

THE ELEMENTS THAT THE TEACHER ALIGNS IN THE ADAPTATION AND
IMPLEMENTATION OF THE SUGGESTED ENGLISH CURRICULUM OF TRANSITION
TO FIFTH GRADE IN AN OFFICIAL SCHOOL OF THE RURAL CONTEXT IN EL
CARMEN DE VIBORAL.

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LICENCIATURA EN LENGUAS EXTRANJERAS

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THESIS

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ABSTRACT

The objective of this research project is to identify the elements that the teacher aligns in the adaptation and implementation of the suggested english curriculum in an official school of the rural context of el carmen de viboral, from transition to the fifth grade. With a case study, methodology based on data collection techniques that are used for qualitative research, such as a questionnaire and a documentary analysis of the suggested english curriculum. The participant was a rural english teacher. Showing as a result that it is necessary for the teacher to know the curriculum so that the elements to be aligned can be identified for the adaptation and implementation process, the structure and composition of the suggested english curriculum, the six (6) factors and what can be deduced from the relationship between the two.

Key words: suggested English curriculum, teaching English as a foreign language, ELT rural context, alignment, transition and primary school, rural education, rural context, new school model, adaptation and implementation.

1 INTRODUCTION

The curriculum plays a crucial role in the educational processes in each urban and rural institution in Colombia. The Ministry of Education gave a suggested English curriculum for being adapted according to the specific necessities of each context.

In order to know the elements that the teacher aligns, the following objectives are established. The general objective of this research project is to identify the elements that the teacher aligns in the adaptation and implementation of the suggested English curriculum from transition to fifth grade in an official school of the rural context in El Carmen de Viboral. It will be developed through two specific objectives, which are to describe the composition of the Transition to fifth grade suggested English curriculum and to analyze the factors that the teacher in an official rural school recognized in the process of adaptation of the suggested curriculum of English from transition to fifth grade.

Only one teacher was addressed in the rural setting due to the problems generated by the pandemic today. There were problems with data collection, which led to some elements of the methodology being modified, and to the information being reduced.

The study consists of 11 blocks, which are literature review, statement of the problem, research question, justification, general objective, specific objectives, conceptual references, methodology, results, discussion, conclusion and references. First in the literature review, a detailed analysis is made of five (5) studies related to the main theme of the curriculum for

teaching English as a foreign language. In the statement of the problem will show an overview of some documents that talk about the subject, and will also show where the idea to develop this project comes from, after that, in relation with the research question is condensed what I pretend to know.

Then, it is in the justification where the contributions that it will be made to the social field, to the specific field of knowledge, to the university and to me as a future teacher are mentioned. The General objective will guide the research, and seeking to respond to this objective, two specific objectives arise. Finally, the methodology where the activities are established, the participants and the form of analysis of the information, the ethical consent. Then, a results part where I give an account of the structure and content of the curriculum, another part that refers to the factors taken into account by the teacher to align the curriculum.

Meanwhile, the discussion establishes a relationship among literature review, curriculum concepts and results, to conclude, some conclusions regarding the process were exposed, and finally, the references cover all the authors who were cited throughout the text.

2 LITERATURE REVIEW

The topic chosen for this research study is the curriculum in teaching English as a foreign language in the rural context. While English classes were taught in the rural context, it was noticed the curriculum did not fit for English teaching as foreign language. From this experience, emerged the idea of carrying out the research about the curriculum for English teaching as a foreign language in the rural context.

This led to a meticulous search of literature review, in order to find enough information to support this study. The Universidad Católica de Oriente, where the researcher is attending her academic process demands that the established requirements which are of a maximum five years long. It is important to emphasize that the search implemented to find studies about curriculum for English teaching as a foreign language in the rural context did not show precise information regarding the curriculum in the rural context. Bearing in mind, the previous information and in order to obtain adequate theoretical support, two studies did not meet the required period of time, in spite of that, these studies which exceeded the period of time were taken because of the relevancy of the information they possessed. Furthermore, accessing information was complex, many of the data sources that were used to find the information were private, other ones of payment, for this reason, the information was further reduced.

The person who chose the topic of this study and made the tracing of literature review is one student of bachelor's degree in foreign languages from seventh semester of Universidad Católica de Oriente. The gathering of information was made through intense reading of the studies picked and specific information was obtained from them. This information was inserted into record cards, this proved to be extremely helpful at the time of retrieving information.

The topic infers that there is not a curriculum specially for English teaching of a foreign language in the rural context, and, to date, there was not been any study centered explicitly in this issue yet. However, a number of studies, to share something in common and is that the researchers in their own contexts are aware of the lacking of this issue and the effort they make to establish a curriculum for English teaching of a foreign language or at least make their institutions conscious.

In the course of the reading of the five studies chosen the main theme was curriculum in general, from them the most relevant information was the following: Two of the studies found, made reference to an uncomfotability felt by the teachers because of the curriculum in English teaching as a foreign language in each context.

The information was organized in a chronological way. Taken into account aspects such as: author, title, year of publication and city of publication, city of retaliation, objective, concepts, methods, participants, and technique, results. Next, they will realize the following studies.

The first study was called “Teachers as ‘reform-doers’: developing a participatory curriculum to teach English as a foreign language” (Banegas, 2001). Its objective was to make up a new participatory curriculum for being implemented in the future (Banegas, 2001). The researchers took into account the following concepts: curriculum development, reflection, participation, EFL teachers, and diaries.

According to the text, the methodology implemented was action research. The investigator realized that this method permitted a cooperating work addressing reflexions among English teachers from Argentina University of Warwick, UK, for the designing of a participatory English curriculum (Banegas, 2001). In addition to this, Action Research in that study was focused on community and cooperative work, between teachers themselves (Banegas, 2001).

For the develop of this investigation, researchers selected techniques which allowed access to the required information to carry through the process. Banegas (2001) “all data for this study was collected by audio-recording each meeting and interviews and through the

participants' personal diaries. I also asked them to validate my summaries of transcripts and theme analysis by reading them in between meetings" (p. 6).

After the data was collected, the relevant results were teachers raised self-awareness in the construction and application of the curriculum. Another essential result was the implementation of the new participatory curriculum for being performed in 2012. Banegas took the previous curriculum of 2007-2008 to work with Action Research. The curriculum was not teacher-based only but students as well (Banegas, 2001).

Likewise, the second study "Educación para el bilingüismo y aprendizaje de maestros: comprensión del desempeño auténtico en la acción de cambiar prácticas pedagógicas". The aim was to settle bilingualism in a private high school in a city of Colombia. Where a bilingual curriculum was implemented by unifying Spanish and English language by means of authentic communicative performances. This enhanced their proficiency in the English language (Ordóñez, 2012). The key concepts worked in this study were education for bilingualism, authentic performance to learn, bilingualism in a monolingual context, bilingual curriculum.

This study through a qualitative approach seeks to create a new bilingual curriculum developing authentic communicative aspects. It is carried out through analysis of the previous curriculum, the interests of the students and visits made to certain classrooms to make observation (Ordóñez, 2012).

The group of participants were two coordinators of the language subject, and some English teachers. All data for this study were recollected students' motivations. This recollected data was taken into account, and so did the context. The teachers ought to have an opening in

their classes for an active participation of the students. A certain amount of time was given to the teacher for the construction of the curriculum. Interviews were analyzed and also the observation in the classes for picking information (Ordóñez, 2012).

