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# THE GAP BETWEEN THE PERUVIAN ENGLISH TEACHER AND THE EDUCATION OF THE 21ST CENTURY

Grazia Telenta-Scattolon

Piura, marzo de 2018

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

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**UNIVERSIDAD DE PIURA**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN**  
**MAESTRÍA EN EDUCACIÓN**



**The Gap Between the Peruvian English Teacher  
and the Education of the 21<sup>st</sup> Century**

**Tesis para optar el Grado de Magister en Educación con mención en  
Enseñanza de Inglés como Lengua Extranjera.**

**Grazia Angelina Telenta Scattolon**

**Asesor: Mg. María Ester Linares**

**Piura, marzo de 2018**



## **APPROVAL**

The thesis entitled “THE GAP BETWEEN THE PERUVIAN ENGLISH TEACHER AND THE 21<sup>ST</sup> CENTURY EDUCATION” presented by Grazia Angelina Telenta Scattolon, in accordance with the requirements of being awarded the Degree of Magister in Education with Mention in Teaching English as a Foreign Language, was approved by the thesis director: Mgtr. María Esther Linares Venegas, and defended on ..... before a Jury with the following members:

.....  
President

.....  
Secretary

.....  
Informant



## **ACKNOWLEDGMENTS**

Almost two years ago, I started a road that I knew would be full of varied difficulties and problems. I set myself as the primary objective to find the truth, the academic and the human truth hidden behind figures and notes quoted with footnotes, I wanted to know more closely a reality that I have been feeling in my experience as teacher of the English teachers of our beloved Peru.

In this effort, I had the support of three people who have a determining place in my personal and professional life. Without their support, understanding and collaboration, many of my goals would have been more difficult to reach; they are my husband: Víctor Vásquez F. my son Victor and my sister, Elizabeth Telenta S. For their constant support and the members of my family, to whom I want to dedicate this research as demonstration of my love and my deepest appreciation.

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Thank you so much!



## **SUMMARY**

The present research carried out by Grazia Angelina Telenta Scattolon, poses the following problem: Is there a gap between the teaching of English in Peru and the education of the 21st century? To answer this question, the overall profile of the Peruvian teacher was elaborated to compare it with that of the 21<sup>st</sup> century. For this purpose a qualitative research has been carried out using documents and instruments that have served to validate the findings. The results have been obtained from the analysis of four documents; three of them issued by MINEDU and the fourth document prepared by the British Council (2015); The instruments of our own elaboration consisted of surveys and observation guides that were applied to teachers, hierarchical staff of educational centers and executives of publishing houses as well as to their pedagogical advisers distributed at national level. Among the conclusions are: that the characteristics of the profile of the teachers of the public sector coincide with that of the teacher of the private sector. In a global form there is a marked gap between the profile of the Peruvian English teacher and the profile of the educator of the 21<sup>st</sup> century. This gap can only be shortened through a series of actions ranging from teacher training to permanent updating which should be monitored systematically. The research includes a proposal for multimodal training in methodological topics for the development of critical thinking through questioning.



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## **INTRODUCTION**

When the Peruvian State tried to change policies in the teaching of English, it started from an analysis where a series of deficiencies were identified but only referred to the English teachers of public schools. Somehow, since 2014 the Ministry of Education (MINEDU) has been developing different actions aimed at solving the problems that exist in the teaching of English at the level of public institutions; however, these efforts do not reach the private sector. Nowadays there is no diagnosis of the situation and not even a plan or strategy aimed at overcoming possible problems, allowing a comprehensive view of the status of the teaching of English in Peru, which includes the public and private sector. The present work looks to build the global profile of the Peruvian English teacher compared with the requirements established to define the profile of the education of the 21<sup>st</sup> century. This contrast will be carried out by focusing on the methodology to teach English as a foreign language. The research will be done by applying various instruments to teachers who carry out their professional practice in private schools of the main cities of the Peruvian coast because. These institutions are expected to be those that have a better educational level of work in this field due to their recognition to the value of English as the language of the globalized world, which is expressed in their educational offer.

The investigation presents four chapters. The first chapter aims to establish the criteria on which the study approach is carried out, so this section includes the Problem Formulation, the Hypothesis System, the

Objectives that the study proposes, as well as its Justification, Limitations, and Antecedents of the Investigation.

The 2nd chapter develops the Theoretical Framework, organized into five sections as follows: Education in the 21<sup>st</sup> Century: Challenges and demands; The teaching of English in the Peruvian educational system; Critical thinking and its importance in the 21<sup>st</sup> century education; Questioning: importance and application; Competencies, Definition and Importance for the Education of the 21st Century. These topics form the theoretical basis on which the research is constructed and from which should be designed the profiles of the Peruvian English teacher and the profile of the education of the 21<sup>st</sup> century to proceed then to compare and contrast them.

In the third chapter, will be discussed everything related to the way the research has been structured, explaining the design used as well as the applied methodology that in this case corresponds to a qualitative type. The chapter includes the techniques of data collection and processing as well as reliability and validity analysis. The instruments used aim to analyze the variables of the research through its various indicators and allow us to obtain results that later will be triangulated and contrasted, and finally reach the conclusions of the investigation.

In the fourth chapter, the findings of the research will be announced as well as its implications and limitations. Finally, in a separate section, will be considered the conclusions reached and suggestions. Subsequently, a list of appendices will be included, formed by the documents about motivational workshops, official documents from the Peruvian Government, a survey about English in Peru as well as a complementary methodological guide to train teachers of English.

# **CHAPTER 1**

## **RESEARCH DESIGN**

### **1.1. Formulation of the problem**

The progress of the 21<sup>st</sup> century comes with a diversity of challenges and changes to people's lives but with particular emphasis on the younger ones. These changes are mainly observed in scenarios within the society, but when referring to the educational practice, in most cases, it remains to show traits of what is considered traditional or conservative ways of teaching and not according to the necessities of today's world.

The current century is considered as the age of information and communication, for this reason, it becomes necessary that its citizens reflect the profile of someone who is an active thinker, able to criticize and to solve problems creatively. Nowadays people are becoming more conscious of the necessity to analyze and digest significant amounts of information consistently received; this information fosters the cognitive development and has a leading role in the building of the mental scheme to perceive reality. In the case of children and young people, this scheme is in the process of development. Critical thinking is a cognitive process that proposes the systematic analysis of information, opinions or statements, which are usually accepted as valid or absolute. It is considered as a fundamental ability for a free, responsible and competent citizenship.

To what has been stated, it can be added the importance of the efficient use of English as the language of the globalized world. For this reason, the teaching of this foreign language as an inclusive and

integrative tool offers characteristics that turn it into the appropriate scenario to promote the application of questioning strategies to develop critical thinking skills that means the capacity to analyze, understand and evaluate besides favoring the knowledge development, and reinforcement of the language itself.

The situation of English teaching in Peru, as part of the curricular structure, especially in public schools, is still quite precarious and limited. This situation improves in some way in the context of some schools that belong to the private regime located in the most developed cities in the country. Despite this situation, the statistical results, evidence the survival of overwhelming problems consistent with the urgent need to provide the students with an education in agreement with the requirements of the 21<sup>st</sup> century. In general terms, the problem is exacerbated, by the lack of teacher training, a situation that is particularly sensitive among teachers of English due to their diverse academic origin and the condition of being in many cases unrelated to the professional formation established by the teaching career. It is through methodological training courses that the objective to make appropriate use of the methodological tools at their disposal can be accomplished. Despite the efforts undertaken by the Peruvian government that is investing in teacher training, the progress is still not perceptible, making difficult the correct application of didactic and bibliographic material that could not be used effectively by teachers due to a lack of prerequisite technical knowledge. Therefore, it is necessary to think, design and execute, as soon as possible, a program oriented to the teachers of English starting from the infusion of methodological foundations to unify and clarify the concepts applicable to the teaching of this language to the perspective of favoring the development of critical thinking.

The research has started analyzing the role proposed for the teacher of the English from a global perspective in agreement with the requirements of the knowledge society of the 21<sup>st</sup> century. The central roles assigned to the teacher are as follows:

Set goals, organize learning and assessment, facilitate things, develop skills, promote learn to learn, develop the 4 Cs of the 21<sup>st</sup> Century (Critical thinking, communication, collaboration, and creativity) among others.

It is close to the end of the second decade of the 21<sup>st</sup> century, that the Peruvian government has launched in 2016 as State policy the Supreme Decree "Inglés, Puertas al Mundo." It establishes a particular position of the State as a structure that promotes the knowledge and use of English. The initial steps of this policy consider the characterization of the situation of the English teacher that works for the public sector but does not include those English teachers who work in the private sector. For this reason, it has been considered convenient to construct a global vision of the reality of the English teacher in Peru; a profile to be contrasted with that of the teacher required for the society of the 21<sup>st</sup> century. The research then is defined in the following terms: *Is there a gap between the Peruvian English teacher and the education of the 21st century?*

## **1.2. Hypothesis**

### **General hypothesis**

The gap between the professional practice of the Peruvian English teacher and the education of the 21st century demands a reform in teacher training.

### **Specific hypothesis**

The professional training that allows overcoming the deficiencies of the Peruvian teacher of English must focus on methodologies that develop critical thinking through questioning strategies and the development of ICT.

## **1.3. Statement of the objective**

### **General objective**

To demonstrate that a significant percentage of English teachers in Peru presents a gap between their teaching practice and the profile of the education of the 21<sup>st</sup> century.

## **Specific objectives**

- Compare the characterization done by The Ministry of education (MINEDU) about the profile of the English teachers in public schools with the results of the investigation done about the profile of the English teachers from private schools.
- Design a methodological training in questioning strategies to develop critical thinking during the English class, applicable to both groups of teachers by using the methodological tool to be offered in different modes.

### **1.4. Justification of the investigation**

The challenges that experts pose for the education of the 21<sup>st</sup> century consider essential to work on aspects such as the development of creativity, entrepreneurship and the ability to function in the digital world. It results important to develop collective intelligence that allows taking advantage of the possibilities open to a world in permanent change where challenges and possibilities are constantly renewed. Changes in the educational system should be oriented to improve the students' competencies. The present society requires competencies that educational systems should develop (autonomy, adaptation, processing of information, among others) by reforming the capacity to think critically, to question oneself and to learn. Education should be adapted to the current demands: the curriculum construction should build the new profiles that society requires where the teacher plays a decisive role.

The interests of this investigation start from the empirical knowledge of more than 20 years of experience as a teacher trainer that lets know and value the importance of having good methodological up - dated skills. In this trend, the research wants to find out about how the Peruvian teacher of English is doing to up - date his professional practice according to the 21<sup>st</sup> century exigencies.

The use of questioning as the tool to dig in the students' brain to promote reasoning, to ignite curiosity and to develop critical thinking skills is becoming more and more necessary to become a competent citizen of the globalized world. However, what really happens inside the

English classes in most cases is far away from what this society demands from education and the English course.

This knowledge will help to infer if teachers would need specialized support on the topic; for this reason, a previous research was carried out which tried to establish what happens in the English class with the aim to arrive at some conclusions.

### **1.5. Limitations of the investigation**

The present investigation has had to face a set of limitations that have made difficult its execution. Among the most significant limitations, it will be pointed out:

The importance assigned to the teaching of the English language within the official curricular structure of school education in Peru has undergone variations over time as they obey political criteria. The will to advance in this process expressed through the Supreme Decree: "Inglés, Puertas al Mundo" is still incipient. What was done up to now, as the work in the public schools, does not prove to be an adequate environment for studying the teacher performance since the existing limitations come from many other angles.

The limitations in the public sector also include the prime schools of the system called High-Performance Schools (COAR). Despite invoking excellence in the quality of teachers called to work there, this research has had access to official information that indicates the recruitment of personnel not qualified as a teacher of English, graduated from a higher education center such as Pedagogical Institute or University.

Carrying out any research presupposes having the reachability to know, visit and apply instruments in a determined institution, activity or sector. Given that the research on the stated problems was already carried out in public schools, it was necessary to complete this investigation by researching private educational institutions.

It has been possible to detect severe limitations in the use of English in a significant number of teachers, who despite being

responsible for teaching the subject do not have an adequate knowledge of the language. This situation restricts the easiness for an implementation that includes and emphasizes the proper use of English as a foreign language.

The heterogeneous academic origin of the English teachers, forced to present previous workshops to establish basic methodological knowledge as pre-requisite to deal with critical thinking, questioning strategies and the 21st-century basic skills. This act of sharing knowledge was aimed to motivate teachers to participate in future training actions that start by discovering the importance of these concepts. The workshops presented were: 'Critical Thinking: How Relevant it is in Today's Education,' held at Sociedad Nacional de Industrias, and the second one was about 'Developing Competencies for Lifelong Learning' at 'Centro de Innovación y Emprendimiento de Los Olivos,' organized by University of Dayton Publishing.

A deficiency that also restricts contact with teachers in the actions of pedagogical support and the use of didactic resources for class work is the lack of knowledge and management of technological resources, which includes the didactic use of applications online. The type of service provided by many teachers 'part – time' teachers reduces the availability of this group for any research, counseling or training.

Because of the lack of time to carry out face-to-face training sessions, a situation proved through the minimal reception shown by teachers participating in free online training workshops given by prestigious international academic institutions; a multimodal training system had to be organized. This situation emphasizes the need to establish different ways to contact teachers and make the information accessible to them.

## **1.6. Antecedents of the investigation**

When collecting and subsequently working on the analysis of the documents that could be considered as antecedent of the investigation, it was done having clear the necessity to consider a reference of the evolution experienced in the process of the teaching of English, as well as the subsequent training of the personnel in charge of such work; It was

aimed to allow the understanding of the current situation and to observe critically what is to come.

In the last 50 years, the interest in learning English has remained active among Peruvian people, despite all the conflicts experienced in the country. For the present analysis it can be traced the effects of the political decisions taken during the military government of the Armed Forces (1968 -1980) that left consequences in what was the evolution in the teaching of English as part of the school curriculum. In this sense, it has been incorporated as background of the investigation, two documents that have been considered historical, to describe the ELT situation and the problems related to teacher training in the early eighties

### **1.6.1. Document N° 1**

Name of the investigation work: ' La Situación de la Enseñanza de Idiomas en el Perú' (The Situation of Language Teaching in Peru)

- Author (s): Carolina Zierer-Wu
- Year: 1980
- Objectives of the research: To describe the problematic of the teaching languages in basic education in Peru
- Methodology used: The author of the investigation is a linguist who is aware of the educational and cultural reality of the country from the moment of the return to democracy (1981); writes a research article about the problem of language teaching in the country, addressing in a specific way the situation of the teaching of English in that historical moment.
- Conclusions: The main conclusions of the researcher regarding the teaching of foreign languages are the following:
  1. Huge shortage of qualified language teachers;
  2. Absence of a positive policy related to the second language subject in the curriculum for basic education;
  3. Lack of teaching materials - texts, media, and so forth, for language teaching; many students without textbooks;
  4. Absence of an official program duly drawn up for language teaching;

5. Inappropriate infrastructure conditions: inadequate classrooms, etcetera.
6. Lack of administrative support in schools: inappropriate schedules, excessive number of students per section, etc.
7. Lack of technical supervision actions;
8. Little of opportunities for teacher improvement;
9. The fact that in the admission examinations to the universities the applicants' knowledge on the domain of the foreign language is not explored;
10. Almost absence of scientific research in the problem of language teaching within the Peruvian educational system.
11. Lack of cooperation between educational authorities, educational centers and higher education institutions offering academic programs for the training of language teachers;
12. Lack of understanding of many educational authorities and many teachers, the role of learning a foreign language within a comprehensive language policy of the country.

### **1.6.2. Document N° 2**

Name of the research work: 'Teaching of Languages in the Peruvian Education' (*'Enseñanza de idiomas en la educación peruana: a propósito de un libro de la Fédération Internationale des Professeurs de Langues Vivantes (FIPLV)*).

- Author (s): Michele Vanden Eyden
- Year: 1980
- Objectives of the research: To describe the problem of language teaching in Peru.
- Methodology used: From the professional point of view, a specialist from the Bilingual Education Unit of the Ministry of Education describes the reality of its historical moment from the analysis of several works related to language teaching
- Conclusions: The main conclusions reached by the specialist are:
  1. There is a need to distinguish between public education and private education. In this last one, the teaching of English was mandatory but not exclusive, in the five years of secondary school. It could begin in primary school and even before it, as it

happens in a few private schools called "Bilingual", in which good quality of teaching ensures that the foreign language can also be used as an instrumental language since primary education. Unfortunately, these schools are not of quantitative importance at the national level, compared to the thousands of schools where such teaching is not given.

2. About public education, English language teaching was compulsory only in secondary school. It was characterized - with honorable and very few exceptions - by the poverty of its results, due to the reduced number of hours devoted to teach it, the lack of suitable educational material, the high number of pupils per classroom, and the small number of specialized teachers. This lack have determined that the English course was taught by teachers of other specialties who occasionally received such order as part of their obligations just to complete their working hours; this situation aggravated the problem. This situation has been maintained since 1972 with the application of the so-called Adapted Programs, which use has been reduced by the progress of the substitute Regular Basic Education for students under the age of 15 years old. Regarding the teaching of English to adults who studied secondary at evening schools, it has disappeared by the substitute implantation of Basic Labor Education, which does not include language teaching.
3. The proliferation of private academies to meet the demands of parents who really understand the importance of their children learning a foreign language, and who can at the same time make the expense that it requires; has raised the prestige of those private schools that offer such teaching .

The reinsertion of the country into the world economic system after years of estrangement as a result of the unilateral moratorium on the payment of the foreign debt of the 1980s, the fight against terrorism and the breakdown in the democratic process, one more time aroused the interest in learning of English. This is the result of the need to expand and internationalize the national economy. Both in times of crisis and hope to reach higher levels of development, English has been present as the language that establishes the point of communication between Peru and the world, thus ratifying its position as the language of globalization.

As it has been seen in the first documents, this position as well as the problems for its teaching were present for years.

Having reached the second decade of the twenty-first century, the country came to confront a new situation that of living in a period in which the Peruvian economy was growing incessantly and in which competitiveness for attracting foreign investments that ensure the continuation of sustained growth has become a priority concern. In this juncture, being fully recognized the importance English has in the assessment of the collective of the Peruvian community, it was necessary to determine the way in which this perception was assimilated in the curriculum structure of the national education. It was relevant to know the level and the quality of service provided, particularly in a country like Peru where growth in the attention to educational demands was not achieved by the increase of public investment in education but on the contrary, by the development of private investment in the sector. The objective was to know in detail how was the quality of the educational service offered in ELT for Peruvian schools in the in recent years. It has been used the description of the public school reality, developed in a crude and precise way by the Ministry of Education, from the documents that served to establish the guidelines which would later be successive legislative decrees. These documents have reconfigured the legal landscape of the educational activity and the use of the English language at the level of the Peruvian State.

### **1.6.3. Document N° 3**

Name of the work: R.S. 2060 -2014 MINEDU

- Author (s): MINISTRY OF EDUCATION
- Date: NOVEMBER 10, 2014
- Research objectives :  
Implement the teaching of English in public educational institutions according to international standards.
- Synthesis of the problematic situation raised  
Study of the situation of the curriculum, to know the level of the service offered. It has as indicators the results obtained by the

teachers in tests of evaluation of the English language knowledge applied by ICPNA. To compare the Peruvian situation in relation to the regional reality in South America. To pose the changes that were considered essential to be applied.

- Methodology used for the development of the work:  
Qualitative and quantitative studies of teaching performance in the public sector.
- Most important findings and conclusions  
Urgent need to introduce changes in aspects such as teacher training, curriculum, number of hours assigned, methodology used for the development of the subject, establishment of international standards in the training of teachers of the specialty.

Among some of the concepts expressed in this document, it could be highlighted that:

Although a large part of secondary school students have contact with English in social networks, television, music, the Internet, among other means, such contact is passive; it means that students cannot understand because their mastery of language achieved in the educational institution is insufficient ('Si bien, gran parte de los estudiantes de educación secundaria tienen contacto con el inglés en redes sociales, televisión, música, internet, entre otros medios, dicho contacto es pasivo, es decir que los estudiantes no logran entender debido a que su dominio del idioma logrado en la institución educativa es insuficiente') (DS 2060. p.3).

In relation to the qualification and suitability for the performance of the role of the English teacher, this document was also categorical, noting that in the initial evaluation applied by ICPNA between 2010 and 2011, 40% of the staff evaluated did not pass the basic level in the knowledge of the language to teach. The initial training of teachers has been carried out without considering international standards, as has happened in other countries of the region. ("la formación inicial de los docentes se ha realizado sin considerar estándares internacionales, como sí ha sucedido en otros países de la región" (Loc. Cit.).

This serious description of the teaching of English considered as a transversal competence to all the subjects and indispensable to

place the student in a better level of understanding of the knowledge and of future academic and labor performance, was only a problem of the public education. Was there any study or reference regarding the quality of service provided by private sector institutions? Our search of studies related to the subject, revealed that there was no treatment of the aforementioned problem. On the contrary, it was evident the attitude of neglecting the mandatory supervision the State should provide to private education. Considering the incessant emergence of centers, focused in areas with limited resources, has made possible an increase of the educational offer without making substantial changes by the State in the percentages of the national budget allocated to the education sector. In this case, the study published by the British Council in 2015, "English in Peru", has been of great importance, as it goes into the study of the use and teaching of English in our country today.

#### **1.6.4. Document N° 4**

Title of research work: "English in Peru"

- Author (s): British Council
- Year: 2015
- Objectives of the research: To know and disseminate an analysis of English learning, the motivations to learn English, the demands of English spoken by the world of work, factors affecting learning, teacher training and opportunities linked to this activity.
- Synthesis of the problematic situation raised  
To analyze the Peruvian educational reality regarding the study of English, identifying the importance and assessment of this competence as well as the factors that make learning difficult in order to contribute to the solution of these impediments.
- Methodology used for the development of work:

**Phase 1**, work of local language analysts to compile extensive background information on local education and political environment. An audit of secondary data sources classified the structure and design of the primary data collection.

**Phase 2.** Compilation of quantitative primary data • an online survey of 1,002 people from the general population, most of whom were between 16 and 35 years of age • an online survey of 137 Peruvian entrepreneurs with a range of 10 to more of 1,000 employees; the sample of the managerial and executive personnel was taken.

**Phase 3** Compilation of Qualitative Primary Data, Detailed Interviews with Stakeholders The final phase of our research and data collection involved a series of face-to-face and telephone interviews conducted in Peru.

Most important findings and conclusions:

- In Peru, it is widely accepted the importance of English for economic development.
- The current reform in English teaching aims to provide quality courses at low cost through the public education system.
- The country has a shortage of English teachers and this shortage will be heightened if the government seeks to increase the number of English language hours required weekly in secondary schools.
- The government hopes to encourage new teachers and transform the image of the teaching profession, although it should address aspects such as the number of students per class, schools with few resources and low salaries.
- The government is also working with other Ministries to ensure that the teaching of English meets the needs of high demand industries such as business, commerce and tourism.
- There is a considerable gap in educational attainment among the major Spanish and linguistic ethnic minority groups, often with a geographical dimension.
- Areas such as tourism and business services have been identified as sectors with high growth potential, but there are few skilled workers, as well as few workers with strong English skills
- Learning English through technology is considered a potential means to reach communities with a greater need for socio-economic benefits.

Besides the important conclusions previously outlined, the attention is drawn to the following considerations that emphasize the educational situation of private schools in resource-limited

areas and find a position of indispensable supervision and state support:

The rapid expansion of private schools allowed the government to move towards its objectives without increasing public spending on education as a percentage of GDP. As such, private schools represent a growing portion of the education system. Demand from private schools has increased because of quality problems in the public sector, including frequent teacher strikes in the 1990s and favorable government policies. Many private schools operate for profit and lack of supervision or accounts, resulting in higher or lower quality (La rápida expansión de las escuelas privadas permitió al gobierno avanzar hacia sus objetivos sin aumentar el gasto público en educación como porcentaje del PBI. Como tal, las escuelas privadas representan una porción cada vez mayor del sistema educativo. La demanda de las escuelas privadas ha aumentado como resultado de problemas sobre la calidad en el sector público, incluyendo frecuentes huelgas de profesores en la década de 1990 y favorables políticas gubernamentales. Muchas escuelas privadas funcionan con fines de lucro y con falta de supervisión o de cuentas, lo que resulta en mayor o menor calidad) (1) (BRITISH, P 11)

The British Council itself, among the data cited in its study, considers the following statistical references:

'Between 1990 and 1997, enrollment in private schools grew by 62 percent in pre-primary, 9 percent in primary, 28 percent in secondary and 37 percent in non-university higher education. The growth exceeded the rate of increase in these levels in the public sector, which increased only 34 percent in pre-primary education, 8 percent in primary, 10 percent in secondary and 25 percent in non-university higher education "(2) (Mesones, Jorge A., Jorge R. Peschiera Cassinelli, and Jorge F. Baca Campodónico, "The Impact of Public Expenditures in Education, Health, and Infrastructure on Economic Growth and Income Distribution in Peru." IDB Working Paper Series, Feb. 2014.)

The situation described above makes it necessary to propose alternatives in search of creative solutions. In this context it is

fundamental the contributions of the Commission chaired by Jaques Delors, which outlined a new way of conceiving educational action towards the 21<sup>st</sup> century, as well as the approximations that have carried out projects and studies aimed at enhancing the ability to teach to think, to analyze, to create and to communicate of the future citizens; in that sense, Project Zero of the University of Harvard goes precisely in this task.

#### **1.6.5. Document N° 5**

Name of the research work: "The Four Pillars of Education".  
Report done for UNESCO on Higher Education.

- Author (s): Jacques Delors
- Date: 1996
- Research objectives :  
Identify the challenges of the 21st century by designing a new and broader conception of education, which should lead each person to discover, awaken and increase their creative possibilities, thus updating the hidden treasure in each of us, which implies transcending a vision purely instrumental of education.
- Synthesis of the problematic situation raised  
It proposes guidelines so that humanity can progress towards the ideals of tolerance and mutual understanding, democracy, responsibility, universality, cultural identity, search for peace, fight against poverty, safeguarding the environment, demographic regulation and health. The Commission has taken full account of the ideal of 'Education for All' emanated from the Jomtien Conference (Thailand, 1990). There is special attention on children and adolescents' education, which will take over the future generations. It cannot be forgotten the need to have good teachers who favor the education of all people throughout life, that is, in lifelong education, and for this is based on the four basic pillars of how to educate, learn to know, to do, to live together and, to learn to be.
- Methodology used for the development of the work:  
The book "Education, a treasure within" is a report for UNESCO prepared by the International Commission on Education for the twenty-first century chaired by Jacques Delors, prepared with

other fourteen eminent personalities of the world from various cultural and professional backgrounds. The Director-General of UNESCO, Mr. Federico Mayor Zaragoza convened a Special Commission whose objective was to reflect on education and learning in the twenty-first century. The Commission was officially established in early 1993 and the book was published in 1996. The content is universalistic in inspiration, as it is based on the Universal Declaration of Human Rights (UDHR) adopted by the General Assembly of the United Nations in 1948

- Most important findings and conclusions  
"Lifelong education is based on four pillars: learning to know, learning to do, learning to live together, and learning to be.
- Learn to know, combining a broad enough general culture with the possibility of deepening knowledge in a small number of subjects. What it also means: learning to learn in order to take advantage of the possibilities offered by education throughout life.
- Learning to do, in order to acquire not only a professional qualification but also, a competence that enables the individual to deal with a large number of situations and to work as a team. But also, to learn to do in the context of the different social or work experiences that are offered to young people and adolescents, either spontaneously because of the social or national context, or formally thanks to the development of alternative education.
- Learning to live together by developing the understanding of the other and the perception of forms of interdependence - realizing common projects and preparing to deal with conflicts - respecting the values of pluralism, mutual understanding and peace.
- Learning to be so that one's own personality flourishes better and is able to act with an increased capacity for autonomy, judgment and personal responsibility. To this end, do not disparage in education any of the possibilities of each individual: memory, reasoning, aesthetic sense, physical abilities, aptitude to communicate...

The 21<sup>st</sup> century, which will offer unprecedented resources to the circulation and storage of information and communication, will bring to education a double demand that, at first glance, may seem almost contradictory: education must transmit effectively a volume every time greater theoretical knowledge and evolutionary

techniques, adapted to the cognitive civilization, because they are the bases of the competences of the future. (1)

‘It is in this way that the education of the new millennium must be reinvented to "provide the nautical charts of a complex and perpetually agitated world and, at the same time, the compass to navigate it. (‘Es de este modo como la educación del nuevo milenio deberá reinventarse para “proporcionar las cartas náuticas de un mundo complejo y en perpetua agitación y, al mismo tiempo, la brújula para poder navegar por él”’) (2)

Definitively, philosophical approaches, with humanist criteria and future projections, outlined by the group of renowned experts chaired by Jacques Delors required and requires actions to build and develop strategies that make tangible reality the principles and guidelines contained therein. It is necessary to pass from the formulation to the action, through programs accessible to the daily practice of the common teacher, in this case, the Peruvian teacher of English. Taking the experiences in this order of ideas it is transcendental the contribution offered by the project Zero of the University of Harvard, which is collected in a work on EDUCATIONAL TRENDS FOR THE 21<sup>st</sup> CENTURY, by a Latin American specialist.

#### **1.6.6. Document N° 6**

Name of the work: EDUCATIONAL TRENDS FOR THE XXI CENTURY. ONLINE EDUCATION, ONLINE AND @LEARNING

- Author (s): Guillermo Cardona Ossa  
Master's Degree in Education U. Javeriana, PhD Candidate
- Date: 2002
- Research objectives:
  - Explore how to teach for understanding-in other words, help students learn to use knowledge to solve unexpected problems, instead of simply reciting past events.

- Design strategy to create a "culture of thought" in the classroom that encourages students to think critically and creatively
  - Make continuous assessment an integral part of the curriculum, so that it strengthens the institution and guides students through a process of reflection on a job;
  - Develop and implement assessment criteria and procedures within the school that can document all types of student skills.
  - Ordering the power of new technologies, especially computers, to advance learning and provide access to new terrain of knowledge.
  - Match instruction in the classroom with tasks and experiences that students will encounter outside of school and particularly in the world of work;
  - Evaluate the varied efforts of cultural institutions to enrich education in the arts by bringing artists to schools as mentors, interpreters, or teacher training.
  - Design games, interactive exhibits, and other activities that attract a variety of learning styles and attract new audiences to museums.
- Methodology used for the development of the work:  
Project Zero is a research project developed at Harvard University. It focuses on the design of research on the nature of intelligence, understanding, thinking, creativity, ethics, and other essential aspects of human learning.

Its aim is to understand and improve education, teaching, thinking and creativity in the arts, as well as in humanistic and scientific disciplines, at individual and institutional levels in a variety of contexts including schools, companies, museums and digital environments.

- **Conclusions:**  
Among other considerations, some of the most significant conclusions for the present research are:  
**Changing roles**  
The pedagogical model supported by computer and telematics means involves the change of roles in the actors of the teaching-learning process.

**THE TEACHERS**, go from playing the role of provider of knowledge to a role of facilitator, advisor, motivate and learning consultant. The interaction with the student will no longer be to give knowledge the teachers have, but to share experiences, support and advise during the learning process and especially to stimulate and challenge the ability to learn. It should be the author of each student to create their own paradigm, appropriate, own their knowledge and then share with others, and grow. Therefore, this teacher should be the facilitator of learning, taking advantage of it not only in face-to-face interaction, but also in virtual interaction. The teacher will then play his usual role of being the teacher.

**THE STUDENT**, will no longer be the passive receiver of a knowledge that is given to him to learn it and then repeat it to his transmitter. He will no longer be a passive actor of his learning.

The student of the future will be autonomous for his learning who will advance at its own pace, grow with its own learning.

It is time, then, to have an active role in the knowledge society, to represent science and technology in all schools, as an international phenomenon of great magnitude that develops from the intelligent access to the state of the art in which requires rigorous discipline and monitoring to maintain a basic level of information in any area of knowledge.

The mandate of the present time is to be part of what science and technology offer to the citizen of the 21st century as a collective effort, from which people can be beneficiaries if they intelligently access to all this immense revolution and what it means to be part of the knowledge society. For this scenario to happen, it will be indispensable to develop critical thinking and be able to receive and to issue information, so it is necessary to be part of the language that the world speaks: English. The action that in this sense is carried out would help the teacher internalize the transcendental mission that will make the difference.

After the counting of the presented material it can be concluded that there are no theses aimed at the analysis of the professional

profile of the Peruvian teachers of English contrasted with the profile demanded by the Education of the 21<sup>st</sup> century. The reorientation in the teacher's action must be based on a concept aligned with what was expected for Education in the present century. It implies severe changes in methodological matters, in the use of technology and in the quest to overcome a reality that as described in the documents presented, seems to remain unchanged despite the passage of time and the availability of new resources

## **CHAPTER 2**

### **THEORETICAL FRAMEWORK**

#### **2.1. Education in the 21<sup>st</sup> Century: Challenges and Demands**

##### **2.1.1. Globalization, education and the role of English as a global language**

“Globalisation is a word which everyone today uses very normally and associates it with any and every thing, but the vastness of the word is not the way it appears to us normally. The Oxford English Dictionary (OED) says globalisation is “the act of globalising”; from the noun “global” meaning, “pertaining to or involving the whole world.”<sup>1</sup>

Today's world lives marked by the globalization process that is understood as the movement intended to integrate all nations in a kind of single system characterized by the interdependence between states; this situation involves all aspects of life and reaches a global character. This relationship establishes that in fact no State can consider itself as a self-sufficient island, and consequently cannot be apart from the integration process. Everybody needs each other in more or less degree, but the necessity of inclusion is latent

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<sup>1</sup> Oxford University Press. (2000, June 1). English Dictionary -2<sup>nd</sup> edition [electronic edition]. Oxford: Oxford University Press

and progressive. Even though globalization started at the beginning of the modern world with the development of communications, it is nowadays that technology lets people talk about a growing global structure of politics, economy and the cultural relationships, that go beyond any traditional bonds and interconnects societies that before were separated in a single system. It is until now that one can talk about a human society thanks to an increasing interconnection.

In the cultural area it can be observed a progressive homogenization. The mass media, and in special the internet spread and the use of social networks, has turned the whole world into a 'global village,' where information and images of the most distant events, reach people in 'real time,' reported by users who become witnesses and protagonists. Citizens forearmed with smartphones connected to the Internet immediately report all significant worldwide events. The present movements of people, the migration for different causes, even wars or the escape of opposers to authoritarian governments, job search in other countries, tourism, etcetera. Provide an immediate, direct familiarization with foreign models. These interactions are those that have forced the emergence of a global language. The English language adopts this role for the professional communication in science, technology, business, computers, transportation and private business and tourism. Meanwhile, technology has reinforced the appearance of programs and applications for computers that keep other unification: the one of software, where the same programs are used all over the world as a typical model for the organization and processing of data and information. A mass culture that impregnates the entire world has appeared and has put itself as a kind of universal culture.

### **2.1.2. The importance of English in the globalized world**

Several factors make the English language essential to communication in our current time. First of all, it is the most common foreign language, and this means that two people who come from different countries (for example, a Mexican and a Swede) usually use English as a common language to communicate. That is why everyone needs to learn the language to

get in touch on an international level. Speaking the language will help to contact people from countries all over the world, not just English-speaking ones<sup>2</sup>.

The need of an international language has always been a permanent search, present since the biblical Tower of Babel. Today's technologies help to communicate instantly with others anywhere in the world; this situation accelerates learning processes in different languages. In recent years, there has been a massification process about the use of English at the global level. There is a growing number of people who do not have English as their mother tongue but who can use it frequently and speak it fluently.

The need to communicate results in considering English as the language of official use by various organizations, both private and formal, that deal with sociocultural and political issues. Discussion forums in International Organizations such as the UN, UNESCO, international congresses, world conventions, shows, among others, have English as the most widely used language.

The geographic expansion of English in the world is immense. Since the second half of the 20<sup>th</sup> century, the use of English grew exponentially, particularly in the international media, with a growing number of people adopting it as the language they use to carry out the bulk of their transmissions and dispatches. With the rise of the Internet as the principal means of communication and information the trend was not reversed, on the contrary, it was increased. In that sense, the greater amount of information, programs, and applications used both in computers and smartphones use English as the core language.

The number of English speakers all over the world surpasses the seven hundred million people, being used as mother tongue, second language, and foreign language. Although it is true that the Chinese surpass English only in native speakers; it is due to its

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<sup>2</sup> Naved, Z. (2015, July 12). The Importance of the English Language in Today's World. Retrieved from Owlcation: <https://owlcation.com/humanities/importance-of-english-languages>

structural complexity that it does not have the international diffusion as English does.

About the linguistic varieties of English, it must be taken into account the geographic, social and situational variations among others. There are predominant types such as American English (Am E) or British English (Br E). The American English variety -Am- has its origin in the influence of the languages of immigrants from Europe who arrived in America in the nineteenth century; Italians, Germans, Irish immigrants out of necessity caused by the great hunger of the 1940s and Jews from Central Europe who, due to anti-Semitic persecutions, migrated to the United States. No less significant is the contribution of Afro-American communities to the lexicon.

Some historians have proposed that since the middle of the 20<sup>th</sup> Century, the globalization trend has fundamentally changed the historical processes. Anything that happens in the world has global determinants as well as a global implication. The national or regional scales are not enough; nowadays events reach such importance that let them expand through all over the world. In the globalized world, history circulates differently; it has new agents, new mechanisms, and new directions; not all this can be ignored.

### **2.1.3. Effects of globalization in Latin-American education**

The majority of Latin American children do not have a high-quality and relevant education.

As a result, too many Latin American youths entering the labor force lack the skills necessary to find dignified work and participate in an increasingly competitive, information-rich and globalized economy. At the same time, employers cannot find enough qualified people to fill open positions. This profound human resource mismatch is suppressing economic growth and perpetuating a system of haves and have-nots. Unequal societies are less efficient at converting growth into

poverty reduction. In Latin America, the education gap mirrors the income gap between rich and poor.<sup>3</sup>

In Latin America, the effects of globalization have not reverted the situation of backwardness and inequality of opportunities in the educational field. Even though all countries have reduced the rates of illiterates in the adult population, it still represents high percentages of people who have not finished primary school, which implies an insufficient management of the necessary competencies: reading, writing, and math. This phenomenon is particularly alarming because of its magnitude.

Substantial progress has been achieved regarding universalization to the access to primary education, but still, a 3% of children who are in the age to study it, is out of schools. To this situation, it has to be added that entering primary school does not mean to finish it, nor finishing it with quality. There are high levels of school grade retention, which cause problems in age and lead to dropout.

This situation gets worse because the demand of kindergarten, secondary and tertiary school is concentrated in urban areas; this situation forces country people to migrate to have access to this educational services. Inequality also reflected in the fact that, urban schools systematically reach the best levels of learning, and private schools are part of this group. In this way, problems of equity are not only related to the access to educational services but also to the quality of these services as well as to the results of learning reached by students.

The limitations about equity propose meaningful questions about in which extent the region is taking favorable steps to create equal opportunities for everybody.

A predominantly centralized education management does not provide the agents of the educational process, enough spaces where they can participate and consequently contribute to foster a better approximation of the offer to their present necessities. For example,

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<sup>3</sup> Worldfund.org. (2013). *World fund inspiring teachers*. Retrieved from <https://worldfund.org/en/about-us/education-gap.html>

the school calendars are not usually adapted to the rural background, or curricular plans lack local cultural reference, making the education offered, lose relevance and significance. The decentralization of some responsibilities has not been accompanied by an allocation of resources and technical, administrative and pedagogical support that allows the creation of autonomous and efficient schools.

On the other hand, the provision of public resources to the financing of the education appears seriously limited by the restrictions derived from the pressure of the external debt. The situation described leads to levels of expenditure per pupil that can hardly guarantee a provision of quality services for everybody. At the same time, the inefficiency of the system is reinforced, in some cases, by high administrative costs that lead to the waste of valuable resources.

Likewise, the trend towards privatization in several countries in the region is widening the gap between public and private education; the growing separation of schools according to the level of income affects the basis of coexistence and the integration and social cohesion of a country. Despite the existence of a growing number of compensatory actions developed in a focused way, most of the public spending on education is homogeneously done without paying close attention to the peculiarities of the population served.

A “(...) recent research has deepened the understanding of how human capital contributes to economic growth; it has established convincingly that what counts is not how many years of schooling students complete, but what they actually learn”<sup>4</sup> for this reason it is important to focus on the quality of our teachers who are the most important factor in the organization and the delivery of educational services; however, the region lacks comprehensive policies that articulate initial and in-service training; the requirements of admission, permanence, and responsibility for results as well as their remuneration. The efforts of educational reforms have tended to consider the teacher as an executant of

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<sup>4</sup> Bruns, B., & Luque, J. (2014). *Great teachers. How to raise student learning in the Latin America and Caribbean*. Banco Mundial.

policies, usually defined without their opinion or knowledge, which has apparently limited the possibilities for educational systems to become practices adequately developed in schools and classrooms.

The productive time spent on learning continues to be insufficient, although in some countries the timetable and the official working day have been increased. However, this increment does not necessarily happen in practice - especially in depressed areas – instead, working hours are usually organized using traditional methods of instruction that fail to promote the integral development of students and therefore do not contribute to cognitive, affective, attitudinal and axiological development for life. According to Bruns & Luque (2014), education coverage in Latin America and the Caribbean has expanded rapidly, the greatest economic benefits of education investments come from what students learn and not from finishing school.

Education must, therefore, be measured by its effectiveness in the achievement of student learning, a factor that has not always been achieved in formal education. “Educational inequality is caused by deeper forces in society that extends well beyond the boundaries of educational systems, institutions, and processes.”<sup>5</sup>

The reality of education in the region shows that there is still a long way to go to achieve full participation and equal opportunities in the field; this situation particularly affects people with disabilities, those living in rural areas, in poverty conditions, and the original populations. This inequality in education legitimises and accentuates the inequality of social opportunities and creates a vicious cycle difficult to break. To this end, it is imperative that educational policies focus on strengthening the public school since it can foster the building of more inclusive and equitable societies.

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<sup>5</sup> EFA Global Monitoring Report Team. (2003). *EFA Monitoring Report* .Paris: Printed by Graphoprint.

#### **2.1.4. Changes in the teacher's and student's role in the education of the 21<sup>st</sup> century**

The school as an institution and the teacher as a socializing agent face the challenge to open the doors of the 21<sup>st</sup> century by the introduction of changes in their work and to ensure that these are not operated only in the discourse but in the daily actions of the teacher.

It is being witnessed a period of global change, in which the future is uncertain for many reasons: the demands of society and individuals' change, the international situation is different, new rules of the game appear and the roles of institutions, new agents, and social actors.

Education systems do not remain inert, processes of reforms and transformations have been initiated, resulting from the awareness of the burnout of a traditional model that has not reconciled quantitative growth with satisfactory levels of quality and equity, or satisfaction of new social demands.

The school serves a particular type of organization and social structure that responds to the needs of the historical moment in which events occur. In that sense, the school now called "traditional", emerges in the seventeenth century in Europe as an expression of modernity; as an institution, it was concretized and consolidated between the eighteenth and nineteenth centuries with the emergence of the public school in Europe and Latin America, with the success of the Republican revolutions of the political-social doctrine of liberalism. The pedagogical thought responds to the changes at the cultural and economic level to favor the development of the production within the framework of industrial revolutions. In that context, the primary objective of this school was that the learner, the only receiver, would learn from the teacher's way of teaching, who was the only source of wisdom, the only emitter. The teacher used the term "teaching" as a process of transmitting knowledge that involved the delivery of an accumulated culture. The objectives were elaborated in a descriptive and declarative way, directed to the task to be carried out by the teacher and not to the actions to be performed by the

student. Hence, the evaluation was led to the result, using reproduction exercises. The roles to be fulfilled by teacher and student were the following:

### **STUDENT**

The passive role, with little cognitive independence and reduced development of theoretical thinking. The practical activities that the student performs are less since the teacher through the explanation does the fundamental work. The student receives information in silence, repeats it and memorizes it. There is no room for reflection because knowledge is already given. He knows nothing; he is evaluated by measuring knowledge and not by the generation or construction of it. The pupil-teacher relationship is based on the predominance of authority, through imposed discipline; obedience is demanded above all; the student's attitude is passive and receptive, the teacher's relationship with them is paternalistic.

### **TEACHER**

The teacher is the center of the teaching process, is the person with the total mastery of the subject, knowledgeable about the subject, a good speaker, knows, directs; is the holder of knowledge and the only selector and organizer of contents, methods, techniques, materials, among others.

The teacher is responsible for transmitting the knowledge taking care that the student learns it without change. The student memorizes what the teacher narrates and exposes offering a vast amount of information. In this school, the teacher does not always know how to put into practice the knowledge that is transmitted, only repeats it.

Nowadays humanity is facing a world markedly different from the one known. Consequently, changes in the situation of education and its protagonists must also change, if it is wished to contribute as part of the scientific, cultural and social framework to which one belongs. One certain feature of this new era is the unparalleled importance of technological, scientific knowledge. The trends that indicate that society enters the "age of knowledge" are clear, economic systems rest on a 'knowledge base.'

In this new social, political, economic and cultural structure, education will always have much to say, starting from the roles played by teachers and students.

From time to time and as far as it can be seen in the future, the teacher is the soul of the teaching process. The quality of the educational process depends mainly on it since its professional task is decisive, but on this subject, there is a problem. In most of the Latin American countries, the growth of school systems for universalization had an unintended but real consequence: on the one hand, teachers' depreciated salaries, and on the other, the gates of a system were opened too permissive, which, in any case, increased the sector's expenditure. Today it is clear that there is no long-term educational transformation without better-paid teachers but with much more rigorous working conditions, which above all, increase the responsibility for learning outcomes. It is necessary to consider that the great majority of Latin American teachers demonstrate a low level of professional competence. This situation limits the progress in education that results in inequality and poverty.

There is also the issue of teacher education and training. It is true that teachers today are not prepared to teach the contents of the 21<sup>st</sup> Century among other reasons because they were not trained for it. It requires a massive training effort (which costs your good money) and changes the teaching career. These efforts are expensive and long, upgrading all in-service teachers is not a year or two task, and requires a sustained policy over at least two years for educational leads of different political signs. However, on the other hand, this is nothing more than what is being done in many other sectors of society, which are also facing processes of structural transformation.

If it could be pointed out, the main responsibilities of teachers in the education of 21<sup>st</sup> century would be:

- a. Responsibilities
  - Set goals
  - Organize learning
  - Assessment

- Facilitate (help things happen in the learning process)
  - Develop skills
  - Learn to learn; promote the 4cs
- b. Involve
- School members
  - Parents
  - Community
- c. Acquire Knowledge
- Content knowledge (subject matter)
  - Pedagogic content (adapt content)
  - General academic knowledge (classroom management)
  - Process knowledge (learning skills, observation skills)
  - Curricular + contextual knowledge (content of teaching) plus cooperation and flexibility.

This bet to change education is a great effort and is not a problem that concerns only teachers; it is a survival dilemma of the society, which under new concepts should respond to the problems the current era present.

Bruns & Luque (2014), point out that teachers performance in the region is characterized by poor management of academic content and inefficient classroom practices. Teachers also show misuse of teaching materials and limited knowledge in ICT that affect to manage and keep the attention and participation of the students.

To say that today's school cannot continue applying the learning models that were valid for a hundred years is a concept accepted by all the players involved in the educational process. However, it still seems distant to take the necessary actions to implement the formative, Curricular and methodological changes that the necessity of the transformation imposes and that allows taking the educative action to a level of advance and consistent updating with the current demand. The future society requires creative, entrepreneurial, critical, ICT competent individuals, with high social skills, who adapt quickly to the work environments, able to cooperate with any person, anywhere and at any time. If there is anything one is clear on, is that children today must have highly developed the ability to adapt to new and demanding

situations. Citizenship education is defined as educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society. “Society is here understood in the special sense of a nation with a circumscribed territory which is recognized as a state.”<sup>6</sup>

Any attempt to reform education must be clear about its primary objective: to form a new citizen, who will be an integral part of the society of tomorrow. It is towards that goal that the efforts done by various institutions and people around the world have been working on; the aim is not only interpreting needs as efficiently as possible but to see the way of attending them. As a corollary of many of the efforts made so far is the identification of what are considered the challenges posed for the education of the future:

Forming the 21<sup>st</sup> Century Citizen: the society of this Millennium requires creative, enterprising, critical people, competent with the digital world, with high social skills and ability to adapt themselves to diverse work environments.

Promote social inclusion as the backbone: it is essential to establish regional public policies for sustainable development in which one of the pillars is social inclusion.

Develop institutional leadership: Educational institutions cannot remain being indifferent, so that institutional leadership based on building a strong sense of community should be developed.

Extract collective intelligence: To survive in an increasingly complex society, it depends more and more on collective intelligence.

Contents + Pedagogy + Technology: the intersection between three fundamental factors are essential to the introduction of ICT in

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<sup>6</sup> Mitchell, D. (2017). *Diversities in education*. New York: Routledge, Taylor & Francis Group. Retrieved from [http://www.unesco.org/education/tlsf/mods/theme\\_b/interact/mod07task03/appendix.htm](http://www.unesco.org/education/tlsf/mods/theme_b/interact/mod07task03/appendix.htm)

educational processes: solid knowledge of content, mastery of pedagogical skills and management of technological tools as well as their possible applications. Technology does not reinvent pedagogy; it only broadens its possibilities.

ICT involves new methods of evaluation: learning using ICT requires a methodological approach different from that of mere content acquisition.

A need of breaking the myth of digital natives: that is, the consideration that all young people are digital natives and dominate ICT for beneficial use in the 21st century.

Encouraging creativity: there is an imminent need to rethink education systems to avoid stifling the creativity of learners.

The importance of emotional education: the primary purpose of education is that each subject can reach an optimal level of social and emotional well-being; that is why emotional education must have a privileged place in educational systems. To this end, teacher-training programs should devote greater attention to such skills.

Necessary cooperation between family, school, and community: education is not exclusive to educational institutions: it is possible to learn anywhere in society. For this reason, there must be connection and cooperation between family, school, and community. Education is a matter of the whole community.

Leadership without bureaucracy: leadership in an educational institution should have as its primary objective the educational improvement of students. All agents of the educational community must be involved in the achievement of the center's goals.

Objective: competence development. Changes in the education system must be geared toward improving students' competencies. The digital society requires competencies that the education systems must develop (autonomy, adaptation, treatment of information, etcetera.), reforming the curriculum.

Focus on the interests of the learner: learning must take place naturally, starting from the interests of the learner, considering what he already knows, from practice and from making mistakes, to be reoriented by the teacher.

A new role of the teacher and his training: from the transmission of content to the student's guidance and support, generating the conditions so that he is the one that actively and experimentally builds his knowledge. This situation implies that teacher training is reconfigured, taking a more stable view of the pedagogical use of digital environments for 21st-century society.

The new ecology of learning: construct ecology conscience friendly with the environment.

Challenge to consider all possible educational areas: The learning produced in formal and informal environments is growing at a galloping pace, and there is no choice but to consider the benefits of all these educational fields.

Interaction on content: learning is not in the content but in the interactions that take place around them. Network learning through interactions should consist of adding, remixing and putting knowledge into practice.

Training adapted to the demands: the construction of the curriculum that will configure the new profiles required by society will have to be made among all the agents involved in its development. Society and schools must collaborate to adapt training to the social demands of the 21st century.<sup>7</sup>

Try to train citizens, not just skilled professionals: an educational system open to the community based on collaborative learning involving the whole of society. The work of this scheme is

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<sup>7</sup> Canfranc, P. R. (2013, December 19). *Key Concepts of education in the 21st-century digital society*. Retrieved from <http://blogthinkbig.com/20-key-aspects-of-education-in-a-digital-society>

not to educate citizens just to be useful to a market, but to train citizens capable of developing at all social levels.

Avoid technological anxiety: technology advances at a blistering pace, it is impossible to predict what kind of technology will be used shortly. What society will have to do is to design how it wants to be 21st-century education to be; the technology that will accompany education will be the one that is available at the time of implementation

### **2.1.5. Changes in English teaching in the context of 21st. Century**

The teaching of languages as L2 has been, perhaps, one of the items of education in which there has been a greater volume of changes. The situation probably connects to the growing need to bring people closer together, as well as to respond to the needs of trade, migratory waves and particular circumstances that have affected the situation peoples' life style; it is the case of various wars and socio-political processes that have affected the world since 1800 up to now. These situations have been reflected in the educational field through the creation and successive modification of different methodologies to teach ESL.

Making an inventory of the various teaching methods that characterized different stages since 1,800; as follows:

- The method of grammatical translation (1800-1900).
- The direct method (1890-1930).
- The structural method (1930-1960).
- The reading method (1920-1950).
- The audio-lingual method (1950-1970).

Paradigm changes in TEFL generated the following proposals:

- The situational method (1950-1970).
- The communicative approach (1970-present)

The approaches before the seventies, in the 20<sup>th</sup> century, are mostly based on repetitive structures and exercises. Behavioral theories of language learning have emphasized the formation of correct linguistic behavior through the formation of habits based on repetition of structures. The emergence of Krashen's model - ASL (1981) - and the Interactionist models that lead to studies on language acquisition, have considered the pedagogical principle of providing students with understandable information in the classroom so they can develop their inter-language in L2. The situation described, encourages students to actively negotiate meaning, reduce their anxiety, motivate them to speak fearlessly and take risks, and develop their ability to self-monitor to self-correct. Language acquisition theories have converged with the emergence of functional linguistics to focus on the use of the foreign language by the learner to achieve authentic and meaningful interaction and self-expression. Teachers of communicative language teaching have since then developed repertoires of techniques to promote the communicative use of the target language in the classroom.

It can be seen that this development is in itself related to the teaching of a second language, however, thinking about the curricular design of the English course in the context of the 21<sup>st</sup>-century education supposes much more than what has described above. It openly focuses on an exclusively linguistic approach to the subject. The teaching of English to educate the citizen of the 21<sup>st</sup> century poses, to develop a new competitive work force, to recognize a change in the abilities demanded by the labor market. The evidence in the developed economies points to a set of cognitive and non-cognitive abilities that affect the educational and work outcomes of the young ones. Being able to communicate effectively, to understand and express oneself in other languages, to identify problems and strategies to solve them, and to have the ability to work like a team, are examples of such skills.

Mastering English as a second language will be an essential ability to have access to better opportunities in this new century. The English language is the most useful for international, interregional and multilateral communication and is the lingua franca in areas such as marketing, international trade, and tourism.

In addition, it is the current course language in academia and science, and the main gateway to cutting-edge technology.

Introducing innovative tools that will improve the students and teachers' English simultaneously. It should be one of the primary objectives of our educational activities, incorporating new methodologies and the use of technological resources to the usual way of teaching. It is necessary to strengthen initiatives to improve the teaching of English as a foreign language by enhancing the English skills of in-service teachers. However, it should not be overlooked that most of these teachers do not have pedagogical training, lack efficient use of technological resources and present severe limitations in the mastery of aspects of the language such as grammar, pronunciation, vocabulary, among others.

The world is about to finish the second decade of the 21<sup>st</sup> century, and yet it cannot be seen any tangible changes in the way of learning and teaching; it is common to hear that teaching with formulas from the past is evident. Even at the very best, it can be found in schools a recurring pattern: modern technology and outdated pedagogy. In many schools, significant amounts of money are being invested in the purchase of multimedia material, computers, and other state-of-the-art elements, with the mistaken idea that the mere possession of such items will guarantee a change that will not happen by spontaneous generation. It is necessary to innovate learning techniques. It is necessary to teach content differently. Good teachers should be able to understand that the new methodology has revolutionized paradigms and the teacher is no longer an exhibitor but a moderator or facilitator. In the sense that the teacher of today must acquire skills and knowledge that allow him to live up to the requirements of education in the changing world. The English teacher cannot be excluded from this demand, particularly for the role that this language has assumed as the language of globalization, so teachers must know how to use information and communication technologies (ICT) which are a basic competence for life, as well as reading, writing, and mathematics. A teacher of the 21<sup>st</sup> century must know how to transmit this knowledge to students, and to do so, he needs to learn it for himself.

Today's teacher should be clear that students are different, learn differently, and have particular skills and talents. To this is added that, through their cell phone, tablet or computer, they have instant access to any information, for this reason, the teacher should, as far as possible, adapt the instructions to the needs of each student. In this way, the student will see and feel free, motivated about the tasks, he will feel like the "master of his learning."

In this increasingly interconnected world, people have the opportunity to learn about other cultures firsthand. If in class students have to research terms related to Japan, instead of just using textbooks, they can use tools like Google Earth to "visit" the country, use social networks to find a Japanese willing to chat with them about their culture. The possibilities are endless. Instead of learning by heart facts about the geography and history of a place, students will have the chance to understand their culture authentically and memorably.

Although today's students are considered digital natives and have a myriad of tools at their fingertips, institutions continue to call for traditional paper tasks while students only use their devices to communicate with their families or friends. Instead, for teachers it would be stimulating and engaging to encourage their students to create and edit creative, dynamic videos, info graphics, and blogs. These tasks are the ones that will remain in the students' memory, and they will want to share with others, rather than end up in the trash bin once qualified. To this should be added the importance of encouraging self-production by students, i.e., project-based learning; In this way, students are in charge of carrying out their research, contact experts and create end products taking advantage of all available tools. The teacher should be clear that the goal of teaching the skills of thought should not be seen as opposing the teaching of general content, but as a complement to it.

People often reason less than optimal; therefore, efforts to develop methods to improve thinking skills are essential. The real school leadership has to be directed to help people to think and to teach them how. In other words, the teacher has to teach learning strategies and must promote the student's effort to encourage the

construction of schemes and facilitate lifelong learning. The teaching of English cannot in any way evade this mandate, quite the contrary, it must help the student to think and use the L2; language as a form of elaboration and expression of more elaborated forms of thought.

About the presence of Information and Communication Technologies (ICT) in the 21<sup>st</sup> Century Education, let's stress a reality that brings a series of challenges, for both educators and learners. However, the advantages and benefits of ICT exploitation in the teaching-learning process are incalculable and, to that end, teachers and pedagogues cannot remain being indifferent. At present, ICT allows the creation of new environments or learning environments, providing teachers with the opportunity to transform the educational process and improve the quality of education. In this context, virtual education appears as a flexible form of training that allows the student not only to have access to information but also to transmit and produce knowledge based on data obtained through modern communication networks, regardless of the time or place, which gives more wealth to the educational process. At this stage of technological development, in a changing world, that every day introduces new ways to interact, research, store information or create new products. Is not only absurd but even fraudulent to pretend to educate a young person without considering approaches that include the use of new technologies. It will be the duty of educators to show students the proper way to use the resources that science makes available to them, and whose ability to manage them may depend in the future on their quality of life and subsequent incorporation into the world of work and knowledge.

## **2.2. The Teaching of English in the Peruvian Educational System**

### **2.2.1. Historical evolution of the teaching of English since the second half of the 20th century up to now**

Having finished the Second World War (1945) and the later Korean War (1948), started the Cold War, and with that, the Western world was marked by the growing role of the United

States as an undisputed power worldwide and the increasing diffusion of English as the predominant language at the international level. In Peru, the government of General Manuel Odría boosted significantly the system of public education expressed through an entire national program of large school buildings. In the case of English, it became evident as a high interest to include it in the official curriculum. However, and in the name of truth, there has been a substantial difference since then in the emphasis on language teaching in public and private schools.

About foreign language teaching, including English, at state schools, it was only at the secondary level and the minimum hours. In the case of private schools, particularly in the so-called "bilingual" schools, English was compulsory, intensive and provided since the basic levels of education (kindergarten and primary), is in many cases given the same hour than Spanish. This modality of teaching became more habitual in private schools of the capital, and later it arrived at the educational institutions of the principal cities of the country, mainly those located in the region of the coast.

Although there was qualitatively advance in the cultural formation of our students, the low quantitative representation of the school population served did not mean significant volumes in the educational statistics at the national level, when compared to the tens of thousands of Schools where such teaching was not given or was provided in a restricted way. This situation shows that the poverty in the results obtained in the public education of the time was a faithful reflection of the shortage of teaching hours. The lack of suitable educational material, the high number of students per classroom, and the small number of specialized teachers, a lack expressed in the fact that many times teachers of other specialties received hours of English as a way to complete their workload, which aggravated the situation by masking the problem. That is, initially there was interest in disseminating the teaching of English as a foreign language, but there was not enough quantity or quality of resources, especially human resources, to meet the needs of national secondary schools.

According to Zierer-Wu (1981), there is a chronic shortage of language teachers with academic preparation in ELT and it may be the reason why language teaching has always been discriminated in the educational system compared to teaching other academic subjects.

This situation remained unchanged until 1972, when, following the military coup that brought to power the government headed by General Juan Velasco Alvarado, various changes were made and implemented within the structure and organization of the Peruvian State. As part of these changes, the Revolutionary Government of the Armed Forces launched the so-called Educational Reform, which had as one of its transition measures the implementation of the so-called "Adapted Programs," which was the prelude to Regular Basic Education for students Children under 15 years of age.

About changes in ELT it can be mentioned the progressive elimination of the subject from the official curricular structure; At first, it was replaced by the "Language Teaching," considered optional in a set of work options taught at the secondary level.

All this curricular change meant a serious setback regarding compulsory, frequent and quality teaching. In many cases the so-called Labor Training Coordinators, along with the authorities of the public school, based on administrative and budgetary reasons, decided on the continuity in teaching the English course. All this leads us to affirm that in the early eighties' the teaching of English had not only receded but also had almost disappeared from public education.

The situation described brought significant consequences in the general view of national education. On the one hand, it is notorious the progressive loss of prestige of public schools. An example of this condition is the overcrowded classrooms that had around sixty students per class. Class schedules that not only reduced the class period to forty-five minutes but also reduced the school day to accommodate two shifts per day in the same facility. A progressive loss of qualified teachers, who felt forced to emigrate in search of better recognized and remunerated positions.

On the other hand, private schools grew in prestige and distanced themselves from public institutions. The emergence of private language schools were understood as an alternative by parents who valued the importance of learning the foreign language for their children's education.

A report from the early eighties on the situation of English language teaching in Peru written by Carolina Zierer – Wu (1981) reads as follows:

“It is a fact that in almost all educational centers of Basic Education of Peru, the results of five years of teaching English are so poor that they correspond approximately to the levels that the Official Program establishes for the First Year of the study of the English language.”<sup>8</sup>

The situation described so crudely and objectively at the beginning of the 80s, remained almost unchanged in a country that at that time reassumed democratic life after 12 years of military rule but did so to begin to face the aftermath of a poor economic management and to suffer a growing terrorist phenomenon. Started in 1985 the first government of Alan García Pérez the situation did not change, on the contrary, it became more difficult. The terrorist phenomenon continued to grow, threatening progressively the capital of the republic and the decision of the administration of the day to declare the moratorium on the payment of the country's external debt placed us as *ineligible country* for future loans from the international community. These facts influenced internally in two situations that had an impact on the teaching of English; the absolute disregard of a State bankrupt and the massive migration of Peruvian citizens. They left abroad in search of better horizons and immediately needed to have at least a basic knowledge of the language that would enable them to function in foreign lands. Demands that were again attended by private institutions of English teaching, particularly by ‘ Instituto de Idiomas de la Universidad Católica del Perú’ that offered an English program based on the communicative approach.

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<sup>8</sup> Zierer- Wu, C. (AEPE, año XIV, N° 25 -1980). *La situación de la enseñanza de idiomas en el Perú.* .

In the 90's, during Alberto Fujimori's first government, the renegotiation of the payment of foreign debt as well as the fight against terrorism, allowed to sign new international cooperation agreements to resume the educational work in the teaching of this language. The first of the agreements was signed with the British Council.

It has taken more than 20 years to perceive some changes in the State policy for the development of the English language teaching as part of the curriculum structure of Peruvian education. A situation that is still in the evolutionary phase, the most significant fact being The provision in 2016 of the Supreme Decree "Inglés Puertas al Mundo", a legal instrument that establishes as a State Policy, the commitment to develop the use of the English language in State agencies, as well as the priority interest in favoring the provision of standards that facilitate their proper teaching. Based on the situation described some actions have been taken in the field of education.

### **2.2.2. Characterization of Peruvian Education about the teaching of English**

Being close to the end of the second decade of the 21<sup>st</sup> century, it is considered pertinent to analyze some of the characteristics of the national educational system, particularly about English language teaching.

Having overcome the severe episodes of political, social and economic instability, and the state of internal convulsion resulting from the terrorist phenomenon, it can be said that in general terms, primary education has been expanded at a national level.

The lack of limitations of public education, due to its meager budget, has been widely covered by the enormous impetus that has been given in the creation of privately managed educational institutions, which have been established in areas populated by sectors emerging in the periphery of the major cities. Now it is not strange to find colleges with well-built infrastructure and

interesting academic proposal in places that not long ago, it would have been considered unthinkable. Although the quality of the educational service there is varied and not always stable, it means a significant effort done by sectors that progressively moved from the countryside to the city and made it their new habitat. They are traders, service providers and even small-scale industrial who aspire to a better future for their children through education.

In 2014, during the government of the incumbent president, Ollanta Humala Tasso, it was announced that bilingual education was a priority and set the goal of achieving this by 2021, the year of the bicentennial of Peru's independence. It was established as the deadline for the challenge of completing English as a priority language among foreign languages. This decision was coupled with the fact of allocating additional budget to carry out actions that were conducive to the achievement of such objective. This decision meant adopting measures such as: increasing the time for English lessons in public schools and prioritizing teacher training and professional development through online and face-to-face training within Peru as well as in English-speaking countries, other actions.

The Peruvian State, represented by MINEDU and based on what was stated, has been signing memoranda of understanding with international institutions, foreign governments, various educational institutions, to receive support for the execution of different actions and programs in the of English teaching subject. There is currently the encouragement of scholarships abroad for students and teachers who qualify, awarded by MINEDU through PRONABEC.

Based on the research published by the BRITISH COUNCIL entitled "English in Peru."

Most Peruvian English learners studied English in secondary school (57%), while 46 per cent learned during undergraduate study and 41 per cent attended private language schools; education is also a major motivating factor for language learning: 44 per cent learned English

because it was mandatory in secondary school and 40 per cent learned because they needed it for university.<sup>9</sup>

Despite the fact that the majority of the population recognizes the importance of English for the personal development of the individual, as it significantly increases employability, facilitates academic development and promotes communication. However, cost and time factors make it difficult learning. This condition specifically affects the poor sectors, since they are forced to comply with the scarce training in this language that is taught at the public secondary school.

Although the Peruvian economy is particularly oriented towards export products, tourism is a great employment alternative for large groups of young people who see their job options training in professions related to the country's varied tourist offer. Trainers of these future professionals recognize that only 1 in 10 has an adequate knowledge of the English language, although at the level of companies that require the daily management of this language there is not enough willingness to support training actions for their staff.

Less than one in five employers in our survey (17%) offered English language training and development opportunities. More than three-quarters of surveyed companies (78%) believe that English is an essential skill for managerial staff, while a similar share (77%) feel that English is key to Peru's growth and progress.<sup>10</sup>

This situation of significant need to increase training in the knowledge of the English language encounters an obstacle that can be insurmountable if actions are not taken immediately to overcome them: the lack of qualified teachers to carry out this work "Currently, 70 percent of English classes are taught by teachers who are not qualified to teach this language"<sup>11</sup>

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<sup>9</sup> British Council. (2015). *English in Peru- An Examination Policy, Perceptions and Influencing Factors*.

<sup>10</sup> Loc.cit.

<sup>11</sup> *Ibíd.* p. 23.

Indeed, as described in the documents quoted above for almost half a century, the problem of English teaching, does not seem to have undergone any considerable changes. The country continues in a situation of lack that must be faced in a peremptory way.

In September of 2015, a leading public opinion consulting firm conducted a poll to find out how many people in the country speak some other language, no matter what level of expertise they may have. The result revealed that three-quarters of the population speak only one language, Spanish. Despite the importance of the English language, at the time of the consultation, only 8% stated that they had some level of its knowledge. The characteristics of the group that declares to know some of the English languages, 80% is in Lima, and belongs to the socioeconomic sectors A-B-C and is less than 25 years old. Coincidentally shares the characteristics of the population sector that claims to be a regular Internet user.

English is the third most spoken language of the country (behind Spanish and Quechua). It is particularly anecdotal that the average citizen assigns so much importance to a foreign language that he considers his opportunity to open up to the world but that, nevertheless, there are no initiatives by the state that seriously seeks to meet the needs of the people in this area. As it was mentioned at different times in this study, the situation of English teaching must be assumed and faced by the present administration. Currently, the educational offer of this language in Lima city, is made up of 37 specialized institutions. Those who study the language in an Institute during the so-called "ideal age," (between 4 and 25 years old) are estimated to reach 3.1 %, which means that more than 100,000 Lima students are the current users of these services.

In addition to what was mentioned, it can be pointed out that the teaching of English is going through a particularly delicate period. There is a large number of teachers lacking studies and certifications that cannot demonstrate the adequate knowledge of the language they are expected to teach besides the lack of

education in the field of Education, situation that worsens training and any professional development.

The country's progress essentially consists of training the entire potential work force to assume its position in the labor structure of the country at any time; unfortunately, although their professional options demand the knowledge of the foreign language, they do not know it. In light of the above, the Peruvian government made some political decisions that will be analyzed in the following section.

### **2.2.3. New political decisions regarding the teaching and use of English in Peru**

The development of the international situation in the context of an increasingly globalized world, as well as the need to train our labor force in order to make it competitive with regard to supply and demand in the regional concert, led the Peruvian government to consider the need to analyze the shortcomings of our educational system, with particular interest in the problem of teaching English. This situation resulted in studies, evaluations and finally in the provision of legal instruments aimed at improving them. Because of this effort, for example, a comparison is made about teaching English in the countries of South America, finding that in 2014 the country was in a situation of absolute delay concerning other neighbor nations.

In the General Secretariat Resolution NO.2060-2014 MINEDU regarding the characterization of the situation of English teaching in our country. In this document they present a comparative chart that let us learn about the analysis of the internal reality of the countries of the region.

Although many secondary school students have contact with English in social networks, television, music, the Internet, among other means, this contact is passive. It means that students cannot understand much because their level of language mastery developed in the educational institution is insufficient; they have the English teacher as the only recourse to the English language in

the classroom and a reduced number of weekly hours dedicated to its teaching (70 hours per year).

At the primary level, English language teaching is not part of the curriculum. It is only offered when the Parent Associations (APAFA) decide to contribute additionally with the payments of the teacher and the material, or because of the isolated initiatives of some regional governments. As for the situation of English teachers, the initial assessment of the English language proficiency of the National English Specialization Program (2010-2011), carried out by 'Instituto Peruano Norteamericano' (ICPNA), more than the 40% was not above the basic level, which implies an elemental mastery of the language, insufficient for the teaching of English as a global communication language.<sup>12</sup>

Table 1. Comparative Chart about the Teaching of English in Latin America

Países	Argentina	Colombia	Chile	Ecuador	Uruguay	México	Brasil	Perú
Política Nacional	SI	SI	SI	SI	SI	SI	SI	NO
Inglés en Primaria	3 hrs	2 hrs	3 hrs	2 hrs	3 hrs	2 hrs	2 hrs	NO
Inglés en Secundaria	3-5 hrs	3 hrs	3-4 hrs	3 hrs	3 hrs	3-4 hrs	2-3 hrs	2 HRS
Referente Internacional	Marco Común de Referencia para las Lengua Modernas							NO
Programa Nacional	Programa Nacional de Inglés para Educación Básica	Colombia Bilingüe	Inglés Abre Puertas	Vamos profesores	Ceibal	PNIEB PEI		NO
Inicia Plan Nacional	2010	2009	2003	2012	2012	2008		No aplica

Source: MINEDU. Dirección de Educación Secundaria, 2014 (Elaboración propia).

As it has been noted in previous sections, the teaching of English in Peru presents problems that coincide with the beginning of the process of implementing the incorporation of this language as part of the curricular structure of secondary education in our

<sup>12</sup> MINEDU 2060-2014. (2014, November 10) Resolución de Secretaría General. Lima, Lima, Perú

country. For various causes and situations and despite the passing time, the problems have remained unresolved up to the present time. The educational system has the challenge of serving a population that grows incessantly and that needs to have the tools that allow the effective and fluent use of English as a foreign language, so that it favors the learners' insertion in the world of work and their development in the field of research.

In 2015, through Supreme Decree No. 012-2015-MINEDU, the National Policy for Teaching, Learning and Use of the English Language - "Inglés Puertas al Mundo", (English- Doors to the World) policy was approved, and became the main guiding instrument of the Sectoral and institutional plans, programs, projects and other activities related to the teaching, learning, and use of the English language, in charge of the public entities. This decree established the creation of a Multi-sectoral Commission, which on December 3, 2015, signed the report and the proposed implementation of the "Inglés Puertas al Mundo "Policy 2021, which was approved. In this legal device, it is declared of national interest to 2021, the universalization of the Policy "Inglés Puertas al Mundo," providing that, for this purpose, the Ministry of Education, assumes the role of the governing body of the Policy.

As objectives of the aforementioned political decision, it was established that, by the end of 2016, the Education sector intended to achieve the following:

- To increase the English level of the secondary students from public educational institutions in two categories, having as reference the Common European Framework of(CEFR), and considering the different types systems offered for school days.
- To guarantee the access of the students in the last years of the primary level of public educational institutions, to the acquisition of basic skills in English, in significant pedagogic environments.
- To strengthen the capacities of English language teachers to reach level B2 of the Common European Framework of Reference for Languages (CEFR), defined as the minimum standard and be prepared for the pedagogical management of the

available resources through training activities in language and language level accreditation, according to the CEFR.

- To allow teachers of other subjects, to start learning the language for effective access to global knowledge, for which English language learning among such teachers will be promoted as an incentive for professional development and access to opportunities to improve their performance.

### **What are the approaches to teach English?**

- Teaching in the classroom: The teacher introduces a series of resources from the text, graphic material, multimedia presentations and other didactic means.
- Remote teaching: The presence or teaching of the English language through video conference works with classes facilitated by a remote teacher, combined with face to face sessions of the local teacher, based on a curricular program and digital material for interactive activities and evaluations online.
- Online learning: The student's one-to-one interaction with the computer that generates self-learning on a virtual platform with English software that includes different levels of the language and allows the acquisition of the language at their own pace. This method requires online connection during the study process.
- Mixed model (Blended): Technology and teacher work in an integrated way and with specific roles. In the "one-to-one" sessions of student-computer / software interaction, the student internalizes the language, and in the classroom sessions, guided by a multimedia tutor with an English base and Blended domain, this facilitates the internalization of the language . The internet connection is used to upload the recorded history of student performance. (Taken from 'Política Nacional de Enseñanza, Aprendizaje y Uso del Idioma Inglés- Inglés Puertas al Mundo-2015)<sup>13</sup>

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<sup>13</sup> MINEDU. (2015, Setiembre 8). *560952 Normas Legales - Minedu.gob.pe. (n.d.) . Política Nacional de Enseñanza, Aprendizaje y Uso del Idioma Inglés - "Inglés, puertas al mundo"* (. Retrieved from MINEDU.gob.pe: [www.minedu.gob.pe/ingles-puertas-al-mundo/.../ds-n12-2015-min...](http://www.minedu.gob.pe/ingles-puertas-al-mundo/.../ds-n12-2015-min...)

### **2.3. Critical Thinking: What it is and its importance in the 21<sup>st</sup> Century education**

In recent times has grown an interest in knowing, understanding and developing the concept of Critical Thinking as an ability inherent to the human being of the present century. CT (critical thinking) is characterized by being interested in knowing, understanding and investigating the causes, factors, implications, and consequences of events occurring, even those of daily life, as an act of a permanent state of reasoning, pondering through the application of mental processes properly structured. Critical thinking is that way of thinking about a topic, content or problematic situation. The quality of thinking improves by seizing the inherent structures of the act of thinking and subjecting them to intellectual standards.

Critical thinking is the process of analyzing and assessing thinking to improve it. Critical thinking presupposes knowledge of the most basic structures in thinking (the elements of thought) and the most basic intellectual standards for thinking (universal intellectual standards). The key to the creative side of critical thinking (the actual improving thought) is in restructuring thinking as a result of analyzing and effectively assessing it.

A critical thinker, properly trained, will be able to identify problems and formulate vital questions, with clarity and precision; will be able to accumulate and evaluate relevant information and use abstract ideas to interpret the information received that will not be accepted as a fact and will be questioned efficiently and operationally. The trained thinker will be able to reach conclusions and solutions, proving them with relevant criteria and standards. This kind of thinker will face situations with an open mind considering the alternative systems of thought, being able to recognize and evaluate, as required, those assumptions, implications and practical consequences that may arise when thinking about solutions to complex problems, and finally, will find an efficient way to communicate them.

In short, critical thinking is self-directed, self-disciplined, self-regulated, and self-corrected. It presupposes rigorous standards of excellence and a conscious mastery of its use.

Swartz (2008) states that "Thinking rigorously and efficiently" is just assessing what a person is asked and applying the mental skills and tools he has developed, thinking skills and habits of mind, combined so that one achieves an optimal result. It implies effective communication and problem-solving skills and a commitment to overcome aspects of egocentricity and natural centrism of the human being.

Developing critical thinking will then mean forming an individual with a capacity for thinking, judging and acting in a disciplined way, knowing in depth, free from prejudices or pre-established concepts and open to the possibilities that opportunity presents.

When talking about Critical Thinking, it is necessary to make clear some of its central elements, among which one must consider: Critical thinking can be characterized as follows in Swartz 2008 words... Effective thinking can and should be taught to learners of any level. Moreover, it can be taught without risking the aims of the education system.

The existence of a particular purpose means that there is always an objective to achieve. There will always be a question to be resolved, which expresses the issue or problem to be addressed. There must be verified, duly substantiated data, on which the search for a solution to the question is enhanced.

The point of view that it is a part of a frame of reference is constructed precisely on facts, observations or experiences; The collected data will allow formulating hypotheses that are posed as a means of understanding or solving a problem.

From the processes carried out applying the existing data to the analysis of the proposed topic will reach interpretations, conclusions or solutions, which in turn can be submitted to procedures of verification, validation, and constant updating or improvement. Nothing is untouchable.

Used with awareness of the Universal Intellectual Standards, critical thinking seeks to achieve clarity, accuracy, depth, relevance, precision, importance

According to Ennis (1987), critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do. Richard Paul (1988, 49) says *'it is the ability to reach sound conclusions based on observation and information.'*<sup>14</sup> For Norris (1985) critical thinking helps students to apply everything they already know and feel, to evaluate their thinking, and especially to change their behavior. It can be concluded that critical thinking is a way to evaluate our own or somebody else's thoughts; it refers to a way of reasoning that has supporting facts for what the person considers true, right or logical and there is no desire to change it unless different logical supportive ideas or concepts are provided.

