



**AN ANALYSIS OF STUDENTS' NEEDS AT PROGRAMA DE
FORMACIÓN COMPLEMENTARIA IN NORMAL SUPERIOR DE POPAYÁN**

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“To my husband Didier and my daughter Abigail without whom this work would not have been completed.”

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ABSTRACT

This study investigated the English language needs of the students in the *Programa de Formación Complementaria* in *Escuela Normal Superior de Popayán* from the perspectives of administrators, teachers and students (undergraduates and graduates) in order to evaluate the academic program and its constraints in a deeper way.

Data was collected through interviews and focus groups, a total of 15 people were involved in the study. A questionnaire was also applied to a total of 35 students. After collecting the data, questionnaires were initially analyzed using three precoded categories: English language, students' needs and constraints and the English academic program. The interviews were transcribed in order to comprehend in a better way the opinions and students' interests and to facilitate the identification of repetitive patterns.

The study found that PFC does not have an accurate English program that takes into consideration students' real needs. The results suggest the program should create an English program based on students' interests and needs. Furthermore, PFC should include English in their pedagogical project to achieve a curriculum integration and reach a comprehensive profile of a Normalista.

Keywords:

English language needs, Programa de Formación Complementaria, English program, curriculum integration, pedagogical project

INTRODUCTION

Escuelas Normales Superiores have had a very important part in teachers' education in Colombia. The main objective of these institutions has focused on ensuring and strengthening a pedagogical culture through an education for future preschool and elementary teachers based on Colombian context. These levels of education are relevant because they are the foundations of children learning processes and it is possible to say all the rest of their life.

El Ministerio de Educación Nacional Colombiano (MEN) has supported these institutions as it is mentioned in *Ley 115* which established that *Escuelas Normales* duly constituted and approved are authorized to train teachers in preschool and basic education cycles. These are classified as an initial academic support in the process of teachers' training. The institutions must have agreements with higher education institutions, which allow students to end their studies and get a degree as a *Normalista Superior*.

Escuelas Normales Superiores in Colombia created the *Programa de Formación Complementaria* (PFC). It is an extension program after finishing high school. It offers four (4) semesters or five (5) semesters when students do not have a previous preparation in pedagogical aspects which are given in *Normales Superiores* high schools. Each semester is guided by a *Ruta Pedagógica* such as first semester is preschool, second semester is for childhood, third semester is public policies and the last semester is for research project.

The PFC curriculum is based on pedagogical theories of Beane (1995), Torres & Santome (2006) who established that a curriculum can be an educational project focused on culture and experiences. These are the foundations of the PFC pedagogical project; which students must do at the end of their studies.

According to *Resolución 5443, 2010, Programas de Formación Profesional en Educación* must offer to the pre service teachers a study program that strengthen the basic competences and develop professional competences, which include communicative competence in a foreign language.

Moreover, PFC at *Normal Superior de Popayán* only establishes English in third semester as *Didáctica del Inglés* with 3 hours face-to-face sessions and 1 hour for asynchronous work. This information is established in the PFC academic proposal. However, nowadays English is offered in any semester as long as there is an English teacher available, hired by the *Secretaría de Educación de Popayán*.

Another factor that influences this situation is the academic distribution for the pedagogical project because most of the time it is necessary to take hours from the other subjects for working on pedagogical project activities specifically English subject.

Hence, English as a subject does not have the same level of importance as the rest of subjects such as Natural Sciences, Social Sciences, Math, Spanish or Physical Education. The pedagogical projects commonly have integration of all the subjects except English. Most of the time the main cause for avoiding English integration with the rest of the areas is the lack of adequate training for getting some basic PFC students' performance in the schools and the results shown in the pedagogical project should be high.

Furthermore, the teachers at PFC do not have the English language competence for providing any sort of help to students. Thus, as teachers and students decide to omit English from their pedagogical projects and emphasize the time and attention on the other subjects.

MEN establishes a specific normativity for *Escuelas Normales Superiores* in Colombia. MEN also determines that normativity and what is really happening at *Normales* regarding English, specifically at *Normal Superior de Popayán*. And there is a sense that the current situation does not fulfill with the requirement concerning English.

Currently, PFC has an academic proposal in which English as a *Didáctica del Inglés* is established in third semester with 3 hours per week as I previously mentioned and depending on the English teacher availability to be hired by *Secretaría de Educación in Popayán*. It is very common that, the PFC students try

to fill the academic emptiness with diverse tools such as internet. That situation arises the need to evaluate the English program at *Programa de Formación Complementaria* at *Escuela Normal Superior de Popayán*.

This study will contribute to identify students' and PFC program's needs which will allow to have a clear perspective about today's situation and the possible changes that can be done at PFC to reach the objective established by PFC program in the PEI and academic proposal, all of them according to MEN normativity.

This study will offer a perspective about the students and the institution's needs regarding English and the quality support it will give to achieve the *Normalista* profile established by MEN.

In order to do this, concepts such as curriculum, needs analysis, and the current linguistic policy in Colombia were studied. This research study was carried out following a needs analysis study which is a qualitative approach that focuses on identifying needs and constraints in academic programs through the use of focus groups, semi-structured interviews and questionnaires.

The data collected revealed that there is necessary institution supports English as a relevant subject. So, teachers, students and administrator work together to get achieve the goals established by MEN. Additionally, language communicative competence is very valuable to work with preschool and primary school because children development is associated not only to physical development but development of a language as mother tongue as a foreign language to reach the guidelines.

RESEARCH PROBLEM

Problematic Situation

A *normalista* profile must fulfil many requirements, which are established in *Resolución 5443 de 2010*. This document affirms that a teacher needs to be an individual with a pedagogical training who takes into account personal conditions and the context to guide the learning and teaching process and promotes the development of competences in the students (MEN, 2010).

The institution has to strengthen the basic competences of the teacher including the communication in a foreign language. The *Resolución 5443* specifies that the teacher has to communicate effectively in a foreign language, which allows interacting spontaneously, and with fluency with people. Additionally, the teacher has to understand main ideas in technical texts related to the field of expertise and produce written texts (MEN, 2010).

Decreto 4790 de 2008 establishes that the *Programa de formación Complementaria* has to offer a curriculum which permits the appropriate teacher's performance in Preschool and Elementary school (MEN, 2008).

The aspects mentioned before involve the communicative competence in a foreign language. Furthermore, it is explicitly clear when it mentions that the curriculum proposal and syllabus need to be in agreement with the preschool and elementary teacher's needs. *PFC* pedagogical proposal for the program sets down that English is part of the study areas for third semester with three face-to-face hours and one hour for autonomous work.

However, the situation at *Programa de Formación Complementaria* at *Normal Superior de Popayán* is different. There is not a clear guideline for a process of learning a foreign language. Based on teachers' perceptions and class practices one could say that it seems most students do not have the competence to perform themselves in the role as English teachers or at least to give minimally basic elements to students in preschool or elementary school.

Besides this, a big number of students have a very restricted vocabulary range for understanding and interacting with English written texts. Concerning writing, they use a simple grammar structure. Their listening and speaking skills are very poor. Therefore, they do not have fluency in communication.