The aforementioned methods brought that the study revealed significant learning for both teachers and students. Also, a better learning environment was evidenced where students made use of both languages. The use of English began from the smallest of students in the institution through simple questions and answers. Thirdly, students presented papers or activities in which they should include the use of English in different types of presentations. As well as students' work was linked with teachers' own contexts, connections between English-Spanish and other subjects were made, because, by doing so it was natural.

In this study, as the two aforementioned, it speaks about a curriculum that takes into account the reality of the community, striving to create a meaningful curriculum in which students learn in a more conscious way (Lastra, Durán, Acosta, 2018.) This study was called "community based pedagogy as an eye-opening for pre-service teachers' initial connections with the school curriculum". Concepts used by them are community based pedagogy, curricular connections, inquiry, and local knowledge. These concepts are strongly tied to the future formation of language teachers, to go further the structural planning study and provoke a planning study of permanent meaningful learning.

The methods incorporated in this learning planning, were conceived under a qualitative model, this scouted different realities in order to access required information.

A group of pre-services teachers from final semesters of the undergraduate program of English, argument and debate to get familiarized with the process of learning-teaching of the community and social reality. Besides that, they put into practice actions in which monitoring was carried out in order to prove the procedure (Lastra, Durán, Acosta 2018).

The findings evidenced that the pre service had an awareness and led to a deeper process in the comprehension of the new curriculum. Furthermore, adjustment in the organization of the curriculum led to many possibilities in the study inside the classroom including the community (Lastra, Durán, Acosta 2018).

The fourth of the five studies, also tied with the curriculum, is the entitled "El currículo prescrito y el de acción en una clase de inglés como lengua extranjera" by Becerra (2016). It had for objective to disclose the action curriculum of an English language teaching class and for paradigm the qualitative. The decision of adopting this paradigm was because it helped researchers to disclose the action curriculum by using the voice of the teacher, through verbal speech the observations were made while carrying out the research. Concepts adopted were: prescribed curriculum, action curriculum, discourse analysis (Becerra, 2016).

The exercise of disclosing the action curriculum of an English language teaching class was assumed by an English teacher of a level 1 of a bachelor degree in modern languages of Universidad de los Andes, it was assigned the pseudonym of "Barbara". Techniques used by "Barbara" were interviews, observations, demonstrations, magistral classes, interrogation, questions and answers (Becerra, 2016).

As findings it is possible to say that the prescribed curriculum itself englobes contents that tell the what, how, what for, because. "Barbara" uses information about language and society rather than phonological-phonetic components inside conceptual contents, among them: literature, politic facts, actual information. Also "Barbara", regarding the attitudinal component, lets know how important it is for students to always stay informed, especially their own contexts (Becerra, 2016).

The fifth important study, carried out by Echeverri-Sucerquia, Quinchía (2016), entitled "Retos en el diseño curricular de un programa de inglés para adultos" had for objective the curricular renewal of an English program for adults. Participants for this research were students from an English program for professional adults; this is from a public university in Medellín (Colombia). Echeverri-Sucerquia, Quinchía (2016) understood that not only students and teachers would be needed but also the assistance of professionals. It was conformed a group integrated by the coordinator of the program, two teachers, an advisor in learning assessment and an advisor in curricular themes (Echeverri-Sucerquia, Quinchía, 2016).

In order to propose the curriculum renewal, some concepts needed to be studied, such as English curriculum, pertinent curriculum, curricular design and literacy program for adults. The researchers implemented problematic questions through subject projects, surveys, competitions (discursive, pragmatic, strategic and grammatical). They designed and applied the survey to 142 students and teachers. The purpose of the survey to students was to identify interests, needs and preferences in their English learning. For the teachers, the survey served as a guide to complement the information given by students in terms of contents (Echeverri-Sucerquia, Quinchía, 2016).

The most relevant results for this study while performing the curricular proposal is that the aid of the administration towards the program is important, not only talking in a monetary way but mostly in the development of teachers as a whole and, didactic materials. Also, it is emphasized that administration should bring spaces for teachers' formation, this will enhance their abilities, and in doing so, the development of the curriculum proposal as well.

3 STATEMENT OF THE PROBLEM

In education, the curriculum plays an essential role in the organization and intentionality of the academic processes of each of the country's educational institutions both public and private. For both teachers and students, it represents a navigation route that needs to be understood and reoriented, so that it can be used in the best possible way. Hence, it is necessary to pay special attention to the norm as it governs the curriculum in Colombia, and the studies that have spoken of the reform, design, and implementation of the curriculum in different contexts, as will be reflected in the following information.

In order to understand the importance of the curriculum, it will be necessary to look at some normative references so that they guide the approach to the problem that is being proposed. In the first place, it is necessary to cite the Political Constitution and its article 67, which tells us “La educación es un derecho de la persona y un servicio público que tiene una función social; con ella se busca el acceso al conocimiento, a la ciencia, a la técnica, y a los demás bienes y valores de la cultura” (El Congreso de la República, 1991, p. 11).

Secondly, la Ley General de Educación de 1994, in its article 8, it takes up this right, affirming that society, the State and the family must ensure compliance with it. However, the law

broadens and alludes to other articles that make sense, insofar as they guide educational processes in Colombia (p. 3). One of them is article 23, which deals with the subject of compulsory areas, highlighting the teaching of a foreign language. Against this background and referring to the curriculum design, The Ministry of Education stipulates that this is a fundamental basis for the development of educational practice and that it includes not only the methodologies and programs that will be carried out, but also human resources, that is, the entire educational community (MEN, n.d). Finally, article 79 delves into what is related to the curriculum and its intentionality.

From the foregoing, it can be to comprehend that the curriculum requires, in turn, certain decrees that regulate and make its institutional implementation possible. For example, Decree 1860 of August 3, 1994, Chapter 5 and Article 33 establish some guidelines for curriculum development. On the basis of the suggested curriculum established by The Ministry of Education, all official institutions in Colombia have access to this information and can organize their curricula in accordance with the standards. However, as mentioned in Resolution 2343 of 1996, it is essential to highlight the autonomy that educational institutions have to modify, reform, and implement the curriculum (MEN, 1994).

For such a regulation, the Ministry of Education suggests a curriculum for the subject of English in all educational institutions in the country. This includes all grades of the formative process (Transition through 11th grade) and is based on the basic learning rights, where it indicates and defines the minimum contents to be learned according to the grade in progress (MEN, p. 14, 2016)

This idea is reinforced by the findings of the documentary review, which concludes that the curriculum is not natural, i.e. that it can be designed and modified according to the needs of the community, since teachers, especially in Colombia (since of the 5 studies proposed in the literature review, 3 of them were done in Colombia) sought to improve the purpose, development, implementation and linguistic needs of the curriculum in English as a foreign language, as mentioned by Banegas (2011) "to develop a participatory curriculum to be implemented in the future" (p. 2).

In the five studies proposed in the literature review, some professors and students from universities, public and private schools in Venezuela, Colombia and Argentina participated. Based on their disagreement with the lack of adaptation of the curricula in the educational contexts in which they worked. They designed and implemented, under a qualitative paradigm and action research method, a curriculum that considered the needs of students, teachers and the particular context.

