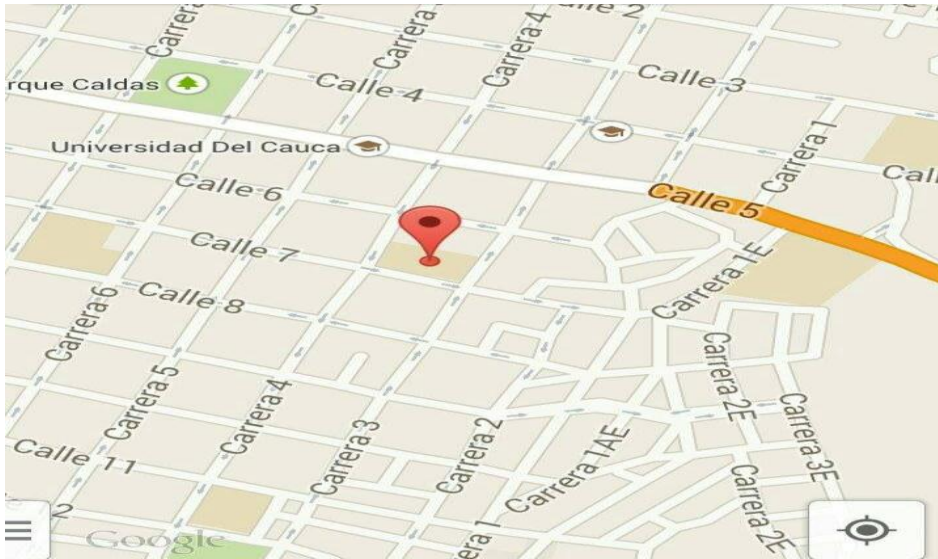
6. Referential Framework

6.1 Contextual Framework

Francisco Antonio de Ulloa school is an institution that consists of 6 headquarters, distributed in the south east of the city: Francisco Antonio de Ulloa central headquarter, located in the downtown; Jorge Eliecer Gaitán; Manuela Beltrán; Santa Luisa; Hernando Lora (Galán 2); and Los Sauces, these institutions offer basic, elementary and high school education for children and adults, where they have designed their own pedagogical sense, investigation models and methodological practices leading to accomplish the requirements of their Educative Institutional Project (PEI).

Francisco Antonio de Ulloa School is an institution provided with an appropriate physical facilities located at downtown. It is a vast space with the distribution of the space as it is typical of the architecture and design of other schools in the city. There, we can find spaces to practice several sports, green zones and the classrooms distributed in the sequential way. The main curricular activities developed in the institution are related to culture, technology issues and science. These factors give some advantages to the development of students' skills and provide some ideas for them to plan their life project.

The institution has a population of 2800 students approximately, 1250 in the main headquarter, and 1450 distributed in the other headquarters. The main headquarter consists of 30 rooms, distributed in 18 classrooms, 2 laboratories, 1 library and 9 offices. This institution is grounded in a philosophy of teaching in which students values will always be the most important factor in the development of trustworthy people.



Francisco Antonio Ulloa School Location Map

Mission

“Acompañar y desarrollar procesos de formación de una persona autónoma, creativa, honesta, respetuosa y responsable de la dignidad humana y del ambiente, comprometida en la formación académica e integral de una sociedad solidaria, justa y equitativa.”

Our Translation

Support and develop learning processes in an autonomous, creative, honest, respectful and responsible person of the human dignity and the environment, committed to the academic and integral formation of jointly, fair and equitable society (Our translation).

Vision

“Posicionarse como una institución de excelencia en la construcción humana y académica, desarrollando competencias en el pensar, sentir y actuar, formando personas

responsables de su proyecto de vida individual y social, más inteligentes a nivel cognitivo, afectivo y práctico.”

Our Translation

To be ranked as an institution of excellence in academic and human construction, developing competences in thinking, feeling and acting, creating people responsible of their own individual and social life project, being more intelligent at a cognitive, affective and useful level (Our translation).

Sample Population

We worked with a sample of 15 teachers from Ulloa School, from first to fifth grades, who volunteered to take part in the process; this group is characterized for being heterogeneous, graduated from a bachelor in Primary Elementary Education without having the knowledge of linguistic and methodological aspects for teaching English, it means they did not hold a bachelor in Modern Languages, this is why they have the necessity to learn how to teach English. This group of teachers work in public schools, attending a population that involves children from a medium-low socio-economical class, which counts on 6 headquarters spread in different places of the city. The school has some problems with facilities concerning tic.

6.2 Theoretical Framework

This research was developed with a sample of teachers at the institution Francisco Antonio Ulloa. We decided to work based on significant methodologies that we analyzed during our own learning and teaching processes like Communicative Language Teaching (CLT), (being the most important methodology in this project) and some other approaches which were also taken into account, it was also (CBI) Content Based Instruction Approach due to the fact that classes were learner-centered in which

students were allowed to interact freely and involved in an environment where they were required to use the language in real interaction.

One of the most important things to consider in our final project was providing teachers with some methods on how to promote the Common European Framework English Standards (CEFES) to Education in public schools of the city, according to the teaching real needs. To do this, we decided to base our research on CEFES from first grade until fifth grade, adopted by the Colombian government and for so doing we used the booklet called “Estándares Básicos de Competencias en Lenguas Extranjeras: Ingles ¡El Reto!” which was created by experts. This booklet contains the standards proposed for each school grade together with the competences each standard focuses on and the language skills they aim at.

When considering actual competency, perhaps the most important goal of ESL students is the ability to verbally communicate or have a conversation with other English speaking people. Communicative competency is defined by several authors, but we considered this concept from two authors that influenced our research, Dell Hymes and Noam Chomsky.

Noam Chomsky highlights an ideal speaker-listener of the language in a homogeneous speech community. In order for an ESL student to acquire communicative competency there must be a mutually reinforcing relationship between language knowledge and language use, (cited by Ellis,1996). The relationship between these two elements is extremely important. In order to achieve actual language competency they must operate simultaneously because language knowledge is virtually useless if one does not actively practice language use. Furthermore, this concept is a term coined by Dell Hymes in 1966, in reaction to Noam Chomsky’s notion of “linguistic competence” introduced in 1965. Communicative competence is the intuitive functional knowledge and control of the principles of language usage.

As Hymes observed: “a normal child acquires knowledge of sentences not only grammatical, but also appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others,” Hymes (1972, 277).

In other words, a language user needs to use the language not only correctly (based on linguistic competence), but also appropriately (based on communicative competence). However, this approach does not diminish the importance of learning the grammatical rules of a language. In fact, it is one of the four components of communicative competence: linguistic, sociolinguistic, discourse, and strategic competence.

- **Linguistic competence:** can be described as the knowledge of the language code, its grammar and vocabulary, as well the conventions of its written representation (script and orthography).

The grammar component includes four aspects: the knowledge of the sounds and their pronunciation (i.e. phonetics), the rules that govern sound interactions and patterns (i.e. phonology), the formation of words by means of e.g. inflection and derivation (i.e. morphology), the rules that govern the combination of words and phrases to structure sentences (i.e. syntax), and the way that meaning is conveyed through language (i.e. semantics).

- **Sociolinguistic competence:** can be described as the knowledge of sociocultural rules of use, i.e. knowing how to use and respond to language appropriately.

The appropriateness depends on the setting of the communication, the topic, and the relationships among the people communicating. Moreover, being appropriate depends on knowing what the taboos of the other culture are, what politeness indices are

used in each case, what the politically correct term would be for something, how a specific attitude (authority, friendliness, courtesy, irony etc.) is expressed etc.

There are two more aspects to consider into this approach, the **Discourse competence** and the **Strategic competence**.

The first one is described as the knowledge of how to produce and comprehend oral or written texts in the modes of speaking/writing and listening/reading respectively. And the second one as the ability to recognize and repair communication breakdowns before, during, or after they occur. In other words the strategic competence can be taken as the Sociolinguistic competence, into Chomsky's theory.

Nevertheless, we did not plan lessons in which grammar was the most important aspect, but interactive lessons where taking advantage of human resources where interpersonal skills took place while interacting also with the foreign language, such as, Role-play, Interviews, Games, Language exchanges, Surveys, Pair-work and team-work. Consequently, we decided to teach through games and audio-lingual helps, such as videos, audios, new technologies, handouts, photocopies, handcrafts, readings and realia. In addition, we planned lessons structured in games, to create a new environment and funnier atmospheres. We were using the Communicative Language Teaching (CLT) methodology for planning our classes, based on the book "Principles of Language in Learning and Teaching" by Brown (2000), in order to provide teachers with some guidelines on how to plan their classes.

It is important not to forget that the course implementation was a process to make the teachers get closer to CLT techniques such as: **Learner-centered instruction**, including learners' needs, styles and goals, where learners get some control and express their creativity and innovation. A sense of competence and self-worth is also enhanced. Learner-centered instruction gives learners the power to make certain choices, because this sense of effort determines a concept of ownership and increases motivation.

Cooperative learning involves some characteristics of learner-centered techniques, but

in this case, learners work in pairs or groups, while they are sharing information and increasing teamwork in order to achieve goals, thus breaking the edges of cultural variety, personality or learning styles. Cooperative learning can be a synonym of collaborative learning, this is more structured to engage learners to develop and promote skills in language use. **Interactive learning** promotes interactive nature of communication and focuses on the real purpose of language, creating genuine opportunities to involve learners in real situations of language interchange, and leading to develop oral, written and communicative abilities in an atmosphere of interaction.

Based on the teachers training strategies we also supported our ideas in the next guidelines given by the Ministry of Education in the United Kingdom, with the purpose of creating a better structure concerning the development of our study:

- To know and understand the national curriculum in your chosen subject(s) and/or age group.
- To be able to plan and prepare for lessons and set pupils' learning objectives.
- To have strong classroom management skills, such as knowing how to promote good behavior and minimize disruption by pupils.
- To know how to teach pupils with special educational needs and disabilities.
- To be able to assess pupils effectively.

It was necessary to plan on how we would guide teachers in the development of strategies using these models and how they could create appropriate learning environments to their students. According to Shemshadsara (2012), by making them to get to “linguistic behaviors that are characteristics in a given situation and function-determined conventions related to sociolinguistic formulae or conventional utterances that are used to perform tasks in context”. On the other hand, as a teacher-centered class does not help learners' learning process, learner-centeredness should be promoted, which will allow students to get control of situations, work in groups fostering several oral tasks, and develop different language skills. Teachers can also get better on their

own, because they analyze topics and strategies to deliver English classes, fomenting problem solving and, in this sense their critical thinking, as stated by Lakovos (2011).