### **2.3.1. The role of critical thinking in the formation of the citizen of the 21<sup>st</sup> Century**

Critical thinking is becoming increasingly important due to four trends: accelerating change, intensifying complexity, escalating interdependence, and increasing danger. In a world charged with fear and insecurity, masses of people are unthinkingly following leaders who tendentiously divide the world into good versus evil, who use force and violence to enforce their views.<sup>15</sup>

The present era is always changing; if anything is certain, nothing will be unchangeable. Everything learned is subject to continual review; the speed with which discoveries occur, and new inventions are created becoming more and more vertiginous. Wherever one looks, it is possible to see that science and technology grow by leaps and bounds and that their limits are increasingly beyond where one used to conceptualize them. The speed of change is impressive, and its acceleration goes to a pace that already seems to be unstoppable; sometimes it infuses fear due to the accumulated power and political implications of the ethical aspects that could be immersed and, often confronted in this development. Advances in fields such as electronics, astrophysics,

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<sup>14</sup> Paul, R. (1988, April). *Critical thinking in the classroom*. Retrieved from ericdigests.org: <https://www.ericdigests.org/pre-929/critical.htm>

<sup>15</sup> Paul & Elder. (2004). *The Miniature Guide to Critical Thinking: Concepts and Tools*. Dillon Beach: Foundation for Critical Thinking Press.

bioengineering, and medicine among others, have and will have a significant impact on our lives. Some of these changes will require a significant change of mindset. Everybody must evolve, both researchers and society as a whole. The citizens of the 21<sup>st</sup> century who want to be part of the workforce should consider that the only thing that is permanent and accurate is change.

Society, economics, science and technology, culture and ethics are vertiginously transformed. Therefore, one can no longer teach and memorize all the theory that has been generated around each discipline; if it keeps happening that way, professionals in many of the careers will be outdated before they graduate. The educational system is facing a great challenge: to be continually updated, to remain at the current rate of evolution, its distance from the situations and needs of society and the world of work will be insurmountable. In practice, the bulk of educational practices, particularly in our country, is lagging behind the advances of the world.

Educators must recognize with great responsibility and even guilt that they are educating the citizen of tomorrow with the methods and procedures of our ancestors. The system must provide students with an education that prepares them both for the demands of today and for the next 70 years of their lives to fulfill the mission of education. The capacity for analysis, inference, interpretation, explanation, and evaluation, sustained by self-regulation and investigative, vigilant, honest and flexible attitude, are the traits that distinguish the professional who is qualified to face the challenges of modern society.

“To help students counter the defaults, we need to help them give thinking more time, broaden their thinking, work for clarity and precision, and maintain some systematic organization”.<sup>16</sup>

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<sup>16</sup> Perkins & Swartz. (n.d.). *The Nine Basics of Teaching Thinking- If Minds Matter- A Foreword to the Future. Vol Two*. Palatine, Illinois: Skylight Publishing, Inc. Retrieved from [https://www.academia.edu/18468371/The\\_Nine\\_Basics\\_of\\_Teaching\\_Thinking](https://www.academia.edu/18468371/The_Nine_Basics_of_Teaching_Thinking)

There is exigency to teach and exercise efficient thinking as it is a necessary skill in the present society and for that reason, it should be present in all subject matters of the curriculum.

Today's world, which is very complex, demands high-quality thinking; this factor makes it necessary to focus teaching and learning in the development of critical thinking; for this reason, it is required to redefine the roles of the actors in the educational process and to select the appropriate methods and means. High-quality thinking then is an urgent and complex task; Latin American pedagogical literature is scarce in proposals of means and methods that can help the teacher to fulfill this role. However, some researchers have been offering fascinating contributions to the treatment of this important issue.

The starting point for this debate is the report of the United Nations Educational, Scientific and Cultural Organization (UNESCO), generated by the Delor's team (1996). This report poses the particular challenge facing education to enhance understanding, to arouse intellectual curiosity, to stimulate the critical sense and at the same time to acquire autonomy of judgment. The Declaration on Higher Education in the 21st Century, developed by the World Conference on Higher Education (UNESCO, 1998, Paris), reinforces this position and states that: educational institutions must train students to become good citizens who are informed and genuinely motivated, with a critical sense and ability to analyze the problems of society, seek solutions, apply them and assume social responsibilities.

The social demand to modify educational models is of such importance that it forces scientists around the world to be more proactive in their struggle for the development of critical thinking. For example, the Critical Thinking Initiative (IPPEC-CR, 2003), on its website, expresses: the constant search for objective truths is important, recognizing that eventually, our understanding of them is subject to change as a product of generation Of new knowledge. The progress of humanity is achieved with the tools of philosophical materialism, critical thinking and scientific method of research. These indications and demands are already taken into account by prestigious institutions of higher education, in the

understanding of the urgent need to adequately train the individuals that will integrate the workforce in a short time.

### **2.3.2. Strategies for the development of critical thinking**

Critical thinking needs to be promoted and the classroom should be a good place to do so. Teachers need to implement strategies and plan activities to facilitate achievement.

It becomes crucial to prepare students for the world they will face when reaching maturity. Schools and teachers are responsible for preparing students for this challenging century affected by globalization, greater competition among workers, and the necessity to interact effectively in working teams that in many cases could be multicultural, to deal with a world in constant change. For this entire difficult and challenging situation our students have to face they need to be prepared to use their intellectual capacities such as self-monitoring, self-evaluation, ability to discuss and problem-solving abilities and the development of processing skills and reasoning processes.

Not all this can happen if students are not given the opportunity to develop critical thinking and reasoning skills. Teachers play a significant role, as they are the ones in charge of designing programs that will facilitate the appropriate conditions to ease the process. The appropriate conditions include forcing the students to use their critical thinking and reasoning skills, giving them room to use them, which means that the teacher does not have the central role anymore; as a result, the person will have better development as this is a skill essential for functioning effectively in this modern world.

Working on the development of critical thinking implies an extensive revision of what has been happening in most classrooms, means re-engineering the teacher training programs to turn education into an empowering media, a powerful resource in our lives as teachers and as students.

The Critical Thinking Community (2007) says that...

“Critical thinking is the art of taking charge of your own mind. Its value is simple: if we can take charge of our own minds, we can take charge of our lives.”

“... it is a seminal goal which, done well, simultaneously facilitates a rainbow of other ends. It is best conceived, therefore, as the hub around which all other educational ends cluster”. For example, as students learn to think more critically, they become more proficient at historical, scientific, and mathematical thinking. Finally, they develop skills, abilities, and values crucial to success in everyday life..<sup>17</sup>

The development of critical thinking for girls and boys should be fully developed from the beginning to the end of schooling, regardless of the subject - matter. In this sense, the development of Critical Thinking should be a crosscutting objective, developed in all subjects and at all levels of education, from the initial phase of higher education, but this does not happen.

### **Critical Thinking in the English class**

“.. There is always a close link between language and thinking. Language is there to express thinking. If the thinking is poor, then the language skills by themselves will not be much use”<sup>18</sup>.

The teaching of CT in all subjects is very important. For those who English is a foreign language, not only critical thinking is considered a priority within the list of skills to be developed, but what also accompanies that priority in that list, is the acquisition of English as means of communication in the globalized world. Thus, the English class, because of its versatility in subjects in and its work of developing communicative ability in students, becomes the best place to develop critical thinking and develop English language skills at the same time. English teachers should not

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<sup>17</sup> Critical Thinking Community. (2007). *www.criticalthinking.org*. Retrieved from *www.criticalthinking.org*

<sup>18</sup> De Bono, E. (1992). *Six Thinking Hats for Schools, Book 4*. Logan, Iowa: Hawker Brownlow Education

restrict their objectives to the teaching of the linguistic aspect but also to promote the analysis, the evaluation of the information they manage and one of the best tools to achieve it is through the strategies of questioning which they must learn to then, apply them efficiently in class. For Penny Ur, “language use implies thought; and a task must also involve thinking out.” “... thinking –as it often does- involves an aspect of problem-solving: in this case, how to get someone else to do what you want, and it’s most simple and obvious implication is the use of speech”.<sup>19</sup>

Nowadays besides learning the language itself, it is also important to learn content, and this may happen at the same time. One good example of this approach is CLIL (content and language integrated learning). In this method, the use of questions about academic content acquires a particular relevance.

... to learn academic content students must learn to ask questions - both general and specific - to develop discipline, to help them master it, to help them see the complexities inherent in the discipline and to unify it. The questions define the disciplines therefore, it is necessary to learn in a systematic way to formulate questions, as well as the answers that these look for. (Critical Thinking Community, 2007)<sup>20</sup>

For this reason, the answers are closely linked to the formulated questions.

Students think mathematically only when they ask math questions and then find correct answers to those questions. Students ask historically only when they can ask history questions and then seek correct or reasonable answers to those questions. Students think biologically only when they can formulate biology questions and seek correct or reasonable answers to those questions. We study chemistry to know how chemicals work (to answer

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<sup>19</sup> Ur, P. (2000). *Discussions that Work - Task centred fluency practice*. Cambridge, United Kingdom: Cambridge University Press.

<sup>20</sup> Critical Thinking Community. (2007). Op.cit.

questions about chemicals). We study sociology to get to know people (to answer questions about how and why people behave as they do in groups). Thus, to understand and think inwardly of any subject, students must become active and disciplined questioners, within the theme'<sup>21</sup>

Several proposals arise to close the gap between the educational process and the requirements of society, aimed at incorporating practices that should be part of the methodological management of the education system. Among them, it be clear the following:

**1. *To ask, to learn to do it, to exercise in it, comes first***

Effective questioning is the core of critical thinking: encouraging students to ask questions foster curiosity. Integrating a flow of questions during an important part of class development in a large forum is an essential strategy. In primary education, teachers should teach students to ask questions that lead to knowledge, learning, compression, and communication, trying to redirect insufficient or ineffective questions in the right direction: ask yourself sample questions or ask questions to guide them in another direction. The teacher cannot be placed as the sole and great interrogator; questions must be the patrimony of all, especially the student.

**2. *Let's start with a "provocative" question, let's create controversy***

Building challenges, challenging, confronting, generating discussion is a way of forcing the student to seek arguments, clarify, take positions and finally define their criteria based on arguments that appeal to reason and break dogmatism. For example, "Is poverty the responsibility of the individual or is it the result of external factors?" In this example, there are many obscure terms that would need definition, such as "individual," external, "responsibility" and, "poverty." Trying to define them will be a challenge; the debate will be a challenge.

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<sup>21</sup> Paul & Elder, 2004. Op.cit. p.2

### **3. *The intervention of the teacher as moderator, leading the debate***

Expressions such as "I agree ..." or "I disagree ...." In addition, "Can you explain that? What do you mean by \_\_\_?" Are helpful verbal tools to help discussions flow. It is also important to explain concepts and keep a reflective attitude.

### **4. *Guidance on the correct way to participate.***

Demonstrations and examples on how to enter a debate, structure interventions, learning to talk, make analytical summaries as well as follow established rules for discussions. Socratic rules for discussions is a good example. Taken from (Paul & Elder, 2004).

### **5. *Constructive controversies***

Different perspectives in the discussions are welcomed in the classroom, which may be real or part of roles assigned by the teacher or feelings, but should support by sustained arguments or evidence. Opinions should be respected on the part of all participants.

### **6. *The teacher promotes the identification of relevant contents***

Especially at the basic levels, teacher participation in the choice of topics to be investigated or discussed will be fundamental. What topics are relevant and what do they need to know to start the debate

### **7. *Socratic debate***

The Socratic debate is a real intellectual challenge, and the teacher is in the background, limited to observation and meditation.

### **8. *Evaluation***

Evaluating critical thinking is very complicated. The teacher needs to have ways of knowing the development of the thinking process of his students. Essays, projects or debates can be used to observe students' abilities and draw a line of progress, which, therefore, gives us a qualitative evaluation of their achievements.

### 9. *Students evaluating each other*

Understanding that Critical Thinking is developing the ability to observe, analyze and critique, including their creations; the development of varied forms of self-assessment could be of great help. Likewise, it could be positive to develop the students' critical spirit as observers, allowing them to judge peer performance. In any case, it will be necessary to guide the process gradually and provide specific rubrics for such tasks.

### 10. *The teacher is not the center of the teaching practice anymore*

It may be difficult for the teacher to allow students to have higher levels of autonomy. There is a need not only to modify the forms and strategies of class development and students participation, but also to create new codes for classroom management, and give room for spontaneity, The process takes some time, but the gain will provide plausible reasons for the effort.

To what has been previously mentioned, it would be possible to add some general techniques oriented to favor the development of the critical thought in the classroom:

Know and understand the different ways of asking, how it can be done, and the usefulness of knowing how to ask what is needed at the right time.

- Learn to read and interpret graphics.
- Learn to debate, knowing some basic techniques of the debate.
- Encourage random participation and active listening.

Disseminate research techniques, information search, data collection, and storage, ensuring that the student can progressively exercise these skills autonomously, to use the moments in class as instances of debate and exchange of information.

According to Richard Paul and Linda Elder, creators of the Foundation for Critical Thinking, the key to the connection between learning and critical thinking is this: "*The only ability we can use to*

*learn is thinking. If we think well while we learn, we learn well. If we think badly while we learn, we learn badly”.*<sup>22</sup>

Undoubtedly, one of the tasks inherent in today's teacher job will be to know which are those competencies that favor the development of critical thinking; helping them to determine up to what extent the students are internalizing these ways of thinking and being able to intervene properly in this developmental process

### **2.3.3. Bloom’s Taxonomy and its relation with critical thinking**

From the second half of the twentieth century, Bloom’s taxonomy has been necessary for anyone who considers working with objectives to carry out an educational task. Benjamin Bloom (Lansford, Pennsylvania, February 21, 1913 - September 13, 1999) an influential American psychologist and pedagogue; as the leader of a team of specialists at the University of Chicago, Bloom made significant contributions to the taxonomy of educational objectives. Is a group of cognitive psychologists developed a taxonomic hierarchy-driven cognitive behavioral considered to be important to learn and make measurable what was learned? In other words, a learning goal that is stated with verbs like “name; create, decide” can be measured while others that are specified with verbs like “understand, think, imagine” cannot.

Bloom also considered “...to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles, rather than just remembering facts (rote learning). It is most often used when designing educational, training, and learning processes”.<sup>23</sup>

Three domains of Educational Activities were identified: the Cognitive, the Affective and the Psychomotor. The committee worked on the first two, the cognitive and the affective domains,

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<sup>22</sup> Loc.cit.

<sup>23</sup> Clark, D. (2015, January 12). <http://www.nwlink.com/~donclark/hrd/bloom.html>.

but not on the Psychomotor; later other authors developed the last domain.

The cognitive taxonomy proposed by Bloom's team considers that cognitive operations can be classified into six levels of increasing complexity. The theory suggests that each level depends on the student's ability to perform at the previous levels or the present level. The capacity to evaluate is the highest level of the cognitive field in the former taxonomy. In the updated version, evaluation is in the fifth position and synthesizing changes to creating and goes to the highest place. There is the assumption that to be able to evaluate, first of all, one has to be able to understand that information; then be able to apply it, analyze it, synthesize it and, finally, evaluate it. The taxonomy is an attempt to organize the cognitive processes identified in the hierarchical order.

### **Assumptions are implicit in the classification of Bloom's Taxonomy**

*PLANNING:* It is a complex task, as it has to consider different aspects that should work in coherence and cohesion to create a logical and efficient tool to help teachers with the organization of the class sessions. It's necessary to have clear the setting or learning area, that is who and what you are about to teach and the implied conditions. It is of great importance to establish clear and well-stated goals. The goals are closely related to consider the appropriate evaluation tools and finally decide on the kind of tasks to be completed that will show how objectives were accomplished.

Bloom's taxonomy classifies and organizes the learning activities, and turns to be a beneficial tool that facilitates the teacher the planning work.

*THE COGNITIVE FIELD:* This field consists of the intellectual aspect and is formed by the six levels of the taxonomy: Knowledge, comprehension, application, analysis, synthesis, and evaluation; where it should be noted that some of these have subdivisions.

*KNOWLEDGE:* Knowing facts as well as means and ways to deal with them; knowledge of the universal and the specific abstractions of a given field of knowledge. They are, in general, elements that must be memorized.

*COMPREHENSION:* It is the most basic aspect of understanding; which consists in grasping the direct meaning of communication or a phenomenon, such as understanding a written or oral order, or the perception of what happened in any particular event.

*APPLICATION:* Knowledge of application is what concerns the interrelationship of principles and generalizations with specific or practical cases.

*ANALYSIS:* It implies the separation of a whole thing into its parts and perceive the meaning of the whole. The process includes the analysis of elements, relationships, etc.

*SYNTHESIS:* from the union of the elements forms a new whole. It may consist of the production of different things the individual needs to create: part of communication, a plan of operations, etcetera. This level was placed at the highest level and renamed as Creating

*EVALUATION:* This mental process includes a critical attitude to the facts. The evaluation level refers to judgments that relate internal and external evidence.

Bloom's Taxonomy, which can be understood as The Objectives of the Learning Process, means that after performing a learning process, the student must have acquired new skills and knowledge.

Table 2. Bloom's Taxonomy  
BLOOM'S TAXONOMY

COMPETENCY	SKILLS DEMONSTRATED	ACTION VERBS
KNOWLEDGE	<ul style="list-style-type: none"> <li>• Observation and recall of information</li> <li>• Knowledge of dates, events, places</li> <li>• Knowledge of major ideas</li> <li>• Mastery of subject matter</li> </ul>	List, define, tell, describe, label, collect, examine, tabulate, name, who, where, identify
COMPREHENSION	<ul style="list-style-type: none"> <li>• Understanding information</li> <li>• Grasp meaning</li> <li>• Translate knowledge into a new context</li> <li>• Interpret facts, compare, contrast</li> </ul>	Summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, discuss, extend
APPLICATION	<ul style="list-style-type: none"> <li>• Use information</li> <li>• Use methods, concepts, theories in new situations</li> <li>• Solve problems using required skills/ knowledge</li> </ul>	Apply, demonstrate, calculate, complete, illustrate, solve, show, examine, classify, relate, experiment, discover
ANALYSIS	<ul style="list-style-type: none"> <li>• Seeing patterns</li> <li>• Organization of parts</li> <li>• Recognition of hidden meanings</li> <li>• Identification of components</li> </ul>	Analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
SYNTHESIS	<ul style="list-style-type: none"> <li>• Use old ideas to create new ones</li> <li>• Generalize from given facts</li> <li>• Relate knowledge from several areas</li> <li>• Predict draw conclusions</li> </ul>	Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, prepare, rewrite
EVALUATION	<ul style="list-style-type: none"> <li>• Compare and discriminate between ideas</li> <li>• Assess value of theories, presentation</li> <li>• Make choices based on reasoned arguments</li> <li>• Verify value of evidence</li> <li>• Recognize subjectivity</li> </ul>	Assess, decide, grade, test, measure, recommend, convince, select, judge, explain, discriminate, conclude, compare, summarize

Illinois Online Network.

<http://www.ion.illinois.edu/resource/tutorial/assessment/bloomtaxonomy.asp>

### **Bloom's Taxonomy of Thinking Skills**

The following chart presents detailed information about categories related to thinking skills. They include the skills students may demonstrate at each level. The chart proceeds with what students can do plus the verbs that trigger the actions. Finally, some samples of tasks students can do per level that will show their achievements according to the level of thinking they have reached.

Table 3. Bloom's taxonomy of thinking skills

Category	Knowledge Information Gathering	Comprehension Confirming	Application Making Use of Knowledge	Analysis (Higher Order) Taking Apart	Synthesis (Higher Order) Putting Together	Evaluation (Higher Order) Judging the Outcome
<b>Description</b> The skills demonstrated at this level are those of:	- observation and recall of information; - knowledge of dates, events, places; - knowledge of major ideas; - mastery of subject matter.	- understanding information; - grasping meaning; - translating knowledge into a new context; - interpreting facts, comparing, contrasting; - ordering, grouping, inferring causes; - predicting consequences.	- using the information; - using methods; - concepts, theories in new situations; - solving problems using required skills or knowledge.	- seeing patterns; - organization of parts; - recognition of hidden meanings; - identification of components.	- using old ideas to create new ones; - generalizing from given facts; - relating knowledge from several areas; - predicting, concluding.	- comparing and discriminating between ideas; - assessing value of theories, presentations; - making choices based on the reasoned argument; - verifying the value of evidence; - recognizing subjectivity.
<b>What the Student Does</b>	Student recalls or recognizes information, ideas, and principles in the approximate form in which they were learned.	Student translates, comprehends, or interprets information based on prior learning.	The student selects, transfers, and uses data and principles to complete a problem or task.	Student distinguishes, classifies, and relates the assumptions, hypotheses, or structure of a statement or question.	Student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her.	Student appraises, assesses, or critiques on a basis of specific standards and criteria.
<b>Sample Trigger Words</b>	- define - list - label - name - identify - repeat - who - what - when - where - tell - describe - collect - examine - tabulate - quote	- predict - associate - estimate - differentiate - summarize - describe - interpret - discuss - extend - compare - contrast - distinguish - explain - paraphrase - illustrate	- apply - demonstrate - complete - illustrate - show - examine - modify - relate - change - classify - experiment - discover - use - compute - solve - construct - calculate	- separate - order - explain - connect - divide - compare - select - explain - infer - arrange - classify - analyze - categorize - compare - contrast - separate	- combine - integrate - rearrange - substitute - plan - create - design - invent - what it? - Prepare - generalize - compose - modify - create - design - hypothesize - invent - develop - formulate - rewrite	- decide - grade - test - measure - recommend - judge - explain - compare - summarize - assess - judge - recommend - critique - justify - discriminate - support - convince - conclude - select - rank - predict - argue
<b>Sample Task(s)</b>	Name the food groups and at least two items of food in each group. Make an acrostic poem about healthy food.	Write a simple menu for breakfast, lunch or dinner using the food guide chart.	What would you ask shoppers in a supermarket if you were doing a survey of what food they eat? (10 questions)	Prepare a report about what the people in this class eat for breakfast.	Create a song and dance to sell bananas.	Make a booklet about ten important eating habits that would be suitable for the whole school to follow to eat correctly.

(Taxonomy of Thinking Skills)

## Revised Bloom's Taxonomy

Bloom's student, Lorin Anderson, and David Krathwohl revisited the cognitive domain in the mid-nineties and made some changes.

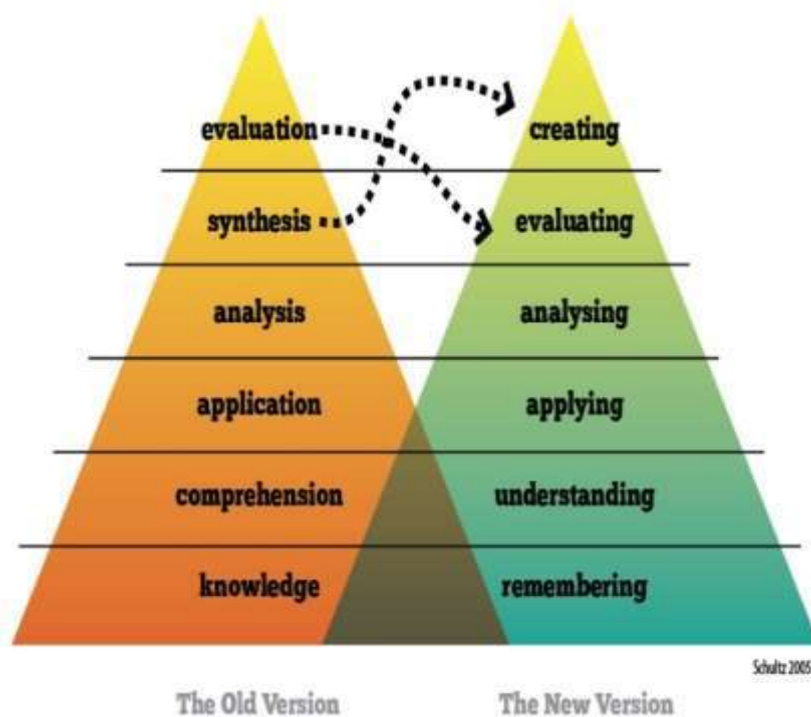


Figure 1. Revised Bloom's Taxonomy. (Petram, 2010)

The new version of Bloom's taxonomy was revised and expanded in 2001 by Anderson and Krathwohl. The taxonomy goes beyond the learning objectives, by presenting a common key language to facilitate the selection of learning: content, activities, discussion questions, assignments, and evaluation.

Table 4. Updated taxonomy and mental processes per level.

Anderson & Krathwol(2001)	Processes	
<b>Create</b>	Generate hypotheses based on evidence. Design procedures to perform tasks. Create products to carry out tasks.	
<b>Evaluate</b>	Test/ critique consistency, appropriateness and effectiveness in principles and procedures.	
<b>Analyze</b>	Discern relevant from irrelevant, important from unimportant material/ information Integrate parts into a new whole.	
<b>Apply</b>	Apply a procedure to a familiar task	
<b>Understand</b>	Paraphrase                      Explore principles Exemplify                      Compare items Classify Summarize	
<b>Remember</b>	Recall memorized information/knowledge	
Adapted from: <a href="http://www.principals.org">http://www.principals.org</a>		

#### 2.3.4. Bloom’s questioning and taxonomy as weapons of critical thinking development

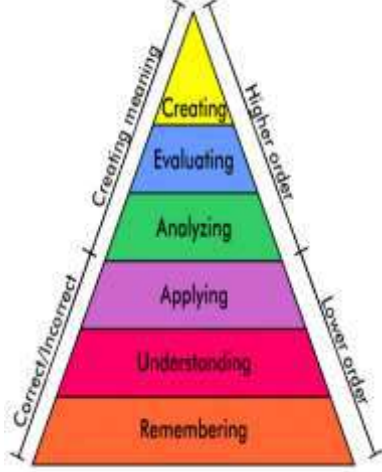
Thinking skills are directly related to cognition, which refer to knowing, collecting, organizing and using knowledge. Cognition relates to many other processes, practically with all those that involve perception, memory, learning; this implies that all activities derived from thought have cognitive components. In this sense, thinking has been assumed as a cognitive process, a mental act through which knowledge is acquired. However, cognition includes different ways of knowing something, including perception, reasoning, and intuition; of these mental processes mentioned, reasoning is considered the most important skill of thought.

Learning is a consequence of thought because of the processes that are derived from it: ideas, knowledge, conclusions, and arguments; at a higher level, judgments, problem-solving and critical analysis, are considered.

Some approaches to the processes of thought involved are proposed by different authors who consider that thought involves mental process of search, discovery, continual research, demonstrated through the construction of hypotheses, reasoning, and evaluation.

Although thinking is a normal activity that occurs without the need for entertainment, it is important to increase the ability to apply different cognitive operations, such as observing, supporting a point of view, inferring, evaluating, among others, through conscious practice. In this sense, it seeks to help people improve their cognitive performance.

“Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation”.<sup>24</sup>

<p><b>Bloom’s taxonomy and its levels:</b>          In the highest levels, learners are required to use Critical Thinking skills          Anderson and Krathwohl used verbs in the taxonomy and organized them from LOTS to HOTS          Each category has some verbs, and according to them, teachers may plan tasks for students that with the <u>right questions</u> will help to encourage Critical Thinking (CT) at higher levels.</p>	 <p><a href="http://hlwiki.slais.ubc.ca/index.php/Benjamin_Bloom">http://hlwiki.slais.ubc.ca/index.php/Benjamin_Bloom</a></p>
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Bloom’s taxonomy offers an essential framework for teachers to focus on the six levels presented, to understand and promote the practice of the different levels of thought. Bloom’s taxonomy also

<sup>24</sup> Dabbagh, N. (n.d.). The Instructional Design Knowledge Base. Retrieved from <http://cehdclass.gmu.edu/ndabbagh/Resources/IDKB/bloomstax.htm>

helps teachers to design performance tasks, create questions to access and develop higher order thinking levels that at the same time foster the development of critical thinking skills within the cognitive domain. The taxonomy also helps students to improve by paying attention to details, increase comprehension and expand problem-solving skills that get them into the trend of the skills required of a citizen of the 21<sup>st</sup> century.

...The fundamental task of general education [is] that of ‘enabling the individual to understand the world in which he [or she] lived and to attack the significant problems he [or she] encountered both as a [person] and as a citizen.’ Benjamin Bloom<sup>25</sup>

### The development of Critical Thinking: LOTS VS HOTS

Bloom suggested a categorization of thinking skills. Higher-order thinking skills (HOTS) include analysis, evaluation, and synthesis, or the creation of new knowledge. They require different learning and teaching methods than the learning of facts and concepts, which Bloom's Taxonomy describes as lower order thinking skills (LOTS).

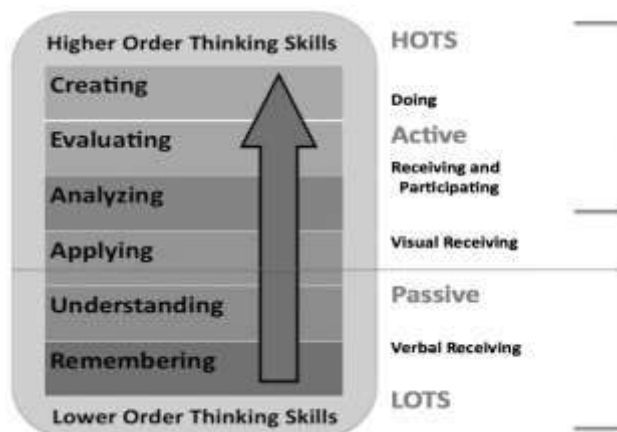


Figure 2. LOTS and HOTS.  
<https://visualassessments.wikispaces.com/Revised+Bloom%27s+Taxonomy>

<sup>25</sup> HLWIKI International. (n.d.). Retrieved from [http://hlwiki.slais.ubc.ca/index.php/Benjamin\\_Bloom](http://hlwiki.slais.ubc.ca/index.php/Benjamin_Bloom)

Thought Skills are classified into Lower order skills (LOTS) and Higher-order thinking skills (HOTS). At any moment of the learning process and in any instance or procedure the learner will pass from one to another. When working with textbooks, teachers and students move from concrete thinking ( the here and now; the real and the specific) to the abstract thought, that is, the compound and the analytic: the creative and evaluative.

Teachers need to help students develop both LOTS and HOTS. The questions that encourage LOTS are those that answer questions such as when, where, what, how many, and who, while the questions that are asked by HOTS include why, how and more questions such as, what evidence is there?

As academic training progresses, students are often challenged with analytical, creative and evaluative concepts as part of the curriculum requirement. However, many traditional materials, as well as styles, do not pose the development of such skills in the early stages of training.

To create the necessary conditions to reach the desired progress successfully, teachers need to go deep into the taxonomy, become aware of the value it has as a guide tool for the different stages of a lesson such as planning, learning, and evaluation among others.

Bloom's Taxonomy provides an excellent structure for planning, designing, assessing and evaluating training and learning effectiveness. It serves as a sort of checklist, by which you can ensure that training is planned to deliver all the necessary development for students, trainees or learners, and a template by which you can assess the validity and coverage of any existing training, be it a course, a curriculum, or an entire training and development programme for a large organisation.<sup>26</sup>

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<sup>26</sup> *businessballs.com*. (2017). Retrieved from <http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm>

The taxonomy turns to be an excellent tool for teachers and students when talking about organization and planning the teaching practice. Bloom's taxonomy functions as a roadmap for the teacher, and it helps them to organize balanced and coherent classes from planning to evaluation.

### **Development the High Order Thinking Skills**

Teaching to think is a major task in today's education and Bloom –Anderson's revised taxonomy (skills were renamed and expressed in verbs) show the six levels of thinking skills, well-known as LOTS and HOTS: (low and high order thinking skills).

LOTS recall knowledge, while HOTS apply that knowledge for different tasks where knowledge is used in new situations.

Higher thinking skills are the processes of analysis, synthesis, and evaluation. They are carried out by the learner with the purpose of learning; then they are organized and coordinated through mental operations by which one processes the information received and allow the development of intellectual, psychomotor and affective partners as well as problem-solving and decision-making. Higher-order skills aim at knowledge and identification of information, and seek the understanding and application of knowledge in specific situations.

Examples of these are Critical Thinking, management of information, problem-solving, creativity, analysis, conceptualization and self-evaluation. These high order-thinking abilities allow the processing of the information received and its subsequent use, applying them to the knowledge and resolution of problems within the framework of particular and concrete situations.

As already mentioned, these skills are:

- **ANALYSIS:** What it means to identify the parts of a whole, to separate it, to understand its interrelation, the function they play individually and their contribution to the purpose of the whole.

- **SYNTHESIS:** Ability to arrive at the composition of a whole from the knowledge and meeting of its parts.
- **CONCEPTUALIZATION:** understood as the ability to define a situation, phenomenon, fact or product based on a particular criterion.
- **INFORMATION MANAGEMENT:** Understand the data inherent to the fact studied, discern about the membership of the available information, the ability to report on what happened and also to identify or generate trends or relationships between existing materials.
- **SYSTEMIC THINKING:** The ability to visualize as a system, the constituent elements of a situation or phenomena, as well as the ability to see the systems as totalities that are part of larger totalities and that can be decomposed into smaller totalities. Operationally it implies analysis and synthesis capabilities but adds dynamic character and focuses on the study of interactions.
- **CRITICAL THINKING:** Ability to provide information, process it, formulate hypotheses or projects, analyze its origin, and analyze its effectiveness in solving a given problem.
- **RESEARCH:** The ability to raise clear questions regarding a particular situation or phenomenon; applying the fundamentals of the scientific method for study and the formulation of a proposed solution to the problem examined.
- **METACOGNITION:** These strategies allow people to learn how to process ideas, to know and to identify the style of learning through which is increased their learning.
- **PROBLEM-SOLVING:** It is the procedure that the individual designs, organizes, executes and evaluates for completing, solving, redesigning or correcting something.
- **CREATIVITY:** Original thinking, constructive imagination, divergent thinking or creative thinking, help to the generation of new ideas or concepts, or new associations that allow proposing innovative solutions.
- **EVALUATION:** The process that allows evaluating, to measure, to compare or to quantify the results obtained because of a process or implementation of some design, theory or procedure.
- **SELF-ASSESSMENT:** The subject values his behavior, ideas, or knowledge through the method. Self-evaluation of conscience is an introspective process that allows visualizing and judging

one's behaviors and thoughts, to reinforce them or to apply corrective actions.

The importance of strengthening in students the high-order thinking skills in the present time and the importance of developing these skills in learning is to prepare professionals able to identify problems, plan strategies, make decisions and solve real-life problems in any field in which they perform, people, able to propose and carry out these proposals in search of common goals.

Within the cognitive paradigm, it can be found another example in competency-based educational models, where learning demands the development of these skills to be able to develop problem-based learning or situated projects. One of the goals of today's education is to train reflective, analytical and critical people. It is necessary to build knowledge to achieve these aims and that implies to foster the development of intellectual abilities in the learning process by planning activities in which they are favored. Students need to become producers of new knowledge, but also able to self-regulate the mental processes.

#### **2.4. Questioning and Development of Critical Thinking**

The methodical dialogue created by Socrates through which the interlocutor discovers the truths for himself is based on the old resource of extracting and finding the truth through the precise and adequate construction of questions. It can be assumed then that the dialogues and interrogative forms subsist from the Old age and are opposed to the passive attitude that over the time was expected through the expository method. It was at the beginning of the 20th century that research on the processes in the classroom became known, since then until today, many didactic forms have changed.

Despite these changes, the strategy referred to the interrogation remains valid and current in our time. It is not exaggerated to say that much of the verbal interaction in the classroom is focused on questioning. Asking questions always involves an interpersonal relationship; a teaching, and learning approach that allows the interchange of teacher-student roles; an approach to the experience and

the point of view of the respondent. The question itself should be the starting point of any process that seeks to inquire, to know and to question the reality and the attitude that the subject of educational action assumes when facing it.

It is characteristic to observe that young children, particularly from 3 or 4 years of age, develop a progressive and growing interest to ask. They practically ask for everything, and they do it regularly and repetitively as if through the questions they pretend to know all their surroundings. This interest, which reaches its highest point towards the first five or six years of life, progressively decreases the natural curiosity, the need to know; the very nature of children is what leads them to that constant: What? For what? Who? How? Above all the necessary, Why? , that opens the reason for them and builds a solid base on what will be later on their way of interacting concerning the information offered by their environment. Thanks to these questions, the teacher also learns and is forced to prepare more and more, to know better the level of knowledge of his disciple, his experiences, ideas, and expectations. A child questioner will be an adult researcher, knowledge builder, knowledge architect. This attitude, which is the natural method that the child uses to inquire, decreases in relation inversely proportional to the increase of age. In students of more advanced grades, one perceives an apathy for asking as well as a marked disinterest for the subjects or contents. The reasons to explain this behavior consider the exposure to inappropriate contents that do not arouse interest, to the devastating routine that suffocates any curiosity, to alternate with teachers with different teaching styles. Finding the key to formulating motivating questions that revitalize practice in the classroom and arouse curiosity is of great importance, facilitating inquiry and avoiding considering the question as one more element of teaching strategies, formulated without any definite purpose. It is necessary that the teacher knows and understands the importance and usefulness of the inquiry, applying it in a way that is a resource used regularly and more efficiently to stimulate the student's desire for knowledge.

The didactic interrogation can have different meanings, and purposes can be used in the various phases of the teaching-learning process and are equally valid at any age and level of education. It can be asked to investigate the mere knowledge or verify the understanding of the given, also to go deep into the degree of analysis that has been

achieved in the development of a given topic and the level of synthesis that the learner achieves in his response. In this order of ideas, it is necessary to delimit the didactic questioning according to the state of development of the student and the objectives of the class, analyzing the motivation or not that can be a said strategy, which must be drawn from a proper perspective and with an adequate intentionality.

The question as a teaching strategy facilitates in the classroom the directionality of the class and the stimulation of the group, but all this is the result of a good questioning that is well thought, and proposed from the social, chronological and cognitive context of the learner.

The interrogation appears as an adequate alternative in the diversity of pedagogical models, approaches, and methodologies; strengthening the development of interactive, motivating and analytical classroom practices that stimulate students in their cognitive exercise by questioning reality and enabling the teacher to improve the quality of their teaching.

The positioning of the question as a way that leads to learning, to learn to think and build knowledge, is part of the conception of how to teach from research as a didactic intervention. It is the critical and investigative approach, which gives an innovative nuance to the old art of asking questions. The considerations regarding the interrogation as a method of didactic intervention acquire their greatest importance insofar as it finds its correlate with the development of critical thinking.

The concept of critical thinking does not escape the controversy or confusion of any field of knowledge. Teachers and students themselves, have some notions of what critical thinking is, although this concept is not always connected to reality. Some think it is a negative thing, such as making a judgment, or the ability to declare or express a personal point of view; others have the vague notion that it refers to "logical thinking" or "good thinking"; they manage to grasp the meaning of what such ideas achieve. Some teachers have a list of skills and do not know how to integrate or orchestrate them in their daily work, or "are unaware of the levels of intellectual development that people go through as they improve as thinkers..."<sup>27</sup>

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<sup>27</sup> Elder, L., & Paul, R. (2010). *Critical Thinking Development: A Stage Theory*. Retrieved from The Critical Thinking Community: [www.criticalthinking.org](http://www.criticalthinking.org)

Many educational programs and the objectives formulated by teachers often include statements that suggest the formation of critical students. They become aware or question their social and historical reality and participate in their role as social actors as main goals. However, these educational agents are unclear to what it is to think critically or how they can intervene pedagogically to foster such ability. From a psychological perspective, the cognitive and self-regulating components of the concept stand out as the complex, high-level thinking skill that involves other skills (comprehension, deduction, categorization, judgment, among others). Although, some writers believe that critical thinking cannot remain in the sum of specific skills isolated from a given context and content. Multiple authors who constitute an innovative movement define critical thinking; they question the traditional concepts of learning and the development of thinking skills in school. As critical thinking is such a complex capability, and any attempt to provide a definitive definition could be futile. According to the extensive research done on the topic of Critical Thinking, it is suggested to teach it explicitly as part of a content course because critical thinking skills (CTS) do not develop spontaneously. Critical thinking is conceived as rational and thoughtful thinking interested in deciding what to do or believe.

From a wider point of view, "... Critical thinking consists of seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, solving problems, and so forth".<sup>28</sup>

It constitutes a complex cognitive process of thought that recognizes the predominance of reason over other dimensions of thought. Its purpose is to acknowledge that which is just and that which is true, in other words, the thought of a rational human being. Likewise, critical thinking is a reflexive activity, because it analyzes the reliable results of one's reflection as those of the reflection of others. It emphasizes the fact that it is an action-oriented thinking. Nowadays, however, beyond the cognitive competencies or dispositions, the fundamental to develop the

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<sup>28</sup> Willingham, D. T. (2007). *American Federation of Teachers*. Retrieved from [https://www.aft.org/sites/default/files/periodicals/Crit\\_Thinking.pdf](https://www.aft.org/sites/default/files/periodicals/Crit_Thinking.pdf)

critical thinking are the metacognitive competencies and the epistemological evaluation (to think about what is thought), which has implications for the teaching. In short, all definitions associate critical thinking and rationality.

The reflective character of the thinking unfolds into its self-monitoring and self-corrective capacity. It is possible that thinking could be reflective without evaluating or correcting itself. However, a reflective thinking that did so would be uncritical and hence would form no part of critical thinking.<sup>29</sup>

This thinking is characterized by managing and mastering ideas. Its main function is not to generate ideas but to review and evaluate what is understood, processed and communicated through other types of thinking (verbal, mathematical, logical, and so forth). Therefore, the critical thinker is one who can think for himself. Critical thinking consists of both skills and dispositions of relevant knowledge as metacognitive competencies.

Although the development of critical thinking is an educational goal of unquestionable validity, it is concerned that in practice the integration of critical thinking strategies in the ordinary curriculum and the use of critical capacity in students are not promoted. Among the reasons that explain this situation is in the first place that, students prefer to socialize than to learn; second, students are seen only to obtain a mark without meaning for their lives. Students do not seem to have encountered interesting challenges in studying, or the system has not given them the opportunity to reflect and explain their views for themselves. The difficulties detected seem to suggest the need to implement measures to improve the teaching of critical thinking in classrooms among which some researchers have proposed:

To vary the teaching methodology according to the subject of study:

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<sup>29</sup> Hoaglund, J. (1993). *Critical Thinking a Socratic Model*. Netherlands. Retrieved from © Kluwer Academic Publishers: 3  
[http://www.unesco.org/education/tlsf/mods/theme\\_b/interact/mod07task03/appendix.htm](http://www.unesco.org/education/tlsf/mods/theme_b/interact/mod07task03/appendix.htm). (n.d.).

- Consider the context in which one wants to teach.
- Plan according to the age of the students and their interests.
- Integrate content; find common themes among the different areas of the curriculum and give them an interdisciplinary treatment.
- Move the center of attention, from the teacher to the student. Changing roles, the teacher would help students guide their thoughts; ask questions that help clarification, instead of passively dicing their class for the learner.
- Use the cooperative learning model by organizing the curriculum on the students' tasks.

Three pedagogical strategies have also been proposed to assess progress in critical thinking. On the one hand, make a list of observation of specific skills in a particular subject, to check the progression of the students and prepare them for the exams. On the other hand, it is also suggested to conduct private interviews with students to know the skills of each student directly, detecting both their strengths and weaknesses. Finally, evaluating through the portfolio and rubrics, where the student's progress is observed during a particular period, requiring the student to reflect on his thinking.

It can be seen, that there are different conceptions of what is critical thinking, as well as various models and techniques to promote it in school, but none is sufficient or superior. Some of these techniques refer to general skills that can be taught, such as keeping an open mind; avoid premature judgments, consideration of other people's points of view, and evaluation of one's thoughts and beliefs. Furthermore, it is a matter of providing an adequate environment for the reflection and expression of arguments. Critical thinking is one of the rising values both for solving everyday problems and the academic and labor world, as well as for creating new products, therefore implementing strategies of systematic teaching of cognitive, metacognitive and dispositional skills is a challenge that must not be overlooked by educational institutions at all levels.

Any of these strategies and methodologies have to start from a central element, as it will be necessary that the child keep his natural inclination to ask, considering that, the natural curiosity decreases over the years. Creative and adequate use of interrogation that should be encouraged, as a fundamental element of the teaching practice.

### 2.4.1. The importance of questioning

Asking questions is natural and intuitive. Teachers ask questions from the start of the lesson until the end. Asking questions forms part of any lesson because it invites the student to think, and even within a 'lecture' style lesson, rhetorical questions are used to invite silent agreement or begin the organization of ideas to present a response. Research suggests teachers ask over 400 questions a day.<sup>30</sup>

Inquiry is a fundamental part of the teaching-learning process because it allows the participants (students and teachers) to establish a starting point to register the knowledge that has a domain and to develop new ideas. It also provides a framework for examining different notions and new information. It requires that students and teachers reflect on their understanding and with them can introduce changes and improvements in their learning, in their thinking and teaching. Therefore, it can be said that the process of inquiry or interrogation helps to:

- broaden thinking skills and clarify understanding
- obtain feedback on teaching and learning
- provide tools to correct strategies
- create links between different ideas
- encourage curiosity
- Provide challenges; students can learn better in a classroom environment where their contributions are valued.

Both the type of questions that are asked, how the questions are asked and the answers given, affect the student's self-esteem and participation. For this reason, teachers must provide experiences that allow all students to develop problem-solving and problem-solving strategies expertly, in a safe environment that allows them to improve complex thinking. For this, it is necessary

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<sup>30</sup> Cox, J. (2016, April 04). *Effective Questioning Strategies*. Retrieved from THOUGHTCO: <https://www.thoughtco.com/effective-questioning-strategies-3887224>

to know the elements required to ask good questions and to recognize the different types of questions that can be elaborated.

#### **2.4.2. The purpose of questioning and the role of different types of questions**

It is necessary for students to learn to participate in society as responsible citizens, being able to build their arguments and to create a well-formed and informed opinion. Inquiry is one of the main phases of the development of the critical spirit, so it is vital to work from very small to get students to develop their own beliefs and ideas. Developing an adequate strategy in the use of the inquiry as a didactic instrument implies to have clarity on the role of this procedure, on the most appropriate and effective way of using it as well as the knowledge of the types of questions that can be formulated depending on the particular situation.

There are many ways to classify questions; among the most common categories, these are ordinary, inquiry, complex, open, closed, rhetorical, divergent and Socratic. For example, (Painter, 1997) in her publication cites Splitter & Sharp (1995) who describe five types of questions: the ordinary, the closed, the open, the inquiry, and the rhetoric. The ordinary, are used in any situation where someone wants something the other one does not have, such as information, some direction or food. It is assumed that the person asked has the answer to the request. Closed questions are those in the formulation of which is the specific subject that is being investigated. They are used to gather information, to evaluate prior knowledge. The inquiry questions differ from the ordinary ones in which the questioner does not assume that the other person knows the answer. The answers may stimulate further inquiry. These types of questions, for example, are part of the problem-solving process. Rhetorical questions are not considered questions because the respondent usually knows the answer. Teachers use these types of questions to find out what their students know about certain topics, but they do not help those students in their formative process. Sometimes what triggers closed answers is not the kind of questions that are asked, but the environment in which they are formulated. If in a given setting, asking questions is an important

activity in itself, and encourages students to use a variety of strategies to continue their inquiry; closed answers may be able to "open up." Other researchers emphasize the importance of the so-called Socratic questions. With these types of questions it is a question of ascertaining the fundamental logic or the structure of the thought produced, which allows making reasonable judgments, for example:

1. Clarification: What do you mean by that? Could you give me an example?
2. Explain assumptions and sources: What is the assumption? Why would anyone say that?
3. Investigate reasons and evidence: What reasons do you have to say that? On what criteria do you base this argument?
4. Investigate implications and consequences: What would be the consequences of such behavior? Do not you think you'd be jumping to conclusions?
5. About points of view or perspectives: Is there another way to say that? How are Jane's ideas different from those of Joe?
6. About questions: How can this question help us? Could you think of any other questions that might be helpful?

The Socratic questions are open, and their proper use can stimulate inquiry and exploration. Questions that involve complex thinking require some detail in their response and probably some time to think and reflect. Usually, these types of questions are called open-ended questions, and they allow for a personal construction of the information, which can generate more discussion and questioning. Questions that do not require a precise or definitive answer can serve to start a session and invite reflection in this way. In addition, open or divergent questions promote freethinking and encourage multiple responses or possibilities. They can stimulate the exploration of concepts and ideas to facilitate the processes of creative and critical thinking, which is a challenge for students' thinking. In short, good questions help to improve and broaden learning, so it is convenient to know what kind of questions are appropriate for each type of learning environment, to enable students to relate their previous knowledge and experiences, formulate their questions, and include them in the planning of their learning.

### **2.4.3. The effectiveness of questioning for the development of critical thinking**

To develop dialogic, talking and learning behaviors, teachers should set clear rules and model good thinking, learning, and talking approaches.<sup>31</sup> It is also important to establish suitable values for the classroom, to build confidence, enabling all to participate fully, promoting tolerance and respect for the views of others and the contributions of others.

According to Plata Santos, the question is a strategy that turns to be an educational option that helps thinking and contributes to developing flexible forms of thinking as well as critical and creative attitudes towards knowledge. These features support the inquiry work and turn to be fundamental for the training of professionals in today's society.

The question is considered the most versatile didactic tool accessible to everybody, but in practice, it is not exploited efficiently due to lack of strategies as part of the teacher's toolbox. Teachers need to learn how to ask questions to be able to develop those skills in their students. Cox J. expresses that questions turn to be the basis of the teaching practice." A good question asked by you, the teacher, can make a huge impact on your students' educational success."<sup>32</sup> It is necessary then to be equipped with a set of questioning strategies to stimulate critical thinking and learning in the classroom.

Without the intention of reviewing in depth each of these didactic strategies, it could be said that all of them are mediated by the action of the question; it is the question of the teacher asked to himself or the question that is addressed to the student or the question that the student asks the teacher.

Questions are present in the different teaching- learning strategies, techniques or methods that the teacher decides to include

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<sup>31</sup> Ibid.p.6

<sup>32</sup> Loc.cit.

in the teaching practice. Questioning strategies facilitate the routes to reach knowledge.

The didactic strategies must be modified according to different settings and circumstances, cognitive matters, procedures, and students' level to be developed, category, materials, and suggestion based on previous experience.

### **The Importance of inquiry**

When talking about learning, it needs to be addressed the process through which the student learns to question the reality in which he lives, the problems he confronts, the resources he possesses, the possibilities and limitations that are part of his nature, community and environment. All this process will be carried out through a successive and methodical questioning. The answers to those questions should be the result of a process of personal investigation that brings the inquirer to the means, situations or sources that allow him to know the reality, to form an idea of the same and from it constitute answers, interpretations or alternatives to solve the problems that could be confronting. All this is to investigate, so it will be indispensable that the educational process in an organized and systematic way, understands that the search of knowledge is raised through questions; they allow increasing knowledge. It can also refer to the fact that research makes it possible to carry out intellectual activities and work with the purpose of increasing knowledge on various topics.

The teacher must assume his role of the researcher in the professional practice, generating an environment of search in the classroom, avoiding at all times that the student assumes a role of the repeater of a passive and uncritical, the teacher must, therefore, seek to form active and critic citizens.

Building the students' research spirit requires knowing the mental operations that are part of the teaching-learning process. It is necessary to consider as a primary aim the development of awareness on the things they learned and the way they did it. Thinking about their learning processes will contribute to their development.

The teacher should have very clear ideas about topics such as... Why investigate? Educators should keep in mind that the fundamental objective of researching is to expand the frontiers of knowledge and to produce new findings that lead us to broaden our horizons. It is necessary to fill voids in the field of intellectual requirements, to provide new elements to the knowledge of the subject matters and to be able to approach problems. The research will contribute new elements in the educational work, reformulating the attitudes and points of view with which intellectual work is undertaken.

The teacher has the imperative need to promote innovation, and the search for knowledge through the collection of information, experimentation, the contrasting of results, processes of analysis and synthesis. All this allow us to arrive at conclusions with which it is finally possible to reach findings that allow the best knowledge of reality and the identification of novel ways of solving problems.

Research modifies the attitude of the teacher, activating the development of other capacities of the human mind and favors the process of development of critical thinking in students, strengthening a reflexive attitude that must be made consubstantial to their own processes of appreciation of their experiences and personal information.

The role of the teacher in the course of this process should be primarily to motivate students to question their reality, the world around them, the problems they face and the attitude they should have before them. As a result, according to Carrillo (2015), students are expected to develop an active and critical attitude towards situations and their surrounding environment.

The teacher should never lose sight of the fact that the interrogation is the bi-directional tool that allows opening a process of communication between him and the student, and between the student and his / her classmates. Interrogation is thus the omnipresent resource throughout the whole process of teaching – learning. Interrogation becomes the great master key aimed to open doors, to unravel mysteries, to generate changes, to provoke the

exchange of ideas. Interrogation is inextricably linked to research, and consequently to the critical attitude, searched to establish a distinctive feature of the mentality of the citizen of the 21st century. According to what was stated, the didactic questioning understood as the oral, written or gestural requirement through which the teacher elicits a response. It can also be of varied forms and raised at different times of the educational act, with different purposes; it is an inherent part of the act of teaching and learning.

## **2.5. Competencies and its importance in the education of 21<sup>st</sup> Century**

### **2.5.1. Competencies. Definition, importance, and benefits. The eight key competencies for lifelong learning**

“Developing in students the abilities necessary for life in the Knowledge Society has become a priority for educational systems around the world.”<sup>33</sup>

In 1998, the UNESCO World Conference on Education stated that it was necessary to promote lifelong learning and the building of appropriate skills to contribute to the cultural, social and economic development of the Knowledge Society. It was also pointed out that the main tasks of education have been and will keep on being, the development of competencies and linked to four of its primary functions:

- Generation of new knowledge (the functions of research).
- Training of highly qualified people (the role of education).
- Provision of services to society (the social function).
- The ethical function, which involves social criticism.

UNESCO defined competencies in education as the set of socio-affective behaviors and cognitive, psychological, sensory and motor skills that enable the person to perform a function, activity or task adequately

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<sup>33</sup> IDB - 21st Century Skills in Latin America. (n.d.). Retrieved from <http://www.iadb.org/en/topics/education/21st-century-skills-in-latin-america,313>

The concept of competence is multidimensional and includes different levels such as knowledge (data, concepts, knowledge), knowing how to do (skills, skills, methods of action), knowing how to be (attitudes and values that guide behavior) Interpersonal communication and cooperative work). In other words, “competence is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting”.<sup>34</sup>

The initiatives that were progressively incorporated into the world of education emerged as a concern shared among people linked to institutions that articulate the encounter between work environment and academic activity. There is the conviction that one of the main reasons to train the individual was to be able to join the work activity in conditions of efficiency. From this vision, it was progressively understood that the person has to adequately develop a set of learning acts called competencies that individuals need to be successful in the society.

“A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context”.<sup>35</sup>

As time passes by and the increasing incorporation of the concept of “Competence” to the education field, has motivated the appearance of different versions offered by scholars; here are some of them:

A set of social, affective and cognitive, psychological, sensory and motor skills that allow the proper performance of a role, performance, activity or task.

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<sup>34</sup> *Competencies and Learning Objectives*. (2012, January). Retrieved from <https://sph.uth.edu/content/uploads/2012/01/Competencies-and-Learning-Objectives.pdf>. p1

<sup>35</sup> Organisation for Economic Co-operation and Development (OECD). (2005, May 27). Pisa the Definition and Selection of Key Competencies: Executive Summary. *Pisa the Definition and Selection of Key Competencies: Executive Summary*.

“A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context”.<sup>36</sup>

Silva Laya (2016) considers that a "competence implies a know-how (skills) with knowledge (knowledge), as well as the assessment of the consequences of the impact of 'doing' (values and attitudes). In other words, the manifestation of a competition reveals the putting into play of knowledge, skills, attitudes, and values for the achievement of purposes in a given context”.<sup>37</sup>

The concept of competencies had at its origin a simple labor application. However, it is affecting decisively in the field of education in general. This contribution not only covers preparation for working life, but also the educational field focused on comprehensive training. At work, the concept began to be used since 1960 alluding to the skills that were necessary for a worker to perform adequately in the industrial area. After many discussions on the concept and scope of this term, it was established that while attributes are necessary for competition, alone are not enough, in that sense, the term 'competence' must include the notion of aptitude or ability applied to certain tasks. A 'competence' is placed halfway between knowledge and concrete skills; competition is inseparable from the action and must demonstrate its effectiveness in the real world, allowing the person to respond to the daily challenges, solve concrete problems, propose better ways to carry out activities that could entail some level of complexity or difficulty.

The human being has the intelligence and capacity to solve the challenges that life, work, and studies pose to him. He is critical, creative, cooperative and communicative and goes through mental processes that let him receive, analyze, process, create and share answers to improve his life and environment.

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<sup>36</sup> Caena, F. (2011). Supporting teacher competence development for better learning outcomes. Brussels: European Commission.

<sup>37</sup> Silva Laya, M. (2016). *Competencias de estudiantes iberoamericanos al finalizar la educación secundaria alta. Perfiles educativos*. Mexico: Universidad Iberoamericana. Retrieved from , 38(152), p.108

A radical difference was established to the concept of 'competence.' It referred to the development of skills and abilities applicable to a specific job, and that was managed as a potential capacity, referring to manual and automatic exercise but the cognitive appropriation of productive processes; their 'content' there was a decisive change that brought significant consequences concerning the educational field. It was thus that concept was initially applied to the area of vocational training (because of its implications for the field of work) to cover educational levels later. It was in this way that the debate about competencies and their links with education became one of the central axes of the global educational debate.

Because of this evolution, it realized that the core pretension of the school is not to transmit information and knowledge but to provoke the development of basic competencies. The purpose of teaching processes should not be for pupils to learn the disciplines, but to reconstruct their mental models, their schemes of thought. Education should motivate the student to initiate processes of research, study, experimentation, reflection, application, and communication of knowledge. The educational action must then start from real situations and propose authentic activities against which the student can find his answers. Our goal thus becomes the need to link knowledge to the main problems of everyday life.

### **The eight core competencies**

The existence of a consensus on the aims of education systems, about the need for students to complete their school education, having developed fundamental skills to evolve in a changing society and to build a participatory and democratic future, is what led the European Union to establish what was called '*basic competencies*.' They have gradually been incorporated into education systems from other latitudes, including ours. "key competencies are those of particular value, that have multiple areas of usefulness and that is needed by everyone".<sup>38</sup>

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<sup>38</sup> Op.cit.

This approach aims to respond to the new demands that the current society of information and knowledge addresses both daily life and the development of skills and abilities beneficial and indispensable to develop autonomously and develop a life project.

The eight core competencies were established as follows:

- Competence in linguistic communication
- Mathematical Competence
- Competence in knowledge and interaction with the physical world
- Treatment of information and digital competence
- Competence to learn to learn
- Social and civic Competence
- Autonomy and personal initiative
- Cultural and artistic Competence

The approach of the educational activity from the basic competencies demands a new approach that affects all the fields of the educative action; it will be necessary to formulate objectives, strategies of teaching and forms of evaluation different from the traditional ones. It is not possible to achieve the objectives if one continues working on already obsolete modalities. Incorporating key competencies into the curriculum has undoubtedly important implications for educational practices, which have to affect teaching methodologies, assessment strategies, and school organization

If general characteristics of competencies are established, it should be pointed out its prescriptive and transversal character, i.e., that all the subjects present in the compulsory school curriculum should contribute to its development. For this reason, the integration of the three forms of contemporary knowledge must be sought.

- Theoretical Knowledge (knowledge); TO KNOW
- Practical Knowledge (skills and problem-solving skills); KNOW TO DO
- Knowing Being (attitudes); BEING

To listen, to expose and to dialogue means to use codes, linguistic and non-linguistic abilities and personal rules of the communicative interrelation in different situations, based on the knowledge of the language and its usage rules. It is necessary to add the treatment of information and digital competence (ICT), learning to learn, social and civic or cultural and artistic.

The development of competencies is also linked to the ability to mentally represent oneself, to interpret and understand reality, to organize and self-regulate knowledge and action as well as providing them with coherence. It implies the empathic capacity to put oneself in the place of other people, counts different opinions to their own, to express their ideas and emotions, and to accept and criticize constructively.

The design of a curriculum work plan cannot, therefore, be limited to allocating materials and credits. It must specify the teaching methods that allow an average student to achieve the proposed learning; that is to say, to specify the modalities and methodologies of work of the teacher and the student that is considered adequate in function of the intended objectives.

This process, therefore, requires three key questions: a) to know what the teacher wants to be learned by the student, b) to be clear about how he will acquire knowledge and c) to establish how learning will occur.

### **2.5.2. Linguistic competence; critical thinking and its relation to the teaching of English as a foreign language**

Competition in language communication or “**communicative competence**, the socially appropriate use of language, and the methods reflect this shift from form to function”.<sup>39</sup> which implies the capacity to communicate effectively

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<sup>39</sup> Paulston, C. B. (1992). *Introduction: English Teaching as a Foreign or Second Language.* *Linguistic and Communicative Competence. Multilingual Matters.*

in different registers, at the oral and written level where aspects of interaction are implicit.

Perhaps none of the competencies are as intimately related to learning as the communication competence is. The process of learning itself involves the ability to think, create concepts, ideas, and mentally visualize reality, followed by connecting concepts and facts from real life, which are then expressed through words.

The human being needs channels of expression, to both receive information, to process it, file it and put it back into the environment, perhaps transformed through personal contribution. In all that process, language is present and is of particular importance when one wants to expose something that is not tangible, nor can be grasped through our senses. The forms of language are certainly multiple, varied and personal but always seek to convey an intelligible message and establish the link between the sender and the receiver.

The importance of this competence in the development of the human being has created the need to build pedagogical proposals that allow promoting the development of the competence and its use as an instrument for the construction, development, and communication of critical thinking. It is not redundant to say that for an infant to become aware of his individuality, to start recognizing and using his abilities and to initiate the path of self-realization will be necessary to know and use forms of language that empower the autonomy and allow an efficient relationship with the environment.

If this linguistic competence about learning a foreign language like English is linked, it can be found a particular situation related to the highest importance that language has in the context of a world increasingly interconnected and defined by the phenomenon the globalization. Nowadays being competent in English is not just considered as a plus; it is understood as a must. English competency as established by UNESCO is required to be part of the globalized world due to the access to international markets and technology it offers.

It is clear that in this case, the linguistic competence is not limited to the knowledge and ability to use the language code. It has other broader dimensions, which put it directly about other competencies such as information processing and digital competence (ICT), learning to learn, social and civic or cultural and artistic and in particular, teaching to think. Communicating and talking are actions that imply the ability to establish links and constructive relationships with others and with the environment. Reading and writing are actions that suppose and reinforce the abilities to search, compile and process information, as well as to understand, compose and use different types of texts with different communicative or creative intentions. Reading is also a source of pleasure, of discovering other environments, languages, and cultures, of fantasy and knowledge. All this, which is inherent to the act of communicating, in the case of learning and communicating in English as the language of the globalized world, transcends much further, behaving as a "hinge" that facilitates the access to other levels of learning and towards new job options. The development of this competence will then also be linked to the ability to mentally represent, interpret and understand reality, and to organize and self-regulate knowledge and action by providing them with coherence to integrate as a citizen of the world.

It is said that precisely in the times of the knowledge society, communication reaches levels of importance until now unknown and in that sense, it is necessary to create new, better and varied forms of communication that allow all men access to knowledge.

Understanding and communicating in a foreign language, mainly English, must be based on reflective knowledge about the functioning of language and its rules of use, but it also means being aware of social conventions, values and cultural aspects and versatility of language regarding context and communicative intention. It implies the empathic ability to put oneself in the place of other people; to consider different opinions of their own, to express their ideas and emotions, and to accept and criticize in a constructive spirit, assuming with respect the cultural, ethnic, geographical and socio-political.

In the aspect of reading and writing in a foreign language, one would expect the student to achieve the following specific objectives:

- Identify forms of reasoning
- Differentiate between facts and assumptions included in a text.
- Differentiate facts from opinions.
- Compile and summarize information related to a topic included in various documents.
- Compare texts based on pre-established criteria, such as order, sequence, consistency, persuasiveness, and validity of arguments with which concepts or theories are exposed.
- Express judgments about the validity of the information contained in a text, based on external criteria, such as opinions of people versed in the topic.
- Re-evaluate a particular text based on new information on the subject.
- Approach specialized scientific text, through various sources of information and research tools.

The whole formulation of the competence that precedes this conclusion focuses on the fact that the mastery of the language is one of the learning areas essential for the achievement of the following purposes in students: personal fulfillment exercise active citizenship, development of critical conscience, successful incorporation into adult life and development of lifelong learning.

### **2.5.3. The role of teachers in the development of competencies**

The Commission's document states..supporting the teaching profession notes that a lack of clarity about what society can expect from its teaching staff, can make it more difficult for the Member States to ensure that the same high standards of teaching apply in all schools; it can hinder sound decisions about expenditure on staffing, including recruitment, selection, and human resource development. This can also have a negative impact on the status and development of the profession, the Member States increasingly acknowledge the need to clearly define, what teaching staff is

expected to know, and be able to do; such frameworks of teacher competencies can then be the basis for: defining the learning outcomes of initial teacher education programmes, defining criteria for recruitment and selection to teaching posts, assessing teachers' needs for in-service training, and arranging the provision of professional learning opportunities so that teachers continue to develop their competencies throughout their whole careers.<sup>40</sup>

The role of the teacher in the development of competencies can be conceived as the tutoring of students' learning. It implies designing, planning, organizing, stimulating, accompanying, evaluating and redirecting their learning processes. The teacher's role is to stimulate changes in students but it is necessary to be professionally prepared to enhance those changes efficiently.

“Revise and strengthen the professional profile of all teaching professions [by] reviewing the effectiveness as well as the academic and pedagogical quality of Initial Teacher Education, introducing coherent and adequately resourced systems for recruitment, selection, induction and professional development of teaching staff based on clearly defined competencies needed at each stage of a teaching career, and increasing teacher digital competence”.<sup>41</sup>

How important it is then to focus the attention of all those involved directly or indirectly with what happens in the education field, to make significant efforts to design policies and programs oriented to the professional development of the teaching career. Coolahan (2002) considers that when referring to education and training, it needs “.. to be at the cutting edge of societal change. It is predominantly through the educational process that people can be enabled to develop the knowledge, attitudes, and skills required in the learning society”.<sup>42</sup> Training in these matters should also consider working on making teachers aware of the importance the

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<sup>40</sup> Caena, Op.cit. p.5

<sup>41</sup> Loc.cit

<sup>42</sup> Coolahan, J. (2002). *Teacher Education and the Teaching*. Retrieved from <http://www.oecd-ilibrary.org>. p.7

development of lifelong learning through the development of key competencies to everybody's lives.

“...the teaching profession must be trained and equipped so that it will have the capacity to cope with the many changes and challenges which lie ahead. ... must adapt a great deal so that it can act constructively within a fast-changing society”.<sup>43</sup>

Therefore one of the determining variables for the effectiveness of the teaching of any subject is undoubtedly the quality of the teacher who will teach it. In that sense it is fundamental to attend the teacher training needs that society demands; it is necessary to redefine the teaching profession for the 21st century: to promote a methodological change and to guide teachers towards the development and evaluation of the core competencies of their students: the student as the center of their teaching work.

The international reports agree on emphasizing the importance of having well-trained teachers to improve the quality of education, for this, it is necessary to have an effective system of teacher training and create incentives for professional development and to carry out a constant work of educational innovation.

To face the challenge of transforming teacher training, the following questions should be answered: what is the continuous training of teachers? In what competencies? How to carry it out?

The answer to the first question is that teacher education should contribute to the citizens of the future being good interpreters of an environment in continuous change and can create debate, build and share in the society in which they live. The situation entails learning to educate in this changing environment by developing the competencies of students, innovating and creating in the classroom, in short transforming the learning environment, the educational center, while changing our social environment.

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<sup>43</sup> *Ibíd.* p.8

The first challenge to be faced is the development of a framework of professional teacher competencies, including digital teacher competence, which guides the training of teachers for the development of this renewed and changing educational task.

The priority is to reflect on the quality and effectiveness of the training activities in their different modalities that are offered to teachers with the aim of changing their methodological design and ensuring their impact in the classroom.

To improve the quality of teaching, the following nine key ideas are presented:

The contents of the training activities should be a tool to learn and not a purpose in themselves. One of the proposals of the European Commission on professional teacher competencies refers to the knowledge of the subject matter and its teaching, which implies an in-depth knowledge of its content and its structure. It is clear that the contents are not enough if they are not associated with a plan of activities, leading to a final work of direct application of the contents learned in the classroom. That is, they must develop professional teacher competencies, which are complex combinations of knowledge, skills, perspectives, values, and attitudes; Which help to carry out the tasks of the teaching function efficiently, achieving the desired results; And efficient, optimizing resources and efforts.

Training activities should provide teachers with the development and evaluation of key competencies of students. Recommendation 2006/962 / EC of the European Parliament and of the Council of 18 December 2006 considers that...

“At the center of the framework of key competencies is the ability of individuals to think for themselves as an expression of moral and intellectual maturity, and to take responsibility for their learning and their actions”.<sup>44</sup>

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<sup>44</sup> OECD Op.cit. p.5

No less important is the integration of digital media into training activities, thus ensuring the development of digital-teacher competence. Humanity is immersed in a digital society, so this teaching competence is already a requirement.

Training activities should facilitate the creation of communities of practice for teachers to collaborate and work together. Training activities cannot continue to be oriented to the individual teacher; the objective must be extended to teams of teachers to generate projects of educational innovation in the centers so there is a transformative movement.

Another concern has to do with the modalities of the training activities. So far the training modalities have been face-to-face courses, online courses, seminars and training projects in centers, the first two modalities have focused more on individual teacher training and seminars; groups of teachers of the same educational center work on training projects. It is necessary to include new training modalities that aim to develop the digital competence of teachers, to facilitate the creation of virtual communities of practice and the creation of open educational resources.

All training modalities must have one part online and all online courses one part face-to-face. The blended courses are a form of training where at least 30% of the activity is developed in a virtual space. This modality allows the methodology "understood as "flipping the classroom" means that students gain first exposure to new material outside of class, usually via reading or lecture, videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving discussion or debates." <sup>45</sup> This way the teachers' work in the face-to-face the plan of activities facilitated by the speaker with the contents housed in a virtual space. Seminars and projects for innovation in schools should also have their virtual space.

In terms of Bloom's revised taxonomy (2001), this means that students are doing the lower levels of cognitive work (gaining

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<sup>45</sup> Brame, C. (2013). *Flipping the Classroom*. Retrieved from Vanderbilt University Center for Teaching: <http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/>.p.1

knowledge and comprehension) outside of class, and focusing on the higher forms of cognitive work (application, analysis, synthesis, and / or evaluation) in class, where they have the support of their peers and instructor. This model contrasts with the traditional model in which ‘first exposure’ occurs via lecture in class, with students assimilating knowledge through homework; thus, the term “flipped classroom”.<sup>46</sup>

Networked learning activities, personal learning environments, and open online courses are training modalities in which teachers should participate because they offer innovative possibilities for training, collaboration and professional development associated with the implementation of typical experiences and educational resources using the digital platforms that facilitate it. It is necessary to learn how to work in new virtual spaces and to know how to manage social networks as a powerful communication and collaboration tool.

Changes must be made in existing educational models to improve. If there are no questions and criticism about what is being done, there will be no change, no improvement, and much less innovation. Innovation has to be systemic: little but all. Innovation comes when there are a need and teachers who accept the challenge of changing things; is not a specific activity but a process that affects everyone. To innovate in education is to situate the student as the protagonist that is student-centered learning, authentic learning, and personalized learning.

If innovation is done by changing the role of the teacher with a student-centered teaching model and using active methodologies for the development of key competencies, then new and more innovative educational resources that allow the personalization of learning are needed. It is necessary to offer the teacher the innovative educational resources that enable them to transform their educational center.

In addition to what has already been pointed out as competencies that must be developed by teachers in general, in the case of English teachers, the cross-curricular nature of the subject

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<sup>46</sup> Loc.cit.

will imply the development of knowledge, skills, and strategies. They allow students from the very first grades of schooling, the possibility to simultaneously develop the knowledge of the formal academic language. This kind of language includes the development of the four skills related to the content of subjects developed as part of the school curriculum. This level of foreign language learning is instrumental so that students not only succeed in school but also can project themselves with expectations of success towards later forms of professional development. There is a serious problem in case the student does not learn to communicate in English of an academic nature; the knowledge acquired in social English turns to be too superficial or not acquired properly. Delays at the beginning of English language learning, particularly in its academic mode, can lead to endless delays in the progress of students, particularly in the case of the children of migrants or disadvantaged persons who find themselves in need of further learning in a foreign language. It is not enough, therefore, that among the general competencies, the communication competence is established; it is necessary to go further, determining that foreign language mastery should be required in its academic mode, with the following training to transmit this knowledge to students. "Academic language acquisition is not just the understanding of content area vocabulary. It includes skills such as comparing, classifying, synthesizing, evaluating, and inferring."<sup>47</sup> Students have the opportunity to learn not only the language but also contents at the same time. This way of working is the main characteristic of the CLIL approach (Content and Language Integrated Learning).

It can be seen then that learning academic language involves building a tool that is fundamental to the development of the process of teaching to think and therefore to learn the basics of critical thinking.

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<sup>47</sup> Haynes, J. (2002-2007). *Explaining BICS and CALP*. Retrieved from EverythingESL.net: [http://www.everythingesl.net/in-services/bics\\_calp.php](http://www.everythingesl.net/in-services/bics_calp.php). p.1

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1. Type of research**

The design refers to a plan or strategy that is applied to obtain the desired information. The research aimed at knowing the reality of the professional practice of the English teacher in Peru in general and it was built by the application of various tests to those teachers in charge of the English class. Besides, there is no research to analyze the situation of English teachers working in private schools or studies of a global nature involving both sectors. This lack impeded the contrast of both profiles, which led us to initiate our research by constituting a study population made up of private educational centers, contacted to know the most outstanding characteristics of the teaching practice. The information will be obtained through various survey-type documents, observations, and interviews. They will be properly structured in alternatives, allowing its processing and tabulation in a precise, objective and reasoned manner; being optimal to gather information, since it allows precise notions, attitudes, and knowledge of the studied population and professionals who by the nature of their work have a direct relationship and expertise about the professional performance of the population under study.

Additionally, for general assessment and profile data of English teachers in public schools, the official information offered by MINEDU through Resolutions, Supreme Decrees and studies carried out with the collaboration of international institutions, will be used. It is necessary to

emphasize that the investigation will have as a corollary, the presentation of a proposal for a solution to the difficulties found; for this reason, it combines the results of qualitative research, with action research as it presents a suggestion to overcome the problem studied.

### **3.2. Research design**

The design of the research has been worked following the methodological guidelines determined to conduct qualitative research, which involves the collection of a variety of materials that describe the routine and problematic situations with a special meaning and value in the life of communities or people.

The course of this research has gone through different phases: first, an *exploratory* phase was carried out. Experiences accumulated for more than 20 years as a teacher trainer of the specialty were analyzed. It has been added the knowledge supplemented by a documental exploration of the current pedagogical concepts and the perspectives of the Peruvian State concerning the development of the educational policy in general with emphasis on the teaching of English in the country, and the revision of theoretical information. After completing this stage, the investigation proceeded to sketch a first approximation to the problem of study, as well as the scenario in which the investigation would take place and the duration and costs of the project.

During the second phase when the investigation itself starts, three moments are identified. In the initial moment, the population is clearly established, the problem to be studied and the processes to be followed. It is also clear how the management and the hierarchical staff of the schools are included in the research to be able to observe classes, organize motivation courses and interviews with teachers, administrators, application of instruments and actions to be taken after the development of the investigation.

The first of the instruments used had the purpose to carry out a structured observation of the real situation accompanied by a checklist to find out the current situation of the English course in private schools located in the main cities of the Peruvian coast. At the same time, it was developed the whole process of bibliographical and documentary

research aimed at getting a better understanding of the situation that specialists are planning for 21st century education, as well as the analysis carried out by the Peruvian State and prestigious public and private organizations. During the second moment or 'execution' phase, based on the results obtained in the initial phase, it proceeded with the definition of problem, hypothesis formation and the construction of the research objectives was reached. The next step referred to the design and application of instruments to investigate the truthfulness of the questions raised and to construct a workshop that allows us to contribute to the solution of the problems that were identified.

During the third moment or 'closing', a third sample was formed, that participated in the workshop mentioned before. It was carried out to help solving the methodological deficiencies found in the teaching staff. After the implementation of this instrument, the participants were asked to analyze the relevance and effectiveness of the workshop. It is important to point out that this action rescues one of the characteristic methods of the qualitative research, which is action research. A modality that aims to produce knowledge and design useful actions for particular groups of people.

In phase three, or *process and analysis of the information*, after the application of the various instruments considered as part of the investigation, the results obtained were rigorously and objectively analyzed.

In the last phase called 'Exit,' the conclusions were reached, allowing then to establish answers to the research questions by checking the hypotheses and fulfilling the proposed objectives. A set of conclusions and suggestions that have in themselves pedagogical implications and opened new possible lines of action for future researchers have also been pointed out.

It can be said then that the research has been structured around the effort to answer the following questions:

- Is there a gap between the Peruvian English teacher and the education of the 21<sup>st</sup> century?
- Will the reform of the professional training of English teachers close the existing gap in relation to the demands of 21st century education?

- What are the priorities to be considered in 21st century teacher training?

### **3.3. Variables**

#### **From General Hypothesis**

##### **Independent Variable**

Professional practice of English teachers

##### **Dependent Variable**

Gap with the profile of the education of the 21st century

##### **Intervening Variable**

Teacher training

##### ***From sub- hypothesis***

X1 methodologies that develop critical thinking through questioning strategies and the development of ICT

Y1 teaching practice

Z1 Teacher training

### **3.4. Population and sample group**

For the present research, it has been considered a group of educational institutions, referred by representatives of prominent publishing houses of the market that develop their activities in different cities of the country. They identify these private educational organizations as potential purchasers of the bibliographic production used for the development of the English course in the main cities of the Peruvian coast. This geographical region is where the most significant impulse in the teaching of English as a foreign language has developed for approximately 50 years. This resource was used for two reasons:

- a. Lack of studies and official data regarding the situation of English language teaching in our country.
- b. The confidentiality condition of the databases handled by publishing companies concerning their clients.

Due to the aspects stated and having as starting point the public databases of private schools in the country that let access to general data about name, location, social level, kind of management and services offered. The research continued with an interview to a group of representatives of prominent publishing houses in the market. They contributed by identifying their clients in five of the main cities on the coast of the country, namely: Lima, Arequipa, Trujillo, Chiclayo, and Piura. Based on the answers obtained, it was possible to triangulate the information that allows presenting the list of the mentioned schools located in these cities. They belong to the private sector and have an institutional profile that emphasizes the teaching of English as a distinctive factor of the quality of service offered.

A determinant element for the constitution of this population has been the criterion of accessibility to the institutions, allowing us to know them, to evaluate their educational reality as well as showing acceptance to receive methodological information and training requirements.

