

Mediating Standards and L2 Instruction in a Colombian Setting

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A Brief Outline

- Background on Colombian Standards
- Finding a Common Ground
- Outcomes of the Experience

Background on Colombian Standards

- Standards were set forward in 2006
- It was a top-down process
- Teaching and learning conditions
- People in charge of EFL courses
- Available time for instruction
- Available resources & class size
- Agreement upon standards implementation and methodology

Background on Colombian Standards

- CEF-based standards are not yet fully implemented
- Standards need to be negotiated, not imposed, due to Colombian teaching and learning conditions
- Universities need to act as mediators of the process

Finding a Common Ground

The course created at Universidad de Nariño sought not only to “train” teachers to blindly implement standards to their plans, but to lead them to reflect and create their own standards-based syllabi

Finding a Common Ground

The reflection process entailed:

- Defining standards, their pros and cons
- Defining syllabus and syllabus types
- Determining L2 acquisition conditions
- Establishing limitations/advantages of standards
- Determining their own teaching/learning goals

Finding a Common Ground

Once the theoretical tenets were set, the creative process of adapting general standards to our context began.

A model was provided by the teacher in charge of the course, based on both the Colombian Standards and the TESOL and SLA theories as well as Standards from other countries.

Finding a Common Ground




In service teachers that attended the course were in charge of identifying functions, assessment tasks, featured skills, standard descriptors and standards indicators for each standard in the government booklet.

These processes had not been done previously at their schools.

I understand short stories presented in simple language.

I develop strategies that help me understand some words, expressions and sentences I read.

I understand basic Vocabulary about my family, friends, games and known places, if spoken slowly and with clear pronunciation.

GRADOS 1 a 3 Básica Primaria Principiante (A1)	En este nivel 	Comprendo historias cortas narradas en un lenguaje sencillo. 	Desarrollo estrategias que me ayudan a entender algunas palabras, expresiones y oraciones que leo.  Comprendo el lenguaje básico sobre mi familia, amigos, juegos y lugares conocidos, si me hablan despacio y con pronunciación clara.
Escucha		Lectura	
<ul style="list-style-type: none"> • Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal. 2, 3 • Entiendo cuando me saludan y se despiden de mí. 2, 3 • Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor. 1, 2 • Comprendo canciones, rimas y rondas infantiles, y lo demuestro con gestos y movimientos. 2, 3 • Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno. 1 • Comprendo descripciones cortas y sencillas de objetos y lugares conocidos. 2 • Identifico a las personas que participan en una conversación. 3 • Sigo la secuencia de un cuento corto apoyado en imágenes. 1, 2 		<ul style="list-style-type: none"> • Identifico palabras relacionadas entre sí sobre temas que me son familiares. 1, 2 • Reconozco palabras y frases cortas en inglés en libros, objetos, juguetes, propagandas y lugares de mi escuela. 3 • Relaciono ilustraciones con oraciones simples. 1 • Reconozco y sigo instrucciones sencillas, si están ilustradas. 1, 2 • Puedo predecir una historia a partir del título, las ilustraciones y las palabras clave. 1, 2 • Sigo la secuencia de una historia sencilla. 1, 2 • Utilizo diagramas para organizar la información de cuentos cortos leídos en clase. 1, 2 • Disfruto la lectura como una actividad de esparcimiento que me ayuda a descubrir el mundo. 	

I recognize when someone speaks to me in English and I reach in a verbal an non-verbal way.

I identify words related to each other about familiar topics.

Outcomes of the Experience

Their syllabus incorporated the standards described in the booklet provided by the government into the whole syllabus structure: Some standards were used in the objectives section, some others were included in the content, and others were considered for assessment criteria.

Outcomes of the Experience

The new syllabi were more realistic,
contents were adjusted to the available
time, and adapted to their teaching and
learning conditions

The assessment process was more explicit
and organized

Outcomes of the Experience

This task allowed in service teachers to gain a better understanding of how to contextualize government standards.

This understanding led them to create a syllabus using the model provided, working in pairs and covering the contents of each course from elementary to high school.

Thank you

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<http://eslassessment.wordpress.com/standards-based-syllabus-design/>

<http://languageandpedagogy.wordpress.com>

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