Another important theoretical support has to do with games. Some psychologists as Paul Moor (1981), and Donald W. Winnicott (1986) asserted that children are more motivate when techniques as games, images and new material are used in class rather than the traditional material as books and exercises, due to the new ones help with concentration. Andrew Wright replied that games allow participants to gain self-confidence and confidence in their capacities.

Moreover, music is one of the most admired activities in the world that has an important role in most learners' lives. That is why every teacher should implement often the use of songs as part of their methodology of teaching. Songs contain original language, easy to understand, provide comprehensible vocabulary and they can be used daily, rhyme games and some cultural aspects are very appreciated by learners. Music gives a big help in speech issues or listening to music in other language warrants a major fluency and most esteem for written language.

Krashen (1982) who worked with music and discovered that acquired accidentally vocabulary and expressions when we work in this context, something that could very well applied because that's how people can make idioms were attracted more easily, even more the exact context in which they are used; this also happened with the vocabulary, for so you can know what is the more exactly use of certain words and proper situational use. This idea is supported by the investigation of some linguists who discovered that music is the source of colloquial English (the spoken on the street) and extracurricular English, something that should always be done, because if the school English extracurricular separates, this will become tedious and only a few places. Gatbonton, who discovered that the music can be used to speak very fluency , helping the automation of ideas, as the repetitive nature of the music makes our brain very long sentences is recorded and reproduced to a substantial speed recite when helping with the spoken part of the language.

6.3 Conceptual Framework

In order to carry out our research we considered some concepts to underpin our actions.

6.3.1. Language: After having read different theories about language development and taking into account our previous experiences in this area, we decided to define language in the light of Vigotsky (1978) who sustains that “Language is a social concept that is developed through social interactions”, Vigotsky. Language acquisition involves not only a child's exposure to words but also a dependent process of growth between thought and language. Vygotsky's influential theory of the "zone of proximal development" asserts that teachers should consider a child's prospective learning power before trying to expand the child's language comprehension.

The English Language has become pervasive and familiar in our society since it is part of a promotional language used by the mass media and replicated in conversation. Indeed, language is the way to join cultures and thinking around the modern world. In this context, language becomes the most powerful driving force in modern education, whose aim is “to persuade, lure, woo and seduce millions of human beings, and, in so doing, convert them from potential into actual clients”. Language can be defined as verbal, physical, biologically innate, and a basic form of communication. To summarize, this theory develops communicative skills through a main contact in social interactions and real language exposure.

6.3.2. Education: Nowadays education has gone out of the classroom, not only giving knowledge to people, but creating a new personality, a different and better personality facing up the new world, a world which asks for people who know how to use the knowledge to turn the world into a better place. As Freire stated (2004), "Education makes sense when women and men learn that through learning, they can make and remake themselves; because women and men are able to take responsibility for themselves as beings capable of knowing—of knowing that they know and knowing

that they don't". That is, education is creating people with a modern critical thinking to solve problems in a real context out of the classroom, preparing them to confront new situations they have not faced up. That is why education should not depend just on teachers, but on students, where students are the ones who create the education they need, turning into a guidance to achieve a better education, a critical education. As Freinet said, "we notice every day the main effect of traditional methods: Children who have learned to read and to write according to these methods are certainly able to – and sometimes in a record time – adjust the missing parts, according to the good management of a good reading presented in words and phrases. But in most of the cases, children do not link these readings with thoughts and the events or facts concerning the expression. Children know how to break a code but they cannot read because they do not translate the words into thoughts."

Nevertheless education is used as if teachers did not need students, and if education finished inside the classroom.

6.3.3. «Communicative Competence» comprises two words, a combination of which means «competence to communicate». «Competence» is one of the most controversial terms in the field of general and applied linguistics.

“Chomsky shows a proposition and a definition of the concepts of competence and performance, “1. It advocates for a communicative view in applied linguistics (e.g. Savignon, 1972) disapproving the idea of using the concept of idealized, purely linguistic competence as a theoretical ground of the methodology for learning, teaching and testing languages. They found the alternative to Chomsky’s concept of competence in Hymes’ communicative competence which they believed to be a broader and more realistic notion of competence. Namely, Hymes (1972) defined communicative competence not only as an inherent grammatical competence but also, as the ability to use grammatical competence in a variety of communicative situations, thus it brings the sociolinguistic perspective into Chomsky’s linguistic view of competence.

2. During the 1970's and 1980's many applied linguists with a primary interest in the theory of language acquisition and the theory of language testing gave their valuable contribution to the further development of the concept of communicative competence. Some theoretical reflections and empirical work seem to have had the most important impact on the theory of communicative competence. To clarify the concept of communicative competence, Widdowson (1983) made a distinction between competence and capacity. In his definition of these two notions he applied a discourse analysis and pragmatics. His definition of communicative competence is based on terms of knowledge of linguistic and sociolinguistic conventions. He understood the ability to use knowledge as a means of creating meaning in a language." Widdowson, (1983:27). Having defined communicative competence in this way, Widdowson is said to be the first who, in his reflections on the relationship between competence and performance, gave more attention to performance or real language use. Bagarić, V,(2007).

6.3.4. Learning "Children's education begins at birth, and it must be prevented any habit which could turn them into slaves. Children are engaged to examine the objects and because of that look, appears the first materials of their knowledge," Rousseau (1762). It is difficult to get in children's heads and to see how they are learning, but one of the best ways to do it is for sure doing it through role plays which provide us real life vocabulary and experiences, because when they learn in a natural way, they will do it forever. Of course children learn when they are interested in something; this is the reason why learning is a matter of mechanic processes created by interest, Rousseau (1762).

It is normal that if children want to do something, first they learn how to do it, and it is here when teachers should take advantage of this natural process and use it inside the classroom. Children will have a natural interest in facts and it is here when teachers perform their roles, turning these interests into teaching methodology. Teachers should not spread an education based on memorizing and doing with no reason, but an education based on increasing interest in what real life provides us in every single day, making the problem solving a means to create a critical thinking and a different way to teach.

7. Data Analysis and Interpretation

Taking into account the general and specific objectives, we designed a methodology which helped us to establish some guidelines and frames of reference, in order to make a follow-up of the process along the course. Nevertheless it is important to highlight that data collected is mostly qualitative, but we decided to support several statistical elements in a quantitative way to clarify some of the information that we obtained after the implementation of this project to make it valuable, but a qualitative interpretation was the main issue, starting from teachers' point of view. That is why we implemented an interview and a focus group with teachers; we made a class observation and a test to see where we could start from to create our syllabus. For further information, see annexes 1, 2, 3 and 4.

On one hand, as we said above, we selected the standards used in class randomly because we had to cover 5 elementary school grades, from first to fifth and because we had to work not only with one kind of population, but with a lot of different minds, trying to fit all the necessities in our course.

On the other hand, for this study we have to take into account first of all that the main purpose was not to teach language, but a different methodology to use in a class, where the standards were the important point when we were planning our classes. Second of all that the teachers' English level was very low due to they are not Modern Language graduated; for the same reason they did not have a didactic way to teach this language. Third of all that even though they had heard few about standards, the way to teach the standards were not taught in their schools.

The first one was the test, with which we realized where to start from and what was the real English level the teachers had, in terms of language knowledge. The test we used is a sample test used by the Ministry of Education to diagnose English teachers. It comprises vocabulary, language use and reading comprehension.

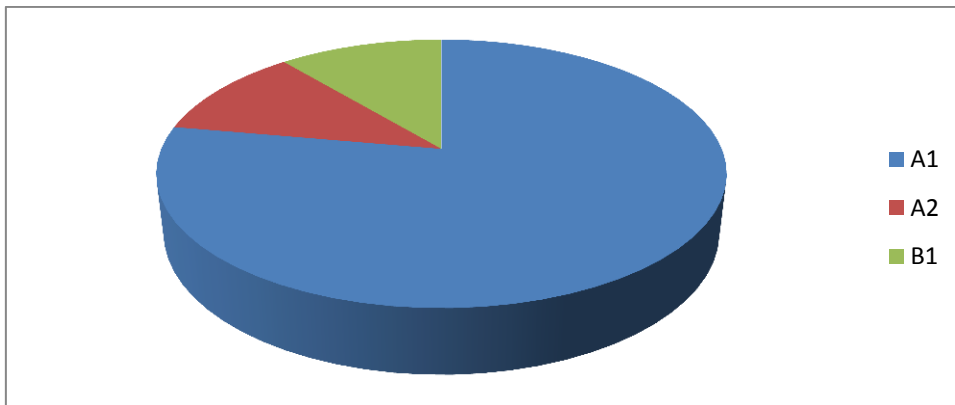
With this test we could see that most teachers had a very low English level when talking about language knowledge as they expressed in some questions we show in the interview part. Consequently, when we took these scores to the Common European Framework (see table 1 below) we could realize that most teachers did not even reach A2 level, due to they do not know how to express themselves, forgetting grammar and speaking, but just some vocabulary they cannot pronounce well, as shown in Graph 1.

Chart 2: The common European Framework

Table 1. Common Reference Levels: global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

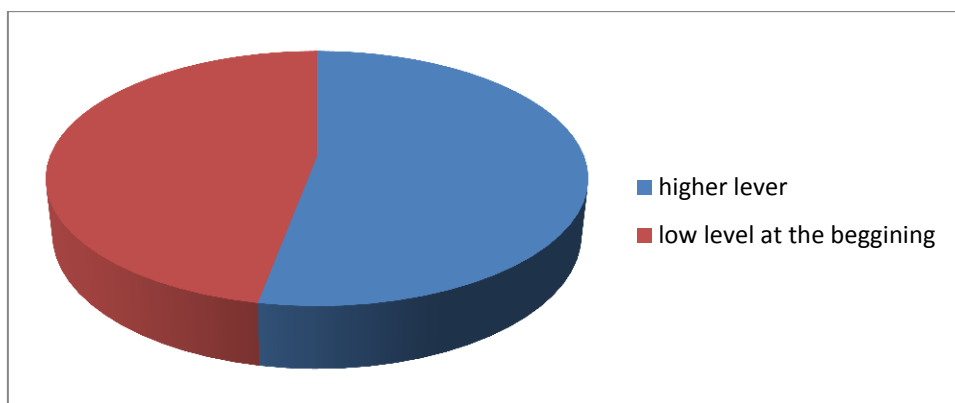
Graph 1. English Level and Language knowledge



Then, we carried out structured interviews (see annex 5) where teachers expressed their ideas and thoughts about the course freely; here we searched for finding some aspects such as language knowledge, satisfaction with the course given, standards management, methodology acquisition and impact of it.

