



Trabajo de grado

**UNDERSTANDING THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE
AT RURAL SCHOOL AGUA CLARA**

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LICENCIATURA EN LENGUA EXTRANJERA: INGLÉS

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**UNDERSTANDING THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE
AT RURAL SCHOOL AGUA CLARA**

Línea de investigación:

**Understanding and Characterizing EFL in the LLEI: Experiences and Phenomena in the
Preservice Teacher's Educational Context.**

Título académico:

Licenciada en Lengua Extranjera Inglés.

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ACCEPTANCE NOTE

The titled research project “UNDERSTANDING THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE AT RURAL SCHOOL AGUA CLARA” presented by DERLIS VIVIANA CARDONA ORTIZ as a grade work to receive the grade of Bachelor in as a Foreign Language was approved.

TUTOR: _____

JUROR 1: _____

JUROR 2: _____

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1. INTRODUCTION

The school Agua Clara is part of the educational institutions that belong to the so-called multigrade classrooms. In this institution, the students are oriented by only one teacher, who do many functions in the school. In addition to guide the teaching and learning process of all areas.

According to the needs of today's society, children must learn English from the beginning of their school years. Therefore, the teacher of the school Agua Clara, has the function of guiding the English's teaching and learning process, at all grades from preschool to fifth grade.

In the following work, I will be announced the experiences that the teacher of the school Agua Clara has had during the process of teaching and learning English as a foreign language, this is my motivation as researcher, to show how the teaching of English occurs in this school with this teacher who has 21 students, from different ages and levels.

Agua Clara is a rural school, where occurs many things at the same time, there is observed a passive learning and students are great little people who wants to learn a lot of English, and at the same time they are very responsible with the implications of the work in farm.

I selected this school, so I wanted to show the teaching process and all aspects that are involved in it. For example, there is a classroom with different levels, a teacher that has to face the teaching in a good environment, in a passive place, with few materials to work, but she uses children and the space to make a great teaching.

2. JUSTIFICATION

Currently the learning of English is being welcomed because of the needs that today society demands. Therefore, educational institutions should promote the learning of English, from the first grades of teaching. The following project has a great importance because it shows the experiences lived by a rural primary school teacher, and the needs that she has when teaching English as a foreign language in that context.

What I expect with this project is to show the reality of rural teacher who has no training in the area of English, and who must teach this subject complying with annual content and for six grades at the same time. Taking into account that she must follow a methodology based on the work in groups and the student's rhythms of learnings.

In addition to the lack of educational and technological material to support their classes, difficult access to the institution and the students should help their parents with fieldwork such as agriculture and livestock.

My contribution to the rural school Agua Clara is to describe the hard work that a rural school teacher must play, so that territorial or governmental entities are interested in this reality and can contribute with training or studies in English to improve their performance in the rural areas. Rural classrooms.

The impact I want to have with my project is to show the students of Santo Tomas university and their managers the importance of rural education and the contributions that as students and

future English teachers can give to the rural community in general. And for the school Agua Clara, I want to show how as future English teacher I see the process of teaching English in this context.

3. PROBLEM STATEMENT

As elementary school teacher, I had experience working with rural students. This works in a rural environment where I found few students from different ages and levels, and there is only one teacher for all them.

Rural school Agua Clara has 21 students, so government appoint a teacher for that number of students to guarantee the right to education.

As undergraduates in English as a foreign language, I want to show the experiences I had acquired as multi-grade classroom teachers in English teaching, through the experiences and perspective of the teacher from the school Agua Clara. She belongs to educative institution San Juan Bosco sede Rural Agua Clara, it has the function of orienting all areas to all grades, from preschool to fifth grade. Within these areas is the English subject. The teaching process in this area occurs in the working of the students in group by each course: preschool, first, second, third fourth and fifth. Teacher selects one topic in English for each group to teach at the same time.

Although teacher has not received training in the English subject she has to teach it to all students, so she is ready when she faces the topics of this subject to teach. The contents of English that the teacher must teach during the semesters, are proposed in the syllabus of the

institution. Such contents are not set by English standards but are adapted to the age of the students, the grade and knowledge that a student entering the sixth grade should know.

4. QUESTIONS AND OBJECTIVES

Research question:

How does the teaching of English as a Foreign Language occur at rural school Agua Clara?

General Objective:

To describe how the teaching of English as a Foreign Language takes place in the rural school Agua Clara.

Specific objectives:

To describe the didactics and the use of language that the teacher has to teach English.

To determine the components that influence the teaching of English.

To identify the resources applied by the teacher in the teaching of English.

To obtain the teacher perceptions in the teaching of English process.

5. THEORETICAL FRAMEWORK

Education is a fundamental part of the human being, we all have the right to education regardless of sex, age, religion or another specific characteristic. As Dewey J. (1916) states "Education is the total sum of processes by which a community or a small or large social group transmits its acquired capacity and its purposes in order to ensure the continuity of its own existence and development."

To support my research proposal, I have had many difficulties, since I have not found many research related to the teaching of English in rural areas, therefore I have chosen to support my research with research on English teaching and other research related to teaching in the rural area.

The constructs that appear in the project are:

TEFL IN RURAL AREAS

“Students and teachers of the rural area have great expectations and taste for learning English, unfortunately it is not possible to move forward with this language because of the lack of resources to teach it and the vision. People in Rural schools are less important than urban ones”
(*Olleta, L. 2013, p. 2 y 7*).

The main objective of this work is to analyze the current situation of English in the classrooms of Infantile and Primary Education in different rural schools. This project contributes to my research because it shows the importance of teaching English in the rural area and the

disadvantages of these rural classrooms in relation to other educational centers, since these classrooms have children of different ages and different levels of learning.

MULTILEVEL CLASSROOMS

Estrategias de enseñanza docente en escuelas multigrado by Rodríguez Yolanda (2004).

This paper describes the multigrade classroom, in which a teacher teaches two or more grades at the same time, showing the difficulties teachers have in these classrooms and the lack of attention and help on the part of local and regional authorities. Governmental organizations. The results of the research show how the teacher organizes the content by grade, explain the topics and then give the work to the students. It also shows that teachers start by the larger grades, as they are more independent to work.

In this sense, in rural school Agua Clara there are a multilevel classroom, so the teaching of English occurs in an environment when teacher has to organize students in groups. They are separated by levels, and have to develop activities in a cooperative way. Teacher explain topics to each one group.

COOPERATIVE WORK

One of the features of the rural schools is the **cooperative work**. Each teacher has a multilevel group and should encourage each of the areas or subjects in a collaborative learning, organizing teaching activities to facilitate access to knowledge by students, either in social skills or academic goals, which requires them to work jointly in an effective way, and a tutor who manages the means allow them to work together effectively. (Jonhson and , Jonhson 1996, p. 4) define the cooperative effort and say: *"There when there is positive interdependence between*

student achievements. The Students feel they can achieve their goals if and only if the other students his group also reaches theirs. "Cooperate" means working together to achieve shared goals and "Cooperative learning" is the use of education in small groups which students work together to improve their own learning and the rest".