At the first contact with the context, it seems teachers perceive that there is not a continuous learning process. Each English teacher who gets a contract starts a new process because there is not an English program in the curriculum at *Programa de Formación Complementaria*. Hence, there are not clear objectives or goals to get at the end of the course. That is why students face difficulties with English. They finish their last semester and they have to go and do whatever they are able to do and deal with English class with whatever resource they have in their hands.

The situation is so critical that in some educational institutions specifically elementary schools where they have to do their pedagogical practice, former teachers have realized the situation with PFC students and do not allow them to develop what constitutes their English project due to the lack of training in English and former teachers have noticed this situation because they are *Licenciados en Lenguas Modernas* and they know about teaching/learning process very well.

As a matter of fact, since students at the program have a poor level of English and they do not have an English teacher available to them, the students make up for the need with different exercises or examples of activities that internet offers but in Spanish. This situation caused that some former teachers who were part of the agreement between Escuela Normal Superior and governmental schools for pedagogical practice process decided to stop the process in those schools because the lack of expertise when it comes to students from the program doing their pedagogical interventions in those schools.

Consequently, students do not have elements to work with English in preschool and elementary school classrooms. It is a serious concern due to a Normalista is responsible for guiding and leading preschool and / or elementary school children in the process of learning, which includes English.

Importance of the Study

The importance of this study relies on the usefulness of identifying students' needs related to the English program at PFC so the institution is aware of those real needs. This study will show an overview of the English current situation of PFC students. Also, it renders the current panorama regarding students' needs in English to draw forth a change or at least a reflection on the way which the PFC program is dealing with this shortcoming.

Along these lines, the information will contribute to complete the *Normalista* profile and ensure that the PFC program offers the students the pedagogical and methodological elements needed to have a good English teaching performance at preschool and elementary school institutions as it is established in *Programa Nacional de Bilinguismo en Colombia*.

Research Question

To what extent does the English program in *Programa de Formacion Complementaria* at *Escuela Normal Superior de Popayan* meet the students' needs in regards to the English competence and English Didactics?

OBJECTIVES

General Objective

Evaluate the English Academic Program in the *Programa de Formación Complementaria* at *Escuela Normal Superior de Popayan*.

Specific Objectives

Identify English students' needs at *Programa de Formación Complementaria* at *Escuela Normal Superior de Popayan*.

Analyze students', teachers' and administrative staff's perspectives about the constraints in the implementation of the English Academic Program at *Programa de Formación Complementaria* at *Escuela Superior Normal de Popayan*.

THEORETICAL FRAMEWORK

The following theoretical framework analyzes key aspects within needs analysis as a process that improves curriculum development in English Language Teaching in the framework of the current Colombian linguistic policies. All the concepts revised in this theoretical framework point out the significance of a needs analysis in the process of program evaluation and as a prior and vital step in the creation of a curriculum.

Curriculum

According to Nunan (1988) curriculum is a task done among teachers and students to plan the class, select topics, materials and resources to design the course emphasizing on students' interests. On the other hand, Richards (2001) defines curriculum as the knowledge, skills and values students learn which are associated to experiences of learning.

For getting the definition of curriculum, we are going to use as a reference to Cassirini Rato in his book *"Teoría y Diseño Curricular"*. Curriculum has many meanings according to the context in which it is used. At the beginning, according to Cassarini (1999) the term was assimilated as a competition, something that advances and moves ahead. The author mentions that the term has a level of complexity and it has a changing nature. Thus, the context seems to be a remarkable condition to take into consideration as a framework to get an appropriate comprehension of it.

In the search of the definition for the term, the author analyses some definitions such as the one proposed by Neagley and Evans (cited by Cassarini, 1999) which it says that curriculum is a set of school experiences in order to help students to get the learning goals according to their skills.

Other author that offers a contribution to a curriculum definition is Inlow (in Cassarini, 1999) who asserts that the curriculum is an effort done by the school focused on leading students to established learning results.

Jhonson (in Cassarini, 1999) contributes to the concept of curriculum saying curriculum is a series of structure of learning objectives that are expected to achieve.

In addition, Stenhouse (1984) affirms that there is a gap among the ideas, expectations and attempts and that is the main problem in the curriculum study. Hence, that perspective gives the option for analyzing curriculum in categories. Those categories are: formal, real and hidden curriculum.

Therefore, the formal curriculum is described as learning-teaching planning process including its academic-administrative conditions. The real curriculum is the practice of the formal curriculum working with all the modifications required for fitting it to the real class environment and the hidden curriculum allows to go deeper and precise into an analysis between formal and real curriculum.

Cassarini (1989) makes an explicit reference to other definition of curriculum based on a text called *Diseño curricular base* in which it is defined as a project. This project settles objectives of school education and lead the pedagogical practice. To such a degree, it means that there is a new relationship between teaching and curriculum. Curriculum is in charge of putting the goals to reach and teaching deals with means needed to achieve the goals. The culture also plays an important role in this concept of curriculum. The author mentions Coll (cited by Cassarini, 1989) who points out those social practices are part of education.

From the concept of curriculum, different authors have created theories about it particularly three macro theories. They are conservatives, Empiricists-Conceptualists and Re-conceptualists. Conservatives are based on a technological concept of curriculum. Empiricists-conceptualists affirms that curriculum is a hypothesis to be tested in the practice, a construction done at the time of working with teaching-learning processes which will be used to analyze the English program

at PFC. Moreover, conceptualists establish that knowledge is something to build and stand on a critical technological vision.

To conclude, the reference of Wall and Leckie (2017) who talk about curriculum integration and they affirm that curriculum integration definition depends on the context it is used. They mention in accordance to Beane (1997) that curriculum integration is related to meaningful learning structured toward different areas but at the same time bond to all of them. Beane (2005) established four characteristics of integration such as integration of experiences, social interaction, integration of knowledge and integration as a curriculum design. Integration of experiences is about past and present experience enrich the new knowledge. Social integration is to share different cultural perspectives in an educational environment. Integration of knowledge is to combine content areas concepts through focus on issues. Integration as a design is to point out project-based learning.

Taking into account what the author mentioned above, for this research study curriculum will be considered as a relevant element with the purpose of analyzing the data collected in this study and finding out students' needs and restricting factors in the English learning/teaching process.

Needs Analysis

A need analysis is a series of stages, which allow Richards (2001), affirms collecting information about learners' needs as it. According To Long M., H. (2005) an increasing phenomenon is associated to studies of students' needs in the field of course design. In the light of Richards (2001), there are four purposes for deciding to start an analysis as the one mentioned.

One of the purposes and which lead this work is to gather information about a particular problem learners' are experiencing. Need analysis consists of the following phases: Identifying the objective, selecting the target population, and determining the procedures to conduct the analysis, analyzing data and finally conclusions.

The most common methods used in this type of analysis mentioned by Long M. H (2005) are document analysis, retrospection and introspection, structure and unstructured interview, participant and nonparticipant observation (with tape recording and note-taking), questionnaires, surveys.

The needs analysis that was carried out in this research study followed these steps in order to identify students' and teachers' needs and constraints.