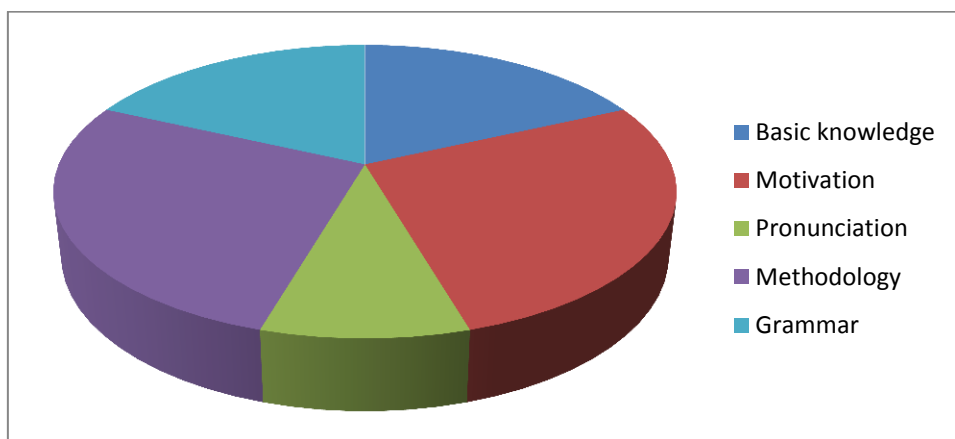
With this instrument we gathered data from each of the teachers who participated because they gave us their point of view about the process in an individual way, which allowed us to analyze what was going on in each of the grades, regarding the use of strategies leading to achieve the proposed standards. Here we present the data collected.

Graph 2. Language Improvement and Level



When we asked them about their language level at the end of the course with questions such as **¿Cómo considerabas tu nivel de lengua al inicio del curso? Cuáles crees que son tus avances en cuanto a nivel de lengua durante del curso?** And **¿Considera que su nivel de inglés mejoro con el curso desarrollado?**, 40 % of the teachers answered it was low as teacher 4 said *“Sinceramente mi nivel al inicio del curso era muy pobre pues en bachillerato fué muy poco lo que se me enseñó y tenía cierto temor al participar de él”*, while 60 % of them said it had improved, *“avance positivo, debido a que se realizó un estudio desde lo básico”* teacher 8. That is why we can say that through didactic, a new language could be taught as we see in the book *“didáctica de inglés en educación infantil”* Murado, J. (2010)

Graph 3. Languages Aspects Learnt

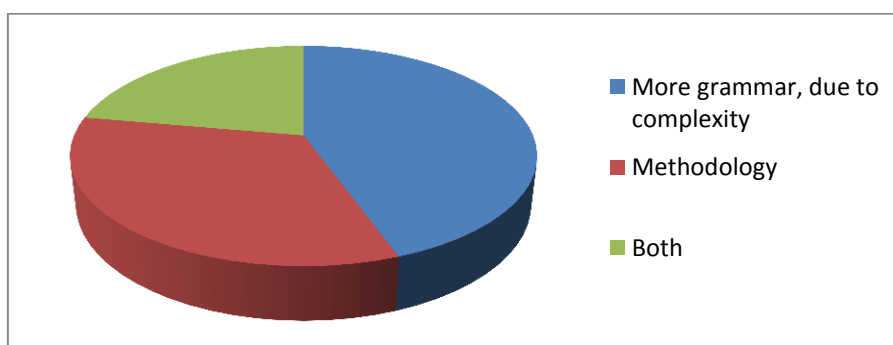


When we asked about the aspects of methodology and language they learned in the course with the question **¿Qué tipo de contribuciones has recibido del curso en cuanto a metodología? Explica.** 22% of the teachers answered that they learned a lot of basic language as grammar and vocabulary as teacher 1 stated *“El avance fue positivo, ya que el conocer el idioma ingles desde lo básico respondió a muchas inquietudes”*, 33% of teachers said their motivation improved towards English *“Mis avances hacen referencia a adquirir más seguridad en la pronunciación y el aclarar muchas inquietudes acerca de la gramática”* teacher 6, 11% said that they learned pronunciation, and 33% expressed that they improved their methodology as teacher 9 said *“Avance de un poco sobre todo en la adquisición de herramientas lúdicas y*

tecnológicas relacionadas con la gramática, la metodología y la didáctica”. This is the reason why we analyze that in a course like this, language is not the only thing we can learn, but methods as well, because this is a reflexive process, not only centered in the teacher, but also in a process that can be thought over and over as Freire (1970) proposed, to teach not a topic, but a critical thinker who can solve any problem.

When we asked teachers about methodological aspects, we found out different ways to express it, that is why we want to present this information in the graphics below, where it will be possible to see in a better and detailed way the results obtained.

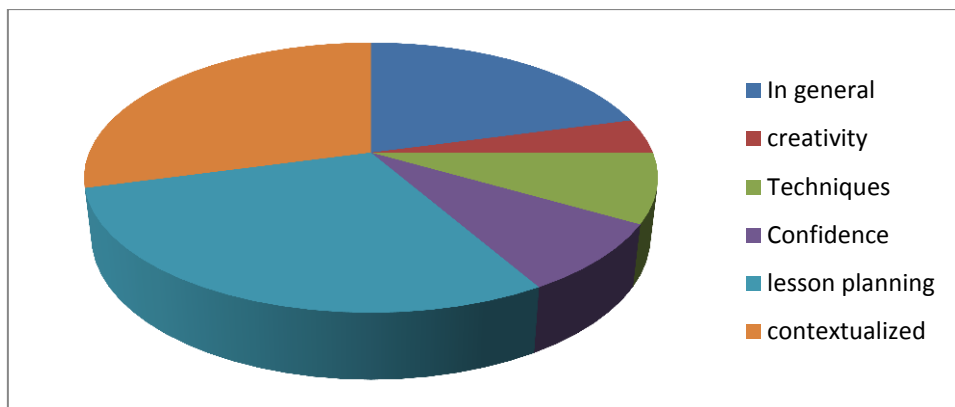
Graph 4. More Time on Grammar or Methodology



Here we asked if there should be more time devoted to grammar or to methodology in the classes they would be giving with the questions: **¿Considera que el tiempo determinado para el aprendizaje de la gramática debe ser mayor que el metodológico?** And **¿Considera que importante darle más espacio al componente gramatical que al metodológico?**, taking into account necessity and complexity, 44% of them answered more time should be devoted to grammar due to the complexity of the language, 33% of them said to methodology as teacher 2 stated “*Creo que debe ser mas metodológico e interactivo utilizando las tic y cada una de las direcciones que hay en la web para mejorar en el conocimiento y la practica*” and 22% of the teachers argued

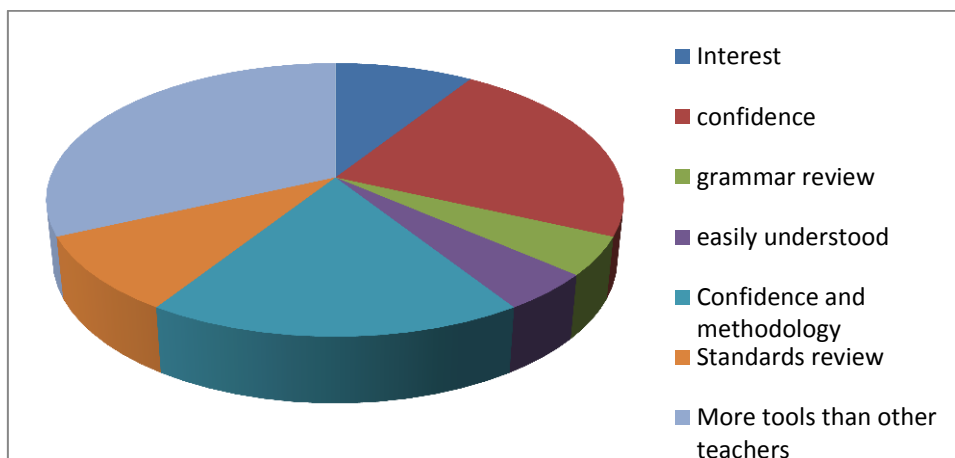
that both are important. Here is easy to see that they feel with the lack of knowledge about the language, it is a harder work than if they would know about linguistic aspects.

Graph 5. Aspects Improved With Communicative Language Teaching Methodology



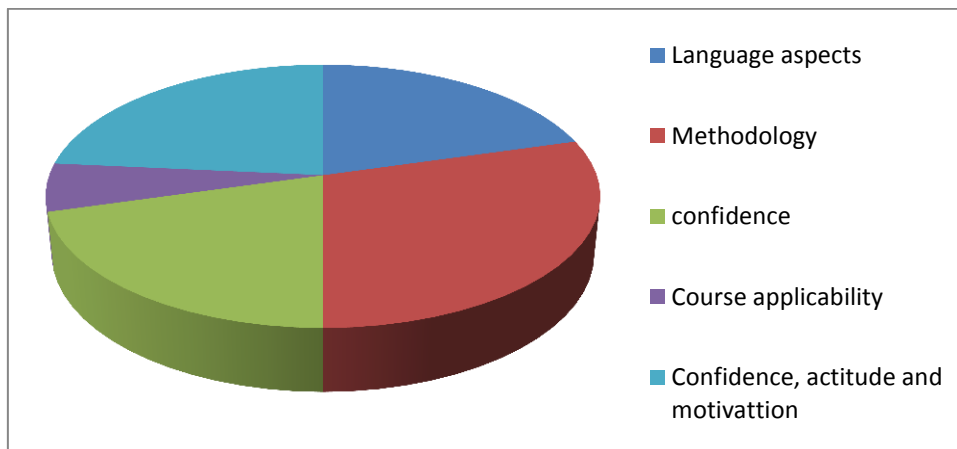
Here they answered what aspects they improved with the course methodology, to which 9,9% answered that they improved in all aspects, that is creativity, confidence, lesson planning, contextualization of lessons, and techniques 4,5% their creativity, 9,9% management of techniques, 9,9% their confidence “*Creo que debe ser mas metodológico e interactivo utilizando las tic y cada una de las direcciones que hay en la web para mejorar en el conocimiento y la practica*” teacher 9, 31% lesson planning “*El curso me dio herramientas para mejorar desde el plan de la clase hasta trabajar con los estudiantes*” teacher 7 and the 36,3% said that the course offered techniques which could be transferred to real situations. In other words we can see teachers think that with a better methodology, the education could be contextualized, making it more effective, as Freire used to say in his book “*Pedagogía del Oprimido*” (1970)

When we asked the teachers about the impact of the course, we obtained some data we will present in the next graphics, to show some ideas teachers had in mind when they were asked about the process they were in.