In the findings found that the teachers were responsible for implementing and designing existing curriculum in a collaborative way, concrete for the context, thus changing the characteristics of the learning environment, the teacher being the protagonist of this process, and thus improving the teaching-learning process, in addition, the perceptions and role they played in those contexts were taken into account, likewise, students and change of materials were considered.

Finally, the needs and visions of practitioners in relation to the curriculum, and its contents, teachers received administrative support for the construction of the curriculum, seeking strategies such as training and implementation and design of the curriculum. With the objective of strengthening the process of teaching and learning English in basic and secondary education in

the country, The Ministry of education has developed the “Colombia Bilingüe” programme, which train teachers at the national level to reflect on both standard and quality educational processes, implementing the Basic Learning Rights (BLR) of English as a foreign language and the suggested curriculum for all educational communities (MEN, 2006). It should be clarified that this program is part of an initiative proposed in Law 1651 of 2013 on bilingualism, which modifies the competencies and skills including: speaking, understanding, listening, writing and reading for the learning of a foreign language (p. 1)

One of the most important projects in Medellín is “Medellín construye un sueño maestro” a project that creates a Humanities and Foreign Languages Area Plan -English-, -Curriculum Expedition Project-, which is a project of reference, since it aims at providing teachers with greater skills for teaching English as a foreign language

In conclusion, it is necessary to point out the following: there is a normative framework that offers clear guidelines regarding the role that the curriculum should play in the area of English; it is also found that, although there are some guidelines pre-established by law, educational institutions are invited to be autonomous in the design and implementation of these curricula, adhering to the needs of the population and the context; the review of literature speaks of teachers' dissatisfaction with the lack of adaptation of the curriculum to the needs of the context, and with their role in this process.

The teachers worked in urban contexts, universities, primary and high schools. From this background it can be said that, according to the review of the literature, teachers' feelings regarding the adoption of the suggested curriculum in English in official schools in rural contexts and in basic primary schools are unknown, since each context is different, the English curriculum

is suggested and must be adapted, and the teacher is the protagonist of the process, it is necessary that the guidelines that the curriculum establishes be aligned with the characteristics of the context, so it is important to know what the teacher in a rural school in El Carmen de Viboral considers in order to carry out this alignment. This last point defines and guides the intentionality of my research exercise.

4 RESEARCH QUESTION

What does a teacher at an official school in the rural context of El Carmen de Viboral consider when adapting the suggested English curriculum from transition to fifth grade?

5 JUSTIFICATION

This research exercise acquires relevance in the teaching of English as it does in the teaching of another foreign language, especially in rural contexts. There is a need to adapt the characteristics of the population and recognize the curriculum as a key instrument for orienting teachers towards their classes. In order for the teaching-learning process to be more effective it also requires a joint construction that involves the educational institutions, the teachers and the students.

Similarly, in the social field, supply reflections or recommendations on the curriculum of teaching English as a foreign language, as well as spaces for reflection with the teachers of the language, where awareness of the relationship between the teacher and the curriculum is made in teaching English as a foreign language. Also, provide elements to the university, as a trainer of trainers, to promote discussion about the curriculum, concepts, reflections, spaces, etc. Finally,

the university could feed on certain subjects such as curriculum theory and encourage discussions and work around the curriculum.

Referring to the specific field of knowledge some contributions that I pretend in this study are, first it is identify the crucial role of the English and its connections with the curriculum in the process of teaching and learning. Also, determine the function of the curriculum and its composition regarding the knowledge that the English teachers should have and the uses of the suggested English curriculum.

Last but not least, as a participant and researcher in this project, this study could provide me with a broader understanding of the curriculum, offer the reader the basis for future research as an inseparable part of the curriculum and of the relationship with teachers, strengthen teamwork, research competencies, and bring me closer to a concrete teaching-learning context. Also, generate awareness regarding the importance of the curriculum in the learning and teaching process.

6 GENERAL OBJECTIVE

To identify what a teacher at an official school in the rural context of El Carmen de Viboral consider when adapting the suggested English curriculum from transition to fifth grade.

7 SPECIFIC OBJECTIVES

- To describe the composition of the Transition to fifth grade suggested English curriculum.
- To analyze the factors that the teacher in an official rural school identify in the process of adaptation of the suggested curriculum of English from transition to fifth grade.

8 CONCEPTUAL REFERENCES

Since the purpose of this study is to identify the elements that the teacher aligns in the adaptation and implementation of the suggested English curriculum of transition to fifth grade in an official school of the rural context in El Carmen de Viboral, it is necessary to resort to the concepts that will allow for such identification. Thus, providing this research with sufficient theoretical support in concepts such as transition, primary education, curriculum, ELF, rural context, rural education and new school, bearing in mind the point of view of different authors.

8.1 Transition

Taking into account the difference between preschool and transition and had the definition of the second one, it is essential for this inquiry to take present that definition. according to (MEN, n.d) the grade transition is “oferta es de carácter obligatorio más no es pre-requisito para ingresar al curso 1 de primaria. Debe generalizarse hasta el (100%) para luego atender la demanda para niños entre los 3 y 4 años. Cabe anotar que antes de la expedición del Decreto 2247 /97 se denominaba Grado Cero” (p. 1).

8.2 Primary education

The understanding of primary education is fundamental in this inquiry considering that it is one of the main focus regarding to curriculum that is taken into account, according to Nenty, Adedoyin, and Mayor (n.d) “Primary education can be viewed as the extent to which the process of education at the primary education level maximizes desirable outcomes in term of cognitive and affective, psychomotor behavior of learners” (p. 1). Furthermore, according to the MEN, primary education has a duration of five years, in which the obligatory areas of knowledge and human action are worked on (Education Act, 1994).

8.3 Curriculum

Firstly, understanding the extent of the term curriculum is a significant step to the development of this research. The Ministry of Education stipulated curriculum is a fundamental basis for the development of educational practice, which includes not only the methodologies and programs that will be carried out, but also human resources, that is, the entire educational community. Looking for a comprehensive education, in addition, the curriculum is linked to the institutional educational project (MEN, n.d). The curriculum, according to Veiga-Neto,

Puede ser entendido como una estructura clasificadorio-disciplinar, por eso él es un estructurante. Y, por tener una estructura disciplinar funciona como una estructurante disciplinador, la consecuencia de eso es que él gira en el ámbito en que actúa, el entendimiento no es apenas de lo que los saberes tienen (naturalmente) en una distribución disciplinar que es espacial pero también de que el propio mundo tiene esa especialidad (2002).

Another author raises the following definitions about the curriculum POSNER (1999) “Un currículo es el contenido de los objetivos sobre el cual esperan los colegios que los estudiantes respondan” (p. 5) Also, “un currículo es el conjunto de estrategias que los profesores planean utilizar” (p.5).

8.4 EFL

The conception of the EFL is essential since it comprises several elements regarding the role of the teacher. According to British council (s.f) “English as a Foreign Language, or EFL, refers to learning and using English as an additional language in a non-English speaking country” (p. 1)

8.5 Rural Context

In order to refer to the rural context, it is essential to take into account the following definitions .PNUD (2011) proposes the rural area in three fundamental aspects

“combina densidad demográfica con distancia de los centros poblados menores a los mayores; adopta como unidad de análisis el municipio como un todo y no solo el tamaño de las aglomeraciones(...) asume la ruralidad como un continuo (se refiere a municipios más o menos rurales, antes que a urbanos y rurales). (p. 30, 31)

Also, “como fuente de oportunidades para el crecimiento económico en un planeta globalizado, ávido de alimentos, de materias primas y de recursos ambientales. Y (...) como lugar privilegiado para empezar a construir la paz del lado de las víctimas” (p. 13) So, taking into account that (Gómez, 2008) argue that, ya no es posible ni, sobre todo, aceptable sub

valorar lo rural frente a lo urbano (as cited in PNUD, 2011). In other words, the rural area is a place not only for production, but also for training.