First, a brainstorming that allow to select the problem. Second, access to the field, which shows how, was the insight into the context. Third, data collection is a section that describes the techniques used in the study. Four, data analysis presents an explanation of the interpretation process concerning the collected information and finally, the details about the development of the final document writing

English Language Competence

Many authors have mentioned communicative competence and the term can vary according to the author perspective, namely, language proficiency, communicative proficiency, and communicative language ability.

One of the pioneers of this concept was Chomsky (1965) who established an initial concept of competence. He differentiated between competence and performance. He affirmed that competence was the speaker-hearer's knowledge and the performance was related to the actual use of language in specific situations.

Then, Hymes (1972) (as it is cited by Bagarić & Djigunović (2007) created a concept of communicative competence based on Chomsky's idea and he said that it is an ability related to the use of grammatical competence in diverse communicative situations.

Other author who talked about communicative competence was Widdowson (1983) and he refers to it as a difference between competence and capacity. The competence has a relation to the linguistic and sociolinguistic conventions and capacity is linked to the ability to use the knowledge to produce meaning.

Canale and Swan (1980) expressed that communicative competence is associated with conscious and unconscious knowledge and skills necessary to communicate. And Sauvignon(1972) (as it is cited by Sauvignon 2007) stated that the term communicative competence is the language learners' ability to interact in the classroom.

For this study, communicative competence is other significant component and it is considered that this plays a very important role in this research study since it is a core competence in the *Normalista* profile and is established as a requirement by MEN for achieving the certification as a *Normalista Superior*.

English Didactics

Didactics has a broad concept and it is possible to find it in different fields. Kansanen (1999) refers to didactics as all type of research on teaching, specifically on teaching/ learning process and it also involves pedagogy. Furthermore, the author established two facets such as descriptive and normative. The descriptive facet is about the research approach and the normative is related to practical including its arguments and justifications behind educational decisions. Regarding the action level, Didactics is different from teacher and research perspectives.

According to Hamilton (1999), there is a difference between the activity of teaching and what is taught. He said that teaching was identified as productive transmission procedures o inculcation and didactic is that knowledge taken from the curriculum. Hamilton mentioned Ratke's didactics (1957) and he stated that didactics is an "active instruction and a result of a teacher's passive view. Ratke (1957) established didactics as a teaching doctrine.

Perrenoud (2006) asserts that Didactics is as a practical activity of an area, which the author also mentions; *Didactica* varies according to the context. Moreover, he proposes a term as *Didácticas Específicas*, which is associated to the integration of different areas.

For this study, didactics is another consistent aspect and it is hold as an interlinking feature, which will help to understand the integration project at PFC.

LITERATURE REVIEW

The sequential documents are a compilation of studies, which have relevant characteristics that can contribute significantly to this need analysis. The authors selected pointed out the evaluation of an English program in order to analyze certain aspects that will permit to improve the curriculum and offer better conditions of the learning and teaching process. The context is another influential condition to be taken into consideration for the literature review of this need analysis will be *Escuelas Normales Superiores*.

Sadeghi, K (2012) evaluates an EFL program through a need analysis. Its objectives and if those objectives meet the achieved by graduate students. The author uses different questionnaires to collect data. The results showed that the graduates did not achieve the objective established. The research findings are focused on serious changes that English Language Education in Iran must do.

This research study adapted some of the formats presented by Sadeghi, K (2012) in the questionnaires in order to identify the most common beliefs, perspectives and perceptions of students in regards to the constraints they have faced so far in the program.

Bedoya, Valencia & Montoya (2015) reviewed the English Program for professors' groups at a public university in Medellin, Colombia. The study carried out a needs analysis. The instruments used to collect the information were surveys, focus groups and individual interviews. The results revealed that professors, due to academic and work demands, need to meet institutional language policy. This produces motivation for learning a foreign language. However, the limitations were the lack of time and the effective learning strategies.

These limitations were aspects that were taken into account when designing the data collection tools used in this study research, since It was assumed that the same limitations and restraints could be possible in the studied context.

Finally, Crispian, Farfan & Ramos (2014) did a qualitative action research about written competence development in *Escuela Normal Superior de Tunja*. Its objective was to analyze and describe the implementation of written strategies based on workshops of task-based approach. Interviews, students' artifacts and field notes helped to collect data. The findings showed that the strategies implemented contributed to strengthen the performance in different aspects as: vocabulary, grammar, structure, and students' communicative competence.

For this study, these three studied offered a deep understanding of the following aspects: The significance of time for the learning/teaching process, the pertinence of communicative competence and the contribution of the language policy in the same process.

METHODOLOGY

Context

La Escuela Normal Superior de Popayan is an educational institution focused on providing pedagogical foundations to its students throughout the high school, which allows them to continue their training as future teachers in *Programa de Formación Complementaria*.

Programa de formación Complementaria at *Escuela Normal Superior de Popayán* was created with the main purpose of training future teachers for preschool and elementary school. The PFC program consists of five semesters based on teaching how to teach different subjects. PFC students belongs to strata 2 and 3. They are around 17 to 50 years old. Some students live in rural areas around Popayán and others are from Popayán. The groups are about 35 to 18 students.

The program has different teachers for leading subjects such as Math, Science, Spanish, Physical Education, Pedagogy and Children Development. Teachers also guide them through a pedagogical classroom project that students have to carry out in some educational institutions, which have institutional agreements that allow students to do pedagogical practices.

PFC does not have a regular English teacher. Thus, each English teacher who is hired starts a new learning process every time without any continuity since *PFC* does not have defined guidelines in its English program. According to *PFC* pedagogical proposal (2017), English is given only in third semester with the hourly intensity of 3 face-to-face hours and one hour for autonomous work per week.

Moreover, it is established in the same document that the English course is part of *Didacticas Especificas*, which are oriented with an emphasis to give tools for students' praxis at schools. Based on that idea, students should have a basic level of English what will grant them to take advantage of pedagogical strategies to prepare the lessons in English for their general project with all the areas of knowledge.

Participants

The sample for this study consists on students from first, second and third semester at PFC specifically 6 students, two of each semester. Moreover, there was a group of five students who participated in the focus group, two of third and second semester and one of first semester. As a result, there were 11 students.

In this sample, there were 6 women and 5 men about 16 and 19 years old. They were picked at random to participate in this study. Some of them were representatives of the course. 90 % of the students picked studied in *Escuela Normal Superior de Popayán* from elementary school and decided to continue their training in PFC.

Regarding teachers, only three of eight in the group were willing to participate in this study in the interviews. They were very reluctant to give information about the learning/teaching process and general ideas about the PFC.

Finally, the coordinator contributed to this study with valuable information in the interview and urging the students and teachers to be part of the study.

Research Design

The data in this research was collected through a qualitative approach because it offers the opportunity to understand human experiences and behaviors and describe those experiences as Crewell (2003) asserts. Thus, in the interviews each student expressed their perception about English courses they have studied at PFC, the difficulties they have had to face to learn and apply it in their pedagogical practice.

Likewise, the teachers and the administrator talked about their impressions related to English courses at PFC according to parameters they have been used for long time.