Graph 6. Impact of the course

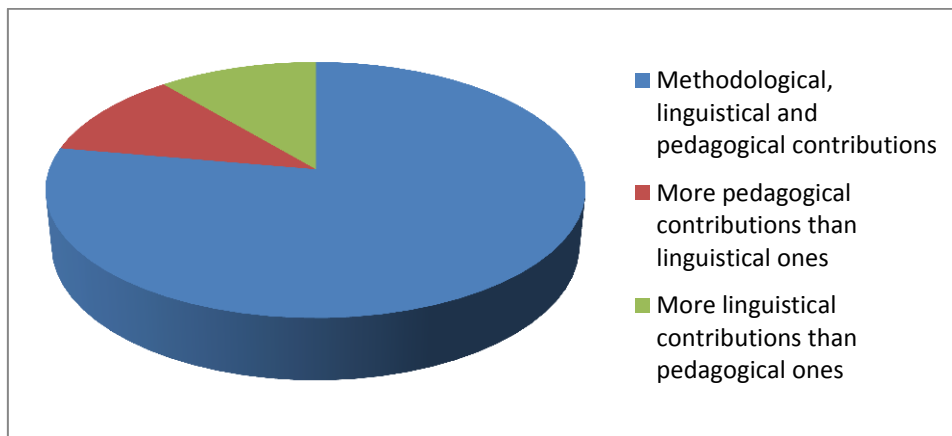
As shown in the Graph 6, to the questions: **¿Has determinado algún impacto del curso en tu aula de clase? Explica ¿Crees que el curso ha respondido a necesidades reales que enfrentas como docente de inglés? Explica ¿Considera uds que el curso ofrecido da más herramientas frente a otros profesores en su misma situación? ¿El curso le fortaleció su confianza, motivación, actitud y desempeño frente al inglés y su enseñanza?** 6,8% of the teachers answered that the course turned them more interested in learning the language, 17,2% argued that grammar became easier for them, 3,4% of teachers said that the course worked like a review of what they already knew, 3,4% of them said that students understand English better now than before, 13,7% said that they gained confidence and learned about methodology *“perdida del miedo a conocer otra lengua”* teacher 8, 6,8% of the teachers see the course like a standards review as teacher 4 said *“tiene un direccionamiento basado en el plan de estudios, por lo tanto el curso me permitió aclarar y reforzar lo que venía abordando”* and 24,1% of them believe that now they have more techniques to teach than other teachers who were not in this process. They mentioned teaching techniques such as games, ways to present a new topic and use of techniques like internet and gadgets, which means that the course fits the teachers because they feel more prepared than before and they can show it in their performance in every day classes.

Graph 7. Contributions



When we asked teachers about the contribution the course made to their development **¿Cuáles fueron los aportes a nivel personal que este curso le generó?, ¿Considera que se ofrecieron algunos aportes, si / no cuales fueron?** 15,7% of the teachers argued that they improved linguistic aspects like grammar and pronunciation, 25,6% of them said that they learned about a better methodology that now they could apply with their students as teacher 3 stated *“Aplico con frecuencia lo que aprendí en alguna de mis cotidianidades”*, 28,3% said that their confidence is higher now than before *“seguridad, conocimiento de vocabulario, construcción de oraciones y metodología de trabajo en el aula de clase”* teacher 8, 5% said that they have new techniques because the course was contextualized and 20% said that confidence, attitude and motivation towards English were improved. This means that teachers think they know how to teach the topics they know about the languages, due to the methodology taught.

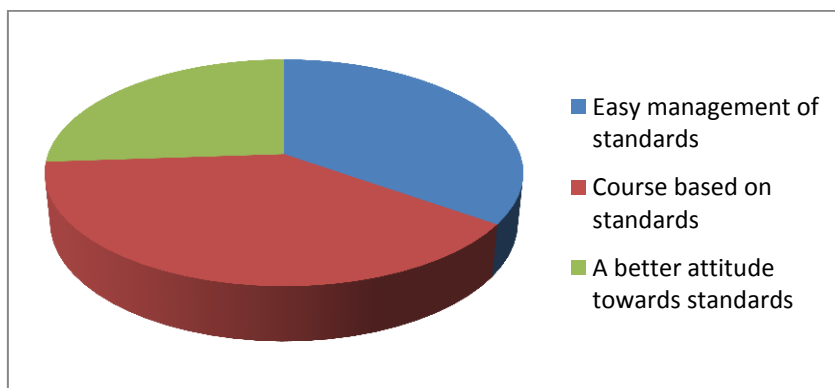
Graph 8. Most Significant Contributions



When we asked teachers about the most significant contributions of the course with the question **¿Estos aportes fueron en su desarrollo metodológico, lingüístico o pedagógico?**, 77% said that methodology, linguistic and pedagogic aspects were the most relevant as teacher 2 mentioned *“Considero que los aportes se desarrollaron en las tres areas”*, 11% said referred to pedagogical aspects rather than linguistic aspects, and another 11% said referred to linguistic than pedagogical aspects. This expresses that in this process they did not focus just in one aspect, but in the three of them that they need taking into account that confidence is the support to get the language, as we saw in the graphics No 8. .

And finally, at the end of the interview they were asked about the standards where they answered:

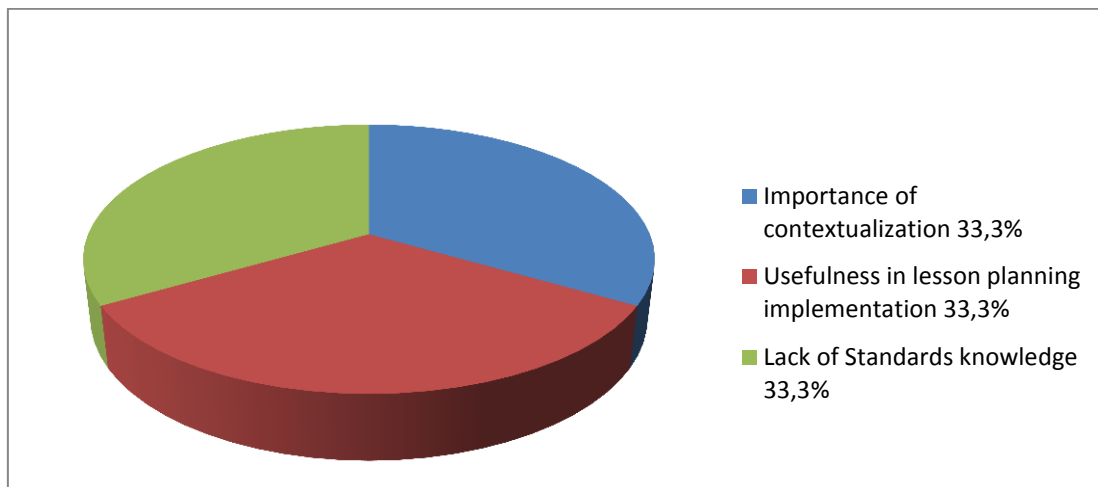
Graph 9. Standards Management



Regarding standards, 34, 7% of the teachers said to questions **¿Cree ud que el manejo de los estándares es más fácil después de haber recibido el curso? ¿Piensa que el contenido temático del curso fue basado en los estándares? ¿Considera que su actitud frente a los estándares mejoro?** that it was easier for them to deal with them than before as teacher 7 stated *“Por supuesto que mejoró, antes no los conocía o no me preocupé por conocerlos”*, 39% of them expressed that the course content was based on standards and 26% argued to have a better attitude about the standards and its use. We analyzed here that they know how to manage the standards now, due to we taught how to do it in our own lesson planning as we see in the annex 1 in the chart where we put our own examples, such as how to select a standard, how to synchronize them with a specific topic and how to teach it with a didactical way.

This following focus group analysis was part of the process at the end of the course, which involved in most of its content main aspects of English development skills, teachers’ methodological improvement and standards implementation knowledge. There were 10 teachers and 7 questions to be analyzed in the focus groups according to their headquarters.

Graph. 10. Attitude Towards Standards Implemented By MEN in FLT



The graphic above shows the attitude that teachers had after having known the existence of Standards in English teaching. Answering to the question stated in the focus group analysis: **¿Cuál es su posición frente a los estándares básicos de competencias en lenguas extranjeras, inglés, propuestos por el MEN?**

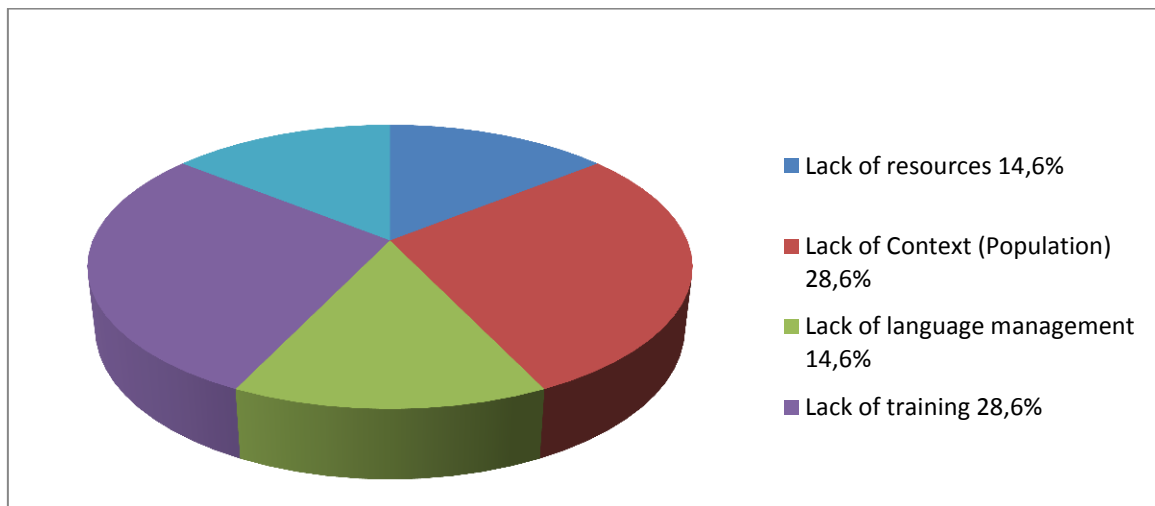
33,3% of the teachers mentioned that there exist a lack of contextualization in order to get what the Standards are about,” *Es importante tomar como referente los estándares como base para los planes de estudio de cada institución educativa, hasta hace algún tiempo cada docente enseñaba lo que creía importante o pertinente para su grado pero con implementación de los estándares se hace más fácil la enseñanza de los diferentes temas, sin dejar de lado la importancia de la contextualización de dichos estándares.*”

Other 33,3% answered in an open way, highlighting the importance and usefulness of standards in lesson planning, in teaching organization methods and asking for a qualified personal to contextualize and explain the implementation of standards for future educators and learners. As shown in their answers *“Nuestra posición frente a los estándares básicos de competencias es que son de gran importancia y de mucha*

utilidad para nuestros educandos que con nuestra orientación pueden alcanzar niveles que servirán en sus estudios de bachillerato, universitarios y en su vida.”