8.6 Rural education

Rural education has always been seen from a possible transformation, where quality can prevail and can be an alternative education, that is, that students can participate freely in their daily activities without the school getting in the way. It is not pleasant to see the dropout rate of children and young people in the rural context, for this reason, UNESCO (2003) argues that “One of the major inequalities affecting the rural poor is their unequal access to quality education, which is so important for social and economic development” (p. 23). Although, the school dropout has already been mentioned, and the great challenges facing rural education. As Beckman & Gallo (2015) argues, it must also face other factors such as the many strategies that have been designed, but none of them thought for the rural context, the distance, last but not least, the little knowledge about work in the rural context and what this entails (p.2).

8.7 New School Model

According to the information offered by the Ministry of Education about the New School model, this model is aimed at an education designed for the rural context, which offers an active pedagogy and serves the real needs of the rural population in Colombia. This model covers the entire primary school and is worked through learning guides, which are guided by teachers, which has brought great benefits for both teachers and students (MEN, 2010).

Germán, Abrate, Juri, and Sappia (2010) argue that “Escuela Nueva, la aparición de ideas

educativas que son innovadoras ante las propuestas pedagógicas de una época” (p.16). It has been believed that this new model is a way to avoid the traditional education, of allowing an inclusive education.

9 METHODOLOGY.

As the purpose of the study is to identify the elements that the teacher aligns in the adaptation and implementation of the suggested English curriculum of transition to fifth grade in an official school of the rural context in El Carmen de Viboral. It is considered suitable to carry out through a case study, based on teacher’s experience, adaptation and implementation, regarding the curriculum.

According to Mills, Durepos (2009) A case study is a research strategy that involves an approach focused on the relationships that structure the context of a specific entity, i.e.: a person, an event, an organization. It is also characterized by analyzing the interaction between the contextual factors of the entity to be intervened and the tacit purpose of using this knowledge to produce more theory than the existing one, or one from scratch. Therefore, it is crucial to carry out this one in the present research, since it gives detailed information on what the researcher wants to know, specifically, the adaptation and implementation that the teacher in the rural area may have regarding suggested English curriculum.

This study will follow a qualitative research approach, as it will involve a case study that will give a specific understanding about the factors that a teacher in an official school aligns in the process of adaptation of the suggested curriculum of English from transition to fifth grade as a form of knowledge. This is part of the individual's interior (knowledge, experience and the use

of the object, in this case, in addition to social actions), and the qualitative is responsible for the study of the subjective dimension (meanings, feelings, visions)". (Galeano, 2014, p. 16). All of the above related to the curriculum from Transition to fifth grade, taking into account the above information, the method I will use is the qualitative one.

Creswell (2009) states that "qualitative research uses different philosophical assumptions; consultation strategies; and methods of data collection, analysis and interpretation" (p. 173). Which will allow me to conduct information gathering and interpretation of the same.

In order to reach the objectives of this research, the analysis of the information will be given by means of a qualitative approach, in the strategy of research case study, in addition, it will be descriptive since it seeks to analyze, identify, describe and determine, as much the knowledge on the curriculum, as the experience, and the possible uses that can be given to it.

9.1 Data collection methods

To gather data, a documentary analysis of the curriculum will be carried out, as an important document for this study, since its composition will be known. In addition, through the questionnaire, teachers' experience will be known, since they are part of their internal experience and, added to this, the knowledge they have about the curriculum.

On the other hand, to determine the factors that teachers identify to the English curriculum from transition to fifth grade, the questionnaire will be used to arrive at the information through predetermined questions. Although it is known that, the research

questionnaire allows a closer approach between the researcher and the population to be investigated, which will be the object of study.

In this sense, a questionnaire is the other instrument chosen for this inquiry. Ahmad, S. (2012) affirms "A set of questions on a topic or group of topics designed to be answered by the respondent" (P. 2) and "It is the vehicle used to pose the questions that the researcher wants respondents to answer" (P. 2).

Furthermore, another fundamental method will be a documentary analysis of the curriculum which will be carried out where its organization and intentionality are known. According to Fitzgerald (2012) "It may seem that documents are reasonably simple data resources to locate and analyze" (p. 381). Therefore, like the curriculum suggested by the Ministry of Education in each school in Colombia, it is a document that can be analyzed to gather supporting information for this study.

9.2 Participants

The participants of this work will be a rural teacher from El Carmen de Viboral, who is in the official sector teaching in rural school under the new school model, also have contact with the teaching of English as a foreign language.

To support the above information, the curriculum according to the 1860 decree of August 3, 1994, says that all educational institutions in Colombia have access to a suggested curriculum. The Ministry of Education, invites all educational institutions in Colombia to adapt this

curriculum, therefore, it would focus on the institutions responsible for adapting the English curriculum.

El Carmen de Viboral has support from universities and foundations, which will not be taken into account in this research, because it is the teacher who has the responsibility, as indicated by his work, for being a teacher in the public sector.

Although the information on the degree of qualification of teachers in the rural context was requested, it could not be accessed, since this entity “Secretaría de Educación de El Carmen de Viboral” does not have the information, so the work would be carried out with the teachers with whom the institution, regardless of the degree they have.

9.3 Ethical considerations

Ethics is everything that must be taken into account to ensure the well-being of both the researcher and the participants, therefore, in this research activity certain ethical considerations will be taken into account.

As already mentioned, the participants will be a teacher from a rural school who plays an important role in this research. Therefore, there is a great responsibility in guaranteeing her rights regarding the information that will be collected, providing security and privacy. As Bell (2010) states ethical considerations are based on the participants' knowledge of the agreements established by the researcher and themselves. And to that extent design an informed consent where it is stipulated what are the agreements that the researcher must comply with, including

the security of information and so on. Participants should also be clear about their role in the research process.

In addition to the previous ones, the working time of the teacher will be respected, that is, that the classes will not be interrupted, nor will it interfere with the educational process of the students. Added to this, it will be considered that the name of the university is exposed and this must be respected and taken care of, so a very professional job will be done.

10 RESULTS

Alignment depends on the existence of a guiding curriculum and on factors that also guide the teacher in that alignment process. If they are not accompanied by each other, perhaps such alignment does not exist but could occur.

This will become evident through the structure of the suggested English curriculum and the factors that teachers recognize as contextual.

10.1 Structure and composition of the suggested English curriculum basis for the alignment.

The first specific objective of this research exercise is to identify the composition of the suggested curriculum from transition to the fifth grade. To this end, a documentary review was carried out, taking as a reference point the suggested English curriculum proposed by the Ministry of National Education. It should be clarified that not all of the required data were found; for this reason, some were omitted from the analysis and others were established by deduction.

In the first instance, it should be remembered that the suggested curriculum is an open and flexible proposal by the MEN that aims to strengthen the English teaching in Colombia and this design is aimed at transition to elementary school, Secretarías de Educación, escuelas normales, countries' faculties of education. This proposal arises since 2014 in collaboration with public and private universities in the country and for its construction was considered the National Development Plan 2014-2018 and the 10-year plan 2016-2026, which suggests a validity of the suggested curriculum until 2025 (MEN, 2014).