So that in the rural school Agua Clara this is very important to mention the cooperative work that strengths the responsibility of students in class and facilized the teaching of English when teacher trust the abilities of them for learn while she is with another group.

LACK OF TRAINING

Another aspect involved in my research is the lack of training for teachers in public primary, for this reason I refer to the research "**A Diagnosis of English Language Teaching in Public Elementary Schools in Pasto, Colombia**" (Bastidas J. 2011, vol. 18).

This project describes the situation of primary teachers when teaching English, taking into account that teachers have no preparation in the area, in addition to the lack of didactic resources.

This project contributes to my research because it shows the difficulties that teacher has in the rural school Agua Clara to teach English, and that she hasn't been prepared to do so. In addition to the lack of resources to meet the requirements of institutions.

This characteristic that can meet in my research is the lack of training of teachers in English. According to (Bastidas J. 2011) in his research show that teachers are not well versed either in methodology or in the command of the English language; there was no English syllabus; didactic materials were nonexistent; and the children's lack of motivation was the most critical problem.

Teachers, institutions and the government must consider these findings in order to improve English learning in primary schools.

GOVERNMENT POLICIES:

English for Colombia (ECO) Is a strategy that advances the Ministry of National Education, through the projects 'Strengthening the Development of Foreign Language Skills' (PFDCLE) and the Rural Education Project (**PER**), with the purpose of training rural school teachers who work With the first grades of basic primary and who do not have much mastery of English, but who want to approach a basic level and thus improve the methodology of teaching this language in their students.

ECO facilitates the learning of English as a foreign language, making use of pedagogical tools such as audiovisual media and interactive radio, the latter, in conjunction with other materials, has great potential in relation to the characteristics of the rural context.

The implementation of ECO doesn't have applicability in the rural school Agua Clara, although it is an strategy for teaching english in rural schools in Coolombia, in this school there arnt' the enough resources to apply the program. (Colombia aprende, on-line).

6. RESEARCH DESIGN

Type of study

The research project: **the teaching of English as a foreign language in rural school Agua Clara** is framed within the subproject: **Understanding English Teaching and Learning Contexts in EFL Education** of the Santo Tomas university.

Since I want to show the teaching of English in a rural environment that connected with the subproject when there is an understanding of this language in a specific context, the rural school Agua Clara, it will show her methodology and processes of teaching English in her classroom through an interview, (see appendix 1). In the same way, the researcher will make the direct observation of the English classes where they can draw a report of the use of the English language, the frequency of use, the didactics, and the resources used in the class, (see appendix 2).

In my research, I consider the CASE STUDY to describe the experiences of the teacher in teaching English as a foreign language in the rural school Agua Clara.

The case study is a learning technique in which the subject faces the description of a specific situation that raises a problem, which must be understood, valued and solved by a group of people through a process of discussion. According to (Pérez Serrano 1994, P. 81) "its basic objective is to understand the meaning of an experience".

In this sense, I implement the stages that (Eisenhardt 1989) planted to follow a case study:

Starting the research: defining the research questions

I define the questions to have clarity of the teaching of English in a rural context.

The question is: *How does the teaching of English as a Foreign Language occur at rural school Agua Clara?*

This question is a guide to find all aspects that show an English teaching, so this routes the research in a specific way to understand the topic.

Selection of cases: specify the population.

The participant in the research is a teacher of a rural school: Agua Clara. With 21 students from different levels. This teaching of English occurs in a rural environment with only one teacher who must face more responsibilities to teach English to six levels at the same time. Then the researcher did an interview to the teacher and observe an English class to take data. (Appendix 1, interview and 2)

Design of the tools and protocols of the case studies: I codified the data using categories and subcategories that help the researches to organized the information, select it using coding when find similarities from the interview and the class. (See appendix 3)

Field study: data collection methods that are flexible and adaptable to emerging research opportunities.

I decided to select these two methods for collecting data, because I want to show an experience and to said how is the teaching of English in a rural context, I just observe a class and make an interview to a teacher. (See appendix 1 and 2)

Direct observation: (Rodríguez Peñuelas 2008) (See appendix 2)

Interview: Katherine Dawson (2002) to know specific information. (See appendix 1, interview)

Data analysis: analysis of data in each individual case; Search patterns among cases using divergent techniques.

The methodology I used for data analysis was the categorization. I made it after data collection, as Freeman, (1998). States “*the analysis is started without presenting any category*”.

Context.

The research project, the **teaching of English as a foreign language in rural school Agua Clara**, is carried out in a rural school, therefore it has a low population, where parents and children direct their life projects towards the development of agricultural activities.

The teacher of the school Agua Clara, is approximately 35 years old, she is a very active teacher, she is characterized by its high capacity to perform activities in and outside the classroom. She develops his classes very naturally, and has good mastery of group.

The teacher develops classroom projects with her students, where she invites them to continue with the process of carrying out agricultural activities such as: raising chickens, caring for and giving birth to the school garden.

The school Agua Clara is in a rural sector of the municipality of Suesca Cundinamarca, with a total of 21 students. The families of the boys are located in this path, thanks to the agricultural work done there.

This school is located approximately to 97 kilometers of the capital of the country, Bogota. To get there it takes 1hour and 30 minutes by main road, avenues and open road.

Once the students leave school, they are willing to collaborate with their families in their domestic and agricultural tasks.

The 21 students ages oscillate between 5 to 10 years old, they have different ages. They are in different courses from preschool to fifth grades, divided in groups of students according with the grade:

Number of students per course in the rural school Agua Clara

| | |
|--------------|------------|
| Preschool | 5 students |
| First grade | 1 students |
| Second grade | 5 students |
| Third grade | 5 students |
| Fourth grade | 2 students |
| Fifth grade | 3 students |

The students' English proficiency is very basic, they are passive in their learning and the teacher as few resources like books, photocopies, videos to teach English.

7. DATA COLLECTION

In the case of my research I saw relevant to limit instruments the type of investigation to be carried out: case study, and for this I emphasize the interview and direct observation.

Interview:

The interview applied for teacher as a semi structured interview. (see appendix1).

“Semi-structured interview is perhaps the most common type of interview used in qualitative social research. In this type of interview, the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews”. Dawson (2002)

In the case of this research project the information gain in the semi-structure interview is compared with the information gathered in the observation of an English class.

This has as objective to gather information about teacher and methodology use of the English teaching process. The researchers doing this interview, one of them do the questions and the other take a video. This interview was applied in October 2016, after the class observation. To analyze the information, the researchers write the answers given for the teacher.

The semi-structure interview of this project has three parts 1. To get personal information about the teacher; 2. To get information about the role of the teacher in the teaching of English as a foreign language and her methodologies; 3. To get information about the perception of the teacher of the teaching of English as a foreign language.

A semi-structured interview was applied to the teacher. To obtain information about the process of teaching English, the methodology that is implemented to carry out this process and the academic and personal training of the teacher.

Direct observation:

The researcher went to the school after having the permission of the teacher, stakeholders of the school and student's parents to observe and take a video to them. I observed and record an English class two week for month. I started the observation in September and finished in October 2016. After that, I see the video and analyze the aspects and characteristics of the teaching process. (see appendix2).