Regarding the main strategies to consider in a lesson implementation, we found that most teachers were not attracted by traditional grammar, subsequently, as a result of this lack of strategies teachers developed didactical activities to get the whole attention of the population we worked with; certain activities were focused on promoting learners' motivation, self-sufficiency and oral autonomy through oral interaction.

Graph. 11. Main Problems While Implementing Standards In The Classroom



Here, teachers confirmed the main weaknesses in Foreign Language Teaching (FLT) and the lack of knowledge around standards information; in response to the question: **¿Cuáles podrían ser los mayores retos (dificultades) al implementar los estándares con sus estudiantes?**

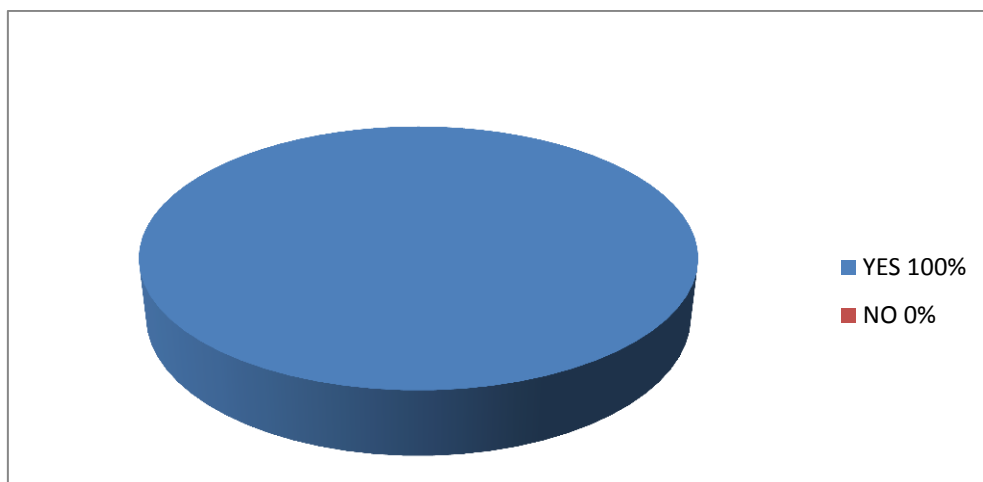
As we can see in the graph, 28,6% of the teachers are affected by the lack of a population qualified in the teaching of standards management, but in the same way other trait that has a 28,6% is the lack of training in the same because they realized the importance of a specialized group of teachers qualified in standards management and

implementation. We cannot omit the lack of resources, due to the fact that there is a very important factor as it is the lack of resources in which 14,6 % sustain that this is a concept for taking into consideration.

“Los mayores retos que encontramos al implementar los estándares con los estudiantes son:

- *Falta de dominio de la lengua extranjera en cuanto a su pronunciación.*
- *No somos especialistas en el área.*
- *Falta de recursos*
- *Población (contexto)*
- *Falta de capacitación”*

Graph. 12. Are Standards Facilitators Of FLT?



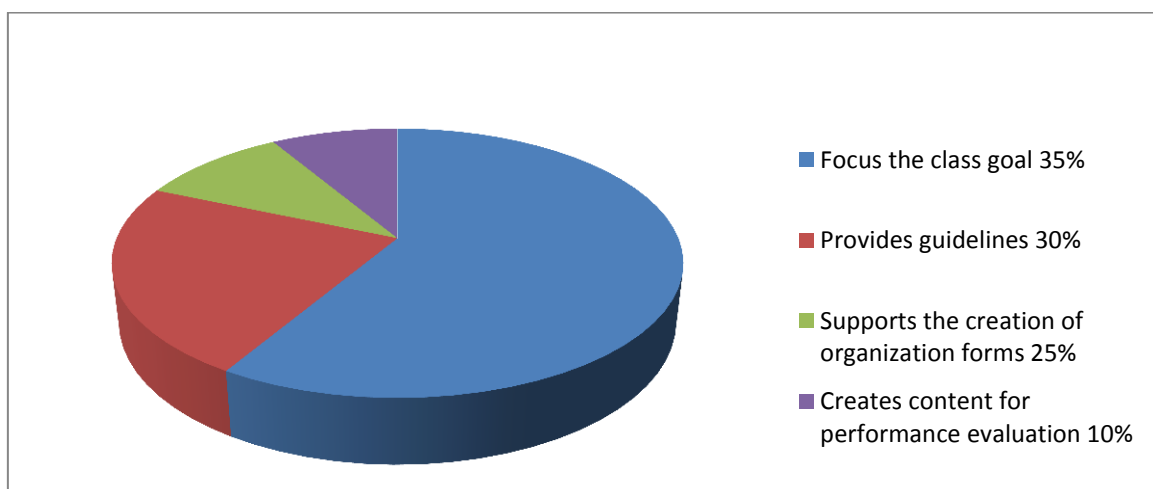
This graph shows the usefulness of Standards in FLT, because teachers accepted the Standards as a framework of organization, a guideline for contextualizing English

teaching, a way to evaluate students' performance and a resource to design and development of lesson plans considering their answers to the question: **¿Considera que los estándares facilitan la enseñanza del idioma inglés? Si No ¿por qué?**

It is possible to see that a 100% of the teachers' perceptions are focused to express that standards help in most of the aspects they have taken into account while implementing a lesson plan.

- *“Sí, porque brindan orientaciones y pautas que facilitan nuestros desempeños en la construcción y ejecución de los planes de área”.*
- *“Los estándares sí facilitan la enseñanza del idioma Inglés porque en cada nivel nos da a conocer los desempeños que deben alcanzar nuestros estudiantes.”*
- *“Si colaboran en la organización de la enseñanza del área pero deben ser más específicos y contextualizados para la población.”*

Graph. 13. The influence of Standards In Lesson Planning



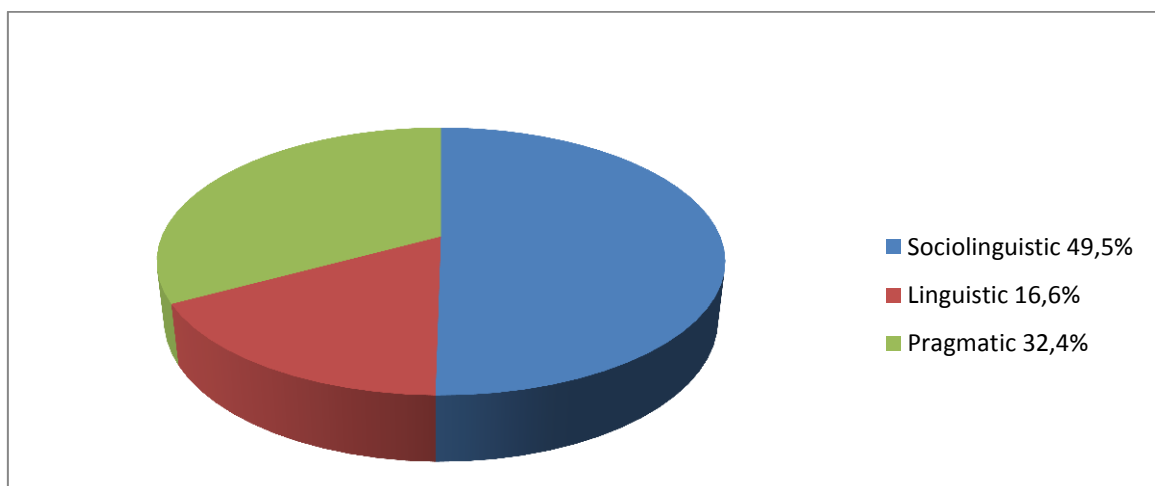
¿De qué manera los estándares influyen en la planeación de la clase?

In response to the question above teachers mentioned some important aspects of standards use, such as guidelines for lesson planning, focus of the lesson and development of meaningful experiences in FLT.

- *“Los estándares son los que guían la organización de una clase y al tenerlos en cuenta se desarrolla en los niños un buen proceso en la enseñanza de la lengua extranjera.”*
- *“Son una guía para el planeamiento de las clases. El objetivo de la clase debe apuntar a ellos”.*
- *“Los estándares se utilizan para organizar las ideas y planear las clases llevando un proceso que al final permite evaluar a los estudiantes de manera significativa.”*

The percentages included in the graphic above show clearly the usefulness of standards influence in the implementation of a lesson and teachers opinions provide a detailed point of view of what standards can do for us in methodological terms.

Graph. 14. More Emphasized Competences In Standards Implementation



This graphic shows the teachers' point of view about what they could notice during the development of the course, taking into account the most important competences in Standards implementation, with the purpose of answering to the question **¿Cuáles son las competencias que más enfatiza en la implementación de los estándares?**

Sociolingüística

Pragmática

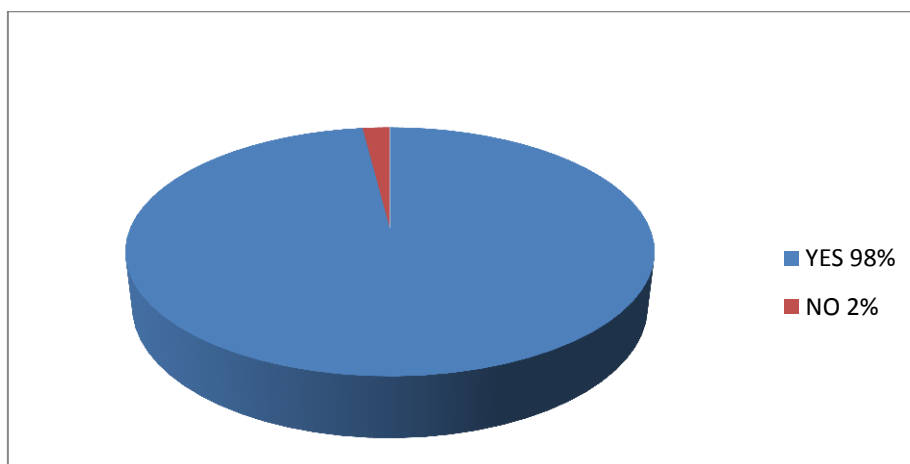
Lingüística

Explique, por qué?