By way of context, the construction of the suggested English curriculum is contained in the National Development Plan 2014-2018 "Todos por un nuevo país", which began with the revision of basic standards of competencies proposed in guide number 22 (MEN 2006) and was born as a response to needs analyses carried out, which highlighted the methodological problems that exist in the different national contexts, specifically at the transition and elementary levels.

Among the problems found are the following: the need for teacher training in English, the shortage of graduates in the area, the lack of teaching and audiovisual resources, especially in rural contexts, and the number of hours invested in their learning (MEN, p. 31). It is for this reason that, although the suggested curriculum is offered as a model, its main characteristic is flexibility, inasmuch as it may be adapted to the particular conditions of each context.

It should be pointed out that the construction of the suggested curriculum takes off when the Ministry of National Education, through its "Colombia Bilingüe" program, joins the

effort to strengthen this purpose and thus aims at the national objective of building a peaceful, equitable and educated Colombia.

In essence, the suggested curriculum seeks to provide guidelines and orientation that will allow educational institutions, and especially English teachers, to improve their pedagogical practices and to build area plans so that students can reach the level of learning expected in each grade and thus contribute to the goals that the country has set for itself (MEN, 2014).

Going into the suggested curriculum, I find contents and topics proposed. The contents propose to address the following: linguistic (vocabulary and grammar), pragmatic (functional use of the language) and sociolinguistic (social and cultural conditions implicit in the use of the language) contents developed in each module. For their part, the topics covered integrate different essential themes throughout the training process, such as: health and life, coexistence and peace, environment and society, and a global village" (MEN, 2014, p. 10).

At this point in the review, it is necessary to consider certain important details since they contribute to the quality of the suggested curriculum. In the first place, the decision was taken to lower the language level to be attained in the fifth grade. Let us recall that this was at A2.1, and now it is at A1.1. Secondly, a matrix of standards was integrated that feeds the curriculum according to the new proposed objectives and this has its purpose (pre-A1 preparatory - beginner A1.1) (MEN, 2014, p. 33) And in Third, the importance is emphasized in the fundamental skills to work that refer to the didactic, linguistic and communicative progression of the structure.

In this regard, it is defined that, in the initial grades, from transition to second, emphasis will be placed on the development of oral skills (listening and conversation) based on the idea that “La escucha se considera la habilidad fundamental para promover el aprestamiento comunicativo” (MEN, 2014, p. 38), and subsequently the skill of comprehension and written production will be strengthened, which begins with a process of reading images and understanding simple stories, from the same as in the initial grades, and then progressing to slightly more complex tasks such as understanding short and simple descriptions, as early as the fourth and fifth grades. It is suggested here that writing be initiated in the third grade, once children have developed this skill in their mother tongue (MEN, 2014).

Once the contents and themes have been outlined, it is opportune to point out the teaching, learning and assessment that are configured as transversal categories in the suggested curriculum. In this regard, the methodological routes acquire special relevance insofar as they are supported by task-based and project-based learning. Both tasks and projects are, in turn, strategies for assessing learning, with a view to making this process comprehensive, adding to student training and allowing teachers to implement changes and actions to improve processes (MEN, 2014).

With regard to the latter, the evaluation routes are designed on the basis of Ludo evaluation, which has as its central axis the enjoyment of experiences in which teachers and children recognize each other through dialogue, with a view to forming autonomous, free beings who value each other, know each other and participate together. To this end, play assessment makes use of six phases, which are 1 Diagnostic, 2 Reflective, 3 Design, 4 Isolation, 5 Application 6 Feedback. Once this has been addressed, it is necessary to understand that the

teaching and evaluation process are proposed as simultaneous, complementary and interdependent, and therefore the evaluation routes go hand in hand with methodologies and tasks proposed that add to the training process of each student (MEN, 2014).

Finally, it is the teacher who takes a leading role in implementing the curriculum. In this case, their role requires the capacity to carry out project, work and evaluation routes, as well as to be didactic teachers who make adequate use of the suggested curriculum and the available materials of the MEN in order to achieve the goal of making Colombia the most educated. This will undoubtedly contribute to and stimulate children to create autonomous habits that favor the learning of English as a foreign language.

10.2 Recognized factors for alignment: basis for the materialization of a possibility.

The second objective of this research paper is to analyze the factors that the teacher in an official rural school identify the process of adaptation of the suggested curriculum of English from transition to fifth grade. For this objective, a questionnaire of 60 open questions was designed and applied, which in essence showed 6 factors a) Academic and language level, b) Experience in a rural context, c) Knowledge regarding the new school and rural education, d) Organizational level of the primary school, e) Strengths, weaknesses, needs, and challenges f) Experience related to the suggested curriculum.

An analysis of the specific factors is then made in the light of the results of the questionnaire. It is important to emphasize that, despite the number of questions, most of them did not have answers that could be used to investigate what was proposed in terms of analyzing the factors that the teacher in an official rural school recognized in the process of adapting the

suggested curriculum for transition to the fifth grade. Since it was found that there was a lack of knowledge regarding the suggested curriculum, and the rest were short answers (See Annex).

a) Academic and language level.

Since it is important that the teacher has previous experience in relation to English to be taught to their students and wanting to deepen their field of knowledge, it was found that the teacher has a level of study in a degree of specialization oriented to environmental education. As opposed to the experience related to language, she is certified in the PEARSON B1 exam, which suggests that, although her specialization is distanced from the emphasis on language, she has a representative knowledge that allows her to relate to it and be taken into the classroom. Taking the above, the B1 that the teacher has covers and manages to include the two levels that defined the suggested curriculum of transition to the fifth grade (pre A1, beginner A1.1) (MEN, 2014).

b) Experience in a rural context.

Recognizing that the general objective of this work is to identify the elements that the teacher aligns in the adaptation and implementation of the suggested English curriculum of transition to fifth grade in an official school of the rural context in El Carmen de Viboral, it is important to recognize her experience in that context. Although the teacher has a significant experience of 10 years working in rural contexts -which allows her to know closely the dynamics of this condition-, she exposes a limited concept of rurality in the sense that she presents it as "lo

relativo al campo"(Participant, May 5th 2020), and does not go into all that an education with all the variables that sustains rurality could imply.

Given that the teacher has extensive experience in the rural context, it can be said that this experience allows her to identify the elements that will enable her to align the suggested curriculum when adapting and implementing it, since this is related to her experience and her conception of rurality.

c) Knowledge of the new school and rural education.

This factor seeks to know what the teacher knows and recognizes regarding the new school model that is being worked on in the rural context, where I intend to find the information related to the factors that the teacher recognizes in the adaptation of the suggested curriculum. In researching the new school model, the teacher demonstrates clarity, in that she refers to it as "es un modelo multigrado, donde el docente capacita a través de talleres participativos y se trabaja por módulos" (Participant, May 5th 2020), which allows me to infer that there is a conceptual and methodological appropriation of what the model implies and its scope.