Within our population, private schools have been included that can be identified as members of three segments determined by their acceptance and acquisition of didactic material applicable to the English course. It has been established a modality of academic support with the teachers of English, building a relationship of advice, support, presence, and reliability between representatives of publishers, educational authorities and the teachers of English.

The three groups of private schools considered for these purposes are:

- a. The first group, top colleges, which have excellent infrastructure and equipment, bilingual education with selected teachers and a training program, many of them accredited with professional management, offer a series of extracurricular workshops in music, painting, art, sports, and so forth.
- b. A second group, consisting of schools with variable quality between good and regular, with differentiated characteristics; traditional, religious, parochial, personalized or alternative, as well as schools of educational consortia, chains or franchises. These are various proposals seeking the one that most closely matches the personality of

our child, and that the philosophy of the school meets the expectations of parents.

- c. The third group consists of emerging educational institutions - especially in the peripheral area of Lima and provinces that have been growing and consolidating their educational proposal.

Finally, there is a group of precarious schools that have deficiencies in both infrastructure and equipment; teachers with low qualifications in ELT, and even with salaries less than those in the public sector, which has not been considered within this population.

### Samples

For the present study, three types of samples were considered.

The first of them was intended for the elaboration of the ‘Initial moment’ previously described. This step was used to collect data to determine what the research topic would be, in assessing the priority, geographical origin and feasibility to carry out a study. The work with the first sample was done through visits, interviews, talks and online counseling. A group of 90 teachers from the population formed this sample.

### Sample 1

Table 5. Population

Location	Name of schools	Segment
North of Peru	Benta Imelda	A
	Cristo Rey	
	Hermanos Blanco	
	Imaculada Concepción Santo Domingo	B
	Liceo Español	
	Nuestra Señora De La Anunciación	
	Salesiano Don Bosco	C
	San Agustín	
	San José Obrero	
	Santo Domingo de Guzmán	
	Seminario	
	Stella Maris	
	Talentos	

Location	Name of schools	Segment	
Lima City	Antón Makarenko	Nuestra Señora De Copacabana	A
	Colegio CEPEBAN	Nuestra Señora De La Anunciación	
	Cristo El Salvador	Nuestra Señora De La Guía	
	Cristo Salvador	Nuestra Señora Del Buen Consejo	
	Data System's Ingenieros	Raymond Clark	
	De Jesús	Redimer Jesús	
	Emanuel	Reina Del Mundo	
	FAP Manuel Polo Jimenez	Robert Letorneau	
	FAP José Quiñones	San Benito De Palermo	
	Genes	San Ignacio De Comas	
	Huellitas De Belén	San José Marelo	B
	IEP San Agustín	San Juan De La Salle	
	IEP FAP José Quiñones	San Lucas	
	Internacional Pacifico	San Luis	
	Jesucristo Rey De Reyes	San Patrick School	
	Juan Pablo Peregrino	San Vicente De Paul	C
	Kinder King	Santa Maria Goretti	
	La Unión	Santa Maria	
	Los Álamos Los Reyes Rojos	Marianista	
	Los Rosales De Santa Rosa	Santa Rosa De Quives	
Maria Goretti	Santiago Apóstol		
Maria Reiche Grosse Neumann	Santo Domingo Savio		
Marianne Frosting	Señor De Láren		
Montessori Innova	SISE		
Nidos Bee Bee	Sor Ana Polar		
	Unity Christian School		

Location	Name of schools	Segment
South of Peru	Mendel	A
	Francisco Rojas School	
	Divino Cristo Obrero	
	Jesús De La Paz	
	Stella Maris	B
	Graden Kids	
	Juan Valer Sandoval	
	Señor De Láren	C
	Castillo Mágico	
	Insigne School	
San Jose Maria		

## Sample 2

Thirty teachers formed this sample. The criteria for selecting the participant schools of the second sample was as follows:  
They belong to the Population and Sample N° 1.

Geographical accessibility to carry out the application of the various research instruments. These instruments would let the research know in depth the difficulties or limitations these teachers face. Collaboration offered by institutions through their participation in training sessions.

Table 6. Sample 2

Name of educational institutions	Kind of Institution	Participants
SISE	School Consortium	01
Trilce	School Consortium	01
Pamer	School Consortium	01
Innova Schools	School Consortium	02
Reina de las Américas	Parochial school	02
San José Marelo	Parochial school	01
Santiago Apostol	Parochial school	02
Police school	Private school	01
San Juan de la Salle	Private school	01
La Unión	Private school	02
Makarenko	Private school	02
Corazón de María	Private school	02
San Nicolás	Private school	02
Santo Domingo de Guzmán	Private school	03
Juan Pablo Peregrino	Private school	01
APU	Private school	02
Virgen de Chapi	Private school	01
Cristo Salvador	Private school	02
Nuestra Señora de la asunción	Private school	01

Source: own creation

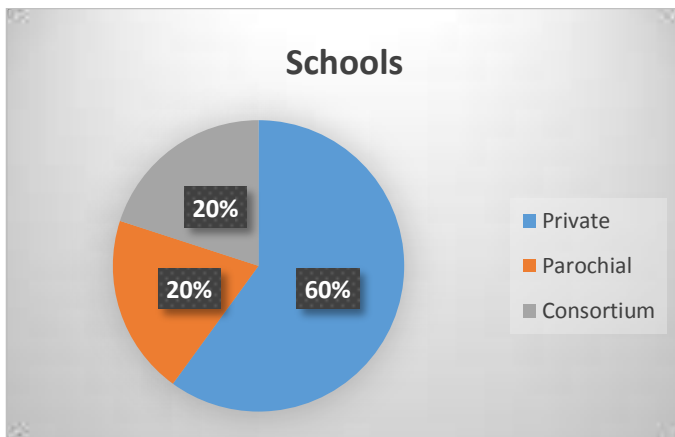


Figure 3. Schools sample 2

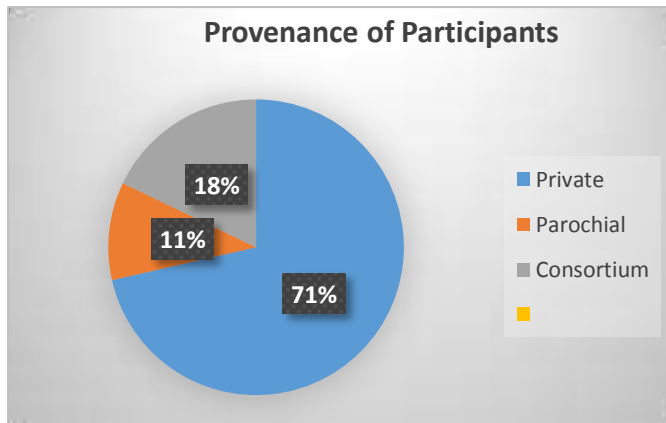


Figure 4. Participants sample 2

### Sample 3

Formed by sixteen teachers that belong to the population. This sample showed a better attitude, responsibility and availability to participate in an extensive training workshop, that was elaborated based on the prior issues required for the education of the 21<sup>st</sup> century.

Name of educational institutions	Kind of institution	Participants
SISE	School Consortium	01
Trilce	School Consortium	01
Pamer	School Consortium	01
Innova Schools	School Consortium	02
Reina de las Américas	Parochial school	01
San José Marello	Parochial school	01
Police school	Private school	01
La Unión	Private school	01
Makarenko	Private school	01
Corazón de María	Private school	01
San Nicolás	Private school	01
Juan Pablo Peregrino	Private school	01
Virgen de Chapi	Private school	01
Cristo Salvador	Private school	02

Source: Own creation

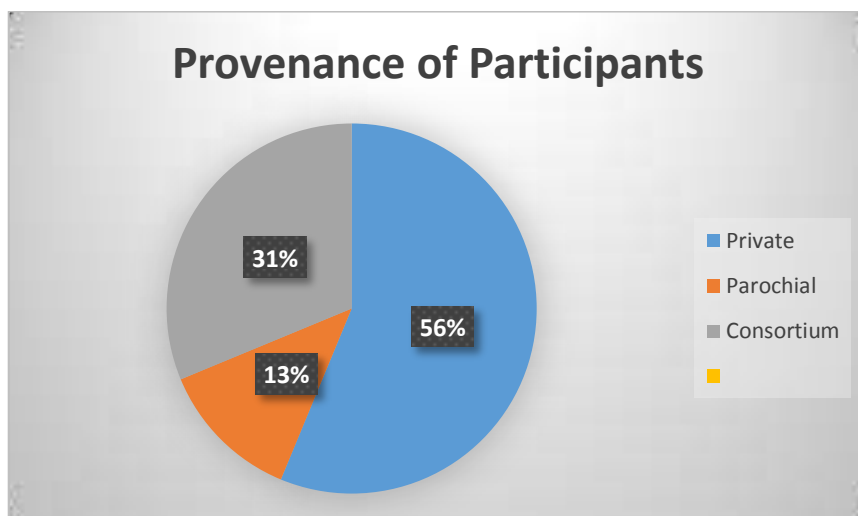


Figure 5. Participants sample 3

### 3.5. Techniques and instruments to collect data

#### a. Techniques of data collection

The execution of the present research work has considered the organization of stages by providing the instruments to gather the necessary information to reach the proposed objectives.

The techniques used have been the documentary and field technique. In the case of the documentary technique, the information was compiled to enunciate the theories that support the concepts included in the present work. Both in the historical aspects and in the presentation of the data of the educational reality officially accepted by the Peruvian State as well as the vision of education in the twenty-first century, represented by renowned specialists and institutions of global relevance. Within this category are included studies of various types and characteristics published through a variety of media, such as books, newspapers and magazines, brochures and electronic publications, which have been cited through references or bibliographic citations, as it is the case.

About the techniques of data collection through fieldwork as it is known, its intention is to see, to interact and go over the information that the reality studied offers us. In the context studied, a variety of instruments has been used, that have precisely sought to provide such opportunities for approximation in relation to the research topic. The instruments used are the following:

**Observation Guide.-** Used during the exploratory phase of the research with the intention of obtaining intentional and selective information about the reality of English teaching in the private institutions that constitute the study population and that are located in the main cities of the Peruvian coast. It was a natural observation in which the holder of the present research has had the opportunity to observe directly the educational reality in which the work of the teachers of the specialty is developed.

**Checklists.** - They have been used as a list of aspects to be evaluated (contents, abilities, skills, behaviors, etc.), next to which has been qualified with a check or by assigning a score according to the compliance or existence of a determined criterion. They have been used primarily as verification tools. The approach used corresponds to the qualitative nature of the research.

**Interviews.** - In the present investigation the type of interviews were not based on closed questionnaires and highly structured but in scripts with questions sequenced and aimed at stimulating the expression of the interviewee that allow to know their information, management and criteria about the aspects investigated.

**Questionnaires.** - One of the types of instruments in the present investigation were the questionnaires, formulated as written instruments constituted by a set of questions that have been used to obtain information from a set of informants. The questionnaires used have been applied mainly to personnel directly or indirectly linked to the educational work, such as managers, directors and other hierarchical personnel who work at educational institutions; managers and staff of publishing houses as well as educational consultants working in such companies, were also considered. These people had to answer questionnaires that had evaluation questions oriented to know their point

of view and the assessment they give to different aspects related to the professional practice of the English teacher from private schools.

## **b. Techniques to process data**

The processing of the data obtained during the present investigation has gone through the phases of:

- a. **Entry:** In which the data obtained has been grouped for processing. In this phase, its classification has corresponded to the type of instrument and type of informant.
- b. **Process:** During this phase, the necessary operations have been performed to transform the data into meaningful information.
- c. **Output:** Phase in which the necessary processes have been executed so that the information becomes useful data for the investigation.

**Tabulation:** The tabulation of the data has consisted in counting the answers contained in the instruments, by counting the numerical codes of the alternatives of the closed questions and the codes assigned to the answers of the open questions, in order to generate results that are displayed in tables or/ and in graphs. The tabulation has been handled manually because a large number of instruments have been applied (12 in total) but the population included in them has never exceeded 30 individuals.

**Data presentation:** The statistical data presented in the research indicate the frequency and percentage obtained from the tabulation of each of the instruments, as it corresponds to a qualitative research. The presentation of statistical data obtained through the application of the various instruments has been presented in the following ways:

**Written presentation:** Modality used to describe some results, specifically as it has been the case of the Observation Guide, after the application of this checklist, a set of conclusions derived from this activity was formulated.

**Tabular presentation:** In cases where the statistical data has been presented through a set of rows and columns that respond to a logical order through tables that include the following elements:

Title, Column Matrix, Body and Source.

**Graphic presentation:** Graphic presentations have been predominantly bar charts; although to a lesser extent pastel graphics have also been used.

**c. Operational definition of research variables**

The definition of the variables has been done in a number of ways, first through the formulation of the objectives of the research, where the actions set out are explicitly stated, constituting the expression of the concept of the variables. In addition to this is presented the "Operational definition of the variables of the investigation" constituted by a series of procedures or indications to carry out the measurement that the research proposes.

Concepts	Indicators	Variables			Operational Definitions
		Work Variables			
		X	Y	Z	
Gap Professional practice Peruvian ELT teacher Education of the 21 <sup>st</sup> C Teacher training	English competence	Professional practice	Gap with the education of 21 <sup>st</sup> C	Teacher training	Advanced level of English (no less than B2)
	Professional background				Professional degree in education – speciality English Graduated from university or pedagogical institute
	Methodological + ICT knowledge				Up-dated methodology and technology (ICT, questioning strategies, efficient use of ICT)

#### **d. Reliability analysis of research instruments**

The reliability of a test generally refers to the consistency of the grades obtained by the same people on different occasions. The concept of reliability seeks to overcome the risk of error that could be found underlying the instrument and that could influence conclusions that have no basis in reality. In the broadest sense, the reliability of a test indicates the extent to which the individual differences in test scores are attributable to the random error of measurement and to the extent that they are attributable to present differences in the characteristic or variable measured. In that sense, any condition that is irrelevant to the purpose of the test represents error of variance.

In the present investigation, the reliability of the research is given not only by the tests themselves but also by the variety of instruments and participants subjected to the different forms of data collection, providing in all cases information not only coincident and complementary but even fully corroborated by similar studies carried out in previous stages and applied by various national and international institutions.

To assess the reliability and validity of the twelve qualitative instruments several methodologies were used. About the reliability of these qualitative instruments, a panel of masters and a PHD with educational background assessed the present thesis and its instruments and indicated that the twelve instruments comply with the indicators presented for their validation; for these the score was assigned according to the intervals presented in the 'instrument validation sheet' from UDEP. The experts were Master Teresa Narvaez Pereda, Professor at Escuela de Traducción UCV; Master Janet Beatriz Navarrete Sandoval, Main teacher at Pedro Ruiz Gallo School; Master Jesus Crisólogo Galván, Professor at Universidad San Martín, UCAL, Alas Peruanas; and Ph.D Luciano Carlos Scattolon Benedetti, former Evaluation Chief at Colegio Militar Leoncio Prado and professor at Universidad Inca Garcilaso de la Vega. In addition, the instruments associated to evaluation of teacher's performance showed that most of the 30 teachers interviewed and assessed, showed teaching skills ranging from poor to fair. These findings are consistent with studies conducted by OECD Development Center – 2016, Skills strategy (OECD.org, 2016) and Pronabec, as well as studies undertaken by MINEDU that include the evaluation applied by UNESCO to more than

three thousand teachers of English, a report prepared by the British Council, *English in Peru: An examination of policy, perceptions and influencing factors* (British, 2015). ICPNA evaluations as well, reflect aspects of the reality that the very MINEDU recognizes and assumes as problems that need to be overcome.

These studies concluded, among other points, that there is no qualified personnel to teach English due to lack of preparation or training<sup>48</sup>. The following chart summarizes what reliability measure technique for qualitative instruments were used for each of the 12 instruments used.

To assess the validity of these qualitative instruments several methodologies and approaches were used. For example, the assessment made by the experts mentioned before, viewed as an application of the Delphi method to assess the content validity of the tools<sup>49</sup>. The concurrent criterion validity was used since the following groups of instruments yielded the same or similar results: the six instruments related to assess the teachers' performance on one hand and the instruments associated to class observation guide and assessing the teaching practice. Regarding the construct validity, it is confirmed that instruments measure what they claim because they were built based on models and suggestions offered in methodology books. It is important to

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<sup>48</sup> Please refer to the appendix section for a brief summary for these documents.

<sup>49</sup> The **Delphi method** (/ˈdɛlfaɪ/ DEL-fy) is a structured communication technique or method, originally developed as a systematic, interactive forecasting method which relies on a panel of experts.<sup>[1][2][3][4]</sup> The experts answer questionnaires in two or more rounds. After each round, a facilitator or change agent <sup>[5]</sup> provides an anonymised summary of the experts' forecasts from the previous round as well as the reasons they provided for their judgments. Thus, experts are encouraged to revise their earlier answers in light of the replies of other members of their panel. It is believed that during this process, the range of the answers will decrease and the group will converge towards the "correct" answer. Finally, the process is stopped after a predefined stop criterion (e.g. number of rounds, achievement of consensus, and stability of results) and the mean or median scores of the final rounds determine the results.<sup>[6]</sup>

Delphi is based on the principle that forecasts (or decisions) from a structured group of individuals are more accurate than those from unstructured groups.<sup>[7]</sup> The technique can also be adapted for use in face-to-face meetings, and is then called mini-Delphi or Estimate-Talk-Estimate (ETE). Delphi has been widely used for business forecasting and has certain advantages over another structured forecasting approach, prediction markets.<sup>[8]</sup>

notice that aspects related to the teaching practice is knowing about the background of the teaching – learning situation of a specific group, progress, motivation, current needs, aims for organizing an ELT course and specific purposes among others. The ways to research about these topics include Surveys to get feedback, opinion, preferences, and needs. They include getting information from those involved in the teaching-learning activity in the form of self-evaluation, questionnaires, needs analysis, and feedback among others.

The chart below summarizes the instruments and methods used to measure their reliability and validity:

#	Instrument	Comments	Validity			
			Reliability	Content	Criterion	Construct
Instrument 1	Observation guide	Inst. 1 and 4 complement each other	External audit (5 masters)	Delphi	Concurrent 1-4	External audit (5 masters)
Instrument 2	Profile of the English teacher of the 21 <sup>st</sup> century	Teachers' assessment	External audit (5 masters), triangulation	Delphi	Concurrent 2,3,8,9,10,12 Criterion-related	External audit (5 masters), triangulation
Instrument 3	Class observation	Teachers' assessment	External audit (5 masters), triangulation	Delphi	Concurrent 2,3,8,9,10,12	External audit (5 masters), triangulation
Instrument 4	GUIDE TO ASSESS THE TEACHING PRACTICE	Inst. 1 and 4 complement each other	External audit (5 masters)	Delphi	Concurrent 1-4	External audit (5 masters)
Instrument 5	INTERVIEW 1 – use of questions	Techniques and tools: Use of questions	External audit (5 masters)	Delphi	Q Methodology	External audit (5 masters)
Instrument 6	Interview 2 - NEEDS ANALYSIS	Techniques and tools	External audit (5 masters)	Delphi	Q Methodology	External audit (5 masters)
Instrument 7	ETHNOGRAPHIC CARD	General teachers' profile	External audit (5 masters), triangulation	Delphi	Internal –external audit	External audit (5 masters), triangulation
Instrument 8	MEDITATING ON PROGRESS	Techniques and tools: Use of questions	External audit (5 masters)	Delphi	Concurrent 2,3,8,9,10,12	External audit (5 masters)
Instrument 9	ENCUESTA: PERSONAL JERARQUICO	Teachers' assessment	External audit (5 masters), triangulation	Delphi	Concurrent 2,3,8,9,10,12	External audit (5 masters), triangulation
Instrument 10	ENCUESTA: EJECUTIVO: DE EDITORIALES	Teachers' assessment	External audit (5 masters), triangulation	Delphi	Concurrent 2,3,8,9,10,12	External audit (5 masters), triangulation
Instrument 11	Survey: Receptivity about the Use of Digital Resources Provided Via Online	Techniques and tools	External audit (5 masters)	Delphi	Q Methodology	External audit (5 masters)
Instrument 12	CONTRASTE: PERUVIAN ENGLISH TEACHER PROFILE vs 21ST CENTURY	Teachers' assessment	External audit (5 masters), triangulation	Delphi	Concurrent 2,3,8,9,10,12	External audit (5 masters), triangulation

The Validity summary chart presented was shared through FUNIBER's guide from Observation and Research in the Classroom,

which is based on information taken from Seliger and Shohamy (1989: 190).

The chart below summarizes the instruments applied to teachers and those applied to other people related to the ELT world.

INSTRUMENTS APPLIED TO TEACHERS	INSTRUMENTS APPLIED TO OTHERS
1. Observation guide 2. Guide to assess the teaching practice 3. Profile of the teacher of the 21st Century 4. Language Classroom observation 5. Interview 1 6. Needs Analysis 7. Ethnographic card 8. Meditating on progress	Survey to: 9. Management and hierarchical personnel 10. Management team of publishing houses 11. Survey oriented to Educational advisors about receptivity of Online resources 12. Instrument to contrast the profile of the Peruvian English teacher with the one of the 21st Century

Technique	Instruments used	Observations	Focus
<b>Reliability</b>	I1- I2- I4 I5- I6 I2-I4-I10-111	Agreement among scores Agreement among responses Agreement among responses	Methodology ; Use of English; use of ICT Methodology: questioning , Knowledge of CT Use of ICT
<b>Inter-rater</b>	12 instruments	Agreement among judges about scores assigned	The experts assign similar scores to the set of instruments
<b>Parallel form</b>	I1- I2- I4 I5- I6	Two similar instruments supposed to measure the same thing actually do Profile of the ELT teacher	Methodology ; English performance; use of ICT Methodology, Use of English; use of ICT in the ELT class
<b>Internal</b>	12 instruments	Results obtained match when contrasted to the profile of the Peruvian ELT teacher and the Education of the 21 <sup>st</sup> C	The gap between the Peruvian ELT teacher and the Education of the 21 <sup>st</sup> C. is evidenced.
<b>Validity</b>	12 instruments	Procedure measures what is supposed to measure	External audit
	12 instruments	Procedure accurately	12 instruments

Technique	Instruments used	Observations	Focus
		represents the content it is supposed to measure	
<b>Concurrent</b>	Instruments that research the teacher's performance: 1-2-3-4-7-8-9-10-11-12	The different instruments correlate well when measuring Methodology, use of English, Use of ICT in the ELT class.	Results in the categories mentioned match well.
<b>Predictive</b>	I9 meditating on progress	The instrument shows that updated training improves methodology knowledge	Confirms what was stated in the General Hypothesis
<b>Construct</b>	I1-I2-I3-14 I8-I9-I10-I12	Kramer/Kappa/Odds Kramer/Kappa/Odds	The construct represents the variables measured: Methodology; Use of English ; use of ICT; profile of the education of the 21 <sup>st</sup> C.

#### e. Validity analysis of the research instruments

Four experts validated the twelve instruments.

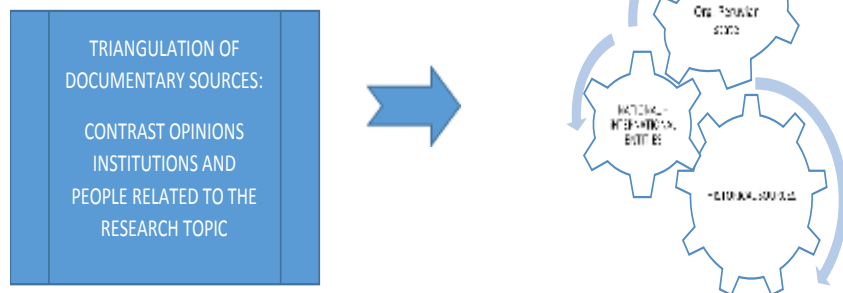
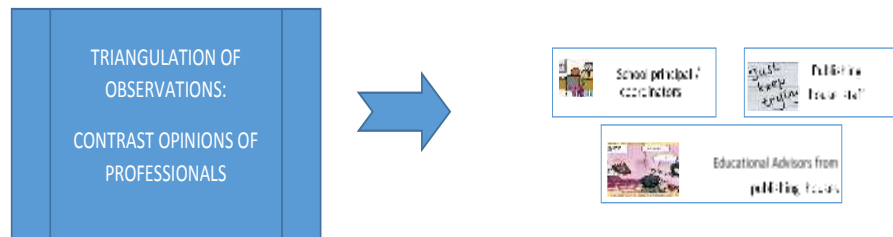
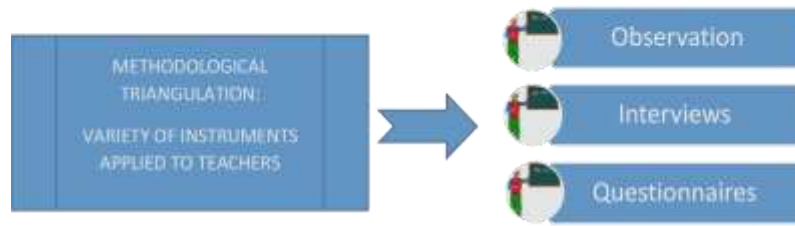
N°	EXPERT
1	M.A. JANET BEATRIZ NAVARRETE SANDOVAL
2	M.A. TERESA MILAGROS NARVÁEZ PEREDA
3	M.A. JESUS MARTÍN CRISÓLOGO GALVÁN
4	PhD. LUCIANO CARLOS SCATTOLON BENEDETTI

**CONSOLIDATED CHART ABOUT EVALUATION OF EXPERTS FOR VALIDATION OF INSTRUMENTS**

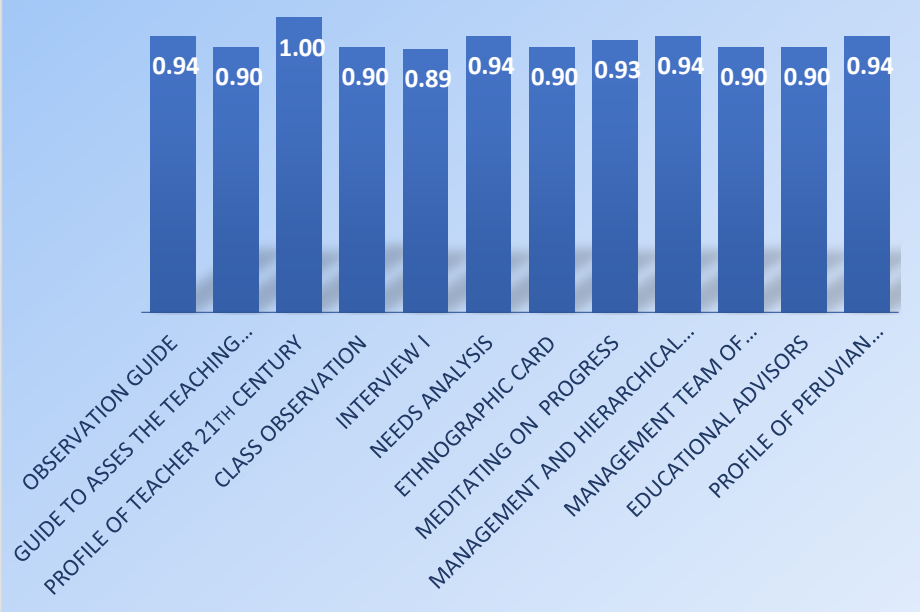
No.	INSTRUMENTS	EXP 1	EXP 2	EXP 3	EXP 4	AVERAGE
1	Observation guide	0.90	1.00	0.95	0.90	0.94
2	Guide to assess the teaching practice	0.90	0.90	0.90	0.90	0.90
3	PROFILE OF TEACHER 21th CENTURY	1.00	1.00	1.00	1.00	1.00
4	Language observation classroom	0.90	0.90	0.90	0.90	0.90
5	Interview	0.89	0.90	0.90	0.89	0.89
6	Needs analysis	0.90	1.00	0.95	0.90	0.94
7	Ethnographic card	0.90	0.90	0.90	0.90	0.90
8	Meditating on progress	0.80	1.00	0.90	1.00	0.93
9	Management and hierarchical personnel	1.00	0.90	0.95	0.90	0.94
10	Management team from publishing houses	0.90	0.90	0.90	0.90	0.90
11	Educational advisors	0.90	0.90	0.90	0.90	0.90
12	Profile of Peruvian ELT teacher and the education of the 21st century	1.00	0.90	0.95	0.90	0.94

<b>AVERAGE OBTAINED IN THE EVALUATION OF INSTRUMENTS' VALIDITY</b>		
<b>NUMBER</b>	<b>INSTRUMENT</b>	<b>AVERAGE</b>
<b>1</b>	OBSERVATION GUIDE	0.94
<b>2</b>	GUIDE TO ASSESS THE TEACHING PRACTICE	0.90
<b>3</b>	PROFILE OF THE ENGLISH TEACHER OF THE 21 <sup>ST</sup> CENTURY	1.00
<b>4</b>	CLASS OBSERVATION	0.90
<b>5</b>	INTERVIEW 1	0.89
<b>6</b>	NEEDS ANALYSIS	0.94
<b>7</b>	ETHNOGRAPHIC CARD	0.90
<b>8</b>	MEDITATING ON PROGRESS	0.93
<b>9</b>	MANAGEMENT AND HIERARCHICAL PERSONNEL	0.94
<b>10</b>	MANAGEMENT TEAM OF PUBLISHING HOUSES	0.90
<b>11</b>	EDUCATIONAL ADVISORS	0.90
<b>12</b>	CONTRAST: PERUVIAN ENGLISH TEACHER PROFILE AND EDUCATION 21ST CENTURY	0.94

# Types of Triangulation Used



## AVERAGE - INSTRUMENTS' VALIDATION



### 3.6. Procedure

#### a. Stages of research execution

Phase	Moments	Activities	Oriented to...
1. Exploratory	-----	<ul style="list-style-type: none"> <li>Investigate reality to be studied</li> <li>Approximation to documentary sources looking for:               <ul style="list-style-type: none"> <li>Significance, implications, similar experiences.</li> <li>Elaboration of outline of the study problem</li> <li>Application of the observation guide</li> <li>Make contacts</li> <li>Set schedule</li> <li>Budget</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Sketch the problem</li> <li>Structure research and feasibility</li> <li>Initial data collection</li> </ul>
2. Investigation	Initial	<ul style="list-style-type: none"> <li>Define problem to study</li> <li>Identify study population</li> <li>Find specific situation of how the English course takes</li> <li>Continue bibliographic and documentary research</li> <li>Formulation of research hypotheses and objectives</li> <li>Instrument design</li> <li>Instrument validations</li> </ul>	<ul style="list-style-type: none"> <li>Initiates elaboration of the theoretical framework</li> <li>Define research conditions</li> </ul>
	Execution	<ul style="list-style-type: none"> <li>Application of instruments</li> <li>Continue bibliographic research</li> <li>Workshop construction</li> </ul>	<ul style="list-style-type: none"> <li>Data Collection</li> <li>Continued construction of the theoretical framework</li> <li>Construction of a tool to help overcome the problem</li> </ul>
	Closing	<ul style="list-style-type: none"> <li>Structure third sample</li> <li>Application of instruments to sample 3</li> <li>Application of the workshop</li> <li>Application of self assessment instrument and ethnographic card</li> </ul>	<ul style="list-style-type: none"> <li>Prove applicability of the instrument and reception by the recipients represented by sample 3</li> </ul>
3 process and analysis of the information	-----	<ul style="list-style-type: none"> <li>Process the data obtained through the various instruments</li> <li>Analyze the results obtained</li> </ul>	<ul style="list-style-type: none"> <li>Organize the information for its presentation</li> </ul>
4 Exit	-----	<ul style="list-style-type: none"> <li>Arrive at conclusions</li> <li>Answer the questions of the investigation</li> <li>Contrast the hypothesis system</li> <li>Achieve the objectives stated</li> <li>Make suggestions to different actors of the education scenario such as : changes to consider , actions to take and make proposals of other research scenarios.</li> <li>Answer the questions formulated at the beginning of the present research.</li> </ul>	<ul style="list-style-type: none"> <li>Contrast results with hypotheses</li> <li>Respond to research questions and deliver results</li> </ul>

## b. Investigation activities of each period of the research

The present research has used a variety of instruments applied in each of the stages of its execution and with diverse participants. This has been done by trying to meet specific aims of each of the stages of the investigation. Two tables presented below show the details of the instruments included during each moment of the research.

Instruments applied to those teachers part of the samples

PHASE	SAMPLE	INSTRUMENT	AIM
<b>1. Exploratory</b>	<b>1</b>	Observation guide	First approximation to the problem Check the scenario
<b>2. Investigation</b>	<b>2</b>	<b>Initial Moment</b> <ul style="list-style-type: none"> <li>• Profile of the teacher of the 21st Century Language Classroom Survey to:</li> <li>• Management and hierarchical personnel</li> <li>• Management team of publishing houses</li> <li>• Survey oriented to Educational advisors about receptivity of Online resources</li> <li>• Instrument to contrast the profile of the Peruvian English teacher with the one of the 21st Century</li> </ul>	<b>Evaluate</b> Class work Questioning and CT Knowledge
		<b>Execution Moment</b> <ul style="list-style-type: none"> <li>• Guide to assess the teaching practice observation</li> <li>• Interview 1</li> <li>• Needs Analysis</li> </ul>	Application of instruments
	<b>3</b>	<b>Closing Moment</b> Ethnographic card Meditating on progress	Sample 3 participates in the workshop
<b>3 Process and analysis of the information</b>			Evaluate data collected
<b>4. Exit</b>			Reach conclusions Answer the questions

## **CHAPTER 4**

### **RESULTS OF THE INVESTIGATION**

#### **4.1. Data analysis**

##### **4.1.1. Context**

###### **a. Global**

To carry out the present research, an exploratory phase has been started, through which started an initial contact with educational centers located in the main cities of the Peruvian coast, belonging to an administrative regime of private management and characterized by assigning a prominent position to the teaching of the English language in their respective institutions. This situation has favored the availability of a greater number of class hours, the hiring of teachers with better qualification levels, the existence of technological facilities as well as the availability of educational material and latest generation texts.

The status of these schools also predisposes their authorities to favor and encourage various forms of advice and training for their teaching staff. Starting from this concept it was decided to carry out an investigation that had assured its feasibility when there was interest on the part of the potential beneficiaries, expressed through the granting of facilities to conduct the research.

Established the criteria described, a population of 78 private schools located in the cities of Piura, Chiclayo, Trujillo, Huacho, Lima, Ica and Arequipa was selected, analyzed and investigated with the help of educational consultants who have experience in the publishing market.

These institutions, in addition to their type of management, are mainly considered in the socio-economic levels A, B and C. It is relevant to emphasize that a common element in all of them is the importance given to the teaching of English based on the recognition they make of this language that has the condition of communication instrument of the globalized world.

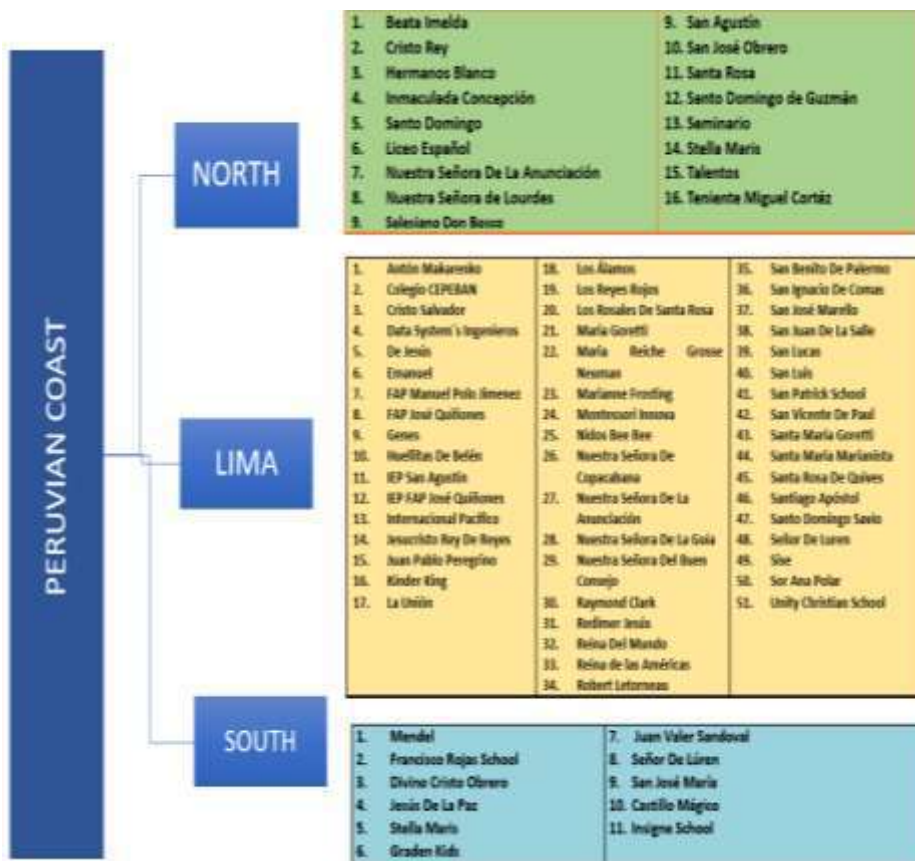


Figure 6. Chart about population

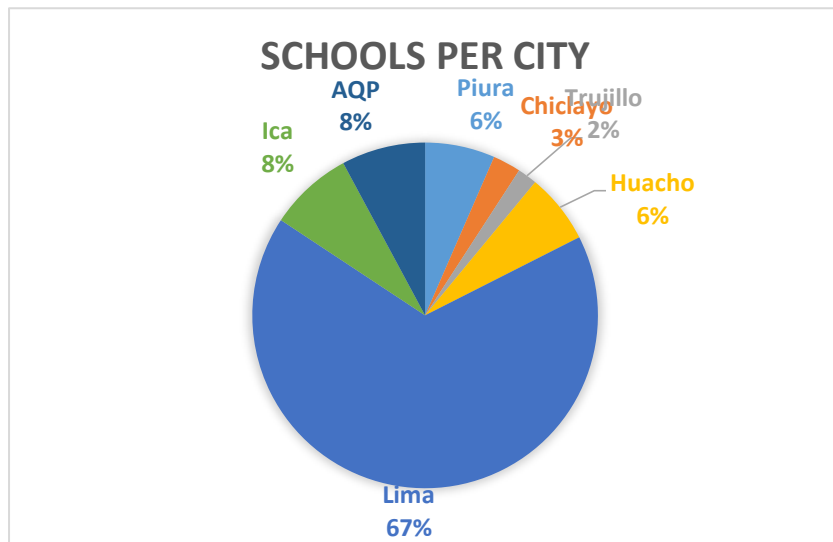


Figure 7. Percentage of schools per city.

### Specific

The study itself has been developed with a sample of 30 teachers from different schools part of the population described in figure 7. During the exploratory phase, a contact observation, interviews and motivational workshops with teachers of the English specialty of educational institutions located along the Peruvian coast were carried out. It can be concluded that the existing problem was common to all of them, without showing a greater difference between them due to the geographic location or the socioeconomic level they belong.

The selection criterion, in this case, is the availability to have access to their respective educational institutions to observe the work system, infrastructure, didactic resources and how they use them. A subsequent access to attend face-to-face meetings and via Skype for counseling and training sessions. A set of research instruments was applied to this group, formed by a) Class Observation, b) Interview and c) Needs analysis. Based on the results obtained from the mentioned instruments, it was possible to determine that among the most significant problems in the professional practice of the average teacher of the English course,

there are the shortcomings and limitations in methodological aspects. This finding was triangulated with the appreciation of specialists from two different fields: a) the educational one, and b) the publishing houses. This staff made up of senior management and hierarchical staff of schools, executives and educational consultants, specialists in the promotion and sale of ELT products. They were interviewed about their opinions regarding the professional profile of the teacher of English as well as the level of performance in the English Language, ELT product knowledge, modern methodologies and use of ICT, among others.

After consolidating the research findings for the second sample, a training program focused on the use of questioning as a tool for the development of critical thinking in the English class was developed. Questioning to develop CT, has a protagonist role in the art of interrogation as an excellent didactic resource; a role that has been stressed over time in the constant search of knowledge by human beings and that nowadays, is mainly structured around the development of critical thinking itself. CT is considered as one of the pillars of the profile of the citizen of the 21<sup>st</sup> century.

This training program was applied to sample three made up of 16 teachers originally belonging to the population (sample 1 and sample 2). This staff of teachers participated in the workshop mentioned having as the first activity to fill out an ethnographic card and as a corollary the completion of a self-assessment form called 'Meditating On Progress'; it was about the knowledge acquired during the workshop.

## **Data Presentation**

### **Instruments with comments and graphs**

In the present research a total of 12 instruments have been used, consisting of: Observation Guide(14 items); Profile of the teacher of the 21<sup>st</sup> century (15 items) Class Observation Sheet (with 39 items) and Guide to assess the teaching practice (24 items), Ethnographic Card (7 items), Needs Analysis Interview (10 items),” Interview - Questionnaire "(5 items), Survey to Management and Hierarchical Personnel from educational

institutions (23 items), Survey to management team of publishing houses (12 items), Survey to Educational Advisors from the publishing area (3 items) and self-evaluation (12 items); Checklist to contrast the profile of the Peruvian English teacher and the one of the 21<sup>st</sup> Century.(15 items).

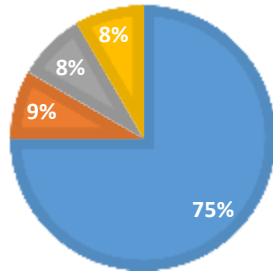
The following chart shows all the instruments applied to the different participants that took part in the present investigation.

Instruments applied to the teachers that belong to the samples:

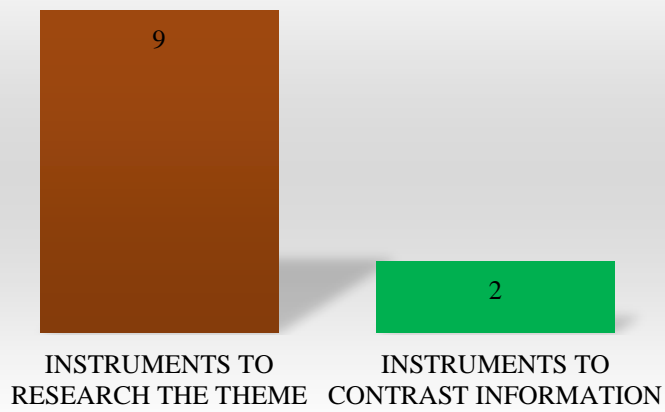
PHASE	SAMPLE		INSTRUMENT	AIM
<b>1. Exploratory</b>	<b>1</b>		Observation guide	First approximation to the problem Check the scenario
<b>2. Investigation</b>	<b>2</b>	<b>Initial Moment</b>	<ul style="list-style-type: none"> <li>• Profile of the teacher of the 21st Century Language Classroom Survey to:</li> <li>• Management and hierarchical personnel</li> <li>• Management team of publishing houses</li> <li>• Survey oriented to Educational advisors about receptivity of Online resources</li> <li>• Instrument to contrast the profile of the Peruvian English teacher with the one of the 21st Century</li> </ul>	<b>Evaluate:</b> Class work Questioning and CT Knowledge
		<b>Execution Moment</b>	<ul style="list-style-type: none"> <li>• Guide to assess the teaching practice</li> <li>• observation</li> <li>• Interview 1</li> <li>• Needs Analysis</li> </ul>	Application of instruments
	<b>3</b>	<b>Closing Moment</b>	Ethnographic card Meditating on progress	Sample 3 participates in the workshop
<b>3 Process and analysis of the information</b>				Evaluate data collected
<b>4. Exit</b>				Reach conclusions Answer the questions

## INSTRUMENTS APPLIED

- TO TEACHERS
- TO HIERARCHICAL PERSONNEL OF SCHOOLS
- TO MANAGEMENT TEAM OF PUBLISHING HOUSES
- TO EDUCATIONAL ADVISORS



## INSTRUMENTS APPLIED TO THE SAMPLES - INTERNAL USE



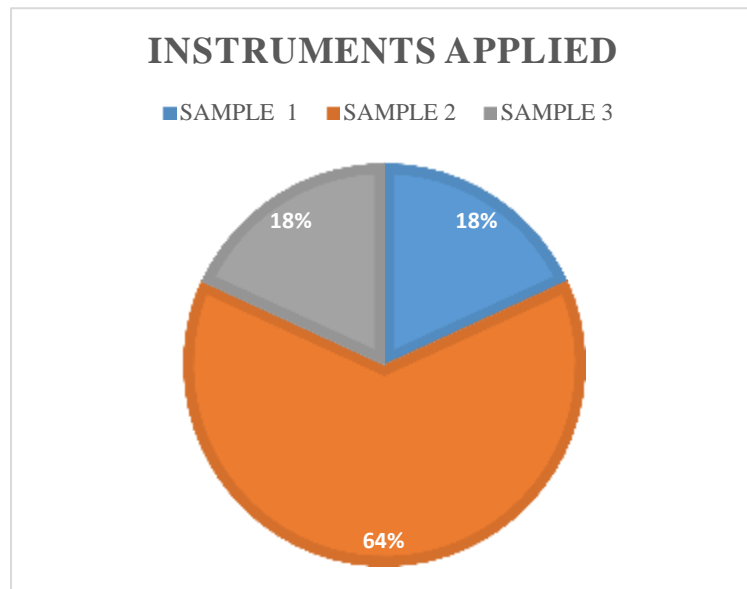


Figure 8. About the general hypothesis

The gap between the professional practice of the Peruvian English teacher and the education of the 21st century demands a reform of teacher training.

#### **Document 1**

#### **“La Situación de la enseñanza de idiomas en el Perú”.<sup>50</sup>**

The document in reference presents a historical view regarding the situation of the teaching of English in Peru from the perspective of the 80’s at the beginning of the second government of Fernando Belaúnde Terry and the return to democratic life after twelve years of military dictatorship.

This long period in the political life of the country left sequels in all areas and particularly in the educational field in which the so-called educational reform, which directly and profoundly affected the teaching of English, was introduced after 1,973.

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<sup>50</sup> Op.cit

The analysis carried out in this document reveals a set of problems that at the time prevented the proper development of English teaching, proceeding to give a general description of the problematic situation experienced, which could already be summarized in the following criteria:

- Marked shortage of appropriately qualified language teachers
- Absence of a stimulus policy for teaching English
- Lack of adequate teaching materials
- Lack of appropriate infrastructure
- Lack of technical supervision
- Lack of opportunities for teacher development
- Null scientific research on the problem of language teaching in Peru.
- Lack of cooperation between educational authorities and institutions dedicated to the training of language teachers
- Lack of understanding of the role of learning English in the development of a language policy in the country.

At the beginning of the decade of the 80's, the researcher of the present document goes towards a characterization of the problem of the teaching of the English language that has complete validity in the present time. She concludes her research expressing the hope that this situation can be reversed

Zierer-Wu (1980), states that the new constitutional government initiated in the mid - 80's, is projecting a substantial change in the education system. There is a well-founded hope that concrete actions will be taken to re-evaluate the teaching of foreign languages in Peru's educational system. Forty years later the situation remains the same.

## **Document 2**

### **Enseñanza de idiomas en la Educación Peruana.**<sup>51</sup>

The document signed by the Bilingual Education Unit of the Ministry of Education, states that in the early 80's, there was a situation related to English teaching characterized by a lack of awareness of its importance and insufficient technical information in the field by those in charge of educational planning during the last decade the analysis of causes and consequences, lets state that:

The initial impulse soon lost strength due to the lack of interest of the Ministry's authorities and the negligence of a bureaucratized administration.

There is also a marked difference between public and private education. In the latter, the teaching of English was mandatory but not exclusive of secondary school as it could begin in the primary and even before as it happens in a few private schools called "Bilingual." In those bilingual schools, good quality of teaching ensures that the foreign language can also be used as an effective language since the primary education. Unfortunately, these schools have no quantitative relevance at the national level. The document has not only a historical value to perform an analysis of the situation that confronted the teaching of English in the early 80s, but also means a diagnosis of the State of affairs at the term of the twelve years of the military regime that ruled Peru from 1968 to 1980. The shortcomings, problems, and needs outlined there seem to have remained unchanged over the years.

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<sup>51</sup> Vanden Eydn. (2013). *Enseñanza de idiomas en la educación peruana : a propósito de un libro de la Fédération Internationale des Professeurs de Langues Vivantes (FIPLV)*. Obtenido de <http://revistas.pucp.edu.pe/index.php/lexis/article/view/4877/4875>

### **Document 3**

#### **OECD Skills Strategy Diagnostic Report –<sup>52</sup>**

The Education of the 21st century means the development of the so-called Global Competencies that must be maximized to promote a more diversified and productive economy. The complexity of the Peruvian productive structure is lower than that of most of the countries of reference. "In 2012, Peru ranked 80 out of 144 countries regarding economic complexity and, unlike most Latin American countries, this positioning has become worse in the last two decades."

The Peruvian economy must undertake a process of structural renewal that will allow the most demanded sectors to keep the current growth and to redirect workers to more productive areas of the economy, which will mean strengthening the development of the skills that the world of work requires. One of those competencies is communication, where English plays a fundamental role as the language of globalization.

### **Document 4**

*Making Development Happen. Avanzando hacia una mejor educación para el Perú . OECD Development Centre 2016 (OECD Development Centre) .*

Peru has significant differences in school performance closely linked to socioeconomic and cultural factors. This situation was verified through the application of the PISA tests which made evident the imbalance between the academic results of the students according to the socioeconomic level they belong to. In the 2012 evaluation, 25% of the richest students outnumbered the poorest in about 2.5 years of schooling in secondary education (OECD / CAF / ECLAC, 2014).

About 36% of the variation in performance of students in Peru is explained by the economic, social and cultural situation of

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<sup>52</sup> OECD.org, 2016

the students and the school, which is the highest percentage among the Latin American countries that participated in PISA 2012. The correlation between the socioeconomic status of students and the educational resources of the school is greater than in the rest of the 8 Latin American countries that participated in PISA and the average of the OECD (OECD Development Centre)<sup>53</sup>

Cultural and linguistic diversity also has an impact in students' performance. Many differences may be observed depending on the students' mother tongue. There are also significant differences according to the region students come from, tending to be better the performance of those coming from cities in the coastal region.

According to PISA 2012 tests, there is more than two years of schooling delays from rural to urban schools, explained to a significant part by the differences in the socio-economic status of the school students' families (OECD / CAF / ECLAC, 2014). The quality of higher education falls far short of international standards and is quite heterogeneous. Explanatory variables are the economic, social and cultural status of the student as well as the school. Source: (Organisation for Economic Co-operation and Development (OECD), 2005)

"The quality of teaching is one of the main factors affecting the performance of students" The problems that afflict the teaching practice have been one of the main factors behind the poor quality of education in Peru. "These include inadequate teacher training, insufficient remuneration, and a regulatory framework that does not encourage professionalism."<sup>54</sup>

The reform of the teaching profession is a significant step forward to improve the quality of education in Peru. Teachers are the fundamental pillars of the education system. The introduction of evaluation processes to place meritocracy at the epicenter of the

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<sup>53</sup> OECD Development Centre 2016. *Making development happen. Avanzando hacia una mejor educación para el Perú* .

<sup>54</sup> Rivero, J. (2010). "Teacher performance and its impact on the quality of education in Peru", *Policy Paper*, . Ottawa, CANADA: FOCAL FOCAL (Canadian Foundation for the Americas).

teaching career and to improve the remuneration of teachers is a successful step in enabling the profession to regain social prestige and to attract the best talent.

An important aspect of raising teacher quality is the use of an evaluation system based on criteria and instruments that capture the quality of teaching, getting as close as practicable to classroom teaching (OECD, 2013b). The formative aspect of evaluation also has to play a relevant role. In the countries that achieve the greatest learning, evaluation also aims to give feedback to teachers and direct them to professional development opportunities that allow them to improve their practices.

In Peru, the relevance of competencies appears weak, as suggested by the difficulties that companies have to get labor force with the skills they need to develop their activity. The low educational performance in the country is one of the main explanations to the low pertinence of the competencies, something that is manifested through the significant gap between the competencies

According to other sources, "about 2 out of 3 companies (68%) report difficulties to fill their vacancies in Peru, being in 2015 the second largest problem in the world, and well above the global average of 38%." (2015 Talent Shortage Survey from ManpowerGroup, 2015).

Nowadays more people in the country access the education system, but it is still full of inequalities on the socioeconomic aspect, gender, geographic location that is related to L1. These and many other issues become determinant when moving forward to higher levels of education. Considering the necessity to promote the education of high quality in the country should keep on the direction of recent policies adopted.

Initiatives to modernize the curriculum and to train in competencies more connected to the real needs of individuals, through elements such as the National Policy of English Language Use and Teaching of Physical Education, are good examples.

## **Document 5**

### **Resolución de Secretaria General 2060 – 2014 MINEDU (MINEDU 2060-2014).**

The reference document was issued by the General Secretariat of the Ministry of Education of Peru as part of the process that would finally conclude with the issuance of the Supreme Decree “Inglés, Puertas al Mundo.” In the Resolution above, the elements of the teaching of the English language in the public schools of the country are approved. This document makes a comparative analysis of the teaching of this language in Latin America (The situation of total delay in which the English language in Peru was at that moment, compared to other countries of the region, is completely verified.). Then, the status of the ELT teachers is analyzed. It refers to the assessment of the linguistic competence of the National Program of English Specialization (2010-2011), that was in charge of ICPNA. It was verified that more than 40 % of the teachers of the specialty of English did not exceed the basic level, which means that their domain was entirely elementary, situation that invalidated them to exercise the teaching of the English a foreign language.

Another aspect was that the training of English teachers "has developed without considering international standards, as has occurred in other countries in the region." (MINEDU 2060-2014). This situation has been trying to remedy with actions taken in later stages without the official report of the results obtained until now.

## **Document 6**

### **English Language Teaching in the Peruvian Education System and its Importance. (de la Puente Gonzales, 2015)**

The document, which is the responsibility of the director of UGEL in Requena (Department of Loreto), aims to give a global vision of progress in the approach of ELT in the Peruvian educational system, from the perspective of a State Officer. In this sense, a recount is done of what has happened in educational work in the public sector. It is important to establish a sense of purpose,

to guide the work of those involved in the subject; having the referral of the Common European Framework for Languages (CEFR), which allows setting the criteria applied to an oral and written expression, and the understanding of a particular language. Because of the importance of learning English as an essential tool for the development of the country, since 2014 it has been considered to improve the level of performance of English teachers, as they are the agents of change, regarding the achievement of competencies at the B2 level by the end of secondary school. These aims are expected to be achieved by 2021, due to the requirements of foreign universities to access undergraduate studies "That is, after reiterating the importance of learning the English language as a central element for the personal and academic development of the individual." De la Puente Gonzales (2015) in the present document reaffirms the inequalities in the resources and means available for teaching the foreign language, highlighting that one of the central aspects has been the lack of suitable personnel. "The shortage of language teachers with a university degree was one of the reasons to relegate this subject for many years, compared to teaching other subjects." This situation limits the possibility to develop the work on the topic and its extension to the different levels of education, constituting a severe limitation for the academic development of students.

The Ministry of Education did not provide resources or materials much less teacher training to improve L2 skills. For this reason, teachers established a traditional teaching methodology as a unique method, which resulted in students having five years of secondary education who had limited knowledge of the English language, and when they entered the university, they returned to study the beginner level.<sup>55</sup>

The statements contained here emphasize not only the limited number of teachers trained to teach the course but also the lack of didactic resources as well as limitations in the use of technology. All this puts the need for a diversified, timely and constant training, capable of generating substantive changes in the way the teacher

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<sup>55</sup> De la Puente Gonzales, Y. (2015). English Language Teaching in the Peruvian Education System and its Importance. *Conocimiento Amazonico*, vol 6 N° 2. p. 152

faces the teaching-learning process, on the agenda. "Another difficulty was the lack of opportunities for teacher improvement, Despite the fact, that during the 90's the Ministry of Education and the British Council signed an agreement entitled "Improvement of English Teaching in Secondary Public Schools in Peru". (de la Puente Gonzales, 2015, p. 154); Within this program, courses of linguistic treatment and pedagogical skills were carried out. All this, points out that the cornerstone of any work in educational reform starts from having trained and permanently updated personnel capable of adequate use of those resources that science and technology offer us nowadays.

**Document 7:**

**English in Peru: An examination of policy, perceptions and influencing factors. (British, 2015)**

The Peruvian State has formalized through D.S. "Inglés, Puertas al Mundo" its policy regarding the use of English language at levels of State agencies and their teaching in public schools. MINEDU anticipates a shortage of 2,300 English teachers by 2015 and by 2,021, they will need 30,000 teachers of English. "Currently, 70 percent of English classes are in charge of teachers who are not qualified to teach this language."

Teaching development goals include attracting the most qualified candidates through a salary increase and incentives such as scholarships, immersion courses, and competitions.

It is an evident fact that the vast majority of teachers in the field lack a pedagogical degree issued by institutions of higher education, which drastically cuts the possibility of having a professional staff trained in aspects such as methodology.

## **Document 8**

### **DECRETO SUPREMO N° 012-2015-MINEDU. Política Nacional de Enseñanza, Aprendizaje y Uso del Idioma Inglés - “Inglés, Puertas al Mundo”**

Supreme Decree approving the National Policy for the teaching, learning, and use of the English Language. "“Inglés, Puertas al Mundo”" SUPREME DECREE No. 012-2015-MINEDU, supports the rationale of this legal instrument in the importance of "increasing the competitiveness of the country, to increase formal employment and the well-being of the population. Establishing that in Human Capital, its objective is to increase labor productivity, promoting the formation of capacities linked to the labor market, including the Ministry of Education, among others, is responsible for related activities. To reach the objective of the National Agreement called ‘Promotion of the Competitiveness of the country’ which contains sectoral development policies, highlighting equal opportunities and investment in human capacities. It is decided to promote the development of education, diffusion, and application of the English language in different activities of the Peruvian State, adopting in that trend the measures to promote it. In this sense, the mentioned decree, appealing to a series of other legal instruments, seeks to include the English language between "national and sectoral policies, which are of mandatory compliance by all State entities.

" Specifically creating a Commission, Multisectoral made up of representatives of the various ministries and chaired by the representative of MINEDU. This commission would be in charge of elaborating the ‘Plan of Implementation’ of the stated policy “Inglés, Puertas al Mundo”. Its purpose would be "that its beneficiaries develop communicative competencies of the English language; that the designing and supervising national and sectoral policies are of mandatory compliance by all entities of the State ."

The corresponding provisions include:

"Adoption of international standards of competence in English The implementation of the policy “Inglés, Puertas al Mundo,” will be carried out taking into account the parameters of

the Common European Framework of Reference for Modern Languages (CEFR). Levels of the Council of Europe describe the levels as follows:

User 1 A1 Beginner; Elementary 2 A2; Elementary 3 B1; Intermediate Independent 4 B2; Intermediate; high 5 C1 Advanced; Experienced 6 C2 Advanced high. Source: Common European Framework of References for Modern Languages Second.- Implementation Plan to 2021 of the Policy “Inglés , Puertas al Mundo” within a period of no more than sixty (60) working days after the installation of the Multisectoral Commission; the Ministry of Education will approve by Supreme Decree endorsed by those in charge of the sectors for the Plan of Implementation to 2021 of the Policy "Inglés Puertas al Mundo", which will contain the strategies, initiatives, goals and actions for the period 2015-2021, in charge of the entities indicated in article 6 of this Decree Supreme, as well as the tools to carry out the corresponding monitoring and evaluation.

### **Document 9**

**Decreto Supremo N° 007-2016-MINEDU. Aprueba el Plan de Implementación al 2021 de la Política Nacional de Enseñanza, Aprendizaje y Uso del Idioma Inglés - Política “Inglés, Puertas al Mundo” ( MINEDU gob.org, 2015)**

Document constituted by the "Implementation Plan to 2021 of the National Policy on Teaching, Learning, and Use of the English Language – Policy “Inglés , Puertas al Mundo”, The present document establishes the following criteria and provisions: The Multisector Commission Permanent nature for the implementation of the “Inglés , Puertas al Mundo” Policy, attached to the Ministry of Education, with the purpose of issuing reports and monitoring and enforcement of the mentioned policy.

Among the items considered in this document are: the importance of English as a global language, that constitutes communicative competence, indispensable for achieving better perspectives for personal development both in the academic and work field. However, there is no policy aimed at boosting their learning and making available to the bulk of the population. In this

sense, the comparative study is carried out concerning other countries of the region, demonstrating that by the time the mentioned decree was issued (2016), the situation was absolute behind other neighbor nations that had undertaken this challenge some years before.

The bulk of the document details the insufficiency of the teaching staff, the incapacity of a majority sector of the same to face the education work in the specialty, a situation that is verified through evaluations applied by specialized institutions to those in charge of the mentioned subject in public schools of the republic. The concept of the importance of achieving levels B1 or B2 considered by the *European Common Framework for Languages (CEFR)* is reaffirmed as indispensable for the efficient exercise of teaching in this field. Finally, guidelines are formulated for actions to be carried out in the short and medium term, in the different instances of the state, towards 2021.

### **Contrast instruments**

The first element to be highlighted is the report prepared by the researcher of the present project resulting from the work of making contact with the studied population, which includes visits, interviews, dialogues, training, workshops and class observations during the exploratory phase.

The report contains a series of statements that contrast with the profile of the education of the 21st century

### **Procedure followed**

Match conclusions from the first instrument (Observations done during the exploratory phase to English teachers from schools along the Peruvian coast) with the second instrument (Profile of the English teacher of the 21<sup>st</sup> century).

Evaluate and assign a score using the criteria provided. Obtain the total average, assign a result: 2 = *less than expected*, which means: Shows inconsistency in the teaching performance from time to time. Needs to be monitored. With hard work and planning can improve. Sometimes shows a lack of organization. Requires training in weak aspects of the profile.

## Comments

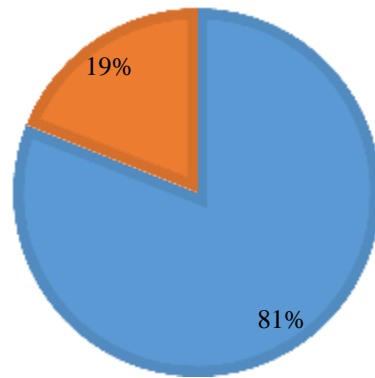
The contrasting of the hypotheses that constitute the starting point of our investigation has been made by a consolidated of competencies that the different institutions and writers point out as characteristics of the educator of the 21st century.

The first instrument used for the proof of this hypothesis is constituted by the **Ethnographic card** because it is an instrument that shows the general characteristics of those participants that are considered within the population and the corresponding samples. Through this instrument it is possible to know about the professional background of ELT teachers from private schools as well as their work experience.

EXPERIENCE	TEACHER	COORDINATOR	TOTAL
	81 %	19%	100%
	School	6%	
	Language Institute	25%	
	University Not finished	Education	Other career
		18%	13%
	University Finished	Education	Other career
		25%	13%
	LEVEL OF ENGLISH	B	C
	A	63%	37%
			100 %

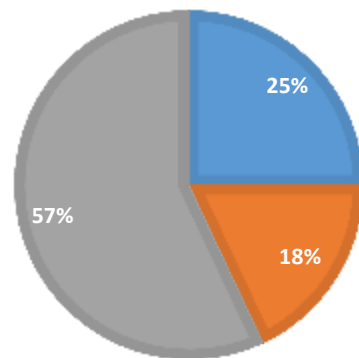
### SAMPLE 3 - TEACHER EXPERIENCE

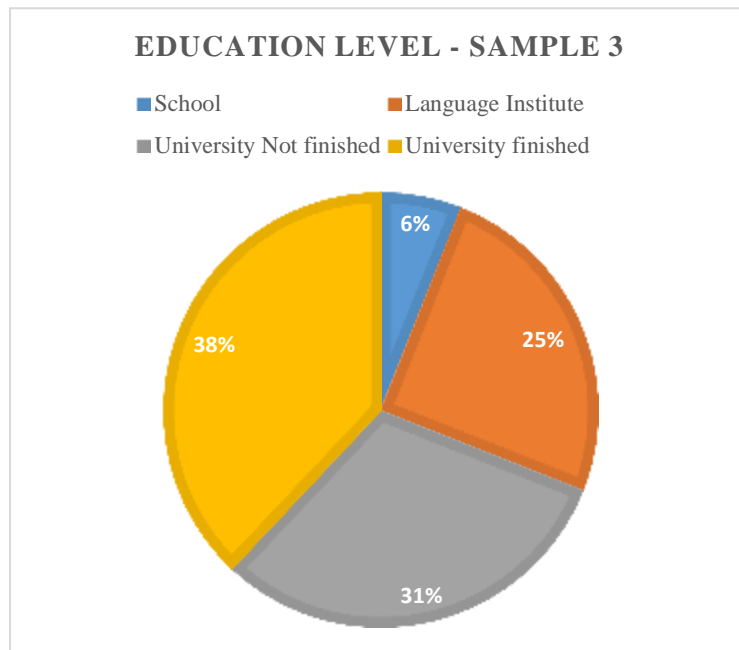
■ TEACHER ■ COORDINATOR ■



### SAMPLE 3 - PROFESSIONAL EDUCATION STUDIES

■ FINISHED  
■ NOT FINISHED  
■ WITHOUT EDUCATION STUDIES





**The Ethnographic card** is an instrument that offers very interesting data. It shows that most participants who work as ‘ELT teachers, lack of pedagogical studies in general terms and even less in the ELT specialty. These results become relevant to understand the information obtained through the application of the different instruments used in the research process. These results confirm that when talking about the average ELT teacher, one is talking in general terms, about someone who does the teaching activity without the required professional studies.

### **Observation Guide**

The instrument was constructed and applied to serve as a guide to the observation made on teachers from the schools part of the population during the exploration phase and with the purpose of collecting structured information that serves to define the parameters of research.

The instrument shows four categories, which are School, Class, Teacher, and Material.

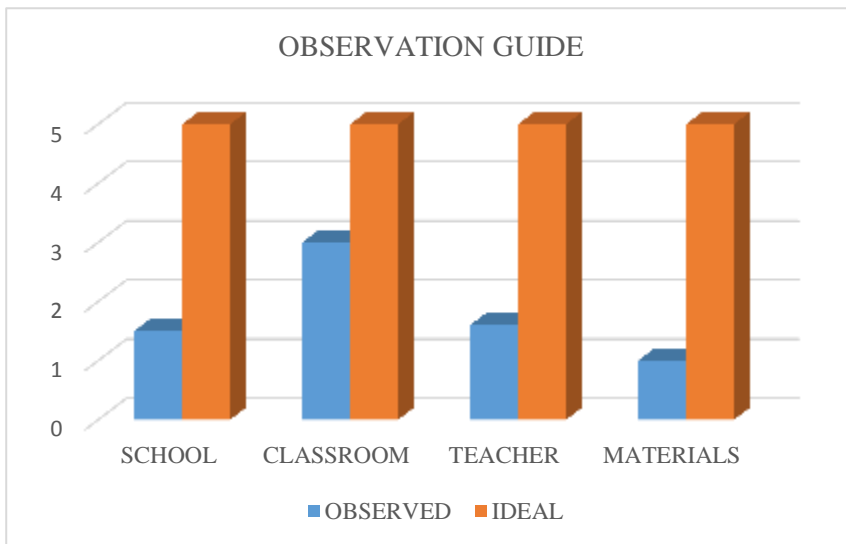
In the item SCHOOL, the questions covered the position assumed by the institution about the teaching of English. The assigned assessment was the lowest attribute: POOR. It is about the management of the English course, the number of hours allocated in its work plan. The integration to other subjects and aspects of school activity is downright deficient.

The following item was referred to the CLASSROOM. In this case and despite not being an ideal situation there is a slight improvement in the general condition of the situation observed, being able to notice that the number of students and the furniture used is quite adequate. There is still work to be done in aspects related to technological facilities and ambiance that includes and incorporates material ready – made or belonging to the English course.

In the case of the TEACHER, the assessment is actually deficient. It can be observed significant problems in the aspects related to their knowledge on pedagogical subjects and their command of the English language, however, the subject becomes particularly critical when there is a definite impact on the methodological aspects and in the use of technological tools as part of the teaching strategy.

Finally, the last criterion observed was the use of MATERIALS. Within this item, it is considered physical and virtual didactic materials as well as the use of the course textbook. In general, terms, there was a deficient use of all the material, which became especially sensitive when these elements had a virtual character, and this problem affected the inappropriate use of the course book as well, wasting their resources and preventing their full use.

<b>POOR</b>	<b>LOW/DEFICIENT</b>	<b>ACCEPTABLE</b>	<b>GOOD</b>
<b>X X</b>	<b>X</b>	<b>✓</b>	<b>✓✓</b>
<b>Area</b>	<b>Item</b>	<b>Score</b>	
<b>SCHOOL</b>	English Program	X	
	Integration with other areas	XX	
	Hours assigned	X	
<b>CLASSROOM</b>	Facilities (tech equipment)	X	
	Room layout (chairs)	✓✓	
	Decoration: (Posters, bulletin board, signs)	X	
	Number of students	✓✓	
<b>TEACHER</b>	Level of English	X	
	<b>Knowledge of:</b> ELT strategies	X	
	Modern methodology	XX	
	ICT	XX	
<b>MATERIALS</b>	Tangible	X	
	Virtual	XX	
	Use of Coursebooks	XX	



In general, the **guided observation** through its items showed as attribute **LOW / DEFICIENT**, which allowed gathering general information about the population studied in the aspects related to teaching work in the English class. In broad terms the findings were that: the level of English of teachers was low - deficient; English was disintegrated from other areas of the curriculum; There is low - use of multimedia equipment; The teacher's methodological strategies were simple and traditional; Methodologies and state-of-the-art technologies are only known in high socioeconomic schools; the virtual material is not used regularly, and its use is not promoted among the students; Modern textbooks are not exploited adequately so they are used in the traditional style.

These deficiencies, which form the list of conclusions after observing the teaching performance of the constituent schools of the studied population, determined the urgent necessity to be monitored.

The second instrument to be compared is Language ***Classroom Observation Sheet***. It is made up of six sections that are subdivided into a varied number of items. These items reflect aspects to be considered within the observable phases in a class

such as Preparation, Language Use, Lesson Presentation, Classroom Management, Classroom Atmosphere and Use of Technology. These aspects have been evaluated with a scale that goes from 0 to 4 going from major to minor in the degree of acceptance and leaving the possibility of a fifth option NA Not available equivalent to zero or omission of presentation.

**Scale**

The scale that will be used is from 1 to 5, with the following tags:

NA= Not Available (Zero)

0 = NA not available

1 = Poor

2 = Fair

3 = Good

4 = Outstanding

All scores granted, will be based on the average of the mark assigned to the answers of the corresponding dimension. The bar graphs have Y values ranging from 1 to 4 and the X values will be the dimensions. Each of the statements, constructed in a structured way and as closed response. Options will be evaluated individually and then presented both through statistical tables and through charts.

**Dimensions of competencies to evaluate**

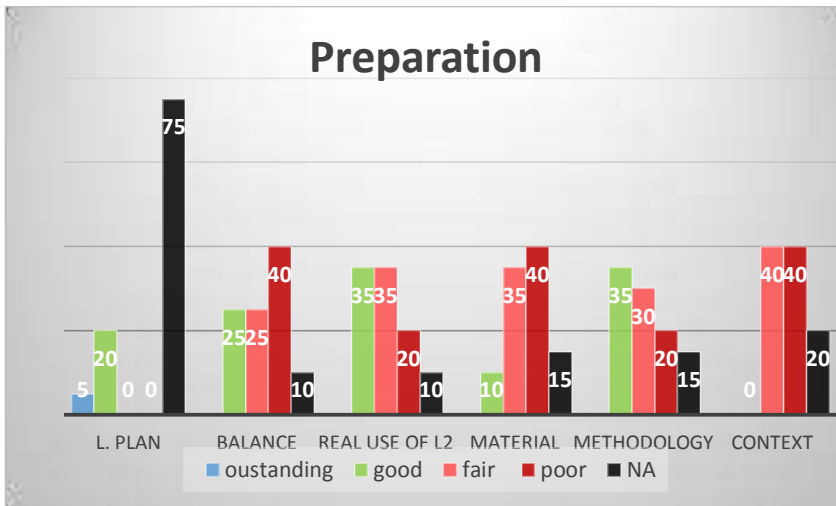
Preparation	Language use	Lesson presentation
Classroom management	Classroom atmosphere	Use of technology

The Language classroom Observation instrument was applied in educational institutions that integrate *Sample 2*; it was done through a process carried out by the holder of the present research. It aims to contrast the teaching performance concerning the demands of education in the 21<sup>st</sup> century.

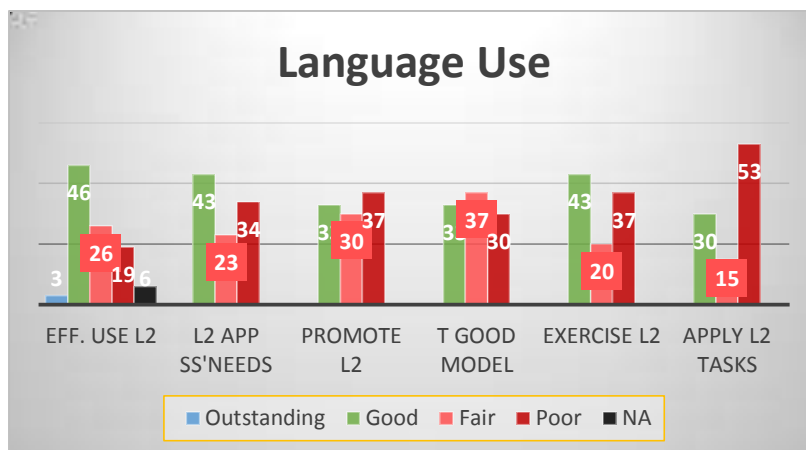
## Language Classroom Observation Guide

Rating Scale: 4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor; NA = not available

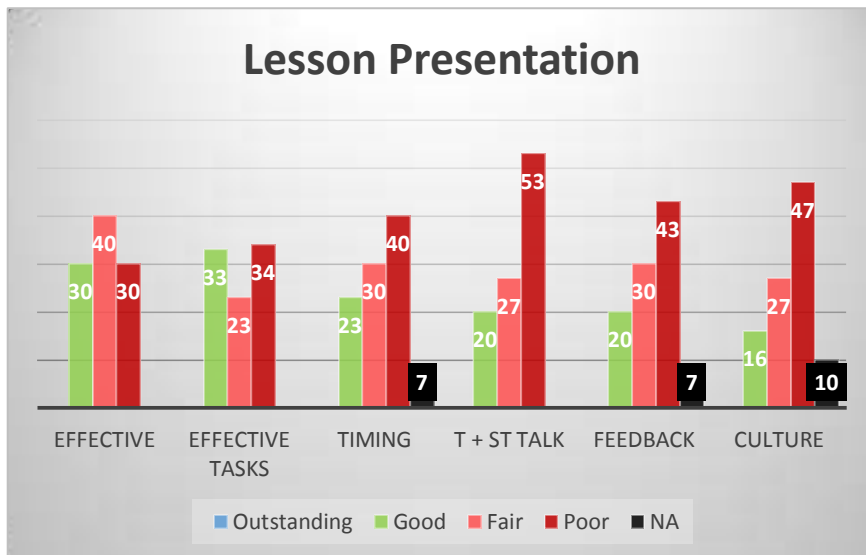
A. PREPARATION		4	3	2	1	NA
1.	Teacher had a clearly discernible lesson plan.	5	20	0	0	75
2.	There was an appropriate balance of structured and open-ended/communicative activities.		25	25	40	10
3.	The exercises and activities were introduced in context.		35	35	20	10
4.	The plan was oriented toward real/authentic language use.		10	35	40	15
5.	Teacher had the necessary supporting material (visual aids; charts; multimedia; realia...)		35	30	20	15
6.	Teacher organized the class according to the methodologies/ approaches promoted (CLIL; Communicative; TPR; Experiential; Constructivist; development of competencies)			40	40	20



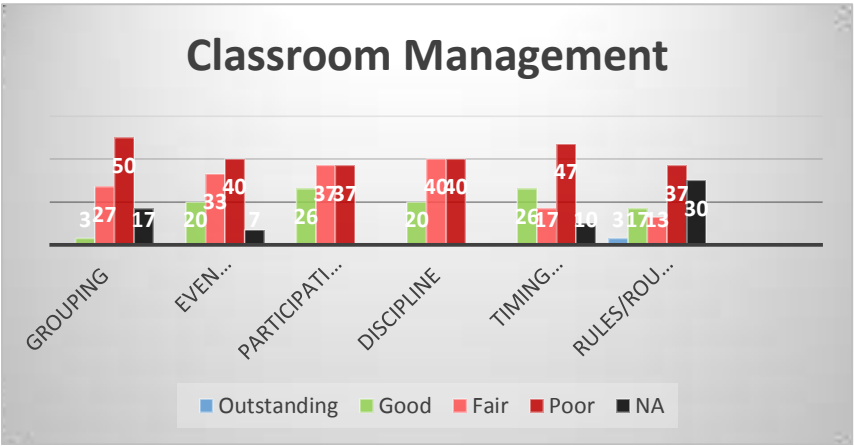
B. LANGUAGE USE	4	3	2	1	NA
1. 1. Teacher used the target language in the classroom appropriately and effectively.	3	46	26	19	6
2. Use of English was appropriate to student needs.		43	23	34	
3. Teacher promoted the use of English.		33	30	37	
4. Teacher provided correct models when necessary in an appropriate way.		33	37	30	
5. Teacher exercises classroom language in English.		43	20	37	
6. Teacher provides and prepares students in the application of useful language for the tasks.		30	17	53	



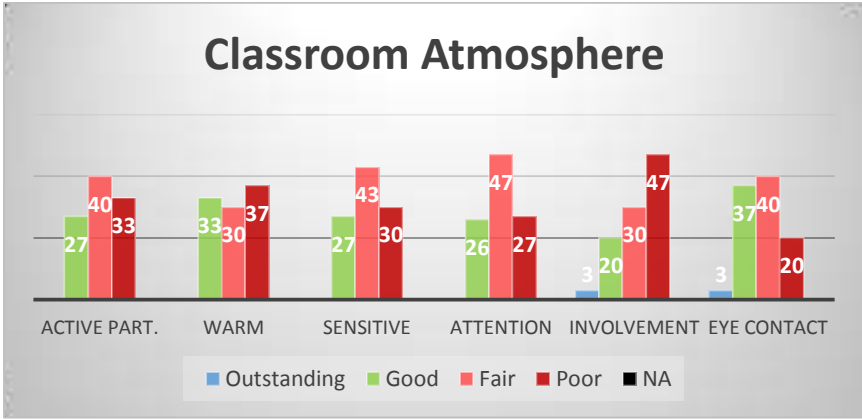
C. LESSON PRESENTATION	4	3	2	1	NA
1. The lesson was presented effectively and clearly.		30	40	30	
2. The teacher showed the different stages of the class		33	23	44	
3. The activities/exercises chosen to achieve the objectives were effective.		33	33	34	
4. There were smooth transitions between activities.		23	40	37	
5. The time allotted for activities was appropriate and communicated to students		23	30	40	7
6. The amount of teacher talk and student talk was appropriate.		20	27	53	
7. The type and amount of teacher feedback were effective.		20	30	43	7
8. Cultural instruction was integrated into class activities.		16	27	47	10
9. The class is balanced between teacher and student centered depending on the class stage.		20	23	57	



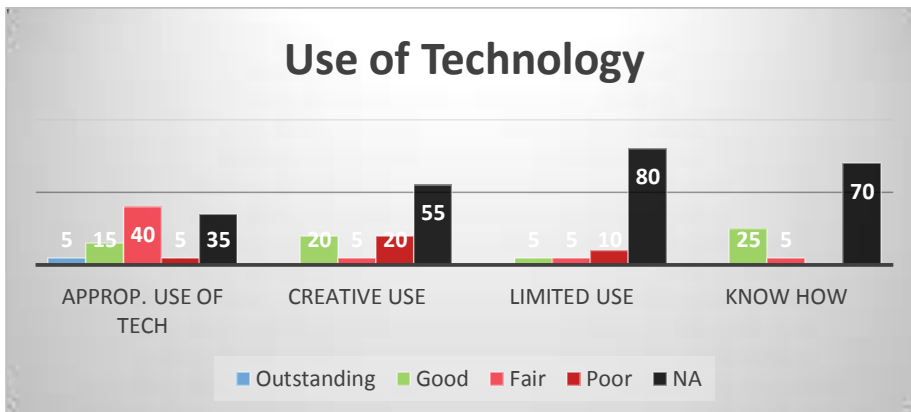
D. CLASSROOM MANAGEMENT	4	3	2	1	NA
1. The use of small groups/pair work during each activity was appropriate.		6	27	50	17
2. The seating arrangement facilitated learning.		16	32	52	
3. The use of audio-visual & tech materials was effective.		27	40	20	13
4. Teacher divided his or her attention among students appropriately.		20	33	40	7
5. Student participation was on task.		26	37	37	
6. Teacher managed to control classroom discipline.		20	40	40	
7. Teacher assigned and controlled timing for the tasks.		26	17	47	10
8. Teacher had rules established for routines in class, and these were followed.	3	17	13	37	30



E. CLASSROOM ATMOSPHERE	4	3	2	1	NA
1. Student participation was active and lively.		27	40	33	
2. The class atmosphere was warm, open and accepting.		33	30	37	
3. Teacher was sensitive to students' difficulties and abilities.		27	43	30	
4. Teacher gave same attention to all students.		26	47	27	
5. Teacher promoted the involvement of all the students.	3	20	30	47	
6. Teacher had eye contact with students.	3	37	40	20	



F. USE OF TECHNOLOGY					
1. Use of technology (video, audio, web materials) was appropriate given the material being presented.	5	15	40	5	35
2. Use of technology was particularly creative, i.e., it accomplished something that could not have been done as easily with other media.		20	5	20	55
3. Use of technology is limited in the classroom, but used appropriately outside the class (e.g., for email, practicing, background).		5	5	10	80
4. Teacher knows how to use the digital material	25	5			70



Analyzing the results obtained in the class preparation section is a stifling result of 75% of omission to the presentation of the lesson plan. The lack of lesson planning was expressed in real terms through the recurrence of the use of traditional patterns that affected the balance between structured and communicative activities, restricting the actual use of English, evidencing serious methodological deficiencies lacking in innovation, restricted use of didactic material, and poverty in context management.