This study involved five stages and three data collection instruments were used.

Stage I: Brainstorming

The idea to work on this study emerged during an experience as a substitute teacher about almost a school year. This experience allowed to observe a variety of concerns in the English learning/teaching processes which were commented to the coordinator of the PFC program in that moment. This happened during the months of March, 2017 till November, 2018

Stage II: Access to the Field

After this experience, the coordinator allowed to continue working on the study with the purpose of seeking English competence improvement in the PFC program according with guidelines established by MEN. So, with the authorization to apply the research techniques with PFC students and the teachers.

However, there were diverse factors, which affected the English learning/teaching processes and also the data collection process. They were:

- Students´ apathy towards English learning/teaching processes
- Teachers´ reluctance towards English learning / teaching processes
- Lack of enough time

Students´ apathy was reflected on the students´ tiredness every time they had English class. They were in the classroom but they did not participate in the activities. They hid behind the argument that they had a lot of assignments and also the pedagogical practices. This attitude was a result of the lack of an ongoing process in English. In addition, students and teachers considered English is not important and they did not integrate it in the pedagogical project at the end of each semester.

Teachers´ reluctance towards the study were expressed with a refusal to participate with the interviews. This attitude was presented by most of the teachers. On the contrary, those teachers who were willing to participate did not offer the enough information due to they intended to cover the weaknesses as PFC program as English program.

Regarding the lack of enough time and resources to work, it is possible to mention that in the PFC pedagogical proposal establishes 32 hours of English just in third semester. However, in the interviews students affirmed that they attend to English classes two hours per week in a semester. Moreover, in some cases the English classes are stopped because of others subjects or activities related to pedagogical practice.

Stage III. Data collection

Interviews

Data were collected through semi structure interviews as individual and a focus group. The interviews were done with different members of *Programa de Formación Complementaria* community such as eleven (11) students, two (2) teachers and an (1) administrator.

These interviews took place in the same institution, they were recorded with the aim of transcribing them and made easier their analysis later. Each interview lasted about 10 minutes with each member. These interviews highlighted the opinions, feelings and interests about English in PFC. This type of interview was selected because there are not preplanned questions.

According to Nunan (1992) one of the advantages of this type of interview is that there is flexibility and offer the chance to go deeper in people´s lives. Structured interview has predetermined questions; the researcher has the agenda under control. (See annex 1)

Surveys

A survey was conducted with 11 PFC students. It consisted on 10 questions, 3 opened and 7 closed questions. It aimed at collecting deep information about the materials and sources used in the English classes. The survey was created based on the information compiled in the interview. In accordance with Nunan (1992) alludes to Cohen and Manion to say that surveys are very common tools for

educational research and a descriptive method. Their purpose is to get a sketch of conditions, attitudes or event in a particular moment. (See annex 4)

Focus Groups

There was a group of five PFC students from each semester, who participated in the interview. The interaction was about 15 minutes. The questions were determined and the ones who arise spontaneously to have more flexibility and explore deeper in the topic. This type of tool was selected because as Kitzinger (1995) mentions it allows research participants to communicate and as a result the production of data.

Group interaction is part of the method in which people are motivated to express their opinions and share their experiences and anecdotes. Its objective is to explore people's knowledge, experience and analyze what they think and why they think in that way

Stage IV: Data Analysis

In this stage, the data was analyzed through a systematic process with an order and a sequence (Alvarez, 2005). Firstly, the information was collected through interviews and a survey. Then, the interviews were recorded and transcribed with a view of clarifying information. Secondly, the information was codified into categories, which have the same idea, concept or topic (Rubin y Rubin, 1995). Thirdly, analysis units were identified and thematic units were selected to display some subcategories (Ryan y Bernard, 2003).

Finally, the information was contrasted using a methodological triangulation for the purpose to find similarities or differences among students, teachers and administrator perceptions (Aguilar & Barroso, 2015).

Stage V: Final document writing

After collecting, decoding and analyzing the information; the final document was written between May and June 2019. The findings and conclusions of this study will

be presented to the PFC teachers and administrator group after the approval to apply for the Degree of Master's in the Teaching of English as a Foreign Language

FINDINGS AND ANALYSIS

Once data was collected through interviews and focus groups, which included students, teachers and contractors of the PFC program, it was possible to identify emerging patterns, which were repetitive. From there, the following three sections were formed:

- Perspective about students' English proficiency
- Perspectives about the PFC students
- Perspectives about the English program.

Students' perceptions and beliefs related to students' English proficiency and the effects of it in the program development and implementation

This section provides information about students' experiences, feelings and opinions about their English proficiency. It also provides valuable information from teachers' and employers' beliefs and opinions. The analysis was organized in the following subcategories.

Student at PFC start their learning process in the higher education without the appropriate language background they need in first semester:

The single most striking observation to emerge from the data was that students perceive they do not start their academic program with a high proficiency in English. In response to the question: Describe your English learning experiences before starting classes here at the PFC, students expressed they did not learn what they were supposed to learn during their high school years.

“El nivel es malísimo. Desde que inicia el programa es muy malo porque el problema radica principalmente en la educación del bachillerato y el PFC en ningún momento hace una prueba de Inglés. Entonces el inglés no es un criterio para entrar al programa”.

¹ “[The level is too bad. From the beginning of the program is too bad because the problem lies mainly on high school education and PFC does not apply any kind of English test as a requirement for the program admission]”

Furthermore, participants argued that in terms of speaking they are no able to communicate with each other or their teachers. They also felt their writing, listening and reading skills are not developed enough to face the contents of the program at *Programa de Formación Complementaria at Escuela Superior Normal de Popayan*.

According to their information, in schools, teachers do not provide enough learning environments for them to use English in a communicative context. Besides that, they argued their English proficiency level is not high enough since most of them come from public schools where English is only practiced once a week and with a limitation of resources and time.

Students also stated that they feel it is necessary to implement a placement exam in *Programa de Formación Complementaria at Escuela Superior de Popayan* to determine students' English proficiency. From this point of view, it seems that one of students' immediate needs, is to provide opportunities or spaces for them to improve their English communicative competence.

The majority of those who agreed to the previous statement, also expressed that during the time they worked on the pedagogical practice project, they became conscious of the need of English proficiency for their role as teachers. As student said the following:

“Resulta que nos hemos dado cuenta que las falencias no solo en ingles sino en otras también viene desde pequeños, por ejemplo, estábamos viendo hace poquito que en quinto de primaria un niño ya tiene que ser capaz de leer, identificar el texto que lee, hablar con sus compañeros en inglés y eso ni nosotros que ya estamos a nivel universitario lo podemos hacer. Pienso que son las falencias en los primeros

¹ Author's own translation

grados. *En la escuela no se le da mucha importancia al Inglés, lastimosamente y en este mundo cambiante una de las necesidades grandes es el inglés*".