In the opinion of Rodríguez Peñuelas, (2008: 10) *techniques, are the means used to collect information, among which stand out observation, questionnaire, interviews, surveys. Observation is the action of observing, of looking closely, in the sense of the investigator is the experience, is the process of looking closely, that is, in the broad sense, the experiment, the process of submitting behaviors of some things or manipulated conditions of According to certain principles to carry out the observation.*

Observation means also the set of observed things, the data set and set of phenomena. In this sense, which we might call objective, observation is equivalent to data, to phenomenon, to facts (Pardinas, 2005: 89).

In the school Agua Clara, the observation allows to know the reality through the direct perception of the objects and phenomena.

One class observations were made, which was recorded. These observations allowed to analyze the procedure performed by the teacher for teaching English, the methodology implemented for this procedure and the shortcomings presented in this process.

A context observation was also made which gives information about the ease of access to the institution and the resources that help the process of teaching English.

8. DATA ANALYSIS

In the present work of research analysis, there are different educational situations about the teaching of English in the rural area, which were of great interest to study, given that, it will respond to my research topic, to make known how the teaching of English occurs in rural school Agua Clara.

I noticed the interest that the teacher has as a professional to give knowledge of his English teaching.

Considering that, education in the rural area has a great influence on the farmers, I believe that an educational system is generated where children have easy access to education, however in the English area there is a low level to endow the student with the tools to handle a second language.

The information presented here becomes effective after collecting data through the observation and interview to the teacher, and systematize it into categories, with these alternatives it will be possible to evidence from different aspects the development of a normal English class In the Agua Clara school, which will facilitate the acquisition of new knowledge to

the researcher. Obtaining as benefits the team work and the acquisition of knowledge for my project.

Steps used for data analysis:

This project follows some steps to analyze data, taking into account the importance of that to make a good structure and order to show and explain the things that support the investigation.

I follow the next steps that Shaw (1999) suggest to analyze data:

Site Analysis: In the place, when the data are collected.

I visited the rural school Agua Clara to observe an English class and see how the teaching of this subject occur in the classroom.

There I saw an English class, then I took notes of the findings in terms of use of language, didactic, pedagogy and resources used in classroom.

After that I made an interview to the teacher of this rural school to know her perceptions of the teaching of English, and to have information about her experience.

Transcription of data: Transcript and initial analysis of interviews and field notes.

In this step, I consider the suggestions of Shaw (1999), and transcript the interview to take notes of all things that let me know information about the English teaching process in the rural school Agua Clara.

The same I did with the observation, after did it I write all the aspects related with the teaching of English and punctuated the important aspects found in the class that give answer to

my research question: *How does the teaching of English as a Foreign Language occurs at rural school Agua Clara?*

Focus of the analysis: Constant comparison of issues that emerge and codification of information.

After I made the observation and transcribe the data, I did an initial coding, when find issues that answer the research question, selecting very important information of the interview and the observation, comparing that and analyzing them that were more repeatedly in the coding, then I made comparison and focus in the analysis.

In-depth analysis of information: Substantive comparison of the encounters with the concepts established in the literature.

The steps to organize the data collection were:

To organize the data collection selecting the following steps from the document DATA ANALYSIS DOCUMENT, adapted by Adriana Pulido Marin, april 10th, 2017.

Level 1: Data Segmentation, it responds to the segmentation of the data, giving a number of each data instrument:

Interview 1

Class observation. Video 1

Level 2: Initial coding

Here I selected the information, and write it, then I colored the relevant information, putting the same color to that information that was similar and gave an answer to my research question:

How does the teaching of English as a foreign language occur in the rural school Agua Clara?

Level 3: Categorization

After the coding, I ubicated the information in three categories that allow me to group those ideas and concepts together, look for relationships between information, and finally define the next categories, (Freeman, 1998).

-The teacher role.

-Main components in the teaching process

-Teacher's perception of elf teaching and learning process

The codification of data was the use of categories and subcategories. The categories in this study were defined as:

CATEGORY 1: THE TEACHER ROLE

Sub-category 1.1 Use of language

Students don't do questions frequently, but if it happens, she asks and answers questions in Spanish. In this order, teacher clarifies and explain contents and meanings in Spanish.

The next picture shows a little part of how the teaching of English occurs, while teacher teaches to preschool course, and she is using Spanish several times, and students are more responsible with the learning while share a teacher.



Appendix 5 excerpt taken from the video: 0'05''

Teacher explains the activity to preschool students.

Teacher: -Vamos a colocarle color Green en las aletas a fish, en las aletas, aquí en la aletica y acá arriba en la colita a fish.

A preschool Student: -¿Por esto?

Teacher: -Aquí, aquí, por la línea.

After the observation of the English class I found as a result that the teacher has a few domains of this language. Teacher uses a lot of translation and students pronounce few times and don't use this language to express what they are learning. Teacher combines Spanish and English.

On the other hand, teacher doesn't give much importance to this language, so she limits his teaching in vocabulary and some grammar as is noticeable in the next excerpt taken from video 1.



Teacher: - Cuando yo busco esto en el diccionario siempre debe aparecer con **to** al principio, pero nosotros para utilizarlo le vamos a quitar eso.
-Entonces queda: sleep, study, aca nos sobra una "e",
dance, help, speak.

Appendix 6 excerpt taken from the video: 1'46''

10. ¿Cuál es su rol como docente?

Acompañante del trabajo de los niños, como un guía. No como un docente, uno explica, les dice dónde investigar.

(Appendix 1, interview)

Sub-Category 1.2 - didactic and pedagogy

The didactic and the pedagogy in a classroom determine the teaching of a topic, this combine strategies for a good process. And for English, the teacher of the rural school Agua Clara teaches basic topics in English, vocabulary and pronunciation.

It occurs that she is with different courses at the same time, and explains to a group then goes to other group to explain according with the grade she uses different activities in class for each group. While teacher explain a topic to one cores others are doing another thing, then she goes to others to explain the topic in English she is teaching.

Teacher consider herself as an accompany and a guide in the students' learning. Then students make drawings in the notebooks about the topic. She is very dynamic and active and looks for strategies like grammar translation to teach English. And she explains many times a topic using the board, photocopies to work with students. Making draws in the board to show the topic she wants to teach. Then she must pass for all courses during the class to teach different topics in English. Also, she has a good domain of the groups, and makes students participate during the class, interacting freely with students to teach English, facing a multilevel classroom with different courses, ages and levels.



Appendix 7 excerpt taken from the video: 1' 27''

Teacher is with third grade explaining a topic.

Teacher: -colorear y luego el nombre de estas que están aquí toca buscarlas en la sopa de letras.

Listo-entonces.



Appendix 8 excerpt taken from the video: 1' 44''

Then she passes to fourth grade to explain another topic.

Teacher: -Siempre que buscamos.

Acuérdese que cuando tienen la terminación **ar**, **er**, **ir**, en español hablamos de que esta en infinitivo.