About the second section of the observation form, 'language use,' the information obtained is expressed in the following statements:

Despite the fact of being observing ELT teachers who supposedly should use this language efficiently, the results

obtained show severe problems in this aspect, and in general terms, a marked mediocrity in the different items analyzed. A 51% does not demonstrate an efficient use of the English language, 57% does not apply the language according to the needs of the student; 67% does not promote language use among the students in a real way. In the same percentage the teacher is not shown as a good model of language use. A 57% does not promote the exercise of the language to carry out the activities and in 70% students are not prepared by the teacher to apply useful language in the tasks.

Obtaining the average of the valuation of the six constituent items of this section of the observation sheet, the result was  $2 = FAIR$ ; that means to be in the lower half of the value scale which is extremely serious when talking about the specialists in English language teaching (ELT).

The analysis of the third section 'Lesson Presentation' shows the conduction of the learning session. It considers aspects such as the introduction of the class subject, the transition from one activity to another or from one class moment to another, the timing of scheduled activities to fit within the class session, the amount of teacher talking time (TTT), provision of effective feedback, and integration of the content of the session. Data from the observation of tables and statistical graphs made from the answers given offer a clear idea in general terms expressed in the following results:

Evidence of serious methodological deficiencies lacking in innovation, restricted use of didactic material, and poverty in context management.

In the section classroom management, the same mediocre or poor performance is observed. There are even aspects of grouping, effective use of visual aids or attention to the group that show the lowest percentage. In the section 'Classroom Atmosphere', deficiencies are also evident as there is a trend to let students be in a passive mode.

'Use of Technology' is the final section of the instrument dedicated to assessing the use and exploitation of technological resources. It consists of 4 items: appropriate use of the technology,

creative use of it, limited use but suitable outside class, knowledge of the use of digital material. The results reveal a widespread problem regarding ICT management. This situation shows the generational gap between teachers and their native digital students. It loses the value of technology as a motivational element and integration of the student to the class. Also shown in how to use technology creatively and appropriately. The negative results reach up to 80% in the limited option use and in 70% to know how to use the technology.

The resulting average is 1 = POOR again found in the lower mean of the proposed scale.

The third instrument to be compared is the survey oriented to *Management and Hierarchical Personnel from Educational Institutions*. This instrument consists of a survey applied to management and hierarchical personnel of educational institutions who are interrogated about their expectations regarding the profile of the teachers of the English specialty, as well as what they really observe in the everyday work. The Survey comprises varied aspects and is used as a means of information obtained from other instruments.

**Dimensions to evaluate:**

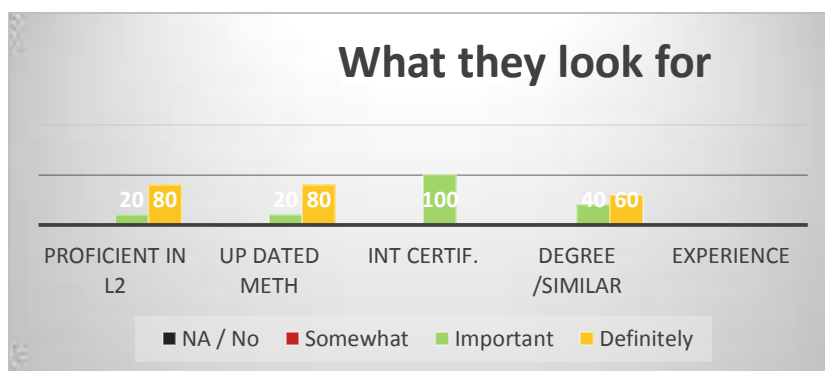
1. Ideal profile
2. Limitations of teacher average
3. Training
4. Curricular programming
5. Didactic material
6. Employment of ICT

Es irrelevante / NO	Hasta cierto punto	Importante/necesario	Definitivamente / SI
1	2	3	4

## I part - What they look for

Concepto
<b>Lo que busca</b>
El docente de inglés debe tener buen manejo del idioma que enseña.
El docente de inglés debe tener conocimientos actualizados de metodología de la enseñanza del idioma.
El docente debe contar con certificación internacional.
El docente debe tener título pedagógico y/o afines.
El docente debe contar con experiencia que pueda demostrar (referencias; constancias de trabajo, etc.)

	1	2	3	4
			20%	80%
			20%	80%
			100%	
			40%	60%



The 1<sup>st</sup> section asks about: language management, up-to-date knowledge of methodology, need of international certification and a teacher to have a specialized or related pedagogical degree and to have experience in the teaching task. The average answer was the highest assessment (*4 = definitively*), except in the case of the need to have a pedagogical title, where it descends to (*3 = necessarily*).

## II. - Training

### Concepto

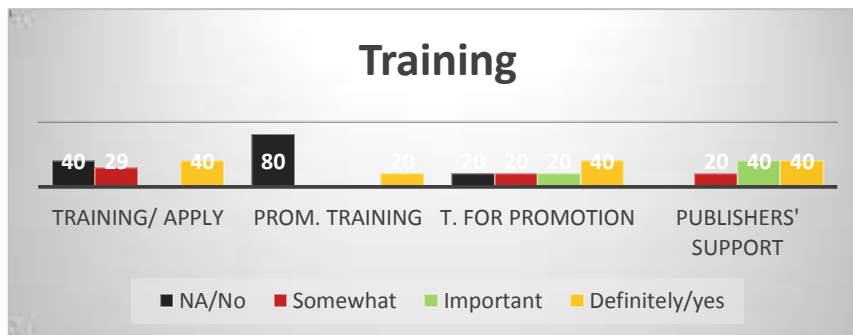
Los docentes se capacitan y aplican lo aprendido en sus clases.

Las escuelas promueven la capacitación constante de sus docentes a través de entidades del MINEDU.

La capacitación de los docentes se considera para efectos de permanencia, contratación , promoción

Las escuelas cuentan con el apoyo de las casas editoriales para capacitar al personal docente

	1	2	3	4
40%		20		40
80%				20
20%		20	20	40
		20	40	40

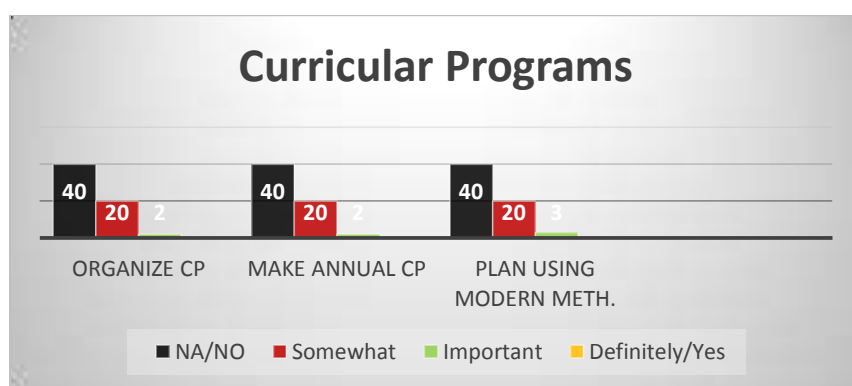


The second section of the instrument values the aspects referred to TRAINING. This question asks if teachers are trained and apply what they have learned, if the schools promote training of their staff through MINEDU, if the training is an element taken into account for decisions related to permanence or promotion, and finally if the schools have support from the publishing houses to train their staff. Responses tell us about problems in training, (60%) and almost no presence of MINEDU in this area (80%), a relative valuation for recruitment or promotion issues (60%) and a growing participation and interest in the training sessions offered by publishing houses (80%).

### III. - Curricular Programming

Concepto
Los docentes son capaces de organizar programas académicos ELT para la escuela
Los docentes confeccionan programaciones anuales sin dificultad
Los docentes realizan sus planificaciones sesiones de clase donde incorporan sus conocimientos de metodología moderna y facilitan el aprendizaje centrado en el alumno y la comunicación en inglés.

	1	2	3	4
	40	20		40
	40	20		40
	40	20		40

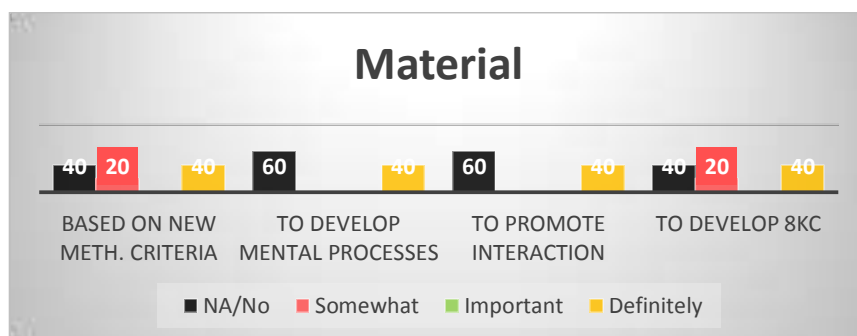


The 3<sup>rd</sup> topic developed in the instrument is the one referred to *curricular programming*. In this case, the questions are the following: if teachers can organize ELT academic programs for the school if they make annual programs without difficulty if they plan a class to incorporate knowledge of modern methodology and if they facilitate student-centered learning and communication in English. On all items, the answers were below the meant value, with the answer *1 = Irrelevant* as the most chosen. According to these results the participation, knowledge, initiative, and creativity of the teacher in the matter of Programming is frankly poor and in some cases, it could be considered as non-existent.

## IV. - Material

Concepto
Los docentes escogen el material didáctico según criterios metodológicos modernos y manejo de temas acorde al siglo 21.
Los docentes buscan en los materiales didácticos el desarrollo de procesos mentales, mediante el manejo del idioma inglés.
Los docentes buscan material didáctico que promueva la participación activa del alumno y constante interacción en el idioma; desarrollo de proyectos, resolución de problemas, entre otros.
Los docentes buscan material didáctico que desarrolle competencias básicas para la vida.

	1	2	3	4
	40	20		40
	60			40
	60			40
	40	20		40

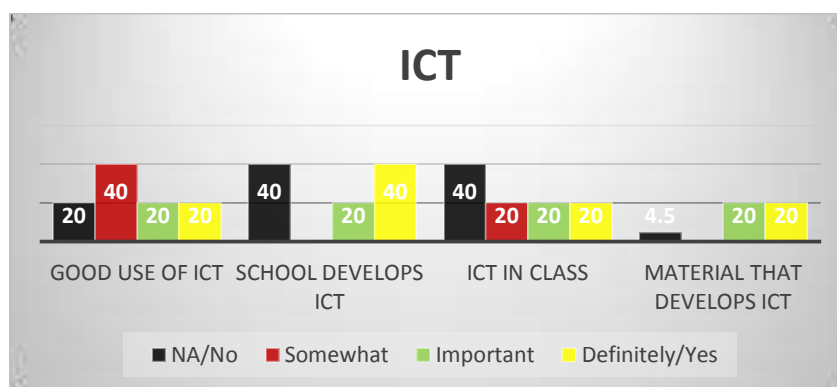


The 4th. Section of the survey, inquires about ‘*Didactic Material*’. It asks if teachers choose the material according to modern methodological criteria and handling of topics according to the 21st century, if in the material they look for development of mental processes, through the use of English, if they look for material that promotes active participation in L2, the development of projects and key competencies for life. Again, in this field, the answers reflect a problem that can be classified as acute when all items are marked by a 60% of dissatisfaction with the personnel questioned.

## V.- ICT

Concepto
<b>A</b> Los docentes manejan la tecnología para la comunicación y la información (TICS).
<b>C</b> La escuela promueve el desarrollo de la competencia digital en los alumnos.
<b>B</b> Los docentes incorporan el uso de TICS en sus clases.
<b>D</b> Los docentes buscan material didáctico que desarrolle la competencia digital en los alumnos

	1	2	3	4
	20	40	20	20
	40		20	40
	40	20	20	20



The 5th. Part of the survey asks about the use of *information and communication technology (ICT)*. In this case, the questions covered the following items: management of communication and information technology (ICT) by teachers, promoting the development of digital competence in students, incorporation of ICT in classes, use of didactic material that develops digital competence in students. The answers in this case, as in the previous sections of the instrument, were mostly negative, with a signal that in very few cases the teacher incorporates these competencies into the professional practice.

Contrasting the results of this instrument concerning the ideal profile of the teacher of the 21<sup>st</sup> Century, deficiencies in many of the aspects contained in the mentioned instrument can be noted. It should be pointed out that only those aspects that have been alluded through the questions posed in the instrument were considered. Those aspects that were not marked mean that they were achieved.

Instrument four: *Survey to the management team of publishing houses*. The document is a structured interview applied to the executive staff who work in the publishing area dedicated to the production of ELT teaching materials; they supply this material in various geographical areas of the national territory including the coastal cities in which the teaching of the English language in private higher-level schools is preferably developed. The interview is structured in three categories that cover the respondents' assessments of the ELT teacher profile, the teaching materials and the educational needs of the publishers in which they work. In each of the sections, respondents expressed opinions on 4 items raised through closed questions; the respondents will assign a score of 4 to 1 that goes in a range of totally agree to disagree totally. The answers will be presented in tables and graphs.

#### **Evaluation dimensions**

Teacher profile

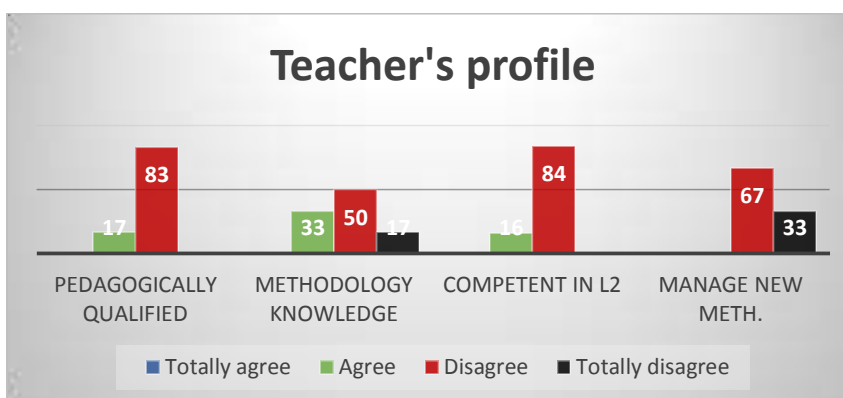
Teaching materials

Educational needs contemplated by editorial

The instrument has three sections and each one is subdivided into four items.

## I. - Teacher Profile

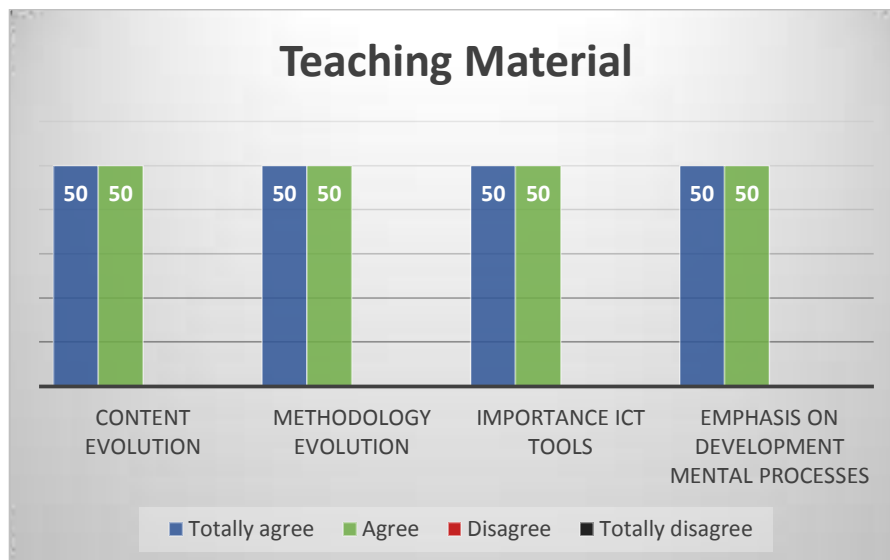
Descripción / Rango	Totalmente de acuerdo	De acuerdo	desacuerdo	Total desacuerdo
	4	3	2	1
Los docentes se encuentran adecuadamente calificados para el desempeño de su labor pedagógica	0	17%	83%	0
Los docentes conocen los aspectos metodológicos ELT.	0	33%	50%	17%
Los docentes son competentes en el manejo del idioma inglés.	0	16%	84%	0
Los docentes manejan las nuevas metodologías del mundo ELT.(CLIL; 'Flipped teaching', student- centered entre otras).	0	0	67%	33%



The first subtitle refers to the teaching profile. The conclusions obtained in this area are as follows:

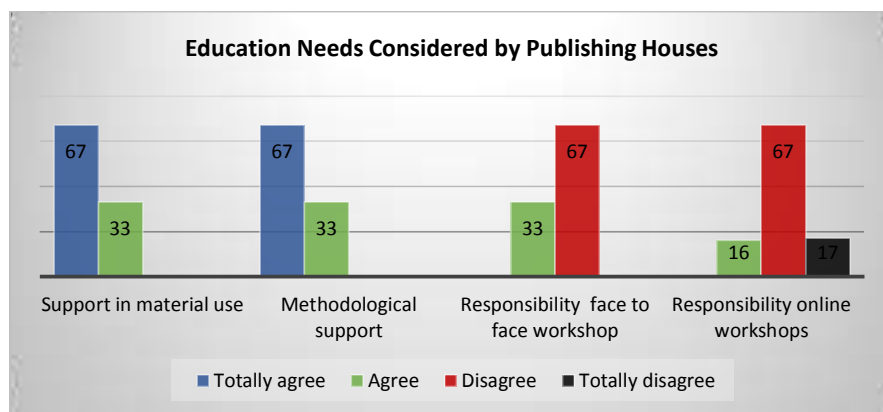
Only 17% consider that the teaching staff is adequately qualified to carry out the pedagogical work. Only 33% consider that there is knowledge of methodological issues. Only 16% say that there is competence in the management of ELT methodological aspects.

Descripción / rango	Totalmente de acuerdo	De acuerdo	En desacuerdo	Total desacuerdo
	4	3	2	1
Los libros de inglés han evolucionado en su contenido estos últimos años.	50%	50%		
Los libros de inglés han evolucionado en las metodologías que proponen. (CLIL; Flipped Teaching, student -centered a)	50%	50%		
El material ELT da gran importancia al aspecto audio-visual y a la tecnología	50%	50%		
Los libros de inglés hoy en día enfatizan el desarrollo de procesos mentales a través del enfoques tales como: constructivismo, CLIL; aprendizaje por experiencia, desarrollo de competencias, entre otros	50%	50%		



### III. - Education Needs Considered by Publishing Houses

Descripción / Rango	Totalmente de	De	En	Total
	acuerdo	acuerdo	desacuerdo	desacuerdo
	4	3	2	1
Los docentes requieren de apoyo académico para utilizar correctamente el material didáctico.	67%	33%		
Los docentes requieren de apoyo académico en relación a metodologías y estrategias modernas.	67%	33%		
Los docentes demuestran responsabilidad para asistir a talleres presenciales organizados por la editorial		33%	67%	
Los docentes demuestran responsabilidad para participar en talleres online organizados por la editorial		16%	67%	17%



There is an absolute coincidence in the fact that teachers do not handle new technologies.

The representatives, consider that there has been an evolution regarding content, methodology, importance in the use of multimedia resources and emphasis in the development of mental processes, nevertheless 100% considers that the teachers need support for the correct use of the didactic material as well as for the

use of new methodologies and strategies. In spite of the indicated needs, only 33%, in the opinion of the respondents, shows responsibility for going to face-to-face training workshops organized by publishers. The lack of responsibility to take advantage of the training also reaches those that are provided online. 84% of respondents believe that teachers do not assume responsibility for online training.

The following instrument used is **Profile of the English teacher of the 21<sup>st</sup> century**

The instrument was built as a structured checklist. The most important attributes of what constitutes the profile of the education of the 21st century were considered. This instrument allows comparing the results obtained from data obtained about ELT teachers from public and private sector. The data was obtained, both through direct observation and through the application of other instruments.

Once the EXPLORATORY phase was completed, the first contrast of results was done using the instrument formed by 15 attributes that in the opinion of the experts should characterize the educator of the present century. The instrument includes a valuation scale consisting of 5 attributes:

- 1 = Much less than expected
- 2 = Less than expected
- 3 = As expected
- 4 = More than expected
- 5 = Much more than expected

The result of this comparison and consolidation of the observation shows that in 14 of the 15 attributes, obtained 2 = Less than expected, a result that was finally taken as the general average obtained from the observation. The only item that did not receive this valuation was the one about values because this aspect could not be observed.

*Contrast the Description of the Teacher of English from Private Schools Obtained from instruments applied with the Profile of the English Teacher of the 21st Century*

The following chart presents the average resulting from the information obtained from the instruments applied to the samples previously referred in the chapter.

**Expectation ranking**

Much less than expected	Less than expected	As expected	More than expected	Much more than expected
1	2	3	4	5

<b>DESIRED PROFILE OF THE 21 ST CENTURY</b>	<b>score</b>
1. Seeks to adapt its performance to the requirements established in the frames of reference for the education of the 21st century. (adapt to changes)	1
2. Promotes experimentation and research.	1
3. Applies a flexible curriculum / (construction and use of Lesson plan)	2
4. Evaluates based on the innovative methodology used.	1
5. Gives importance to values.	-
6. Promotes cultural identity while respecting diversity.	2
7. Promotes the construction of knowledge through modern methodologies (Constructivism, Experiential learning, Communicative Approach, Flipped Teaching, CLIL)	1
8. Promotes Student-centered teaching/learning.	1
9. Promotes varied interaction (groups; pairs).	2
10. Uses ICT resources.	1
11. Applies what is learned to real life and encourages problem-solving learning.	1
12. Develops critical ability, social autonomy, and application of the scientific method by	1
13. Promotes higher levels of thought through debate, inquiry, and development of critical thinking by using metacognitive strategies.	1
14. Uses strategies to manage, monitor, and organize and to motivate the group of students.	2
15. Demonstrates expertise in everything inherent to ELT (General topics (local-global) culture, teaching strategies, English language proficiency, ICT)	2

Contrast the Description of the Teacher of English from Public Schools Obtained from Official Documents with the Profile of the English Teacher of the 21st Century.

Due to the efforts made by the Peruvian government in their intention to upgrade the quality of the educational service provided by public schools in relation to English language teaching, since the beginning of this decade, MINEDU has approached entities recognized in the market as successful in Teaching English. These efforts had the purpose to know what was the state in which these teachers were; in this sense, teachers were evaluated both on their level of English and in their methodological knowledge of teaching English as a foreign language.

The documents elaborated by MINEDU about the changes to be implemented in the policy of English teaching in 2014 (Secretariat Resolution 2060-2014 MINEDU) and 2015 AND 2016 (Supreme Decree 012-2015 MINEDU AND DS No. 007-2016-MINEDU), collect the results obtained from various evaluations applied to teaching staff, which allows the characterization of the situation of the staff working in English language teaching in public schools. Based on the findings contained in the documents that underpin the policy “Inglés, Puertas al Mundo”, a contrast was performed between the profile of the education of the 21st century and the teacher of English from public schools. The results of this contrast are presented in the following table:

## Expectation ranking

Much less than expected	Less than expected	As expected	More than expected	Much more than expected
1	2	3	4	5
<b>DESIRED PROFILE</b>				<b>Score</b>
1.	Seeks to adapt its performance to the requirements established in the frames of reference for the education of the 21st century. (adapt to changes)			1
2.	Promotes experimentation and research.			1
3.	Applies a flexible curriculum / (construction and use of Lesson plan)			1
4.	Evaluates based on the innovative methodology used.			1
5.	Gives importance to values.			-
6.	Promotes cultural identity while respecting diversity.			1
7.	Promotes the construction of knowledge through modern methodologies (Constructivism, Experiential learning, Communicative Approach, Flipped Teaching, CLIL)			1
8.	Promotes Student-centered teaching/learning.			1
9.	Promotes varied interaction (groups; pairs).			1
10.	Uses ICT resources.			1
11.	Applies what is learned to real life and encourages problem-solving learning.			1
12.	Develops critical ability, social autonomy, and application of the scientific method by			1
13.	Promotes higher levels of thought through debate, inquiry, and development of critical thinking by using metacognitive strategies.			1
14.	Use strategies to manage, monitor, and organize and to motivate the group of students.			1
15.	Demonstrates expertise in everything inherent to ELT (General topics (local-global) culture, teaching strategies, English language proficiency, ICT)			1

The comparison of results concludes that: the average score of each item recorded in the instrument used was one, that is, much less than expected. This result finds its sustenance in the following estimate of the situation:

The evaluation of the linguistic competence determined that more than 40% of the staff did not surpass the level of basic knowledge of English, which means an insufficient situation for the language teaching. This position despite slight variations was subsequently maintained with results of about 90% of the staff placed between levels A1 and A2 of the CEFR.

A second concept has been the result of the TKT test that showed a staff with insufficient knowledge for teaching English.

MINEDU understands that its staff lacks general and specific guidelines for the teaching career in the specialty.

They also manifest the ignorance of modern technology applied to teaching, as well as the gross deficiencies and inconsistencies in their academic formation.

### **Contrasting the Specific hypothesis**

*The professional training that allows overcoming the deficiencies of the Peruvian teacher of English must focus on methodologies that develop critical thinking through questioning strategies and the development of ICT.*

To contrast the specific- hypothesis, one document and various instruments will be used, that focus on the aspects considered.

#### **Document 1:**

The catalog of a publishing house. Sections of this document are shared in the appendix. This document shows the type of educational material currently used and the characteristics they have about the development of critical thinking. The catalog analyzed has the education of the 21st century as one of its pillars. From kindergarten through high school, the series present concepts such as critical thinking skills (CTS), basic life skills, global and local issues, values, collaborative work, and project development, social and academic English improvement through the development of curricular links. It promotes research through projects and use of a dictionary and online encyclopedia. This type of upgraded material requires training to be used properly.

The first of the instruments refers to Methodology: the observation report of teachers from schools on the Peruvian coast, about the teaching of the English language. The exploratory instruments shown were used to get a first picture of the situation in general terms:

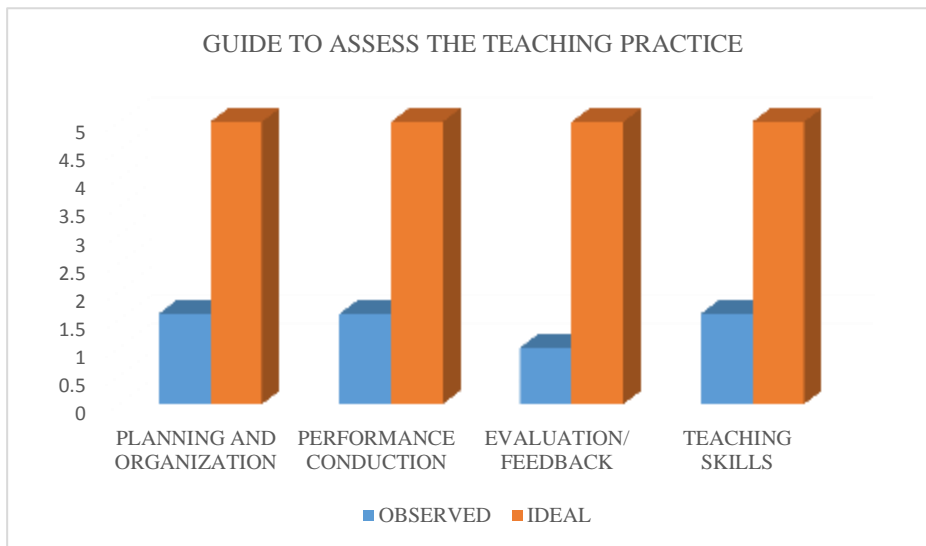
## Guide to assess the teaching practice

This guide is used to evaluate the professional practice and complements the 'Observation Guide.' It helps to observe in detail the teacher in the dimensions described below and shares the rating scale with the one for 'The profile of the education of the 21<sup>st</sup> century.'

### Dimensions to evaluate

- Planning and organization
- Performance /conduction
- Evaluation / feedback/ Monitoring
- Teaching skills

Much less than expected	Less than expected	As expected	More than expected	Much more than expected
1	2	3	4	5
<b>INDICATORS</b>				<b>Assessment</b>
<b>PLANNING AND ORGANIZATION</b> - average – 1.6 – 2				
1. Does the teacher have a lesson plan?				2
2. Does the teacher adapt the plan according to the requirements of the class?				2
3. Does the teacher promote an approach that favors investigation and experimentation?				1
4. Does the teacher promote student – centered Teaching/learning?				2
5. Does the teacher plan promote a variety of different types of interaction?				2
6. Does the teacher promote the use of ICT tools?				1
<b>PERFORMANCE / CONDUCTION</b> average – 1.6 – 2				
1. Does the teacher execute the class according to the plan?				3
2. Does the teacher include pair and group work that enhance participation?				2
3. Does the teacher establish and respect timing for tasks planned?				1
4. Does the teacher apply modern methodologies to build knowledge?				1
5. Does the teacher include tasks that involve the digital competence?				1
6. Does the teacher use information from real-life as part of the learning session?				2
<b>EVALUATION – FEEDBACK – MONITORING</b> average – = 1				
1. Is the evaluation done according to modern methodologies?				1
2. Does the evaluation offer room for self- evaluation?				1
3. Is metacognition favored through the varied forms of evaluation?				1
4. Is the student oriented to meditate on his/her performance to evaluate it?				1
5. Is a critical attitude enhanced when facing problems of the community?				1
6. Applies what is learned to solve real-life problems?				1
<b>TEACHING SKILLS</b> average – 1.6 = 2				
1. Does the teacher demonstrate the capacity to adapt to changes facing the requirements of the 21st century?				1
2. Does the teacher project and stimulate the practice of values?				2
3. Does the teacher promote cultural identity respecting cultural diversity?				2
4. Does the teacher demonstrate expertise in ELT issues?				2
5. Does the teacher demonstrate use and knowledge of strategies to control groups of work?				1
6. Is the teacher interested in continuous professional up-dating and training?				2



Almost inflexible use of the lesson plan, and are stuck to it.

Teachers are not aware of the methodology, resources, or adequate procedures to generate motivation in students, regarding the content of the English course, particularly in the upper grades of high school.

There is disconnection and ignorance regarding the purpose of learning English and its role in the culture of the 21<sup>st</sup> C; the expectations regarding the competencies that the citizens of this century must develop.

Approximately 70% of the teaching staff contacted are teachers who have taken professionalization courses in English language schools in the market.

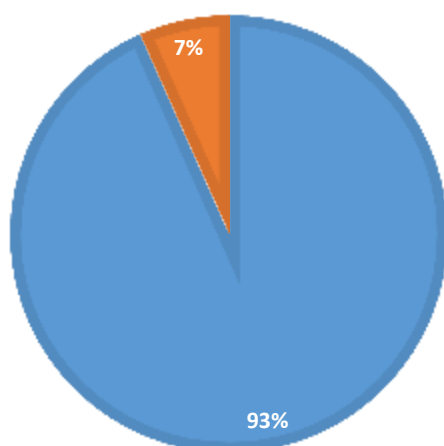
The methodological limitations of most teachers make them stay in the 'what' when teaching the language (vocabulary, pronunciation, grammar).

The shortage of knowledge in the language and in teaching resources leads many of these teachers to look for refuge in "safe" recipes that guarantee "effectiveness" in the execution of various tasks within the learning session.

Once the collation between the described reality and the ideal profile of the teacher of the 21st century has been achieved, there are obvious deficiencies in the aspects related to the topic.

<b>DESIRED PROFILE – TEACHER OF THE 21<sup>ST</sup> CENTURY</b>		<b>Yes ✓ No X</b>
1. Seeks to adapt its performance to the requirements established in the frames of reference for the education of the 21st century. (adapt to changes)		X
2. Promotes experimentation and research.		X
3. Applies a flexible curriculum / (construction and use of Lesson plan)		X
4. Evaluates based on the innovative methodology used.		X
5. Gives importance to values.		---
6. Promotes cultural identity while respecting diversity.		X
7. Promotes the construction of knowledge through modern methodologies (Constructivism, Experiential learning, Communicative Approach, Flipped Teaching, CLIL)		X
8. Promotes Student-centered teaching/learning.		X
9. Promotes varied interaction (groups; pairs).		X
10. Uses ICT resources.		X
11. Applies what is learned to real life and encourages problem-solving learning.		X
12. Develops critical ability, social autonomy, and application of the scientific method.		X
13. Promotes higher levels of thought through debate, inquiry, and development of critical thinking by using metacognitive strategies.		X
14. Uses strategies to manage, monitor, and organize and to motivate the group of students.		X
15. Demonstrates expertise in everything inherent to ELT (General topics (local-global) culture, teaching strategies, English language proficiency, ICT)		X

**PROFILE TEACHER 21TH CENTURY  
93% NOT ACHIEVED**



The second element used in the test is the Language *classroom observation form previously presented*. Sections of the instrument addressed are presented to illustrate the comments *Analyzing* the results obtained in the category of 'Class Preparation,' they show extremely poor results due to lack of class planning as well as serious methodological limitations; restricted use of didactic material and scarce resource management and elements generated by the context in which the educational activity takes place. The average rating of the six items in this section of the scoreboard was 1= Poor. However, it was considered a priority to highlight the result obtained in item No. 6 of this instrument, due to its particular link to the topic in question:

ITEM	SCALE				
	4	3	2	1	0
6. Teacher organized the class according to the methodologies/ approaches promoted (CLIL; Communicative; TPR; Experiential; Constructivist; development of competences)	0	0	40	40	20

The assessment showed ranges from modest to non-existent, which reveals a thoroughly unsatisfactory performance.

The third instrument used is *Survey to management team and executives of publishing houses*, previously presented. In this survey respondents answered about the profile of the English teacher by providing the following data: 83% of the respondents considered that the staff is not adequately qualified to carry out the pedagogical work, 67% believe that there is serious ignorance of the ELT methodology and the new trends in this field as well as a deficient level in the English language performance. All these results collide with what is established in the corresponding sections of the Profile of the teacher of the 21st century.

The fourth instrument used to demonstrate this sub-hypothesis is *Meditating on progress*; a self-assessment tool applied to 'sample 2', formed by the group of teachers who participated in the training process on methodological aspects.

### **Scale**

It uses a verbal scale with the following tags:

4 = Entirely

3 = Mostly

2 = Somewhat

1 = Not at all

The present tool is structured through closed statements that are presented in three main areas: Awareness (to have knowledge); Application (apply what has been learned); Assessment (about what was achieved/learned). This document applied to teaching staff part of sample three, participants of a training workshop ('Workshop in Questioning Strategies to Develop Critical Thinking in the English Class').

In each of the sections, participants would express opinions on four items raised through closed statements, assigning a score from 4 to 1 that ranges from 'Entirely to Not at all.' The answers are presented in tables and graphs.

### Evaluation dimensions

- **Awareness:** (knowledge of critical thinking, Bloom's taxonomy, questioning as a teaching tool, communication in English)
- **Application:** (promotion of critical thinking in the high and low ranges through questioning)
- **Evaluation:** (on learning to plan, use, evaluate and give feedback on critical thinking development through questioning)

**Meditating on Progress** (rating scale)

4	3	2	1
Entirely	Mostly	Somewhat	Not at all

<h2 style="margin: 0;">1 Awareness</h2>	<h2 style="margin: 0;">2 Application</h2>	<h2 style="margin: 0;">3 Assessment</h2>
<p>I have developed awareness on:</p> <ul style="list-style-type: none"> <li>a. CT concepts /mental process <input type="checkbox"/></li> <li>b. Bloom's taxonomy <input type="checkbox"/></li> <li>c. Questioning as a teaching / learning tool <input type="checkbox"/></li> <li>d. Development of English through communication and interaction <input type="checkbox"/></li> </ul> <p>As elements involved in complex cognitive processes.</p>	<p>I am able to:</p> <ul style="list-style-type: none"> <li>a. Discriminate which questions promote LOT and which HOT. <input type="checkbox"/></li> <li>b. Pose questions based on texts or any other source, that enhance LOTS and HOTS. <input type="checkbox"/></li> <li>c. Use varied questioning strategies that foster CT and English. <input type="checkbox"/></li> <li>d. Promote interactive discussion through questioning and use of alternative techniques. <input type="checkbox"/></li> </ul>	<p>I can plan lessons that include varied CT tasks and use questioning strategies to</p> <ul style="list-style-type: none"> <li>a. Monitor students' development in CT and use of English. <input type="checkbox"/></li> <li>b. Collect information and provide feedback. <input type="checkbox"/></li> <li>c. To use feedback to improve students' performance. <input type="checkbox"/></li> <li>d. Create opportunities for self-assessment. <input type="checkbox"/></li> </ul>

These participants who belong to sample three, unanimously acknowledged having learned a set of new knowledge on the subject.

The instrument '*Survey on management and hierarchical personnel from educational institutions*' (presented before) in the section that investigates on the teaching staff: 'What it looks for'; the assertion indicates that the teacher should have updated knowledge of methodology on language teaching. 80% opted for the highest score that considers it is definitely important to have this updated knowledge; the remaining 20%, think it is very important; In short, 100% recognizes the importance of having updated ELT knowledge.

In general terms, teachers do not have concrete knowledge of modern methodologies (student-centered learning, development of life skills, constructivism, communicative approach, learning based on curricular content (CLIL). An average of 80% considers that the available teaching staff does not handle the modern methodologies necessary for the 21st-century education.

Regarding planning, incorporating modern methodologies and the use of the English to exchange ideas, a 40% considers radically that this aspect is not included, which adds a 20% to a lesser degree of emphasis. A 40% thinks that modern methodologies are included in the curriculum and class planning. It should be noted that currently part of the service offered by publishing houses, includes delivering annual planning to their users (teachers-managers) according to the teaching material they use, which handles modern methodologies. This situation does not ensure that what is planned is certainly done in class.

The next instrument applied to be presented and analyzed is a '**Needs Analysis.**'

It does not include an assessment scale as it is formed by questions that ask for the opinion of the respondents.

The document is a semi-structured interview applied to the teaching staff considered in sample 3. Its objective is to inquire about teacher's knowledge and management of questioning; Assessment of students' responses to questions and Critical thinking knowledge. The document has ten questions that include mixed questions (closed and open), open-ended questions and a

multiple-choice question. In each of the sections, the interviewees express opinions about the items. The tabulation is done according to the frequency of answers, which are presented in tables and graphs.

**Evaluation dimensions**

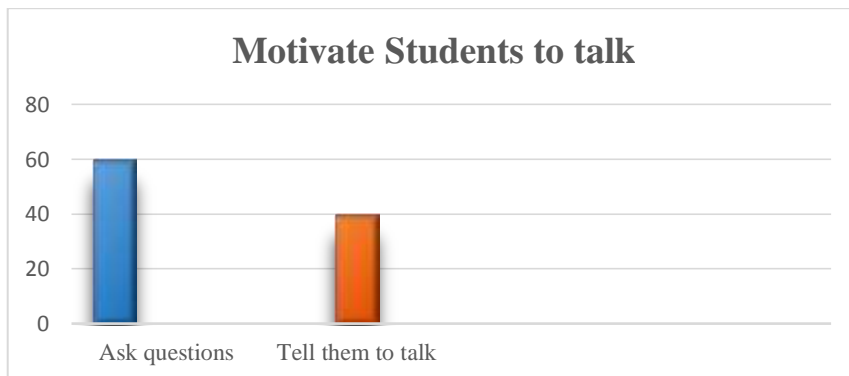
- Quality of knowledge and management
- Assessment of the student response to questions
- Knowledge of ‘Critical Thinking’ (C T)

The following information obtained from the questionnaire shows the tabulation of the answers obtained according to the frequency shown.

**Questions with open-ended answers:**

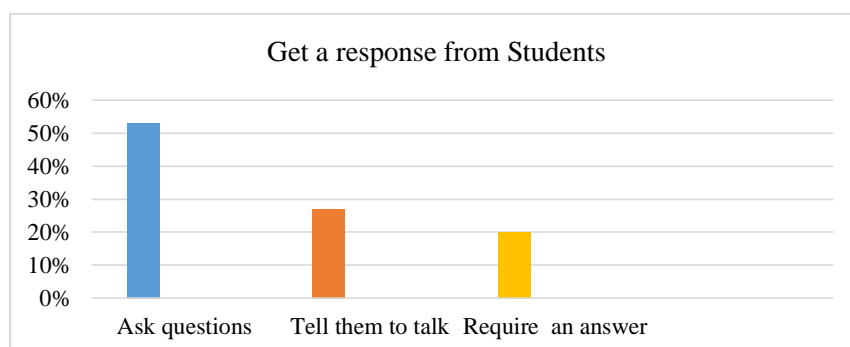
To motivate students to talk

Ask questions	60%
60% ask questions to motivate students’ production	40%
Tell them to talk about	100%
40% ask students to talk about something specific	



## To get a response from students

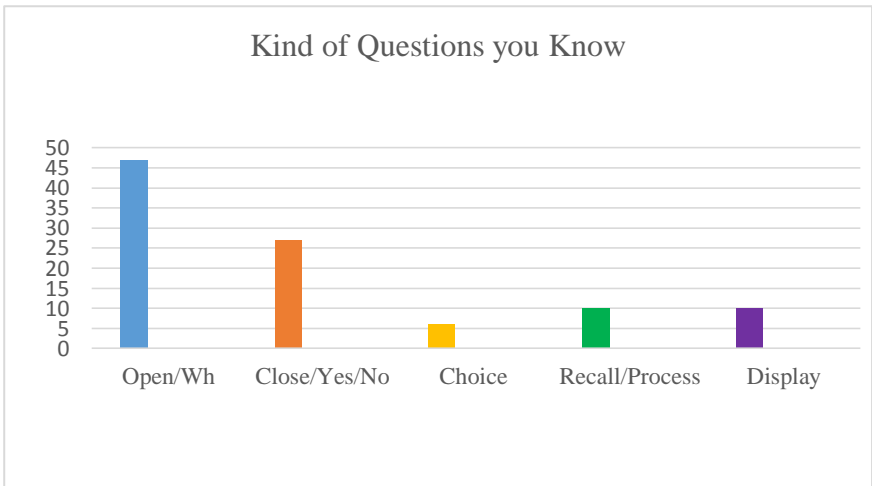
Ask questions	
53% of teachers ask questions	53%
Tell them to talk about	
27% ask students to talk about a specific topic	27%
Require their answer	
20% of teachers require answers from students	20%



To make students SPEAK in English, teachers mostly ask questions. The second trend is to ask them to talk about a specific topic, and these alternatives can be accompanied by the use of prompts and modeling

## What kind of questions do you know?

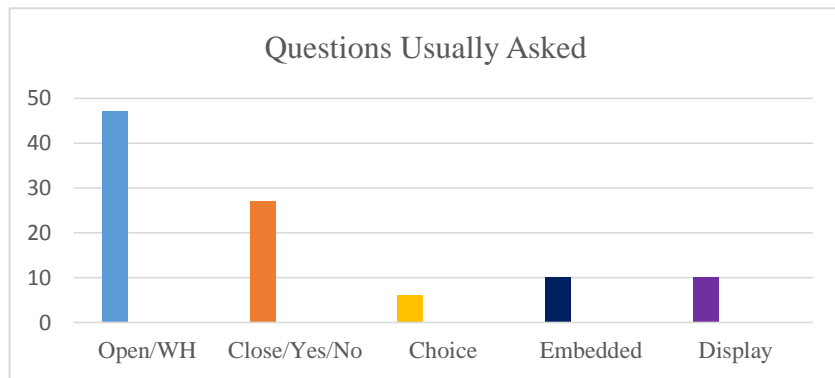
Open / WH/ information questions	47 %
Close /yes/no questions	27 %
Choice questions	6 %
Recall and process questions	10 %
Display questions	10 %
	100%



The most popular questions are those called information questions or open questions (WH), in the first place, and yes/no or closed questions in second place. These popular options are followed by other kind of questions much less popular such as recall and process questions mainly used for teaching tasks as well as display questions, and finally choice questions to show a preference.

What kind of questions do you usually ask?

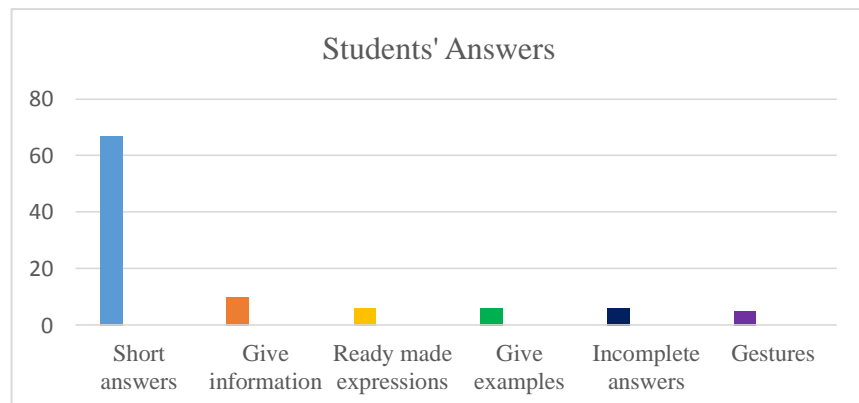
<b>Open / WH/ information questions</b>	<b>47</b>
<b>Close /yes/no questions</b>	<b>27</b>
<b>Choice questions</b>	<b>6</b>
<b>Embedded questions</b>	<b>10</b>
<b>Display questions</b>	<b>10</b>
	<b>100%</b>



The same percentages are observed in the kind of questions teachers usually ask as they use the questions they know.

Students' answers: The most popular / common

<b>Short answers</b>	<b>67</b>
<b>Give information</b>	<b>10</b>
<b>Ready made expressions</b>	<b>6</b>
<b>Give examples</b>	<b>6</b>
<b>Incomplete answers</b>	<b>6</b>
<b>Gestures</b>	<b>5</b>
	<b>100%</b>



Students tend to provide short answers in a bigger percentage followed by 'give information' when the teacher requires this. In

lower percentages, students use ready-made expressions, provide examples or give incomplete answers or make gestures.

There is a trend to go for factual information when requiring specific or precise answers, and in less degree those questions that require evaluation or interpretation considered within the higher levels of thinking.

Factual questions are a trend: Yes / no questions and WH / information questions when asking for precise or specific answer

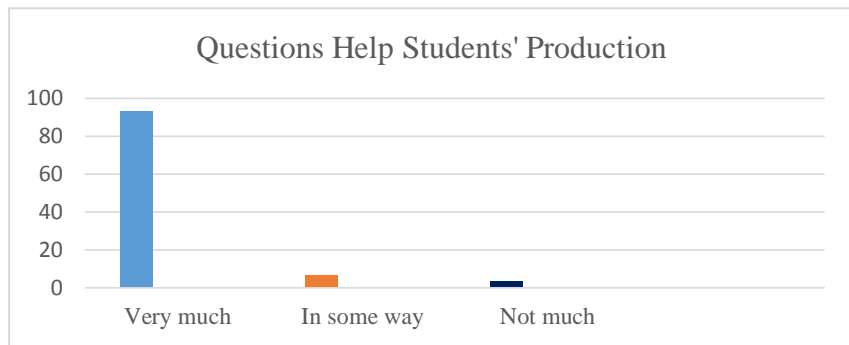
Interpretative/ evaluative questions that are considered HOT type.

What's your opinion about students' answers?  
Responses oriented to:

<b>A: Training</b>	To improve, provide models, confidence.
<b>B: Ways of answering</b>	Brief responses, not real answers, guess answers, can't express their ideas, just repeat, don't think
<b>C: Teachers' feelings</b>	Worried, challenged

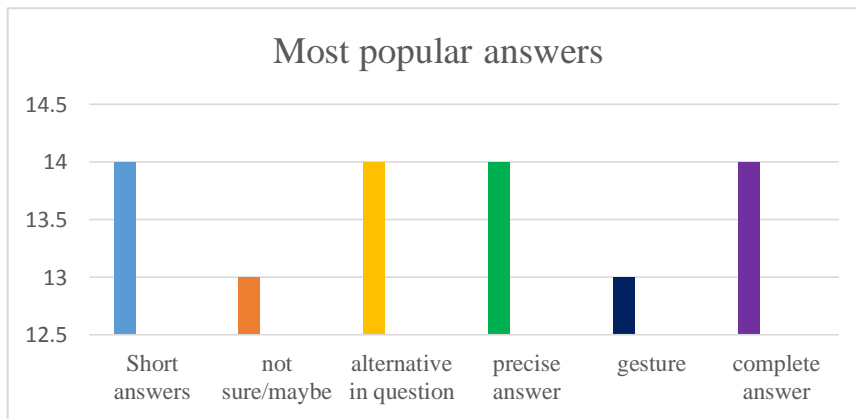
How do questions help students' production?

<b>Very much</b>	<b>93</b>
<b>In some way</b>	<b>7</b>
<b>Not much</b>	<b>100%</b>



Most of the responses required are oriented mostly for training aspects that consider an improvement, provide models and give confidence to students. A second group focuses on the different ways students answer. The last category identified refers to the way teachers feel about the situation. Teachers recognize the importance that questions have to help students' production.

<b>Affirmative / Negative Short answers</b>	<b>14</b>
<b>Hmm .... Maybe / I'm not sure</b>	<b>13</b>
<b>Nothing</b>	<b>8</b>
<b>Precise answer</b>	<b>14</b>
<b>Alternative offered in the question</b>	<b>14</b>
<b>Complete answer</b>	<b>14</b>
<b>Complete answer and another question</b>	<b>0</b>
<b>Complete answer and examples to clarify points of view</b>	<b>10</b>
<b>A gesture (nod – head shake)</b>	<b>13</b>
	<b>100%</b>



The answers that are mostly used in class are the short answers in affirmative or negative form, precise answers, alternatives offered in the questions, and complete answer as they are usually required from the teacher based on a reading activity. Gestures and ready-made expressions are common as well. In less degree of popularity, it can be seen a complete answer with an example and finally, no answer at all. A complete answer followed by a question that may continue the interaction was not chosen.

Do you think that the quality of students' response in aspects of content and use of English can be improved?

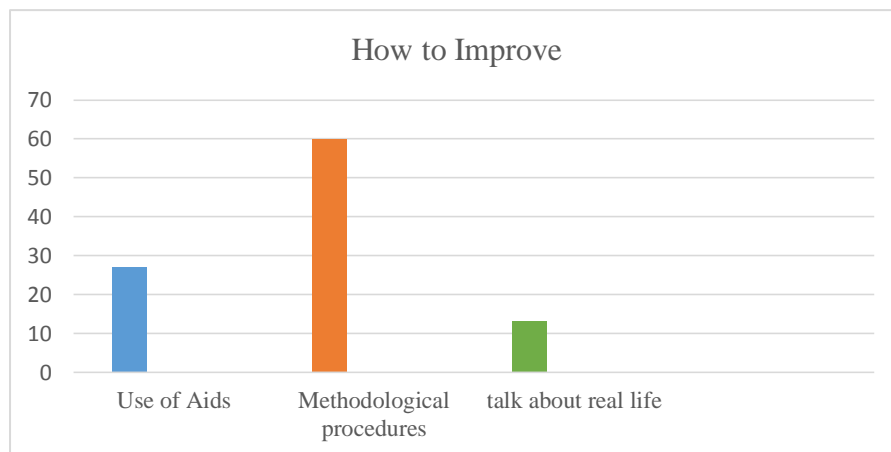
<b>Yes</b>	<b>100%</b>
<b>No</b>	
<b>Total</b>	<b>100%</b>

The 100 % of participants consider that questions help to improve the quality of students' responses

How do you think the improvement can be achieved?

Teachers suggestions – was considered the most common

<b>Use of aids</b>	<b>27</b>
<b>Methodological procedures</b>	<b>60</b>
<b>Talk about real life</b>	<b>13</b>
<b>Total</b>	<b>100%</b>



Teachers suggest that activities or strategies included within the category of methodological procedures are considered as the way to help improvement in their students along with questioning strategies.

Do you know about C T?

<b>Yes</b>	<b>40</b>
<b>No</b>	<b>60</b>
	<b>100%</b>

Do you consider its development is evident in your classes?

<b>Yes</b>	<b>40</b>
<b>No</b>	<b>60</b>
<b>Total</b>	<b>100%</b>

What do you do to make it evident? Explain

Most popular responses:

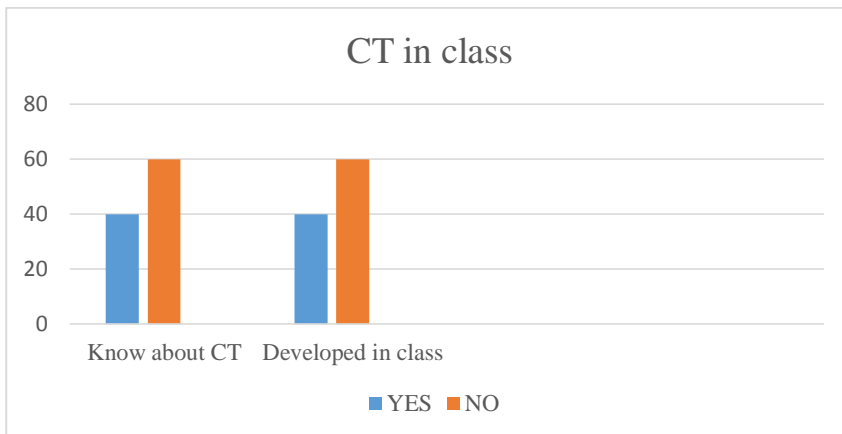
- Work on a program to develop metacognition and C T
- Make students speak (exchange points of view)

If not, how could it be beneficial for students?

Most popular responses:

- This course will help to develop content and how to improve their answers
- To relate topics to their lives and to support their points of view and to increase their language level

Less than the 50 % of participants know about CT, as a consequence this group says they know about its importance in class and that they try to make it evident. The result is that only two participants gave appropriate ideas to do so.



The way to stimulate active participation in class as well as to motivate the development of critical thinking is through the use of 'questioning strategies'. According to the information obtained the teachers use questions as a means to make students speak and participate, but the trend is to look for factual information and to a lesser extent, to interpret or evaluate a situation or information. Sixty percent said they did not know about critical thinking but

considered it would be beneficial to implement it in their classes. 40% indicated that they knew about it, but when requiring examples of their evidence, only 12.5% gave an appropriate response.

The second instrument applied to research about questioning is an '**Interview.**'

It does not include scale as it is formed by questions that ask for the opinion of the respondents.

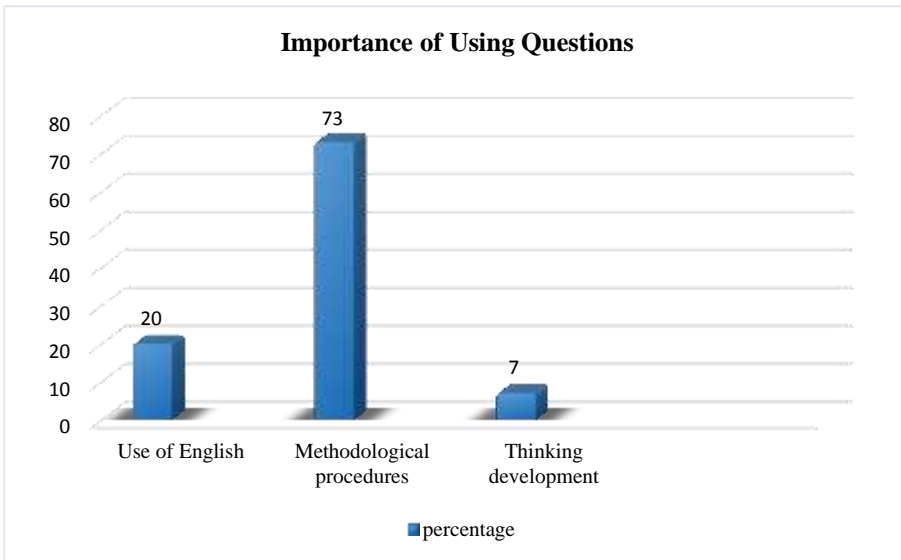
The document is a semi-structured interview applied to the teaching staff part of sample 2. It aims to inquire about the importance of questions; their classification; purpose and planning. The interview has five questions that include four open and one mixed (open-ended and multiple-choice) questions. In each of the sections, the interviewees express opinions about the items. The tabulation is done according to the frequency of the answers, and results are presented in tables and graphs.

### Evaluation dimensions

- Importance of the use of the questions
- Classification
- Purpose
- Planning questions

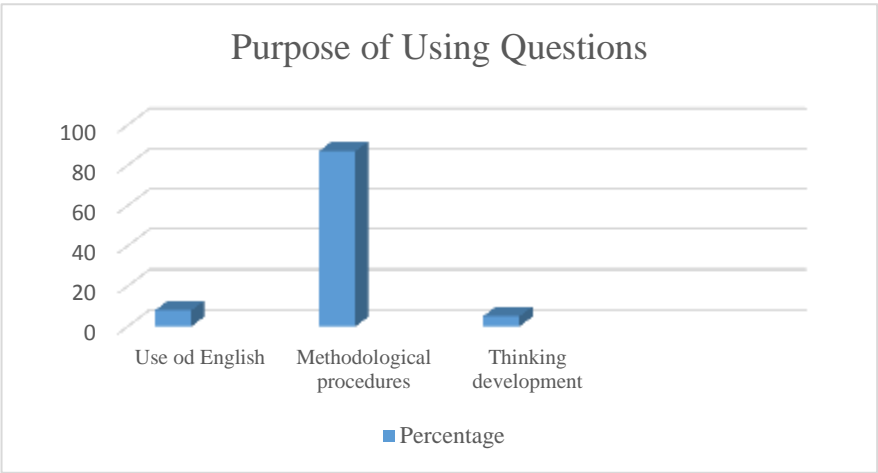
### Question 1: the importance of using questions in a learning session

A: Use of English	%
A 20 % considered important to use questions to promote the use of English	20
B: Methodological procedures	
A 73% considered important to use questions to focus on methodological procedures.	73
	7
C: Thinking development	
A 7% considered important to use questions to develop mental processes	100



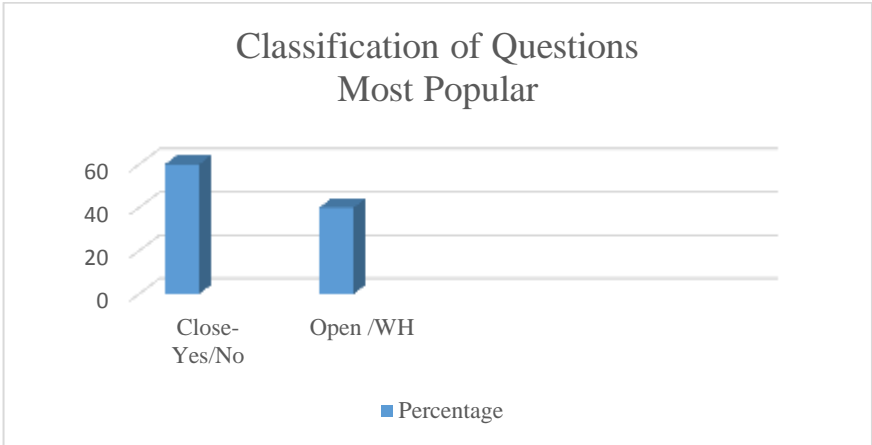
**Question 2: Purpose for using questions in class**

A: Use of English	%
An 8 % considered to use questions in class to promote the use of English	8
B: Methodological procedures	
An 87 % considered to use questions to focus on methodological procedures.	87
C: Thinking development	
A 5% considered to use questions to develop mental processes	100



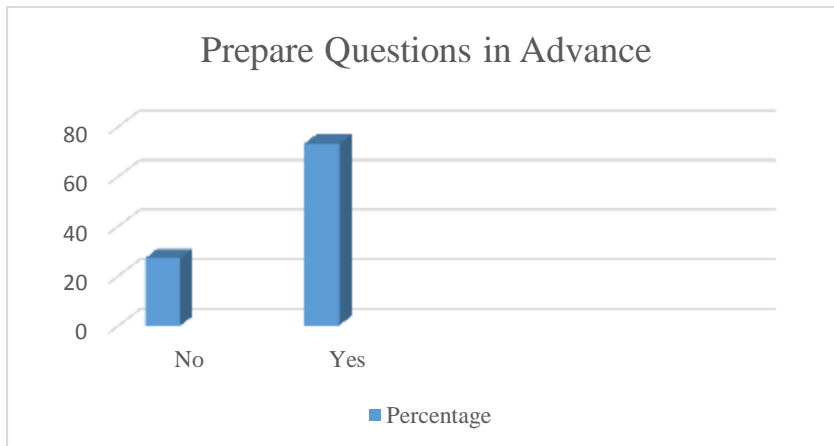
**Question 3: Classification of questions**

The most popular	%
<b>A: close ended yes/no</b>	<b>60</b>
<b>60 % of the sample chose yes/no questions</b>	
<b>B: open ended WH /information questions</b>	<b>40</b>
<b>A 40% chose this type of questions.</b>	<b>100</b>



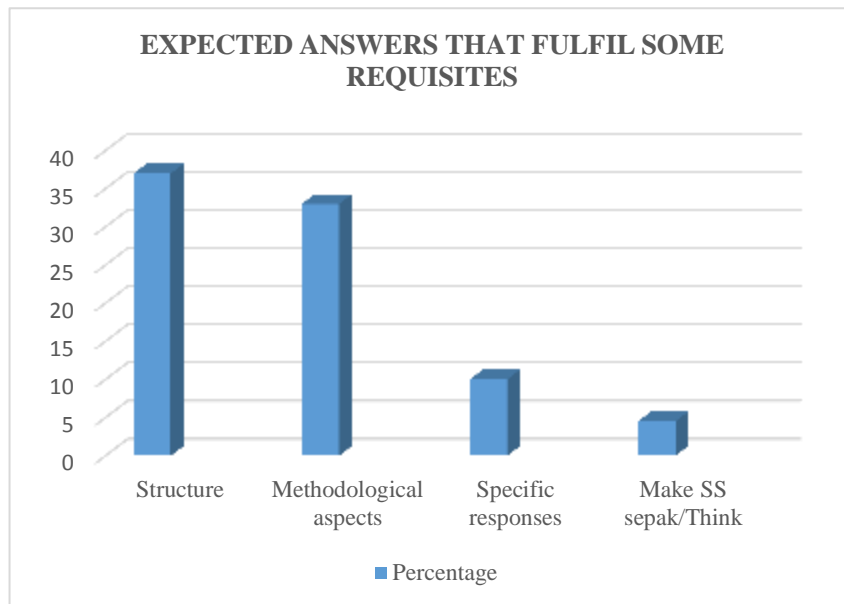
#### Question 4: Prepare questions in advance

No (spontaneous)	%
27% did not prepare questions in advance, they ask them spontaneously.	27
Yes (topic, grammar)	73
73% prepared their questions in advance to work on the topic or to deal with grammatical aspects.	100



#### Question 5: Expected answers that fulfill some requisites

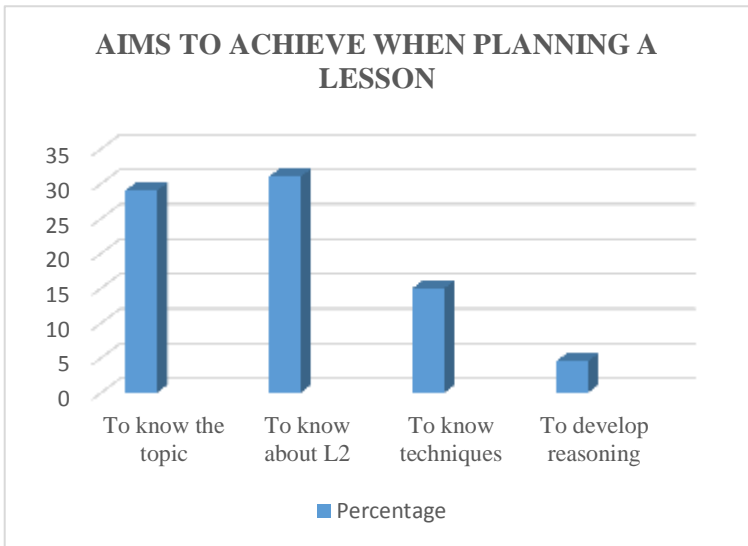
A: Structure	%
A 37% of teachers expect a response that fulfills structural aspects	37
B: Methodological aspects	33
A 33 % of teachers expect a response that fulfills methodological aspects	10
C: Specific responses	20
10 % of teachers expect specific responses	100
D: Make students speak/ think	100
A 20% of teachers expect that questions promote speaking or thinking.	



**5B Alternatives:**

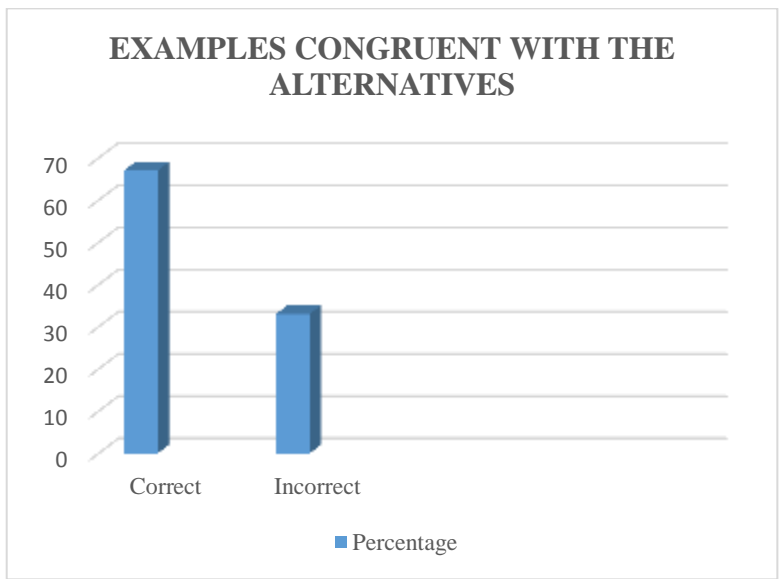
Aims to achieve when planning questions in a lesson

<b>A: to know the topic</b>	%
<b>A 29% aims to know the topic of the lesson</b>	<b>29</b>
<b>B: to know about foreign language</b>	
<b>A 31% aims to know about the foreign language</b>	<b>31</b>
<b>C: to know about techniques</b>	<b>15</b>
<b>A 15% aims to know about strategies/techniques</b>	<b>25</b>
<b>D: to develop the ability of reasoning</b>	
<b>A 25% aims to develop the ability of reasoning.</b>	<b>100</b>



Examples congruent with the alternatives

<b>Correct example</b>	<b>67%</b>
<b>67% gave correct examples based on the alternatives chosen</b>	<b>33%</b>
<b>Incorrect example</b>	<b>100%</b>
<b>33% gave incorrect examples based on the alternatives chosen.</b>	



Thinking skills: LOTS / HOTS- Develop metacognition in a low percentage.

The answers offered show a trend of the use of questions. These are mainly oriented to focus on the class processes such as: requesting information, involving students or somebody specific, using display questions that do not look for real information, (they aim to verify or to remember information part of previous knowledge, but mainly with a marked grammatical accent). These percentages range from 87% to 73% while an average of 15% use questions to promote the use of English and an average of 6% for thought development.

The most popular questions were closed and open questions as well, but not necessarily to promote reasoning. The latter is corroborated by the lower percentages obtained that correspond to the development of thought and reasoning.

#### **About the aspect of ICT, varied instruments previously shown were used**

*Class observation* is the first instrument to be contrasted. The last part of the observation is dedicated to the use of ICT in class. There is a significant lack of initiative to use the digital resources that come with the ELT material used in class. There is no creative use of the digital material and teachers do not promote their use outside the class as well. There are digital resources that help the motivation to do some research which is not exploited.

*Survey to Management and Hierarchical Personnel from Educational Institutions* is the second instrument to be contrasted. Even though the responses show different levels of performance in the use of digital resources, it does not mean they are well exploited for academic purposes. A 40% considers that the digital competence is not promoted which is evident by the lack of multimedia equipment in their classrooms. Just a 20% definitely considers the use of ICT as part of the classes and then the percentages fluctuate. A 60% does not pay much attention to get

material that develops the digital competence in students, which differs from audiovisual aids considered as material for the teacher.

*'Receptivity on the use of online digital resources'* is the third instrument to be contrasted with the use of ICT.

The scale applied is 1 to 100%, with 1% being the lowest and 100% the highest. The percentages obtained from the answers will be grouped in ranges of 10 in 10 and then will be counted the frequency of use.

This survey is a structured document with close and explicit statements on the subject to investigate, applied to educational advisors of publishing houses who are in charge of a portfolio of users in seven cities on the Peruvian coast. The information obtained will be extracted from the users belonging to sample 2.

The list of included statements considers the appreciation of teachers' receptivity regarding the use of digital resources provided online as part of the material used for English language teaching that inquires about the acceptance of resources, successful registration of resources and their subsequent efficient use in the classroom.

The three statements presented are answered in percentage that ranges from 1% to 100% which is added and averaged according to the incidence of the response per item. The results are presented in statistical tables and in graphs. The Y represents the percentages granted, and the X represents the dimensions.

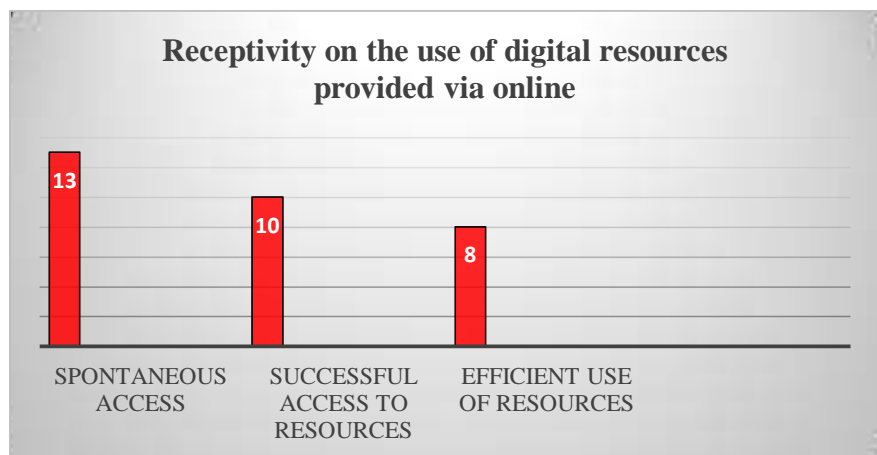
#### **Dimensions to evaluate**

Spontaneous access;  
Successful registration;  
Efficient use of resources

The instrument is offered in Spanish, as the interviewees are not expected to know English.

Enunciado	Porcentaje
Los profesores acceden espontáneamente a los recursos digitales ofrecidos.	
Los profesores registran exitosamente las licencias para acceder a los recursos online.	
Los profesores usan eficientemente los recursos online ofrecidos	

Observer	Spontaneous Access to the digital resources offered	Successful registration of licenses and access to online resources.	Efficient use of resources online offered.
Desired behavior	13.00%	10%	8.00%
Population with problems	87%	90%	92.00%

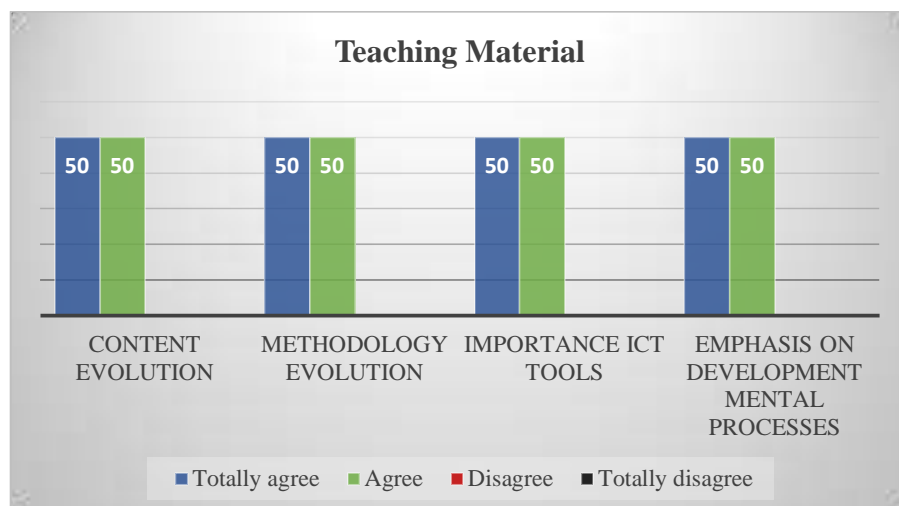


The results obtained refer that just a 13% accesses spontaneously to the digital resources, from this group a 10 % accesses successfully to the digital resources and finally only an 8% uses them efficiently.

*Survey to management team and executives of publishing houses* is the fourth instrument to be contrasted in its second and third section.

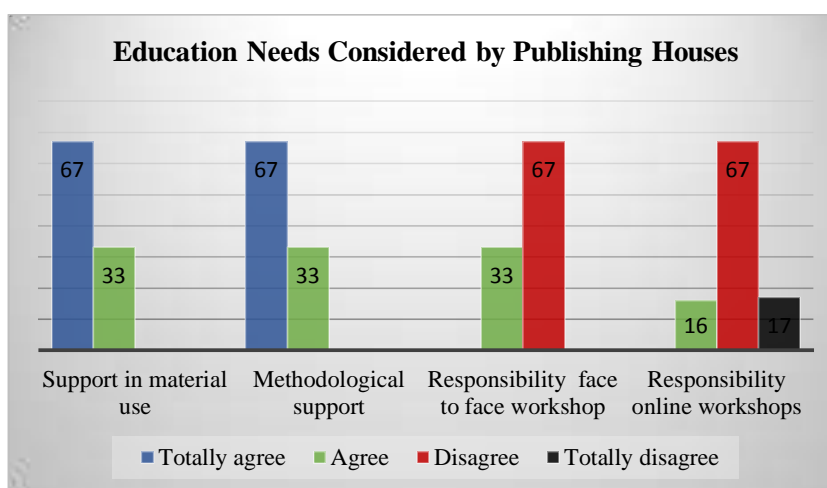
## II. Teaching Material

Descripción / rango	Totalmente de acuerdo 4	De acuerdo 3	En desacuerdo 2	Total desacuerdo 1
Los libros de inglés han evolucionado en su contenido estos últimos años.	50%	50%		
Los libros de inglés han evolucionado en las metodologías que proponen. (CLIL; Flipped Teaching, student -centered a)	50%	50%		
El material ELT da gran importancia al aspecto audio-visual y a la tecnología	50%	50%		
Los libros de inglés hoy en día enfatizan el desarrollo de procesos mentales a través del enfoques tales como: constructivismo, CLIL; aprendizaje por experiencia, desarrollo de competencias, entre otros				



### III. Education needs to be considered by publishing houses

Descripción / Rango	Totalmente de	De	En	Total
	acuerdo	acuerdo	desacuerdo	desacuerdo
	4	3	2	1
Los docentes requieren de apoyo académico para utilizar correctamente el material didáctico.	67%	33%		
Los docentes requieren de apoyo académico en relación a metodologías y estrategias modernas.	67%	33%		
Los docentes demuestran responsabilidad para asistir a talleres presenciales organizados por la editorial		33%	67%	
Los docentes demuestran responsabilidad para participar en talleres online organizados por la editorial		16%	67%	17%



The material offered promotes the development of the digital competence that is of great importance in the 21<sup>st</sup> century. They also offer online professional training that is offered online at international level; the acceptance to this training is very low, just a 12 % completes a course successfully.