²[we have realized that the weaknesses not only are in English but in other areas come from childhood, for example, we saw few days ago that in fifth grade at elementary school, a child must be able to read, identify a text that he or she reads, talks with his or her classmates in English not even we at a university level can do it. I think that the weaknesses are in the first grades. School does not care about English, unfortunately and in this changing world one of the big needs is English].³

From this, one could assume that most students recognized their knowledge of the language is not very good and needs to be reinforced. This is an extremely important issue since, one can assert that the academic program offered at *Programa de Formación Complementaria* at *Escuela Superior Normal de Popayan* does not place students correctly according to their communicative competence.

If students are not correctly placed according to their English proficiency, it is almost impossible to determine if the program is actually providing opportunities to improve students' language competence. In words of Nation and Macalister (2010) "The aim of this testing is to ensure that the course is not going to be too easy or too difficult for the learner" (p. 107). The absence of a strategy for grouping students at the beginning of their academic language process in the university conflicts with what the students, teachers, and even administrators implied in their answers.

From this section, two important concerns arise. Number one, students do not have the required level to start the program in English at PFC, so the institution must provide an action plan to improve students' English proficiency during the four or five semester students are there. Moreover, number two, the institution needs to design a placement exam to determine students' entry level and from there offer different possibilities that permit students' to reach the desired level to teach English in primary schools.

² Author's own translation

Students at PFC do not develop their communicative competence in English during the program.

Although the English competence is one of the requirements to take into account in the *Normalista* profile as it is established by the *Decreto 5443 de 2018* (MEN, 2010). students asserted that English is not important at PFC and its objective as a subject is not clearly integrated to the Pedagogical project.

As it was mentioned in the information provided above, students perceive they do not have the communicative competence in English to face the contents in the program at *Programa de Formación Complementaria* at *Escuela Normal de Superior de Popayan*. Some of the reasons are attributed to the way public schools work in their context where the exposition to the language is limited, there is no commitment with developing a communicative competence and time and resources are limited.

In addition to this, students feel the PFC does not favor enough opportunities to develop their proficiency in the language. In the interviews with students, administrative and teachers it is possible to notice they realize English is important for the role as *Normalistas* but at the moment of expressing the objective of English as a subject there is no a coherent and cohesive connecting thread with the answers. As one of the administrators affirms:

“El objetivo es el dominio de una segunda lengua con un nivel, tengo entendido, C1 porque es obligatorio esta formación ya que los maestros que egresan de una Normal tienen que trabajar en los niveles de primaria y en los niveles de primaria está determinado que hasta tercero trabajen el nivel A1, el nivel A2 que está dividido en 4 – 5 y 6 -7. Es por esa obligatoriedad que necesita un normalista tener un dominio básico de la segunda lengua en este caso inglés”.

⁴[The objective is the domain of a second language with a level, I understand that is C1 because the training is mandatory because our teachers that study in a Normal have to work in elementary school and in elementary school is determined A1 level

⁴ Author's own translation

until third grade and A2 for 4 – 5 and 6 – 7. For this reason, a *Normalista* needs to have a basic domain of a second language in this case English].

A common view amongst interviewees was that the program does not provide with opportunities to use English as a foreign language, teachers are not constant, classes are skipped and the institution is not implementing actions to solve these difficulties. All these issues affect greatly their motivation and desire to reach the level that the MEN requires.

If students at PFC do not reach the proficiency level, they are very aware their performance might not be the one expected from different institutions that allow them to do their pedagogical practices. Participants stated they are the ones trying to minimize this situation by having individual session where they look online for material and resources to improve their communicative competence.

From this information, the following two statements can be suggested. It is clear the program needs specific modules where the English competence can be worked and developed. Students cannot continue facing didactic contents if at the end they won't be able to use any if it without the necessary English level.

These English modules need to provide students with the skills and strategies to fully carry out session in English during the primary school years. They need to follow a methodology that fosters communication and facilitates learning by doing, since participants will be working with children from first (1st) to fifth (5th) grade.

Besides the aforementioned, it is imperative that the institution finds a way to integrate English with the other subjects within the same project. If this is done, the organization and overall implementation of the English course might be more constant and continuous.

If these elements are taken into account in the design and implementation of the academic English program at PFC, students are going to be provided with the opportunity to use English in a real context that might favor their didactical and pedagogical skills.

Students at PFC do not have the appropriate language background when they finish the entire program.

According to the information collected in the interviews, students expressed that their English level is too deficient for the training they must have as future English teachers. They also mentioned that the problem is not specifically at PFC but it comes from school. Moreover, PFC does not have a specific requirement of English to enter into the program. In accordance with the MEN students must achieve a basic level in elementary school and an intermediate level in high school.

However, they finish high school and they do not have either vocabulary or identification of grammar structures. The PFC English teacher also affirmed that the students start the process at PFC with an English level too low.

“el nivel con el que llegan los estudiantes del PFC es muy básico. Las habilidades con las que ellos llegan a iniciar el ciclo complementario son muy, muy básicas y creo que hasta bajas”.

⁵*[The level which students have is from very beginners. The skills which they have when starting at PFC are very basic and I think that they are really low].*

The coordinator expresses that students have a too regular level of English. Moreover, he affirms that there is a big need of English. As López et al. (2009) note that it is necessary to extend the coverage of current programs for training teachers in English and methodologies for bilingual education especially in elementary school.

Furthermore, the coordinator added that there are few students who have an acceptable level of English but they have learned English in extracurricular courses. PFC coordinator said:

“Yo diría que hay una diferenciación. Son muy escasos los estudiantes que vienen con un nivel, digamos que B1...solo he visto que muy pocos estudiantes que hablan, leen y escriben en inglés, digamos que un 10 por ciento y en ese sentido hemos pedido a los profesores de bachillerato que se cumpla con ese nivel que salgan con

⁵ Author's own translation

ese B1 y que acá (PFC) se vea la didáctica básicamente para niños lúdica, etc. Yo lo veo así que hay una necesidad de formación en el Inglés bastante grande”.

⁶[I say that there is a differentiation. There are few students that have a level, let say B1... I have seen few students that talk, read and write in English, let say a 10 percent and in this regard we have asked to high school teachers for achieving that B1 level and in PFC the students start basically the pedagogical strategies for children, with games, etc. I see that there is a big need of an English training].

These views surfaced mainly in what respects to what students have to do once they finish the academic program at *Programa de Formación Complementaria at Escuela Superior Normal de Popayan*. According to participants, besides the lacks, the wants and the needs they all bring from high school they have to face a program that does not take that into consideration.

Participants stated that during the program they do not receive the opportunities to improve their English proficiency. First because the program does not follow a specific set of contents or objectives, second because it seems nobody in the program is concerned about these issues and thirdly, because the institution does not assume this problematic with an action plan.

So at the end, participants expressed they are left exposed to a context where they have to teach English but they do not speak the language.

Students' perspectives and beliefs with regard to themselves

This passage shows students' opinions and feelings at PFC about the MEN's policies in regards to the English competence, a *Normalista* profile according to the MEN and the factors that affect their English learning/teaching process. The interpretation of information is presented as follows

⁶ Author's own translation

PFC students' level of English is not higher than A2, although the demands of the MEN say students should be in the B2 level:

Based on the data collected, a primary concern about MEN's policies focuses on the English level demanded for a *Normalista* at the end of their studies at *Programa de Formación Complementaria*. MEN establishes in the document called "*Sistema Colombiano de formador de formadores*" that a teacher must be able to achieve the communicative competence in a foreign language, namely English. (MEN, 2013).