As shown in the previous excerpt, to teach English, teacher has to implement different strategies to allow students to work in group or individual, so students become more responsible, autonomous and manage the time, while teacher come to them to explain, revise or give any feedback of their work.

As a result of this topic, I found that teacher is an accompanist of the students, so she has to divide her time to teach English at the same time to five courses, what influence in the quality of acquisition of this language.

CATEGORY 2: MAIN COMPONENTS IN THE TEACHING PROCESS

Sub-Category 2.1 - materials and resources

In the process of the teaching of English there are many immersed aspects that have a huge influenced in this, like the resources, the context and the syllabus.

In this sense, I find that in the rural school Agua Clara there isn't resources, tools and material to teach English. Teacher must look in internet and use photocopies in classroom. Also, there isn't books and guides to work in English. Consequently, there is a lack of material in the school to development the classes, and between teachers of others rural school share some guides and works for the classrooms.



Appendix 9 excerpt taken from the video: 1' 39''



Appendix 10 excerpt taken from the video: 1'

09''

In the interview teacher argued that “the majority of material, especially for English classes are downloaded from internet: soup of letters, crossword, and tasks”, releasing that teacher doesn't use books for teaching English, that there are very few resources and didactic material adequate for teaching English. However, it must be said that the teacher uses photocopies and implements the board, which facilitates the teaching of English.

17. ¿Le ha sido fácil adquirir el material para los estudiantes, lo hace usted o busca otras fuentes?

Pues la mayoría de material especialmente para las clases de inglés se descarga directamente de internet, sopas de letras, crucigramas y trabajos. Y se busca con recursos de la escuela o recursos propios, fotocopias. Más que todo son fotocopias lo que se trabaja. Porque la escuela no tiene material para esa área.

(Appendix 1, interview)

Teachers are using translation all class, and students too. Students have to share their teacher and the learning is passive. According to Bastidas J. Muñoz G. (2011) "in rural areas the didactic materials were nonexistent; and the children's lack of motivation was the most critical problem". I find this truly, so there is not much impact in the teaching of English, and students don't find it so important for life. "Teachers, institutions and the government have to take into account these findings in order to improve English learning in primary schools". Bastidas (2011).

Sub-Category 2.2 The role of the teaching context.

In the teaching context, I found some aspects that have a great influence in the teaching of English process. They are the learning rhythms, a multigrade classroom, students' responsibility and the work in group, that intervene in each class, so the teacher has to face these aspects all the time and students learn to study with them.

So that it is very important to mention the aspects in this project in order to understand better how the teaching of English occurs in the rural school Agua Clara.

Learning rhythms

In the rural school Agua Clara the teacher has into account the different rhythms of learning of each student, she cannot teach more than they can learn, and the teaching is more personalized. The teacher argued that she has into account the advance of each student, as the next excerpt taken from the interview can evidenced that:

7. ¿En qué consiste este tipo de metodología?

En tener en cuenta más que todo el avance de cada estudiante, no se puede exigir que todos trabajen al tiempo, se le da el trabajo a cada grupo o a cada niño y cada quien trabaje a su propio ritmo. (Appendix 1, interview)

According to this information students of the school Agua Clara learn English in the way they can, using the school elements as the teacher, they hardly ever have homework because parents don't help them with homework, they don't know English. The students know how is the work, and cooperate with that.

Multigrade classroom

In this school, the teaching of English occurs in a multilevel classroom, with students of preschool first, second, third, fourth and fifth grade. Thus, there is only one teacher to teach English in a multilevel classroom. She explains to one group, then she passes to another group to explain the topic for each one.

Students focus on their work and don't care or have distraction when teacher is explaining to other courses as the next excerpts show:



Appendix 11 excerpt taken from the video: 3'

22''

4. ¿En qué condiciones ha enseñado?

Siempre he trabajado en escuela multigrado.

La escuela multigrado es la escuela donde una sola docente atiende de dos cursos en adelante, yo siempre he trabajado en escuela donde se trabajan los seis cursos al tiempo. (Appendix 1, interview)

Teaching of English in the rural school Agua Clara is based in a cooperative work, teacher form groups and uses guides and takes into account the pace of learning of each student. This type of methodology is implemented in rural units or multigrade. Teacher has to face a multigrade classroom when teaching English, and their attention has to be divided to all courses as Rodriguez, Y. (2004) states it constitutes the dominant educational reality in rural areas.

In consequence of the previous aspect of that school in the teaching of English the following occurs:

Student's responsibility

It is noticed that students are very responsible with the work and learning, so they must share their teacher with other groups. Students must learn responsibly with the work and to find the way to learn by themselves, this is an aspect that plays in favor of the teacher because students help themselves in their English learning process and the teaching of English occurs in a great environment.



Appendix 12 excerpt taken from the video: 2´

14´´

Preeschool student: -Ya acabe.

Teacher: - Ya acabaste, allá está el papel, corta con las tijeras.

work in group

Because the teaching of English occurs in a multilevel classroom, teacher organizes students in groups all the time: first, second, third, fourth, fifth and preschool grade.

Through this investigation is determined to say that teacher has to face so many aspects in a classroom, for example the learnings rhythms when she cannot force students to learn, furthermore the teaching English occur so slow, and there is a multilevel classroom where teacher has to pass from a course to other teaching English, although this allows students to be more responsible an autonomous, and this help teacher to be confidence in their students.



Appendix 13



Appendix 14 excerpt taken from the video: 2´

37´´

Now checking the next excerpt taking from the interview teacher explains how she organizes students in groups and courses to describe the tasks, but she goes from one course to another.

9. ¿Cómo ha hecho para enseñar con esta metodología?

Pues lo que le digo organizarlos en grupos, generalmente los cursos son pequeños entonces se organizan los grupos, se entrega el trabajo, se explica, de pronto se empieza a explicar del curso más grande al más pequeño, mientras los otros cursos van trabajando se le va explicando a los cursos pequeños, ya tiende a ser como más personalizada la educación.

(Appendix 1, interview)

In this rural school is evident the cooperativism when teacher has to form groups according with the course with students with the same level, as *Johnson and Johnson (1999)* define the cooperative effort and say: "*There when there is positive interdependence between student achievements*", co teacher explains topics in different moments, dividing her time to all groups

and courses. It implies that there is a less teaching. another implication is the autonomous in their learning.

Sub-Category 2.3 - Contents and curriculum

In this school teacher uses few activities that go with the plan of studies of the institution to teach English.

As found in the institutional documents, the plan of studies in fourth and fifth grade is more biggest in contents, and teacher has to teach students to compose texts. The syllabus has the quality standards, it has a communicative approach and works cognitive, praxeological and socio-affective competences.

In the institutional documents, bimonthly programming of the English classes in the rural school Agua Clara is explained that students of first grade has to work in classes with vocabulary related with toys, and teacher has to develop games with them. Basic vocabulary.

The second grade has vocabulary related with animals, weather and food. The vocabulary is a Little more extend.

A more practice in english come for fourth and fifth grade when students has to make more descriptions of situations and make storytelling. It implies the use of gramar.