*Meditating on progress* is the fifth instrument to be contrasted. It was applied to sample 3 who attended the training workshop. It was prepared as a first attempt to close the gap

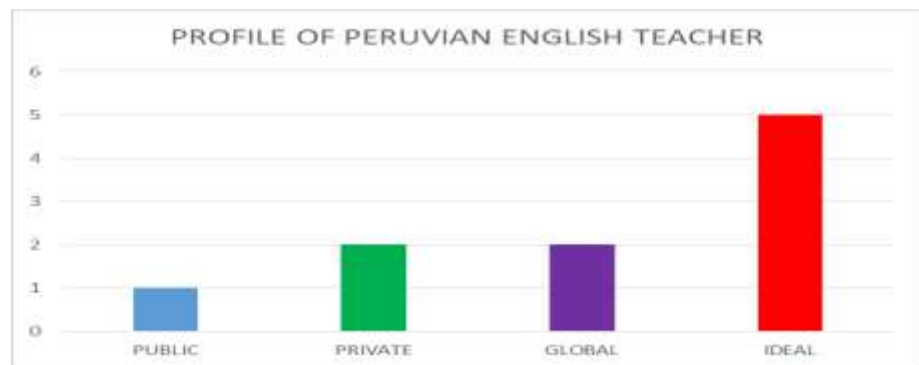
between the Peruvian English teacher and the education of the 21<sup>st</sup> century. First it was first offered in a blended mode but the acceptance to participate online in the course of 20 hours was not fully accepted; even though those who registered voluntarily had an irregular participation. It was decided to offer a face-to-face training and create a written guide on the topic.

*The catalog* of a publishing house. The material published there comes in different versions accompanied by digital tools. The most modern materials include the use of platforms available to students and teachers; in many cases, the material presented offer links to virtual encyclopedias or promote the development of online projects. Nowadays, reading books and activity books are provided on platforms as e-readers and worksites respectively. The platforms are used from kindergarten through high school. The teachers take the management and administrative control of the course through the LMS (Learning Management System). The books come with licenses that must be registered by students and the teacher via online. As it is observed the advances of technology incorporated into ELT classes, in many cases far surpass the digital capacities of the teachers who belong to the samples, being necessary training in these aspects as well as in these modern resources.

The present research has had as a central aim to build a general profile of the Peruvian ELT teacher. This action was essential, as this information did not exist until the present research was done. The findings reached make us focus on the origin of the teachers, how they are trained to work as ELT teachers and at the same time, work has been done on how to overcome this difficult situation.

Contrast the profile of the teacher of the 21<sup>st</sup> Century and the profile of the **Peruvian English Teacher**

Desired profile Teacher of the 21 <sup>st</sup> century	Average Peruvian ELT teacher
1. Seeks to adapt its performance to the requirements established in the frames of reference for the education of the 21st century. (adapt to changes)	2
2. Promotes experimentation and research.	1
3. Applies a flexible curriculum / (construction and use of Lesson plan)	1
4. .Evaluates based on the innovative methodology used.	1
5. Gives importance to values.	-
6. Promotes cultural identity while respecting diversity.	2
7. Promotes the construction of knowledge through modern methodologies (Constructivism, Experiential learning, Communicative Approach, Flipped Teaching, CLIL)	2
8. Promotes Student-centered teaching/learning.	2
9. Promotes varied interaction (groups; pairs).	2
10. Uses ICT resources.	2
11. Applies what is learned to real life and encourages problem-solving learning.	1
12. Develops critical ability, social autonomy, and application of the scientific method by	1
13. Promotes higher levels of thought through debate, inquiry, and development of critical thinking by using metacognitive strategies.	2
14. Uses strategies to manage, monitor, and organize and to motivate the group of students.	2
15. Demonstrates expertise in everything inherent to ELT (General topics (local-global) culture, teaching strategies, English language proficiency, ICT)	1
AVERAGE	2



## **4.2. Discussion of Results**

Answers to the research questions

Our research was based on the following criteria:

### **Research Theme:**

The gap between the profile of the Peruvian teacher of English and the educational proposal for the 21st century

### **Elaboration of a general problem:**

Contrast the professional profile of the Peruvian teacher of English from public and private schools against the demands of the new educational conception of the 21st century to determine the changes that must be introduced to meet the needs of the national education in agreement with the demands of the present century.

### **Formulation of research questions:**

Is there a gap between the professional profile of the Peruvian teacher of English and the educational proposal for the 21<sup>st</sup> Century?

If the process of training the Peruvian teacher of English is reformed, will it be possible to close this gap?

What are the priorities in the teacher training reform?



support for the development of legislative initiatives that have finally been constituted in laws of the Republic that regulate the teaching and the use of English in public institutions. It was necessary to know if the reality described in such documents of the Peruvian Ministry of Education, had a correlate in the professional profile of the teacher of the specialty working for schools of private management.

Therefore, it should be identified if the problem described was exclusive for teachers from the public sector; at what level there was a difference about the situation of teachers working in private schools with the results obtained by comparing the ideal profile, represented by proposals put forward by entities of international level and authorities in the matter. Led by this objective, the research proceeded to explore the reality of the country's private schools (particularly located in the main cities of the Peruvian coast).

Having found a deficiency reality that did not vary substantively due to geographical criteria. The research work continued with construction and application of new instruments intended for a more detailed characterization of the mentioned professional profile. In the meantime, the task of collecting and processing information was progressing, as well as the work on the aspects of bibliographical research and the formulation of a proposal for teacher training that would allow addressing the problems encountered.

Having concluded and processed the data and finished the proposal of an alternative training to update the teaching practice of ELT teachers, intended to develop critical thinking through questioning, a model activity was carried out, oriented to know the opinion of the beneficiaries about the benefits of the product. From this activity interesting contributions were obtained.

The research concluded being able to answer the various questions and concerns that were raised at the beginning. Therefore, it can be said based on knowledge and foundation the following:

- That there is a deep gap between the professional profile of the Peruvian English teacher and the profile proposed by the writers for what constitutes the concept of 21st-century education.

- That there is no significant difference between the professional profile of the teacher of Peruvian English in the public and private sector, in that sense the limitations and deficiencies are observed equally in both sectors and are not significantly modified by the employer they depend on or by the resources available to exercise their work.
- That the coincidences about the academic origin of the teachers and the difficulties in acquiring and assimilating new knowledge are common to the whole sector, being necessary to implement actions that cover both the training of future teachers and those currently found exercising the function even without being properly prepared.
- That any training process cannot be implemented without having as central axis the following aspects: deepening the knowledge of the language to be taught, knowledge of modern methodological techniques (mainly oriented to the development of critical thinking), knowledge and application of advances for educational purposes.
- That it is urgent to rethink the role of the State in the function not only of promotion but also of supervision and control of the quality of the educational service that is offered. This criterion should not be ignored in the case of private institutions and their staff.
- The questions posed for this research are answered based on proven data obtained from empirical and documentary research. The same answers turn to be a proposal presented to collaborate on the training of personnel, the only capable resource to progressively shorten the current gap and that in the methodological aspect of the research complies with the structure of a qualitative research with mention in action research.

### **Pedagogical implications of the research**

The reflective exercise carried out throughout this research from documents formulated by Peruvian specialists in the subject of linguistics, associated with the situation of the teaching of English in Peru about half a century ago, maintain a meridian validity in the present educational situation, leads to a series of considerations that have a direct impact not only on education but also on almost all the various areas of activity of the Peruvian State and its projections for growth in an increasingly globalized world.

Today it is evident that the management of a single language is not enough in an interconnected world. The ability to be bilingual or multilingual is increasingly necessary for study, work and coexistence. It is essential for our students to have a pluralistic view of the world, and to come into contact with other ways of thinking and expressing themselves, so that this recognition of diversity leads to the development of tolerance and respect for others, regardless of race or origin. It can be added that the need to learn a language is directly related to academic performance and responds to three needs: management of other areas of the curriculum, the demand of universities to be able to undertake higher studies and the demands of the labor market. It will be necessary to work for the development of students' competencies in three main areas. They are the formation of stable structures of thought, citizen, and scientific competencies, and in stimulating the research spirit. In this sense, English stands out above other languages as the language of globalization; in that sense all efforts that can be made to spread their knowledge by the bulk of our student population will be entirely justified, however, the challenge does not end there, it must be understood that this learning must serve as a transversal element, that integrated to all lines of action, contributes to the development of critical thinking in the framework of a society that requires citizens capable of understanding, judging and creating.

It is in this trend that the Supreme Decrees emphasizes the need to promote and disseminate the teaching of English in the country and its use in the realm of the Peruvian State agencies. A need to introduce a set of considerations that are expressed in modifications that are urgent to consider the process of training of Peruvian teachers, in which it will be necessary not only to count with a sufficient number of teachers who are knowledgeable about the language they intend to teach but also the methodology to stimulate these disciplines of thought in line with the use of new technologies. From what was stated, it is clear that there is an urgent need to change the conditions in which Peruvian teachers are trained in the English language, seeking not only to increase their professional quality but also to promote uniformity in the profile of future graduate teachers, regardless of which higher education center they come from. To this enormous task, must be added the need that the Peruvian State promotes training and updating of those who currently serve as teachers of the specialty without having sufficient academic support to adequately undertake such work.

As a corollary, it should be pointed that the Peruvian State should not forget its mission as the main guide and supervisor of the quality of the educational service offered, without distinguishing the type of management the educational institution belongs.



## CONCLUSIONS

1. The greater part of the Peruvian population recognizes the importance of English as the language of globalization and as the means to obtain better possibilities of development in the academic and labor world.
2. According to surveys conducted, English is currently the third most spoken language in Peru after Spanish and Quechua. The majority of people with knowledge of English are inhabitants of urban areas of the coast belonging to socioeconomic strata A-B-C and under 40 years old. The characteristics of this population coincide with those of frequent internet users.
3. Despite the importance given to the knowledge of the English language, there is still a severe lack of coverage for teaching and access; even the professional options that require the intensive use of English, present a serious deficit in their coverage, as in the case of tourism.
4. Limitations in the knowledge and management of the English language, among the primary competencies required by the world of work, restrict the access of many Peruvians to various jobs and limits the supply of labor available to entrepreneurs who invest in Peru.
5. The Peruvian State's recognition of the importance of encouraging the learning of English, as an element of great significance to revive

the growth of the productive apparatus in Peru, and to continue along the path of economic development, has led to propose the implementation of policies intended to stimulate the learning of the English language and its use in the State dependencies.

6. The political decision to encourage English language learning and use are hampered by serious obstacles in the educational field, which are particularly focused on the severe imbalance between the supply of properly trained English teachers and the growing demand at the national level.
7. The average profile of English teachers in Peru differs considerably from the requirements of education in the 21st Century, since there is an apparent gap between the performance of teachers and the characteristics that must be possessed by the education professional of the new millennium. This situation could be characterized by deficiencies in aspects of adaptability, flexibility development of critical attitude, continuous learning and development of a teaching attitude focused on the learner.
8. Regarding professional training, the Peruvian teacher of English presents severe imbalances in various aspects such as:
  - The level of knowledge of the language: many teachers are in levels A1 and A2 that is to say in a degree of elementary knowledge that does not empower him for teaching. (CEFR).
  - Methodological limitations: many teachers do not know the methodological procedures applicable to the teaching of a foreign language, and they are not updated with the latest currents that are being implemented on the subject
  - Knowledge and management of technological resources is still incipient and deficient for its use in the academic field.
  - The structuring of classes is based on beliefs, knowledge, experiences, and preferences of the teacher; without considering that the beneficiary of the educational activity is the student; in that sense, the potentialities are wasted or not taken into account.

9. Among the situations that generate problems for the training of Peruvian teachers of English are:
  - There is no standardization of the curricular scope and sequence applicable to professional studies given in institutions dedicated to educational training, whether public or private.
  - The low attraction currently expressed by potential students of pedagogy has led many educational organizations to dangerously lower their levels of demand leaving aside the knowledge of the language that once was a mandatory prerequisite.
  - Approximately 70% of people who work as teachers of English do not have academic training in the specialty to guarantee their adequate professional performance.
10. Peru is in the region's saga concerning the efforts and investments made by the various States to stimulate knowledge of the English language. Only in the last two years, there has been an interest in strengthening learning of this language.
11. The research carried out during the present study has demonstrated that the problems identified by the Ministry of Education in the profile of English teachers of public schools in Peru are quite similar to the findings made regarding the characteristics of the population studied during the realization of this thesis.
12. The instruments applied during the present study serve to compare the features of the professional performance of the English teacher with the profile of the professional of the education of the 21<sup>st</sup> century. Severe deficiencies were found in each of the characteristics of this profile in which the average obtained in the general rating table was 2, which means "less than expected".
13. The central aspects that require a much more intense and detailed treatment are referred to the methodological and technological issues, in which the scientific advance imposes an urgent update so that the education is placed in an attitude consonant with the requirements of the time.

14. The 21<sup>st</sup>-century teacher profile emphasizes the promotion of research, experimentation, flexibility, methodological innovation, evaluation according to modern methodologies, knowledge building, interaction, critical capacity, development and promotion of higher levels of thought achieved through debate, areas in which the Peruvian ELT teacher is currently deficient.
15. Critical Thinking is one of the 4 Cs of the 21<sup>st</sup> Century. It acts directly on: creativity, collaboration, and communication with the aim to analyze, understand or evaluate the way in which knowledge is organized to interpret and represent the world; in particular, the opinions or affirmations that in everyday life are usually accepted as true, it will be indispensable that the educational action developed through of all subjects, including English, strengthen their development.
16. The teacher must internalize the importance of his work in the development of critical thinking that is why he must be trained in the use of questioning strategies as the necessary resource to raise the levels of thinking (HOTS)
17. The deficiencies that the teacher presents in aspects such as use of English, modern methodological knowledge, digital competence (applied to education), general culture, dynamics to promote interaction, classroom management, would be efficiently overcome if the teachers appropriately managed questioning strategies and interaction dynamics.
18. The average teacher shows a significant lack of knowledge and a low level of acceptance in the management of digital technologies, without considering the fact that the teacher has to deal with digital natives and that most of them live in cities; they have continuous access to internet resources, particularly for recreational and social communication purposes. The teacher thus, leaves aside the opportunity to integrate these tools for academic use, restricting, in turn, the development of digital competence in students, which today is considered transversal.

19. The low accessibility to the use of technology also limits the possibility of the teacher to access forms of updating and training through the digital channel.
20. The Supreme Decree, “Inglés, Puertas al Mundo” is part of the State policy aimed at achieving national objectives that allow stability and permanence in time to actions designed to favoring national development. It is necessary to internalize the importance of these measures which are not only implemented at the level of public institutions but all organizations dedicated to teaching in our country, are involved in this policy.
21. There is a huge gap between the profile of the teacher of the 21st Century and the way in which the professional practice of ELT teachers in Peru is performed. A circumstance that will negatively influence the future competitiveness of the graduate, whether he continues studies or joins the world of work.
22. The distance between reality and the requirement of society tends to become larger, and there is no prospect of meeting the requirements for years to come if actions of greater scope, depth and diffusion are not implemented.
23. Measures that can be applied to update or implement teachers in the knowledge of new strategies and technologies should include the systematic verification of their incorporation into daily professional practice, verifying that the teacher has come to internalize the new insights.

Our investigation started having as central aim to prove the existence of a gap between the professional practice of the Peruvian English teacher and the education of the 21<sup>st</sup> century, a situation that asked for particular attention the methodological aspects and the knowledge and use of ICT.

The process to carry on this research implied the necessity to build a global profile of the Peruvian ELT teacher. After reaching this aim, it was possible to identify serious lacks and deficiencies, which may only be overcome through appropriate training. It becomes indispensable to

check the way current ELT teachers are being trained. For this reason, as part of this research, a methodological workshop has been elaborated that can be offered in different modalities and through which another objective of the present investigation has been reached.

Based on what has been mentioned, it can be concluded that our general and specific hypotheses have been fully demonstrated and our objectives were reached. The construction of the global profile and the workshop in questioning strategies to develop critical thinking in the English class are our most important contributions.

As corollary it can be stated that there is not only an evident gap between the professional practice of the Peruvian ELT teacher and the profile established for the education of the 21<sup>st</sup> century but also that our country is facing a situation of educational emergency.

## **RECOMMENDATIONS**

1. The country needs to assume, at the level of its political class, the importance of Peruvian people being able to overcome their current language limitations, which in the case of the English language represent a severe barrier to global communication and a decisive reduction of the possibilities of development of the citizens of Peru in their academic and labor aspects, adopting the government decisions that favor this task.
2. It is essential that it is considered as a State policy; that Peru's children and youngsters start their training in the language of globalization from the earliest stages of their school education and that they persist in this task even in the most advanced stages of formation professional, whatever its modality.
3. It is essential that the use of English in Peruvian education has a transversal character in the academic curriculum, and a program to attract potential future teachers of the specialty should be put in place as soon as possible.
4. MINEDU cannot leave aside those teachers who are working as teachers of English part of this universe, which according to estimates of the British Council reach the 70% performing this function.
5. MINEDU should implement a policy that covers all the teachers who currently take the English course in schools, regardless of previous

training or membership of public or private institutions. In that sense, it cannot decline its guiding role in the course of educational action at the country level. It cannot be assumed that the existing problem of academic training and updating can be solved by isolated measures such as sending relatively small groups to English-speaking countries with whom agreements have been established to learn the language and to train teachers.

6. MINEDU should form an advisory panel with the renowned institutions that train teachers in the English language, to carry out joint work in the same direction.
7. The planning of joint work for teaching English must be seen not from the vision of English Academy, but with the goal of training the 21<sup>st</sup>-century citizen from the perspective of the profile of the citizen-proposed for this millennium.
8. To work on closing the gap described in this research between the professional practice of the teachers of the specialty and the profile of the citizen of the 21<sup>st</sup> Century, but this situation will be progressively increased due to the incessant growth of an unmet need to learn English.
9. Because of the magnitude of the problem and having English as the language of the globalized world, the application of multimodal instruments in areas of language as well as methodological and technological aspects should be emphasized.
10. It is necessary to promote the reopening of the specialty of English in the faculties of education and to encourage the teaching of modern methodologies. The suggested reopening should be done under the supervision of SUNEDU.

**Suggestions for future investigations:**

1. It is essential that those who enter to study the career of an educator with a major in English meet the pre-requisite for entering, which is the minimum level B1, as it is currently required to enter the university to study other careers.

2. It is an urgent task to standardize the *Curricular Scope and Sequence* of the institutions that train English teachers; regardless of their alma mater, any graduate can be trained to exercise the ELT specialty appropriately.
3. An effective way to promote an English teacher's career can be through vocational guidance fairs.
4. It would be important to encourage and stimulate the creation of Secondary Diplomats organized by acknowledged universities to attract professionals of related careers who possess an adequate command of the English language (B2), to attract personnel to help bridge the gap between the supply of available staff and the current need at a national level.
5. The re-launching of teacher-training courses during the summer vacation period at well-known institutions, such as the IPNM, could be a way to give those who currently work as teachers of the specialty, the opportunity to achieve a good quality training in the English language and the management of curricular and methodological aspects.

Any training or innovation program at the national level should be subject to a program of constant supervision and follow-up. It allows feedback and monitors levels of efficiency in the teaching performance.



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## **APPENDICES**



## PART I: INVESTIGATION INSTRUMENTS

### Instrument 1: Observation guide

#### SCALE

The scale that will be used is from 1 to 5, with the following tags:

1 = Poor

2 = Low / Deficient

3 = Acceptable

4 = Good

5 = Very Good

The instrument has been constructed as a table of three columns, which contain the following data

	POOR	LOW/DEFICIENT	ACCEPTABLE	GOOD
	xx	x	✓	✓✓
AREA	ITEM	SCORE		
<b>SCHOOL</b>	English Program			
	Integration with other areas			
	Hours assigned			
<b>CLASSROOM</b>	Facilities (tech equipment)			
	Room layout (chairs)			
	Decoration: (Posters, bulletin board, signs)			
	Number of students			
<b>TEACHER</b>	Level of English			
	<b>Knowledge of:</b> ELT strategies			
	Modern methodology			
	ICT			
<b>MATERIALS</b>	Tangible			
	Virtual			
	Use of Coursebooks			

## Instrument 2: Guide to assess the teaching practice

This guide is used to assess the professional practice and complements the ‘Observation Guide’. It lets us observe in detail the teacher in the dimensions described below and shares the rating scale with the one for ‘The profile of the teacher of the 21<sup>st</sup> century’

### Dimensions to evaluate

1. Planning and organization
2. Performance /conduction
3. Evaluation / feedback/ Monitoring
4. Teaching skills

Much less than expected	Less than expected	As expected	More than expected	Much more than expected
1	2	3	4	5
<b>INDICATORS</b>				<b>Assessment</b>
<b>PLANNING AND ORGANIZATION - average -</b>				
1. Does the teacher have a lesson plan?				
2. Does the teacher adapt the plan according to the requirements of the class?				
3. Does the teacher promote an approach that favors investigation and experimentation?				
4. Does the teacher promote student – centered Teaching/learning?				
5. Does the teacher plan promote a variety of different types of interaction?				
6. Does the teacher promote the use of ICT tools?				
<b>PERFORMANCE / CONDUCTION - average -</b>				
1. Does the teacher execute the class according to the plan?				
2. Does the teacher include pair and group work that enhance participation?				
3. Does the teacher establish and respect timing for tasks planned?				
4. Does the teacher apply modern methodologies to build knowledge?				
5. Does the teacher include tasks that involve the digital competence?				
6. Does the teacher use information from real life as part of the learning session?				
<b>EVALUATION – FEEDBACK – MONITORING - average -</b>				
1. Is the evaluation done according to modern methodologies?				
2. Does the evaluation offer room for self- evaluation?				
3. Is metacognition favored through the varied forms of evaluation?				
4. Is the student oriented to meditate on his/her performance to evaluate it?				
5. Is a critical attitude enhanced when facing problems of the community?				
6. Applies what is learned to solve real life problems?				
<b>TEACHING SKILLS - average -</b>				
1. Does the teacher demonstrate the capacity to adapt to changes facing the requirements of the 21st century?				
2. Does the teacher project and stimulate the practice of values?				
3. Does the teacher promote cultural identity respecting cultural diversity?				
4. Does the teacher demonstrate expertise in ELT issues?				
5. Does the teacher demonstrate use and knowledge of strategies to control groups of work?				
6. Is the teacher interested in continuous professional up- dating and training?				

### Instrument 3: Profile of the English teacher of the 21st century

#### Description:

#### Scale

The scale that will be used is from 1 to 5, with the following tags:

1 = Much less than expected

2 = Less than expected

3 = As expected

4 = More than expected

5 = Much more than expected

#### Profile of the English teacher of the 21<sup>st</sup> century

The following chart shows the main traits of the desired profile of the 21<sup>st</sup> Century teacher.

Much less than expected	Less than expected	As expected	More than expected	Much more than expected
1	2	3	4	5

CRITERIA DESCRIPTION				
1	2	3	4	5
Work output is usually low in general terms. Usually fails to meet the standards expected from a teacher that is the first model to follow for the students. Requires constant support and supervision. Not responsible	Show inconsistency in the teaching performance from time to time. Needs to be monitored. With hard work and planning can improve. Sometimes shows lack of organization. Needs training in low aspects of the profile.	Usually displays a teaching practice that meets the requirements stated for the teacher profile. Problems reported are overcome and there is a positive attitude to improve.	Shows effective level of performance and at times more than expected. Shows initiative and high achievement at specific aspects of teaching practice.	High performance is constant showing well developed teaching skills part of the teacher's profile. Well-developed intellectual, professional, attitudinal competencies are always shown

DESIRED PROFILE – TEACHER OF THE 21 <sup>st</sup> CENTURY	Score
1. It seeks to adapt its performance to the requirements established in the frames of reference for the education of the 21st century. (adapt to changes)	
2. Promotes experimentation and research.	
3. Applies a flexible curriculum / (construction and use of Lesson plan)	
4. Evaluates based on the innovative methodology used.	
5. Give importance to values.	
6. Promotes cultural identity while respecting diversity.	
7. Promotes the construction of knowledge through modern methodologies (Constructivism, Experiential learning, Communicative Approach, Flipped Teaching, CILL)	
8. Promotes Student-centered teaching-learning	
9. Promotes varied interaction (groups; pairs).	
10. Uses ICT resources.	
11. Applies what is learned to real life and encourages problem-solving learning.	
12. Develops critical ability, social autonomy, and application of the scientific method.	
13. Promotes higher levels of thought through debate, inquiry, and development of critical thinking by using metacognitive strategies.	
14. Uses strategies to manage, monitor, and organize and to motivate the group of students.	
15. Demonstrates expertise in everything inherent to ELT (General topics (local-global) culture, teaching strategies, English language proficiency, ICT)	

## **Instrument 4: Language Classroom observation**

### **Scale**

The scale that will be used is from 1 to 5, with the following tags:  
NA= Not Available (Zero)

- 1 = Poor
- 2 = Fair
- 3 = Good
- 4 = Outstanding

All scores composed of the answers will be obtained by averaging the answers of the corresponding dimension. The bar graphs have Y values ranging from 1 to 4 and the X values will be the dimensions. Each of the statements, constructed in a structured manner and as closed response options will be evaluated individually and presented both through statistical tables and through charts.

### **Introduction**

This document contains the Observation of the English class applied in educational institutions integrating *Sample 2*, in a process carried out by the holder of the present research. It is intended to contrast the teaching performance concerning the demands of education in the 21<sup>st</sup> century.

### **Dimensions of Competences to Evaluate:**

- Preparation
- Language use
- Lesson presentation
- Classroom management
- Classroom atmosphere
- Use of technology

<b>School :</b>	<b>Class:</b>	<b>Section:</b>			
<b>Teacher :</b>	<b>Number of students:</b>				
<b>Observer: A. Telenta</b>	<b>Book:</b>	<b>Date: /</b>			
<b>Rating Scale: 4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor ; 0 = NA not available</b>					
<b>A. PREPARATION</b>					
1. Teacher had a clearly discernible lesson plan.	4	3	2	1	NA
2. There was an appropriate balance of structured and open-ended/communicative activities.	4	3	2	1	NA
3. The exercises and activities were introduced in context.	4	3	2	1	NA
4. The plan was oriented toward real/authentic language use.	4	3	2	1	NA
5. Teacher had the necessary supporting material (visual aids; charts; multimedia; realia, etc.)	4	3	2	1	NA
6. Teacher organized the class according to the methodologies/ approaches promoted (CLIL; Communicative; TPR; Experiential; Constructivist; development of competencies)	4	3	2	1	NA
<b>B. LANGUAGE USE</b>					
1. Teacher used the target-language in the classroom appropriately and effectively.	4	3	2	1	NA
2. Use of English was appropriate to student needs.	4	3	2	1	NA
3. Teacher promoted the use of English.	4	3	2	1	NA
4. Teacher provided correct models when necessary in an appropriate way.	4	3	2	1	NA
5. Teacher exercises classroom language in English.	4	3	2	1	NA
6. Teacher provides and prepares students in the application of useful language for the tasks.	4	3	2	1	NA
<b>C. LESSON PRESENTATION</b>					
1. The lesson was presented effectively and clearly.	4	3	2	1	NA
2. The teacher showed clearly the different stages of the class	4	3	2	1	NA
3. The activities/exercises chosen to achieve the objectives were effective.	4	3	2	1	NA
4. There were smooth transitions between activities.	4	3	2	1	NA
5. The time allotted for activities was appropriate and communicated to students	4	3	2	1	NA
6. The amount of teacher talk and student talk was appropriate.	4	3	2	1	NA
7. The type and amount of teacher feedback were effective.	4	3	2	1	NA
8. Cultural instruction was integrated into class activities.	4	3	2	1	NA
9. The class is balanced between teacher and student centered depending on the class stage.	4	3	2	1	NA

**D. CLASSROOM MANAGEMENT**

1. The use of small groups/pair work during each activity was appropriate.	4	3	2	1	NA
2. The seating arrangement facilitated learning.	4	3	2	1	NA
3. The use of audio-visual & tech materials was effective.	4	3	2	1	NA
4. Teacher divided his or her attention among students appropriately.	4	3	2	1	NA
5. Student participation was on task.	4	3	2	1	NA
6. Teacher managed to control classroom discipline.	4	3	2	1	NA
7. Teacher assigned and controlled timing for the tasks.	4	3	2	1	NA
8. Teacher had rules established for routines in class, and these were followed.	4	3	2	1	NA

**E. CLASSROOM ATMOSPHERE**

1. Student participation was active and lively.	4	3	2	1	NA
2. The class atmosphere was warm, open and accepting.	4	3	2	1	NA
3. Teacher was sensitive to students' difficulties and abilities.	4	3	2	1	NA
4. Teacher gave same attention to all students	4	3	2	1	NA
5. Teacher promoted involvement of all the students.	4	3	2	1	NA
6. Teacher had eye contact with students.	4	3	2	1	NA

**F. USE OF TECHNOLOGY**

1. Use of technology (video, audio, web materials) was appropriate given the material being presented.	4	3	2	1	NA
2. Use of technology is especially creative, i.e., it accomplished something that could not have been done as easily with other media.	4	3	2	1	NA
3. Use of technology is limited in the classroom, but used appropriately outside the class (e.g., for email, practicing, background, etc.	4	3	2	1	NA
4. Teacher knows how to use the digital material	4	3	2	1	NA

*(form adapted from <http://ccat.sas.upenn.edu/~haroldfs/pedagog/evaluation/evaluate.html> )*

## **Instrument 5: Interview**

### **Introduction**

The document is a semi-structured interview applied to the teaching staff member of sample 1 whose objective is to inquire about the importance of the questions; their classification; Purpose and planning. The paper has five questions that include four open and one mixed (open-ended and multiple-choice) questions. In each of the sections, the interviewees expressed opinions about the items. The tabulation will be done according to the frequency of the answers, which will be presented through tables and graphs.

### **Dimensions to Evaluate**

- Importance of the use of the questions
- Classification
- Purpose
- Planning questions

### ***Interview***

Please read the questions and give spontaneous and natural responses. The interview should not take more than 5 minutes

1. What do you think is the importance of using questions in a learning session?

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2. What is your particular purpose for using questions in a class session?

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3. How could you classify questions?

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4. When you plan your class, do you really prepare the questions you would ask?

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5. When you ask a question, do you expect an answer that fulfills some requisites? If yes, name them.

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5a When you plan classes, what do you plan to achieve? Choose from the alternatives below and give an example for the one (s) you choose to clarify your answer:

	<b>Alternatives</b>	<b>Example</b>
<b>a</b>	To Know the topic.	
<b>b</b>	To know about foreign language.	
<b>c</b>	To know about techniques.	
<b>d</b>	To develop the ability of reasoning.	
<b>e</b>	All of them.	

Thanks for your cooperation!

## Instrument 6: Needs Analysis

### Scale

Does not include scale for including questions that ask for the opinion of the respondents

### Introduction

The document is a semi-structured interview applied to the teaching staff member of sample 2. The objective is to inquire about knowledge and management of questioning; Assessment of students' responses to questions; Critical thinking knowledge. The document has ten questions that include mixed questions (closed and open), open-ended questions and a multiple-choice question. In each of the sections, the interviewees expressed opinions about the items. The tabulation will be done according to the frequency of the answers, which will be presented through tables and graphs.

### Dimensions to evaluate

- Quality of knowledge on questioning techniques
- Assessment of the student response to questions
- Knowledge of critical thought

### *Needs analysis:*

#### **TOPIC: STUDENTS' ORAL PRODUCTION IN THE ENGLISH CLASS**

IN ORDER TO ENCOURAGE STUDENTS' PRODUCTION IN ENGLISH WHAT DO YOU DO? CHOOSE FROM THE LIST BELOW

ASK QUESTIONS   
TELL THEM TO TALK ABOUT...   
OTHER (SPECIFY)

---

WHEN YOU WANT TO GET A RESPONSE FROM THE STUDENT, WHAT DO YOU DO?

ASK QUESTIONS   
TELL THEM TO TALK ABOUT   
REQUIRE THEIR ANSWER   
OTHER (SPECIFY)

---

WHAT KIND OF QUESTIONS DO YOU KNOW? MENTION THEM

---

WHEN YOU ASK QUESTIONS...

WHAT QUESTIONS DO YOU USUALLY ASK? MENTION THEM IN ORDER OF FREQUENCY (FROM MOST USED TO LEAST USED)

---

HOW DO STUDENTS USUALLY ANSWER TO YOUR QUESTIONS? GIVE A GENERAL DESCRIPTION

---

WHAT'S YOUR OPINION ABOUT THE SITUATION DESCRIBED ABOVE?

---

HOW DOES THE USE OF QUESTIONS HELP THE STUDENTS' PRODUCTION IN ASPECTS OF CONTENT AND USE OF ENGLISH? (VERY MUCH – IN SOME WAY – NOT MUCH) PLEASE EXPLAIN.

---

IF YOU HAD TO ASSESS THE QUALITY OF THE STUDENTS' RESPONSES, WHICH OF THE DESCRIPTIONS BELOW ARE CLOSER TO WHAT YOU USUALLY OBSERVE IN THE ENGLISH CLASS?

Tick ( ✓ ) the ones that correspond

Affirmative / negative short answers

---

Hmm .... Maybe / I'm not sure...

---

Nothing

---

Precise answer

---

Alternative offered in the question

---

Complete answer

---

Complete answer and another question

---

Complete answer and examples to clarify points of view

---

A gesture (nod – head shake)

---

DO YOU THINK THE QUALITY OF THE STUDENTS' RESPONSE IN ASPECTS OF CONTENT AND USE OF ENGLISH CAN BE IMPROVED?

TICK THE ALTERNATIVE (✓)

YES ( ) NO ( )

IF YES,

HOW DO YOU THINK THE IMPROVEMENT CAN BE ACHIEVED?

PROVIDE YOUR ANSWER THROUGH THE FOLLOWING TASK:

*Imagine you have been hired by a school to help improve the students' use of English and the quality of their responses in aspects of content. What would you suggest?*

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---

DO YOU KNOW ABOUT **CT**?

Tick (✓) your response YES ( ) NO ( )

IF YES,

DO YOU CONSIDER ITS DEVELOPMENT IS EVIDENT IN YOUR CLASSES?

YES ( ) NO ( )

IF YES, WHAT DO YOU DO TO MAKE IT EVIDENT? EXPLAIN

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IF NOT, HOW COULD IT BE BENEFICIAL FOR YOUR STUDENTS?

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**Thanks for your Cooperation!**

## **Instrument 7: Ethnographic card**

### **Scale**

Does not include a scale to evaluate the information provided by the respondents.

### **Dimension to evaluate**

- Educational background
- Professional background
- English language knowledge

The *ETHNOGRAPHIC CARD* is an instrument that has been designed in the form of open items that comprise various aspects related to training, experience, skills, interests, English language knowledge and professional objectives of the teachers participating in Sample 3. Simultaneously, data are requested for contacts such as Phone, email address and the name of accounts with which it participates in the main social networks referred to the knowledge, exchange of experiences and professional activity.

The form has been subdivided into seven paragraphs or aspects and tabulation based on frequency in the answers will allow us to establish a general profile of the average teacher of the population interviewed. It will be applied at the beginning of the training sessions on topics related to the use of questioning for the development of Critical Thinking.

ABILITIES

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EXPERIENCE

**Position | Institution(s) | When**  
(most relevant)

---

---

**EDUCATION**  
**Degree | When | Where**

---

---

---

**English / L2 | When | Where**  
(most relevant (level; certifications))

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---

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OBJECTIVES

---

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---

---

INTERESTS  
(professional or other)

---

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## **Instrument 8: Meditating on progress**

### **Scale**

A verbal scale from 4 to 1 is used, with the following labels:

4 = Entirely

3 = Mostly (Mostly)

2 = Somewhat (Somehow)

1 = Not at all

### **Introduction**

The document is a structured self-assessment done through closed statements that are presented in three main areas: Awareness (to have knowledge); Application (apply what was learned); Assessment (to evaluate/monitor students' work). This document will be applied to the teaching staff part of the sample two who will participate in a training workshop in questioning strategies to develop critical thinking in the English class.

In each of the sections, participants will express opinions on 4 items raised through close- statements, who will assign a score from 4 to 1 that ranges from 'Entirely to Not at all.' The answers will be presented in tables and graphs.

### **Dimensions to evaluate**

**Awareness:** (knowledge of critical thinking, Bloom's taxonomy, questioning as a teaching tool, communication in English)

**Application:** (promotion of critical thinking in the high and low ranges through questioning)

**Evaluation:** on learning to plan, use, evaluate and give feedback on critical thinking development through questioning).

## Meditating On Progress

### Meditating on Progress (rating scale)

4	3	2	1
Entirely	Mostly	Somewhat	Not at all

#### 1 Awareness

I have developed awareness on:

- a. CT concepts /mental process
- b. Bloom's taxonomy
- c. Questioning as a teaching / learning tool
- d. Development of English through communication and interaction

As elements involved in complex cognitive processes.

#### 2 Application

I am able to:

- a. Discriminate which questions promote LOT and which HOT.
- b. Pose questions based on texts or any other source, that enhance LOTS and HOTS.
- c. Use varied questioning strategies that foster CT and English.
- d. Promote interactive discussion through questioning and use of alternative techniques.

#### 3 Assessment

I can plan lessons that include varied CT tasks and use questioning strategies to

- a. Monitor students' development in CT and use of English.
- b. Collect information and provide feedback.
- c. To use feedback to improve students' performance.
- d. Create opportunities for self-assessment.

## **Instrument 9: Survey to Management and Hierarchical Personnel from Educational Institutions**

### **Scales**

The scale that will be used is from 1 to 4, with the following tags:

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly agree

All scores composed of the answers will be obtained by averaging.

The answers of the corresponding dimension. The bar graphs have Y values ranging from 1 to 4, and the X values will be the dimensions. Each of the statements will be evaluated individually and will be presented both through statistical tables such as graphics.

### **Introduction**

This document contains the ‘Appraisal of Management and Hierarchical Personnel from Educational Institutions’ about the profile and professional performance of the teachers of English.

The Survey comprises varied aspects and is used as a means to contrast information obtained through other instruments.

### **Dimensions to Evaluate:**

Ideal profile

Limitations of the average teacher

Training

Curricular programming

Didactic material

Use of ICT

### **Survey**

Apresiasi del personal directivo y jerárquico de los planteles educativos acerca del desarrollo de la enseñanza del idioma inglés

<b>Es irrelevante / NO</b>	<b>Hasta cierto punto</b>	<b>Importante/necesario</b>	<b>Definitivamente / SI</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

### I.- PERFIL DEL DOCENTE DE INGLÉS

Concepto	#
<b>Lo que busca</b>	
El docente de inglés debe tener buen manejo del idioma que enseña.	
El docente de inglés debe tener conocimientos actualizados de metodología de la enseñanza del idioma.	
El docente debe contar con certificación internacional.	
El docente debe tener título pedagógico y/o afines.	
El docente debe contar con experiencia que pueda demostrar (referencias; constancias de trabajo, etc.)	

### II.- CAPACITACIÓN

Concepto	#
Los docentes se capacitan y aplican lo aprendido en sus clases.	
Las escuelas promueven la capacitación constante de sus docentes a través de entidades del MINEDU.	
La capacitación de los docentes se considera para efectos de permanencia, contratación , promoción	
Las escuelas cuentan con el apoyo de las casas editoriales para capacitar al personal docente	

### III.-PROGRAMAS CURRICULARES

Concepto	#
Los docentes son capaces de organizar programas académicos ELT para la escuela	
Los docentes confeccionan programaciones anuales sin dificultad	
Los docentes realizan sus planificaciones sesiones de clase donde incorporan sus conocimientos de metodología moderna y facilitan el aprendizaje centrado en el alumno y la comunicación en inglés.	

### IV.- MATERIAL DIDÁCTICO

Concepto	#
Los docentes escogen el material didáctico según criterios metodológicos modernos y manejo de temas acorde al siglo 21.	
Los docentes buscan en los materiales didácticos el desarrollo de procesos mentales, mediante el manejo del idioma inglés.	
Los docentes buscan material didáctico que promueva la participación activa del alumno y constante interacción en el idioma; desarrollo de proyectos, resolución de problemas, entre otros.	
Los docentes buscan material didáctico que desarrolle competencias básicas para la vida.	

**V.-TICS**

	<b>Concepto</b>	<b>#</b>
A	Los docentes manejan la tecnología para la comunicación y la información (TICS).	
C	La escuela promueva el desarrollo de la competencia digital en los alumnos.	
B	Los docentes incorporan el uso de TICS en sus clases.	
D	Los docentes buscan material didáctico que desarrolle la competencia digital en los alumnos	

## **Instrument 10: Survey to Management team of Publishing Houses**

### **Scale**

A verbal scale from 4 to 1 is used, with the following labels:

4 = Strongly agree

3 = Agree

2 = Disagree

1 = Total disagreement

### **Introduction**

The document is a structured interview applied to the executive staff who work in the editorial area dedicated to the production of teaching materials for teaching English and cover various geographical areas of the national territory, including coastal cities where the teaching of the English language is preferred in private higher-level schools. The structured interview in three categories covers the respondents' assessments of the ELT teacher profile, the profile of the teaching materials and the educational needs of the publishers in which they work. In each of the sections, respondents expressed opinions on 4 items raised through closed questions; the respondents will assign a score of 4 to 1 that goes in a range from 'Totally Agree' to 'Totally Disagree'. The answers will be presented in tables and graphs.

### **Dimensions to Evaluate**

Teacher profile

Teaching materials

Educational needs contemplated by editorial

### **Entrevista**

Nombre: \_\_\_\_\_

Cargo en la casa editorial: \_\_\_\_\_

Por favor lea detenidamente las siguientes afirmaciones y escoja la alternativa que mejor describa su punto de vista en base a su trabajo y experiencia en el rubro editorial en el área ELT. Marque con una X su elección.

**PERFIL DEL DOCENTE ELT:**

Descripción / rango	Totalmente de acuerdo 4	De acuerdo 3	Desacuerdo 2	Total Desacuerdo 1
Los docentes se encuentran adecuadamente calificados para el desempeño de su labor pedagógica				
Los docentes conocen los aspectos metodológicos ELT.				
Los docentes son competentes en el manejo del idioma inglés.				
Los docentes manejan las nuevas metodologías del mundo ELT.(CLIL; Flipped teaching, student centered entre otras)				

**MATERIAL DIDÁCTICO:**

Descripción / rango	Totalmente de acuerdo 4	De acuerdo 3	En desacuerdo 2	Total desacuerdo 1
Los libros de inglés han evolucionado en su contenido estos últimos años.				
Los libros de inglés han evolucionado en las metodologías que proponen. (CLIL; Flipped Teaching, student -centered a)				
El material ELT da gran importancia al aspecto audio-visual y a la tecnología				
Los libros de inglés hoy en día enfatizan el desarrollo de procesos mentales a través del enfoques tales como: constructivismo, CLIL; aprendizaje por experiencia , desarrollo de competencias, entre otros				

**NECESIDADES DE LA EDUCACIÓN CONTEMPLADAS POR LA EDITORIAL:**

Descripción / rango	Totalmente de acuerdo 4	De acuerdo 3	En desacuerdo 2	Total desacuerdo 1
Los docentes requieren de apoyo académico para utilizar correctamente el material didáctico.				
Los docentes requieren de apoyo académico en relación a metodologías y estrategias modernas.				
Los docentes demuestran responsabilidad para asistir a <b>talleres presenciales</b> organizados por la editorial				
Los docentes demuestran responsabilidad para participar en <b>talleres online</b> organizados por la editorial				

Gracias por su colaboración

## **Instrument 11: Survey: Receptivity about the Use of Digital Resources Provided Via Online**

### **Scales**

The scale being used is 1 to 100%, with 1% being the lowest and 100% being the highest.

The percentages obtained from the answers will be grouped in ranges of 10 in 10 and then counted the frequency with which they will be used

### **Introduction**

This survey is a structured document with closed and specific statements on the subject to investigate, which will be applied to educational advisors of publishers who are in charge of a portfolio of users in seven cities on the Peruvian coast. The information obtained will be extracted from the users belonging to sample 1.

The list of included statements considers the appreciation of teachers' receptivity regarding the use of digital resources provided online as part of the material used for English language teaching that inquires about the acceptance of resources, successful registration of resources and their subsequent efficient use in the classroom.

The three statements presented are answered in the percentage of 1% to 100%, which will be added and averaged according to the incidence of the response per item. The results will be presented in statistical tables as graphically. The Y will be the percentages granted, and the X will be the dimensions.

### **Dimensions to Evaluate**

Spontaneous access

Successful registration

Efficient use of resources

### **Encuesta Acerca de Receptividad de Uso De Recursos Digitales Proporcionados Via Online**

Estimado compañero solicito su apoyo a través del llenado de la encuesta que ofrezco a continuación:

La encuesta tiene por objetivo conocer la receptividad de los docentes de la especialidad de inglés en relación a la recesión y utilización de los recursos educativos que se ofrecen a través del internet como parte del soporte didáctico. Las respuestas las debe colocar en porcentajes aproximados según su criterio y experiencia referido a la zona que trabaja.

Departamento: \_\_\_\_\_ Distrito: \_\_\_\_\_  
 Cantidad de colegios a su cargo: \_\_\_\_\_  
 Cantidad aproximada de docentes de inglés: \_\_\_\_\_

Enunciado	Porcentaje
Los profesores acceden espontáneamente a los recursos digitales ofrecidos.	
Los profesores registran exitosamente las licencias para acceder a los recursos online.	
Los profesores usan eficientemente los recursos online ofrecidos	

## Instrument 12. Tables to compare results

*Comparison of results obtained from the observations done during the exploratory phase and the profile of the English teacher of the 21<sup>st</sup> century.*

### Scale

Does not include a scale for questions that require the opinion of the respondents.

**Table 1**

<b>Findings on the performance of private school teachers</b>	<b>Item 21<sup>st</sup></b>	<b>Score</b>
The average teacher of the English course has limitations to be fluent in English.		
The teacher is presented as the center of educational activity.		
The teacher makes almost inflexible use of the lesson plan, finding difficulty to get out of it.		
The teacher has difficulty in controlling the discipline in the classroom and generating a continuous flow of attention of the learning session.		
The teacher is permissive when using the mother tongue during the English classes.		
Teachers are not aware of the methodology, resources, and adequate procedures to generate motivation in their students regarding the content of the English course, particularly in the upper grades of the secondary school.		
There are disconnection and ignorance relating to the purpose of which English is learned, what will be its role in the culture of the 21st century what are the expectations regarding the competencies the citizens of this century must develop.		
Approximately 70% of the teaching staff contacted are qualified teachers who have taken professionalization courses in 'English language academies' in the market.		
The methodological limitations of most teachers make them stay on the 'what' aspects of the language that refers to the form such as grammar and vocabulary.		
The shortage of knowledge and educational resources in TEFL leads many of these teachers to look for refuge in "safe" recipes that guarantee "effectiveness" in the execution of various tasks within the learning session.		
Ignorance and fear in the using digital technologies. They prefer printed material, concrete information, answers that do not demand a higher level of elaboration, discrimination, creativity or personal contribution.		

There is a clear gap in the level of knowledge that most teachers have concerning academic English and the use of ICT.		
There is a constant demand for teachers and hierarchical staff from schools for implementation courses, didactic resources, means to raise their knowledge or update them, however in most cases, these requirements are not assumed responsibility, and consequently, there is no real use of the opportunities presented to them		
<b>total average</b>		

**Table 2**

Table to Contrast the Teacher of English from Private / Public school and the Global Profile of the Peruvian teacher

<b>Desired profile- teacher of the 21<sup>st</sup> century</b>	<b>Score</b>
1. It seeks to adapt its performance to the requirements established in the frames of reference for the education of the 21st century. (adapt to changes)	
2. Promotes experimentation and research.	
3. Applies a flexible curriculum / (construction and use of lesson plan)	
4. Evaluates based on the innovative methodology used.	
5. Give importance to values.	
6. Promotes cultural identity while respecting diversity.	
7. Promotes the construction of knowledge through modern methodologies (constructivism, experiential learning, communicative approach, flipped teaching, CLIL)	
8. Promotes student-centered teaching/learning.	
9. Promotes varied interaction (groups; pairs).	
10. Uses ICT resources.	
11. Applies what is learned to real life and encourages problem-solving learning.	
12. Develops critical ability, social autonomy, and application of the scientific method by	
13. Promotes higher levels of thought through debate, inquiry, and development of critical thinking by using metacognitive strategies.	
14. Uses strategies to manage, monitor, and organize and to motivate the group of students.	
15. Demonstrates expertise in everything inherent to ELT (general topics (local-global) culture, teaching strategies, English language proficiency, ICT)	

## PART II: EVIDENCE OF THE WORK DONE

### Observation Guide

**Type of School: Private**

**Location: Norte Chico**

**Social Stratum: A**

	POOR XX	LOW/DEFICIENT X	ACCEPTABLE ✓	GOOD ✓✓
AREA	ITEM			SCORE
<b>SCHOOL</b>	English Program			X
	Integration with other areas			XX
	Hours assigned			✓
<b>CLASSROOM</b>	Facilities (tech equipment)			✓
	Room layout (chairs)			X
	Decoration: (Posters, bulletin board, signs)			X
	Number of students			✓
<b>TEACHER</b>	Level of English			X
	<b>Knowledge of:</b> ELT strategies			X
	Modern methodology			XX
	ICT			X
<b>MATERIALS</b>	Tangible			✓
	Virtual			X
	Use of Coursebooks			XX

**Type of School: Private**  
**Location: Santa Catalina - Lima**  
**Social Stratum: B**

	POOR XX	LOW/DEFICIENT X	ACCEPTABLE ✓	GOOD ✓✓
AREA	ITEM			SCORE
<b>SCHOOL</b>	English Program			<b>X</b>
	Integration with other areas			<b>XX</b>
	Hours assigned			✓
<b>CLASSROOM</b>	Facilities (tech equipment)			✓
	Room layout (chairs)			<b>X</b>
	Decoration: (Posters, bulletin board, signs)			<b>XX</b>
	Number of students			✓
<b>TEACHER</b>	Level of English			<b>X</b>
	<b>Knowledge of:</b> ELT strategies			<b>X</b>
	Modern methodology			<b>XX</b>
	ICT			<b>X</b>
<b>MATERIALS</b>	Tangible			✓
	Virtual			<b>XX</b>
	Use of Coursebooks			<b>X</b>

**Type of School: Private**  
**Location: Carabayllo**  
**Social Stratum: C**

	POOR XX	LOW/DEFICIENT X	ACCEPTABLE ✓	GOOD ✓✓
AREA	ITEM			SCORE
<b>SCHOOL</b>	English Program			<b>XX</b>
	Integration with other areas			<b>XX</b>
	Hours assigned			<b>XX</b>
<b>CLASSROOM</b>	Facilities (tech equipment)			<b>XX</b>
	Room layout (chairs)			<b>X</b>
	Decoration: (Posters, bulletin board, signs)			<b>XX</b>
	Number of students			✓
<b>TEACHER</b>	Level of English			<b>X</b>
	<b>Knowledge of:</b> ELT strategies			<b>XX</b>
	Modern methodology			<b>XX</b>
	ICT			<b>XX</b>
<b>MATERIALS</b>	Tangible			✓
	Virtual			<b>XX</b>
	Use of Coursebooks			<b>XX</b>

## Language Classroom Observation

School : San Ignacio de Loyola  
Teacher : H Plascencia

Class: 4 B Section: Primary  
Number of students: 25

Rating Scale: 4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor NA not available (0)					
<b>A. PREPARATION</b>					
1. Teacher had a clearly discernible lesson plan.	4	3	2	1	NA
2. There was an appropriate balance of structured and open-ended/communicative activities.	4	3	2	1	NA
3. The exercises and activities were introduced in context.	4	3	2	1	NA
4. The plan was oriented toward real/authentic language use.	4	3	2	1	NA
5. Teacher had the necessary supporting material (visual aids; charts; multimedia; realia, etc.)	4	3	2	1	NA
6. Teacher organized the class according to the methodologies/ approaches promoted (CLIL; Communicative; TPR; Experiential; Constructivist; development of competences)	4	3	2	1	NA
<b>B. LANGUAGE USE</b>					
1. Teacher used the target language in the classroom appropriately and effectively.	4	3	2	1	NA
2. Use of English was appropriate to student needs.	4	3	2	1	NA
3. Teacher promoted the use of English.	4	3	2	1	NA
4. Teacher provided correct models when necessary in an appropriate way.	4	3	2	1	NA
5. Teacher exercises classroom language in English.	4	3	2	1	NA
6. Teacher provides and prepares students in the application of useful language for the tasks.	4	3	2	1	NA
<b>C. LESSON PRESENTATION</b>					
1. The lesson was presented effectively and clearly.	4	3	2	1	NA
2. The teacher showed clearly the different stages of the class	4	3	2	1	NA
3. The activities/exercises chosen to achieve the objectives were effective.	4	3	2	1	NA
4. There were smooth transitions between activities.	4	3	2	1	NA
5. The time allotted for activities was appropriate and communicated to students	4	3	2	1	NA
6. The amount of teacher talk and student talk was appropriate.	4	3	2	1	NA
7. The type and amount of teacher feedback was effective.	4	3	2	1	NA
8. Cultural instruction was integrated into class activities.	4	3	2	1	NA
9. The class is balanced between teacher and student centered depending on the class stage.	4	3	2	1	NA
<b>D. CLASSROOM MANAGEMENT</b>					
1. The use of small groups/pair work during each activity was appropriate.	4	3	2	1	NA

2. The seating arrangement facilitated learning.	4	3	2	1	NA
3. The use of audio-visual & tech materials was effective.	4	3	2	1	NA
4. Teacher divided his or her attention among students appropriately.	4	3	2	1	NA
5. Student participation was on task.	4	3	2	1	NA
6. Teacher managed to control classroom discipline.	4	3	2	1	NA
7. Teacher assigned and controlled timing for the tasks.	4	3	2	1	NA
8. Teacher had rules established for routines in class and these were followed.	4	3	2	1	NA
<b>E. CLASSROOM ATMOSPHERE</b>	4	3	2	1	NA
1. Student participation was active and lively.	4	3	2	1	NA
2. The class atmosphere was warm, open and accepting.	4	3	2	1	NA
3. Teacher was sensitive to students' difficulties and abilities.	4	3	2	1	NA
4. Teacher gave same attention to all students	4	3	2	1	NA
5. Teacher promoted involvement of all the students.	4	3	2	1	NA
6. Teacher had eye contact with students.	4	3	2	1	NA
<b>F. USE OF TECHNOLOGY</b>					
1. Use of technology (video, audio, web materials) was appropriate given the material being presented.	4	3	2	1	NA
2. Use of technology was particularly creative, i.e. it accomplished something that could not have been done as easily with other media.	4	3	2	1	NA
3. Use of technology is limited in the classroom, but used appropriately outside the class (e.g. for email, practicing, background, etc.	4	3	2	1	NA
4. Teacher knows how to use the digital material	4	3	2	1	NA

School : Nstra. Sra de Cocharcas                      Class: 2      Section: Secondary  
Teacher : J. Sanchez                                      Number of students: 20

<b>Rating Scale: 4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor NA not available (0)</b>					
<b>A. PREPARATION</b>					
1. Teacher had a clearly discernible lesson plan.	4	3	2	1	NA
2. There was an appropriate balance of structured and open-ended/communicative activities.	4	3	2	1	NA
3. The exercises and activities were introduced in context.	4	3	2	1	NA
4. The plan was oriented toward real/authentic language use.	4	3	2	1	NA
5. Teacher had the necessary supporting material (visual aids; charts; multimedia; realia, etc.)	4	3	2	1	NA
6. Teacher organized the class according to the methodologies/ approaches promoted (CLIL; Communicative; TPR; Experiential; Constructivist; development of competences)	4	3	2	1	NA

<b>B. LANGUAGE USE</b>	
1. Teacher used the target-language in the classroom appropriately and effectively.	4 3 2 1 NA
2. Use of English was appropriate to student needs.	4 3 2 1 NA
3. Teacher promoted the use of English.	4 3 2 1 NA
4. Teacher provided correct models when necessary in an appropriate way.	4 3 2 1 NA
5. Teacher exercises classroom language in English.	4 3 2 1 NA
6. Teacher provides and prepares students in the application of useful language for the tasks.	4 3 2 1 NA
<b>C. LESSON PRESENTATION</b>	
1. The lesson was presented effectively and clearly.	4 3 2 1 NA
2. The teacher showed clearly the different stages of the class	4 3 2 1 NA
3. The activities/exercises chosen to achieve the objectives were effective.	4 3 2 1 NA
4. There were smooth transitions between activities.	4 3 2 1 NA
5. The time allotted for activities was appropriate and communicated to students	4 3 2 1 NA
6. The amount of teacher talk and student talk was appropriate.	4 3 2 1 NA
7. The type and amount of teacher feedback was effective.	4 3 2 1 NA
8. Cultural instruction was integrated into class activities.	4 3 2 1 NA
9. The class is balanced between teacher and student centered depending on the class stage.	4 3 2 1 NA
<b>D. CLASSROOM MANAGEMENT</b>	
1. The use of small groups/pair work during each activity was appropriate.	4 3 2 1 NA
2. The seating arrangement facilitated learning.	4 3 2 1 NA
3. The use of audio-visual & tech materials was effective.	4 3 2 1 NA
4. Teacher divided his or her attention among students appropriately.	4 3 2 1 NA
5. Student participation was on task.	4 3 2 1 NA
6. Teacher managed to control classroom discipline.	4 3 2 1 NA
7. Teacher assigned and controlled timing for the tasks.	4 3 2 1 NA
8. Teacher had rules established for routines in class and these were followed.	4 3 2 1 NA
<b>E. CLASSROOM ATMOSPHERE</b>	
1. Student participation was active and lively.	4 3 2 1 NA
2. The class atmosphere was warm, open and accepting.	4 3 2 1 NA
3. Teacher was sensitive to students' difficulties and abilities.	4 3 2 1 NA
4. Teacher gave same attention to all students	4 3 2 1 NA
5. Teacher promoted involvement of all the students.	4 3 2 1 NA
6. Teacher had eye contact with students.	4 3 2 1 NA
<b>F. USE OF TECHNOLOGY</b>	
1. Use of technology (video, audio, web materials) was appropriate given the material being presented.	4 3 2 1 NA

2. Use of technology was particularly creative, i.e. it accomplished something that could not have been done as easily with other media.	4	3	2	1	NA
3. Use of technology is limited in the classroom, but used appropriately outside the class (e.g. for email, practicing, background, etc.	4	3	2	1	NA
4. Teacher knows how to use the digital material	4	3	2	1	NA

School : San Ignacio Loyola                      Class: 6      Section: Primary  
Teacher : M. Chaca                                      Number of students: 24

<b>Rating Scale: 4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor NA not available (0)</b>					
<b>A. PREPARATION</b>					
1. Teacher had a clearly discernible lesson plan.	4	3	2	1	NA
2. There was an appropriate balance of structured and open-ended/communicative activities.	4	3	2	1	NA
3. The exercises and activities were introduced in context.	4	3	2	1	NA
4. The plan was oriented toward real/authentic language use.	4	3	2	1	NA
5. Teacher had the necessary supporting material (visual aids; charts; multimedia; realia, etc.)	4	3	2	1	NA
6. Teacher organized the class according to the methodologies/ approaches promoted (CLIL; Communicative; TPR; Experiential; Constructivist; development of competences)	4	3	2	1	NA
<b>B. LANGUAGE USE</b>					
1. Teacher used the target-language in the classroom appropriately and effectively.	4	3	2	1	NA
2. Use of English was appropriate to student needs.	4	3	2	1	NA
3. Teacher promoted the use of English.	4	3	2	1	NA
4. Teacher provided correct models when necessary in an appropriate way.	4	3	2	1	NA
5. Teacher exercises classroom language in English.	4	3	2	1	NA
6. Teacher provides and prepares students in the application of useful language for the tasks.	4	3	2	1	NA
<b>C. LESSON PRESENTATION</b>					
1. The lesson was presented effectively and clearly.	4	3	2	1	NA
2. The teacher showed clearly the different stages of the class	4	3	2	1	NA
3. The activities/exercises chosen to achieve the objectives were effective.	4	3	2	1	NA
4. There were smooth transitions between activities.	4	3	2	1	NA
5. The time allotted for activities was appropriate and communicated to students	4	3	2	1	NA

6. The amount of teacher talk and student talk was appropriate.	4	3	2	1	NA
7. The type and amount of teacher feedback was effective.	4	3	2	1	NA
8. Cultural instruction was integrated into class activities.	4	3	2	1	NA
9. The class is balanced between teacher and student centered depending on the class stage.	4	3	2	1	NA
<b>D. CLASSROOM MANAGEMENT</b>					
1. The use of small groups/pair work during each activity was appropriate.	4	3	2	1	NA
2. The seating arrangement facilitated learning.	4	3	2	1	NA
3. The use of audio-visual & tech materials was effective.	4	3	2	1	NA
4. Teacher divided his or her attention among students appropriately.	4	3	2	1	NA
5. Student participation was on task.	4	3	2	1	NA
6. Teacher managed to control classroom discipline.	4	3	2	1	NA
7. Teacher assigned and controlled timing for the tasks.	4	3	2	1	NA
8. Teacher had rules established for routines in class and these were followed.	4	3	2	1	NA
<b>E. CLASSROOM ATMOSPHERE</b>					
1. Student participation was active and lively.	4	3	2	1	NA
2. The class atmosphere was warm, open and accepting.	4	3	2	1	NA
3. Teacher was sensitive to students' difficulties and abilities.	4	3	2	1	NA
4. Teacher gave same attention to all students	4	3	2	1	NA
5. Teacher promoted involvement of all the students.	4	3	2	1	NA
6. Teacher had eye contact with students.	4	3	2	1	NA
<b>F. USE OF TECHNOLOGY</b>					
1. Use of technology (video, audio, web materials) was appropriate given the material being presented.	4	3	2	1	NA
2. Use of technology was particularly creative, i.e. it accomplished something that could not have been done as easily with other media.	4	3	2	1	NA
3. Use of technology is limited in the classroom, but used appropriately outside the class (e.g. for email, practicing, background, etc.	4	3	2	1	NA
4. Teacher knows how to use the digital material	4	3	2	1	NA

School : San Francisco Javier  
 Teacher : N Cuenca

Class: 6 Section: Primary  
 Number of students: 36

Rating Scale: 4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor NA not available (0)					
<b>A. PREPARATION</b>					
1. Teacher had a clearly discernible lesson plan.	4	3	2	1	NA
2. There was an appropriate balance of structured and open-ended/communicative activities.	4	3	2	1	NA
3. The exercises and activities were introduced in context.	4	3	2	1	NA
4. The plan was oriented toward real/authentic language use.	4	3	2	1	NA
5. Teacher had the necessary supporting material (visual aids; charts; multimedia; realia, etc.)	4	3	2	1	NA
6. Teacher organized the class according to the methodologies/approaches promoted (CLIL; Communicative; TPR; Experiential; Constructivist; development of competences)	4	3	2	1	NA
<b>B. LANGUAGE USE</b>					
1. Teacher used the target-language in the classroom appropriately and effectively.	4	3	2	1	NA
2. Use of English was appropriate to student needs.	4	3	2	1	NA
3. Teacher promoted the use of English.	4	3	2	1	NA
4. Teacher provided correct models when necessary in an appropriate way.	4	3	2	1	NA
5. Teacher exercises classroom language in English.	4	3	2	1	NA
6. Teacher provides and prepares students in the application of useful language for the tasks.	4	3	2	1	NA
<b>C. LESSON PRESENTATION</b>					
1. The lesson was presented effectively and clearly.	4	3	2	1	NA
2. The teacher showed clearly the different stages of the class	4	3	2	1	NA
3. The activities/exercises chosen to achieve the objectives were effective.	4	3	2	1	NA
4. There were smooth transitions between activities.	4	3	2	1	NA
5. The time allotted for activities was appropriate and communicated to students	4	3	2	1	NA
6. The amount of teacher talk and student talk was appropriate.	4	3	2	1	NA
7. The type and amount of teacher feedback was effective.	4	3	2	1	NA
8. Cultural instruction was integrated into class activities.	4	3	2	1	NA
9. The class is balanced between teacher and student centered depending on the class stage.	4	3	2	1	NA
<b>D. CLASSROOM MANAGEMENT</b>					
1. The use of small groups/pair work during each activity was appropriate.	4	3	2	1	NA
2. The seating arrangement facilitated learning.	4	3	2	1	NA
3. The use of audio-visual & tech materials was effective.	4	3	2	1	NA
4. Teacher divided his or her attention among students appropriately.	4	3	2	1	NA
5. Student participation was on task.	4	3	2	1	NA
6. Teacher managed to control classroom discipline.	4	3	2	1	NA

7. Teacher assigned and controlled timing for the tasks.	4	3	2	1	NA
8. Teacher had rules established for routines in class and these were followed.	4	3	2	1	NA
<b>E. CLASSROOM ATMOSPHERE</b>					
1. Student participation was active and lively.	4	3	2	1	NA
2. The class atmosphere was warm, open and accepting.	4	3	2	1	NA
3. Teacher was sensitive to students' difficulties and abilities.	4	3	2	1	NA
4. Teacher gave same attention to all students	4	3	2	1	NA
5. Teacher promoted involvement of all the students.	4	3	2	1	NA
6. Teacher had eye contact with students.	4	3	2	1	NA
<b>F. USE OF TECHNOLOGY</b>					
1. Use of technology (video, audio, web materials) was appropriate given the material being presented.	4	3	2	1	NA
2. Use of technology was particularly creative, i.e. it accomplished something that could not have been done as easily with other media.	4	3	2	1	NA
3. Use of technology is limited in the classroom, but used appropriately outside the class (e.g. for email, practicing, background, etc.	4	3	2	1	NA
4. Teacher knows how to use the digital material	4	3	2	1	NA

School : Inmaculada Concepción

Class: 6° Section: D

Teacher : S. Rodriguez

Number of students: 20

<b>Rating Scale: 4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor NA not available (0)</b>					
<b>A. PREPARATION</b>					
1. Teacher had a clearly discernible lesson plan.	4	3	2	1	NA
2. There was an appropriate balance of structured and open-ended/communicative activities.	4	3	2	1	NA
3. The exercises and activities were introduced in context.	4	3	2	1	NA
4. The plan was oriented toward real/authentic language use.	4	3	2	1	NA
5. Teacher had the necessary supporting material (visual aids; charts; multimedia; realia, etc.)	4	3	2	1	NA
6. Teacher organized the class according to the methodologies/ approaches promoted (CLIL; Communicative; TPR; Experiential; Constructivist; development of competences)	4	3	2	1	NA
<b>B. LANGUAGE USE</b>					
1. Teacher used the target-language in the classroom appropriately and effectively.	4	3	2	1	NA
2. Use of English was appropriate to student needs.	4	3	2	1	NA
3. Teacher promoted the use of English.	4	3	2	1	NA
4. Teacher provided correct models when necessary in an appropriate way.	4	3	2	1	NA
5. Teacher exercises classroom language in English.	4	3	2	1	NA
6. Teacher provides and prepares students in the application of useful language for the tasks.	4	3	2	1	NA

<b>C. LESSON PRESENTATION</b>						
1. The lesson was presented effectively and clearly.	4	3	2	1	NA	
2. The teacher showed clearly the different stages of the class	4	3	2	1	NA	
3. The activities/exercises chosen to achieve the objectives were effective.	4	3	2	1	NA	
4. There were smooth transitions between activities.	4	3	2	1	NA	
5. The time allotted for activities was appropriate and communicated to students	4	3	2	1	NA	
6. The amount of teacher talk and student talk was appropriate.	4	3	2	1	NA	
7. The type and amount of teacher feedback was effective.	4	3	2	1	NA	
8. Cultural instruction was integrated into class activities.	4	3	2	1	NA	
9. The class is balanced between teacher and student centered depending on the class stage.	4	3	2	1	NA	
<b>D. CLASSROOM MANAGEMENT</b>						
1. The use of small groups/pair work during each activity was appropriate.	4	3	2	1	NA	
2. The seating arrangement facilitated learning.	4	3	2	1	NA	
3. The use of audio-visual & tech materials was effective.	4	3	2	1	NA	
4. Teacher divided his or her attention among students appropriately.	4	3	2	1	NA	
5. Student participation was on task.	4	3	2	1	NA	
6. Teacher managed to control classroom discipline.	4	3	2	1	NA	
7. Teacher assigned and controlled timing for the tasks.	4	3	2	1	NA	
8. Teacher had rules established for routines in class and these were followed.	4	3	2	1	NA	
<b>E. CLASSROOM ATMOSPHERE</b>						
1. Student participation was active and lively.	4	3	2	1	NA	
2. The class atmosphere was warm, open and accepting.	4	3	2	1	NA	
3. Teacher was sensitive to students' difficulties and abilities.	4	3	2	1	NA	
4. Teacher gave same attention to all students	4	3	2	1	NA	
5. Teacher promoted involvement of all the students.	4	3	2	1	NA	
6. Teacher had eye contact with students.	4	3	2	1	NA	
<b>F. USE OF TECHNOLOGY</b>						
1. Use of technology (video, audio, web materials) was appropriate given the material being presented.	4	3	2	1	NA	
2. Use of technology was particularly creative, i.e. it accomplished something that could not have been done as easily with other media.	4	3	2	1	NA	
3. Use of technology is limited in the classroom, but used appropriately outside the class (e.g. for email, practicing, background, etc.	4	3	2	1	NA	
4. Teacher knows how to use the digital material	4	3	2	1	NA	

## Interview

### Teacher: Primary and Secondary

Please read the questions and give spontaneous and natural responses. The interview should not take more than 5 minutes

6. **What do you think is the importance of using questions in a learning session?**  
It's important because it's necessary to know if dominate the topic to work.
7. **What is your particular purpose for using questions in a class session?**  
Recognize if the students identify questions, make sentences and can pronounce key words.
8. **How could you classify questions?**  
It depends on the level of difficulty according the topic and the students' interests.
9. **When you plan your class, do you really prepare the questions you would ask?**  
Yes, because it's according to the topic.
10. **When you ask a question, do you expect an answer that fulfills some requisites? If yes, name them.**  
Yes, first I ask a student who is motivated and also I know about his good performing in class. The responses of this student will be a good example.

**When you plan classes, what do you plan to achieve? Choose from the alternatives below and give an example for the one (s) you choose to clarify your answer:**

	Alternatives	Example
a	To Know the topic.	I explain the topic, I give some examples.
b	To know about foreign language.	I give some phrases and videos to see and listen to the foreign language.
c	To know about techniques.	I recognize the appropriate resources according to the topic I will work.
d	To develop the ability of reasoning.	By reading and asking key information.
e	All of them.	By using resources with the students can develop the following skills: written, speaking and listening.

Thank you!

## Interview

### Teacher and coordinator

Please read the questions and give spontaneous and natural responses. The interview should not take more than 5 minutes

**1. What do you think is the importance of using questions in a learning session?**

The let me know ss level if I don't know them, I can evaluate. or ask questions to give feedback or recall previous information. It depends on the situation

**2. What is your particular purpose for using questions in a class session?**

To see if the student learned something from the previous class

**3. How could you classify questions?**

Information questions, yes / no questions, if they agree or can give an opinion

**4. When you plan your class, do you really prepare the questions you would ask?**

Sometimes, it depends on the topic.

**5. When you ask a question, do you expect an answer that fulfills some requisites?**

**If yes, name them.**

Yes of course , it depends on the class. I ask to know if they can connect what I am asking with previous topics. It depends on the topic, if it is about grammar I can ask how often do you....?

**When you plan classes, what do you plan to achieve? Choose from the alternatives below and give an example for the one (s) you choose to clarify your answer:**

	Alternatives		Example
a	To Know the topic.	x	It can be a specific topic: grammar, vocabulary, pronunciation, meaning
b	To know about foreign language.	x	Communicate
c	To know about techniques.		
d	To develop the ability of reasoning.	x	About a reading, I can ask some questions about it, do you agree, what would you do; what's your personal opinion...
e	All of them.		

Thank you !

## INTERVIEW

### Teacher: and ex coordinator Advanced courses

Please read the questions and give spontaneous and natural responses. The interview should not take more than 5 minutes

**1. What do you think is the importance of using questions in a learning session?**

It's important to make them think and reason

**2. What is your particular purpose for using questions in a class session?**

Hmmm.. the purpose of asking questions is to elicit answers related to the topic you want to focus that day

**3. How could you classify questions?**

I could classify questions like for example ...yes no questions and information questions

**4. When you plan your class, do you really prepare the questions you would ask?**

Yes, I do ... I plan the questions hmm .. I'm going to ask in my class

**5. When you ask a question, do you expect an answer that fulfills some requisites?**

**If yes, name them.**

Yes I ask them questions to make them think about the topic we have to deal with that day

**When you plan classes, what do you plan to achieve? Choose from the alternatives below and give an example for the one (s) you choose to clarify your answer:**

	Alternatives		Example
a	To Know the topic.	x	To be able to talk
b	To know about foreign language.	x	To use the language
c	To know about techniques.		
d	To develop the ability of reasoning.	x	To develop thinking in English.. to practice the language
e	all of them.		

Thank you !

**INTERVIEW**

**Teacher and coordinator of primary level**

Please read the questions and give spontaneous and natural responses. The interview shouldn't take more than 5 minutes

1. **What do you think is the importance of using questions in a learning session?**  
Yes, Because we can know if they understand the lesson and to activate knowledge - previous
2. **What is your particular purpose for using questions in a class session?**  
\_\_\_\_\_ To activate previous knowledge.
3. **How could you classify questions?**  
Hmmm.. how...open questions, closed questions
4. **When you plan your class, do you really prepare the questions you would ask?**  
Sometimes yes, sometimes no. If I want to activate knowledge I plan others are spontaneous.
5. **When you ask a question, do you expect an answer that fulfills some requisites? If yes, name them.**  
Not necessarily; maybe specific information or if it is grammatically correct. Depends on the skill.

**When you plan classes, what do you plan to achieve? Choose from the alternatives below and give an example for the one (s) you choose to clarify your answer:**

	Alternatives		Example
a	To Know the topic.	x	Do you know.....
b	To know about foreign language.	x	Do you remember...
c	To know about techniques.		
d	To develop the ability of reasoning.	x	What do you think about
e	All of them.		

Thank you !

## INTERVIEW

**Teacher: secondary and coordinator of the level**

Please read the questions and give spontaneous and natural responses. The interview should not take more than 5 minutes

**1. What do you think is the importance of using questions in a learning session?**

It is very important because you can do a feedback about the topic and improve some new vocabulary and grammar about the unit.

**2. What is your particular purpose for using questions in a class session?**

Well, we can use questions in class because students are learning every day and they need to practice grammar, vocabulary and some expressions in English.

**3. How could you classify questions?**

I can consider questions about some information or specific topic.

Yes/No questions, wh/ questions according to the lesson. Tag questions, Direct question, etc.

**4. When you plan your class, do you really prepare the questions you would ask?**

Sometimes.

**5. When you ask a question, do you expect an answer that fulfills some requisites?**

**If yes, name them.**

In my case, it depends of the contents, but I sometimes prefer to listen their pronunciation, grammar and oral production.

**When you plan classes, what do you plan to achieve? Choose from the alternatives below and give an example for the one (s) you choose to clarify your answer:**

	Alternatives	Example
a	To Know the topic.	New expressions and grammar.
b	To know about foreign language.	New vocabulary and culture and communication language.
c	To know about techniques.	I prepare my lesson plan with my own techniques.
d	To develop the ability of reasoning.	I prepare some debates, questions round and expositions about the lesson.
e	All of them.	I can improve my English every because teacher must be ready every time.

Thank you!

## Needs analysis

### Needs analysis: Secondary teacher

#### TOPIC: STUDENTS' ORAL PRODUCTION IN THE ENGLISH CLASS

IN ORDER TO ENCOURAGE STUDENTS' PRODUCTION IN ENGLISH WHAT DO YOU DO? CHOOSE FROM THE LIST BELOW

- ASK QUESTIONS
- TELL THEM TO TALK ABOUT...
- OTHER (SPECIFY)

---

WHEN YOU WANT TO GET A RESPONSE FROM THE STUDENT, WHAT DO YOU DO?

- ASK QUESTIONS
- TELL THEM TO TALK ABOUT...
- REQUIRE THEIR ANSWER
- OTHER (SPECIFY)

---

WHAT KIND OF QUESTIONS DO YOU KNOW? MENTION THEM

General questions (yes/no); for specific information; about previous knowledge, to make a choice; asking for their preferences, opinions

---

WHEN YOU ASK QUESTIONS...

WHAT QUESTIONS DO YOU USUALLY ASK? MENTION THEM IN ORDER OF FREQUENCY (FROM MOST USED TO LEAST USED)

General questions (yes/no)  
Questions to make a choice  
About previous knowledge  
About opinions, preferences  
For specific information

---

HOW DO STUDENTS USUALLY ANSWER TO YOUR QUESTIONS? GIVE A GENERAL DESCRIPTION

They think for a while, look for the words to use, and then answer. Mostly they take pauses during talking.

WHAT'S YOUR OPINION ABOUT THE SITUATION DESCRIBED ABOVE?

I think they need to get more confidence, to increase vocabulary, and to connect what they think to how to tell it.

HOW DO THE USE OF QUESTIONS HELP THE STUDENTS' PRODUCTION IN ASPECTS OF CONTENT AND USE OF ENGLISH? (VERY MUCH – IN SOME WAY – NOT MUCH) PLEASE EXPLAIN.

It helps very much, because we give them examples or phrases to start the answers, and give them time to think. In group activities, first they think about possible answers, then they share opinions, and finally they answer to the whole group. The questions are used to guide students, but they should express in their own way.

IF YOU HAD TO ASSESS THE QUALITY OF THE STUDENTS' RESPONSES, WHICH OF THE DESCRIPTIONS BELOW, ARE CLOSER TO WHAT YOU USUALLY OBSERVE IN THE ENGLISH CLASS?

Tick ( ✓ ) the ones that correspond

• AFFIRMATIVE / NEGATIVE SHORT ANSWERS	x
• Hmm .... Maybe / I'm not sure...	x
• Nothing	x
• Precise answer	
• Alternative offered in the question	x
• Complete answer	
• Complete answer and another question	
• Complete answer and examples to clarify points of view	
• A gesture (nod – head shake)	x

DO YOU THINK THE QUALITY OF THE STUDENTS' RESPONSE IN ASPECTS OF CONTENT AND USE OF ENGLISH CAN BE IMPROVED?

TICK THE ALTERNATIVE ( ✓ )

YES ( X ) NO ( )

IF YES,

HOW DO YOU THINK THE IMPROVEMENT CAN BE ACHIEVED?

PROVIDE YOUR ANSWER THROUGH THE FOLLOWING TASK:

*Imagine you have been hired by a school to help improve the students' use of English and the quality of their responses in aspects of content. What would you suggest?*

I suggest to start giving students examples or phrases about how to start expressing their ideas. Then they listen or read about content. They can work in small groups taking about some topic provided, and being sure they understand the vocabulary. After that, we start making general and simple questions about the topic, and about content. They can think about the questions, share the answers with their partners, maybe write some notes before they answer. Each student should tell the answers or opinions to the whole class. What we want to get at the first stage is that students are more confident each time to use English.