Moreover, the *Decreto 5443* established in *Artículo 2* that one of the competences a *Normalista* must have is the one related to communicate effectively in a foreign language different from the mother tongue that allows him or her to talk with fluency, understand main ideas in text and produce written text associated to their expertise (MEN,2010). Referring to it, a conclusion that comes forth from the interviews aims to determine the level that PFC students are below the MEN's guidelines. It permits to show that students do not have the competence to teach English. It has been corroborated by information offered by the interview participants who said that most of third semester students at PFC have a very poor level of English:

"Ahorita que estamos en tercero, hay compañeros que no saben manejar el verbo To Be ni siquiera en Presente. Yo afortunadamente estoy estudiando por fuera Inglés y reconozco las falencias y principalmente Reading and Writing...noooo pues en Speaking peor porque tras de que no saben vocabulario les da pena hablar en Inglés."

⁷[Now that we are in third semester there are classmates who do not know how to conjugate the verb To Be not even in Present. Fortunately, I am studying an extracurricular English course and I recognize my classmates' weaknesses and mainly Reading and writing...noooo, Speaking is even worse because they do not know vocabulary and also they feel shy to talk in English].

⁷ Author's own translation

This is a situation that is no longer possible to mend since the students are near graduation and to develop the needed competences to reach a level B2 it is required more than one semester and two hours per week. As stated above the English course offered by the PFC is not in line with MEN requirements and the student community to meet as *Normalistas Superiores*.

Accordingly, the participants refer to the experience they lived in the pedagogical practices. They found that by parents' initiative, a group of children already have knowledge about English even more than the PFC students who were in pedagogical practice. This PFC students' worry is reflected on their work expectations since the labor market requires teachers trained in Preschool and elementary education with an A2 English level at least.

The issue of an English higher requirement as level B1 has received considerable critical attention by students at PFC especially those students who are almost at the end of the program because the time is not enough to mend the situation they face nowadays.

Sauvignon (2007) asserts that communicative competence is the ability to interact in the classroom. Even so, PFC does not offer to its students a curriculum consistent with their needs to communicate fluently in a foreign language neither the competence nor the proficiency in the language to be able to teach it. Thereby, the English communicative competence will be a utopia and in that way it is seen by the participants who reported:

“un profesor que llevo al PFC nos enseñó cómo enseñar las partes del cuerpo de una manera más lúdica en la que los estudiantes se sintieran bien aunque dejando de lado que las falencias que hay en la mayoría de nosotros es en el Inglés y pues como vamos a enseñar algo que no sabemos y eso si es berraco”.

⁸[A teacher who came to PFC taught us how to teach body parts in a playful way in which students felt good. Although, putting aside the weaknesses that there are in most of us in English and how we are going to teach something that we do not know at all, that is complicated.

Subsequently, PFC students cannot achieve a level of interaction in this moment because they do not have an appropriate training or knowledge in English. Referring to this, a student points out that teachers at PFC can show new methodologies to teach something, in this case English but they cannot teach something that they are not able to do.

PFC students are not motivated to learn a foreign language.

The expectations reduce after every semester. Students at PFC start with certain prejudices about high school contents and continue with moodiness about materials design and the use of certain resources as video beam and televisions. Finally, to complete the picture with a lack of motivation produced by the requirements established by MEN and the reality drawn on the students' shortcoming to deal with teaching a foreign language without the pertinent communicative competence and the four skills needed to teach a language.

The lack of motivation shows by students resides in the importance that is given to other subjects and to the learning of didactics that exclude or not match with English learning/teaching processes. Additionally, the low level of English that is reached in high school and the lack of appropriate methodologies cause that students are convinced that English is not relevant in the labor market which is reinforced with the PFC perspective to leave on a side English from their pedagogical projects.

On the other hand, the English/teaching process is also affected by the teacher' shortfalls concerning lower skills language level. A student reinforces this statement

⁸ Author's own translation

when she mentioned that the teacher has good ideas but her pronunciation and writing is not good. She reports the experience in the following way:

“las expectativas en Ingles son nulas porque a pesar de que la profesora tiene buenas ideas pronuncia muy mal. Siempre debo estar pendiente para corregirla porque si no enseña las cosas mal”

⁹[the expectations in English are null because despite the teacher has good ideas, she does not pronounce well. I always have to pay attention to correct her because if I do not do that, she teaches the things in the wrong way].

Another factor that influences negatively students' attitude is the lack of teacher's competence in the foreign language. The most surprising aspect of the data is that the teacher has severe weaknesses in the language performance including their problems to differentiate methodology from pedagogical strategies.

During the interviews, it was possible to notice the tension and hesitations at the moment of answering the question about the description of the most appropriate pedagogical approach for teaching English at PFC and particularly an extended explanation about methodology because she brought up when talking about materials and resources for the English class, she expressed the following:

“El rector ha apoyado con televisores, grabadoras, con materiales, unas cartillas del British Council, unas flashcards, videos. Los libros donde ya está la metodología programada para cada grado: primero, segundo, tercero, cuarto de primaria. Los temas bien especificados. Cuando hablo de metodologías para cada grado, digo que de acuerdo al nivel, al Marco Común Europeo por ejemplo el A1 cuáles son los temas que debemos desarrollar, el A2 que temas debemos de tomar, en el B1, B2, asi...”

¹⁰[The principal has supported with tv sets, taperecorders, materials, some British Council books, some flashcards, videos. The books which have the methodology planned for each course; first, second, third and fourth grades. The topics well

⁹ Author's own translation

¹⁰ Authors' own translation

specified. When I mentioned methodologies for each grade, I mean that according to the level, Common European Framework, for example, topics to develop for A1, A2 topic to take into account, in B1, B2 and so on.

This finding corroborates that the teacher does not have a clear idea about what is methodology. In this line, it seems possible to infer that there is not a light on the purpose of the pedagogical training and enough knowledge about teaching/learning processes to promote the development of the competences needed (MEN, 2010) for the pedagogical context which is established for PFC.

Perspectives about the English program

This section shows the perspectives, opinions and feelings about the English program at PFC. Moreover, it also refers to materials and contents, timing in relation to English proficiency at the end of the program and the importance of English in the integration project.

The material and content used is not relevant neither for the students' performance in the pedagogical practices nor their future role as teachers:

To study this section, it is necessary to state that participants have different perceptions about what is pedagogy and the use of it in learning/teaching processes. This topic as the ones aforementioned must be addressed from the perspective of students in each semester at PFC.

First and Second semester students found that developing material in a creative and innovative way is a good tool to teach English without taking into account the proficiency in the language. An interviewee noted their opinion about the materials developed in the class:

“En la clase de Ingles, el material que usamos en nuestra voz, mucha cartulina, muchos juguetes con los niños. Dentro de la clase hacemos material para nosotros mismos. Planeamos la clase, la trabajamos dentro del aula para decir, por ejemplo, debes mejorar en esto, toma este rumbo o no le des tanta relevancia a eso.”