(Appendix 4, intititional documents)

According to the syllabus teacher must plan workshops in class and give homework on time; responsibility, respectful and helpful are proposed by the curriculum to teach English, and oral evaluation and activities for classes.

It shows a basic vocabulary for first and second graders; games and extend vocabulary for third and fourth graders, and complex grammar in fifth graders.

Sub-Category 2.4 Training in language English teaching

To teach English a teacher need a good training, so the teacher of the rural school Agua Clara has taught in English for 15 years in a multilevel classroom, although she hasn't study this language.

3. ¿Cuánto tiempo lleva enseñando?

15 años

9. ¿Ha recibido alguna preparación para implementar esta metodología?

Pues de pronto lo que aprendí en la normal, hace muchos años. Porque en la universidad no se tocó el tema, en la institución es lo que cada quien pueda hacer, investigar e implementar.

(Appendix 1, interview)

Although Professor of the rural school Agua Clara is an active teacher, teaching English is passive because Has no training in teaching this. Also the knowledge she has about the area is very basic, and does not guarantee the learning of it.

Bastidas J.. (2011) states “the lack of training in the area of English for the teacher, affects the process of teaching English, as it does not have the necessary teaching resources”.

Teacher argued that although she has taught in rural school for fifteen years, she hasn't had any training to teach English in any institution. She was graduated in technology subject; however, she has to teach English. And for she the most difficult to teach English is the comprehension of vocabulary and grammar.

CATEGORY 3: TEACHER'S PERCEPTION OF ELF TEACHING AND LEARNING PROCESS

In this project, I give a lot of importance to the teacher perceptions about the teaching of English in a rural area, so she says that sometimes is lost in English, and doesn't understand all

the topics. Although teacher look for resources to use in class, she tries to use English in class, but she knows few English vocabulary and grammar, and feels lack of material in classroom to teach English.

13. ¿Cómo se siente al enseñar con este tipo de metodología?

Ya uno se acostumbra, por muchos años haciendo lo mismo. Siempre me he preguntado cómo será si algún día me toca de pronto cambiar, y ya cambiar a un solo curso, de pronto el cambio va a ser un poco brusco, porque uno ya se acostumbra a estar con todos los chicos y con todos los cursos.

(Appendix 1, interview)

Sometimes is disappointed when parents help her little with students, and she should for activities to do in class to improve the level of students.

18. ¿La población de este contexto tiene buena formación en inglés o cuál es su percepción de ellos?

Los chicos lo poco que se les enseña en la escuela. Los padres son totalmente “analfabetas” por así decirlo, más en un segundo idioma. Ellos colaboran muy poco con la formación en inglés de los niños y aunque a veces es decepcionante uno trata de no dejarles muchas tareas. Porque ellos se dedican más que todo a las labores agrícolas.

(Appendix 1, interview)

Sometimes is disappointed when parents help her little with students, and she should for activities to do in class to improve the level of students.

19. ¿Cuál es su percepción de la enseñanza del inglés el contexto rural?

Pues, algunas veces me siento perdida sobre como dar un tema, porque nunca me prepare en inglés, pero llevo 15 años enseñando en centros rurales que uno le coge el ritmo. A pesar de que uno no entiende los temas pues busco actividades que me ayuden con el vocabulario y la gramática que conozco.

(Appendix 1, interview)

She feels better giving instructions in Spanish, and feels a little insecure at teaching English. And the perception is that she has little help of the government in teaching English activities, but she really enjoys teaching in a multilevel classroom.

9. CONCLUSIONS

Taking into account the research question stated in this project and the observation of the English class in the rural school Agua Clara I found a develop of a teaching of English in a classroom with several levels, different ages of students, when teacher has to face situations like the rhythm of learning of her students and the lack of training to teach this subject.

In the rural school Agua Clara is evident the autonomy, respectful and work, with students that learn to work with others and share their teacher, so the work is in group and they are very respectful when are sharing their teacher, this value is increasing in each activity they developed in class.

Students all the time are being trained to work with others, so this increase the collaborative work, I could see that students have nice feelings when sharing the work. In this sense, they are so quiet and helpful with others.

The teaching of English occurs in a quiet environment, and teacher is very respectful with the rhythm of learning of each student. Teacher don't force her students to learn quickly, so she helps them to increase their knowledge taking into account their abilities to learn English.

In the rural school Agua Clara there is a particular learning of English, maybe because there the planning of classes are according to the polities that in part has few opportunities for them to learn a lot of English.

In the school there is a quiet learning of English, so students have another activities and interest into the school, and after school, and they have to do tasks in school to increase their knowledge in agricultural activities that they don't put major importance in the learning of English.

10. LIMITATIONS

For this investigation as a researcher I tried to find a lot of information to enrich my project, so my big limitation was the schedul of the english class, there is only one hour for this subjet in the rural school Agua Clara and I had to observe a class only once a week, the time was not enough to get more important data, but I use the class to enrich my research.

11. IMPLICATIONS

The teaching of English as foreign language in rural centers is an area that is contemplated in the curriculum of each of the squalays in the field, this research is a good contribution to refocus and understand a little as it happens.

The experience of this research remains open so that future students of the faculty of education of the university Santo Tomas are anxious and want to continue seeking information that leads them to understand this reality in depth.

Studying the teaching of English in a rural center helps to understand the difference in education between students who have all the resources at their disposal and who do not have the possibility of accessing knowledge so easily due to the lack of books, resources and technology.

This means to understand the teaching under certain conditions where the interaction between students is different from that of a regular classroom, since the teacher must attend different ages and courses at the same time, for this reason it is very important that future students of foreign language be interested in my project, deepen it, compare it with the teaching of English in other rural centers different than the Agua Clara school.

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13. APPENDIXES

APPENDIX 1

ENTREVISTA APLICADA A LA DOCENTE MAYERLY ESCOBAR DE LA SEDE RURAL AGUA CLARA.

Docente entrevistada: Mayerly Escobar

Entrevistador: Luzdary Pinzon Chavez

Camaraografo: Derlis Viviana Cardona.

1. ¿Cuál es su nombre?

Mi nombre es Mayerly Escobar Suárez

2. ¿Cuál es su último título adquirido?

Especialista en gestión de la informática educativa en la universidad de Santander.

3. ¿Cuánto tiempo lleva enseñando?

15 años

4. ¿En qué condiciones ha enseñado?

Siempre he trabajado en escuela multigrado. La escuela multigrado es la escuela donde una sola docente atiende de dos cursos en adelante, yo siempre he trabajado en escuela donde se trabajan los seis cursos al tiempo.

5. En cuanto a la enseñanza del inglés, ¿cómo ocurre esta dentro del aula?

Pues uno siempre trata de enseñar lo básico, responder de pronto al plan de estudios de la institución, pero en esta sede es complicado de pronto decir, no yo les enseño y ellos ya salen

leyendo y entendiendo el inglés, uno más se limita como a la parte de vocabulario y de pronto algo de pronunciación, no más.

6. ¿Tiene en cuenta alguna metodología para enseñar inglés?

Pues la misma metodología que se utiliza para el resto de asignaturas, en estas escuelas siempre se debe trabajar la metodología escuela nueva, es como la apta para poder trabajar con varios grados a la vez.