DO YOU KNOW ABOUT **CT**?

Tick ( ✓ ) your response YES ( ) NO ( X ) Not too much.

IF YES,

DO YOU CONSIDER ITS DEVELOPMENT IS EVIDENT IN YOUR CLASSES?

YES ( ) NO ( )

IF YES, WHAT DO YOU DO TO MAKE IT EVIDENT? EXPLAIN

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IF NOT, HOW COULD IT BE BENEFICIAL FOR YOUR STUDENTS?

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**Thanks for your Cooperation!**

**Needs analysis: Primary teacher**

**TOPIC: STUDENTS' ORAL PRODUCTION IN THE ENGLISH CLASS**  
IN ORDER TO ENCOURAGE STUDENTS' PRODUCTION IN ENGLISH WHAT DO YOU DO? CHOOSE FROM THE LIST BELOW

- ASK QUESTIONS
- TELL THEM TO TALK ABOUT...
- OTHER (SPECIFY)**

CON FLASHCARD LOS HAGO HABLARHAGO PREGUNTAS PARA SONDEAR.. HAST donde llega

---

WHEN YOU WANT TO GET A RESPONSE FROM THE STUDENT, WHAT DO YOU DO?

- ASK QUESTIONS**
- TELL THEM TO TALK ABOUT...
- REQUIRE THEIR ANSWER
- OTHER (SPECIFY)

---

WHAT KIND OF QUESTIONS DO YOU KNOW? MENTION THEM

Wh.. yes /no .. no no recuerdo bien \_\_\_\_\_

WHEN YOU ASK QUESTIONS...

WHAT QUESTIONS DO YOU USUALLY ASK? MENTION THEM IN ORDER OF FREQUENCY (FROM MOST USED TO LEAST USED)

\_wh /yes no con verb to be

HOW DO STUDENTS USUALLY ANSWER TO YOUR QUESTIONS? GIVE A GENERAL DESCRIPTION

\_\_\_incomplete , \_\_\_\_\_

WHAT'S YOUR OPINION ABOUT THE SITUATION DESCRIBED ABOVE?

They need more practice \_\_\_\_\_

HOW DO THE USE OF QUESTIONS HELP THE STUDENTS' PRODUCTION IN ASPECTS OF CONTENT AND USE OF ENGLISH? (VERY MUCH – IN SOME WAY – NOT MUCH) PLEASE EXPLAIN.

\_\_\_very much \_\_\_\_\_

IF YOU HAD TO ASSESS THE QUALITY OF THE STUDENTS' RESPONSES, WHICH OF THE DESCRIPTIONS BELOW, ARE CLOSER TO WHAT YOU USUALLY OBSERVE IN THE ENGLISH CLASS?

Tick ( ✓ ) the ones that correspond

• <b>AFFIRMATIVE / NEGATIVE SHORT ANSWERS</b>	<b>x</b>
• <b>Hmm .... Maybe / I'm not sure...</b>	x
• <b>Nothing</b>	x
• <b>Precise answer</b>	x
• <b>Alternative offered in the question</b>	
• <b>Complete answer</b>	
• <b>Complete answer and another question</b>	

• Complete answer and examples to clarify points of view	
• A gesture (nod – head shake)	x

DO YOU THINK THE QUALITY OF THE STUDENTS' RESPONSE IN ASPECTS OF CONTENT AND USE OF ENGLISH CAN BE IMPROVED?

TICK THE ALTERNATIVE (✓)

YES ( x )      NO ( )

IF YES,

HOW DO YOU THINK THE IMPROVEMENT CAN BE ACHIEVED?

PROVIDE YOUR ANSWER THROUGH THE FOLLOWING TASK:

*Imagine you have been hired by a school to help improve the students' use of English and the quality of their responses in aspects of content. What would you suggest?*

Base a juegos sketches, singing, motivation.. try to speak in English... motiva el uso del idioma y dialogos, spelling

DO YOU KNOW ABOUT **CT**?

Tick (✓) your response      YES ( )      NO ( xx )

IF YES,

DO YOU CONSIDER ITS DEVELOPMENT IS EVIDENT IN YOUR CLASSES?

YES ( )      NO ( x )

IF YES, WHAT DO YOU DO TO MAKE IT EVIDENT? EXPLAIN

---



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IF NOT, HOW COULD IT BE BENEFICIAL FOR YOUR STUDENTS?

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**Thanks for your Cooperation!**

**Needs analysis: Teacher all levels**

**TOPIC: STUDENTS' ORAL PRODUCTION IN THE ENGLISH CLASS**

IN ORDER TO ENCOURAGE STUDENTS' PRODUCTION IN ENGLISH WHAT DO YOU DO? CHOOSE FROM THE LIST BELOW

- ASK QUESTIONS
- TELL THEM TO TALK ABOUT...
- OTHER (SPECIFY)

---

WHEN YOU WANT TO GET A RESPONSE FROM THE STUDENT, WHAT DO YOU DO?

- ASK QUESTIONS
- TELL THEM TO TALK ABOUT...
- REQUIRE THEIR ANSWER
- OTHER (SPECIFY)

---

WHAT KIND OF QUESTIONS DO YOU KNOW? MENTION THEM

Yes /no; inf Qs;

WHEN YOU ASK QUESTIONS...

WHAT QUESTIONS DO YOU USUALLY ASK? MENTION THEM IN ORDER OF FREQUENCY (FROM MOST USED TO LEAST USED)

Do you... /are you... Yes /No Qs: Or questions; What did you.. for example

HOW DO STUDENTS USUALLY ANSWER TO YOUR QUESTIONS? GIVE A GENERAL DESCRIPTION

Short answers; 1 WORD ; gestures

WHAT'S YOUR OPINION ABOUT THE SITUATION DESCRIBED ABOVE?

I would like longer answers but usually they can't do it.

HOW DO THE USE OF QUESTIONS HELP THE STUDENTS' PRODUCTION IN ASPECTS OF CONTENT AND USE OF ENGLISH? (VERY MUCH – IN SOME WAY – NOT MUCH) PLEASE EXPLAIN.

Very much... they encourage students' participation , to talk

IF YOU HAD TO ASSESS THE QUALITY OF THE STUDENTS' RESPONSES, WHICH OF THE DESCRIPTIONS BELOW, ARE CLOSER TO WHAT YOU USUALLY OBSERVE IN THE ENGLISH CLASS?

Tick ( ✓ ) the ones that correspond

• <b>AFFIRMATIVE / NEGATIVE SHORT ANSWERS</b>	x
• <b>Hmm .... Maybe / I'm not sure...</b>	x
• <b>Nothing</b>	x
• <b>Precise answer</b>	x
• <b>Alternative offered in the question</b>	x
• <b>Complete answer</b>	
• <b>Complete answer and another question</b>	
• <b>Complete answer and examples to clarify points of view</b>	
• <b>A gesture (nod – head shake)</b>	x

DO YOU THINK THE QUALITY OF THE STUDENTS' RESPONSE IN ASPECTS OF CONTENT AND USE OF ENGLISH CAN BE IMPROVED?  
TICK THE ALTERNATIVE (✓)

YES ( x )      NO ( )

IF YES,

HOW DO YOU THINK THE IMPROVEMENT CAN BE ACHIEVED?

PROVIDE YOUR ANSWER THROUGH THE FOLLOWING TASK:

*Imagine you have been hired by a school to help improve the students' use of English and the quality of their responses in aspects of content. What would you suggest?*

To promote activities where students have to talk; imagine situations; experience real life situations using visual aids , internet..

DO YOU KNOW ABOUT **CT**?

Tick (✓) your response      YES ( )      NO ( x )

IF YES,

DO YOU CONSIDER ITS DEVELOPMENT IS EVIDENT IN YOUR CLASSES?

YES ( )      NO ( )

IF YES, WHAT DO YOU DO TO MAKE IT EVIDENT? EXPLAIN

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IF NOT, HOW COULD IT BE BENEFICIAL FOR YOUR STUDENTS?

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**Thanks for your Cooperation!**

## Needs analysis: General English Coordinator

**TOPIC: STUDENTS' ORAL PRODUCTION IN THE ENGLISH CLASS**  
IN ORDER TO ENCOURAGE STUDENTS' PRODUCTION IN ENGLISH WHAT DO YOU DO? CHOOSE FROM THE LIST BELOW

- ASK QUESTIONS
- TELL THEM TO TALK ABOUT...
- OTHER (SPECIFY)

---

WHEN YOU WANT TO GET A RESPONSE FROM THE STUDENT, WHAT DO YOU DO?

- ASK QUESTIONS
- TELL THEM TO TALK ABOUT...
- REQUIRE THEIR ANSWER
- OTHER (SPECIFY)

---

WHAT KIND OF QUESTIONS DO YOU KNOW? MENTION THEM

Direct questions and Indirect questions to get their answer with a correct way.

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WHEN YOU ASK QUESTIONS...

WHAT QUESTIONS DO YOU USUALLY ASK? MENTION THEM IN ORDER OF FREQUENCY (FROM MOST USED TO LEAST USED)

What do you do?  
When do you do?  
Where do you do?  
Who was with you?  
Why do you do?  
How do you do ?  
How do you get the solution ?

---

HOW DO STUDENTS USUALLY ANSWER TO YOUR QUESTIONS? GIVE A GENERAL DESCRIPTION

They give examples and give information about the question.

---

WHAT'S YOUR OPINION ABOUT THE SITUATION DESCRIBED ABOVE?

I try to give to my students the correct information to get the answer.

---

HOW DO THE USE OF QUESTIONS HELP THE STUDENTS' PRODUCTION IN ASPECTS OF CONTENT AND USE OF ENGLISH? (VERY MUCH – IN SOME WAY – NOT MUCH) PLEASE EXPLAIN.

To use questions in your classes is so important because your students can participate despite their English is very basic but they want to participate.

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IF YOU HAD TO ASSESS THE QUALITY OF THE STUDENTS' RESPONSES, WHICH OF THE DESCRIPTIONS BELOW, ARE CLOSER TO WHAT YOU USUALLY OBSERVE IN THE ENGLISH CLASS?

Tick ( ✓ ) the ones that correspond

• <b>AFFIRMATIVE / NEGATIVE SHORT ANSWERS</b>	
• <b>Hmm .... Maybe / I'm not sure...</b>	
• <b>Nothing</b>	
• <b>Precise answer</b>	
• <b>Alternative offered in the question</b>	x
• <b>Complete answer</b>	
• <b>Complete answer and another question</b>	
• <b>Complete answer and examples to clarify points of view</b>	x
• <b>A gesture (nod – head shake)</b>	

DO YOU THINK THE QUALITY OF THE STUDENTS' RESPONSE IN ASPECTS OF CONTENT AND USE OF ENGLISH CAN BE IMPROVED?

TICK THE ALTERNATIVE (✓)

YES () NO ( )

IF YES,

HOW DO YOU THINK THE IMPROVEMENT CAN BE ACHIEVED?

PROVIDE YOUR ANSWER THROUGH THE FOLLOWING TASK:

*Imagine you have been hired by a school to help improve the students' use of English and the quality of their responses in aspects of content. What would you suggest?*

To make situations where we can get different solutions and get other possible problems.

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DO YOU KNOW ABOUT **CT**?

Tick (✓) your response YES () NO ( )

IF YES,

DO YOU CONSIDER ITS DEVELOPMENT IS EVIDENT IN YOUR CLASSES?

YES () NO ( )

IF YES, WHAT DO YOU DO TO MAKE IT EVIDENT? EXPLAIN

Because my students want to improve their responses and try to speak despite their English is basic, They try using Spanglish and they feel good.

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IF NOT, HOW COULD IT BE BENEFICIAL FOR YOUR STUDENTS?

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**Thanks for your Cooperation!**

**Needs analysis: Teacher of primary and secondary**

**TOPIC: STUDENTS' ORAL PRODUCTION IN THE ENGLISH CLASS**

IN ORDER TO ENCOURAGE STUDENTS' PRODUCTION IN ENGLISH WHAT DO YOU DO? CHOOSE FROM THE LIST BELOW

- ASK QUESTIONS
- TELL THEM TO TALK ABOUT...
- OTHER (SPECIFY)

---

WHEN YOU WANT TO GET A RESPONSE FROM THE STUDENT, WHAT DO YOU DO?

- ASK QUESTIONS
- TELL THEM TO TALK ABOUT...
- REQUIRE THEIR ANSWER
- OTHER (SPECIFY)

---

WHAT KIND OF QUESTIONS DO YOU KNOW? MENTION THEM

\_Questions related to culture, sports, personal questions, e.g

---

WHEN YOU ASK QUESTIONS...

WHAT QUESTIONS DO YOU USUALLY ASK? MENTION THEM IN ORDER OF FREQUENCY (FROM MOST USED TO LEAST USED)

How much do you know about the culture of countries where the English is an official language?

---

HOW DO STUDENTS USUALLY ANSWER TO YOUR QUESTIONS? GIVE A GENERAL DESCRIPTION

\_Why did you decide to study English ?

How much do you know about English?

How do you see yourself in a future using English?

What do you think the advantages of speaking are?

---

WHAT'S YOUR OPINION ABOUT THE SITUATION DESCRIBED ABOVE?

\_They tend to response the questions briefly due to the lack of knowledge at speaking English sometimes

---

HOW DO THE USE OF QUESTIONS HELP THE STUDENTS' PRODUCTION IN ASPECTS OF CONTENT AND USE OF ENGLISH? (VERY MUCH – IN SOME WAY – NOT MUCH) PLEASE EXPLAIN.

At the beginning , it is normal or common dealing with those kind of students but during the process of learning English they will be improving

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IF YOU HAD TO ASSESS THE QUALITY OF THE STUDENTS' RESPONSES, WHICH OF THE DESCRIPTIONS BELOW, ARE CLOSER TO WHAT YOU USUALLY OBSERVE IN THE ENGLISH CLASS?

Very much , it lets them a development of the fluency at speaking and the with vocabulary

Tick ( ✓ ) the ones that correspond

• <b>AFFIRMATIVE / NEGATIVE SHORT ANSWERS</b>	
• <b>Hmm .... Maybe / I'm not sure...</b>	
• <b>Nothing</b>	
• <b>Precise answer</b>	
• <b>Alternative offered in the question</b>	
• <b>Complete answer</b>	
• <b>Complete answer and another question</b>	
• <b>Complete answer and examples to clarify points of view</b>	
• <b>A gesture (nod – head shake)</b>	

DO YOU THINK THE QUALITY OF THE STUDENTS' RESPONSE IN ASPECTS OF CONTENT AND USE OF ENGLISH CAN BE IMPROVED?

TICK THE ALTERNATIVE ( ✓ )

YES ( ) NO ( )

IF YES,

HOW DO YOU THINK THE IMPROVEMENT CAN BE ACHIEVED?

PROVIDE YOUR ANSWER THROUGH THE FOLLOWING TASK:

The regular practice of questions and giving students material related to expressions for speaking could have a good effect on this improvement

*Imagine you have been hired by a school to help improve the students' use of English and the quality of their responses in aspects of content. What would you suggest?*

\_Focus on how is the process of learning of students at the moment of speaking, asking questions and the range of vocabulary they have but overall the school should promote the development of the different english skills apart from that, the usage of images instead of memorizing would be a factor to make the students develop a capacity of relation between words and objects

DO YOU KNOW ABOUT **CT**?

Tick ( ✓ ) your response YES ( ) NO ( )

IF YES,

DO YOU CONSIDER ITS DEVELOPMENT IS EVIDENT IN YOUR CLASSES?

YES ( ) NO ( )

IF YES, WHAT DO YOU DO TO MAKE IT EVIDENT? EXPLAIN

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IF NOT, HOW COULD IT BE BENEFICIAL FOR YOUR STUDENTS?

\_No but I believe that this course which is focused on how to develop the content of student, answers and how to improve it, would be crucial on the process of learning English

**Thanks for your Cooperation!**

## Survey hierarchical personnel from schools

### APRECIACION DEL PERSONAL DIRECTIVO Y JERARQUICO DE LOS PLANTELES EDUCATIVOS ACERCA DEL DESARROLLO DE LA ENSEÑANZA DEL IDIOMA INGLES

Actividad en el rubro educativo **English Coordinator at private school**

Agradecemos de antemano el aporte de su apreciación y conocimiento acerca del tema.

Use la siguiente escala de valoración para responder:

Es irrelevante / NO	Hasta cierto punto	Importante/ necesario	Definitivamente / SI
1	2	3	4

#### I.- PERFIL DEL DOCENTE DE INGLÉS

	Concepto	#
	<b>Lo que busca</b>	
A	El docente de inglés debe tener buen manejo del idioma que enseña.	4
B	El docente de inglés debe tener conocimientos actualizados de metodología de la enseñanza del idioma.	4
C	El docente debe contar con certificación internacional.	3
D	El docente debe tener título pedagógico y/o afines.	4
E	El docente debe contar con experiencia que pueda demostrar (referencias; constancias de trabajo, etc.)	4

#### II.- CAPACITACIÓN

	Concepto	#
A	Los docentes se capacitan y aplican lo aprendido en sus clases.	4
B	Las escuelas promueven la capacitación constante de sus docentes a través de entidades del MINEDU.	1
C	La capacitación de los docentes se considera para efectos de permanencia, contratación, promoción	1
D	Las escuelas cuentan con el apoyo de las casas editoriales para capacitar al personal docente	2

#### III.- PROGRAMAS CURRICULARES

	Concepto	#
A	Los docentes son capaces de organizar programas académicos ELT para la escuela	1
B	Los docentes confeccionan programaciones anuales sin dificultad	1
C	Los docentes realizan sus planificaciones sesiones de clase donde incorporan sus conocimientos de metodología moderna y facilitan el aprendizaje centrado en el alumno y la comunicación en inglés.	1

#### IV.- MATERIAL DIDÁCTICO

	Concepto	#
A	Los docentes escogen el material didáctico según criterios metodológicos modernos y manejo de temas acorde al siglo 21.	1
B	Los docentes buscan en los materiales didácticos el desarrollo de	1

	procesos mentales, mediante el manejo del idioma inglés.	
C	Los docentes buscan material didáctico que promueva la participación activa del alumno y constante interacción en el idioma; desarrollo de proyectos, resolución de problemas, entre otros.	1
D	Los docentes buscan material didáctico que desarrolle competencias básicas para la vida.	1

#### V.-TICS

	<b>Concepto</b>	<b>#</b>
A	Los docentes manejan la tecnología para la comunicación y la información (TICS).	2
C	La escuela promueva el desarrollo de la competencia digital en los alumnos.	1
B	Los docentes incorporan el uso de TICS en sus clases.	1
D	Los docentes buscan material didáctico que desarrolle la competencia digital en los alumnos	1

¡Gracias por su colaboración!

**APRECIACION DEL PERSONAL DIRECTIVO Y JERARQUICO DE LOS  
PLANTELES EDUCATIVOS ACERCA DEL DESARROLLO DE LA  
ENSEÑANZA DEL IDIOMA INGLES**

Actividad en el rubro educativo **Owner and principal of Kindergarten School**

Agradecemos de antemano el aporte de su apreciación y conocimiento acerca del tema.

Use la siguiente escala de valoración para responder:

<b>Es irrelevante / NO</b>	<b>Hasta cierto punto</b>	<b>Importante/ necesario</b>	<b>Definitivamente / SI</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**I.- PERFIL DEL DOCENTE DE INGLÉS**

	<b>Concepto</b>	<b>#</b>
	<b>Lo que busca</b>	
A	El docente de inglés debe tener buen manejo del idioma que enseña.	3
B	El docente de inglés debe tener conocimientos actualizados de metodología de la enseñanza del idioma.	4
C	El docente debe contar con certificación internacional.	3
D	El docente debe tener título pedagógico y/o afines.	4
E	El docente debe contar con experiencia que pueda demostrar (referencias; constancias de trabajo, etc.)	2

**II.- CAPACITACIÓN**

	<b>Concepto</b>	<b>#</b>
A	Los docentes se capacitan y aplican lo aprendido en sus clases.	2
B	Las escuelas promueven la capacitación constante de sus docentes a través de entidades del MINEDU.	1
C	La capacitación de los docentes se considera para efectos de permanencia, contratación , promoción	3
D	Las escuelas cuentan con el apoyo de las casas editoriales para capacitar al personal docente	4

**III.- PROGRAMAS CURRICULARES**

	<b>Concepto</b>	<b>#</b>
A	Los docentes son capaces de organizar programas académicos ELT para la escuela	1
B	Los docentes confeccionan programaciones anuales sin dificultad	1
C	Los docentes realizan sus planificaciones sesiones de clase donde incorporan sus conocimientos de metodología moderna y facilitan el aprendizaje centrado en el alumno y la comunicación en inglés.	1

**IV.- MATERIAL DIDÁCTICO**

	<b>Concepto</b>	<b>#</b>
A	Los docentes escogen el material didáctico según criterios metodológicos modernos y manejo de temas acorde al siglo 21.	2
B	Los docentes buscan en los materiales didácticos el desarrollo de procesos mentales, mediante el manejo del idioma inglés.	1
C	Los docentes buscan material didáctico que promueva la	1

	participación activa del alumno y constante interacción en el idioma; desarrollo de proyectos, resolución de problemas, entre otros.	
D	Los docentes buscan material didáctico que desarrolle competencias básicas para la vida.	1

#### V.-TICS

	<b>Concepto</b>	<b>#</b>
A	Los docentes manejan la tecnología para la comunicación y la información (TICS).	1
C	La escuela promueva el desarrollo de la competencia digital en los alumnos.	3
B	Los docentes incorporan el uso de TICS en sus clases.	1
D	Los docentes buscan material didáctico que desarrolle la competencia digital en los alumnos	1

¡Gracias por su colaboración!

**APRECIACION DEL PERSONAL DIRECTIVO Y JERARQUICO DE LOS PLANTELES EDUCATIVOS ACERCA DEL DESARROLLO DE LA ENSEÑANZA DEL IDIOMA INGLES**

Actividad en el rubro educativo **Coordinator at a covenant School**

Agradecemos de antemano el aporte de su apreciación y conocimiento acerca del tema.

Use la siguiente escala de valoración para responder:

<b>Es irrelevante / NO</b>	<b>Hasta cierto punto</b>	<b>Importante/ necesario</b>	<b>Definitivamente / SI</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**I.- PERFIL DEL DOCENTE DE INGLÉS**

	<b>Concepto</b>	<b>#</b>
	<b>Lo que busca</b>	
A	El docente de inglés debe tener buen manejo del idioma que enseña.	4
B	El docente de inglés debe tener conocimientos actualizados de metodología de la enseñanza del idioma.	3
C	El docente debe contar con certificación internacional.	3
D	El docente debe tener título pedagógico y/o afines.	3
E	El docente debe contar con experiencia que pueda demostrar (referencias; constancias de trabajo, etc.)	3

**II.- CAPACITACIÓN**

	<b>Concepto</b>	<b>#</b>
A	Los docentes se capacitan y aplican lo aprendido en sus clases.	2
B	Las escuelas promueven la capacitación constante de sus docentes a través de entidades del MINEDU.	1
C	La capacitación de los docentes se considera para efectos de permanencia, contratación , promoción	2
D	Las escuelas cuentan con el apoyo de las casas editoriales para capacitar al personal docente	3

**III.- PROGRAMAS CURRICULARES**

	<b>Concepto</b>	<b>#</b>
A	Los docentes son capaces de organizar programas académicos ELT para la escuela	2
B	Los docentes confeccionan programaciones anuales sin dificultad	1
C	Los docentes realizan sus planificaciones sesiones de clase donde incorporan sus conocimientos de metodología moderna y facilitan el aprendizaje centrado en el alumno y la comunicación en inglés.	2

**IV.- MATERIAL DIDÁCTICO**

	<b>Concepto</b>	<b>#</b>
A	Los docentes escogen el material didáctico según criterios metodológicos modernos y manejo de temas acorde al siglo 21.	1
B	Los docentes buscan en los materiales didácticos el desarrollo de procesos mentales, mediante el manejo del idioma inglés.	1
C	Los docentes buscan material didáctico que promueva la	1

	participación activa del alumno y constante interacción en el idioma; desarrollo de proyectos, resolución de problemas, entre otros.	
D	Los docentes buscan material didáctico que desarrolle competencias básicas para la vida.	<b>1</b>

#### **V.-TICS**

	<b>Concepto</b>	<b>#</b>
A	Los docentes manejan la tecnología para la comunicación y la información (TICS).	2
C	La escuela promueva el desarrollo de la competencia digital en los alumnos.	<b>2</b>
B	Los docentes incorporan el uso de TICS en sus clases.	<b>1</b>
D	Los docentes buscan material didáctico que desarrolle la competencia digital en los alumnos	<b>1</b>

¡Gracias por su colaboración!

**APRECIACION DEL PERSONAL DIRECTIVO Y JERARQUICO DE LOS  
PLANTELES EDUCATIVOS ACERCA DEL DESARROLLO DE LA  
ENSEÑANZA DEL IDIOMA INGLES**

Actividad en el rubro educativo **Ex Academic Director at a Tertiary Education Institution**

Agradecemos de antemano el aporte de su apreciación y conocimiento acerca del tema. Use la siguiente escala de valoración para responder:

<b>Es irrelevante / NO</b>	<b>Hasta cierto punto</b>	<b>Importante/ necesario</b>	<b>Definitivamente / SI</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**I.- PERFIL DEL DOCENTE DE INGLÉS**

	<b>Concepto</b>	<b>#</b>
	<b>Lo que busca</b>	
A	El docente de inglés debe tener buen manejo del idioma que enseña.	4
B	El docente de inglés debe tener conocimientos actualizados de metodología de la enseñanza del idioma.	3
C	El docente debe contar con certificación internacional.	3
D	El docente debe tener título pedagógico y/o afines.	3
E	El docente debe contar con experiencia que pueda demostrar (referencias; constancias de trabajo, etc.)	4

**II.- CAPACITACIÓN**

	<b>Concepto</b>	<b>#</b>
A	Los docentes se capacitan y aplican lo aprendido en sus clases.	4
B	Las escuelas promueven la capacitación constante de sus docentes a través de entidades del MINEDU.	1
C	La capacitación de los docentes se considera para efectos de permanencia, contratación , promoción	4
D	Las escuelas cuentan con el apoyo de las casas editoriales para capacitar al personal docente	3

**III.-PROGRAMAS CURRICULARES**

	<b>Concepto</b>	<b>#</b>
A	Los docentes son capaces de organizar programas académicos ELT para la escuela	3
B	Los docentes confeccionan programaciones anuales sin dificultad	3
C	Los docentes realizan sus planificaciones sesiones de clase donde incorporan sus conocimientos de metodología moderna y facilitan el aprendizaje centrado en el alumno y la comunicación en inglés.	3

**IV.- MATERIAL DIDÁCTICO**

	<b>Concepto</b>	<b>#</b>
A	Los docentes escogen el material didáctico según criterios metodológicos modernos y manejo de temas acorde al siglo 21.	4
B	Los docentes buscan en los materiales didácticos el desarrollo de procesos mentales, mediante el manejo del idioma inglés.	4

C	Los docentes buscan material didáctico que promueva la participación activa del alumno y constante interacción en el idioma; desarrollo de proyectos, resolución de problemas, entre otros.	4
D	Los docentes buscan material didáctico que desarrolle competencias básicas para la vida.	4

#### V.-TICS

	<b>Concepto</b>	<b>#</b>
A	Los docentes manejan la tecnología para la comunicación y la información (TICS).	3
C	La escuela promueva el desarrollo de la competencia digital en los alumnos.	4
B	Los docentes incorporan el uso de TICS en sus clases.	4
D	Los docentes buscan material didáctico que desarrolle la competencia digital en los alumnos	4

¡Gracias por su colaboración!

**APRECIACION DEL PERSONAL DIRECTIVO Y JERARQUICO DE LOS  
PLANTELES EDUCATIVOS ACERCA DEL DESARROLLO DE LA  
ENSEÑANZA DEL IDIOMA INGLES**

Actividad en el rubro educativo **English Coordinator Parochial school**

Agradecemos de antemano el aporte de su apreciación y conocimiento acerca del tema.

Use la siguiente escala de valoración para responder:

<b>Es irrelevante / NO</b>	<b>Hasta cierto punto</b>	<b>Importante/ necesario</b>	<b>Definitivamente / SI</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**I.- PERFIL DEL DOCENTE DE INGLÉS**

	<b>Concepto</b>	<b>#</b>
	<b>Lo que busca</b>	
A	El docente de inglés debe tener buen manejo del idioma que enseña.	4
B	El docente de inglés debe tener conocimientos actualizados de metodología de la enseñanza del idioma.	4
C	El docente debe contar con certificación internacional.	4
D	El docente debe tener título pedagógico y/o afines.	4
E	El docente debe contar con experiencia que pueda demostrar (referencias; constancias de trabajo, etc.)	4

**II.- CAPACITACIÓN**

	<b>Concepto</b>	<b>#</b>
A	Los docentes se capacitan y aplican lo aprendido en sus clases.	2
B	Las escuelas promueven la capacitación constante de sus docentes a través de entidades del MINEDU.	1
C	La capacitación de los docentes se considera para efectos de permanencia, contratación , promoción	2
D	Las escuelas cuentan con el apoyo de las casas editoriales para capacitar al personal docente	4

**III.- PROGRAMAS CURRICULARES**

	<b>Concepto</b>	<b>#</b>
A	Los docentes son capaces de organizar programas académicos ELT para la escuela	2
B	Los docentes confeccionan programaciones anuales sin dificultad	2
C	Los docentes realizan sus planificaciones sesiones de clase donde incorporan sus conocimientos de metodología moderna y facilitan el aprendizaje centrado en el alumno y la comunicación en inglés.	1

**IV.- MATERIAL DIDÁCTICO**

	<b>Concepto</b>	<b>#</b>
A	Los docentes escogen el material didáctico según criterios metodológicos modernos y manejo de temas acorde al siglo 21.	2
B	Los docentes buscan en los materiales didácticos el desarrollo de procesos mentales, mediante el manejo del idioma inglés.	1
C	Los docentes buscan material didáctico que promueva la participación activa del alumno y constante interacción en el idioma; desarrollo de	2

	proyectos, resolución de problemas, entre otros.	
D	Los docentes buscan material didáctico que desarrolle competencias básicas para la vida.	1

#### V.-TICS

	<b>Concepto</b>	<b>#</b>
A	Los docentes manejan la tecnología para la comunicación y la información (TICS).	2
C	La escuela promueva el desarrollo de la competencia digital en los alumnos.	2
B	Los docentes incorporan el uso de TICS en sus clases.	2
D	Los docentes buscan material didáctico que desarrolle la competencia digital en los alumnos	2

¡Gracias por su colaboración!

## Survey to Management Team from Publishing Houses

### ENTREVISTA

Cargo en la casa editorial: **General Manager**

Por favor lea detenidamente las siguientes afirmaciones y escoja la alternativa que mejor describa su punto de vista en base a su trabajo y experiencia en el rubro editorial en el área ELT. Marque con una X su elección.

#### I. PERFIL DEL DOCENTE ELT:

Descripción / rango	Totalmente de acuerdo 4	De acuerdo 3	En desacuerdo 2	Total desacuerdo 1
a. Los docentes se encuentran adecuadamente calificados para el desempeño de su labor pedagógica			X	
b. Los docentes conocen los aspectos metodológicos ELT.			x	
c. Los docentes son competentes en el manejo del idioma inglés.			x	
d. Los docentes manejan las nuevas metodologías del mundo ELT.(CLIL; flipped teaching, student centered entre otras)			x	

#### II. MATERIAL DIDÁCTICO:

Descripción / rango	Totalmente de acuerdo 4	De acuerdo 3	En desacuerdo 2	Total desacuerdo 1
a. Los libros de inglés han evolucionado en su contenido estos últimos años.		x		
b. Los libros de inglés han evolucionado en las metodologías que proponen. (CLIL; Flipped Teaching, student centered entre otras)	x			
c. El material ELT da gran importancia al aspecto audio-visual y a la tecnología		x		
d. Los libros de inglés hoy en día enfatizan el desarrollo de procesos mentales a través del enfoques tales como: constructivismo, CLIL; aprendizaje por experiencia, desarrollo de competencias, entre otros	x			

**III. NECESIDADES DE LA EDUCACIÓN CONTEMPLADAS POR LA EDITORIAL:**

<b>Descripción / rango</b>	<b>Totalmente de acuerdo 4</b>	<b>De acuerdo 3</b>	<b>En desacuerdo 2</b>	<b>Total desacuerdo 1</b>
a. Los docentes requieren de apoyo académico para utilizar correctamente el material didáctico.	<b>x</b>			
b. Los docentes requieren de apoyo académico en relación a metodologías y estrategias modernas.	<b>x</b>			
c. Los docentes demuestran responsabilidad para asistir a <b>talleres presenciales</b> organizados por la editorial			<b>x</b>	
d. Los docentes demuestran responsabilidad para participar en <b>talleres online</b> organizados por la editorial		<b>X</b>		

Gracias por su apoyo.

## ENTREVISTA

Cargo en la casa editorial: **ELT Manager**

Por favor lea detenidamente las siguientes afirmaciones y escoja la alternativa que mejor describa su punto de vista en base a su trabajo y experiencia en el rubro editorial en el área ELT. Marque con una X su elección.

### I. PERFIL DEL DOCENTE ELT:

Descripción / rango	Totalmente de acuerdo 4	De acuerdo 3	En desacuerdo 2	Total desacuerdo o 1
a. Los docentes se encuentran adecuadamente calificados para el desempeño de su labor pedagógica			X	
b. Los docentes conocen los aspectos metodológicos ELT.			X	
c. Los docentes son competentes en el manejo del idioma inglés.			X	
d. Los docentes manejan las nuevas metodologías del mundo ELT.(CLIL; flipped teaching, student centered entre otras)			X	

### II. MATERIAL DIDÁCTICO:

Descripción / rango	Totalmente de acuerdo 4	De acuerdo 3	En desacuerdo 2	Total desacuerdo 1
a. Los libros de inglés han evolucionado en su contenido estos últimos años.		x		
b. Los libros de inglés han evolucionado en las metodologías que proponen. (CLIL; Flipped Teaching, student centered entre otras)		x		
c. El material ELT da gran importancia al aspecto audio-visual y a la tecnología		x		
d. Los libros de inglés hoy en día enfatizan el desarrollo de procesos mentales a través del enfoques tales como: constructivismo, CLIL; aprendizaje por experiencia, desarrollo de competencias, entre otros			x	

**III. NECESIDADES DE LA EDUCACIÓN CONTEMPLADAS POR LA EDITORIAL:**

<b>Descripción / rango</b>	<b>Totalmente de acuerdo 4</b>	<b>De acuerdo 3</b>	<b>En desacuerdo 2</b>	<b>Total desacuerdo 1</b>
a. Los docentes requieren de apoyo académico para utilizar correctamente el material didáctico.		X		
b. Los docentes requieren de apoyo académico en relación a metodologías y estrategias modernas.		X		
c. Los docentes demuestran responsabilidad para asistir a <b>talleres presenciales</b> organizados por la editorial			X	
d. Los docentes demuestran responsabilidad para participar en <b>talleres online</b> organizados por la editorial			X	

Gracias por su apoyo.

## ENTREVISTA

Cargo en la casa editorial: **ELT Product Specialist**

Por favor lea detenidamente las siguientes afirmaciones y escoja la alternativa que mejor describa su punto de vista en base a su trabajo y experiencia en el rubro editorial en el área ELT. Marque con una X su elección.

### I. PERFIL DEL DOCENTE ELT:

Descripción / rango	Totalmente de acuerdo 4	De acuerdo 3	En desacuerdo 2	Total desacuerdo 1
a. Los docentes se encuentran adecuadamente calificados para el desempeño de su labor pedagógica			X	
b. Los docentes conocen los aspectos metodológicos ELT.			X	
c. Los docentes son competentes en el manejo del idioma inglés.			X	
d. Los docentes manejan las nuevas metodologías del mundo ELT.(CLIL; flipped teaching, student centered entre otras)			X	

### II. MATERIAL DIDÁCTICO:

Descripción / rango	Totalmente de acuerdo 4	De acuerdo 3	En desacuerdo 2	Total desacuerdo 1
a. Los libros de inglés han evolucionado en su contenido estos últimos años.		x		
b. Los libros de inglés han evolucionado en las metodologías que proponen. (CLIL; Flipped Teaching, student centered entre otras)		x		
c. El material ELT da gran importancia al aspecto audio-visual y a la tecnología		x		
d. Los libros de inglés hoy en día enfatizan el desarrollo de procesos mentales a través del enfoque tales como: constructivismo, CLIL; aprendizaje por experiencia, desarrollo de competencias, entre otros		x		

**III. NECESIDADES DE LA EDUCACIÓN CONTEMPLADAS POR LA EDITORIAL:**

<b>Descripción / rango</b>	<b>Totalmente de acuerdo 4</b>	<b>De acuerdo 3</b>	<b>En desacuerdo 2</b>	<b>Total desacuerdo 1</b>
a. Los docentes requieren de apoyo académico para utilizar correctamente el material didáctico.		<b>x</b>		
b. Los docentes requieren de apoyo académico en relación a metodologías y estrategias modernas.		<b>x</b>		
c. Los docentes demuestran responsabilidad para asistir a <b>talleres presenciales</b> organizados por la editorial		<b>x</b>		
d. Los docentes demuestran responsabilidad para participar en <b>talleres online</b> organizados por la editorial			<b>x</b>	

Gracias por su apoyo.

## ENTREVISTA

Cargo en la casa editorial: **Educational Advisor 1**

Por favor lea detenidamente las siguientes afirmaciones y escoja la alternativa que mejor describa su punto de vista en base a su trabajo y experiencia en el rubro editorial en el área ELT. Marque con una X su elección.

### I. PERFIL DEL DOCENTE ELT:

Descripción / rango	Totalmente de acuerdo 4	De acuerdo 3	En desacuerdo 2	Total desacuerdo 1
a. Los docentes se encuentran adecuadamente calificados para el desempeño de su labor pedagógica			x	
b. Los docentes conocen los aspectos metodológicos ELT.			x	
c. Los docentes son competentes en el manejo del idioma inglés.			x	
d. Los docentes manejan las nuevas metodologías del mundo ELT.(CLIL; flipped teaching, student centered entre otras)			x	

### II. MATERIAL DIDÁCTICO:

Descripción / rango	Totalmente de acuerdo 4	De acuerdo 3	En desacuerdo 2	Total desacuerdo 1
a. Los libros de inglés han evolucionado en su contenido estos últimos años.	X			
b. Los libros de inglés han evolucionado en las metodologías que proponen. (CLIL; Flipped Teaching, student centered entre otras)		x		
c. El material ELT da gran importancia al aspecto audio-visual y a la tecnología	x			

d. Los libros de inglés hoy en día enfatizan el desarrollo de procesos mentales a través del enfoques tales como: constructivismo, CLIL; aprendizaje por experiencia, desarrollo de competencias, entre otros		<b>X</b>		
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### III. NECESIDADES DE LA EDUCACIÓN CONTEMPLADAS POR LA EDITORIAL:

Descripción / rango	Totalmente de acuerdo 4	De acuerdo 3	En desacuerdo 2	Total desacuerdo 1
a. Los docentes requieren de apoyo académico para utilizar correctamente el material didáctico.	<b>x</b>			
b. Los docentes requieren de apoyo académico en relación a metodologías y estrategias modernas.	<b>x</b>			
c. Los docentes demuestran responsabilidad para asistir a <b>talleres presenciales</b> organizados por la editorial		<b>X</b>		
d. Los docentes demuestran responsabilidad para participar en <b>talleres online</b> organizados por la editorial			<b>x</b>	

Gracias por su apoyo.

## ENTREVISTA

Cargo en la casa editorial: **Educational Advisor 2**

Por favor lea detenidamente las siguientes afirmaciones y escoja la alternativa que mejor describa su punto de vista en base a su trabajo y experiencia en el rubro editorial en el área ELT. Marque con una X su elección.

### I. PERFIL DEL DOCENTE ELT:

Descripción / rango	Totalmente de acuerdo 4	De acuerdo 3	En desacuerdo 2	Total desacuerdo 1
a. Los docentes se encuentran adecuadamente calificados para el desempeño de su labor pedagógica			X	
b. Los docentes conocen los aspectos metodológicos ELT.				X
c. Los docentes son competentes en el manejo del idioma inglés.			X	
d. Los docentes manejan las nuevas metodologías del mundo ELT.(CLIL; flipped teaching, student centered entre otras)				X

### II. MATERIAL DIDÁCTICO:

Descripción / rango	Totalmente de acuerdo 4	De acuerdo 3	En desacuerdo 2	Total desacuerdo 1
a. Los libros de inglés han evolucionado en su contenido estos últimos años.	X			
b. Los libros de inglés han evolucionado en las metodologías que proponen. (CLIL; Flipped Teaching, student centered entre otras)	X			
c. El material ELT da gran importancia al aspecto audio-visual y a la tecnología	X			
d. Los libros de inglés hoy en día enfatizan el desarrollo de procesos mentales a través del enfoques tales como:	X			

constructivismo, CLIL; aprendizaje por experiencia , desarrollo de competencias, entre otros				
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**III.NECESIDADES DE LA EDUCACIÓN CONTEMPLADAS POR LA EDITORIAL:**

<b>Descripción / rango</b>	<b>Totalmente de acuerdo 4</b>	<b>De acuerdo 3</b>	<b>En desacuerdo 2</b>	<b>Total desacuerdo 1</b>
a.Los docentes requieren de apoyo académico para utilizar correctamente el material didáctico.	<b>x</b>			
b.Los docentes requieren de apoyo académico en relación a metodologías y estrategias modernas.	<b>x</b>			
c. Los docentes demuestran responsabilidad para asistir a <b>talleres presenciales</b> organizados por la editorial			<b>x</b>	
d. Los docentes demuestran responsabilidad para participar en <b>talleres online</b> organizados por la editorial				<b>x</b>

Gracias por su apoyo.

## Survey on the access to digital resources provided online

### ENCUESTA ACERCA DE RECEPTIVIDAD DE USO DE RECURSOS DIGITALES PROPORCIONADOS VIA ONLINE

Estimado compañero solicito su apoyo a través del llenado de la encuesta que ofrezco a continuación:

La encuesta tiene por objetivo conocer la receptividad de los docentes de la especialidad de inglés en relación a la recesión y utilización de los recursos educativos que se ofrecen a través del internet como parte del soporte didáctico. Las respuestas las debe colocar en porcentajes aproximados según su criterio y experiencia referido a la zona que trabaja.

1. Zona en la que trabaja  
Departamento:   LIMA   Distrito:   NORTE    
  CHICO
2. Cantidad de colegios a su cargo:   24
3. Cantidad aproximada de docentes de inglés:   23

Enunciado	Porcentaje
1. Los profesores acceden espontáneamente a los recursos digitales ofrecidos.	5%
2. Los profesores registran exitosamente las licencias para acceder a los recursos online.	5%
3. Los profesores usan eficientemente los recursos online ofrecidos	5%

Agradezco anticipadamente su colaboración con este sondeo. Por favor les pido sean muy objetivos en sus apreciaciones.

## ENCUESTA ACERCA DE RECEPTIVIDAD DE USO DE RECURSOS DIGITALES PROPORCIONADOS VIA ONLINE

Estimado compañero solicito su apoyo a través del llenado de la encuesta que ofrezco a continuación:

La encuesta tiene por objetivo conocer la receptividad de los docentes de la especialidad de inglés en relación a la recesión y utilización de los recursos educativos que se ofrecen a través del internet como parte del soporte didáctico. Las respuestas las debe colocar en porcentajes aproximados según su criterio y experiencia referido a la zona que trabaja.

4. Zona en la que trabaja  
Departamento: LIMA Distrito: San Juan de Lurigancho
5. Cantidad de colegios a su cargo: 79 en general y 11 colegios de ingles
6. Cantidad aproximada de docentes de inglés: 18

<b>Enunciado</b>	<b>Porcentaje</b>
4. Los profesores acceden espontáneamente a los recursos digitales ofrecidos.	20 %
5. Los profesores registran exitosamente las licencias para acceder a los recursos online.	10%
6. Los profesores usan eficientemente los recursos online ofrecidos	10%

Agradezco anticipadamente su colaboración con este sondeo. Por favor les pido sean muy objetivos en sus apreciaciones.

## ENCUESTA ACERCA DE RECEPTIVIDAD DE USO DE RECURSOS DIGITALES PROPORCIONADOS VIA ONLINE

Estimado compañero solicito su apoyo a través del llenado de la encuesta que ofrezco a continuación:

La encuesta tiene por objetivo conocer la receptividad de los docentes de la especialidad de inglés en relación a la recesión y utilización de los recursos educativos que se ofrecen a través del internet como parte del soporte didáctico. Las respuestas las debe colocar en porcentajes aproximados según su criterio y experiencia referido a la zona que trabaja.

7. Zona en la que trabaja  
Departamento: ICA Distrito: ICA
8. Cantidad de colegios a su cargo: 16
9. Cantidad aproximada de docentes de inglés: 12

<b>Enunciado</b>	<b>Porcentaje</b>
7. Los profesores acceden espontáneamente a los recursos digitales ofrecidos.	10%
8. Los profesores registran exitosamente las licencias para acceder a los recursos online.	5%
9. Los profesores usan eficientemente los recursos online ofrecidos	5%

Agradezco anticipadamente su colaboración con este sondeo. Por favor les pido sean muy objetivos en sus apreciaciones.

## ENCUESTA ACERCA DE RECEPTIVIDAD DE USO DE RECURSOS DIGITALES PROPORCIONADOS VIA ONLINE

Estimado compañero solicito su apoyo a través del llenado de la encuesta que ofrezco a continuación:

La encuesta tiene por objetivo conocer la receptividad de los docentes de la especialidad de inglés en relación a la recesión y utilización de los recursos educativos que se ofrecen a través del internet como parte del soporte didáctico. Las respuestas las debe colocar en porcentajes aproximados según su criterio y experiencia referido a la zona que trabaja.

10. Zona en la que trabaja  
Departamento: \_\_\_\_\_ Distrito: \_\_\_\_\_
11. Cantidad de colegios a su cargo: \_\_\_\_\_ 8 \_\_\_\_\_
12. Cantidad aproximada de docentes de inglés: \_\_\_11\_\_\_\_\_

<b>Enunciado</b>	<b>Porcentaje</b>
10. Los profesores acceden espontáneamente a los recursos digitales ofrecidos.	10
11. Los profesores registran exitosamente las licencias para acceder a los recursos online.	5
12. Los profesores usan eficientemente los recursos online ofrecidos	5

Agradezco anticipadamente su colaboración con este sondeo. Por favor les pido sean muy objetivos en sus apreciaciones.

## ENCUESTA ACERCA DE RECEPTIVIDAD DE USO DE RECURSOS DIGITALES PROPORCIONADOS VIA ONLINE

Estimado compañero solicito su apoyo a través del llenado de la encuesta que ofrezco a continuación:


La encuesta tiene por objetivo conocer la receptividad de los docentes de la especialidad de inglés en relación a la recesión y utilización de los recursos educativos que se ofrecen a través del internet como parte del soporte didáctico. Las respuestas las debe colocar en porcentajes aproximados según su criterio y experiencia referido a la zona que trabaja.

- 13. Zona en la que trabaja  
Departamento: LIMA Distrito: SURCO NUEVO- SAN BORJA
- 14. Cantidad de colegios a su cargo: 45
- 15. Cantidad aproximada de docentes de inglés: 90

<b>Enunciado</b>	<b>Porcentaje</b>
13. Los profesores acceden espontáneamente a los recursos digitales ofrecidos.	10%
14. Los profesores registran exitosamente las licencias para acceder a los recursos online.	10%
15. Los profesores usan eficientemente los recursos online ofrecidos	10%

Agradezco anticipadamente su colaboración con este sondeo. Por favor les pido sean muy objetivos en sus apreciaciones.

## Photos of Varied Workshops – Invitations




**WORKSHOP IN QUESTIONING STRATEGIES AND CRITICAL THINKING**

The current century considered as the age of information and communication, requires people who are considered as active thinkers, able to criticize and to solve problems in a creative way and education plays a great role here. Surprisingly not many teachers have an accurate idea of what it is about and how it can be part of every day's lessons. Students are usually taught how to learn but not how to think critically as it requires much more effort, time and strategies different from those mostly used in class, which show conservative ways of teaching


*Let's discover how the effective use of questions in class can foster the development of critical thinking in our students and improve their communication skills in English.*

Angelina Telenta Scattolon is a Licentiate in Education with specialty in TEFL graduated from IPNM and University Cayetano Heredia. She's got Diplomas in the field from PUCP and recently from University of Dayton in Ohio; she also got the certificates from UDP TEP courses. Angelina had the opportunity to work as a teacher in Spain and there she studied a course to teach YLL at Universidad Católica de Avila. In Peru she worked for PUCP for 22 years and 6 for USIL. Before being the academic consultant of Dayton, Angelina offered ELT consultancy to varied institutions in the city and worked as methodology teacher.



**Date:** Saturday, June 10<sup>th</sup>  
**Time:** 15.00 – 19.30 hrs.  
**Venue:** Ediciones SM  
Calle Micaela Bastidas 195, San Isidro

**Program** 3.00 to 3.15 Registration  
3.15 to 5:15 First part  
5:15 to 5:30 Break  
5.30 to 7:30 Second part – closing and certificates





Sra. telenta desea que te unes a  
**Workshop in Questioning Techniques  
to Develop Critical Thinking and  
English**  
Código del Grupo  
**4rtb7v**

Paso 1

Navega a  
[www.edmodo.com](http://www.edmodo.com)  
desde tu ordenador o  
teléfono



Paso 2

Haz clic (o presiona) el  
botón "Únete a un  
Grupo"



Paso 3

Introduce tu Código de  
Grupo y sigue las  
instrucciones



También puedes unirte al Grupo usando nuestras aplicaciones móviles.



TEACHER TRAINING AND  
DEVELOPMENT PROGRAM

University of Dayton Publishing  
cordially invites you to join us

## Critical Thinking: How Relevant it is in Today's Education

Critical thinking is a skill that has priority in today's life; it is one of the C's of the 21st Century. Surprisingly not many teachers have an accurate idea of what it is about and how it can be part of every day's lessons. Students are usually taught how to learn but not how to think critically as it requires much more effort, time and strategies than those required to what is considered a conservative way of learning. Let's discover what other things can be done in class to foster the development of critical thinking in our students.

**Speaker:** Aracelis Roberts

**Venue:** Center on Leadership & Entrepreneurship  
on the 3rd floor of the  
1600 University Blvd., Dayton, Ohio

**Date:** Wednesday, July 14th

**Time:** 4:00 p.m. - 7:00 p.m.



www.daytonpublishing.com • @UniversityofDaytonPublishing  
Photo Grid: 6:21 P.M.

Photo  
Grid





## Photos of a Publishing House's Catalogue

### University of Dayton Publishing Educational Project

Our educational project will allow schools and students to face the challenges of a knowledge-based society. We see the English language as an open door to the world, bringing the opportunity to build communication and understanding across borders.

In our dual roles as publisher and educational consultant, we deliver tailor-made solutions to help schools evaluate new materials, improve their curriculum design and help them make the transition to bilingual status, helping integrate the latest developments and technologies into teaching and learning.

Our educational projects include:

- Textbooks for pre-K to high school students covering a range of language levels, curricula, and approaches.
- Printed resources for teachers with step-by-step lesson plans.
- Digital resources and LMS for students and teachers.
- Product training, academic consulting and face-to-face, online or blended courses for teacher development.

**Printed Materials**  
 • Second- and 21st-century skills  
 • Literature ("Content")  
 • LMS

**Web and Digital content**  
 • Digital books  
 • Extra resources  
 • Web services LMS

**Professional Services**  
 • Seminars and workshops, training  
 • Online and blended courses  
 • Face-to-face courses  
 • Product training

### UDP access Web and Digital Resources

UDP access is University of Dayton Publishing's **new digital solution** designed to facilitate the transition of teachers and learners into a 21st century model of education.

UDP access is a learning management system (LMS) that offers a variety of easy-to-use tools that will allow teachers to access all course components digitally, communicate with the students, assign tasks, track individual learners' scores, and monitor overall progress.

By combining state-of-the-art technology with sound pedagogical approaches, UDP access becomes more than just a learning management system. It offers a coherent, holistic way of implementing a successful blended approach to English language learning for students of all levels and ages.

21st Century Education  
 Knowledge & Communication  
 Collaboration  
 Digital literacy  
 Digital literacy system skills  
 Digital literacy

**i-world**  
Michael Dennis, David Gray,  
Ivor Williams

**LEVELS: B  
AMERICAN ENGLISH**

i-world is a new series covering levels **A1+** to **B2** of the Common European Framework.

The course provides all the tools necessary to facilitate effective blended learning lessons:

- ✓ A three-steps structure that allows for multi-skill and accommodates a variety of learning timetables
- ✓ A broad variety of authentic content and topics
- ✓ Comprehensive treatment of grammar items, grouped holistically and approached sustainably
- ✓ Continuous opportunities for project work and cooperative learning
- ✓ Clear links to the World Book Online encyclopedia and other digital resources.

The all-new, dynamic five-level course for teenagers that offers a blended approach to learning.

**One World**

iWorld expands students' knowledge by providing extensive opportunities for teenage learners to express their ideas, apply their experience, and explore the world. It promotes critical thinking skills through both meaningful communication in the classroom and interactive tools.

**Preparing for the Future**

Our state-of-the-art learning platform, **iWorld ACCESS**, enhances students' learning experience. It provides a blended approach which integrates autonomous online learning with classroom teaching to help students develop 21st century skills.

**i-world**  
Available at each level:

For Students	For Teachers
<ul style="list-style-type: none"> <li>• Student's Book</li> <li>• Online Reader and Workbook</li> <li>• <b>iWorld ACCESS</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher's Guide</li> <li>• Class CD</li> <li>• <b>iWorld ACCESS</b></li> </ul>



**access**

A new virtual learning environment for students and teachers.

- ✓ Interactive activities for practice and consolidation
- ✓ Online Reader and Workbook
- ✓ Videos, worksheets, and tasks on World Book Online
- ✓ Enriched digital books for interactive whiteboard with personalization tools
- ✓ Downloadable resources for international event preparation

See pages 4 and 5 for more information about **iWorld ACCESS**.

# Experiential, Constructivist, Tutor-led Training

University of Dayton Publishing Professional Services provides teachers with an experienced teacher trainer and an online community dedicated to professional development.

Each module offers 30 hours of learning divided into three phases:

- 1. Explore:** Participants use their own experience and knowledge to analyze the course content and identify their learning needs.
- 2. Think and Learn:** Examples of best practices and theory give teachers the opportunity to compare and contrast their ideas and beliefs.
- 3. Use:** Participants plan and apply new techniques in class. They share their experiences with their mentors and reflect on their immediate teaching future.

## Modules

- **English for the Classroom**  
Development of key skills to enhance teachers' use of English in the classroom.
- **Children as Language Learners**  
Theory and practice related to how children learn languages and how teachers can support their learning process.
- **Teaching Preschool and Primary Children**  
Strategies for teaching English to children and managing work and discipline in the classroom.
- **L2 Literacy**  
Key pedagogical principles for teaching literacy in an additional language.
- **An Introduction to CLE**  
Basic methodological aspects of the CLE approach.
- **CLE: How to Teach Science**  
Strategies and techniques for teaching science in primary and secondary classrooms.
- **CLE: How to Teach Art**  
Strategies and techniques for teaching art in primary and secondary classrooms.
- **Teaching with Technology**  
Principles and strategies for meaningful use of technology in the classroom to enhance students' learning.
- **Teaching Teenagers**  
Principles and strategies for teaching English to teenagers in engaging, supportive, and meaningful ways.

## PART III: DOCUMENTS

### Document 1. La Situación de la Enseñanza de Idiomas en el Perú. Carolina Zierer.

#### La situación de la enseñanza de idiomas en el Perú

Carolina Zierer-Wu

El Perú, país en vías de desarrollo, se caracteriza por una marcada heterogeneidad étnica, idiomática e instruccional (Shell y Wise, 1971; Escobar, 1972; Ribeiro y Wise, 1978). Las necesidades idiomáticas de su realidad son, por consiguiente, mucho más complejas que las de los países industrializados, y tratar de atenderlas significa enfrentarse con una serie de problemas muy difíciles de resolver.

A continuación describiremos escuetamente la problemática de la enseñanza de idiomas vernáculos (=aborígenes, indígenas, autóctonos) y extranjeros a nivel de *educación básica* (= preuniversitaria).

#### 1. La enseñanza de los idiomas vernáculos y del español como segunda lengua

La política de desarrollo vigente en el Perú trata de lograr la integración de las diferentes comunidades autóctonas a la vida nacional, respetando su identidad cultural. Esto implica que la correspondiente política lingüística ha de traducirse en programas y acciones que signifiquen un apoyo al estudio de los idiomas vernáculos, tanto desde el punto de vista de la lingüística moderna como para fines práctico-pedagógicos (Ministerio de Educación, 1972). Las acciones que dentro de esta política se han emprendido pueden resumirse como sigue:

- 1) La alfabetización de los vernaculohablantes en su *lengua materna*;
- 2) la enseñanza del *español* como segunda lengua a los vernaculohablantes con el fin de facilitar su acceso a los beneficios de la cultura occidental, su integración activa a la vida nacional como fuerza productiva y su protección contra los efectos negativos que acompañan al avance de la civilización occidental hacia las regiones pobladas por los vernaculohablantes;
- 3) la enseñanza de las principales variedades del *quechua* a hispanohablantes para lograr una mayor identificación de éstos con los valores del patrimonio cultural lingüístico del país;
- 4) la realización de *estudios etnolingüísticos* sobre las diferentes comunidades lingüísticas particularmente de la región de la selva, la descripción de los diferentes idiomas y la elaboración del material didáctico necesario para la alfabetización de los vernaculohablantes, así como para su castellanización;
- 5) la preparación de *recursos humanos*: maestros bilingües y supervisores vernaculohablantes, para la educación bilingüe.

Las acciones antes señaladas se realizan dentro del marco legal que fija el *Reglamento de Educación Bilingüe* (Decreto Supremo núm. 003-ED/73, del 8-2-1973).

La política lingüística en defensa de las lenguas vernáculas recibió un nuevo impulso mediante el *Decreto Ley 21156*, del 27-5-75, que confiere el estatus de lengua oficial al quechua (sin especificar a cuál de las variedades de este grupo: quechua cusqueño, quechua ancashino, etc.). Esta medida se adoptó sin estudio previo de modo que no fue posible desarrollarla. El artículo 2.º del citado Decreto Ley estableció que a partir de la iniciación del año escolar de 1976, la enseñanza del quechua sería obligatoria en todos los niveles de educación. Como era de esperar, este objetivo no pudo lograrse por falta de recursos humanos y materiales.

A pesar de que no ha sido posible alcanzar las metas específicas fijadas en el Decreto Ley 21156, es justo reconocer que la oficialización del quechua tuvo una serie de efectos positivos:

- 1) una creciente actitud de los hispanohablantes frente al quechua que se tradujo en el hecho de que muchas escuelas (-academias-) de idiomas implantaron cursos de quechua, atendiendo a la demanda del estudio de este idioma (en una de sus variedades) por parte del público, incluso en regiones y ciudades donde se habla habitualmente sólo el español;
- 2) revalorización de la condición de ser hablante bilingüe español-idioma vernáculo;
- 3) incremento de estudios, seminarios, coloquios, etc. sobre la enseñanza de idiomas vernáculos; a nivel universitario;
- 4) aumento de publicaciones sobre idiomas vernáculos así como de material didáctico (libros de texto, diccionarios, gramáticas de referencia, etc.) para la enseñanza de idiomas vernáculos;
- 5) capacitación de recursos humanos para la enseñanza de idiomas vernáculos, particularmente de la selva peruana;
- 6) creciente interés por el estudio de la realidad lingüística del Perú en centros científicos y académicos de los países industrializados;
- 7) inicio de diferentes programas de cooperación técnica entre el Perú y otros países en el campo de la educación bilingüe (-Proyecto Experimental de Educación Bilingüe, Convenio Perú-República Federal Alemana-, Puno, etc.).

El estatus legal del quechua ha experimentado un cambio al promulgarse la nueva *Constitución Política del Estado* (12-7-79), cuyo artículo 83 establece: «El castellano es el idioma oficial de la República. También son de uso oficial el quechua y el aymara en las zonas y la forma que la ley establece. Las demás lenguas aborígenas integran asimismo el patrimonio cultural de la nación».

Es oportuno destacar aquí la importante labor que en el campo del estudio de la realidad etnolingüística del Perú, particularmente la de las regiones selváticas, y de la educación bilingüe, viene realizando el *Instituto Lingüístico de Verano* en colaboración con el Ministerio de Educación a base de convenios que se han renovado en varias oportunidades (Larson, Davis y Ballena, 1979).

Igualmente, cabe subrayar los esfuerzos que viene realizando el Ministerio de Educación a través de su División de Educación Bilingüe.

## 2. La enseñanza de idiomas extranjeros en los centros de educación básica

### 2.1. *La situación en el sistema educativo anterior a la reforma educativa implantada en 1973*

Antes de desarrollarse la reforma educativa, el sistema educativo básico comprendió un año de transición, cinco años de educación primaria y cinco años de educación secundaria. En el período correspondiente a educación secundaria se consideró la asignatura de idioma extranjero con una extensión horaria de tres horas semanales desde el primer año hasta el quinto.

En casi todos los planteles de educación secundaria se enseñaba el idioma inglés, salvo en aquellos planteles binacionales que recibían ayuda económica y técnica de países de habla alemana, francesa o italiana, y donde la enseñanza de casi todos los cursos se solía impartir en estos idiomas.

La crónica escasez de profesores de idiomas con preparación académica en esta especialidad pedagógica es probablemente la razón por la cual la enseñanza de idiomas siempre ha recibido un trato discriminatorio en el sistema educativo en comparación con la enseñanza de otras materias. Esta carencia de recursos idóneos para la enseñanza de idiomas se debe al hecho de que los centros de educación superior (universidades y escuelas normales superiores) comenzaron a implantar, a partir de los años 60, programas profesionales para la formación de profesores de segunda lengua.

Por otro lado, la subestimación de la asignatura de idioma extranjero en el sistema educativo se reflejaba en el hecho de que *no* se habilitaron recursos materiales ni apoyo administrativo para la enseñanza de idiomas en los centros educativos, con la consiguiente actitud negativa por parte de los alumnos frente al aprendizaje de una segunda lengua.

Dentro de este contexto, los alumnos, después de haber «estudiado» el idioma inglés durante cinco años, tenían conocimientos tan limitados de este idioma que, cuando ingresaban en una universidad, tenían que comenzar nuevamente el estudio de esta lengua, en calidad de principiantes, particularmente cuando se trataba de alumnos procedentes de regiones rurales.

Frente a esta realidad, los colegios particulares frecuentados por alumnos provenientes de estratos de mayores recursos económicos ofrecían cursos intensivos de inglés, a cargo de personal docente cuidadosamente seleccionado, muchas veces hablantes nativos del idioma inglés y con todo el apoyo de la tecnología moderna (ayudas audiovisuales, grabadoras, etc.). Esta situación excepcional, sin embargo, no ha tenido ninguna trascendencia dentro del cuadro general, claramente negativo, por cuanto los beneficiados eran una pequeña minoría.

## 2.2. *La situación en el sistema educativo a partir de la reforma educativa implantada en 1973*

A partir de 1973, el sistema educativo del Perú comenzó a estructurarse en la siguiente forma:

- 1) Educación inicial (= educación preescolar).
- 2) Educación Básica Regular:
  - I ciclo: 4 grados (cada grado equivale a un año de estudios),
  - II ciclo: 2 grados,
  - III ciclo: 3 grados.

Al término del III ciclo, el alumno puede ingresar en una universidad (o en una Escuela Superior de Educación Profesional), previa aprobación en el respectivo examen de admisión. Como se observará, de acuerdo con el nuevo sistema, se ha reducido la educación básica de diez años a nueve.

### 2.2.1. Política general

La nueva Ley General de Educación (Decreto Ley 19326 del 21-3-72), en forma específica, estipula en el artículo 98 que los idiomas extranjeros deben enseñarse de tal modo que su aprendizaje no constituya factor de alienación ni imposición cultural. La concepción se recoge en el artículo 24 del Reglamento de Educación Bilingüe, donde se establece que «Las autoridades del Ministerio de Educación velarán porque esta enseñanza no sea instrumento de imposición cultural». El mismo reglamento incluye varias disposiciones limitativas en cuanto a la enseñanza de idiomas extranjeros, como son los siguientes: art. 22: Prohibición de educar en lengua extranjera a nivel de educación inicial; art. 23: Enseñanza del idioma extranjero solamente desde el primer ciclo, pero únicamente como asignatura separada, debiendo enseñarse las demás asignaturas del currículo en lengua castellana.

Esta preocupación por parte de los autores del citado Reglamento de Educación Bilingüe y de la misma Ley General de Educación, de que el aprendizaje de una segunda lengua, particularmente de una lengua extranjera, podría tener efectos de alienación sobre el educando fue analizada críticamente no solamente en diferentes reuniones profesionales y científicas, sino que también motivó a la prensa nacional a ocuparse de esta problemática (Zierer, 1976). A pesar de que en el art. 24 del Reglamento de Educación Bilingüe se establece que «se fomentará el aprendizaje de lenguas extranjeras como instrumentos de cultura, de ciencia y de comunicación internacional», el espectro de la «alienación», peligro para la formación de una conciencia nacionalista en el educando, fue quizás la causa principal del trato discriminatorio que, en el nuevo sistema educativo, se le dio a la enseñanza de lenguas extranjeras.

### 2.2.2. Organización

1. *Idiomas que se enseñan:* De conformidad con el art. 98 de la Ley General de Educación, teóricamente, el centro educativo tiene la facultad de decidir cuál de los idiomas escogerá, y también al alumno se le permite (previa consulta con sus padres) escoger el idioma que desee aprender. En la

práctica, sin embargo, el inglés es el idioma más difundido en todo el país. En algunos planteles se ha logrado introducir la enseñanza de los idiomas francés y alemán, como por ejemplo en la ciudad de Trujillo, a consecuencia de la estrecha vinculación que allí existe entre el Departamento de Idiomas y Lingüística de la Universidad Nacional de Trujillo y los centros educativos estatales y particulares, toda vez que dicha universidad tiene un programa académico para la formación de profesores de idiomas en las combinaciones de inglés con francés e inglés con alemán.

Una enseñanza intensiva de los idiomas francés, alemán e italiano se registra en los colegios binacionales de Lima, como el colegio Alexandre von Humboldt, el colegio Pestalozzi, el colegio Franco-Peruano, el colegio Antonio Raimondi, etc.

2. *Cantidad de horas por semana:* A partir de la implantación de la reforma educativa, se ha producido una sistemática reducción del número de horas semanales para la asignatura de segundo idioma:

En el año primero del currículo correspondiente a Educación Secundaria (programa adaptado, Ministerio de Educación, Directiva núm. 11-DS-DI-CEBARE-78, del 28-3-78, pág. 12) se redujo el número de horas semanales a tres; en los años segundo, tercero, cuarto y quinto, a dos horas.

En el 7.º grado de Educación Básica Regular (III ciclo) se ubicó el curso de idioma extranjero como -opción laboral- (Directivas citadas, pág. 9).

En los Centros Educativos Técnicos en proceso de conversión (1978) se redujo el número de horas a dos en el año cuarto, y a uno, en el año quinto (Directivas citadas, pág. 12).

La enseñanza de idiomas se eliminó en el sistema de Educación Básica Laboral y en los ciclos nocturnos.

3. *Duración de los cursos:* La duración promedio del curso de idioma extranjero es de nueve meses, dentro del año escolar.

4. *Objetivos de aprendizaje:* Los objetivos generales de aprendizaje, así como sus contenidos, son fijados por el Ministerio de Educación en el Programa Oficial. Se considera únicamente al idioma inglés en el Programa Oficial en vigencia. En la base a este Programa Oficial, es decir, a los objetivos generales, los profesores de idiomas de cada centro educativo, o los equipos de profesores de idiomas de varios centros educativos de la localidad (núcleo educativo-), establecen el símbolo de cada curso, fijando los objetivos específicos de aprendizaje y estructurando los detalles del contenido.

El Ministerio de Educación también preparó un -Anexo metodológico- para los Programas Adaptados (Ministerio de Educación, 1974), el cual tuvo una difusión relativamente limitada. Sin embargo, en base a un estudio realizado en los principales centros de Educación Básica Regular de la ciudad de Trujillo (Gutiérrez, Kong y Vanini, 1980) se puede concluir que el 40 por 100 de los objetivos de aprendizaje fijados en el Programa Oficial (Programas Adaptados) no se cumplen. Este fenómeno se debe a diferentes causas, desde la selección, a cargo del Ministerio, de objetivos de aprendizaje que son inalcanzables dentro de la realidad que prevalece en la mayoría de los centros educativos del Perú, hasta la notoria escasez de personal docente preparado académicamente para la enseñanza de idiomas.

5. *Métodos y técnicas de enseñanza:* Aunque el Programa Oficial (Programas Adaptados) insista en el uso del método audiovisual, en la mayoría de centros educativos, precisamente por falta de medios, de locales apropiados, de apoyo

administrativo, y de docentes capacitados para emplear adecuadamente las técnicas del método audiovisual, se pone más énfasis en el lenguaje escrito que en el oral. En cuanto a las técnicas de evaluación y control de rendimiento de los alumnos, se recurre a técnicas deficientes, utilizándose pruebas y tests sin confiabilidad ni validez.

6. *Libros de texto:* Aunque el Ministerio de Educación evalúa y recomienda los libros de texto, la elección final del texto queda a criterio de cada profesor. Muchos de los textos que se usan no son apropiados para las escuelas del país por razones etnopedagógicas, particularmente cuando se trata de textos importados del extranjero, destinados a alumnos de una realidad diferente de la del Perú. Por otro lado, es frecuente en el Perú que los profesores elaboren sus propios libros de texto, denominados «copias», que los profesores venden a sus propios alumnos, sea directa o indirectamente. Muchas de estas «copias» no reúnen las condiciones mínimas que debería exigirse a un texto para la enseñanza de un idioma extranjero. Sin embargo, el sistema de «copias» es una solución de emergencia, pues la mayoría de los alumnos no tienen los medios económicos para comprar los encarecidos textos impresos.

En muchos centros educativos, particularmente de las regiones rurales, los alumnos no tienen texto alguno, teniendo que limitarse a copiar la información que les dicta su profesor o lo que él escribe en la pizarra.

7. *Medios tecnológicos:* Los limitados recursos económicos asignados a los centros educativos estatales para la adquisición de medios tecnológicos y materiales didácticos complementarios para la enseñanza se destinan, por lo general, para otros cursos. Por otro lado, en caso de existir tales equipos, especialmente en centros educativos particulares, la organización administrativa y deficiencias de la infraestructura (conexiones a la red eléctrica, aulas no funcionales para la enseñanza de una segunda lengua, interferencias acústicas provenientes del medio externo, etc.) desaniman al profesor a utilizarlos; o también estos equipos no son usados por el simple hecho de que el profesor no sabe manejarlos.

Ocasionalmente, se da el caso de que un centro educativo particular en Lima tenga un laboratorio de idiomas.

8. *Supervisión:* El Ministerio de Educación no cuenta con un número suficiente de especialistas en la enseñanza de idiomas para realizar una supervisión eficiente en los centros educativos del país.

### 2.2.3. Recursos humanos

La causa principal del problema, hasta ahora sin visos de solución, de la enseñanza de idiomas extranjeros en el sistema de educación básica del Perú, es la marcada escasez de profesores con preparación científica y académica para esta especialidad pedagógica, como ya señalamos anteriormente. Esta situación subsiste por cuanto las universidades del país están lejos de satisfacer las necesidades de este sector del mercado laboral. Un estudio hecho en 1974, en la ciudad de Trujillo, reveló que sólo el 19,6 por 100 de los maestros que enseñaban el idioma inglés en los planteles estatales y particulares tenían título pedagógico en la Especialidad de Idiomas (Jauregui, Wu de Zierer, Zierer, 1975).

Por otro lado, los programas de perfeccionamiento para los maestros que enseñan inglés en los planteles se limitan a iniciativas esporádicas, mayor-

mente promovidos por instituciones tales como el Consejo Británico y los Institutos Culturales Peruano-norteamericanos. Falta una acción coordinada entre el Ministerio de Educación y aquellos centros de educación superior que ofrecen programas académicos para la formación de profesores de idiomas, con el fin de organizar ciclos de estudios y de perfeccionamiento que permitan a los actuales profesores de inglés en servicio sin título pedagógico en esta especialidad, obtener una calificación profesional equivalente a la que tengan los pocos titulados en este campo. Acciones de esta índole contribuirían sustancialmente a incrementar la motivación de los docentes y a rescatar el valor que significa el aprendizaje de un idioma extranjero y, consiguientemente, viabilizarían un mejoramiento de las condiciones materiales (infraestructura, medios) y facilidades administrativas para la enseñanza de idiomas.

Es oportuno mencionar los esfuerzos que dentro de esta problemática está realizando la Asociación de Profesores de Idiomas de Perú, institución gremial nacional.

#### 2.2.4. El nivel de la enseñanza de idiomas

Es un hecho que en casi todos los centros educativos de educación básica del Perú, los resultados de cinco años de enseñanza de inglés son tan pobres que corresponden aproximadamente a los niveles que el Programa Oficial establece para el I Año del estudio del idioma inglés. La prueba de ello es que los alumnos que ingresan a la universidad, donde, por lo general, se les obliga a estudiar un idioma extranjero, inician su estudio en calidad de principiantes. Las principales causas de esta situación problemática las podemos resumir como sigue:

- 1) La enorme escasez de profesores de idiomas calificados;
- 2) la ausencia de una política positiva con respecto a la asignatura de segundo idioma en el currículo para la educación básica;
- 3) la falta de material didáctico —textos, medios, etc.— para la enseñanza de idiomas; muchos alumnos sin libros de texto;
- 4) la falta de un programa oficial debidamente elaborado para la enseñanza de idiomas;
- 5) las condiciones inapropiadas de la infraestructura: aulas inadecuadas, etcétera;
- 6) la falta de apoyo administrativo en los planteles: horarios inapropiados, número excesivo de alumnos por sección, etc.;
- 7) la falta de acciones de supervisión técnica;
- 8) la casi ausencia de oportunidades de perfeccionamiento docente;
- 9) el hecho de que en los exámenes de admisión a las universidades no se exploran los conocimientos de los postulantes en cuanto al dominio del idioma extranjero;
- 10) la casi ausencia de la investigación científica en la problemática de la enseñanza de idiomas dentro del sistema educativo del Perú;
- 11) la falta de cooperación entre las autoridades educacionales, centros educativos y los centros de educación superior que ofrecen programas académicos para la formación de profesores de idiomas;
- 12) la falta de comprensión de muchas autoridades educacionales y también de muchos profesores, del rol que el aprendizaje de un idioma extranjero desempeña dentro de una política lingüística integral del país.

### 3. La problemática de las barreras interlingüísticas en el desarrollo del país

La mayor parte de la información científica y tecnológica más reciente, relevante para el desarrollo del Perú, no aparece en español sino en otros idiomas, los cuales constituyen una barrera lingüística para la mayoría de los científicos, técnicos, profesores y estudiantes universitarios y funcionarios públicos peruanos, que suelen tener conocimientos muy elementales de un segundo idioma. La incidencia de los efectos negativos de las barreras interlingüísticas en el desarrollo de la ciencia y de la tecnología de los países andinos se discutieron ampliamente en el «Primer Simposio Internacional sobre las Barreras Lingüísticas en el Desarrollo de las Ciencias y de la Tecnología en los Países del Convenio Andrés Bello» (Trujillo: 1-5/10/79), auspiciado por la UNESCO, la Secretaría Ejecutiva Permanente del Convenio «Andrés Bello» y por la Federación Mundial de Asociaciones de Profesores de Idiomas. En este evento, se recaló la importancia de impulsar la enseñanza y el aprendizaje de idiomas extranjeros en todos los niveles dentro del esfuerzo global de superar las barreras interlingüísticas con el fin de incrementar el flujo de información científica y tecnológica a los países andinos.

Esta misma insistencia ya se había registrado en el Primer Congreso de los Profesores de Segunda Lengua de los Países del Convenio Andrés Bello (Trujillo: 7-12/2/77).

### 4. Observación final

El nuevo Gobierno constitucional, iniciado a mediados de 1980, está proyectando un cambio sustancial del sistema educativo. Existe la fundada esperanza de que se emprenderán acciones concretas conducentes a una revalorización de la enseñanza de idiomas extranjeros en el sistema educativo del Perú.

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### ENSEÑANZA DE IDIOMAS EN LA EDUCACION PERUANA

A propósito de un libro de la *Fédération Internationale des Professeurs de Langues Vivantes (FIPLV)*\*

Michele Vanden Eynden  
*Unidad de Educación Bilingüe,  
Ministerio de Educación del Perú*

Con el acelerado crecimiento de la comunicación internacional en todos los campos del quehacer humano, el aprendizaje de idiomas extranjeros se ha convertido en una necesidad que exige importantes cambios de política educativa en todo el mundo, en forma similar a los que con respecto a la enseñanza de una segunda lengua exige la realidad multilingüe de algunos países. En el Perú, esta necesidad dual no ha sido aún atendida correctamente, como consecuencia de una falta de toma de conciencia de su importancia y de una insuficiente información técnica en este campo de la pedagogía por parte de quienes tuvieron a su cargo la planificación educativa en la última década. Por ello y estando por iniciarse una modificación de la Reforma de la Educación que se aplica desde 1972, creemos útil comentar el libro *Teaching Foreign Languages to the Very Young*, editado por Reinhold Freudenstein, profesor de la Universidad Phillips, de Magburgo, R.F.A. y presidente de la *Federación Internacional de Profesores de Lenguas Vivas (FIPLV)*. El libro reúne nueve interesantes trabajos escritos por investigadores y profesores de Alemania, Francia, Yugoslavia, Gran Bretaña, Estados Unidos, Hungría e Italia, sobre diversos aspectos de la enseñanza de idiomas a niños de 4 a 8 años de edad. Dichos trabajos fueron originalmente presentados a la *Mesa Redonda* (Zurich, mayo de 1979) organizada por el FIPLV y la Fundación *EUROCENTRES*, con ocasión del Año Internacional del Niño, y resultan de gran actualidad en nuestro país, por los hechos que hemos señalado. Valga por ello la ocasión para hacer previamente una somera descripción de la situación de la enseñanza de idiomas en el Perú.

La enseñanza de idiomas presenta en el Perú dos situaciones básicas muy diferentes: la enseñanza del castellano como segunda lengua, y la enseñanza de idiomas extranjeros propiamente dicha.