Additionally, it alludes to the role of the teacher as a researcher, who learns and builds with the student, recognizing the latter as a protagonist in the formative process. In contrast to the teaching of English - which is one of my focuses- the teacher denotes appropriation, as she validates the evaluation method "mediante evidencias de conocimiento, desempeño y producto" (Participant, May 5th 2020). In researching English language teaching materials, she also recognizes the importance of tools such as "fichas, diccionario, audios, videos, como recursos

valiosos y apropiados para la enseñanza del inglés, sumado a esto, t.v, tablet, computador" (Participant, May 5th 2020).

This shows that the teacher looks for adequate materials for her students in the teaching of English. On the other hand, for the grades covered by this model, the teacher responds "preescolar a quinto" (Participant, May 5th 2020).

When the methodology offered by this model was examined in depth, the teacher responded that it was a "modelo de escuela activa" (Participant, May 5th 2020), which allows me to infer that, due to her response, it is a participatory model that is open to the needs and context of the student.

As a result, the teacher references having some elements of the new school model and recognizes the field of rural education and all that this entails, assuming that she is clear about both the role of the teacher and the student, in addition to the materials that are from this. It could be inferred that, when adapting and implementing the suggested English curriculum from transition to the fifth grade, it has the base to align it according to the characteristics of the elements already named, since it must define well its use in the dynamics that are handled in the new school model and rural education.

d) Primary school organizational level.

Starting from the premise that this work seeks to identify the way in which the primary school teacher in a rural school aligns the suggested curriculum of English for transition to fifth grade when adapting and implementing it, the knowledge that the teacher has of the

organizational level and dynamics of the primary school is deepened. The teacher expresses clarity regarding the organisational structure of the primary school campus, since she recognises each of the roles and functions of each participating actor "Rector, directivos, profesores, concejo, padres y profesores" (Participant, May 5th 2020). Similarly, it refers to "matemáticas, ciencias naturales, ciencias sociales, lengua castellana e inglés" (Participant, May 5th 2020), as subjects that make up the basic areas of knowledge for "los cinco primeros grados (primero a quinto) que es su duración" (Participant, May 5th 2020).

As opposed to the teaching of subjects, she stresses the importance of "la experiencia y habilidades particulares con las que cuenta cada docente, para generar procesos educativos de mayor calidad" (Participant, May 5th 2020). In relation to the linguistic aspects of English that are developed in primary school, she responds that "Escucha, habla y conversar, Leer y escribir" (Participant, May 5th 2020).

Considering the above, the teacher names important components of the organizational level of primary education, since she has some knowledge to know how it is organized from the structure of the campus, to the mandatory subjects that students must see during the primary level. This leads the teacher to have clarity in the alignment that should have the suggested English curriculum from transition English to fifth, in terms of timing, content, specific grades and soon, added to this recognizes the linguistic aspects of English, and the skills of the teacher.

e) Strengths, weaknesses, needs and challenges.

By exploring the teacher's strengths in teaching English, as well as the factors she recognizes in adapting the suggested grade 5 transition curriculum, the importance of English as

a subject during the student's educational process is recognized. Similarly, it highlights their willingness to teach, which is why they are constantly looking for tools to facilitate their learning. In this same sense, it points out that "el contexto rural ofrece un clima escolar propicio y esto se ve reflejado en el ambiente institucional" (Participant, May 5th 2020) context offers a favorable school climate and this is reflected in the institutional environment.

In reference to the weaknesses, she alludes to the importance of "disponer de contenidos específicos de acuerdo a cada grado" (Participant, May 5th 2020), which in turn shows a scarcity of methodological strategies that allows for higher quality teaching.

For her part, the teacher identified three specific needs: qualification of teachers in the area of English, implementation of learning guides and greater and better use of resources (Participant, May 5th 2020). Add to this, the suggested English curriculum shows four punctual needs such as: (la necesidad de formación de los docentes en inglés, la falta de licenciados en inglés en estos niveles, la falta de recursos didácticos y audiovisuales, en especial en los contextos rurales, y el número de horas que se invierte en el aprendizaje del inglés) (MEN, 2014, p. 31). This means that the teacher is close to the reality of the aspects that the English learning and teaching needs to improve.

Finally, the teacher, while expressing herself in a balanced way, recognizing the strengths and weaknesses of teaching English in rural contexts, states that the immediate challenges are related to "entender la globalización para diseñar e implementar un currículo de inglés que se adapte a las exigencias del mundo actual" (Participant, May 5th 2020).

Once, the teacher realizes her strengths, weaknesses, needs and challenges, this leads her to be more aware of her processes at both educational and personal levels, which will enable her to continue strengthening her knowledge, working on the difficulties, seeking to strengthen her needs and meeting the challenges in relation to the teaching of English in the rural context and the adaptation and implementation of the suggested curriculum and its alignment.

f) Experience related to the suggested curriculum.

As expressed in the detailed analysis of the five factors above, which were intended to find out what the teacher recognizes in the suggested curriculum adaptation, it is evident that the teacher participating in this research exercise reports significant experience both in education in rural contexts and in the teaching of English as a subject. This is relevant because, when asked about her knowledge of the suggested English curriculum, she states that she has no knowledge of the curriculum and only refers to the fact that it is under construction in her educational institution.

Several things can be inferred from the above: 1) There is no real motivation and appropriation of the teacher to implement the suggested curriculum, 2) The suggested curriculum does not have a rigorous strategy that allows monitoring of dissemination and implementation in rural contexts, 3) The educational institution privileges its own and conservative resources with which it has been working but which are not adapted to the needs demanded by the Ministry of Education.

In view of the above, it can be deduced that this factor, which seeks to recognize experiences in relation to the suggested English curriculum, does not account for an alignment,

since the teacher does not know the suggested English curriculum for transition to the fifth grade. Also, the system should facilitate the teacher's knowledge of the suggested curriculum, since if this material is not disclosed it will lose its validity and applicability in those contexts.

11 DISCUSSION

In general terms this inquiry has discussed the elements that the teacher aligns in the adaptation and implementation of the suggested English curriculum. The results led me to understand the main factors which guide the teacher in the alignment process that depends on the existence of a guiding curriculum.

Meanwhile, one of the results evidences the structure and composition of the suggested English curriculum. for example, the Ministry of Education has noted the lack of and need for a curriculum that contains all the elements needed for both the teaching and learning of English. Furthermore, this curriculum seeks to be taken into account in most educational institutions in Colombia. The suggested curriculum seeks to provide guidelines and orientation that will allow educational institutions, and especially English teachers, to improve their pedagogical practices and to build area plans so that students can reach the level of learning expected in each grade and thus contribute to the goals that the country has set for itself (MEN, 2014).

The literature review establishes that the curriculum is a foundation in educational processes. Based on this literature review and the results of the exercise, we can reinforce the premise that the curriculum is the main focus for the facilitation of English teaching as a foreign language in the rural context. While, one of the concepts found regarding curriculum claims that POSNER (1999) “un currículo es el conjunto de estrategias que los profesores planean utilizar”

(p.5). Of course, in the suggested English curriculum is included each element that aligns the teaching English as a foreign language. And a notable result that it could discover was that the teacher does not have any knowledge and approach to the suggested English curriculum.

Consequence of the lack of knowledge that the teacher has, it could be considered several aspects such as: that could be given because of the little or no training that rural schools had or for having no interest from the teacher. The complexity of this is that, children from rural schools in Colombia will be evaluated just like other students from the urban context according to the topics established in the suggested curriculum of transition English to fifth grade, which leaves them at a disadvantage since they must present the tests of third (3rd) and fifth (5th) grade knowledge.