49,5 % of the teachers sustained that the most suitable competence according to the context where they are working is Sociolinguistic, because it fits better in children`s daily life; 32,4 % consider that pragmatic is more important than others due to the teaching of vocabulary and the construction of phrases; 16,6% says that linguistic because is always focused to the daily life.

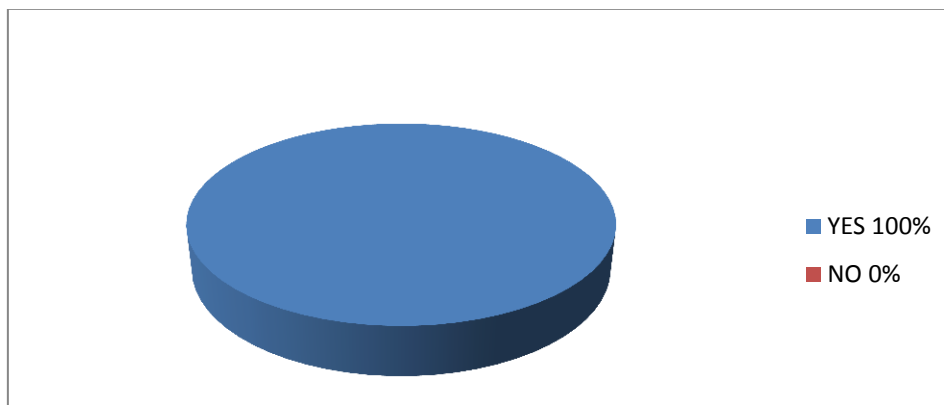
“Es importante tener en cuenta todas las competencias, pero por nuestro contexto se aplican más la sociolingüística y lingüística por su función en la cotidianidad de los estudiantes”.

Graph.15. Comprehension For Implementing Standards In The Classroom



Here, 98% expressed that after the course their level of understanding for standards application has a meaningful impact, because the use of standards is clearer, and it was possible to know this, due to their preparation of lesson plans while using Standards as a guideline in a framework of organization in response to the question: **¿Tiene claridad sobre cómo implementar los estándares dependiendo del grado de los estudiantes?**

Graph. 16. Did The Course Provide The Techniques To Face Up MEN Requirements?



This graph shows the effectiveness of the course after having finished it, teachers expressed their course appreciation through the implementation of their own lesson plans, using some of the techniques provided in the context we dealt up with.

After having been dealing with a long process as we stated in the second stage of our project, called the implementation stage, we collected and analyzed some data obtained from interviews, class observation, focal groups and a linguistic text. We found some positive and negative factors in the analysis and we decided to put it into a chart to show the data in general aspects.

It is important to highlight that all the results are not in the chart, but in the graphics we presented above, where the data are developed step by step.

Chart 3. Sources of the Data Obtained

	interviews	Class observation	Focus group	Diagnostic test
English level				X
Acquisition of standards			X	
Methodology	X	X		
Implementation of methodology		X		
Motivation	X			
Linguistic aspects	X			X
Use of material		X		
Performance		X		
Interest	X			

Chart 6. Sources of Negative Aspects Found

	Interviews	Class observation	Focus groups	Diagnostic test
Mispronunciation	X	X		
Lack of confidence	X	X		
Lack of interest at the end	X	X	X	

To explain these charts we took into account that our main focus was not a linguistic aspects, but standards management and methodology; that is the reason why in the Negative Aspects Chart we show aspects such as mispronunciation and some lack of confidence, created by the lack of linguistic command.

In the Sources of Data Obtained Chart we summarized where we took the information from, for analyzing them, that is why it is just representing in both charts with and **X**, letting us see that they gained more confidence, autonomy and self-sufficiency, as shown in graphics 3, 5, 6 and 7. But in Source of Negative data Found we see that the problems they had were in the linguistic aspects, due to our project was not focus on it, but in methodology as we said in our entire project.

For being more specific, the analysis of the diagnostic test tells us that their level of English was very low when they started (see graph 1), but in the process their level increased in some aspects in a 60% of the teachers, as teachers expressed (see graph 2), such as in pronunciation, motivation and vocabulary as we saw in the interviews (see graph 3). As we said before, the course did not aim to give them linguistic aspects as shown in graphic 2, due to we did not do a post test because this study was not focus on it, that are the reason why the language increase, as they expressed, was a plus in our project.

Nevertheless, on the one hand, 44% of the teachers thought that when we highlight class performance, it is more important to focus most of the time on grammar issues than on methodological and interactive aspects, because grammar is very complex to understand. On the other hand, 66% of teachers argued that in a class, it is necessary to use more methodology in the same class development, telling us that a linguistic part can work as motivation, being a important tool in their teaching. (See graph 4).

When we asked teachers about methodology, most of them said that we have provided them with tools such as methodology, communicative skills, didactical strategies involving games for improving in their lesson planning and class performance reinforcing them with self-confidence and English autonomy, letting them take to all the future classes they will have, so to speak, they could contextualize most of our activities in real life and educational behavior, making methodology very important in English classes. (See graph 5)

- Guessing games (Mimics, guessing words, acting games, asking games)
- Hangman
- Hot potato
- Production of materials
- Chinese Whispers
- Role plays
- Micro-teachings
- Filling the grid
- Animal Hopscotch
- Songs
- Images description

That is why teachers said that they have more techniques such as games, different ways to present a new subject and use of resources like internet and gadgets than other teachers who did not take the course, because the course gave them not only grammar aspects, but confidence, methodology and interest, being confidence the strongest one (see graph 7), turning their English classes in a subject easier to understand, as we see in graph 6.

In fact, when we asked them if they learned more linguistic aspects than pedagogical and methodological aspects, 77% of the teachers said that the three of them were worked in this process, giving them confidence to work better in their classrooms. (See graph 8)

After having finished the course, we asked the teachers to fill out a lesson plan format, in order for us to assess the level of improvement and management regarding standards, which showed us a better performance on standards use. We realized that now they knew how standards may work, because they applied them in their own classes. (See graph 9)

Focus groups

As we mentioned at the beginning of this report, focus groups were another technique used to collect some important data after the course. This technique points out behavioral information to evaluate teachers' knowledge concerning the Standards, new pedagogical and methodological resources. This means that focus groups are facilitators of teachers' perspectives and to know how to develop our proposal guided by MEN's standards.

We could observe some improvements in most of teachers' performance along the lesson planning implementation inside their own classrooms. Through these focus groups teachers answered some questions involving all related to what we came up with in the implementation stage of our project, such as Standards, methodology, language and resources, they could also make a self-evaluation of the strategies that we used during the course. All this information was shown and presented in 7 graphs with their corresponding data description, and this analysis is focused on the main angles of the information provided after having implemented our sessions.

Concerning the activities that followed the focus groups, we could notice several concepts of teachers' comprehension; we saw the development of a new interest on lesson planning description, they started to use their own methodology based on the different activities we developed in the course.

Teachers understood that they always needed to establish a goal for their own English lessons, they developed new objectives, they planned new activities, taking into account and identifying some factors as the context, learner's profile and in a deeper sense, the real needs of their students.

In accordance with some previous data, the social impact that teachers will be causing in their educational environment will promote new attitudes towards foreign language learning because our project produced an instructional awareness in educative context underlying methodology, communicative competence and sociolinguistic aspects to reinforce the normal development of the sessions.

The focus groups analysis framed the awareness of Standards implementation and use of an adequate methodology, and the attitudes and performance towards the classroom, which contributed to the accomplishment of the objectives we wanted to fulfill along our instructional implementation, arising from a method, approaches and didactics.

Analyzing in detail the whole set of video session recordings, we considered necessary to establish some aspects named and previously described by us like understanding of Standards and enforcement to the lesson planning, teachers' attitude and performance into the classroom, topics and content offered by teachers in class, use of techniques, strategies and tips provided in the development of our proposal, and effectiveness of the standards' implementation which allowed us to verify if the expectation generated by our research objectives had been achieved. During the data analysis we dealt with a description of teachers' performance, attitude towards the class, and the implementation of MEN's standards. That is why we designed some relevant statements that summarize some of the most important factors as: acquisition of standards, implementation of methodology, uses of materials and performance into classroom, being those defined in the objectives research, but also aimed to achieve our research question. Furthermore with the video data recording we obtained the first class observation, previous to the implementation and the video session recording after

having made the implementation, helped us to establish categories mentioned above (Chart. 6).

The analysis of the sessions recorded allowed us to realize which of our methodological suggestions were taken into account by teachers as a way to improve their classroom performance. To that end, we also had to describe and analyze whether or not teachers had learned how to implement Standards given by MEN.

According to the recordings we can consider that, regardless with the first aspect “*Standards’ understanding and enforcement to the lesson planning*”, we found a meaningful improvement in their knowledge about Standards and how to make use of them. This fact became evident in the video recording obtained teachers started to design their lesson planning based on standards, even how they had applied the strategies proposed. Furthermore, it can be observed that teachers contextualized the lessons according to students’ profile and classroom conditions. Teachers were free to design and create their own strategies such as games and use of resources like the Internet, in order to carry out with the objectives and topics proposed by MEN’s Standards. This allowed them to develop teaching skills raising their self- confidence to perform in the classroom.

R. Rosenthal and L. Jacobsen (1968) in their study demonstrated how the teacher attitude also influences student success which is particularly crucial in the case of ESL, turning into another finding that we can see clearly in the video recording, because the new performance adopted by teachers starts to influence the classroom attitude and motivating students toward second language acquisition. In addition, it is clear that teachers considered suggestions given by us, mainly taken from “*Classroom Techniques: Foreign Languages and English as a Second Language*” By E. Allen and R. Valette (1977), in which we could find some meaningful issues, that allows improve their English level with simples exercises such as: try to get to foreign films, subscribe to at least one foreign newspaper and listen regularly to radio broadcast in the foreign language, in this specific case English, in order to reinforce their audio – lingual skills.