¹¹[in the English class, the material we use is our voice, a lot of cardboard, a lot of toys with the children. In the class, we make material for ourselves, for the class. We work in the classroom to receive feedback from the others, namely, you should improve this, go to this way or do not focus on that...]

A possible explanation for this perception may be associated to the lack of experience in the school context in connection with knowledge about the English policies established by MEN. Also, the insufficient and vague tuition about methodology and pedagogy which enable them to recognize the priority need of getting at least a basic level A2 to be able to deal with an English class in elementary school.

Incidentally, third semester students who have already been involved in the teaching experience at public educational institutions are aware of the immediate need to develop the language skills in a foreign language which make them capable of performing their role as teachers in a public school context. Likewise, they are aware of a high level performance in English is more important than knowing about material design.

The present results may help us to understand that the objectives of English class are focused on other aspects different from the real needs of students which should be emphasized on elements to be useful for their performance in the pedagogical project. However, the limitations interrelated to students' English foundations cause difficulties to provide pertinent aspects for students to learn how to teach English and this situation lead students to be more creative to face the situations and about awkward situations. Two students present the situation as follow:

“El conocimiento es muy poco y limitado lo que nos dan en el área de Ingles que nos toca ser muy astutos para defendernos en la práctica y rogar que el profesor titular y los estudiantes sepan menos para uno no quedar mal”.

¹¹ Author's own translation

“The knowledge about English is very little and limited that drives us to be very shrewd to face the practice and pray that the former teacher and students do not know more than us to avoid any awkward situations”.

In this regard, the interviewee assures that due to the English weaknesses she has, she is taking English as an extracurricular course. That student confirms that her classmates' big drawbacks makes her to help them. She said that, she sometimes gives them a topic for working with children in their classroom. Furthermore, the interviewee affirms that many times her classmates need to pretend the class is under their control.

According to Neagley and Evans cited by Cassarini (1998) found that curriculum helps students to get the learning goals according to their skills. Nonetheless, in PFC students' situation does not fulfil a requirement that is to have the minimal developed skills in English language to reach the other level that is to be successful with the learning goals applicable for their performance in pedagogical practices and future role as teachers. The contents and the development of language skills are omitted in the classroom activities. This assertion allows to say that there is not coherence in the curriculum design and the real needs PFC students have associated to their context. A student supports this statement when he said that in the classes they only work with vocabulary.

“Lo que hemos hecho en anteriores semestres es vocabulario, hablar de lo que tendríamos que hacer en los salones y ya. De gramática u otros aspectos no nos han enseñado nada!

¹²[What we are done in lasts semesters is vocabulary, talked what we have to do in the classrooms and that's it. About grammar or other aspects, anybody has taught us anything].

¹² Author's own translation

The class timing is not enough for students to reach the language proficiency demanded:

PFC establishes in the pedagogical planning a time for each subject. Most of the time English is excluded or just has a limited time according to the availability of teachers. An interviewee said that it is very common that at the beginning of the semester there is no English teacher. So, the hours are distributed for other subjects. At the end of the semester, students have lost a lot of time which reduces their opportunity to improve their language skills and the communicative competence.

The lack of an English teacher affects a lot to the Learning/teaching program. The time for English classes is very limited and additionally when there is a possibility to have English classes there is no personnel hiring for working in English subject as it is asserted by a student:

“Hay un problema en el PFC y es que cada inicio de semestre no hay profesor de Inglés porque no han contratado. Entonces terminamos perdiendo unas 2 a 3 clases lo cual puede radicar en unas 6 a 9 horas perdidas de Inglés lo que en el programa es mucho tiempo”.

[There is a problem at PFC and it is associated to the lack of an English teacher at the beginning of every semester because Secretaria de Educación does not hire anyone. So, we lost about 2 o 3 classes, it means, from 6 to 9 hours that is a lot of waste time for the program].

These findings are rather disappointing because it reflects that there is no institutional support to advance recruitment of an English teacher to avoid the modifications in the pedagogical plan established which produces that English is excluded from other projects due to external circumstances.

The Integrating Project at PFC it is not directly related to the content of the English program:

The aforementioned is a relevant factor to make English excluded from the pedagogical project and also become less important in the Normalista training.

Although English competence is one of the requirements to take into account in the Normalista profile (MEN, 2010), students asserted that English is not important at PFC and its objective as a subject is not clearly integrated to the Pedagogical project. In the interviews with students, administrative and teachers there is possible to notice they realize English is important for the role as Normalistas but at the moment of expressing the objective of English as a subject there is no a coherent and cohesive connecting thread with the answers. A student says that the contents and materials used in the class are useful to identify aspects they have to study and prepare when they start their work as a Normalista but those contents do not support any aspect in the pedagogical project.

“El inglés en el proyecto pedagógico de aula no tiene ninguna relevancia. Inglés jamás se tiene en cuenta en los proyectos. Las áreas que se incluyen son matemáticas, Español y ciencias naturales”

¹³[English does not have any relevance in the pedagogical project. English is never taken into account in the projects. The subjects included are Math, Spanish and Natural Science”

This finding has important implications for saying that English is excluded since teachers and administrator do not consider it a significant feature in the Normalista profile in spite of being settled as a requirement by MEN. A powerful tool to change that perspective is on the administrator hands who distributes the time for every subject according to the importance in the curriculum of the program. According the pedagogical proposal, English only appears in third semester with three hours per week. However, an interviewee urges that at PFC students must attend to English class in all the semesters. Nevertheless, English has certain hours pre-established

¹³ Author's own translation

but when there is necessary to redistribute the time because pedagogical projects or practices are extended and English has to stop its classes and provide the time for the other subjects.

A teacher confirms the lack of English integration in the projects:

“en estos momentos nos hemos integrado el Inglés en los proyectos que han realizado porque el inglés lo han tenido muy intermitente debido a la falta de profesores y no hay constancia en ese proceso y esto ha dificultado que se desarrolle el inglés en el proyecto que ellos desarrollan.

[In these moments we have not integrated English in any of the projects students have done because English has been offered intermittently due to the lack of teachers who come and go. This process has made difficult to develop English in a project].

This information permits to validate that English has become in a subject with less relevance in the educational field. There is necessary to concatenate efforts from administrators, teachers, students and parents to change English perspective and produce new ideas that lead educational community to respect the foreign language learning /teaching processes.

CONCLUSIONS

This study carried out a need analysis of students related to English program and analyze those needs for informing the results to the PFC teachers and administrator group. The interviews and the survey enable to better understand if the English program at PFC fulfil the requirements its students demands.

Therefore, the data collected presents that the proficiency level of students at the beginning of the PFC program is not high enough to face the needs they face in their educational context. The students also argue that they are not able to communicate effectively in the foreign language and their language skills are not good enough that enable them to fulfil the requirements demanded by PFC to cover contents related to develop micro curriculum and design materials for the children classes.

The conditions PFC offers to students are not the most appropriate to develop the English communicative competence which is in accordance with the context students are going to work throughout the PFC studies and at the end of the program they must be analyzed and reformulated based on students' needs and the normativity established by MEN.