En lo que se refiere a la enseñanza del castellano como segunda lengua a los alumnos vernaculohablantes, ella estuvo restringida hasta 1976 a unas pocas escuelas atendidas por proyectos experimentales que elaboraron algún material

\* Freudenstein, Reinhold (ed). *Teaching Foreign Languages to the very young*. Pergamon Press, Oxford, U.B. 1979. 97 páginas.

ad hoc y dieron a los maestros la correspondiente capacitación. Por contraste, en la inmensa mayoría de escuelas con alumnos vernaculohablantes, éstos fueron atendidos por profesores que no habían recibido ninguna capacitación para ello ni contaban con material educativo ad hoc, por lo cual la *enseñanza del castellano* fue confundida con *enseñanza en castellano*. En 1972, la Reforma de la Educación planteó la obligatoriedad de que el castellano fuera enseñado como segunda lengua al alumnado vernaculohablante a partir del primer grado de la Educación Básica Regular, es decir, desde los seis años de edad, y en tal virtud comenzó a recibir algún apoyo financiero para acciones a nivel nacional, lo que determinó que a partir de 5 el Ministerio de Educación publicase material educativo y metodológico para tal fin a nivel nacional. Sin embargo, tal impulso inicial pronto perdió fuerza por manifiesto desinterés de las autoridades ministeriales y por negligencia de una administración burocratizada, por lo cual los progresos en este campo se deben mayormente a la iniciativa de algunos individuos fuera y dentro del Ministerio de Educación, y a pesar de la falta del apoyo oficial que ello debería merecer.

En lo que se refiere a la enseñanza de idiomas extranjeros, hay necesidad de distinguir entre educación estatal y educación privada. En esta última, la enseñanza del inglés era obligatoria, pero no exclusiva, en los cinco años de secundaria, y podía comenzar en la primaria y aun antes de ella, como ocurre en uno pocos colegios particulares llamados "Bilingües", en los cuales la buena calidad de la enseñanza logra que el idioma extranjero pueda ser usado también como lengua instrumental ya en la primaria. Lamentablemente, dichos colegios carecen de importancia cuantitativa a nivel nacional, si los comparamos con las decenas de miles de escuelas donde tal enseñanza no se da. En lo que respecta a la educación estatal, la enseñanza de idiomas se limitaba a la obligatoria del inglés en la secundaria, pero ella se caracterizó —con honrosas y escasísimas excepciones— por la pobreza de sus resultados, debido a lo reducido de las horas dedicadas a ella, al déficit de material educativo idóneo, al elevado número de alumnos por aula, y al reducido número de profesores especializados, hecho este último que determinó que el curso de inglés fuera *enseñado* por profesores de otras especialidades que ocasionalmente recibían tal encargo como parte de sus obligaciones a fin de completar su horario de trabajo, lo cual no hacía sino agravar el problema. Esta situación general se ha mantenido desde 1972 con la aplicación de los llamados Programas Adaptados, cuyo uso ha ido reduciéndose por el avance de la sustitutoria Educación Básica Regular para los alumnos menores de 15 años. Y en lo que se refiere a la enseñanza del inglés a los adultos que estudiaban secundaria en escuelas nocturnas, ella ha desaparecido por la implantación sustitutoria de la Educación Básica Laboral, la cual no incluye enseñanza de idiomas.

Con la sustitución de la Secundaria por los grados VII, VIII y IX de Educación Básica Regular, la enseñanza obligatoria del inglés fue reemplazada por la "enseñanza de idiomas" pero con carácter de *opción* que el alumno debía escoger para su curso de *Formación Laboral*, el cual incluye además, carpintería, costura, etc. Obviamente, el haber sustituido la enseñanza exclusiva del inglés por la de *idiomas* (inglés, francés, alemán, quechua, etc.) fue un avance, pero ha significado un retroceso en cuanto al carácter obligatorio se ha sustituido por el de simple *opción*, con el agravante de que si bien, en principio, era el propio alumno o sus padres quienes decidían si se optaba por un idioma, en la práctica era en muchos casos el director del colegio o el responsable de la coordinación del curso de Formación Laboral quien por razones administrativas y presupuestales decidía qué opción iba a seguir el alumno. Además, la enseñanza de un idioma como opción laboral habría de hacerse en una sola clase semanal de cinco horas seguidas, horario que si bien puede resultar razonable para una materia como costura o carpintería, resulta totalmente absurdo en el caso de la enseñanza de un idioma. Todos estos hechos lamentables han determinado que la enseñanza de idiomas extranjeros en los colegios estatales prácticamente haya desaparecido.

El origen de esta absurda anomalía está en el acatamiento por parte de los responsables de la planificación educativa del propio Ministerio de Educación, de unas mal fundadas recomendaciones hechas en 1975 por una comisión integrada en su mayor parte por personas vinculadas con la enseñanza del inglés en instituciones privadas en nuestro país, algunas de las cuales hoy suman sus veces a las de quienes, como el cuerpo docente del Departamento de Idiomas de la Universidad Nacional de Trujillo, han venido reclamando desde el comienzo con justicia y honor un cambio de esta situación, reclamo al cual se ha adherido la *Asociación de Profesores de Idiomas del Perú* (APIDEP). Las recomendaciones de dicha comisión determinaron lo que habría de hacerse a partir del VII grado de EBR, y ha tenido como consecuencias palpables y lógicas, la proliferación de academias particulares para satisfacer las demandas de padres de familias que sí comprenden la importancia de que sus hijos aprendan un idioma extranjero, y que pueden al mismo tiempo hacer el gasto que ello exige; ha elevado el prestigio de los colegios particulares que ofrecen tal enseñanza, y ha significado de paso para muchos profesores de idiomas la pérdida de su trabajo o su dedicación a la enseñanza de otras materias.

Frente a esta situación, estamos desarrollando a través de la Unidad de Educación Bilingüe un Proyecto Experimental de Enseñanza de Idiomas Extranjeros, tratando de establecer una metodología apropiada a la realidad peruana, con la colaboración del Centro de Francés Científico y Técnico de la Embajada de Francia, el Colegio Particular Bilingüe Alexander von Humboldt, el Consejo Británico, el Instituto Cultural Peruano-Norteamericano y el Instituto

Italiano de Cultura, a partir del trabajo en unos treinta colegios de Lima proyecto que lamentablemente no ha contado con suficiente apoyo del propio Ministerio.

Este cuadro de la situación de la enseñanza de idiomas extranjeros en la educación peruana, no tiene otro fin que el mostrar la gravedad de la situación y el de hacer un llamamiento público para que se tomen decisiones que la remedien. Y para tal fin creemos oportuna y valiosa la lectura del libro editado por Freudenstein, pues en él no sólo se aboga precisamente por la enseñanza de idiomas sino que se insiste en sólidos argumentos en la necesidad de que tal enseñanza se inicie lo más temprano posible y ofrece elocuentes respuestas a tres preguntas fundamentales: *¿Es posible tal enseñanza-aprendizaje a partir de los cuatro años? Si es posible ¿qué la justificaría? Y si es posible y justificable ¿cómo puede o debe hacerse?*

Las respuestas que dan los autores, tienen tres méritos destacables a nuestro parecer. En primer lugar, presentan algunos aportes originales basados tanto en investigaciones lingüísticas, psicológicas, sociológicas y/o pedagógicas, cuanto en experiencias personales en las aulas. En segundo lugar, presentan un cuadro somero pero integral de los diversos problemas de la enseñanza de idiomas a niños en la edad pre-escolar y en los primeros grados de la educación primaria. Y en tercer lugar –the last but not the least– el libro resulta de una oportunidad remarcable por los hechos que hemos señalado sobre la enseñanza de idiomas en el Perú.

Es cierto que algunos de los planteamientos metodológicos hechos por los autores no resultan aplicables en nuestro país, cuya realidad es muy diferente de la europea o norteamericana. No ha de buscarse, pues, en este libro, recetas para nuestra problemática educativa, la cual se caracteriza por la ausencia de currícula modernos para la enseñanza de idiomas en la secundaria, y su ausencia total para la primaria y la educación inicial o pre-escolar; por la ausencia de suficiente número de profesores especializados; por el déficit de material educativo idóneo; por el elevado número de alumnos (50 ó 60 por aula); por la imposibilidad de aplicar procedimientos metodológicos que exijan material caro o sofisticado; por el hecho de que las horas lectivas se han reducido a cuarenta minutos debido a que las escuelas tienen que atender ahora diariamente a dos turnos; por el hecho de que en muchos casos el alumno de educación primaria es un alumno vernaculohablante que ignora el castellano o tiene sólo un conocimiento incipiente del mismo, y por el elevado índice de ausentismo escolar por razones socio-económicas.

El libro resulta interesante también por su estructura y estilo. En este sentido, su primer mérito es el de presentar trabajos de nueve profesores que si bien trabajan en países distintos tienen en común el enseñar idiomas extranjeros

y segundas lenguas a niños pequeños. Su segundo mérito es su manejabilidad tanto por parte de quien desee consultar aspectos muy específicos cuanto por quien desee iniciarse en este campo de la pedagogía de los idiomas sin una previa formación profesional especializada. Bien puede decirse que si bien en algunos aspectos este libro tiene carácter de obra de divulgación, no por ello deja de ser útil para el profesor especializado.

Veamos con algún detalle algunos temas tratados en este libro que resultan de interés con respecto a la realidad peruana.

#### *Language Learning at Pre-School Age*

Tal es el título del primer artículo-capítulo del libro. Su autora, Gisela Schmid-Schönbein (investigadora del Colegio de Docentes de Aquisgrán, R.F.A.) se pregunta si los niños pequeños pueden realmente aprender un idioma extranjero. En respuesta, presenta 5 casos: un niño hablante de alemán emigra a Estados Unidos con sus padres y aprende el inglés en unos meses; la hija de una francesa y un alemán aprende simultáneamente ambas lenguas; un niño pakistaní emigrado a Inglaterra frecuenta un colegio con niños de distintas nacionalidades en el cual la lengua de comunicación es el inglés; una niña alemana recibe en Alemania clases de inglés en un nido; y finalmente un niño italiano vive en Alemania con sus padres, pero por falta de contacto con la lengua alemana no aprende dicho idioma. Tras comentar y comparar estos casos, la profesora Schmid-Schönbein trata de definir las condiciones ideales en las cuales se puede impartir exitosamente la enseñanza de un idioma extranjero a niños pequeños. Termina su revelador artículo, informando sobre los resultados de un experimento de enseñanza, y adjunta el tipo de pruebas utilizado para evaluar los diferentes aspectos del aprendizaje.

#### *Why Start Early?*

En el segundo artículo, Mirjana Vilke (vice-presidente de la Sociedad de Lingüística Aplicada de Croacia, y profesora de metodología de enseñanza del inglés, de la Universidad de Zagreb, Yugoslavia) se pregunta por qué se les obliga a niños pequeños que viven en una comunidad monolingüe a que aprendan en el colegio una lengua que no tienen oportunidad de hablar en su comunidad ni en su hogar si se tiene en cuenta que entre aprender un idioma por inmersión en una comunidad hablante del mismo y el aprenderlo de manera formal en una comunidad en que dicho idioma no es hablado hay grandes diferencias en lo que respecta al tiempo de exposición a la lengua que se va a aprender y en lo que se refiere a las motivaciones para tal aprendizaje. Tras

analizar los pro y los contra de una enseñanza temprana, la profesora Vilke fundamenta tal iniciación con las siguientes razones: en primer lugar, las investigaciones lingüísticas y las experiencias realizadas demuestran que a ninguna otra edad se logran tan buenos resultados; en segundo lugar, los niños bilingües logran un desarrollo lingüístico y extra-lingüístico mayor que los monolingües; y en tercer lugar, los niños que aprenden tempranamente un segundo idioma pueden valorar más su propia lengua y cultura, a la vez que muestran mayor comprensión y aceptación de otras.

#### *Environment and Learning*

En este artículo, Leonora Fröhlich-Ward (entrenadora de profesores de inglés en Bavaria, R.F.A., y co-autora con Schmid-Shönbein de un curso de inglés con recursos lúdicos para niños) comienza recordándonos la diferencia establecida por W.R. Lee (*The Dolphin English Course*, 1970-73, Londres, Oxford University Press, pág. 105) entre *motivaciones internas y externas*. Según Lee, las motivaciones externas provienen de la actitud —positiva o negativa— de la comunidad en general y de los padres en particular hacia el aprendizaje de un idioma extranjero. Las motivaciones internas provienen de la posibilidad que tiene el alumno de hablar el idioma extranjero fuera del colegio, así como de la personalidad del docente. A partir de tal distinción, Fröhlich-Ward analiza siete factores que intervienen en forma directa sobre las condiciones de enseñanza-aprendizaje de un idioma: la personalidad del profesor y su aptitud para enseñar a niños pequeños; la actitud de otros docentes hacia tal enseñanza, la duración y frecuencia de las sesiones de enseñanza-aprendizaje, el local en el que se desarrollan las clases, la organización y financiación de las clases cuando la enseñanza de idiomas no es parte del currículum del colegio. La autora concluye agregando algunas recomendaciones prácticas para los docentes, y recalcando que la clave del éxito en la enseñanza de un idioma extranjero a niños pequeños la tiene el docente.

#### *The HOW of foreign-language teaching*

Tras haberse respondido a las preguntas sobre si los niños pueden aprender idiomas extranjeros, por qué deben comenzar a aprenderlos a una edad temprana, y cuáles son las implicancias del medio ambiente lingüístico sobre el aprendizaje de otro idioma, el libro aborda el tema de cómo hacer tal enseñanza, haciéndose previamente una diferenciación entre *idioma extranjero y segunda lengua* para limitarse en este capítulo al primero. En su respuesta, Eva Kraus-Srebric —asesora del Consejo de Educación de Belgrado, Yugoslavia, y

autora de varios textos y manuales de enseñanza— enumera las características que debe tener la enseñanza a niños que, viviendo en su comunidad de origen, aprenden un idioma extranjero que no tiene oportunidad de hablar fuera de colegio. La autora constata que las clases que se imparten a los niños pequeños son una mera adaptación del tipo de clases que se da a los adultos, a saber, el *escuchar y repetir modelos oracionales* y *dar respuestas estereotipadas a preguntas igualmente estereotipadas*, todo ello amenizado con la *memorización de rimas, poemas y canciones*. El resultado de la adquisición de tales conocimientos, señala la autora, es que ellos no permiten realmente al niño expresar en la lengua extranjera lo que piensa, lo que siente, lo que desea, por lo que el niño, con la lógica propia de su edad, llegará a la conclusión de que la lengua extranjera sirve para cantar, recitar rimas y decir algunas expresiones estereotipadas, mientras que sólo la lengua materna sirve para satisfacer sus verdaderas necesidades de comunicación. Kraus-Srebric propone por ello una alternativa metodológica que parte de un inventario de las funciones del lenguaje, específicamente en lo que concierne a los niños. Esta alternativa de un currículum funcional para los niños coincide con los planteamientos empíricos y científicos expuestos en los primeros capítulos, en el sentido de que antes de los 8 ó 10 años de edad los niños conservan su aptitud para “adquirir” una lengua de una manera más o menos natural, por simple exposición. Pero la autora no se limita a plantear una alternativa, sino que la ejemplifica, desarrollando varios modelos de actividades y juegos que se pueden realizar a fin de lograr una enseñanza amena a la vez que efectiva.

#### *The HOW of second-language teaching*

En este capítulo, se plantean alternativas metodológicas para la enseñanza en un marco socio-lingüístico diferente del planteado en el artículo precedente, pues ahora no se trata de la enseñanza de un “idioma extranjero” sino de una “segunda lengua”, es decir, de una lengua que el niño tiene que aprender porque ella es una de las habladas en su *comunidad bilingüe*. Su autora, Edie Garvie —consejera de educación multicultural en el condado de Cambridgeshire, Gran Bretaña, miembro del Departamento de Enseñanza de Inglés en Birmingham, y autora de *Breakthrough to Fluency*, manual para profesores de idioma extranjero a niños pequeños— plantea la necesidad de no olvidar la diferencia entre ambas situaciones, pues en el caso de la enseñanza de una segunda lengua, también la comunidad se encarga de impartir conocimientos si bien no en forma sistemática ni planificada como lo hace la escuela. Esto lleva a la autora a diferenciar entre el “field” (el conjunto del medio o “campo” en el cual el niño está en contacto con la lengua) y “focus” es decir cualquier procedimiento por el

cual se le llama la atención al alumno sobre determinado punto del "field". Por otra parte, el hecho de que los niños se encuentren en un medio en el que se habla la lengua que están aprendiendo, y que necesiten hablarla para poder recibir clases sobre los diversos cursos en la segunda lengua, hace que el aprendizaje de una lengua con características de *segunda* sea sentido como más urgente de lo que sería si sólo tuviera carácter de *idioma extranjero*. Volviendo al tema de la diferencia entre "field" y "focus" la autora plantea que en el aula se den también estos dos enfoques en la enseñanza-aprendizaje. Es decir, en determinados momentos los niños estarían simplemente expuestos al uso de la segunda lengua en situaciones más o menos informales, como juegos y actividades diversas. Es obvio que esta mera exposición a la lengua en situaciones informales es posible únicamente cuando en la misma aula hay niños cuya lengua materna es la segunda lengua que está aprendiendo parte de los niños del aula. En otros momentos, los alumnos centran su atención sobre determinado aspecto de la segunda lengua. Se plantea, por supuesto, el problema de determinar cuáles son los aspectos que deben ser enfatizados y en qué orden presentarlos. La autora presenta una lista de conceptos y habilidades que los alumnos deben dominar, y que engloban tanto los objetivos de aprestamiento cuanto objetivos de segunda lengua propiamente dichos. La autora incluye numerosos ejemplos de actividades que se pueden desarrollar con los niños, tanto para los momentos de inmersión cuanto para los de enfoque específico.

#### *If reading – how?*

En la mayoría de los casos, la enseñanza de la lectura del idioma extranjero que se está aprendiendo se comienza a hacer cuando el alumno ya sabe leer en su propia lengua y tiene además cierto dominio audio-oral de la segunda. Pero hay casos en que es necesario que el niño aprenda a leer en la segunda lengua antes de haber aprendido a hacerlo en la primera. Teniendo en cuenta estas dos alternativas, Virginia French Allen –profesora emérita de la Universidad de Pensilvania, asesora de TESOL y capacitadora de profesores en varias universidades– plantea varios acercamientos para tal enseñanza-aprendizaje que tienen como característica común fundamental el vincular estrechamente tal enseñanza con las actividades orales, planteamiento que también resulta válido para la enseñanza de la lengua materna, pues como dice la autora citando a Smith, F.: *Understanding Reading. A Psycholinguistic Analysis of Reading and Learning to Read*. New York: Holt, Rinehart and Winston, 1971, "... all aspects of reading, from the identification of letters... to the comprehension of entire passages, involve the reduction of uncertainty" y por "reducción de la incertidumbre" ha de entenderse logros en los campos de la pronunciación, la estructuración

oracional, y el vocabulario, por lo cual resulta fundamental una intensa práctica oral.

*Keeping the children interested*

En su segundo artículo en este libro, Leonora Fröhlich-Ward propone una serie de actividades y juegos que permiten enseñar un idioma en forma amena a niños entre 4 y 8 años de edad. Tales actividades y juegos tienen como punto de partida común el mantener siempre activos a los niños, ya sea hablando, ya sea realizando determinadas actividades que les son indicadas verbalmente. La autora destaca el hecho de que la actividad de "preguntas y respuestas" no debe limitarse a que los alumnos respondan, sino que también deben preguntar, y propone que por "ayudas visuales" se entienda no sólo los gráficos sino también los gestos, ademanes y mímica por parte del profesor. Propone asimismo el uso de "ayudas creativas" como colorear, recortar, dibujar o completar dibujos, que además de ayudar a los niños a usar diversas estructuras de la segunda lengua sirven para el aprestamiento que deben recibir en la edad pre-escolar. Sobre los juegos, rimas y canciones (que generalmente son considerados auxiliares obligados en la enseñanza a niños pequeños) la autora destaca el hecho raramente tenido en cuenta de que muchas de las rimas y canciones que se usan tradicionalmente no ayudan realmente al niño a mejorar su capacidad de expresión y comprensión de la segunda lengua, pues no son usuales sus estructuras oracionales, ni lo son el vocabulario ni la entonación que presentan. Fröhlich-Ward fundamenta luego las ventajas que ofrece la organización de juegos y actividades grupales que permiten a la vez la comunicación en situaciones reales y variadas, y una atención personal a los niños, quienes tanto la necesitan para tal aprendizaje. Finalmente, da ejemplos de juegos que los niños están generalmente dispuestos a jugar hablando su lengua materna, pero que pueden usarse con provecho para afianzar el aprendizaje de una segunda lengua.

*The key to success: the Teacher.*

En este artículo, Monique Pinthon —inspectora de educación y directora de un colegio de capacitación de docentes en Rennes, Francia— aborda el tema de la importancia de la personalidad del profesor para el éxito en la enseñanza-aprendizaje de un idioma extranjero, tema también tratado en el mismo libro por Leonora Fröhlich-Ward. La profesora Pinthon parte del análisis de tres casos de profesoras que lograron éxito en la enseñanza de un idioma extranjero a niños pequeños. El primer caso es el de una joven extranjera, psicóloga y profesora de educación inicial, quien enseña su lengua materna a niños

de jardines de la infancia en Francia. El segundo es el de una joven estudiante extranjera quien enseña igualmente en Francia su lengua materna a niños de jardines de la infancia. Y el tercero es el de una profesora de jardín que después de vivir dos años en Alemania y haber aprendido el alemán lo enseña a niños franceses. En los tres casos, los resultados fueron exitosos, y ello lleva a Monique Pinthon a preguntarse qué cualidades comunes tenían estas tres "profesoras de idioma" de formación tan diferente y que les permitieron el éxito. Su respuesta, no deja de sorprender por lo sencilla: "*amor a los niños*" el cual permite a cualquier "profesor" atraerse la simpatía de los pequeños; *buen dominio de la lengua* que se enseña, y *buen manejo de la metodología de enseñanza de una lengua a niños pequeños*. Sin embargo, si se quiere sistematizar o por lo menos generalizar la enseñanza de idiomas a niños pequeños, ya no bastaría el hallazgo eventual de profesores que casualmente reúnan las cualidades ideales, sino que será necesario prever la formación de personal especializado. Por ello, la autora presenta un plan de estudios preparado por László Dezső para la formación de profesores para la enseñanza de idiomas a niños pequeños, en el cual se especifican las materias de estudios generales y los específicos para tal tipo de enseñanza. El profesor Dezső es Jefe del Departamento de Lingüística de la Universidad de Kossuth, Hungría, y dirige un proyecto de investigación sobre nuevas formas de enseñanza de idiomas auspiciado por la Academia de Ciencias y el Ministerio de Educación de su país.

#### *Questions and Answers*

Bajo este título, Anna Arcangeli –coordinadora y supervisora de cursos de lenguaje en Florencia, Italia, y autora de varios textos para los niveles primario y pre-escolar– da respuesta a una serie de preguntas surgidas durante la elaboración del libro por el equipo de articulistas. Esta sección del libro permite, por una parte, que aspectos no tratados o tratados sólo tangencialmente en la obra, sean ahora planteados o re-planteados. Por otra parte, permite al lector hacer una rápida auto-evaluación de su propia lectura del libro. Y además si el lector no encuentra respuesta a sus propias preguntas o si las respuestas que halla no le satisfacen, encuentra ahí referencias de dónde encontrarla en los diferentes capítulos de la obra.

Finalmente, la obra presenta dos útiles bibliografías, una de textos seleccionados para docentes y alumnos de edad pre-escolar y los primeros años de la educación primaria, para la enseñanza del inglés, francés y alemán; y otra de obras teórico-prácticas para los docentes. En la obra se da, asimismo, la dirección de los diversos autores, y se invita a los lectores interesados a que les comuniquen sus críticas, experiencias e inquietudes, en todo lo que se refiere a la

enseñanza de un idioma extranjero o una segunda lengua a niños pequeños.

En conclusión, el libro resulta valioso por la fuerza de los argumentos que esgrime para proponer una iniciación temprana de la enseñanza de idiomas. Es decir, los hechos, ideas, críticas y sugerencias que presenta nos convencen más que nunca de lo absurdo de que la enseñanza de idiomas extranjeros en el Perú haya ido desapareciendo en momentos en que precisamente hay un movimiento mundial para que tal enseñanza comience lo más temprano posible, y nos mueve a plantear la conveniencia de: 1) que se reinicie la enseñanza obligatoria de un idioma extranjero en la educación secundaria que va a ser reimplantada; 2) que se inicie un debate nacional sobre la posibilidad y forma de enseñar un idioma extranjero en la educación primaria y aun en la inicial o pre-escolar entre la población hispanohablante; 3) que se estudie el caso de los alumnos vernaculohablantes, quienes por comenzar a aprender el castellano como su segunda lengua en primaria deberían en tal caso postergar su aprendizaje de un idioma extranjero —que se convertiría así en su tercer idioma— teniendo en cuenta que tal caso presenta peculiares exigencias lingüístico-pedagógicas; y 4) que en lo que se refiere a la enseñanza del castellano como segunda lengua, ésta se inicie en la educación pre-escolar, la cual debería generalizarse por lo menos para los alumnos vernaculohablantes.

### Document 3. Resolution of General Secretariat 2060-2014-MINEDU



## Resolución de Secretaría General N° 2060-2014-MINEDU

Lima, 10 NOV 2014

#### CONSIDERANDO:

Que, conforme a lo dispuesto por el artículo 79 de la Ley N° 28044, Ley General de Educación, el Ministerio de Educación es el órgano del Gobierno Nacional que tiene por finalidad definir, dirigir y articular la política de educación, cultura, recreación y deporte, en concordancia con la política general del Estado;

Que, de acuerdo al literal b) del artículo 20 de la referida Ley, la educación bilingüe intercultural se ofrece en todo el sistema educativo, la cual garantiza el aprendizaje en la lengua materna de los educandos y del castellano como segunda lengua, así como el posterior aprendizaje de lenguas extranjeras;

Que, el artículo 31 del Reglamento de la Ley General de Educación, aprobado por Decreto Supremo N° 011-2012-ED, establece que el aprendizaje de por lo menos una lengua extranjera se realizará con la finalidad de ampliar el acceso a la información y facilitar la comunicación, el conocimiento y la valoración de otras culturas y saberes;

Que, mediante el Oficio N° 1789-2014-MINEDU/VMGP-DIGEBR, el Director General de Educación Básica Regular remitió al Viceministro de Gestión Pedagógica el Informe N° 50-2014-MINEDU/VMGP-DIGEBR-DEP-DES, elaborado por las Direcciones de Educación Primaria y Educación Secundaria, a través del cual se sustentó la necesidad de emitir los lineamientos para la implementación de la enseñanza del idioma inglés en las instituciones educativas públicas de educación básica regular, a fin de contribuir en el fortalecimiento de la calidad de la educación del país;

De conformidad con lo dispuesto en el Decreto Ley N° 25762, Ley Orgánica del Ministerio de Educación, modificada por la Ley N° 26510; el Reglamento de Organización y Funciones del Ministerio de Educación, aprobado por Decreto Supremo N° 006-2012-ED; la Resolución Ministerial N° 0520-2013-ED, que aprueba la Directiva N° 023-2013-MINEDU/SG-OAJ denominada "Elaboración, aprobación y tramitación de dispositivos normativos y actos resolutivos en el Ministerio de Educación"; y, las facultades delegadas en la Resolución Ministerial N° 014-2014-MINEDU y sus modificatorias;

#### SE RESUELVE:

**Artículo 1.-** Aprobar los "Lineamientos para la implementación de la enseñanza del idioma inglés en las instituciones educativas públicas de educación básica regular", los mismos que como Anexo forman parte integrante de la presente resolución.





**Artículo 2.-** Encargar a la Dirección de Educación Secundaria, dependiente de la Dirección General de Educación Básica Regular, el cumplimiento de los lineamientos aprobados por el artículo precedente.



**Artículo 3.-** Publicar la presente resolución en el Diario Oficial "El Peruano", encargándose a la Oficina de Apoyo a la Administración de la Educación su publicación y la de su Anexo en el Sistema de Información Jurídica de Educación - SIJE, ubicado en el Portal Institucional del Ministerio de Educación (<http://www.minedu.gob.pe/>), en la misma fecha.



Regístrese, comuníquese y publíquese.

  
  
**DENISE LEON CHEMPÉN**  
Bancaria General  
Ministerio de Educación

# Document 4. Guidelines for the implementation of English Language Teaching in Public Basic Educational Institutions

2060-2014-MINEDU

LINEAMIENTOS PARA LA IMPLEMENTACIÓN DE LA ENSEÑANZA DEL IDIOMA INGLÉS EN LAS INSTITUCIONES EDUCATIVAS PÚBLICAS DE EDUCACIÓN BÁSICA REGULAR

## LINEAMIENTOS PARA LA IMPLEMENTACIÓN DE LA ENSEÑANZA DEL IDIOMA INGLÉS EN LAS INSTITUCIONES EDUCATIVAS PÚBLICAS DE EDUCACIÓN BÁSICA REGULAR

### I. PRESENTACIÓN

De conformidad con lo establecido en el artículo 13 de la Constitución Política del Perú, la educación tiene como finalidad el desarrollo integral de la persona humana, reconociéndose y garantizándose la libertad de enseñanza. Asimismo, conforme a su artículo 14, la educación prepara para la vida y el trabajo.

En concordancia con lo señalado, el artículo 20 de la Ley N° 28044, Ley General de Educación, establece que la educación intercultural bilingüe se ofrece en todo el sistema educativo, garantizando, además del aprendizaje en la lengua materna de los educandos y el aprendizaje del castellano como segunda lengua, el posterior aprendizaje de lenguas extranjeras. Al respecto, de acuerdo con el artículo 31 del Reglamento de la citada Ley, aprobado por Decreto Supremo N° 011-2012-ED, el aprendizaje de por lo menos una lengua extranjera se realizará con la finalidad de ampliar el acceso a la información y facilitar la comunicación, el conocimiento y la valoración de otras culturas y saberes.

Así, conforme a lo previsto en el Plan Estratégico Sectorial Multianual 2012 – 2016, aprobado por Resolución Ministerial N° 0518-2012-ED, el sector Educación se encuentra comprometido en desarrollar capacidades que permitan que los estudiantes se inserten en el mercado laboral y enrumben el país hacia una economía de nivel global.

Por lo expuesto, el Ministerio de Educación considera necesario iniciar las acciones pertinentes para la implementación de la enseñanza del idioma inglés a los estudiantes de las instituciones educativas públicas del país y el fortalecimiento de capacidades en dicho idioma de los profesores, en concordancia con estándares internacionales, con el propósito de mejorar la calidad de la educación básica regular y convertir al Perú en un referente a nivel internacional sobre el uso efectivo del inglés en las comunicaciones y el acceso eficaz al conocimiento global.

### II. FINALIDAD

Implementar la enseñanza del idioma inglés en las instituciones educativas públicas de educación básica regular, empleando estándares internacionales, enfoques metodológicos y modelos de enseñanza, así como herramientas tecnológicas sólidas que han demostrado eficacia en el progreso del aprendizaje del idioma, para la eficaz interacción de los estudiantes y docentes en contextos sociales, culturales y económicos diversos, a fin de contribuir en el fortalecimiento de la calidad de la educación del país.

### III. ALCANCE

- Ministerio de Educación.
- Dirección Regional de Educación, o quien haga sus veces.



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- Unidades de Gestión Educativa Local.
- Instituciones educativas públicas de educación básica regular.

## IV. BASE NORMATIVA

- Constitución Política del Perú.
- Decreto Ley N° 25762, Ley Orgánica del Ministerio de Educación, modificada por la Ley N° 26510.
- Ley N° 28044, Ley General de Educación.
- Ley N° 28988, Ley que declara a la Educación Básica Regular como servicio público esencial.
- Decreto Supremo N° 017-2007-ED, que aprueba el Reglamento de la Ley N° 28988, Ley que declara a la Educación Básica Regular como servicio público esencial.
- Decreto Supremo N° 054-2011-PCM, que aprueba el Plan Bicentenario: El Perú hacia el 2021.
- Decreto Supremo N° 006-2012-ED, que aprueba el Reglamento de Organización y Funciones del Ministerio de Educación.
- Decreto Supremo N° 011-2012-ED, que aprueba el Reglamento de la Ley General de Educación.
- Resolución Suprema N° 001-2007-ED, que aprueba el "Proyecto Educativo Nacional al 2021: La Educación que queremos para el Perú".
- Resolución Ministerial N° 0369-2012-ED, que aprueban las prioridades de la Política Educativa Nacional 2012-2016.
- Resolución Ministerial N° 0518-2012-ED, que aprueba el Plan Estratégico Sectorial Multianual de Educación (PESEM) 2012 - 2016.



## V. JUSTIFICACIÓN

En América Latina, países como Argentina, Brasil, Chile, Colombia, Ecuador, México y Uruguay han impulsado la enseñanza del idioma inglés en sus sistemas educativos, a partir de la implementación de una política nacional, desde el nivel de educación primaria, tal como se muestra en el cuadro siguiente:

Cuadro comparativo de la enseñanza del idioma inglés en América Latina

Países	Argentina	Colombia	Chile	Ecuador	Uruguay	México	Perú
Política Nacional	Sí	Sí	Sí	Sí	Sí	Sí	No
Inglés en Primaria	3 hrs	2 hrs	3 hrs	2 hrs	3 hrs	2 hrs	No
Inglés en Secundaria	3-5 hrs	3 hrs	3-4 hrs	3 hrs	3 hrs	3-4 hrs	2 hrs
Referente Internacional	Marco Común Europeo de Referencia para las Lenguas Modernas						No
Programa Nacional	Programa Nacional de Inglés Básico	Colombia Bilingüe	Inglés abre puertas	Vamos profesores	Ceibal	PNIEB PEI	No

## LINEAMIENTOS PARA LA IMPLEMENTACIÓN DE LA ENSEÑANZA DEL IDIOMA INGLÉS EN LAS INSTITUCIONES EDUCATIVAS PÚBLICAS DE EDUCACIÓN BÁSICA REGULAR

Inicia Plan Nacional	2010	2009	2003	2012	2012	2008	No aplica

Fuente: Minedu, Dirección de Educación Secundaria, 2014 (Elaboración propia).

Conforme al cuadro comparativo se puede ilustrar que en el nivel de educación secundaria las instituciones educativas públicas peruanas dedican 2 horas a la enseñanza del idioma inglés, lo que no permite su aprendizaje como lengua de comunicación global.

**Cuadro de horas de enseñanza del idioma inglés en el nivel de educación secundaria**

Grados	1°	2°	3°	4°	5°	Total de horas pedagógicas	Total de horas cronológicas
Horas por semana	2	2	2	2	2	350	283

Fuente: Minedu, Dirección de Educación Secundaria, 2014 (Elaboración propia).

Si bien, gran parte de los estudiantes de educación secundaria tienen contacto con el inglés en redes sociales, televisión, música, internet, entre otros medios, dicho contacto es pasivo, es decir que los estudiantes no logran entender, debido a que su nivel de dominio del idioma logrado en la institución educativa es insuficiente, ya que tienen como único recurso al docente de inglés en el aula, y un reducido número de horas semanales destinadas para la enseñanza del idioma inglés (70 horas por año).

Por su parte, en el nivel de educación primaria, la enseñanza del idioma inglés no forma parte del plan de estudios. Se realiza cuando las Asociaciones de Padres de Familia (APAFAs), deciden aportar adicionalmente con los pagos del docente y el material, o debido a las iniciativas aisladas de algunos gobiernos regionales.

En cuanto a la situación de los docentes de inglés, se tiene que en la evaluación inicial de la competencia lingüística del Programa Nacional de Especialización Inglés (2010-2011), a cargo del Instituto Cultural Peruano Norteamericano, más del 40% no superaba el nivel básico, lo cual implica un dominio elemental del idioma, insuficiente para la enseñanza del inglés como lengua de comunicación global.

Asimismo, la formación inicial de los docentes de inglés se ha desarrollado sin considerar estándares internacionales, como sí ha sucedido en otros países de la región. Recientemente, en el año 2012, el Ministerio de Educación inició acciones para establecer estándares de aprendizaje del inglés como parte del programa de calidad educativa de la educación pública, y hoy se cuenta con una propuesta de estándares generales de inglés, desarrollados a través de dos proyectos de cooperación con el Gobierno del Reino Unido de la Gran Bretaña e Irlanda del Norte.

Por consiguiente, es importante generar los mecanismos necesarios para la implementación de la enseñanza del idioma inglés en las instituciones educativas públicas, como lengua de comunicación global, en concordancia con estándares internacionales.



**VI. ENFOQUES METODOLÓGICOS Y MODELOS DE ENSEÑANZA DEL IDIOMA INGLÉS**

6.1. Se ha identificado los siguientes enfoques metodológicos y modelos de enseñanza, que han sido desarrollados a nivel internacional para el aprendizaje del idioma inglés como herramienta de comunicación y acceso al conocimiento global.

**6.1.1 Enfoques metodológicos de enseñanza del idioma inglés:**

- a) **Enfoque comunicativo.-** Propuesta por Hymes en "Foundations in sociolinguistics: An ethnographic approach" en la década del setenta, que se fundamenta en la competencia comunicativa, la cual se desarrolla mediante un conjunto de procesos y conocimientos lingüísticos, discursivos, socioculturales y estratégicos que el hablante-oyente de una lengua pone en juego para producir o comprender discursos adecuados a la situación y el contexto de comunicación.
- b) **Enfoque centrado en la acción.-** Adoptado por el Marco Común Europeo de Referencia para las Lenguas. Considera a los usuarios y estudiantes como miembros de una sociedad, que deben realizar tareas de manera individual o grupal, empleando sus competencias específicas para obtener un resultado concreto en un determinado contexto.
- c) **Enfoque intercultural.-** Adoptado en contextos europeos en un marco curricular coherente entre lengua y cultura, centrado en el aprendizaje del idioma inglés como lengua extranjera, con conceptos como actitud intercultural, habilidad de interpretar, relacionar, descubrir, interactuar, y conciencia crítica cultural.
- d) **Enfoque en el marco de CALL (Computer Assisted Language Learning).-** Sustentado por impulsores de la "tecnología como mediadora", que conciben el ambiente virtual de aprendizaje con materiales centrados en el estudiante para que interactúen individualmente, con práctica y repetición frente al computador, en línea, en red física o estación de trabajo, con pizarra digital, móviles y otros. Todo ello constituye una gran ayuda para los profesores que facilitan el aprendizaje del idioma inglés.
- e) **Enfoque neurocientífico.-** Se basa en los estudios sobre la forma cómo el cerebro adquiere lenguaje, y según los cuales se configura como un proceso automático subconsciente, por lo que adquirir cualquier lengua sigue un proceso similar al de adquirir la lengua materna. Al respecto, Knowles, en su teoría "Reconocimiento jerárquico y recurrente – RHR", sostiene que el cerebro reconoce patrones para agrupar y procesar los inputs de lenguaje en fragmentos cada vez mayores, lo que constituye la base para lograr la fluidez oral de una lengua y las competencias de comunicación. La secuencia de aprendizaje es: familiarización – reconocimiento – comprensión – práctica – dominio – revisión – automatización.

No obstante, si bien algunas investigaciones desde la neurociencia demuestran que si el aprendizaje de un idioma se inicia a temprana edad, éste tiene mejores



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resultados, la experiencia a nivel internacional muestra que si los estudiantes no utilizan la lengua en sus vidas en una forma significativa y motivadora, lo adquirido en los primeros años será olvidado rápidamente. Por ello se construyen modelos de enseñanza y aprendizaje que incluyen una ruta de aprendizaje integrada a contextos relevantes en cada una de las distintas etapas escolares.

## 6.1.2 Modelos de enseñanza del idioma inglés:

- a) **Enseñanza en aula.**- El profesor introduce una serie de recursos desde el texto, material gráfico, presentaciones multimedia y otros medios didácticos.
- b) **Enseñanza remota.**- La tele presencia o enseñanza del idioma inglés mediante video conferencia funciona con clases facilitadas por un profesor remoto, combinada con sesiones presenciales del profesor local, en base a un currículo de programa y un material digital para actividades interactivas y de evaluación en línea.
- c) **Aprendizaje online.**- La interacción "uno a uno" del estudiante con el computador genera el autoaprendizaje, en una plataforma virtual con un software de inglés que incluye distintos niveles, y que le permite adquirir la lengua a su propio ritmo. Este método requiere la conexión en línea durante el proceso de estudio.
- d) **Modelo mixto (Blended).**- La tecnología y el docente funcionan en forma integrada y con roles específicos. En las sesiones "uno a uno" de interacción estudiante – computador/software, éste interioriza la lengua, y en las sesiones de aula, guiadas por un tutor multimedia con base de inglés y dominio del modelo *blended*, éste propicia la exteriorización de la lengua. La conexión a internet se usa solo para cargar el historial registrado sobre el desempeño del estudiante.



Los modelos *Online* y *Blended* cuentan con una herramienta de Administración de Registros del Desempeño del Estudiante, con indicadores que sirven para la retroalimentación del docente y para la evaluación.

También caben combinaciones de los modelos indicados.

En esa medida, para establecer la metodología de enseñanza del idioma inglés en el sistema educativo peruano se deben considerar los enfoques y modelos descritos, seleccionando los más acordes a las necesidades de los estudiantes y docentes, así como la cantidad de horas destinadas para la enseñanza, conforme a cada nivel, modalidad y etapa educativa, entre otros, según corresponda, para el aprendizaje del idioma inglés como herramienta de comunicación y acceso al conocimiento global; y para el fortalecimiento de capacidades de los profesores que enseñan dicho idioma en las instituciones educativas.

## 6.2. El Marco Común Europeo de Referencia para las Lenguas Modernas - MCER- como estándar internacional de las competencias lingüísticas

El Marco Común Europeo de Referencia para las Lenguas Modernas - MCER es un documento que describe una base común, utilizado a nivel global, para la elaboración de programas de lenguas, orientaciones curriculares, exámenes y demás documentos relacionados con el proceso de enseñanza y aprendizaje de lenguas extranjeras.

En su contenido, el MCER describe lo que los estudiantes deben aprender con la finalidad de emplear una lengua para comunicarse, y los conocimientos y habilidades que deben desarrollar para actuar de manera competente.

El MCER comprende seis niveles comunes de dominio de la lengua, sobre los cuales se mide el avance de los estudiantes, agrupados en tres bloques: Básico, Intermedio y Avanzado.

Niveles del idioma Inglés según el Marco Común Europeo de Referencia de Lenguas Modernas

		USUARIO INDEPENDIENTE		USUARIO COMPETENTE	
		B1	B2	C1	C2
USUARIO BÁSICO					
A1					
BÁSICO		INTERMEDIO		AVANZADO	
PRINCIPIANTE	ELEMENTAL	PRE INTERMEDIO	INTERMEDIO ALTO	AVANZADO	COMPETENTE
Comprende y utiliza expresiones cotidianas de uso muy frecuente, así como frases sencillas destinadas a satisfacer necesidades de tipo inmediato. Puede presentarse a sí mismo y a otros, pedir y dar información básica sobre su domicilio, sus preferencias y las personas que conoce. Puede relacionarse de forma elemental siempre que su interlocutor hable	Comprende frases y expresiones de uso frecuente en áreas de experiencia (sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc.) Se comunica a cabo tareas simples y cotidianas que no requieren más que intercambios sencillos y directos de información	Comprende puntos principales de textos claros y en lengua estándar, si tratan sobre cuestiones que le son conocidas. Ya sea en situaciones de trabajo, de estudio o de ocio. Se desenvuelve en la mayor parte de situaciones que surgen durante un viaje por zonas donde se utiliza la lengua.	Es capaz de entender las ideas principales de textos complejos que traten de temas tanto concretos como abstractos, incluso si son de carácter técnico, siempre que estén dentro de su campo de especialización. Se relaciona con nativos, con grado suficiente de fluidez y naturalidad de modo que la comunicación	Comprende amplia gama de variedad de textos extensos y con cierto nivel de exigencia, así como reconoce en ellos sentidos implícitos. Se expresa de forma fluida y espontánea sin muestras muy evidentes de esfuerzo para encontrar expresión adecuada. Hace uso flexible de idiomas para	Es capaz de comprender con facilidad prácticamente todo lo que oye o lee. Sabe reconstruir la información y los argumentos procedentes de diversas fuentes, ya sean en lengua hablada o escrita, y presentarlos de manera coherente y resumida. Puede expresarse espontáneamente, con gran fluidez y con un grado de precisión que le permita

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espacio y con claridad, y esté dispuesto a cooperar.	sobre cuestiones que le son conocidas y habituales. Sabe describir en términos sencillos, aspectos de su pasado y su entorno, así como cuestiones con necesidades inmediatas.	Produce textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal. Describe experiencias, deseos, acontecimientos y aspiraciones. Justifica brevemente opiniones o explica planes.	se realice sin esfuerzo por parte de los interlocutores. Produce textos claros y detallados sobre temas diversos y defiende un punto de vista sobre temas generales indicando los pros y contras de las distintas opciones.	fin social, académico y profesional. Produce textos estructurados sobre temas algo complejos, con uso correcto de mecanismos de organización, articulación y cohesión del texto.	diferenciar pequeños matices de significado, incluso en situaciones de mayor complejidad.
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Fuente: MCER 2007.

En esa medida, tomando en cuenta que el MCER es la base de comparación entre los diferentes sistemas educativos de enseñanza concernientes a niveles de competencia lingüística, y permite el reconocimiento académico en los diferentes contextos nacionales e internacionales que ejecutan programas de inglés, se ha considerado pertinente que la enseñanza de este idioma en las instituciones educativas públicas, así como las capacidades comunicativas de los estudiantes, estén alineadas al referido estándar internacional.

## VII. OBJETIVOS

En el marco de los esfuerzos para fortalecer la calidad de la educación en el país, se persigue que el Perú se convierta en un referente a nivel internacional sobre el uso efectivo del inglés en las comunicaciones y el acceso eficaz al conocimiento global. Con dicho propósito, para finales del 2016, el sector Educación se propone lograr lo siguiente:



- Incrementar el nivel del idioma inglés de los estudiantes de educación secundaria de las instituciones educativas públicas hasta en dos categorías, tomando como referencia el Marco Común Europeo de Referencia de Lenguas, y considerando los distintos tipos de jornadas educativas, según sea el caso.
- Garantizar el acceso de los estudiantes de los últimos años del nivel de educación primaria de las instituciones educativas públicas, a la adquisición de destrezas básicas en inglés, en entornos pedagógicos significativos.
- Fortalecer las capacidades de los docentes de idioma inglés, a fin que alcancen el nivel B2 del Marco Común Europeo de Referencia de Lenguas, como estándar mínimo definido, y estén preparados para el manejo pedagógico de los recursos disponibles, a través de actividades de formación en el idioma y la acreditación de nivel del idioma, de acuerdo al MCER.

LINEAMIENTOS PARA LA IMPLEMENTACIÓN DE LA ENSEÑANZA DEL IDIOMA INGLÉS EN LAS INSTITUCIONES EDUCATIVAS PÚBLICAS DE EDUCACIÓN BÁSICA

- Permitir que los docentes de materias distintas a las del idioma inglés se inicien en el aprendizaje de dicho idioma para el acceso eficaz al conocimiento global, para lo cual se promoverá el aprendizaje del idioma inglés entre tales docentes, como incentivo para el desarrollo profesional y acceso a oportunidades de mejora en su desempeño.

VIII. METODOLOGÍA PARA LA ENSEÑANZA DEL IDIOMA INGLÉS

El Ministerio de Educación considera pertinente que la enseñanza del idioma inglés dirigida a los estudiantes se realice conforme a los modelos ejecutables que se presentan a continuación, los cuales se han formulado sobre la base de los enfoques metodológicos y modelos de enseñanza descritos en los numerales 6.1.1 y 6.1.2 de la presente norma, los mismos que han sido desarrollados a nivel internacional para el aprendizaje del idioma inglés como herramientas de comunicación y acceso al conocimiento.

La determinación del modelo o combinación de modelos aplicables, será definida en cada caso concreto, programándose una cantidad de horas dedicadas a la enseñanza del idioma inglés, de acuerdo con el nivel, modalidad o etapa de educación, según corresponda.

Opciones de modelos ejecutables y horas de inglés  
Implementación de horas de inglés en las instituciones educativas

Modelo A Programa en línea	Modelo B Programa Método Blended on en línea	Modelo C Programa de Tele-presencia	Modelo D Programa docente con material de apoyo
El estudiante uno a uno con su programa personalizado, conectado para estudiar.	Comunicación de estudiante "uno a uno" en programa personalizado, y profesor que entrega el software a la externalización del inglés en el aula dinámica.	Expone a profesores y alumnos, en simultáneo, a muy buen inglés.	Expone a alumnos en forma presencial y se apoyó en material educativo.
Profesores locales	Tutor inteligente / Profesores - Facilitadores locales que guían.	Exposición a inglés de angloparlantes y Profesores locales.	Profesores locales.
2 horas a la semana de trabajo uno a uno en Netbook y en línea	2 horas a la semana de trabajo uno a uno en Netbook o equipo similar, en línea.	1 a 2 horas a la semana de tele-clase.	1 a 3 horas semanales de clase con profesor peruano en metodología a ser desarrollada con especialistas.
1 a 3 horas semanales con profesor que requiera preparación en idioma y metodología uno a uno.	1 a 3 horas semanales con profesor peruano que requiera una preparación en metodología "Blended" y en inglés al nivel de inglés A2 en 3 meses.	2 a 3 horas semanales de clase con profesor peruano en actividades acordadas con el tele profesor (1 hora semanal de preparación de clase con tele-profesor).	
Las tareas se califican en línea	Las tareas se califican en línea. Se hacen y califican offline.	Las tareas se harán en línea.	Las tareas se hacen en papel o medios audiovisuales.
Requerimiento 1: Audífonos y micrófono individuales. Requerimiento 2: Coordinadores regionales y locales que apoyen al profesor en la enseñanza de inglés. Requerimiento 3: Capacitación a profesores antes del inicio del año y durante todo el año.	Requerimiento 1: One to One software, computadores en red, un conexión a internet, servidor conectado a internet y vel por semana y audífonos. Requerimiento 2: Capacitación a profesores antes del inicio del año y sistemáticamente soporte semanal en línea.	Requerimiento 1: Tele presencia: computadores conectados a internet, parlantes, cámara y micrófono de teleconferencia. Requerimiento 2: Capacitación a profesores antes del inicio del año y durante todo el año.	Requerimiento 1: Para el profesor: material pedagógico en diversos formatos (grabador, software, proyector, entre otros). Requerimiento 2: Capacitación a profesores antes del inicio del año y durante todo el año.



Fuente: Minedu, Dirección de Educación Secundaria, 2014 (Elaboración propia).

## LINEAMIENTOS PARA LA IMPLEMENTACIÓN DE LA ENSEÑANZA DEL IDIOMA INGLÉS EN LAS INSTITUCIONES EDUCATIVAS PÚBLICAS DE EDUCACIÓN BÁSICA

En concordancia con ello, se deberá adoptar las acciones conforme a la normativa aplicable, para contar con las herramientas metodológicas y tecnológicas, equipamiento y materiales, entre otros que resulten pertinentes, e incorporar hablantes competentes en el idioma inglés, al sistema educativo y a la formación pedagógica.

**IX. ROL DEL MINISTERIO DE EDUCACIÓN**

Con la finalidad de implementar la enseñanza del idioma inglés en las instituciones educativas públicas, el Ministerio de Educación desarrollará las siguientes acciones:

- Emitir las normas complementarias y aprobar los planes que resulten necesarios para la implementación de la presente norma.
- Fortalecer las capacidades y brindar asistencia técnica a las instituciones educativas, Unidades de Gestión Educativa Local y Direcciones Regionales de Educación, o quienes hagan sus veces.
- Coordinar con otros sectores del Estado, sociedad civil, gobiernos, agencias u organismos internacionales, entre otros, para contar con los recursos humanos, materiales, tecnológicos y/o económicos necesarios.
- Monitorear y evaluar el desarrollo de las actividades educativas.

**X. ROL DE LAS DIRECCIONES REGIONALES DE EDUCACIÓN Y DE LAS UNIDADES DE GESTIÓN EDUCATIVA LOCAL**

Las Direcciones Regionales de Educación o quien haga sus veces, así como las Unidades de Gestión Educativa Local, según corresponda, contribuyen en la implementación de los presentes lineamientos, realizando las siguientes acciones:

- Gestionan ante sus respectivos Gobiernos Regionales la oportuna asignación de los recursos presupuestales necesarios, a fin de implementar la enseñanza del idioma inglés en las instituciones educativas públicas de educación básica de su jurisdicción.
- Fortalecen las capacidades y brindan asistencia técnica a los diversos actores que, a nivel regional y local, intervienen en la gestión de las instituciones educativas públicas de educación básica en donde se implemente la enseñanza del idioma inglés.
- Efectúan las acciones de coordinación a nivel regional y local que permitan el logro de los objetivos planteados para la enseñanza del idioma inglés.



## Document 5. Supreme Resolution N° 200-2015

El Peruano / Viernes 8 de setiembre de 2015	NORMAS LEGALES	560955
<p>"Inglés, puertas al mundo", que contendrá las estrategias, iniciativas, metas trazadas y acciones en el periodo 2015 – 2021, a cargo de las entidades señaladas en el artículo 6 del presente Decreto Supremo, así como las herramientas para realizar el seguimiento y evaluación correspondientes.</p>	<p>Ministra de Comercio Exterior y Turismo PIERO GHEZZI SOLÍS Ministro de la Producción</p>	
<p>Dado en la Casa de Gobierno, en Lima, a los siete días del mes de setiembre del año dos mil quince.</p>	1284505-4	
DELLANTA HUMALA TASSO	<p><b>RELACIONES EXTERIORES</b> Cancelan el Exequátur que reconoce a Cónsul Honoraria de la República Eslovaca en Lima</p>	
Presidente de la República		
PEDRO CATERIANO BELLIDO	<p><b>RESOLUCIÓN SUPREMA N° 200-2015-</b></p>	
Presidente del Consejo de Ministros	<p><b>RE</b> Lima, 7 de setiembre</p>	
JAIME SAAVEDRA CHANDUVÍ	de 2015 VISTA:	
Ministro de Educación	<p>La Nota VN15144/2015 ARVV, de 14 de agosto de 2015, de la Embajada de la República Eslovaca en Argentina, mediante la cual informa el término de funciones de la señora Teresa Koetzle de Daly, como Cónsul Honoraria de la República Eslovaca en Lima, a partir del 30 de noviembre de 2015;</p>	
ALONSO SEGURA VASI	CONSIDERANDO:	
Ministro de Economía y Finanzas	<p>Que, mediante la Resolución Suprema N° 014-2006RE, de 13 de enero de 2006, se reconoció a la señora Teresa Maria Koetzle de Daly, como Cónsul Honoraria de la República Eslovaca en Lima, con circunscripción en todo el país;</p>	
ANA MARÍA SÁNCHEZ DE RÍOS	<p>Con la opinión favorable de la Dirección General de Comunidades Peruanas en el Exterior y Asuntos Consulares, en el sentido que procede la cancelación del Exequátur otorgado;</p>	
Ministra de Relaciones Exteriores	<p>De conformidad con lo dispuesto en el artículo 118º, inciso 11) y 13) de la Constitución Política del Perú, en el artículo 25º, incisos a) y b), de la Convención de Viena sobre Relaciones Consulares; y, Estando a lo acordado;</p>	
DANIEL MAURATE ROMERO	SE RESUELVE:	
Ministro de Trabajo y Promoción del Empleo		
JAKKE VALAKIVI ÁLVAREZ		
Ministro de Defensa		
MILTON VON HESSE LA SERNA		
Ministro de Vivienda, Construcción y Saneamiento		
JOSÉ GALLARDO KU		
Ministro de Transportes y Comunicaciones		
JOSÉ LUIS PÉREZ GUADALLUPE		
Ministro del Interior		
MAGALI SILVA VELARDE-ÁLVAREZ		

**Artículo 1º.-** Cancelar el Exequátur que reconoce a la señora Teresa María Koetzle de Daly, como Cónsul Honoraria de la República Eslovaca en Lima, a partir del 30 de noviembre de 2015.

**Artículo 2º.-** La presente Resolución será refrendada por la Ministra de Relaciones Exteriores.

Regístrese, comuníquese y publíquese.

OLLANTA HUMALA TASSO

Presidente de la República

ANA MARÍA SÁNCHEZ DE RÍOS

Ministra de Relaciones Exteriores

1284505-6

Nombran Embajador Extraordinario y Plenipotenciario del Perú en la República de Sudáfrica, para que se desempeñe simultáneamente como Embajador Extraordinario y Plenipotenciario del Perú en Mozambique

**RESOLUCIÓN SUPREMA**

**Nº 201-2015-RE**

Lima, 7 de setiembre de 2015

VISTAS:

La Resolución Suprema N.º 171-2014-RE, que nombró al Embajador en el Servicio Diplomático de la República Nicolás Alfonso Roncagliolo Higuera como Embajador Extraordinario y Plenipotenciario del Perú en la República de Sudáfrica;

La Resolución Ministerial N.º 0763-2014-RE, que fijó el 15 de noviembre de 2014, como la fecha en que el citado funcionario diplomático asumió funciones como Embajador Extraordinario y Plenipotenciario del Perú en la República de Sudáfrica;

CONSIDERANDO:

Que, el inciso 12 del artículo 118 de la Constitución Política del Perú establece la facultad del señor Presidente de la República de nombrar Embajadores y Ministros Plenipotenciarios, con aprobación del Consejo de Ministros, con cargo a dar cuenta al Congreso de la República;

Que, mediante Nota N.º 5331/MINEC/DACD/

Al-390/2015, del Ministerio de Asuntos Exteriores y Cooperación de Mozambique, comunica que se ha concedido el beneplácito de estilo a la designación del Embajador en el Servicio Diplomático de la República Nicolás Alfonso Roncagliolo Higuera, para que se desempeñe como Embajador Extraordinario y Plenipotenciario del Perú ante dicho país, con residencia en Pretoria;

Teniendo en cuenta la Hoja de Trámite (GAC) N.º 4235, del Despacho Viceministerial, de 24 de agosto de 2015; y el Memorando (CER) N.º CER0283/2015, de la Dirección de Ceremonial, de 21 de agosto de 2015;

De conformidad con la Ley N.º 28091, Ley del Servicio Diplomático de la República, su Reglamento aprobado por

Decreto Supremo N.º 130-2003-RE y sus modificaciones; y Con el voto aprobatorio del Consejo de Ministros;

SE RESUELVE:

**Artículo 1.-** Nombrar al Embajador en el Servicio Diplomático de la República Nicolás Alfonso Roncagliolo Higuera, Embajador Extraordinario y Plenipotenciario del Perú en la República de Sudáfrica, para que se desempeñe simultáneamente como Embajador Extraordinario y Plenipotenciario del Perú en Mozambique, con residencia en Pretoria, República de Sudáfrica.

**Artículo 2.-** Extender las Cartas Credenciales y Plenos Poderes correspondientes.

**Artículo 3.-** La presente Resolución Suprema será refrendada por la Ministra de Relaciones Exteriores.

Regístrese, comuníquese y publíquese.

OLLANTA HUMALA TASSO

Presidente de la República

ANA MARÍA SÁNCHEZ DE RÍOS

Ministra de Relaciones Exteriores

1284505-7

## Document 6. Supreme Decree N° 012-2016

3	
<p>Decreto Supremo que aprueba la Política Nacional de Enseñanza, Aprendizaje y Uso del Idioma Inglés - "Inglés, puertas al mundo"</p> <p style="text-align: center;"><b>DECRETO SUPREMO N° 012-2016-</b></p> <p><b>MINEDU</b> EL PRESIDENTE DE LA REPÚBLICA</p> <p>CONSIDERANDO:</p> <p>Que, conforme a lo dispuesto en los artículos 13 y 14 de la Constitución Política del Perú, la educación tiene como finalidad el desarrollo integral de la persona humana; promueve el conocimiento, el aprendizaje y la práctica de las humanidades, la ciencia, la técnica, las artes, la educación física y el deporte. Prepara para la vida y el trabajo y fomenta la solidaridad;</p> <p>Que, el artículo 31 del Reglamento de la Ley General de</p> <p>Educación, aprobado por Decreto Supremo N° 011-2012ED, establece que el aprendizaje de por lo menos una lengua extranjera se realizará con la finalidad de ampliar el acceso a la información y facilitar la comunicación, el conocimiento y la valoración de otras culturas y saberes; Que, por su parte, el artículo 1 de la Ley N° 30220, Ley Universitaria, establece que el Ministerio de Educación es el ente rector de la política de aseguramiento de la calidad de la educación superior universitaria; disponiendo en su artículo 40, que la enseñanza de un idioma extranjero, de preferencia inglés, o la enseñanza de una lengua nativa de preferencia quechua o aimara, es obligatoria en los estudios de pregrado;</p> <p>Que, el Plan Bicentenario: El Perú hacia el 2021, aprobado por Decreto Supremo N° 054-2011-PCM, es un plan estratégico de desarrollo nacional que tiene como uno de sus objetivos, impulsar una mejora constante en la calidad de la enseñanza, con el propósito de satisfacer la demanda laboral con mejor competitividad;</p>	<p>Que, la Agenda Nacional de Competitividad 2014 – 2018 Rumbo al Bicentenario, aprobada en la Sesión del 27 de junio de 2014 del Consejo Directivo del Consejo Nacional de la Competitividad, creado mediante Decreto Supremo N° 024-2002-PCM, tiene como Objetivo Final incrementar la competitividad del país para aumentar el empleo formal y el bienestar de la población; estableciendo que en materia de Capital Humano, su objetivo es elevar la productividad laboral, fomentando la formación de capacidades articuladas al mercado de trabajo, incluyendo al Ministerio de Educación, entre otros, como responsable de actividades relacionadas;</p> <p>Que, el Tercer Objetivo del Acuerdo Nacional denominado Promoción de la Competitividad del País, contiene políticas de desarrollo sectorial, resaltando la igualdad de oportunidades y la inversión en las capacidades humanas;</p> <p>Que, el artículo 5 de la Ley N° 30057, Ley del Servicio Civil, establece que la Autoridad Nacional del Servicio Civil – SERVIR, formula la política nacional del Servicio Civil, ejerce la rectoría del sistema y resuelve las controversias de conformidad con lo establecido en el Decreto Legislativo N° 1023 y sus normas modificatorias, garantizando desde su elección como órgano técnico, su autonomía, profesionalismo e imparcialidad; estableciendo en el artículo III del Título Preliminar de su Reglamento General, aprobado por Decreto Supremo N° 040-2014-PCM, que el servicio civil comprende a todos los servidores civiles que brindan servicios en toda entidad del Estado independientemente de su nivel de gobierno y del régimen en el que se encuentren;</p> <p>Que, de conformidad con el numeral 1 del artículo 4 de la Ley N° 29158, Ley Orgánica del Poder Ejecutivo, este tiene la competencia exclusiva de diseñar y supervisar políticas nacionales y sectoriales,</p>

las cuales son de cumplimiento obligatorio por todas las entidades del Estado en todos los niveles de gobierno. Las políticas nacionales definen los objetivos prioritarios, los lineamientos, los contenidos principales de las políticas públicas, los estándares nacionales de cumplimiento y la provisión de servicios que deben ser alcanzados y supervisados para asegurar el normal desarrollo de las actividades públicas y privadas. Las políticas nacionales conforman la política general de gobierno. Las políticas nacionales y sectoriales se aprueban por decreto supremo, con el voto del Consejo de Ministros;

Que, adicionalmente, el artículo 5 de la mencionada Ley N° 29158, establece que el ejercicio de las competencias compartidas del Poder Ejecutivo con los gobiernos regionales y los gobiernos locales está regido por la Constitución Política del Perú, la Ley de Bases de la Descentralización, la Ley Orgánica de Gobiernos Regionales, la Ley Orgánica de Municipalidades, así como por las Leyes de Organización y Funciones de los Ministerios y las entidades que componen el Poder Ejecutivo, según corresponda;

Que, por su parte, el numeral 2 del artículo 6 en concordancia con el numeral 22.2 del artículo 22 de la referida Ley, establece que el Poder Ejecutivo ejerce la función de planificar, normar, dirigir, ejecutar y evaluar las políticas nacionales y sectoriales en conformidad con las políticas de Estado, y que los Ministerios diseñan, establecen, ejecutan y supervisan políticas nacionales y sectoriales, asumiendo la rectoría respecto de ellas;

Que, en razón de lo antes señalado, resulta necesario aprobar la Política Nacional de Enseñanza, Aprendizaje y Uso del Inglés, como una iniciativa que defina los objetivos y lineamientos que la componen; constituyéndose en el principal instrumento orientador de los planes sectoriales e

institucionales, programas, proyectos y demás actividades relativas a la enseñanza, aprendizaje y uso del idioma inglés, de todas las entidades del Estado en todos los niveles de gobierno;

De conformidad con lo dispuesto en el numeral 8) del artículo 118 de la Constitución Política del Perú; y la Ley N° 29158, Ley Orgánica del Poder

Ejecutivo; Con el voto aprobatorio del Consejo de Ministros;

DECRETA:

**Artículo 1.- Aprobación de la Política Nacional de Enseñanza, Aprendizaje y Uso del Idioma Inglés**  
Apruébese la Política Nacional de Enseñanza, Aprendizaje y Uso del Idioma Inglés (en

adelante, Política "Inglés, puertas al mundo"), que en calidad de Anexo forma parte integrante del presente Decreto Supremo; la misma que se constituye en el principal instrumento orientador de los planes sectoriales e institucionales, programas, proyectos y demás actividades relacionadas a la enseñanza, aprendizaje y uso del idioma inglés, a cargo de las entidades del Estado.

**Artículo 2.-** Ámbito de aplicación de la Política "Inglés, puertas al mundo"

La Política "Inglés, puertas al mundo" es una Política Nacional de obligatorio cumplimiento por todas las entidades del Estado, en todos los niveles de gobierno, en el marco de sus competencias.

**Artículo 3.-** Objetivo General de la Política "Inglés, puertas al mundo"

El objetivo general de la Política "Inglés, puertas al mundo" es que los beneficiarios de la misma desarrollen las competencias comunicativas del idioma inglés, para ampliar su acceso a oportunidades.

educativas, científicas, tecnológicas y laborales, así como para contribuir a la formación de un capital humano más productivo, y a la inserción en mercados internacionales, con miras a fortalecer la competitividad del país a nivel internacional.

**Artículo 4.- Creación de la Comisión Multisectorial para la Implementación de la Política "Inglés, puertas al mundo"**

Créase la Comisión Multisectorial de naturaleza permanente para la implementación de la Política "Inglés, puertas al mundo" (en adelante, la Comisión Multisectorial), adscrita al Ministerio de Educación.

**Artículo 5.- Objeto de la Comisión Multisectorial**

El objeto de la Comisión Multisectorial es emitir informes así como efectuar el seguimiento y fiscalización de la implementación de la Política "Inglés, puertas al mundo".

**Artículo 6.- Conformación de la Comisión Multisectorial**

La Comisión Multisectorial estará conformada de la siguiente manera:

- a. Dos representantes del Ministerio de Educación, uno de los cuales la presidirá y el otro ejercerá las funciones de Secretario Técnico;
- b. Un/una representante del Ministerio de Comercio Exterior y Turismo;
- c. Un/una representante del Ministerio de Defensa;
- d. Un/una representante del Ministerio del Interior;
- e. Un/una representante del Ministerio de la Producción;
- f. Un/una representante del Ministerio de Relaciones

Exteriores;

- g. Un/una representante del Ministerio de Trabajo y Promoción del Empleo;
- h. Un/una representante del Ministerio de Transportes y Comunicaciones;
- i. Un/una representante del Ministerio de Vivienda, Construcción y Saneamiento;
- j. Un/una representante de la Autoridad Nacional del Servicio Civil (SERVIR);
- k. Un/una representante del Consejo Nacional de Ciencia, Tecnología e Innovación Tecnológica (CONCYTEC); y,
- l. Un/una representante del Consejo Nacional de la Competitividad (CNC).

Las entidades que conforman la Comisión Multisectorial designarán mediante resolución de su titular, y en el caso del Consejo Nacional de la Competitividad, mediante comunicación escrita, a sus representantes titular y alerno, dentro del plazo de cinco (5) días hábiles contados a partir del día siguiente de la publicación del presente Decreto Supremo. Los miembros de la Comisión Multisectorial ejercen su cargo ad honorem.

**Artículo 7.- De la instalación de la Comisión Multisectorial**

La Comisión Multisectorial se instala en un plazo no mayor de diez (10) días calendario, contados a partir del día siguiente de la publicación del presente Decreto Supremo.

**Artículo 8.- Funciones de la Comisión Multisectorial**

La Comisión Multisectorial tendrá las siguientes funciones:

- a) Elaborar el informe que contenga la propuesta del Plan de Implementación de la Política "Inglés, puertas al mundo"; así como, l

b) a propuesta de líneas de acción que se desarrollarán al 2021, para la implementación de dicha Política.

c) Emitir informes que coadyuven a la definición de las prioridades estratégicas y metas anuales de la Política "Inglés, puertas al mundo", en base a las coordinaciones realizadas con las entidades correspondientes, en el marco de sus funciones y competencias.

d) Emitir informes que contengan recomendaciones para las acciones de implementación de la Política "Inglés, puertas al mundo", en base a los estudios que se realicen para identificar la situación, necesidades, avances y oportunidades de mejora de dicha Política.

e) Realizar el seguimiento a la implementación de la Política "Inglés, puertas al mundo", articulando las acciones que realicen las entidades del Poder Ejecutivo con los tres niveles de gobierno.

f) Hacer seguimiento a los planes sectoriales e institucionales, programas, proyectos y demás actividades desarrolladas e implementadas por las entidades participantes para dar cumplimiento a la Política "Inglés, puertas al mundo".

g) Emitir informes que recomienden mecanismos de recopilación y organización de la información necesaria para la implementación de la Política "Inglés, puertas al mundo".

h) Emitir informes anuales sobre el avance en el cumplimiento del Plan de Implementación al 2021.

i) Emitir informes cada tres (03) años, sobre la evaluación de los resultados intermedios del Plan de Implementación al 2021.

#### **Artículo 9.- Del apoyo de entidades del sector público y privado**

La Comisión Multisectorial cuenta con el apoyo que considere necesario de los órganos, unidades orgánicas y dependencias de las entidades que la conforman, para el mejor cumplimiento de sus funciones; pudiendo solicitarles la información que consideren pertinente. Con el mismo fin, puede convocar

a otras entidades del sector público o privado, quienes participan con derecho de voz pero sin voto.

#### **Artículo 10.- Del Reglamento Interno**

El Reglamento Interno de la Comisión Multisectorial será aprobado por Resolución Ministerial del Ministerio de Educación, en un plazo no mayor de treinta (30) días hábiles posteriores a su instalación; el mismo que deberá ser aprobado previamente por la Comisión Multisectorial.

El Reglamento Interno contiene disposiciones para el correcto desarrollo de sus funciones y la organización de la Comisión Multisectorial.

#### **Artículo 11.- Financiamiento**

La implementación de las medidas y acciones efectuadas en el marco de lo dispuesto en la presente norma, se financia con cargo al Presupuesto Institucional autorizado de los Pliegos correspondientes, sin demandar recursos adicionales al Tesoro Público y conforme a las disposiciones legales vigentes.

#### **Artículo 12.- Publicación**

El presente Decreto Supremo y su Anexo serán publicados en los Portales Institucionales de los sectores que refrendan esta norma, el mismo día de la publicación del presente Decreto Supremo en el Diario Oficial El Peruano.

#### **Artículo 13.- Refrendo**

El presente Decreto Supremo será refrendado por el Presidente del Consejo de Ministros, la Ministra de Comercio Exterior y Turismo, el Ministro de Defensa, el Ministro del Interior, el Ministro de la Producción, la Ministra de Relaciones Exteriores, el Ministro de Trabajo y Promoción del Empleo, el Ministro de Transportes y Comunicaciones, el

Ministerio de Vivienda, Construcción y Saneamiento, el Ministerio de Economía y Finanzas, y el Ministerio de Educación.

#### DISPOSICIONES COMPLEMENTARIAS FINALES

Primera.- Adopción de estándares internacionales de competencia en inglés

La implementación de la Política "Inglés, puertas al mundo" se realizará teniendo en

3	B1	Intermedio	Independiente
4	B2	Intermedio alto	
5	C1	Avanzado	
6	C2	Avanzado alto	Experimentado

cuenta los parámetros del Marco Común Europeo de Referencia para las Lenguas Modernas – MCER.

Nivel	Niveles del Consejo de Europa	Descripción del nivel	Usuario
1	A1	Principiante	Elemental
2	A2	Elemental	

Fuente: Marco Común Europeo de Referencia para las Lenguas Modernas

Segunda.- Plan de Implementación al 2021 de la Política "Inglés, puertas al mundo"

En un plazo no mayor a sesenta (60) días hábiles contados a partir de la instalación de la Comisión Multisectorial, el Ministerio de Educación aprobará mediante Decreto Supremo refrendado por los titulares de los sectores competentes, el Plan de Implementación al 2021 de la Política

**Document 7. National Policy Inglés, Puertas al Mundo.**

**POLÍTICA NACIONAL DE  
ENSEÑANZA, APRENDIZAJE Y  
USO DEL IDIOMA INGLÉS –  
“INGLÉS, PUERTAS AL MUNDO”**

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## PRESENTACIÓN

El Perú viene sentando las bases para llegar al 2021 como un país más competitivo, apoyado en herramientas que ayudarán a enrumbar a la economía hacia un crecimiento sostenible, con estudiantes mejor preparados y mano de obra con acceso a mejores trabajos, mayor atracción a la inversión, acceso a la ciencia, la tecnología y la innovación, y reducción de las brechas en calidad educativa y productividad.

En este contexto, el dominio del idioma inglés, lengua de la comunicación global y que hoy se enseña, podría ser una de las herramientas clave, facilitadora de la promoción turística, la inserción eficaz del Perú en la economía global, de mayores posibilidades para hacer crecer nuestro comercio exterior, acceder al conocimiento global y a los avances científicos y tecnológicos que impulsen la producción, tanto como de aquellas oportunidades a las que los ciudadanos aspiran en el campo educativo, profesional y cultural.

Considerando que, hoy, en la educación pública, el estudiante peruano egresa de secundaria sin la competencia comunicativa de inglés que le permitiría acceder a oportunidades académicas y profesionales, que el trabajador peruano ve limitadas las posibilidades de mejorar su desempeño en funciones que requieren del dominio de esta lengua y, teniendo en cuenta que somos uno de los pocos países de la región que no cuenta con una política orientadora de las acciones para mejorar la enseñanza de inglés, se considera una de las tareas prioritarias del país, la elaboración de una política nacional que sirva de instrumento no solo en el ámbito educativo, sino en los distintos sectores y niveles de gobierno en los cuales el uso de inglés es estratégico para propósitos específicos y de interés nacional, con miras a elevar nuestro nivel de competitividad.

La formulación de la Política Nacional de Enseñanza, Aprendizaje y Uso del Idioma Inglés – “Inglés, puertas al mundo” es una iniciativa que responde a la necesidad de orientar, de manera coordinada, las acciones en materia de enseñanza, aprendizaje y uso del inglés. El Ministerio de Educación – MINEDU asume el rol de ente rector para la coordinación y la articulación intersectorial en el desarrollo de la Política, a fin de que sirva como guía vinculante para que todos los sectores intervinientes asuman sus roles y orienten sus intervenciones.

En este escenario, el MINEDU convoca al conjunto de entidades del sector público y organiza un espacio formal para la elaboración de esta Política Nacional para que la participación se ejecute de manera articulada y con el compromiso de los sectores intervinientes, hacia colaborar en sus áreas de competencia, en torno a cuatro ejes temáticos: el primero, vinculado con la enseñanza y el aprendizaje del idioma inglés en la Educación Básica; el segundo, relacionado con la enseñanza para el perfeccionamiento de dicho idioma en la Educación Superior; el tercero, orientado a desarrollar la suficiencia del idioma inglés en el Capital Humano de nuestro país; y finalmente el cuarto, dirigido al uso del idioma inglés como vehículo para impulsar el turismo, la internacionalización del Perú y la promoción de la innovación productiva, la ciencia y la tecnología, y que lo encamine a ser un país más competitivo.



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## 1. BASE NORMATIVA

La Política "Inglés, puertas al mundo" se basa en el conjunto de leyes, normas y acuerdos internacionales que sustentan la prioridad de la enseñanza, el aprendizaje y el uso de este idioma en las distintas esferas de la sociedad, y los cuales son presentados a continuación:

### 1.1. Políticas Nacionales

- **Acuerdo Nacional**, que sirve marco institucional para dar legitimidad a las medidas y políticas nacionales por consenso entre las fuerzas políticas, económicas y sociales mediante la definición de lineamientos en 4 grandes objetivos, entre los que figura la competitividad del país, con políticas de desarrollo sectorial, resaltando la igualdad de oportunidades y la inversión en las capacidades humanas. Para mejorar la calidad de la Educación, hoy, en el Acuerdo se contempla la inversión anual en educación en 0.5% del PBI.
- **Plan Bicentenario: El Perú hacia el 2021**, Plan estratégico de desarrollo Nacional que tiene, como uno de sus objetivos, impulsar una mejora constante en la calidad de la enseñanza, con miras a satisfacer la demanda laboral con mejor competitividad.
- **Política Nacional de Modernización de la Gestión Pública**, aprobado por Decreto Supremo N° 004-2013-PCM, tiene entre sus objetivos específicos, articular las Políticas Públicas Nacionales y Sectoriales, las cuales se analizan, diseñan, aprueban, implementan, evalúan y mejoran promoviendo el debate y la participación ciudadana; estableciendo como parte de su Pilar denominado: "Políticas Públicas, Planes Estratégicos y Operativos", que los distintos niveles de gobierno, comenzando por el Nacional, dictan políticas y las instituciones públicas deben reflejar las mismas con objetivos claros y con una ruta clara de cómo lograrlos, y que las Políticas Públicas Nacionales se ven reflejadas en los planes sectoriales de responsabilidad de los Ministerios.

### 1.2. Marco normativo para la competitividad del país

- **Agenda Nacional de Competitividad 2014 -2018**, aprobada en el 2014 por el Consejo Nacional de la Competitividad, del MEF, en su línea estratégica Capital Humano, se propone elevar la productividad laboral, fomentando la formación de capacidades articuladas al mercado laboral e incluye al Ministerio de Educación como uno de sus actores clave.
- **Resolución Ministerial N° 0369-2012-ED**, que aprueban las Prioridades de la Política Educativa Nacional 2012-2016, entre las que se encuentra el desarrollo de competencias laborales, profesionales y de creación de conocimiento en articulación con la demanda productiva y las necesidades de desarrollo del país.
- **Ley N° 30057, Ley del Servicio Civil**, establece en su artículo 13, que las entidades públicas deben planificar su capacitación tomando en cuenta la demanda en aquellos temas que contribuyan efectivamente al cierre de brechas de conocimiento o competencias de los servidores para el mejor



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cumplimiento de sus funciones, o que contribuyan al cumplimiento de determinado objetivo institucional.