Bearing this in mind we made a list of some aspect that we have been improved and which we have named: “*Teachers’ attitude and performance into classroom*”.

In addition, there are some resemblances between the first one and the next point which we denominated: “*Topics and content offered by teachers in class*” where teachers let us see clearly through their lesson plans, since they started to design them based on standards. Besides, they have made a similar work with the first aspect; that is, contextualizing the content with the real needs, and their linguistic possibilities, taking into account that they do not have a broad knowledge about deep linguistic issues.

Concerning “*Use of techniques, strategies and tips given by our proposal*” it is necessary to mention that they realized the importance of our proposal, they expressed that our proposal is appropriate to their needs. Even more they have taken the whole set of strategies proposed as a model to design their own proposal.

And finally, regarding “*Implementation’s effectiveness*”, we can add that effectiveness could be given by the improvement in their class’ performance and their attitude towards the foreign language, because beyond the improvement of their English level, they have achieved a better self-sufficiency, pronunciation, fluency and self-confidence that allow them to be interested in learning more about techniques and methodology in ESL.

After having analyzed the findings emerging from the data and taking into account the research question stated in the research project we want to suggest some strategies that elementary school teachers might consider when implementing the Basic Standards of Competences, as follows:

1. It is important that teachers characterize the school context, mainly the classroom setting, by making a complete description in order to have an idea of the

resources and materials available. This strategy will help the lesson planning and the standards selection process because the activities planned are expected to be done using what is available in the classroom.

2. Teachers might also consider their own language level knowledge as something that will allow them to raise awareness of their strengths and weaknesses, be resourceful and to look for assistance from colleagues, do bibliographical consultation, or search information on the Internet, in order to come up with lessons appropriately planned. It is worth mentioning that this strategy promotes teachers' autonomy in terms of the sense of responsibility they are called upon to develop.

3. Students' profile is also part of the strategies to bear in mind when implementing the standards because it is important to know their characteristics such as age, interests, learning styles, background knowledge, grade, etc. As teachers are dealing with individuals, they might consider observing and analyzing their students' differences in order to meet their needs.

4. When selecting the standards from the Standards booklet, teachers can look at the different skills proposed; for instance, reading, monologue, conversation, speaking or listening, and focus on the one that best fits the target language they are planning to teach. Teachers can also relate the topic to other subjects as to promote the knowledge of different contents.

5. Depending on the grade (1 to 5), students' previous knowledge, and topic, teachers can make a list of the possible standards related to the specific topic they want to teach and the learning objective they are planning their students to achieve; that is what they expect their students will be able to do with the language they have learned.

6. Choose one or two standards considering the competences suggested in the booklet; that is, linguistic, pragmatic or communicative. This strategy helps to be coherent not only with the learning objective but also with the activities and materials aimed at achieving that objective.

7. After all the strategies proposed above, the next step is to plan the lesson in which teachers can take into account the number of activities, the aims for each of the activities, the procedure, the time for each activity and the patterns of interaction.

8. It is necessary to take into account that is better to pick up one standard in which the lesson is going to be focused, in order to cover the entire purpose of the selected standard instead of using more at the same time without covering all in the same lesson plan.

9. With the appearing of new technologies it has become remarkable to adapt standards to the TICs use, due to these techniques are more suitable and students are likely to learn in an interactive way using them, rather than using traditional ways of English learning.

10. The second language learning could be developed not only in the specific subject but also it could reinforce and support the other academic subjects learning, as suggested by the bilingualism programs, leading students to be more competitive not only in English, but the whole academic process.

11. Without omitting the fact that they are kids, we cannot separate games from the established syllabus but an important strategy that can generate meaningful results is to make up the standards application in the middle of a dynamic and didactic lesson that is why it is very important to implement games as a teaching technique, with this in mind we can enhance and promote motivation.

12. A flexible way to implement standards, promote the development of oral and listening skills, reinforce intonation and the acquisition of colloquial expressions, vocabulary and lexicon is the use of music in classrooms activities.

8. Conclusions and recommendations

After having carried out this study, and having considered the objectives set and the methodology applied in this research work we can draw the following conclusions.

- The recognition of real elementary school needs was achieved because we implemented the strategies to find stages for each part of the research. In the diagnostic stage we identified such needs of the population involved, which led us to design a course based on the standards of competences in English, proposed by the Ministry of Education, taking into account students' real context, adapting the lesson plans to their learning needs.
- Despite of the fact that standards are a current national policy, most teachers have not been trained on the management and implementation of standards inside their own classrooms. We consider that in order to fulfill the requirements proposed by MEN, the training on standards to teachers should be one of the main actions to respond to the National Bilingual Program because this would become a big improvement in a language teaching-learning process, and in order to get more significant lesson plans concerning to the teacher and a better performance concerning to learners.
- The implementation of the course content and the conceptual support based on teachers' needs encouraged most teachers from Ulloa School to develop and increase their English teaching skills to adjust them in their future teaching practice. Most teachers from Ulloa School took actions such as preparing and implementing lesson plans and activities for their own with the purpose of teaching English in a didactic and dynamic way. By the end of the course, teachers listed some activities they developed and also they said that they had already designed their own material to grow in a professional vision.

- Motivation plays an important role in English as Foreign Language (EFL) learning. That is why, it is necessary to develop self-confidence, autonomy and knowledge of English in a classroom environment through methodologies that allow teachers to use the strategies they had so far.
- Most of the activities developed during the training course were useful for teachers in their classroom activities. Teachers were involved in different activities and were exposed to several didactic strategies for implementing effective lesson plans, based on the purpose of the course.
- The analysis of the impact of our proposal was possible thanks to the techniques used for the data collection process, because they covered a big amount of categories in order to classify meaningful information into explicit fields of analysis.
- Throughout the course implementation, we as researchers had the opportunity to experience the impact of the course on teachers' professional development and on their students because of the meaningful evidence we got, which shows the important contributions that we made by taking every action considering real contexts.
- The activities carried out during the implementation stage contributed to give the teachers some methodological ideas that enriched their previous teaching experience, as it was the first time they took the risk to implement standards which according to them, facilitated their work for the sake of their students' learning and their own professional development.

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Annexes

Annex 1 : Course Description

Chart 5. Part 1.

Theme	Notions/functions	Standards	National standards
I want to know my classmates	To say hello, to talk about the week and months, to play with the body, introduce me your family, how many are they, etc.	I can tell what I know	<ul style="list-style-type: none"> • Reconozco cuando me hablan en inglés, y reacciono de manera verbal y no verbal • Identifico palabras entre si entre temas que me son familiares • Escribo el nombre de lugares y elementos que reconozco en una ilustración

Let's talk about your work	Are you a teacher? Or maybe a policeman?	I can describe people's occupations	<ul style="list-style-type: none"> • Identifico los nombres de los personajes y los eventos principales de un cuento leído por el profesor y apoyado en imágenes, videos o cualquier tipo de material visual.
Who are you?	Where do you live, what does your father do? Who is your teacher?	I can describe where people are.	<ul style="list-style-type: none"> • Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad. • Reconozco y sigo instrucciones sencillas, si están ilustradas
Is that your house?	This is my kitchen, those are my bathroom, here my living room	I understand when someone describes a familiar place	<ul style="list-style-type: none"> • Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad • Escribo el nombre de lugares y elementos que reconozco en una ilustración.

<p>Can you tell me about your daily activities?</p>	<p>You go to work, I love playing the guitar, my mom watches TV.</p>	<p>I can understand what people do</p>	<ul style="list-style-type: none"> • Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor. • Identifico palabras relacionadas entre sí sobre temas que me son familiares
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Chart 2. Part 2.

Theme	notions/functions	Standards	National standards
<p>Tell me about your favorite pastimes?</p>	<p>I love playing soccer; she doesn't like to go swimming, does he do exercise on the weekends?</p>	<p>I can Talk about my favorite hobbies/pastimes</p>	<ul style="list-style-type: none"> • Utilizo el lenguaje no verbal cuando no puedo responder verbalmente a preguntas sobre mis preferencias. Por ejemplo, al asentir o negar con la cabeza. • Expreso mis sentimientos y estados de ánimo.

Using TIC's in our classroom	I listen to a song, I like to watch a video in the pc	I use the new technologies to help my English learning process.	<ul style="list-style-type: none"> • Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones • Escribo sobre los temas de mi interés
For sure you can do it	Can we go home?, You cannot read that book, I can ride this bike	I know how to explain some abilities.	<ul style="list-style-type: none"> • Escribo sobre los temas de mi interés • Reconozco y sigo instrucciones sencillas, si están ilustradas.
Will you go to the stadium?	I will learn to speak English, Will you?	I know when to express myself in future.	<ul style="list-style-type: none"> • Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones. • Identifico las acciones en una secuencia corta de eventos.
Recap on the whole course contents.	Recap on vocabulary.	I Can assess my English learning process.	<ul style="list-style-type: none"> • Participo en juegos y actividades siguiendo instrucciones simples • Expreso e indico necesidades personales básicas relacionadas con el aula.

Annexes

Annex 2: Diagnostic test

Parte 1

Preguntas 1 – 5

¿Dónde puede ver estos avisos?

En las preguntas 1 – 5, marque A, B ó C en su hoja de respuestas.

Ejemplo:

0	PLEASE DO NOT FEED THE ANIMALS	A in a station B in a café C in a zoo	Respuesta: <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">0</td> <td style="width: 20px; text-align: center;">A</td> <td style="width: 20px; text-align: center;">B</td> <td style="width: 20px; text-align: center;">C</td> </tr> </table>	0	A	B	C
0	A	B	C				

1	DANGER! DO NOT SWIM HERE	A on a hill B in a forest C at a beach	
2	Those with appointments to see the nurse should wait here.	A in an office B in a hospital C in a bank	
3	46 SEATS - NO STANDING	A on a bus B in an elevator C in a park	
4	PLEASE MAKE SURE YOU HAVE A TICKET BEFORE YOU TRAVEL	A in a train station B in a parking lot C in a library	
5	FREEPOST – No stamp needed	A on a book B on an envelope C on a newspaper	

3

Parte 2

Preguntas 6 – 10

Lea las descripciones de la columna de la izquierda (6 – 10) y las palabras de la columna de la derecha (A – H).

¿Cuál palabra (A – H) concuerda con la descripción de cada frase de la izquierda (6 – 10)?

En las preguntas 6 – 10, marque la letra correcta A – H en su hoja de respuestas.