7. ¿En qué consiste este tipo de metodología?

En tener en cuenta más que todo el avance de cada estudiante, no se puede exigir que todos trabajen al tiempo, se le da el trabajo a cada grupo o a cada niño y cada quien trabaje a su propio ritmo.

8. ¿Cómo ha hecho para enseñar con esta metodología?

Pues lo que le digo organizarlos en grupos, generalmente los cursos son pequeños entonces se organizan los grupos, se entrega el trabajo, se explica, de pronto se empieza a explicar del curso más grande al más pequeño, mientras los otros cursos van trabajando se le va explicando a los cursos pequeños, ya tiende a ser como más personalizada la educación.

9. ¿Ha recibido alguna preparación para implementar esta metodología?

Pues de pronto lo que aprendí en la normal, hace muchos años. Porque en la universidad no se tocó el tema en la institución es lo que cada quien pueda hacer, investigar e implementar.

10. ¿Cuál es su rol como docente?

Acompañante del trabajo de los niños, como un guía. No como un docente, uno explica, les dice dónde investigar

11. ¿Su preparación le ha dado elementos para enseñar inglés?

La normal si le da bases para trabajar con esta metodología.

12. ¿Sus otros títulos le han dado bases?

Ni la licenciatura, ni la especialización han tocado la parte de las metodologías para trabajar.

13. ¿Cómo se siente al enseñar con este tipo de metodología?

Ya uno se acostumbra, por muchos años haciendo lo mismo. Siempre me he preguntado cómo será si algún día me toca de pronto cambiar, y ya cambiar a un solo curso, de pronto el cambio va a ser un poco brusco, porque uno ya se acostumbra a estar con todos los chicos y con todos los cursos

14. Cuando usted inició a enseñar esta metodología, ¿cómo se sintió?

Totalmente perdida porque las bases que le dan a uno en la normal, como bachiller pedagógico, hace de los trece a los dieciséis años más o menos qué fue ese estudio, ya a uno se le han olvidado muchas cosas y han cambiado muchas cosas. Toca ir aprendiendo por el camino.

15. ¿Usted cuenta con las herramientas necesarias para enseñar inglés con esta metodología?

Con todo lo que la metodología implica no. porque al enseñar en un grupo requiere mucho material para que los chicos puedan trabajar. Pues uno trata de acomodar lo que más se puede y con lo que se tiene. Investigando en internet, trayendo fotocopias, pero todo el material que requiere para la metodología escuela nueva no la hay.

16. ¿Le ha sido fácil adquirir el material para los estudiantes, lo hace usted o busca otras fuentes?

Pues la mayoría de material especialmente para las clases de inglés se descarga directamente de internet, sopas de letras, crucigramas y trabajos. Y se busca con recursos de la escuela o

recursos propios, fotocopias. Más que todo son fotocopias lo que se trabaja. Porque la escuela no tiene material para esa área.

17. ¿Cómo es el apoyo en casa por parte de los padres?

Se trata de dejar pocas tareas en la casa, porque los padres ya están en la posición de que la educación debe ser en la escuela, si cinco estudiantes hacen la tarea, tres de ellos se la elaboran los padres u otros familiares. Por lo tanto, se trata de que todo el tiempo se trabaje dentro de la escuela.

18. ¿La población de este contexto tiene buena formación en inglés o cuál es su percepción de ellos?

Los chicos lo poco que se les enseña en la escuela. Los padres son totalmente “analfabetas” por así decirlo, más en un segundo idioma. Ellos colaboran muy poco con la formación en inglés de los niños y aunque a veces es decepcionante uno trata de no dejarles muchas tareas. Porque ellos se dedican más que todo a las labores agrícolas.

19. ¿Cuál es su percepción de la enseñanza del inglés en el contexto rural?

Pues, algunas veces me siento perdida sobre como dar un tema, porque nunca me prepare en inglés, pero llevo 15 años enseñando en centros rurales que uno le coge el ritmo. A pesar de que uno no entiende los temas pues busco actividades que me ayuden con el vocabulario y la gramática que conozco.

APPENDIX 2

English teaching process at rural school Agua Clara

Observation form Class: direct observation

Date of observation: october 24, 2016.

Teacher: Mayerly Escobar

The next chart is taken from the document: Data collection instruments for narrative and case study research, document posted in the virtual room, USTA. 2016-2

Use of English

| Evidence observed in class | Comments |
|---|--|
| <p>Teacher uses English to say vocabulary.</p> <p>Teacher uses books to find the topics in English to teach.</p> <p>She makes students to repeat vocabulary in English.</p> <p>Students make drawings in the notebooks about the topic.</p> | <p>Teacher try to use English in class, but she knows few topics and vocabulary, she fails in vocabulary. According to her she needs more training in English for giving classes to the students. So she is very dynamic and active and look for strategies like grammar translation to teach English.</p> |

Use of Spanish

| Evidence observed in class | Comments |
|--|--|
| <p>Teacher gives instructions in Spanish.</p> <p>She translates the word s into Spanish and English.</p> | <p>According to teacher, she feels a little insecure at teaching English. She doesn't give major importance to English subject, but teach more Spanish and math.</p> |

| | |
|---|---|
| <p>Teacher explains activities in Spanish.</p> <p>She answers questions in Spanish.</p> <p>She asks questions in Spanish.</p> <p>She clarifies meaning in Spanish.</p> <p>Teacher explains contents in Spanish.</p> | <p>So, she uses Spanish during the classes to teach vocabulary and some grammar.</p> <p>While she teaches to one course, others are doing other thing, then she go to others to explain the topic in English she is teaching, but using Spanish, several times.</p> |
|---|---|

Pedagogy and didactic

| Evidence observed in class | Comments |
|---|--|
| <p>Teacher teaches different topics in a classroom to the same time to different courses.</p> <p>Teacher explains many times a topic.</p> <p>She explains one topic to a course, and then she passes to another course to explain other topic.</p> <p>She uses board to explain a topic to one course.</p> <p>She uses photocopies to work with students.</p> <p>She makes draws in the board to show the topic she wants to teach.</p> <p>She has to pass for all courses during the class to teach different topics in English.</p> | <p>Teacher has to face a multilevel classroom with different courses, ages and levels.</p> <p>She has to implement different strategies to allow students to work in group or individual, so students become more responsible, autonomous and manage the time, while teacher come to them to explain, revise or give any feedback of their work.</p> |

| | |
|--|--|
| <p>She has a good domain of the groups.</p> <p>She makes students participate during the class.</p> <p>Se interacts freely with students to teach English.</p> | |
|--|--|

APPENDIX 3

English teaching process at rural school Agua Clara

Initial coding: selecting relevant information, comparing information between interview and observation. Finding similarities in information.