As this research tries to show, the curriculum is one of the components that guide and orient the path for the teachers and students in the process of teaching and learning. In the literature review, the teachers expressed that they did not feel comfortable with the curriculum, besides, they thought that.

Adjustment in the organization of the curriculum led to many possibilities in the study inside the classroom including the community (Lastra, Durán, Acosta 2018).). In addition, the curriculum must include other elements in order to involve the whole process (Banegas, 2001).

Clearly, in the literature review is stated that the teacher is a protagonist throughout the education. So, 6 factors were selected for knowing not only the teacher's academic preparations but also the approach and experience in the rural context and with suggested English curriculum, those factors threw specific information that led me get the teacher has suitable experience and a

good appropriation the English levels that she has to teach but the aligning does not occur because of the lack of knowledge in relation with the suggested English curriculum. In this case, her protagonist in the process of teaching English does not occur in a complete way.

It is concluded that, not only is it important that there be a curriculum that integrates teachers, students, context, methodologies, strategies and so on, but also a complete and adequate knowledge of the curriculum so that there is a good process of adaptation, implementation and alignment.

12 CONCLUSIONS AND IMPLICATIONS

This study has discussed the elements that the teacher aligns in the adaptation and implementation of the suggested English curriculum from the transition to the fifth grade. The result led me to understand at first that the suggested English curriculum is a tool that allows teachers to guide and structure their classes, in addition, it involves both teachers and students and the educational institution. However, it is important to clarify that the teacher must have ownership and knowledge to adapt and implement the suggested English curriculum to their classes, taking into account both the needs of students, the context and the demand of the moment, otherwise it would be one more document that would not add to the teaching-learning process.

I was able to identify that the suggested English curriculum is a very general proposal, and well-structured because it covers the linguistic components necessary for the teaching of transitional and primary, but, it is not specific to contexts that need to be thought about, since the characteristics and conditions of the context are different, added to this, it does not have an

adequate strategy that allows for monitoring and knowing the diffusion and application of rural contexts, which leaves them at a disadvantage. However, the teacher's results show a lack of knowledge regarding the proposal designed by the Ministry of Education, which suggests that this proposal is not widely disseminated.

In addition, the alignment between context and curriculum does not become as effective if the teacher does not know the curriculum, since she may have the level of English, may have the experience, recognize his or her strengths, needs, challenges, and the importance of English now, but if he or she does not know the curriculum there is no such alignment.

As for the social field, this research allows me to delve into the importance not only of the suggested English curriculum for the teaching-learning process, but also emphasizes that it is fundamental that there be a good relationship between the curriculum and the teacher. Furthermore, whoever approaches this research work will note the importance of reading and knowing the composition of the suggested English curriculum, in order to be able to take the students, moreover, to work on the composition and a critical look at the suggested curriculum in subjects such as curriculum theory.

As a participant and researcher of this research work, I have acquired a broad understanding of the composition of the suggested transition curriculum to the fifth grade, I am more aware of the relationship that teachers should have with the curriculum and their in-depth knowledge, in addition to offering future readers a basis for future research related to the suggested curriculum of English in the rural context.

With regard to the specific field of knowledge, I could identify the fundamental role of the curriculum in the teaching process in order to have a guide for the teachers which can orient the learning a new language with the elements not only for the lesson plans but also for the components that the teacher needs to reach with the purpose of give the students a good quality in their path to learn a new language in this case English.

To conclude, as it is known that there is many difficulties nowadays, I want to highlight that, despite the fact that some things in this inquiry had to change due to the crisis caused by the coronavirus such as the data collection method. I could learn that it is important to have a plan b, and the flexibility to modify according to the situations, likewise, a lot of stuff had to replace and transform in order to continue with the process. Another fundamental thing is the discipline and the accompanying for part to the advisor is crucial, given that, he can guide and support all this big process.

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14 APPENDIXES

First objective

1. ¿Quién construyó el currículo sugerido?
2. ¿Qué institución estableció el currículo sugerido?
3. ¿Desde cuándo está vigente el currículo sugerido?
4. ¿Hasta cuándo está vigente el currículo sugerido?
5. ¿Cómo se accede al currículo sugerido?
6. ¿A qué territorios está dirigido el currículo sugerido?

7. ¿A quiénes está dirigido el currículo?
8. ¿A qué sector administrativo está dirigido el currículo sugerido?
9. ¿En qué está inspirado el currículo sugerido?
10. ¿Qué carácter tiene el currículo sugerido?
11. ¿En qué concepción de currículo está basado el currículo sugerido?
12. ¿Cuáles son los objetivos del currículo sugerido?
13. ¿Qué tipos de contenidos sugeridos plantea el currículo?
14. ¿Cuáles son los niveles de adquisición de la lengua?
15. ¿Cuáles son los temas que propone el currículo sugerido?
16. ¿En qué habilidades forma el currículo sugerido?
17. ¿Qué tipos de actividades (enseñanza, aprendizaje y evaluación) propone el currículo?
18. ¿Cuál es el papel del docente en el currículo sugerido?
19. ¿Cuál es el rol del estudiante en el currículo sugerido?
20. ¿Qué lugar ocupa la institución educativa en el currículo sugerido?
21. ¿Cómo está concebida la evaluación de los estudiantes?
22. ¿Cuáles son los materiales del currículo sugerido?
23. ¿Cuáles son las metas del currículo sugerido?

Second objective

24. ¿Cuál es su nivel formativo?
25. ¿Cuál es su título?
26. ¿Qué formación tiene previa en inglés?
27. ¿Hace cuánto trabaja en lo rural?

28. ¿Cómo se define lo rural?
29. ¿Cómo está organizada la educación primaria?
30. ¿Cuál es la duración de la educación primaria?
31. ¿Cuáles son las asignaturas de la educación primaria?
32. ¿Cuáles son los aspectos lingüísticos del inglés que se desarrollan en la primaria?
33. ¿Qué es el modelo escuela nueva?
34. ¿Cuál es la pedagogía que el modelo de escuela nueva ofrece?
35. ¿Qué grados cubre el modelo escuela nueva?
36. ¿Cuál es el rol del docente bajo el modelo escuela nueva?
37. ¿Cuál es el rol de los estudiantes en el modelo escuela nueva?
38. ¿Cómo evalúa el docente bajo el modelo escuela nueva los contenidos vistos en las clases de inglés?
39. ¿Qué materiales de inglés usa para la enseñanza del inglés?
40. ¿Cuáles son sus fortalezas y necesidades como docente de inglés como lengua extranjera?
41. ¿Cuáles son las necesidades de sus estudiantes?
42. ¿Qué materiales tecnológicos usa?
43. ¿Cómo identifica usted que los niños están motivados en las clases de inglés?
44. ¿Quién construyó el currículo sugerido?
45. ¿Qué institución estableció el currículo sugerido?
46. ¿Desde cuándo está vigente?
47. ¿Hasta cuándo está vigente el currículo sugerido?
48. ¿Cómo se accede al currículo sugerido?