On the other hand, those students who are near graduation are aware of the English need for their role as teachers. However, the time does not help to overcome the students' immediate need they are currently facing. In that line, it is suggested that PFC offers an action plan to improve students' proficiency throughout the five-semester program. In addition, PFC must make steps to handle the situation from the entry level as a placement test, which may contribute somehow that students achieve the English level required for working at primary school.

Students affirmed that PFC does not offer opportunities to use English, as a foreign language due to lack of constancy of teachers and the institution has not handled the situation with the suitable actions to solve it. It is a strong factor, which

affects the students' motivation and reduces the little feeling of importance toward English.

It is therefore imperative PFC puts forth an English proposal that meet the students expectations and also the ones established by MEN in order to be able to face the didactics contents which PFC intends to offer in their academic proposal.

Regarding students 'motivation, it depends somehow on the factors mentioned above and coupled with the English teacher weaknesses which are very noticeable. This situation instead of increasing the opportunities to improve the circumstances makes it worse because students realize they do not have any useful tool to face the pedagogical context at public institutions.

Additionally, teachers and administrator knows about MEN policies but those documents are not taking into account for designing the English program or even the single activities in the classroom.

The environment constrains were determined thanks to the thematic analysis. The factors that influence the learning/teaching process at PFC were associated to students and teachers' motivation, lack of human source and time.

The students', teachers' and administrator perceptions about English at PFC led us to identify the problems arise in the English learning/teaching process and to give a light for students who feel frustrated and worried about the responsibility they have with children related English nowadays.

To conclude, it is important to say that *Normalistas* have a very significant role in preschool and elementary schools. Their situation needs an English intervention as soon as possible because in their hands are the possibility to produce positive or negative impressions about a foreign language and the chance to start a fruitful learning process in childhood.

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APPENDIXES

Appendix 1

Questions for the interview with PFC administrator

Administrative staff Academic Coordinator interview questions

Interview questions:

1. ¿Cuál es el objetivo del aprendizaje del inglés en PFC?
2. ¿Cómo los contenidos que se brindan en la Didáctica de Inglés aportan al proyecto pedagógico de aula que deben realizar los estudiantes?
3. Describa el nivel de Inglés de los estudiantes del PFC en relación a las 4 habilidades del aprendizaje de una lengua extranjera (escritura, escucha, habla, comprensión lectora)
4. Describa el enfoque pedagógico que se usa para desarrollar la Didáctica de Inglés
5. ¿Cuál sería el enfoque más apropiado para la enseñanza de Inglés en el PFC?
6. ¿Qué modificación recibió la línea de la Didáctica de Inglés de acuerdo al lanzamiento del DBA a nivel nacional?
7. Describa las experiencias que ha escuchado de los estudiantes con respecto a Inglés en el PFC
8. ¿Que se ha hecho para mejorar la competencia en una lengua extranjera Inglés de los estudiantes del PFC?
9. Desde su rol en el PFC ¿Cómo apoya el proceso de enseñanza/aprendizaje de Inglés en el PFC?
10. ¿Cómo la institución ha apoyado el proceso de enseñanza/aprendizaje de Inglés en el PFC?

Appendix 2

Questions for focus group with teachers

Focus group teachers' questions:

1. ¿Cuál es el nivel de inglés de los estudiantes del PFC en relación a las 4 habilidades del aprendizaje de una lengua extranjera (escritura, Escucha, habla, comprensión lectora)
2. ¿Cuáles son las competencias que se deben trabajar para alcanzar el perfil integral de un normalista
3. ¿Cuál es el rol de la Didáctica de Ingles en las rutas pedagógicas trabajadas y el proyecto pedagógico de aula?
4. ¿Qué objetivo(s) que se pretende(n) alcanzar con el curso de Didáctica de Ingles?
5. Describa el enfoque pedagógico utilizado para desarrollar la Didáctica de Ingles
6. ¿Cuál sería el enfoque más apropiado para la enseñanza de inglés en el PFC?
7. ¿Qué modificación recibió la línea de la Didáctica de Ingles de acuerdo al lanzamiento del DBA a nivel nacional?
8. Describa los comentarios que ha escuchado de los estudiantes en cuanto a las experiencias vividas con la Didáctica de Ingles o Ingles
9. Relate el proceso de mejoramiento que se ha realizado con respecto a la competencia en Ingles de los estudiantes del PFC
10. Desde su rol ¿Cómo apoya el proceso de enseñanza/aprendizaje de Ingles?
11. ¿Cómo ha apoyado la institución el proceso de enseñanza/aprendizaje de Ingles en el PFC?

Appendix 3

Questions for students' interviews

Students' questions:

1. ¿Por qué cree que una lengua extranjera como el Inglés es necesaria para los estudiantes del PFC?
2. ¿Cuáles son las expectativas frente a la Didáctica de Inglés? (semestre I)
3. En que medida han cambiado sus expectativas frente a la Didáctica del Inglés desde que inicio en el PFC (semestre III)
4. ¿Cómo los contenidos que se brindan en la Didáctica de Inglés aportan al proyecto pedagógico de aula que deben realizar los estudiantes?
5. Relate su experiencia vivida con la lengua extranjera Inglés
6. Describa las competencias que considera necesarias para enseñar Inglés
7. Relacione el material utilizado en la Didáctica de Inglés
8. ¿Qué aporte le da ese tipo de material al objetivo de la Didáctica de Inglés planteada por el PFC?
9. ¿Qué aporte ha brindado la institución al desarrollo del proceso de enseñanza/aprendizaje de Inglés en el PFC?
10. Desde su rol como estudiante, ¿Cuál es el aporte que le da al proceso de enseñanza/aprendizaje de Inglés?

Appendix 4

Survey about material and resources used in the English Class

Información general				
Nombres:		edad:		
Egresado: si _____ no _____		estudiante: no _____ si _____ semestre _____		
Trabaja actualmente: si _____ no _____				
Marque con una x, usted:				
<ul style="list-style-type: none"> • Lee en ingles • Escribe en ingles • Comprende el inglés hablado • Habla en ingles 	Muy bien	Bien	Regular	Nada
Con Que Frecuencia Tiene Clase De Ingles:				
Cuál Es La Duración De La Clase:				
¿Cuál de las siguientes actividades y/o materiales ha utilizado el/la profesor (a) de inglés en clase?				
• Texto guía si _____ no _____	• Ejercicios de pronunciación si _____ no _____			
• Fotocopias si _____ no _____	• Ejercicios de selección múltiple si _____ no _____			
• Ejercicios gramaticales si _____ no _____	• Uso de tics si _____ no _____			
• Lecturas cortas si _____ no _____	• Presentaciones cortas si _____ no _____			
• Escucha de conversaciones si _____ no _____	• Juegos de roles improvisados si _____ no _____			
• Diálogos memorísticos si _____ no _____	• Ejercicios de escritura si _____ no _____			
• Juegos de palabras si _____ no _____	• Memorización de textos cortos si _____ no _____			
• Narración de hechos o historias si _____ no _____	• Escucha de textos si _____ no _____			
• Escritura de párrafos si _____ no _____	• Memorización de dramatizaciones si _____ no _____			