Using color to coding information:

Red color: information for category 1; **Blue color:** information for category 2; **Pink color:** information for category 3; **Date of coding:** March 2017

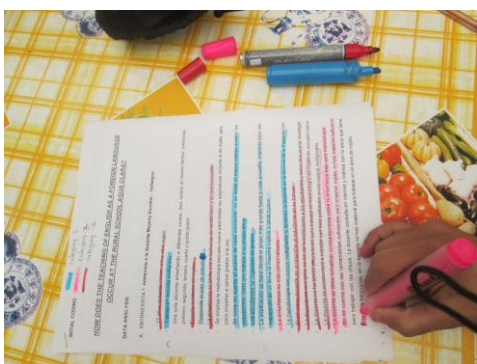


Photo of researcher coding information of the video.

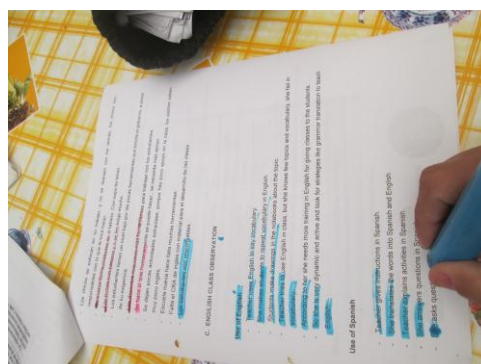


Photo of researcher coding information of the interview.

APPENDIX 4

English teaching process at rural school Agua Clara

Institutional document: these excerpts show the bimonthly programming of the English classes in the rural school Agua Clara.

Appendix 4.1 institutional document

| PROGRAMACIÓN BIMESTRAL DE ASIGNATURA – AÑO LECTIVO 2017 | | | | | | | |
|---|---|---|--|--|--|---|---|
| ÁREA: | HUMANIDADES | ASIGNATURA: | INGLES | GRADO: | PRIMERO | BIMESTRE: | 4 |
| ESTÁNDAR | REFERENTES CONCEPTUALES | ACTIVIDADES | COMPETENCIAS | | | PROCESO VALORATIVO | |
| | | | Cognitivas | Praxiológicas | Socio afectivas | | |
| Participo activamente juegos de palabras y rondas. | <p>My Toys: Juguetes para niños y niñas. Colores, formas, tamaños.</p> <p>Fun and Games: Juegos y actividades de entretenimiento. Actividades en exteriores e interiores (Run, Jump, bring, go round, etc.)</p> | Enfoque comunicativo involucrando el factor lúdico, con realización de diferentes actividades de acuerdo al tema como: dramatizados, videos, carteleras, sopas de letras, crucigramas, rompecabezas, juego de roles, dinámicas, talleres escritos, cantos, entre otros. | <p>Comprende canciones, rimas y rondas infantiles, y lo demuestra con gestos y movimientos.</p> <p>Reconoce cuando le hablan en inglés y reacciona de manera verbal y no verbal.</p> | <p>Sigue las instrucciones dadas en un juego o ronda en <u>Inglés</u>.</p> <p>Participa en juegos de palabras y rondas usando gestos y movimientos corporales para hacerse entender mejor.</p> | <p>Conoce y respeta las reglas básicas del diálogo, como el uso de la palabra y el respeto por la palabra de la otra persona.</p> <p>Comprende que las normas ayudan a promover el buen trato y evitar el maltrato en el juego y en la</p> | <p>1. TRABAJO EN CLASE.</p> <ul style="list-style-type: none"> Participación en clase. Desarrollo de Trabajos y Talleres en clase. <p>ACTIVIDADES EXTRA CLASE.</p> <ul style="list-style-type: none"> Entrega oportuna de Trabajos. Socialización de los Trabajos. Consultas Voluntarias para profundizar Sobre los Temas tratados en clase <p>3. COMPORTAMIENTO.</p> <ul style="list-style-type: none"> Asistencia y puntualidad. Disciplina. Presentación personal. Respeto, Responsabilidad y Colaboración. <p>4. EVALUACIONES.</p> <ul style="list-style-type: none"> Las Pruebas Orales, de acuerdo a Los Temas y Actividades propuestas para el Desarrollo de la Clase. | |

Appendix 4.2 institutional document

| PROGRAMACIÓN BIMESTRAL DE ASIGNATURA – AÑO LECTIVO 2017 | | | | | | | |
|--|--|--|--|--|--|--|---|
| ÁREA: | HUMANIDADES | ASIGNATURA: | INGLES | GRADO: | SEGUNDO | BIMESTRE: | 4 |
| ESTÁNDAR | REFERENTES CONCEPTUALES | ACTIVIDADES | COMPETENCIAS | | | PROCESO VALORATIVO | |
| | | | Cognitivas | Praxiológicas | Socio afectivas | | |
| Empiezo a estructurar mis escritos; estoy aprendiendo a leer y escribir en mi lengua materna. Por lo tanto, mi nivel de inglés es más bajo | <p>Wild Animals: Animales salvajes, la selva, descripción de animales. Descripción de la selva.</p> <p>Weather: Estaciones, estado del tiempo, ropa según el clima,</p> <p>Food: Comidas diarias, días de la semana. Utensilios de cocina, colores.</p> | Enfoque comunicativo involucrando el factor lúdico con realización de diferentes actividades de acuerdo al tema como: dramatizados, videos, carteleras, sopas de letras, crucigramas, rompecabezas, juego de roles, dinámicas, talleres escritos, cantos, entre otros. | <p><u>Sigue</u> la secuencia de un cuento corto relacionado con los animales salvajes <u>apoyado</u> en imágenes.</p> <p>Relaciona las ilustraciones de alimentos con oraciones simples.</p> | Describe características principales de algunos animales salvajes. | <p>Se preocupa porque los animales, plantas y los recursos del medio ambiente reciban buen trato.</p> <p>Expresa sus ideas, sentimientos e intereses en el salón y escucha respetuosamente a los demás</p> | <p>1. TRABAJO EN CLASE.</p> <ul style="list-style-type: none"> Participación en clase. Desarrollo de Trabajos y Talleres en clase. <p>ACTIVIDADES EXTRA CLASE.</p> <ul style="list-style-type: none"> Entrega oportuna de Trabajos. Socialización de los Trabajos. Consultas Voluntarias para profundizar Sobre los Temas tratados en clase <p>3. COMPORTAMIENTO.</p> <ul style="list-style-type: none"> Asistencia y puntualidad. Disciplina Presentación personal. Respeto, Responsabilidad y Colaboración. <p>4. EVALUACIONES.</p> <ul style="list-style-type: none"> Las Pruebas Orales, de acuerdo a Los Temas y Actividades propuestas para el Desarrollo de la Clase. | |