49. ¿A qué territorios está dirigido el currículo?
50. ¿A qué sector administrativo está dirigido el currículo sugerido?
51. ¿En qué está inspirado el currículo sugerido?
52. ¿Qué carácter tiene el currículo sugerido?
53. ¿En qué concepción de currículo está basado el currículo sugerido?
54. ¿Cuáles son los objetivos del currículo sugerido?
55. ¿Qué tipos de contenidos sugeridos plantea el currículo?
56. ¿Cuáles son los temas que propone el currículo sugerido?
57. ¿En qué habilidades forma el currículo sugerido?
58. ¿Qué tipos de actividades (enseñanza, aprendizaje y evaluación) propone el currículo?
59. ¿Cuál es el papel del docente en el currículo sugerido?
60. ¿Cuál es el rol del estudiante en el currículo sugerido?
61. ¿Qué lugar ocupa la institución educativa en el currículo sugerido?
62. ¿Cómo está concebida la evaluación de los estudiantes?
63. ¿Cuáles son los materiales del currículo sugerido?
64. ¿Cuáles son las metas del currículo sugerido?
65. ¿Qué tipo de capacitación ha recibido sobre el currículo y por parte de quién?
66. ¿Cuáles son los retos que enfrenta la educación rural?
67. ¿Qué es lo específico de la educación del medio rural?
68. ¿Cómo contribuye a la educación en el medio rural el aprendizaje de inglés en los niños?

69. ¿Desde su experiencia personal cuáles son las características de la ruralidad en Colombia?
70. ¿Cuál es el compromiso de la educación con el contexto rural?
71. ¿Qué siente del currículo sugerido?
72. ¿Cómo es su relación con el currículo sugerido?
73. ¿Qué piensa del currículo sugerido?
74. ¿Cuál considera que es la utilidad que tiene el currículo sugerido?
75. ¿Qué piensa de la implementación del currículo sugerido en el contexto rural?
76. ¿Si conoce el currículo sugerido por qué lo usa? ¿para qué lo usa el currículo sugerido?
77. ¿Quién le ha enseñado el currículo sugerido?
78. ¿Cuál es el modelo con el que se trabaja el contexto rural?
79. ¿Cuál es la composición de la educación primaria en el contexto rural?
80. ¿Cuál es la duración de la educación primaria en el contexto rural?
81. ¿Cuáles son las asignaturas de la educación primaria en el contexto rural?
82. ¿Cuáles son los materiales de trabajo en el contexto rural para la enseñanza del inglés como lengua extranjera?
83. ¿Qué actividades educativas contribuyen al fortalecimiento del contexto rural y de sus habitantes?
84. ¿Qué es el modelo escuela nueva?
85. ¿Cuál es la metodología que emplea el modelo escuela nueva?
86. ¿Qué fortalezas brinda al contexto rural el modelo escuela nueva?
87. ¿Qué estrategias emplea el modelo escuela nueva?

88. ¿De qué materiales hace uso el modelo escuela nueva para la enseñanza del inglés como lengua extranjera?
89. ¿qué rol tiene el docente de inglés en el modelo escuela nueva?
90. ¿Qué rol tiene el estudiante en las clases de inglés bajo el modelo escuela nueva?

15 FORMATO DE CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN
INVESTIGACIÓN*

Título: LAS PERCEPCIONES QUE LOS PROFESORES DE ALGUNAS ESCUELAS RURALES OFICIALES EN EL CARMEN DE VIBORAL, EN EL ORIENTE ANTIOQUEÑO, TIENEN DEL CURRÍCULO DE INGLÉS DE TRANSICIÓN AL GRADO QUINTO.

Ciudad y fecha: El Carmen de Viboral, abril de 2020.

Asesor: (Carlos Andrés García Builes)

Usted ha sido invitada a participar en el proyecto de investigación titulado como aparece en la parte inicial del presente documento en calidad de docente del área de inglés y que actualmente se encuentra desempeñando labores en un Centro Educativo Rural del sector oficial. Antes de que decida participar, es necesario que usted conozca en qué consiste la investigación y el tipo de aporte que usted realizaría. Por favor tómese el tiempo para leer cuidadosamente la siguiente información antes de aceptar la invitación. No dude en preguntar si algo de lo que lee no está claro o si le gustaría tener más información al respecto.

Propósito y objetivos de la investigación:

A continuación, se presentarán el objetivo general y los objetivos específicos del trabajo de

investigación:

- Identificar las percepciones que los profesores de algunas escuelas oficiales del contexto rural en El Carmen de Viboral, en el Oriente Antioqueño, tienen del currículo sugerido de inglés desde transición hasta el grado quinto.
- Identificar la composición del currículo sugerido de inglés de transición al grado quinto.
- Analizar el conocimiento de los profesores sobre el currículo sugerido de inglés de transición al grado quinto.
- Describir los sentimientos de los profesores en relación con el currículo sugerido de inglés de transición al grado quinto.
- Determinar los usos que hacen algunos profesores del currículo sugerido de inglés de transición al grado quinto.

Metodología utilizada:

La investigación se enmarca bajo un enfoque cualitativo y pretende realizar un estudio de caso a partir de dos técnicas: El análisis documental y la entrevista semiestructurada, por tanto, el ejercicio de entrevista consistirá en indagar por aquellas percepciones que tiene usted, como docente, sobre el currículo sugerido y así mismo estos serán los datos. Además, la entrevista se realizará en el idioma de su preferencia.

¿Qué está involucrado?:

Si usted está de acuerdo con participar en este proyecto, su participación consistirá en hacer parte de una entrevista semiestructurada. Esta sesión será grabada.

Tiempo y lugar en que se llevará a cabo la investigación:

A causa del aislamiento preventivo obligatorio decretado por el Gobierno Nacional, a propósito de la pandemia Covid-19, la entrevista se llevará a cabo en el mes de abril de 2020 por medio de alguna de las plataformas virtuales disponibles.

Beneficios derivados del estudio:

Por su participación en el presente estudio no recibirá algún tipo de gratificación, beneficio, remuneración o similares. Al contrario, participar en este estudio permitirá la generación de conocimiento en torno al tema de interés de la investigadora.

Participación voluntaria:

Su participación en este estudio es totalmente voluntaria. Si usted decide participar, yo le pediré que firme este formato para demostrar que usted está de acuerdo con participar. Usted tiene el derecho de retirar su consentimiento o de suspender su participación en cualquier momento sin consecuencias y sin necesidad de explicaciones. Si usted se retira del estudio, sus

datos solamente serán considerados si usted lo autoriza por escrito a la investigadora; de lo contrario, su registro o cualquier material relacionado serán destruidos.

Confidencialidad, acceso a la información y salvaguarda de la información:

Su confidencialidad y la confidencialidad de los datos estarán protegidos en todo momento. Las grabaciones se almacenarán en los computadores de la investigadora con contraseña. Copias impresas de las transcripciones serán almacenadas en la biblioteca personal de la investigadora. El acceso a los computadores estará restringido a la investigada y al asesor del trabajo de grado (Carlos Andrés García Builes).

Nombre de los investigadores:

Correo electrónico:

Daniela Gómez Duque

danielagomezduque2014@gmail.com

Luego de haber leído y entendido la anterior información, manifiesto libre y espontáneamente el interés de participar en el presente estudio.

Nombre:

Firma:

Documento de identidad: Tipo: _____ N°: _____ De: _____

*Adaptado de: Carrasco Aldunate, P., Rubio Acuña, M., y Fuentes Olavarría, D. (2012).

Unisabana, recuperado de http://aquichan.unisabana.edu.co/index.php/aquichan/article/view/32-41/html_1