Ejemplo:

0 We usually put food on this before we eat.

Respuesta:

0	A	B	C	D	E	F	G	H
---	---	---	---	---	---	---	---	---

6 People often keep things like cups here when they're not using them.

7 You cut food into small pieces with this.

8 It is difficult to keep food cold without this.

9 You need this if you want to make food hot.

10 When you drink juice, you can use this.

A coffee pot

B stove

C cupboard

D fork

E fridge

F glass

G knife

H plate


Parte 3


Preguntas 11 – 15

Complete las cinco conversaciones.

En las preguntas 11 – 15, marque A, B ó C en su hoja de respuestas.

Ejemplo:


Where do you come from?


A New York.
B School.
C Home.

Respuesta:

D	A	B	C
---	---	---	---

- | | | |
|----|-----------------------------------|---|
| 11 | We're from London. | A Not at all.
B Yes, please.
C How interesting. |
| 12 | I hate basketball. | A You are, too.
B I do, too.
C It can, too. |
| 13 | I hope Andrew will get here soon. | A I hope he hasn't.
B He usually gets it.
C I'm sure he will. |
| 14 | John's broken this plate. | A It doesn't matter.
B Here you are.
C That's very good. |
| 15 | When do you study? | A At school.
B In the evenings.
C In the library. |

Parte 4

Preguntas 16 – 23

Lea el texto de la siguiente parte.
Escoja la palabra adecuada (A, B ó C) para cada espacio.

En las preguntas 16 – 23, marque A, B ó C en su hoja de respuestas.

The History of Farming



Before people started farming, they went to the forest to look (16) plants or fruit they could eat. This meant that people (16) moving all the time to find food. But about 12,000 years ago, in the Middle East, people (17) to grow food. These people were the first farmers. Farming made (18) possible for people to stay in (19) place and slowly their villages got bigger.

Some people in the villages became free to do other work, like making clothes, (20) the farmers could grow food for everyone. Unfortunately, farming was difficult when the weather was bad and then some people did not get (21) food to eat.

Today, farmers (22) grow more food and it travels thousands of kilometres from where it (23) grown to our homes.

Parte 5

Preguntas 24 – 30

Lea el artículo y luego responda las preguntas.

En las preguntas 24 – 30, marque A, B ó C en su hoja de respuestas.

Great 20th-Century Actors**Roscoe Lee Browne**

Roscoe Lee Browne is a large man with a pleasant, friendly face. He has worked in the theater and also in movies and TV. He can play many different people – good, bad, happy or sad. He was born in 1925 in New Jersey. After school, he studied at Lincoln University, where he taught French before becoming an actor. When he was a student, he was excellent at running. In 1951, he won an important 800-meter race in Paris.

Peter Ustinov

Peter Ustinov's father was Russian and his mother was French, but Peter was born in England. He went to an expensive school, but he was not happy there. He quit at 16 and joined the London Theater Studio. Two years later, he got his first acting job. After that, he was in many plays and movies, but he also found time to write stories, to travel and to paint.

Ed Wynn

Ed Wynn was a star in the theater first and then moved to TV and radio shows. Later, he also acted in movies. Many people remember his name because he knew how to make them laugh. He was born in Pennsylvania and went to school there. His father had a hat store and Ed liked to put the hats on and make the customers laugh. Ed's father told him not to become an actor, but Ed always knew it was what he wanted to be.

Parte 6

Preguntas 31 – 35

Lea el texto y las preguntas de la siguiente parte.

En las preguntas 31 – 35, marque A, B, C ó D en su hoja de respuestas.

Breaking the Ice

Michael Sharp visits an outdoor pool

It's just before 7 a.m. and I'm at an outdoor swimming pool in London, where the temperature of the water is only 11 degrees above freezing! Amazingly, there are already eight people swimming.

I had intended to discover, by taking a swim myself, why anyone would want to swim in such cold water. However, in the end, I decided to ask people instead. Peter Smith has been a swimmer here for three years, coming every morning before work. 'It's wonderful on a cold winter morning,' he says. 'I thought it would make me healthier and I haven't been ill once since I started.'

All the swimmers here say the same thing. They all feel fitter. However, not everyone agrees with them. Some doctors say it helps fight illness, while others say it could be dangerous, especially for your heart.

I asked Peter what they did on the days when the pool was frozen. 'That's easy,' he said. 'There's a place in the middle where the ice is thin and easy to break. You have to avoid the sides where the ice is thicker. I did try to swim there once just to see what it was like, but I found that it was impossible to break through the ice.'

I would like to be able to say that I too dived happily into the water and swam a couple of hundred metres. But the truth is, fearing the worst, I walked very carefully into the pool, stood there almost in shock and then got out again after 30 seconds before I became a block of ice!

31 What is the writer trying to do in this text?

- A explain why some people like swimming in the cold
- B prove an idea he has had about keeping fit
- C warn people not to go swimming in cold water
- D advise people on ways to stay healthy

32 What can a reader find out from this text?

- A where to go swimming in London
- B what happened to the writer at the pool
- C how to keep warm in cold water
- D how often the writer goes swimming

33 What does Peter Smith say about his morning swim?

- A It has helped him recover from a recent illness.
- B He enjoys it when the pool is covered in ice.
- C It is the reason why he keeps well all year.
- D He thinks it makes him work better.

34 What did the writer feel about swimming at the pool?

- A It was as cold as he expected.
- B He did not like the ice.
- C It made him feel healthier.
- D He enjoyed swimming up and down.

35 What do you think the writer would say to his friends?

A

My doctor has advised me not to go swimming there.

B

It's amazing how the pool stays clear of ice all winter.

C

I really enjoyed my early morning swim at the outdoor pool.

D

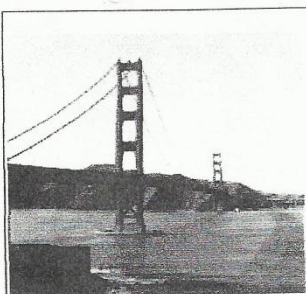
I was surprised at the number of people in the pool – they must be crazy.

Parte 7

Preguntas 36 – 45

Lea el texto de la siguiente parte.
Escoja la palabra adecuada (A, B, C ó D) para cada espacio.

En las preguntas 36 – 45, marque A, B, C ó D en su hoja de respuestas.



San Francisco

San Francisco lies **(0)** the coast of northern California. The earliest Europeans to discover the **(36)** were led by a Spanish explorer **(37)** name was Gaspar de Portolà.

He first saw it in 1769. Surprisingly, **(38)** San Francisco Bay is a wonderful natural harbor, it was discovered by land **(39)** than by sea.

In 1849, people **(40)** in San Francisco in their thousands **(41)** to find gold. However, it was not the men looking for the gold that got rich. The richest people **(42)** their money from owning banks and law firms and they built themselves large houses on one of the hills. This was **(43)** as Nob Hill.

Nowadays, tourists are **(44)** to San Francisco because there they can see famous places like Chinatown and the Golden Gate Bridge. Many even **(45)** the short boat trip to the island of Alcatraz to see the former prison.

Annex 3: CLASSROOM OBSERVATION FORM SAMPLE

Name:		Institution: Ulloa		City: Popayán
Date:	Time:	Grade:	No. of learners:	Observer:
Planning:				
<ul style="list-style-type: none"> • Warm –up • Practice • Presentation • Production • Follow-up 				
<ul style="list-style-type: none"> • Standard (s): Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal • Lesson learning objective: A final de la clase los estudiantes serán capaces de saludar y despedirse usando expresiones informales en inglés en una conversación en parejas. • Communicative Competence (s): Pragmatic and Sociolinguistic • Lesson Target Language: Informal Greetings and Farewells (Hello, Hi, How are you, Good morning, bye, see you later...) • Classroom strategy: Conversation in pairs. • Materials: • Type of interaction: PW () - GW () - WC () - IW () <p>PW= Pair Work/ GW=Group Work/WC= Whole Class/IW= Individual Work</p>				

Evidence from the lesson observed

Time	Stage	Comment
	Warm-up	
	Presentation	
	Practice	
	Production	
	Follow-up	

Annex 4: Focus Groups

1. **¿Cuál es su posición frente a los estándares básicos de competencias en lenguas extranjeras, inglés, propuestos por el MEN?**
2. **¿Cuáles podrían ser los mayores retos (dificultades) al implementar los estándares con sus estudiantes?**
3. **¿Considera que los estándares facilitan la enseñanza del idioma inglés? Si No ¿porqué?**
4. **¿De qué manera los estándares influyen en la planeación de la clase?**
5. **¿Cuáles son las competencias que más enfatiza en la implementación de los estándares?**
Sociolingüística
Pragmática
Lingüística
Explique por qué
6. **¿Tiene claridad sobre cómo implementar los estándares dependiendo del grado de los estudiantes?**
7. **¿ Considera usted que el curso ofrecido brinda herramientas para enfrentar los Requerimientos del gobierno?**

Annex 5: Interview

1. ¿Cómo considerabas tu nivel de lengua al inicio del curso? Explica
2. ¿Cuáles crees que son tus avances en cuanto a nivel de lengua durante del curso?
Explica
3. ¿Qué tipo de contribuciones has recibido del curso en cuanto a metodología?
Explica
4. ¿Has determinado algún impacto del curso en tu aula de clase? Explica
5. ¿Crees que el curso ha respondido a necesidades reales que enfrentas como docente de inglés? Explica
6. ¿Considera que el tiempo determinado para el aprendizaje de la gramática debe ser mayor que el metodológico?
7. ¿Cree usted que el manejo de los estándares es más fácil después de haber recibido el curso?
8. ¿Considera usted que el curso ofrecido da más herramientas frente a otros profesores en su misma situación?
9. ¿Cuáles fueron los aportes a nivel personal que este curso le generó?
10. ¿Considera que importante darle más espacio al componente gramatical que al metodológico?
11. ¿Piensa que el contenido temático del curso fue basado en los estándares?
12. ¿Considera un mejoramiento en su planeamiento de clase en respecto a lo vivido anteriormente?
13. ¿considera que su actitud frente a los estándares mejoro?
14. ¿Considera que su nivel de inglés mejoro con el curso desarrollado?
15. ¿Considera que se ofrecieron algunos aportes, si / no cuales fueron?
16. ¿Estos aportes fueron en su desarrollo metodológico, lingüístico o pedagógico?
17. ¿Las actividades desarrolladas en el curso pueden ser contextualizadas a cualquier momento de la clase?
18. ¿El curso le fortaleció su confianza, motivación, actitud y desempeño frente al inglés y su enseñanza?