Appendix 4.3 institutional document

| PROGRAMACIÓN BIMESTRAL DE ASIGNATURA – AÑO LECTIVO 2017 | | | | | | | |
|---|--|--|--|--|---|--|---|
| ÁREA: | HUMANIDADES | ASIGNATURA: | INGLES | GRADO: | TERCERO | BIMESTRE: | 4 |
| ESTÁNDAR | REFERENTES CONCEPTUALES | ACTIVIDADES | COMPETENCIAS | | | PROCESO VALORATIVO | |
| | | | Cognitivas | Praxiológicas | Socio afectivas | | |
| | <p>The Restaurant: Comida y bebidas, números, cantidades (a/an, the)</p> <p>Means of Transportation and Traffic Signals: Medios de <u>transporte terrestres</u> (bus, car, motorcycle, bicycle). Señales de <u>tránsito básicas</u>.</p> | Enfoque comunicativo involucrando el factor lúdico con realización de diferentes actividades de acuerdo al tema como: dramatizados, videos, carteleras, sopas de letras, crucigramas, rompecabezas, juego de roles, dinámicas, talleres escritos, cantos, entre otros. | <p>Demuestra comprensión de preguntas relacionadas con vocabulario en el restaurante.</p> <p>Identifica las acciones relacionadas con las señales de tránsito.</p> | Realiza juegos de rol en correspondiente a un <u>restaurante</u> . | <p>Identifica y respeta las diferencias y semejanzas entre las personas, y rechaza situaciones de exclusión o discriminación dentro de la familia, con amigas y amigos y en su salón.</p> <p>Conoce las señales y normas básicas de tránsito para</p> | <p>1. TRABAJO EN CLASE.</p> <ul style="list-style-type: none"> Participación en clase. Desarrollo de Trabajos y Talleres en clase. <p>ACTIVIDADES EXTRA CLASE.</p> <ul style="list-style-type: none"> Entrega oportuna de Trabajos. Socialización de los Trabajos. Consultas Voluntarias para profundizar Sobre los Temas tratados en clase <p>3. COMPORTAMIENTO.</p> <ul style="list-style-type: none"> Asistencia y puntualidad. Disciplina Presentación personal. Respeto, Responsabilidad y Colaboración. <p>4. EVALUACIONES.</p> <ul style="list-style-type: none"> Las Pruebas Orales, de acuerdo a Los Temas y Actividades propuestas para el Desarrollo de la Clase. | |

Appendix 4.4 institutional document

| PROGRAMACIÓN BIMESTRAL DE ASIGNATURA – AÑO LECTIVO 2017 | | | | | | | |
|---|-------------|-------------|--------|--------|--------|-----------|---|
| ÁREA: | HUMANIDADES | ASIGNATURA: | INGLES | GRADO: | CUARTO | BIMESTRE: | 4 |

| ESTÁNDAR | REFERENTES CONCEPTUALES | ACTIVIDADES | COMPETENCIAS | | | PROCESO VALORATIVO |
|---|--|---|---|---|--|--|
| | | | Cognitivas | Praxiológicas | Socio afectivas | |
| <p>Hablo de las actividades que realizo habitualmente</p> <p>Describo con oraciones simples los lugares que he visitado</p> | <p>Hobbies Pasatiempos y actividades de tiempo libre, lugares de diversión</p> <p>Last Vacation: Actividades de Vacaciones. Miembros de la Familia. Lugares de Vacaciones.</p> | <p>Enfoque comunicativo involucrando el factor lúdico con realización de diferentes actividades de acuerdo al tema como: dramatizados, videos, carteleras, sopas de letras, crucigramas, rompecabezas, juego de roles, dinámicas, talleres escritos, cantos, entre otros.</p> | <p>Identifica las acciones en una secuencia corta de eventos.</p> <p>Comprende información relacionada con eventos del pasado</p> | <p>Responde a preguntas relacionadas sobre sus pasatiempos favoritos.</p> <p>Escribe textos cortos que relaten mis vivencias durante mis últimas vacaciones</p> | <p>Expresa empatía (sentimientos parecidos o compatibles con los otros) frente a diferentes personas de su entorno.</p> <p>Reconoce lo distintas que son las personas y comprende que esas diferencias son oportunidades para construir nuevos conocimientos</p> | <p>1. TRABAJO EN CLASE.</p> <ul style="list-style-type: none"> Participación en clase. Desarrollo de Trabajos y Talleres en <u>clase</u>. <p>ACTIVIDADES EXTRA CLASE.</p> <ul style="list-style-type: none"> Entrega oportuna de Trabajos. Socialización de los Trabajos. Consultas Voluntarias para profundizar Sobre los Temas tratados en clase <p>3. COMPORTAMIENTO.</p> <ul style="list-style-type: none"> Asistencia y puntualidad. Disciplina. Presentación personal. Respeto, Responsabilidad y Colaboración. <p>4. EVALUACIONES.</p> <ul style="list-style-type: none"> Las Pruebas Orales, de acuerdo a Los Temas y Actividades propuestas para el Desarrollo de la Clase. |

Appendix 4.5 institutional document

| PROGRAMACIÓN BIMESTRAL DE ASIGNATURA – AÑO LECTIVO 2017 | | | | | | | |
|--|---|---|--|--|--|---|---|
| ÁREA: | HUMANIDADES | ASIGNATURA: | INGLES | GRADO: | QUINTO | BIMESTRE: | 4 |
| ESTÁNDAR | REFERENTES CONCEPTUALES | ACTIVIDADES | COMPETENCIAS | | | PROCESO VALORATIVO | |
| | | | Cognitivas | Praxiológicas | Socio afectivas | | |
| <p>Escribo narraciones cortas basadas en la historia de una persona.</p> <p>Creo historias cortas.</p> | <p>Biographies: Personajes de la historia, personajes de la farándula. Fechas.</p> <p>Storytelling: Lugares, tiempo y espacio. Animales, personas, oficios, fechas.</p> | <p>Enfoque comunicativo involucrando el factor lúdico con realización de diferentes actividades de acuerdo al tema como: dramatizados, videos, carteleras, sopas de letras, crucigramas, rompecabezas, juego de roles, dinámicas, talleres escritos, cantos, entre otros.</p> | <p>Identifica la información relevante en la vida de una persona.</p> <p>Identifica los nombres de los personajes y los eventos principales de una historia.</p> <p>Identifica las acciones en una secuencia corta de eventos.</p> | <p>Escribe textos cortos sobre la biografía de personajes importantes en la historia.</p> <p>Habla del pasado de otras personas con frases cortas en inglés.</p> <p>Escribe pequeñas historias que me imagino haciendo uso del pasado.</p> | <p>Entiendo que los conflictos son partes de las relaciones, pero que tener conflictos no significa que dejemos de ser amigos o querernos. Coopero y muestro solidaridad con mis compañeros y mis compañeras; trabajo constructivamente en equipo.</p> | <p>1. TRABAJO EN CLASE.</p> <ul style="list-style-type: none"> • Participación en clase. • Desarrollo de Trabajos y Talleres en clase. <p>ACTIVIDADES EXTRA CLASE.</p> <ul style="list-style-type: none"> • Entrega oportuna de Trabajos. • Socialización de los Trabajos. • Consultas Voluntarias para profundizar Sobre los Temas tratados en clase <p>3. COMPORTAMIENTO.</p> <ul style="list-style-type: none"> • Asistencia y puntualidad. • Disciplina. • Presentación personal. • Respeto, Responsabilidad y Colaboración. <p>4. EVALUACIONES.</p> <ul style="list-style-type: none"> • Las Pruebas Orales, de acuerdo a Los Temas y Actividades propuestas para el Desarrollo de la Clase. | |