### 1.3. Marco normativo para la enseñanza y aprendizaje del idioma inglés

- **Ley N° 28044, Ley General de Educación**, garantiza el aprendizaje en la lengua materna de los educandos y del castellano como segunda lengua, así como el posterior aprendizaje de lenguas extranjeras. El artículo 31° de su Reglamento (aprobado por DS 011-2012-ED) señala que "El aprendizaje de por lo menos una lengua extranjera se realizará con la finalidad de ampliar el acceso a la información, facilitar la comunicación, el conocimiento, la valoración de otras culturas y saberes, el acceso a las demás tecnologías, así como desarrollar un rol activo en la globalización". En el literal a) y b) del artículo 20° de La Ley señala que se promueve la valoración y el enriquecimiento de la propia cultura, el respeto a la diversidad cultural, el diálogo intercultural y la toma de conciencia de los derechos de los pueblos indígenas, y de otras comunidades nacionales y extranjeras.
- **Proyecto Educativo Nacional al 2021: La Educación que queremos para el Perú – PEN, aprobado por Resolución Suprema N° 001-2007-ED**, establece que en todas las instituciones educativas de educación básica, los estudiantes logren aprendizajes de calidad para desenvolverse en cualquier contexto con énfasis en comunicación que contemple el aprendizaje de una lengua extranjera, desarrollando competencias comunicativas para el entendimiento y comprensión mutua de las diferentes culturas del mundo en que vivimos.
- **Ley N° 30220, Ley Universitaria** cuyo artículo 40° contempla la obligatoriedad de la enseñanza de un idioma extranjero, de preferencia inglés, o la enseñanza de una lengua nativa, en los estudios de pregrado. Además, en su artículo 43° indica que en los estudios de posgrado de maestría se debe tener dominio de un idioma extranjero y en los estudios de posgrado de doctorado se debe tener dominio de dos (02) idiomas extranjeros.
- **Ley N° 29394, Ley de Institutos y Escuelas de Educación Superior**, señala en su artículo 4 que la educación que se imparte en los institutos y escuelas debe ser pertinente, dando respuesta a las demandas del mercado laboral y del desarrollo económico, social, educativo, ecológico, científico, tecnológico y cultural de la región y del país. En el artículo 34 del Reglamento del DS 04-2010 se indica que para la obtención del título se requiere la prueba de suficiencia académica en inglés.
- **Decreto Ley N° 25762, Ley Orgánica del Ministerio de Educación**, establece que el Ministerio de Educación formula las políticas nacionales en materia de educación, cultura, deporte y recreación, en armonía con los planes del desarrollo y la política general del Estado; supervisa y evalúa su cumplimiento y formula los planes y programas en materias de su competencia. Asimismo, centraliza las actividades que corresponden a las políticas a su cargo y ejecuta las acciones que son de su competencia.



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- **Plan Estratégico Sectorial Multianual de Educación (PESEM) 2012 – 2016, aprobado por Resolución Ministerial N° 0518-2012-ED**, establece, como uno de los enfoques para la educación que queremos, el enfoque intercultural que supone el diálogo entre culturas, lo que depende en gran medida de las competencias interculturales definidas como de las capacidades para comunicarse adecuadamente con los que son diferentes a uno, y facilitar el diálogo y convivencia respetuosa y complementaria de diversas culturas, saberes, formas de aprender y relacionarse con el entorno.
- **Lineamientos para la implementación de la enseñanza del idioma inglés en las instituciones educativas públicas de Educación Básica Regular, aprobados por Resolución de Secretaría General N° 2060-2014-MINEDU**, que tienen por finalidad el implementar la enseñanza del idioma inglés en las instituciones educativas públicas, empleando estándares internacionales, enfoques metodológicos y modelos de enseñanza, así como herramientas tecnológicas sólidas que han demostrado eficacia en el progreso del aprendizaje del idioma, para la eficaz interacción de los estudiantes y docentes en contextos sociales, culturales y económicos diversos, lo que contribuirá al fortalecimiento de la calidad de la educación del Perú.
- **Reglamento de la Ley N° 28091, Ley del Servicio Diplomático de la República, aprobado por Decreto Supremo N° 130-2003-RE**, que establece que la capacitación, perfeccionamiento y especialización de los miembros del Servicio Diplomático debe ser un proceso continuo y permanente a lo largo de la carrera del funcionario diplomático y se plasmará en el Plan de Capacitación correspondiente.



**1.4. Marco normativo relacionado con el uso del inglés**

- **Organización de Aviación Civil Internacional (OACI)**, en su anexo 1, obliga a contar con el nivel de inglés requerido para que el titular de toda licencia aeronáutica que se otorgue a pilotos, tripulantes auxiliares, controladores aéreos, etc. pueda operar, especialmente en aeropuertos internacionales. Adicionalmente, en el **"Manual de Implementación de Requisitos de Competencia Lingüística" (Documento 9835 de la OACI)** se considera como requisito obligatorio el contar con el nivel 4 de inglés en el caso del personal de pilotos, tripulantes auxiliares y controladores.
- **Manual de Dispositivos de Control del Tránsito Automotor para Calles y Carreteras**, que indica que en los puntos notables de las vías del Sistema Nacional de Carreteras se deberá instalar Señales de Información Bilingüe en castellano y en inglés, en ese orden.



**2. MARCO CONCEPTUAL**

En este capítulo, se presentan los conceptos más relevantes para entender la problemática sobre la enseñanza, el aprendizaje y el uso del inglés.

**2.1. Aproximación a los conceptos de segunda lengua y bilingüismo**

No es necesario dedicar mucho tiempo para describir las razones por las cuales el idioma inglés se ha convertido en la herramienta para la comunicación global del Siglo



XXI, porque es la lengua de las ventajas competitivas para los ciudadanos de un país que cuenten con las habilidades para usar una segunda lengua como inglés.

Lo que resulta crucial hoy, y a lo que muchos países dedican esfuerzos es identificar la mejor manera en que sus ciudadanos adquieran el idioma inglés. En términos de relación costo beneficio, la pregunta clave: ¿para que una persona se comunique en inglés cuáles son los procesos ideales? y, en ese sentido, ¿cuáles son las estrategias idóneas para que todo un país se vuelque a conducir esa misión de la manera más eficaz?

Los conceptos de segunda lengua y bilingüismo han sido abordados desde distintas disciplinas, y enfoques teórico/metodológicos que van desde modelos centrados en el docente como eje de la enseñanza y el aprendizaje, a métodos prácticos que depositan en el estudiante la responsabilidad de buena parte de los logros, y desde técnicas tradicionales basadas en el libro de texto, hasta la aplicación de tecnologías innovadoras "cara a cara" para adquirir la competencia comunicativa del inglés, y que se construyen a partir de estudios desde las neurociencias, la psicología cognitiva y la psicolingüística aplicada, entre otros.

## 2.2. Estándares internacionales de competencia del idioma inglés y el Marco Común Europeo de Referencia de Lenguas Modernas



Con el acelerado crecimiento de la enseñanza y el aprendizaje de idiomas extranjeros, se han desarrollado diversos parámetros internacionales que definen niveles de dominio de la lengua que se aprende, y que permiten comprobar el progreso de los estudiantes en cada etapa del aprendizaje.



El Marco Común Europeo de Referencia para las Lenguas Modernas - MCER - predomina como el modelo a seguir por la gran mayoría de organizaciones, algunas de las cuales se han visto obligadas a abandonar sus viejos sistemas para migrar al estándar del Marco y su escala de niveles.



Los países que oficializan sus políticas y planes de inglés, ante la necesidad de acreditar de manera oficial y con un reconocimiento internacional el nivel de inglés logrado con la implementación de sus programas de enseñanza y aprendizaje de las lenguas, adoptan el Marco Común Europeo de Referencia, más conocido como CEFR, por sus siglas en inglés o Marco Común, debido a su extendido uso más allá de Europa. En la actualidad, la mayoría de países han adoptado el MCER como referente para establecer una base común acorde con los parámetros internacionales.



El documento descriptivo que constituye el MCER, sirve de paradigma internacional para equiparar los niveles, cursos y certificaciones que las instituciones educativas de enseñanza de inglés ofrecen. Además sirve como referente para la construcción de otros documentos de programas de enseñanza y aprendizaje de idiomas, exámenes, evaluaciones, planes de estudio, orientaciones curriculares, guías de docentes, y demás documentos concernientes al proceso de enseñanza aprendizaje de idiomas. Para los países que lo adoptan, el Marco Común, sirve, a su vez, de herramienta de comparación entre los diferentes sistemas educativos de enseñanza concernientes a niveles de competencia lingüística. Esta comparación permite a todos los actores comprometidos en procesos de enseñanza de lenguas extranjeras, la movilización y el reconocimiento académico en los diferentes contextos nacionales e internacionales, y es empleado en los índices comparativos de aptitud de lenguas como inglés.



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El MCER describe lo que los estudiantes tienen que aprender a hacer con la finalidad de emplear una lengua para comunicarse. Asimismo, describe los conocimientos y habilidades que estos tienen que desarrollar para actuar de manera competente. Este Marco establece seis niveles comunes de dominio de la lengua, los que servirán para medir el avance de los estudiantes. Estos niveles se agrupan en tres bloques, básico, intermedio y avanzado, aun cuando no corresponden exactamente con los niveles clásicos que se definen de esta manera, pues podrían estar por encima o debajo de éstos.

Tabla 1: Niveles Del Marco Común Europeo

Nivel	Niveles del Consejo de Europa	Descripción del nivel	Usuario
1	A1	Principiante	Elemental
2	A2	Elemental	
3	B1	Intermedio	Independiente
4	B2	Intermedio alto	
5	C1	Avanzado	Experimentado
6	C2	Avanzado alto	

Fuente: Marco Común Europeo de Referencias para las Lenguas Modernas

Para cada uno de los niveles, se definen las destrezas que los estudiantes deben adquirir en cada una de las competencias lingüísticas: comprensión auditiva; comprensión de lectura; interacción oral; expresión oral, y expresión escrita.

Tabla 2 : Niveles según el Marco Común Europeo de Referencia de Lenguas

A1	A2	B1	B2	C1	C2
BÁSICO		INTERMEDIO		AVANZADO	
PRINCIPIANTE	ELEMENTAL	PRE INTERMEDIO	INTERMEDIO ALTO	AVANZADO	COMPETENTE
Comprende y utiliza expresiones cotidianas de uso muy frecuente, así como frases sencillas destinadas a satisfacer necesidades de tipo inmediato. Puede presentarse a sí mismo y a otros, pedir y dar información básica sobre su domicilio, sus pertenencias y las personas que conoce.	Comprende frases y expresiones de uso frecuente en áreas de experiencia relevantes (sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc.) Se comunica a la hora de llevar a cabo tareas simples y cotidianas que no	Comprende puntos principales de textos claros y en lengua estándar, si tratan sobre cuestiones que le son conocidas. Ya sea en situaciones de trabajo, de estudio o de ocio. Se desenvuelve en la mayor parte de situaciones que surgen durante un viaje por	Es capaz de entender las ideas principales de textos complejos que traten de temas tanto concretos como abstractos, incluso si son de carácter técnico, siempre que estén dentro de su campo de especialización. Se relaciona con nativos, con grado suficiente de fluidez y	Comprende amplia gama de variedad de textos extensos y con cierto nivel de exigencia, así como reconoce en ellos sentidos implícitos. Se expresa de forma fluida y espontánea sin muestras evidentes de esfuerzo para encontrar expresión adecuada.	Es capaz de comprender con facilidad prácticamente todo lo que oye o lee. Sabe reconstruir la información y los argumentos procedentes de diversas fuentes, ya sean en lengua hablada o escrita, y presentarlos de manera coherente y resumida. Puede expresarse espontáneamen



Puede relacionarse de forma elemental siempre que su interlocutor hable despacio y con claridad, y esté dispuesto a cooperar.	requieren más que intercambios sencillos y directos de información sobre cuestiones que le son conocidas y habituales. Sabe describir en términos sencillos aspectos de su pasado y su entorno, así como cuestiones con necesidades inmediatas.	zonas donde se utiliza la lengua. Produce textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal. Describe experiencias, deseos, acontecimientos y aspiraciones. Justifica brevemente opiniones o explica planes.	naturalidad de modo que la comunicación se realice sin esfuerzo por parte de los interlocutores. Produce textos claros y detallados sobre temas diversos y defiende un punto de vista sobre temas generales indicando los pros y contras de las distintas opciones.	Hace uso flexible y efectivo de idiomas para fines sociales, académicos y profesionales. Produce textos bien estructurados sobre temas de cierta complejidad, uso correcto de mecanismos de organización, articulación y cohesión del texto.	te, con gran fluidez y con un grado de precisión que le permita diferenciar pequeños matices de significado, incluso en situaciones de mayor complejidad.
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Fuente: MCER 2007

El número de horas de contacto con el idioma inglés que se requiere para alcanzar cada uno de los niveles del MCER constituye otro aspecto a tener en cuenta para estructurar los programas de enseñanza, y al mismo tiempo sirve de referencia para medir si las horas dedicadas con un método específico, han sido suficientes para lograr que el estudiante se vuelva lingüísticamente competente.

La siguiente tabla muestra el número de horas que de acuerdo a la escala de niveles del MCER se sugiere para lograr un nivel y estar apto para pasar al siguiente nivel.

Tabla 3: Número de Horas Superadas para cada nivel de inglés acorde al MCER

Marco Común Europeo (MCER)	Número de Horas de Estudio
A1	90 horas
A2	Entre 180 - 200 Acumuladas
B1	Entre 350-400
B2	Entre 500-600
C1	Entre 700-800
C2	Entre 1000-1.200

Fuente: Consejo Británico 2012

El número de horas de estudio requerido para asegurar la obtención de cada nivel del MCER, varía en función de aspectos como la metodología que se emplea en la enseñanza, ya sea que es de enfoque gramatical o de tendencia más comunicativa, del grado de personalización, el nivel de competencia lingüística del docente, los recursos,



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materiales e infraestructura con los que se trabaja, la propuesta curricular y el plan de estudios, las estrategias e instrumentos de evaluación y medición que se apliquen, entre otras condiciones que determinan la calidad de la enseñanza del idioma, y por ende, el nivel de inglés que se puede esperar adquirir.

### 2.3. El mundo de las pruebas y las certificaciones internacionales de inglés

Certificar el dominio sobre el idioma inglés se convierte día a día, en un requisito para realizar estudios superiores y una condición para insertarse mejor en el mercado laboral en un contexto global. Demostrar el dominio de las habilidades necesarias en inglés para asegurar el éxito en la consecución de estos propósitos, es una ventaja, pudiendo significar el gran diferenciador a la hora de la toma de decisiones sobre contrataciones, a cargo de un empleador.

En la mayoría de los casos, los exámenes de certificación internacional hacen referencia a los criterios del MCER sobre el cual se definen las destrezas lingüísticas de las personas que desean adquirir una acreditación reconocida globalmente. Los ministerios y secretarías de educación de los distintos países, en su afán por homologar las distintas certificaciones de competencia lingüística, optan por el Marco, como el instrumento fidedigno para la comparación entre exámenes que son considerados oficiales en sus regiones.

Los exámenes de certificación del idioma inglés podrían clasificarse en exámenes generales, para el trabajo, de ingreso a las Universidades, de conocimientos aplicados en inglés, para la enseñanza de inglés, de propósitos específicos, ya sea de negocios, legales, de finanzas, y para niños y adolescentes.

Entre los exámenes de certificación europeos más conocidos están los de Cambridge ESOL, según niveles -FCE, PET y KET, y el TKT, que mide las capacidades para enseñar del docente de inglés, y de otras certificadoras, figuran el IELTS, International English Language Test, Bulats, muy utilizada en Europa y creada con el aval de ALTE. Otra prueba es ISE, de Trinity ESOL, con trayectoria de 50 años como entidad certificadora y una de las primeras en ser homologada por la QCA.

Entre los exámenes orientados al ingreso a las universidades, figuran, en primer lugar, el TOEFL Test of English as a Foreign Language, el MELAB de Michigan, SAT, prueba temática para pregrado, GRE, para postgrados, GMAT, para carreras de administración, entre otros, que al ser aplicados en inglés, exigen de un elevado nivel de dominio de la lengua para poder rendirlos con éxito; el TOEIC, el MET Michigan English Test. En la última década, centros internacionales de formación de inglés, invierten en estándares y certificación internacional, para complementar su portafolio de sistemas de enseñanza de inglés, con este tipo de propósito.

En lo que respecta a los sistemas de evaluación con los que se miden las habilidades de inglés éstos se desarrollan en formato de prueba escrita, computarizada o en línea, para asegurarse de que además de demostrar habilidades de comprensión oral y comunicación, se mida con precisión y rapidez los conocimientos y las destrezas de expresión oral, mediante distintos instrumentos y mecanismos que van desde el uso en línea de un micrófono, en cuyo caso las respuestas se envían digitalmente al candidato, o mediante recurso de inteligencia artificial de reconocimiento de voz automático que permite obtener resultados en pocos minutos.



Los sistemas de evaluación del nivel de inglés tienen distintos propósitos, que van desde la elaboración de líneas de base, a partir de los resultados de las pruebas diagnósticas, o para obtener el Benchmarking de un grupo objetivo, hasta la identificación del nivel inicial de inglés de los actores que formarán parte de algún programa de enseñanza de inglés, mediante "pruebas de ubicación de nivel" o pruebas de partida, y que requiere de esta información para trazar la ruta de aprendizaje del participante. En un propósito más personal o del mundo corporativo, los recursos de evaluación sirven para decidir a qué exámenes se puede presentar o cuáles son las habilidades que se deben reforzar antes de acudir a una prueba oficial, para procesos de selección de personal, programas de entrenamiento de empresas, entre otros.

Entre los sistemas de evaluación usados para propósitos distintos a la obtención de una certificación, y que hoy son aplicados en varios países de la región, se destacan instrumentos como APTIS for Teachers, del British Council, DIALANG, una aplicación del Marco en 14 lenguas, entre las que figura el inglés, CEPT-Cambridge English Placement Test, Versant de Pearson, entre otros.

#### 2.4. Multilingüismo y Bilingüismo en inglés

Según UNESCO, los idiomas, y sus complejas consecuencias en la identidad, la comunicación, la integración social, la educación y el desarrollo, son elementos de importancia estratégica para los pueblos y el planeta, porque los idiomas propician la diversidad cultural, el diálogo intercultural, y la conservación del patrimonio cultural. En esa lógica, priorizan la promoción del plurilingüismo y la diversidad lingüística, y promueven una estrategia interdisciplinaria para el plurilingüismo y la diversidad lingüística, en la que participan todos los sectores del programa: educación, cultura, ciencias exactas y naturales, comunicación e información y ciencias sociales y humanas.

En realidades como la peruana, reconocerse como un país diverso, pluricultural y multilingüe conduce al desarrollo las políticas educativas interculturales bilingües para los estudiantes con una cultura y lengua originaria no hegemónica, que les garantice un servicio de calidad a de acuerdo a su cultura y en su lengua originaria, además de que se incluye el castellano.

Para los estudiantes cuya lengua originaria es distinta al castellano, siendo ésta última la segunda lengua, introducirlos al aprendizaje del idioma inglés, significaría que estarían adquiriendo una tercera lengua, y si bien, para algunos países de la región, incluido el caso peruano, en la propuesta pedagógica de la educación intercultural bilingüe se aspira a que los estudiantes además de aprender en su lengua originaria y en castellano, adquieran una lengua extranjera en el nivel secundario para desenvolverse adecuadamente en diversos contextos socioculturales y comunicarse adecuadamente en dos o más lenguas, desde un enfoque intercultural y al mismo tiempo desde un enfoque productivo, dadas las oportunidades que desde el turismo, el comercio de exportación y otras ramas que se presentan al saber comunicarse en inglés, esto supone un desafío aún mayor que la introducción del inglés como segunda lengua, en contextos donde la lengua originaria es el castellano. Para decidir en situaciones similares a ésta, los países que han introducido una tercera lengua lo han hecho sustentados en investigaciones sobre las etapas y los escenarios en los cuales es propicio y pertinente.



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### 3. DIAGNÓSTICO

#### 3.1. El Perú en el escenario global en relación al uso del idioma Inglés

##### 3.1.1. El uso del inglés para la competitividad en el mundo

Cada vez son más los países que reconocen que el bilingüismo en inglés puede ser un arma para impulsar la competitividad de un país y de sus ciudadanos. Estudios que muestran la correlación entre el nivel de inglés de un país y el ingreso, la calidad de vida, la facilidad para hacer negocios, el uso del Internet y los años de estudio de sus ciudadanos, revelan que los países nórdicos como Finlandia o Dinamarca, cuyos sistemas educativos públicos sobresalen en los índices internacionales que miden la calidad de la gestión de la educación, también en nivel de aptitud en inglés ocupan las primeras posiciones en los rankings mundiales, y esto se explica porque entienden que en el mundo globalizado, la comunicación efectiva a través de una lengua franca favorece la diversificación de las economías y permite una comercialización internacional más competitiva, y, por ende, buscan alcanzar un alto nivel de dominio del idioma inglés de sus ciudadanos.

El dominio del idioma inglés es entendido por la mayoría de los países de Latinoamérica, como una de las herramientas clave con las cuales impulsan el crecimiento económico, social y cultural, y su nivel de competitividad internacional y esta interpretación los conduce a crear políticas y programas para desarrollar las competencias comunicativas del inglés de sus ciudadanos con miras a que les faciliten una mayor inserción laboral y una mejor calidad de vida.

Entre los sectores priorizados en los países con políticas de bilingüismo en inglés se destacan, después de Educación, el sector turístico, con el que se busca brindar una atención de calidad al turista extranjero que principalmente utiliza el inglés para comunicarse en el país, como es el caso de Chile que combina su estrategia nacional de inglés al 2025 con la de turismo al 2020.

Cabe mencionar que la Marca Perú ocupa el puesto 52 en el ranking anual de marcas mundiales de turismo según Bloom Consulting, especializada en marca país. En el estudio se evaluó a 160 países, según la capacidad para atraer visitantes extranjeros, así como datos subjetivos de valor intangible. Además, se tuvieron en cuenta las tasas de crecimiento anual de los últimos años. Es interesante destacar que el segundo lugar fue ocupado por España, país que prioriza dentro de sus políticas educativas, el aprendizaje de inglés.

Los países también priorizan el idioma inglés para la internacionalización, en busca de la aceleración de la inserción en la economía global, con un comercio más fluido gracias a estrategias que faciliten el acceso a la investigación sobre oportunidades de negocios internacionales. En el ranking de Bloom Consulting, la marca Perú ocupa la posición 46 en el rubro comercio, que también considera la atracción de la inversión extranjera, y entre los mejor ubicados de la región, figuran Brasil (11) y Chile (33).

Luego, al concebirse el inglés como el lenguaje del conocimiento, se prioriza su uso como herramienta para estar al día con los constantes avances científicos y tecnológicos y apropiarse de ellos en favor del impulso a emprendimientos productivos innovadores y pertinentes, y a las ventajas competitivas que en manufactura, agroindustria y otros sectores se pueden obtener al contar con una fuerza productiva que domina el inglés.



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Un sector para el que se prioriza hoy el inglés en varios países es el relacionado con la tercerización de servicios y más en detalle lo que se conoce como BPO (Business Process Outsourcing), en español tercerización de procesos de negocio y Contact Centers. Colombia, en el proceso de elaboración de su plan de bilingüismo, realizó un análisis sectorial en el que identificó a este sector como prioritario.

Desde una visión de más largo plazo, países que llevan décadas con sus programas de bilingüismo, como son Singapur y Corea, en la tarea de definir perfiles del trabajador, tienen señaladas como una de las competencias transversales, la del dominio del inglés. Otros países, dan importancia a la incorporación, dentro de sus estrategias, de la señalización con información bilingüe en inglés en todo el territorio nacional, teniendo en cuenta el gran flujo de extranjeros de habla distinta al idioma nativo, y combinan estas acciones con elementos de protección para el que visita el país.



Del análisis realizado por EF- Education First sobre distintas variables, además de la medición del índice de Nivel de Inglés, (English Proficiency Index, por sus siglas en inglés), concluye que cuanto mayor es el nivel de inglés, más alto es el ingreso per cápita.



En el ranking mundial de aptitud en inglés, publicado en el informe de EF EPI (English Proficiency Index, por sus siglas en inglés), si bien en el 2014 el Perú ocupa el tercer lugar entre 14 países latinoamericanos, debajo de Argentina y República Dominicana, el índice arroja un nivel de "aptitud de inglés" bajo para el Perú, como se ve en el gráfico siguiente:

Ilustración 1: Cuadro comparativo del nivel de aptitud de inglés en América Latina.



## LATINOAMERICA



Fuente: EF, 2014. [www.ef.com/epi](http://www.ef.com/epi)

NIVELES DE APTITUD ● Muy alto ● Alto ● Medio ● Bajo ● No se sabe



Pese a que el Perú se destaca por sus pilares macroeconómicos, fiscales y de apertura de mercado, con ubicaciones entre el puesto 16 y 21 del ranking mundial del Índice de competitividad publicado por el WEF, y si bien la Agenda de la Competitividad 2014-2018, Rumbo al Bicentenario, considera como una de sus líneas estratégicas, la formación del capital humano con capacidades articuladas al mercado laboral, no se



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contempla explícitamente dentro de las palancas que la Agenda busca impulsar, el aprendizaje y el uso del idioma inglés, quedando así, como tarea pendiente la identificación del idioma inglés como una de las herramientas clave para lograr las mejoras significativas en el ámbito de la competitividad, con la correspondiente priorización de las intervenciones en los sectores estratégicos para este propósito, como varios países de la región vienen impulsando.

Si bien el índice no mide específicamente la calidad de la educación del idioma inglés, sino la de matemáticas y ciencias, sí considera, dentro de sus factores de medición, la enseñanza orientada al desarrollo de competencias en general y la integración de tecnologías de la información en la mejora de la calidad, de cuyos resultados se pueden extraer conclusiones en relación a la falta del dominio del idioma inglés del trabajador peruano.

Cabe mencionar que el segundo lugar en el ranking de inglés latinoamericano, ocupado por República Dominicana, se explicaría por el programa de incentivos económicos dedicado a desarrollar una fuerza laboral multilingüe, especialmente con dominio de inglés para atender los 112 Call Centers que operan desde el país y que ha generado 35,000 empleos y divisas por más de 250 millones de dólares al año. Ocupa hoy el puesto 34 (similar a posiciones de años anteriores) en el ranking mundial entre 63 países participantes y el tercer lugar de 14 países latinoamericanos, sin percibirse aún una correlación entre sus estrategias para participar en el mercado global y las acciones en favor del uso efectivo del inglés.



En el 2014 la Consultora Gartner identificó a Colombia como uno de los 30 mejores destinos en el mundo para la ubicación de servicios offshore por sus beneficios en costo, acceso a talento humano, apoyo del gobierno, compatibilidad cultural, ambiente político y económico. Mostrar a los inversionistas extranjeros las oportunidades que este país ofrece contando con una fuerza laboral que domina el inglés, se ha convertido en una de las prioridades en materia de política de bilingüismo en inglés.



De acuerdo al estudio "Idiomas más demandados en el ámbito laboral extranjero", realizado por la Consultora Internacional Randstad Professionals, dominar un idioma como el inglés aumenta las posibilidades de encontrar un empleo más rápido.



En el 2012, The Economist Intelligence Unit publicó un estudio que señalaba que casi 70% de los ejecutivos creía necesario que su personal dominara el inglés para que los planes de expansión corporativos pudieran convertirse en realidad, y uno de cada cuatro afirmaba que más del 50% de todo su personal necesitaba tener conocimientos de inglés.



Según el informe de Randstad, la competencia de inglés es uno de los principales requisitos transversales de las empresas que buscan perfiles calificados, sobre todo en carreras técnicas de ingeniería mecánica y eléctrica, del área de finanzas y banca, mandos ejecutivos de derecho, posiciones de TI/telecomunicaciones, marketing y ventas. El perfil de un profesional del área comercial está cambiando hacia una profesionalización donde se demanda en forma creciente, además de estudios superiores, competencias como el inglés. Randstad detecta que la necesidad por parte de las compañías de que sus empleados dominen un segundo idioma aumenta en relación al perfil demandado de forma directa, de manera que a más cualificación del puesto, la demanda de idiomas es mayor, y así, de los datos recogidos en España, encontraron que un segundo idioma es solicitado en el 58% de las ofertas dirigidas a recién titulados, en el 65% de puestos de ejecutivos intermedios, y en el 100% de



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cargos de alta dirección. Incluso para aspirar a trabajos en el extranjero, el dominio del inglés se ha convertido en una exigencia para acceder a un empleo calificado en el extranjero y se da por hecho que el candidato tiene la habilidad de comunicarse en inglés.

Tabla 4 : Idiomas más demandados según perfil del candidato

	Inglés	Alemán	Portugués	Francés
Finanzas	●	●		
IT/Telco	●	●		
Sales & Marketing	●	●		
Ingeniería Mecánica	●	●		
Ingeniería Construcción	●	●	●	
Salud	●	●		●

Fuente: Randstad



En el cuarto informe EF EPI 2014 se muestra que la mejora de habilidades en inglés permite elevar su nivel de vida gracias al desempeño en inglés en el trabajo. Si bien la investigación demuestra que muchos países están logrando con éxito el aumento de los niveles de inglés entre los adultos, para cumplir con la demanda creciente, en general la inversión que estos programas representan, no van acompañados de un plan nacional integral y resultan, por ende, ineficientes.



Según el reporte Mundial publicado por ETS acerca de la prueba TOEIC que mide habilidades de inglés a nivel profesional, sobre la forma habitual de utilizarlo en el lugar de trabajo, el Perú se ubica en el puesto 34 de 48 países, lo que significaría que un buen porcentaje de profesionales, especialmente de ramas técnicas, con edades entre 26 y 30 años, no están capacitados para desempeñarse en inglés en sus puestos de trabajo. En el cuestionario que se aplica sobre el uso diario que tienen del inglés se revela que los profesionales peruanos lo ocupan poco y de quienes lo ocupan, el 60 por ciento lo ha estudiado por menos de cuatro años.



Otra conclusión del Informe es acerca del idioma inglés y el género: las mujeres hablan mejor inglés que los hombres a nivel mundial. Esta brecha en la habilidad de los hombres es suficientemente significativa para tener un impacto en el lugar de trabajo. No se han identificado las causas del nivel de inglés más bajo en los hombres, pese a que se investigan las razones cognitivas, psicológicas y sociales que lo explicarían.



### 3.1.2. La enseñanza del idioma inglés en la región

Mientras que países como Argentina, Brasil, Chile, Colombia y Uruguay que desde hace varios años vienen impulsando la enseñanza del idioma inglés en sus sistemas educativos, desde el nivel de educación primaria hasta la educación superior, y, en algunos casos, desde la educación inicial, el Perú es uno de los pocos países de ingreso medio de la región que no cuenta con una política nacional de enseñanza del idioma inglés, como se muestra en el cuadro a continuación.



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Tabla 6: Cuadro Comparativo de la Enseñanza de Inglés en América Latina

PAISES	Argentina	Colombia	Chile	Ecuador	Uruguay	México	Brasil	Perú
Política Nacional	Si	Si	Si	Si	Si	Si	Si	NO
Inglés en Primaria	3 hrs	2 hrs	3 hrs	2 hrs	3 hrs	2 hrs	2 hrs	NO
Inglés en Secundaria	3-5 hrs	3 hrs	3-4 hrs	3 hrs	3 hrs	3-4 hrs	2-3 hrs	2 hrs
Referente Internacional	Marco Común Europeo de Referencia para las Lenguas Modernas							NO
Programa Nacional	Programa Nacional de Inglés para Educación Básica	Colombia Bilingüe	Inglés abre puertas	Vamos profesores	Celbal	PNIEB PEI		NO
Inicia Plan Nacional	2010	2009	2003	2012	2012	2008		NO APLICABLE

Fuente: MIVEDU, 2014



En Argentina, el énfasis ha sido en el desarrollo profesional de los docentes de inglés, quienes deben cumplir un programa de cinco años para estar aptos para enseñar inglés. Desde el 2006 es obligatoria la enseñanza desde cuarto de primaria. Esto explicaría por qué El mismo estudio de EF-EPI señala que Argentina es el único país de Latinoamérica en la categoría alta de aptitud de inglés.

En el caso de Chile<sup>1</sup>, en el 2004 se creó el Programa Nacional de Inglés "Open Doors", para el Sector Educación, y en el 2014, con la elaboración de la Estrategia Nacional de Inglés 2014-2030, de carácter multisectorial, se programan inversiones públicas y privadas para mejorar la enseñanza de inglés con estrategias entre las que figuran reclutar miles de voluntarios calificados de habla inglesa para ser asistentes de enseñanza en el aula.

Colombia<sup>2</sup> sigue una ruta similar, con la creación del Programa Nacional de Bilingüismo 2004-2019, y en el 2014 lanza su propuesta intersectorial, Programa Nacional de Inglés 2014-2025, "Colombia Very Well" con la visión de ser un país bilingüe donde el inglés sea tan importante como el español, según lo anunció el Presidente Santos en su discurso de socialización del Programa Nacional en cuestión.

México, por su parte, desde la perspectiva de facilitar el contacto de sus estudiantes con las múltiples lenguas y expresiones culturales, incorpora inglés en la educación inicial y primaria desde el 2011.

<sup>1</sup> Estrategia Nacional de Inglés 2014-2030

<sup>2</sup> Programa Nacional de Inglés 2015-2025 - Colombia Very Well



### 3.2. Situación actual de la enseñanza y el aprendizaje de inglés en el Perú

La Política "Inglés, puertas al mundo", en lo que respecta a la enseñanza y el aprendizaje de inglés, se sustenta en el análisis integral y específico de los diferentes aspectos que conforman la educación de inglés en los niveles de educación básica y superior, así como en la formación de idioma inglés para el trabajo, en sus distintas expresiones.

#### 3.2.1. Problemática del idioma inglés en la Educación Básica

La educación actual que recibe el estudiante de secundaria de una institución educativa en el Perú no le garantiza al estudiante que, al concluir sus estudios, alcanzará la competencia en este idioma, para ampliar sus oportunidades tanto académicas como profesionales y convertirse con mayor facilidad en ciudadano del mundo.

Sin embargo, para trazar una ruta encaminada a lograr que el estudiante cuente con la competencia comunicativa del inglés, se carece de evidencias sobre el nivel de inglés de los estudiantes que al completar los cinco años de educación secundaria, han asistido a dos horas de enseñanza del idioma inglés por semana y dedicado un total de 360 horas de sus estudios al aprendizaje de inglés.

#### El idioma inglés en el DCN

Algunos de los aspectos a analizar en lo que se refiere al Diseño Curricular Nacional vigente y la manera en que, hasta aquí, ha sido introducido el aprendizaje de inglés, se resumen a continuación:

En primer lugar, en la Educación Básica Regular, el idioma inglés se enseña únicamente en el nivel de secundaria. El cuarto de los Propósitos de la Educación Básica Regular al 2021, contemplados en el Diseño Curricular Nacional (DCN), aprobado por Resolución Ministerial N° 0440-2008-ED, modificada con RM N° 199-2015-Minedu, establece el "Conocimiento de inglés como lengua internacional". Así, en el Plan de estudios contenido en el DCN, se incorpora el idioma inglés como área curricular, con competencias, capacidades y conocimientos definidos para los diferentes años escolares.

Cabe señalar que el Perú es uno de los pocos países de Latinoamérica que no incluye inglés en el nivel de Primaria dentro de sus diseños curriculares. Únicamente gobiernos regionales como es el caso del Callao, a partir de la transferencia de funciones específicas, han desarrollado diseños curriculares que incluyen el idioma inglés en el plan de estudios de la educación básica regular de los niveles de Inicial y Primaria, por considerar que su introducción temprana en el currículo básico contribuye al desarrollo integral del niño, propicia la interculturalidad e impulsa sus capacidades, creatividad, autoestima y seguridad, permitiéndole comunicarse con sus pares y conocer otras culturas. Igualmente, algunas asociaciones de padres de familia -APAF- han priorizado el destino de sus recursos para mejorar la enseñanza de inglés en la secundaria o introducir el inglés en la primaria.

En segundo lugar, son solo dos horas a la semana las que se destinan, de acuerdo al DCN vigente, a la enseñanza de inglés en el nivel de educación secundaria. Si bien las Normas Específicas de Gestión Pedagógica de la educación básica y técnico productiva



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de la RM 0441-2008-ED, que aprobaron la Directiva del Año Escolar del 2009<sup>1</sup>, señalaban que las dos horas podían complementarse con horas de libre disponibilidad para la enseñanza del idioma inglés; en la práctica, no se ha aplicado un mayor número de horas para la enseñanza de inglés.

Asimismo, en el DCN, en lo que compete al área curricular de idioma inglés, no se consideran los marcos de referencia internacional que rigen hoy los niveles de dominio que se pueden alcanzar el idioma inglés, tal y como si ocurre en países que han desarrollado una política para la enseñanza de inglés y que hoy cuentan con diseños curriculares nacionales basados en estándares reconocidos globalmente y, en ciertos casos, con una curricula homologada según criterios nacionales, paralelamente a los internacionales.

Tampoco se consideran en el DCN las diferentes circunstancias socio-culturales y contextos lingüísticos en los que se desenvuelve el estudiante y que deberían ser tomados en cuenta para identificar las etapas en las que es conveniente introducir un idioma extranjero.

Por las razones aquí expuestas, el Ministerio de Educación viene desarrollando una nueva propuesta curricular en materia de idioma inglés.

**Realidad del docente que hoy enseña inglés**

Pese a la reciente demanda en el conocimiento y uso del idioma Inglés, de los 15,144 docentes que actualmente enseñan el idioma en las instituciones públicas, solo 4,118 de ellos cuentan con la especialidad en inglés. Efectivamente, de acuerdo a la información obtenida del Censo Escolar del año 2013, los profesores con la especialidad en inglés únicamente representan el 27% del total de docentes que tienen a su cargo la asignatura de inglés en el nivel de secundaria.

Como contraparte, la realidad nos muestra que el 73% restante está compuesto por docentes de otras áreas curriculares, los que cubren el déficit sin que, siquiera, el dominio del idioma sea un requisito para asumir esta responsabilidad.

Tabla 6: Número de Docentes que imparten cursos de inglés

Docentes con Título de inglés	4,118
Docentes que dictan inglés sin la especialidad	11,026
<b>Total Docentes</b>	<b>15,144</b>

Fuente: Censo Escolar 2013

Sin embargo, este problema adquiere niveles aún más críticos, si consideramos el aumento de docentes de inglés, producto del modelo educativo de Jornada Escolar Completa (JEC), a través del cual se considera un aumento de dos (2) a cinco (5) las horas dedicadas al idioma inglés; lo que originará una demanda estimada de más dos mil (2,000) docentes de inglés al año. Considerándose que, para el año 2021, deberá contarse con cerca de treinta mil (30,000) docentes con la especialidad y conocimiento necesarios.

<sup>1</sup> Esta Directiva, tuvo vigencia solo por año lectivo 2009



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Sin embargo, cuando hablamos de la escasez de docentes, no solo será necesario referirse al déficit en número, sino también en cuanto a calidad, básicamente debido a la inexistencia de un modelo de enseñanza estratégico y estandarizado a nivel nacional. Lamentablemente, a pesar de los esfuerzos legislativos, ni las universidades, ni los institutos superiores pedagógicos poseen a la fecha estándares mínimos que deban cumplir con el fin de que los egresados cuenten con herramientas comunicacionales en el idioma inglés.

Precisamente, esta ausencia de estándares mínimos, de directivas y de modelos de enseñanza a nivel de formación inicial ha generado consecuencias como:

1. Diferencias en lo que se enseña en Universidades e Institutos Superiores Pedagógicos, ahondándose más cuando estos se diferencian entre públicos y privados.
2. Ausencia de certificaciones internacionales para instructores de inglés, tanto a nivel de universidades e institutos, como de centros de idiomas.

Igualmente, a pesar de la importancia de la enseñanza del idioma inglés, el número de docentes de esta especialidad es sustancialmente inferior si, por ejemplo, lo comparamos con el número de docentes de primaria o secundaria en otras especialidades. Por ejemplo, de acuerdo a la información obtenida de los Censos Escolares, para el caso de institutos pedagógicos (entre públicos y privados); durante el año 2012 el sistema tuvo 728 nuevos docentes de las especialidades de inicial y primaria versus los 56 docentes de la especialidad de inglés; situación de característica similar durante el 2013 en donde el número de docentes de inicial y primaria ascendió a 525, frente a los 38 de la especialidad en idioma inglés.

Año	Institutos de Educación Inicial	Institutos de Educación Primaria	Institutos de Educación Secundaria en Inglés
2010	757	1990	306
2011	742	1179	397
2012	335	393	56
2013	186	336	38

Fuente: Censo Escolar 2010 - 2013

Así, de la información reflejada en la tabla anterior, se puede observar una constante, el bajo número de docentes de la especialidad de inglés que ingresan al mercado laboral a nivel de Institutos Pedagógicos Superiores, en comparación con otras especialidades<sup>4</sup>.

Por otro lado, el nivel de idioma de nuestros docentes, es también uno de los principales obstáculos. Así, de acuerdo a los datos arrojados en la reciente prueba diagnóstica aplicada por UNESCO a 3,356 docentes de inglés que hoy enseñan el idioma inglés en instituciones educativas públicas del Perú, cerca de un tercio de los docentes alcanza el nivel A1, el nivel más bajo definido según la base comparativa sobre los logros en el inglés del Marco Común Europeo de Referencia de Lenguas Modernas<sup>5</sup>.

<sup>4</sup> Solo se ha considerado Inicial y Primaria sin tener en cuenta Educación Especial, Artes, Física, CCSS y Filosofía, Ciencias Naturales y otras. Al considerar otras especialidades, la diferencia se incrementa en perjuicio de los docentes de la especialidad de inglés.

<sup>5</sup> Consideran únicamente las habilidades de lectura y escritura, este porcentaje corresponde al 27% de docentes.



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Si bien al comparar estos resultados con aquellos de la prueba aplicada en el 2010, se observa un aumento del nivel de dominio de la lengua de los docentes con especialidad Inglés, pues cerca del 60% de docentes alcanza el nivel A2 del MCER lo que, de acuerdo a los indicadores de la prueba TKT (Teaching Knowledge Test) es insuficiente para enseñar de manera efectiva en el aula de inglés, en la medida en que el nivel B2 es considerado como el mínimo recomendado<sup>6</sup>.

Otra observación extraída de los resultados de las pruebas radica en que al no haberse desarrollado, hasta aquí, programas nacionales de capacitación encaminados a elevar el nivel de competencia en inglés, sino únicamente actividades para grupos reducidos de docentes, como talleres de estrategias de enseñanza, becas y otros programas puntuales, esta mejora en el nivel promedio de los docentes, se explicaría porque los propios docentes han sido quienes han invertido en su formación.

Teniendo en cuenta lo expuesto, son cuatro principales problemas que se tienen en materia de docentes:

1. Déficit sustancial de docentes de inglés, comparado con un superávit de docentes de otras especialidades.
2. Bajo nivel de idioma de los escasos docentes de inglés en donde cerca del 90% se encuentra entre los niveles A1 y A2, siendo el nivel mínimo recomendado para la enseñanza el nivel B2.
3. Ausencia de lineamientos generales y específicos para la carrera de docentes en la especialidad del idioma inglés.
4. Ausencia de lineamientos generales para un modelo de enseñanza estratégico y estandarizado a nivel nacional del idioma inglés

**El inglés en nuevos modelos educativos: la Jornada Escolar Completa y COAR**

La conformación del Modelo de Servicio Educativo de Jornada Escolar Completa, a partir del 2015, en 1,000 instituciones educativas de nivel secundaria, en todas las regiones del país, busca lograr que los estudiantes adquieran la competencia comunicativa del inglés para acceder a las oportunidades que el dominio de esta lengua les ofrece. En el área curricular se incrementa a cinco horas semanales de enseñanza de inglés. Los modelos educativos y la tecnología de vanguardia que se emplearán para lograr este objetivo están inspirados en sistemas que se han aplicado con éxito en países como Colombia, Turquía o China. Precisamente, esta propuesta se encuentra descrita en los Lineamientos para la Implementación de la Enseñanza del idioma inglés en las instituciones educativas públicas, publicados en noviembre del 2014<sup>7</sup>.

Por su parte, en el modelo de servicio educativo COAR, el aprendizaje del idioma inglés está enmarcado en los lineamientos del programa de Diploma del Bachillerato Internacional con el propósito del entendimiento intercultural, el impulso al conocimiento, la apreciación, interacción y tolerancia entre las culturas de los países de habla inglesa y la diversidad cultural del Perú. Con más de 700 horas de enseñanza de inglés en los tres años de estudio, de tercero a quinto de secundaria, en los COAR, el hito trazado es alcanzar como mínimo, el nivel B2 del MCER en el idioma inglés.

<sup>6</sup> En países como Chile y Ecuador, el nivel mínimo para ser docente de inglés en la educación pública es el B2.  
<sup>7</sup> Resolución de Secretaría General Nro. 2090-2014-MINEDU



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**Perspectivas en la enseñanza del idioma inglés en la modalidad educativa de educación básica alternativa EBA**

Al tratarse de estudiantes jóvenes y adultos mayores, por lo general con empleos precarios o informales, quienes cursan estudios de educación básica alternativa, aprender el idioma inglés se percibe como un medio estratégico para acceder a mejores oportunidades de empleo. En la modalidad de EBA, cuya enseñanza del inglés está insertada en el Diseño Curricular Básico Nacional de EBA<sup>4</sup>, como área curricular de idioma extranjero, los docentes a cargo no son siempre de la especialidad de inglés y tienen que elaborar sus propios materiales educativos, sin contar con las destrezas y experiencia para crear unos de calidad y que sirvan para los propósitos concebidos en el DCBN.

**Los materiales con los que se enseña inglés en la Educación Pública**

El único recurso que el docente de secundaria utiliza para enseñar inglés a sus estudiantes, además de su nivel de dominio de inglés y sus capacidades pedagógico-metodológicas, es el libro de texto y la guía curricular, que fueron entregados a los docentes de inglés a partir del 2012. Sin embargo, no se implementan tecnologías innovadoras con un rol facilitador del docente, tal cual sucede en otras realidades, con resultados exitosos en lo que a facilitar el acceso a las oportunidades del mundo global se refiere.

**Implicancias del nivel de inglés en el acceso a Becas Internacionales**

Las becas que PRONABEC, CONCYTEC, FINCYT y la Cooperación Internacional ofrecen a estudiantes que aspiren a seguir estudios de pre y postgrado en universidades internacionales, son muy poco aprovechadas debido a que los postulantes no alcanzan los puntajes mínimos exigidos en las pruebas de inglés.

El Censo Universitario del 2010, muestra que de 782,970 estudiantes universitarios, solo 51 estaban en Estados Unidos (0.01%), 1 en Canadá y 16 en el resto de países que demandan la competencia del inglés para acceder a sus universidades.

A partir del año 2014, con el fin de contrarrestar esta situación, el Ministerio de Educación, a través del PRONABEC, ofrece becas de desarrollo profesional en nivel de inglés y metodología para la enseñanza del idioma; lo que ha significado que 237 docentes hayan sido becados en los Estados Unidos y 148 en Inglaterra. En el 2015 se ofrecen becas de inglés a estudiantes de cuarto y quinto año de secundaria, con programas que están a cargo de institutos de inglés o centros de idiomas de universidades reconocidos localmente.

**La atracción de docentes**

Uno de los problemas que se presentan al implementar modelos educativos como el de Jornada Escolar Completa, que incrementa la cantidad de horas de inglés, es la falta de docentes con las competencias suficientes para brindar una enseñanza de mejor calidad. Se estima una demanda adicional de más de dos mil docentes anualmente, como se puede ver en la tabla a continuación:



<sup>4</sup> EBA: Educación Básica Alternativa



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Tabla 7: Proyección de demanda de docentes de inglés  
En la Jornada Escolar Completa 2016-2021

	2015	2016	2017	2018	2019	2020	2021
Número de IIEE JEC	1,000	2,200	3,600	5,058	6,658	7,702	8,558
Docentes a contratar por año	2,329	3,321	3,682	3,934	4,320	2,819	2,312

Fuente: Ministerio de Educación

Ante la necesidad implementar mecanismos que contribuyan al aumento de docentes de inglés, así como desarrollar los conocimientos y el dominio de la materia, se ha analizado la experiencia internacional con el objeto de evaluar los sistemas que hayan tenido éxito en otros países como son los de "Atracción de Extranjeros" para desarrollar labores de profundización y docencia del idioma inglés promoviendo así, mayores oportunidades de inclusión en un mundo globalizado en donde el conocimiento de idiomas es una puerta de acceso a las oportunidades y al desarrollo,

La atracción de extranjeros para realizar funciones de docencia en inglés ha sido un mecanismo implementado en los países de Asia<sup>9</sup> con mucho éxito, en la medida en que se crearon programas específicamente dirigidos a importar ciudadanos provenientes de Australia; Canadá; Estados Unidos; Nueva Zelanda y/o Sudáfrica con el fin de desarrollar labores de docencia y profundización en idioma inglés por períodos mínimos de un año<sup>10</sup> mediante cursos (en escuelas públicas) de conversación, comprensión lectora, gramática, entre otros.

Los programas de atracción establecen objetivos como:

- Promover y desarrollar el conocimiento del idioma inglés en escolares de educación primaria y secundaria;
- Reforzar las herramientas lingüísticas y comunicacionales de docentes de inglés locales;
- Promover la cultura y el lenguaje del país que los recibe; y
- Promover una mayor vinculación entre el país receptor y la comunidad internacional.

A la fecha, el Ministerio de Educación ha implementado una serie de acciones que tienen como objetivo el aumento de profesores a través del otorgamiento de becas de estudio<sup>11</sup> que pudieren repercutir en favor de mermar la brecha de docentes de inglés. Sin embargo, estos mecanismos, aunque efectivos requerirán de un tiempo mucho mayor al requerido para la atracción de docentes extranjeros, y además del efecto de inmediatez que esto significa, el contacto con nativos anglo parlantes tiene un impacto incomparable.

Para los procedimientos de contratación, de atracción, visados e inserción en las escuelas públicas en el país es necesaria la coordinación con el Ministerio del Interior y

<sup>9</sup> Algunos ejemplos a mencionar pueden ser los casos de China con el English Teaching Programme ([www.chinasro.gov.cn](http://www.chinasro.gov.cn)); Corea del Sur con el English Programme in Korea - EPIK ([www.epik.go.kr](http://www.epik.go.kr)) y el de Japón con el Japan Exchange and Teaching Programme - JET Programme ([www.jetprogramme.org](http://www.jetprogramme.org))

<sup>10</sup> Los contratos, en algunos casos, son renovables por uno o dos años adicionales, a solicitud del interesado y previa evaluación del Programa.

<sup>11</sup> Un ejemplo es la Beca Vocación de Maestro que implementa el Programa Nacional de Becas y Crédito Educativo - PRONABEC.



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la Superintendencia de Migraciones, así como con los gobiernos regionales, para su eficaz implementación.

### 3.2.2. Inglés en la Educación Superior

#### **El idioma inglés en el marco de la nueva Ley Universitaria**

En el Diseño Curricular de la nueva Ley Universitaria se considera la obligatoriedad de la enseñanza de un idioma extranjero, de preferencia inglés o de una lengua nativa. Para la obtención del grado de Bachiller se exige el conocimiento de un idioma extranjero, de preferencia inglés, o una lengua nativa, y para Maestrías, no solo se exige el conocimiento sino el dominio de un idioma extranjero y para Doctorados, se requiere el dominio de dos idiomas extranjeros, uno de los cuales puede ser sustituido por una lengua nativa.

Si bien en la nueva ley se mencionan aspectos como la acreditación de la calidad educativa, los estándares de acreditación y la reorganización del Sistema Nacional Evaluación, Acreditación y Certificación de la Calidad Educativa –SINEACE-, todo proceso de acreditación y certificación es de carácter voluntario y referido al ámbito global de la universidad y de las carreras universitarias. La acreditación y certificación del dominio del idioma inglés, acorde a los niveles del marco común europeo, no se mencionan en la Ley.



#### **Idioma inglés en la educación superior técnico profesional**

En relación al "idioma extranjero", si bien son obligatorias 72 horas dentro de la formación transversal en las carreras profesionales de nivel medio, profesional técnico y profesional, impartidas por los Institutos de Educación Superior, y cerca de 80 horas dentro de la formación complementaria en las carreras de nivel medio impartidas por los CETPRO, esta formación es impartida a un nivel muy básico y no como una competencia técnico-profesional, acorde a lo que demandan los sectores productivo-empresariales.

Pese a que, en teoría, la enseñanza está orientada al desarrollo de capacidades para leer, comprender, redactar y traducir diferentes tipos de textos técnicos en inglés u otro idioma, y comunicarse en forma oral, la enseñanza que se ofrece no es suficiente para que los estudiantes puedan cumplir con la exigencia de aprobar una prueba de suficiencia académica en la segunda lengua, para la titulación en las carreras de nivel medio, profesional técnico y profesional.



En la propuesta de Lineamientos Curriculares de la Educación Superior Tecnológica que actualmente se encuentra en consulta con Entidades Educativas Públicas, Privadas y Direcciones Regionales se considera en el nivel formativo Profesional Técnico y el nivel Profesional, como requisito para la titulación, acreditar conocimiento de un idioma extranjero, de preferencia Inglés, o lengua nativa y para los niveles Auxiliar Técnico, Técnico, Profesional Técnico, Profesional, la incorporación en la malla curricular, así como, el número de horas del idioma extranjero de preferencia Inglés, o lengua nativa, lo determinará la entidad educativa, dependiendo de las características de la carrera profesional.



#### **Estado actual de la carrera del docente con especialidad Inglés**

El plan de estudios de los DCBN para las carreras profesionales de profesor de las distintas especialidades, ofrece la Asignatura Inglés, 2 horas semanales a lo largo de toda la carrera. No se cuenta con información sobre los niveles de logro de inglés de estos estudiantes.



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Si bien en el documento de Diseño Curricular Básico Nacional (DCBN) para la carrera de Idiomas Especialidad Inglés se propone el desarrollo de competencias profesionales para un desempeño eficiente y eficaz en el espacio educativo y social en el que labore el futuro profesor, en su plan de estudios no se ha homologado el dominio lingüístico con estándares internacionales, como existe en otros países de la región.

En relación a la formación de formadores de los Institutos de Educación Superior Pedagógica, IESP, pese a las diversas acciones del MINEDU con apoyo de organizaciones internacionales e institutos de capacitación, tales como becas, capacitación y certificación en metodología de enseñanza inglés, cursos de inglés para formadores, planificación curricular, entre otras, éstas no han sido suficientes para que los formadores mantengan un nivel de preparación de calidad alineado a marcos de referencia global.

Una evaluación realizada el 2012 a formadores de inglés de IESP públicos, reveló que solo el 7,3% alcanzó el nivel mínimo esperado de B2 del MCER. La mayoría de docentes evaluados se ubicó en A2 (29,1%) y B1 (35,4%).

Asimismo, en el 2013 se realizó una evaluación sobre la situación de la enseñanza de inglés en los IESP, a través de dos instrumentos: el test Aptis, para evaluar el nivel de dominio del idioma, de formadores de inglés y estudiantes de la carrera docente en especialidad Inglés, y, el TKT (Teaching Knowledge Training) en versión simulacro, aplicado a docentes formadores de inglés, para evaluar su nivel de dominio en metodología. Se mostró que la mayoría de los docentes estaba en el nivel B1 del MCER, y se redujo el número de docentes en el nivel A2, evidenciándose una mejora respecto de los resultados de la prueba del 2012, aun cuando el porcentaje de docentes en el nivel intermedio equivalente al B2, se mantuvo similar. Los resultados obtenidos en los estudiantes de los IESP en el test Aptis revelaron un promedio del nivel A2 del MCER. En cuanto al nivel de dominio de la metodología de enseñanza del idioma de los formadores de los IESP se refiere, únicamente el 5,6% alcanzó el nivel más alto.

Para la determinación de los perfiles de ingreso y egreso de los estudiantes de educación de institutos superiores pedagógicos, así como la consecuente revisión y renovación de la malla curricular, la Dirección de Formación Inicial tiene previsto contar con el asesoramiento de organizaciones internacionales reconocidos por su trayectoria en esta materia.

### 3.2.3. Aprendizaje de inglés en el trabajo a nivel nacional

En el Perú, en las organizaciones públicas tanto como en las corporaciones y empresas, hasta aquí, no está explícito que la competencia comunicativa del idioma inglés debe ser considerada como una de las herramientas clave para el fortalecimiento de las capacidades laborales de los trabajadores hacia una mejora en su productividad. Son algunos los casos registrados sobre corporaciones y empresas internacionales que invierten en proyectos en Perú, y que requieren personal local que hable inglés y por carecer de él, optan por migrar a otros mercados.

Si bien desde distintos sectores se ejecutan acciones de formación de inglés, el Perú, no solo que carece de una estrategia nacional de enseñanza de inglés para el trabajo, sino que se evidencia la falta de mecanismos que viabilicen las iniciativas que surgen de manera aislada en parte de estos sectores.



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De manera general, se percibe que si bien para impulsar el turismo y la internacionalización del Perú con la marca país, tanto como para acceder al conocimiento global y a los avances científicos y tecnológicos que están principalmente en inglés, hay acciones desde los distintos sectores que apuntan a formar un nivel adecuado del idioma inglés de los profesionales peruanos, esto no responde a una estrategia nacional, y los sectores no operan en forma articulada, salvo iniciativas aisladas, lo que dificulta que la demanda por personal que domine el inglés sea cubierta de forma eficiente. Inclusive se perciben trabas en el mismo sistema como es el caso de la norma vigente para contratación de extranjeros de países de habla inglesa para propósitos como enseñar inglés, lo cual dificulta su venida por asuntos relacionados con el tipo de VISA permitido, e impide su permanencia en el país. Otro caso es el que se refiere a las becas internacionales que se ofrecen a profesionales y no son aprovechadas, por la falta de coordinación entre los sectores competentes para su difusión, y por la falta de dominio de inglés que se requiere.

En esta sección se presenta un breve diagnóstico de la situación actual de la formación en inglés, y se recoge aspectos generales y específicos, con énfasis en los sectores estratégicos en los cuales el dominio del inglés es determinante para la competitividad.



En primer lugar, en el sector turismo, si bien se percibe la necesidad de la permanente preparación en la competencia de inglés del servidor turístico, con el propósito de brindar un servicio de calidad a los turistas internacionales que llegan a nuestro país, y además para promocionar al Perú como destino turístico en nuevos mercados objetivos, las acciones no responden a un plan ni se ejecutan mediante un trabajo articulado entre MINCETUR, PROMPERU y CENFOTUR.



Por su parte, PROMPERU ha contemplado, en su Plan de Desarrollo de Personas del 2015, la capacitación para el personal sobre el idioma inglés y ha establecido criterios para que el personal que labore en esta institución, dependiendo del cargo que ostentan, tengan conocimiento del idioma inglés. Si bien la formación que se imparte en el Sector, es de niveles básico e intermedio para la mayoría de colaboradores, un grupo reducido que requiere el nivel avanzado obtiene la preparación suficiente para alcanzar ese nivel. Estos cursos son generalmente impartidos por CENFOTUR.



De manera más especializada, y en el marco del Plan de Calidad Turística del Perú – CALTUR y a fin de mejorar la calidad de los servicios turísticos en los destinos priorizados por el Plan Estratégico Nacional de Turismo – PENTUR, MINCETUR con el apoyo de CENFOTUR, ejecuta programas educativos que incorporan el dominio de inglés como requisito. Es el caso del curso de negociaciones comerciales internacionales que utilizan material de estudio y trabajo obligatorio en inglés. MINCETUR también promueve convenios con otras instituciones de idiomas, como es el caso de Wall Street Institute, además de intercambios y pasantías.



A nivel regional también se organizan programas de enseñanza de inglés para propósitos específicos. En Huancavelica, por ejemplo, como parte de las acciones de desarrollo e innovación turística, se ofrecen cursos para los Policias de Turismo. En Paracas, se ofrecen cursos de inglés para el personal que trabaja en los Quiscos de comidas y bebidas.



Por su parte, en el sector de seguridad, con miras a dotar de personal de policía de calidad, que vele por la seguridad del turista extranjero, la Dirección Ejecutiva de Turismo incluye dentro del plan curricular de la Escuela de Turismo la enseñanza del idioma inglés.



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En segundo lugar, en lo que respecta a la formación en inglés orientado a la internacionalización del país, pese a que en la actualidad no existe un programa estructurado y con responsables desde los distintos sectores, se destacan algunas acciones que pudieran formar parte de lo que sería una estrategia de bilingüismo para este objetivo de interés nacional, las cuales resumimos a continuación:

- En lo que concierne al sector de Relaciones Exteriores, como parte del propósito del fortalecimiento institucional y de sus trabajadores en forma integral, se continuará implementando un programa formativo estratégico que incluya conocimientos y habilidades en otros idiomas, entre ellos el inglés, lo cual es permanentemente ponderado tanto para el ingreso de los postulantes a la Academia Diplomática como a lo largo del Plan de Carrera de los Funcionarios.
- Como parte de las estrategias de impulso al comercio, MINCETUR, en el Plan de Desarrollo de las Personas al Servicio de Estado PDP – 2015, se incorpora el curso de inglés dirigido a colaboradores de la Alta Dirección, así como diversos órganos de línea y apoyo, y se suscribe un convenio con PrivateTeacher International para el dictado del idioma inglés. Adicionalmente, con la finalidad de promover la cultura exportadora y dar a conocer a los jóvenes estudiantes de los últimos años de educación secundaria y jóvenes de los Centros Técnicos Productivos, el proceso de creación de una empresa y comercialización de productos a nivel internacional, MINCETUR, en el marco de algunos convenios establecidos con el Ministerio de Educación, desarrolló el texto educativo de comercio exterior, en el que se resalta la importancia que el uso del idioma inglés tiene para el comercio exterior efectivo.
- Es de común conocimiento que los avances científicos y tecnológicos se producen fundamentalmente en países cuya lengua materna o idioma comercial o utilizado como lengua franca es el inglés. Lo mismo ocurre con la gran mayoría de los cursos de especialización o actualización profesional que hoy se imparten en el idioma inglés, inclusive en países de habla hispana, alemana, italiana, entre otros. CONCYTEC, en este sentido, busca facilitar la investigación científica y tecnológica, con la comprensión del inglés, para incorporar los conocimientos, a lo que el país debe producir.

En relación con otros sectores en los que la formación de inglés cumple un papel relevante y al mismo tiempo contribuye, en forma indirecta a los propósitos de impulsar la competitividad del país a nivel internacional, cabe destacar:

- El sector de Transportes: En el campo de la aeronáutica civil la exigencia del idioma inglés hace que para el otorgamiento de las licencias de pilotos y tripulantes auxiliares se exija competencia de nivel (4) en el idioma inglés, modalidad que se emplea a nivel internacional en todas las administraciones de aeronáutica civil, por constituir una exigencia de la Organización de Aviación Civil Internacional (OACI), mantener un estándar de capacitación que asegure que para las operaciones, especialmente en aeropuertos internacionales se cuente con el nivel de inglés requerido. En el transporte acuático es un requisito el conocimiento básico del idioma inglés para



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reconocer a los Oficiales de Protección de Instalaciones Portuarias. Por ejemplo, en la interfaz buque-tierra es necesario que los prácticos, jefes de línea y Oficiales de Protección de Instalaciones Portuarias tengan manejo del idioma inglés. Si bien la Resolución de Acuerdo de Directorio de Práctico no exige que los capitanes dominen el idioma inglés, cuando intercambian información con un capitán de nave extranjero, pudieran requerirlo. De igual forma, la Unidad de Protección y Seguridad de la Autoridad Portuaria Nacional refiere que en las últimas auditorías que se han llevado a cabo han recomendado el uso de señalética en inglés en los terminales portuarios.

- En el sector de comunicaciones se percibe la necesidad del idioma para las reuniones y negociaciones con la cooperación internacional y con las empresas del sector, tanto como para acceder a la documentación técnica respecto de acuerdos, recomendaciones y similares de los servicios afines, lo que ha obligado a programar capacitaciones dentro de los planes de capacitación.
- En el sector de Defensa, la enseñanza del idioma inglés está presente en la malla curricular de las Fuerzas Armadas, tanto de las escuelas de formación técnico superior como universitaria y se desarrolla a lo largo de todo el proceso normativo, con 3 años para formación técnica superior y 5 años para la universitaria, y a partir del egreso, se contemplan acciones complementarias de profundización del idioma, todo lo cual es financiado por los institutos armados. Los niveles, por grado jerárquico son:

INSTITUCIÓN ARMADA	GRADO JERÁRQUICO	NIVEL EXIGIDO
Ejército, Marina de Guerra y Fuerza Aérea del Perú	Oficial	B2
	Suboficial	A2

La acreditación del nivel mínimo exigido, es un requisito para ser promovidos al grado inmediato superior, de acuerdo a la Resolución Ministerial Nro. 012-2014-DE/SG

Para cubrir la gran demanda que alcanza toda la institución, se han establecido convenios con Centros de Idiomas como CIVIME, organismo adscrito al Ejército del Perú y en el cual estudia personal técnico superior y universitario del Ejército del Perú. El Instituto Cultural Peruano Norteamericano (ICPNA) para técnicos y suboficiales de la Marina de Guerra del Perú y Fuerza Aérea del Perú; Universidad del Pacífico, para Oficiales de la Marina de Guerra del Perú, y la Católica para Oficiales de la Fuerza Aérea del Perú. La acreditación del nivel de inglés es demostrada con los resultados de los exámenes que los Institutos de Idioma implementan para los miembros de las Fuerzas Armadas.

- El sector de la seguridad nacional, tiene establecido en su plan curricular el dictado del idioma inglés como taller, con cuatro horas académicas semanales, durante el proceso de formación policial de diez semestres académicos de la Escuela de Oficiales de la PNP, de formación de primer nivel. Las demás Escuelas e Instituto del Régimen Educativo no cuentan en sus planes curriculares de estudios, con idioma inglés. Sin embargo, para el otorgamiento del grado académico de magister a cargo de la Escuela de



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Posgrado, se requiere, como un requisito, el idioma extranjero, de preferencia el inglés; dicho requisito es gestionado en forma particular por los Oficiales PNP, participantes de los programas de maestría.

- El sector de Trabajo y del Servicio Civil, si bien se organizan hoy en familias profesionales, con miras a atender a las demandas de formación de los sectores productivos y al servicio al ciudadano desde el sector público, al día de hoy no se cuenta con una definición del perfil del trabajador peruano, y de sus competencias transversales, dentro de las que se incluiría la competencia comunicativa del idioma inglés, y en tal sentido, no existe una planificación de acciones formativas desde el sector de trabajo ni en las entidades públicas. Si bien éstas pueden considerar el dominio del idioma inglés como un requisito en los perfiles de puestos que así lo requieran, la reforma del servicio civil no aborda el tema del idioma inglés de forma explícita como criterio para mejorar el desempeño del servidor público. No se cuenta con procesos de selección ni de evaluación estándar que acrediten el dominio del idioma en los procesos de contratación de personal. Las necesidades al día de hoy no han sido identificadas en un diagnóstico de los puestos que requieran dominar el idioma inglés que ayude a priorizar las necesidades institucionales y la evaluación de los servidores públicos en esos puestos, de forma que a través de la gestión de la capacitación y la gestión del rendimiento se les provea de oportunidades para lograr el nivel de dominio deseado. Sin embargo, la reforma ha permitido el desarrollo de instrumentos normativos y técnicos que permiten el aprendizaje de otro idioma. Así, la Ley del Servicio Civil establece que los servidores civiles de carrera que hayan sido calificados como personal de rendimiento distinguido en al menos dos de las cuatro últimas evaluaciones de desempeño en la carrera, podrán acceder a formación profesional que incluya de programas de idiomas destinados a complementar estudios previos que le permitan cumplir con los requisitos de dominio del idioma para la postulación a un programa de formación profesional en el extranjero.



### 3.3. Uso actual del idioma inglés en las distintas esferas nacionales

Existen iniciativas concretas orientadas a incentivar el uso adecuado del idioma inglés con estrategias comunicativas y de otra índole, en los distintos sectores, las cuales no están articuladas ni conforman un trabajo multidisciplinario con un objetivo común hacia lograr insertar al Perú de mejor forma en la economía global y hacerlo más competitivo.



Del análisis de lo que ocurre hoy en los distintos sectores en este campo, se desprenden algunos aspectos a tener en consideración para la elaboración de la presente Política "Inglés, puertas al mundo", con la identificación de las intervenciones requeridas y priorizadas.



Siendo turismo, el sector en el cual el uso eficiente del idioma inglés constituye una herramienta estratégica esencial para promocionar la oferta turística y seguir creciendo, las acciones orientadas a la satisfacción del turista extranjero exigen de un trabajo articulado entre Mincetur a través de Promperú y de las Oficinas Comerciales del Perú en el Exterior (OCEX), con la cadena comercial, y además, difundir la imagen de un país en el que todo el personal que brinda el servicio es bilingüe en inglés.



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Pese a que no hay cifras que puedan dar cuenta de la brecha actual existente, y si bien para la actividad turística, MINCETUR, exige a sus colaboradores un nivel intermedio y/o avanzada de dominio del idioma inglés dependiendo del puesto y/o funciones asignadas, el personal calificado que maneja el idioma inglés, aún no cumple las necesidades del sector, y las competencias no son suficientes como para asegurar la calidad y la cobertura de atención del mercado receptivo, del personal que tiene un trato directo con el turista, como es el caso de los guías de turismo, el personal operativo de hospedajes, restaurantes, y agencias de viajes del interior del país. Los miembros de zonas rurales inmersos en turismo rural comunitario, y los servidores de gobiernos regionales que laboran en las direcciones regionales de comercio exterior y turismo, también requieren fortalecer su competencia.

Sin embargo, hay iniciativas de mutua colaboración que cabe destacar, como el acuerdo con el Ministerio del Interior, para favorecer a la protección del turista extranjero que arriba al país. MINCETUR le hizo entrega del Centro de Control y Comunicaciones para la Policía de Turismo con el objetivo de fortalecer la protección a los turistas nacionales y extranjeros que se desplazan por el Corredor Turístico Preferencial -Aeropuerto-hospedajes-Aeropuerto.. También entregó el aplicativo Tourism Police Peru para teléfonos inteligentes y tabletas, herramienta informática que facilita a los extranjeros que transitan por el Corredor Turístico Preferencial, acceder, en caso de incidentes, al Centro de Control y Comunicaciones de la Policía de Turismo que opera las 24 horas con efectivos policiales bilingües. Actualmente existen siete Circuitos turísticos del Centro Histórico de Lima, que son explicados en inglés y español mediante un sistema de audio – guías. Se tiene programado continuar con este sistema en el interior del país para los siguientes años. CENFOTUR ha puesto en marcha, en conjunto con la Policía Nacional del Perú, el Programa de Atención al Cliente en inglés el cual se encuentra a nivel piloto, con la finalidad de atender al turista extranjero en forma bilingüe.

Siguiendo la lógica de ejes priorizados en la Agenda Nacional de Competitividad 2014-2018, y considerando que con la línea estratégica de la **internacionalización** se espera tener una gestión comercial eficiente y una oferta exportable diversificada, con mayor inversión extranjera, acceso a mercados más amplios, tecnología de punta y personal calificado que tenga un mayor poder adquisitivo, son necesarias políticas de largo aliento que identifiquen el uso adecuado del idioma inglés como herramienta indispensable para potenciar el logro de estos propósitos y que al mismo tiempo sirvan para fortalecer la imagen del Perú y las capacidades de gestión institucional.

En el ámbito de las relaciones internacionales, el Perú utiliza el inglés de manera fluida, como herramienta consustancial a su gestión tanto en el ámbito bilateral como en el multilateral, en el marco de una política exterior fortalecida como instrumento para su sólido posicionamiento en el escenario internacional. Este aporte desde el sector de Relaciones Exteriores se traduce, entre otros, en el logro de mayores facilidades de acceso a mercados para las exportaciones, asegura la satisfacción de las necesidades de los clientes en el ámbito internacional, facilita la elaboración y coordinación de agendas para delegaciones nacionales y extranjeras, la difusión de oportunidades de inversión en el Perú, y la realización de eventos para promocionar la imagen y la cultura del Perú en el extranjero, además de que profundiza la cooperación e integración con los distintos países.

Entre las acciones que se vienen implementando, figuran algunas en materia de comercio exterior, que buscan acceder mejor a mercados estratégicos. Como se está en constante interacción con autoridades, gremios y empresarios de países extranjeros, y dado que en estos espacios el uso del idioma inglés es muy frecuente, el staff de



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colaboradores de los órganos de línea, dependiendo del puesto y/o funciones asignadas utiliza un inglés técnico especializado según requerimientos de difusión de la oferta exportable y otros fines propios de la negociación en sí. Específicamente para acompañar a distintos grupos de potenciales exportadores, en las giras de negociaciones comerciales, tanto como a negociaciones bilaterales, el MINCETUR cuenta con un equipo de especialistas bilingües con nivel de inglés avanzado y especializado para tales funciones.

En el proceso denominado "Programa País" facilitado por OCDE, para analizar las brechas y formular recomendaciones, se propone, como una de sus estrategias, el desarrollo de habilidades de emprendimiento y negocios en los jóvenes más allá de la formación escolar técnica y de capacitación, con capacidades requeridas por el mercado laboral. Con este objetivo se debe mejorar la capacidad de los jóvenes en torno al uso efectivo del idioma inglés y cuán valorado sería, como signo de liderazgo, que el Perú sea un país referente en el ámbito internacional en este campo y alcance el bilingüismo en inglés al 2021.

Algunas acciones a destacar en distintos sectores, son, en primer lugar, la estrategia de promoción de la Marca Perú que conduce PROMPERU, que consiste en traducir al inglés todas las páginas y documentos para multiplicar el acceso de visitantes a la página y hacer conocer mejor el país en el mundo.

Desde relaciones exteriores cabe mencionar otra intervención innovadora, y que se ha denominado Diplomacia 2.0., que consiste en el aprovechamiento de las redes sociales, a través de las cuales, entre otros, se hace un recuento de las actividades llevadas a cabo y, adicionalmente, a través de nuestras Embajadas y Consulados se ofrece información de utilidad para extranjeros que deseen realizar consultas de cualquier índole acerca de nuestro país.

Cabe además mencionar que en el sector de Transportes, existe una normativa, de reciente emisión, que incorpora el concepto de señalización bilingüe en las señales informativas (en castellano e inglés, en ese orden) en los puntos notables de las vías que conforman el Sistema Nacional de Carreteras -SINAC, y que fue creada considerando que el inglés es utilizado de manera general en las señales de tránsito del mundo. La colocación de señalización bilingüe será progresiva y estará a cargo de Provias Nacional. En el año 2014, se ha iniciado la implementación de señalización bilingüe en inglés y español, en el Circuito Turístico del Cusco. El año 2015 se implementará en el tramo Cachimayo- Urubamba, tramo Urubamba-Pisac, y en la carretera Urubamba- Ollaytaytambo- Abra Málaga.

Asimismo, se propiciará que esta señalización bilingüe sea colocada en las carreteras de la Red Vial Departamental o Regional y en la Red Vial Vecinal o Local coordinando con los respectivos Gobiernos Regionales o Locales para su implementación. El MTC difundirá a nivel nacional la normativa correspondiente a señalización bilingüe a fin de que los responsables de la gestión vial tomen conocimiento y programen la aplicación progresiva en la respectiva Red Vial a su cargo.

En lo que respecta a los destinos turísticos culturales de nuestro patrimonio, y específicamente museos, en los cuales se está renovando la museografía, la información está disponible en inglés, aun cuando no todo destino cultural que está administrado por el Estado y a donde llegan turistas, necesariamente cuenta con señalización en inglés.



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En cuanto al transporte aéreo, por su naturaleza utiliza obligadamente el idioma inglés, y es, dentro de los siete idiomas oficiales de la Organización de Aviación Civil Internacional (OACI), el de mayor importancia porque casi la totalidad de la documentación técnica y de operaciones, como manuales de operación de mantenimiento, del fabricante, entre otros, se encuentra en idioma inglés. Asimismo, la Unidad de Protección y Seguridad de la Autoridad Portuaria Nacional en las últimas auditorías que se han llevado a cabo en Protección y Seguridad Portuaria, se ha recomendado el uso de señalética en inglés en los terminales portuarios.

En el sector de telecomunicaciones la terminología técnica está basada en el idioma inglés. Asimismo, se usa el idioma inglés para las reuniones y negociaciones con la cooperación internacional y con las empresas del sector y la página web del FITEL está traducida al inglés, al igual que todas las presentaciones de la promoción de proyectos FITEL. Finalmente, en el marco de mejorar la atención a los inversionistas existen procesos de promoción que se encargan a Proinversión para adjudicación de bandas del espectro radioeléctrico, que incluyen versiones en inglés de las bases, contratos, circulares y principales documentos.

En lo que respecta al uso del inglés en la esfera de la seguridad nacional y el resguardo de nuestra soberanía, éste se utiliza en diferentes actividades de inteligencia, para obtención y procesamiento de la información, estandarización de procedimientos, adiestramiento y operaciones en el exterior en materia de defensa, tanto como en materia de protección al extranjero que arriba al país para fines turísticos, de negocios u otros propósitos. Algunas de las principales actividades tienen que ver con la participación de las Fuerzas Armadas en actividades, acciones, operaciones y misiones de paz en el extranjero, en Estados Mayores de organismos internacionales como ONU, Junta Interamericana de Defensa (JID), observadores en misiones de paz en Haití, el Congo, Sudán, y otros; en la optimización de transferencia de tecnología en países extranjeros (Corea, Israel, etc.), agregadurías militares en países extranjeros, misiones de estudio e intercambio, como programas de becas al extranjero.

En el ámbito de la cultura e identidad nacional, si bien la interculturalidad, dentro del ordenamiento jurídico peruano, se asocia principalmente con la pluralidad y el diálogo entre las distintas culturas que nuestro país alberga, el concepto se interpreta en un sentido global cuando está asociada con la gama de oportunidades a las que pudieran tener acceso nuestros ciudadanos cuya lengua originaria es distinta al castellano, gracias al uso oportuno del idioma inglés. Diversos países, incluidos aquellos con sistemas políticos más cerrados, perciben la conveniencia del dominio y el uso de una lengua de uso mundial, como es el inglés, que les permitan comunicarse adecuadamente en espacios de intercambio más amplios, para así, además de conocer sobre más culturas, desenvolverse como ciudadanos con competencias socioculturales, frente a diversos contextos que trascienden al ámbito nacional.

#### 4. JUSTIFICACIÓN

A nivel internacional, el Foro de Cooperación Económica Asia Pacífico, APEC, al que Perú está suscrito, prioriza la Educación en Lenguas y Cultura desde el año 2004, con una serie de conferencias sobre Educación en Lenguas y Cultura. El año 2008, en la IV Reunión de Ministros de Educación, se estableció que la educación en lengua y cultura contribuye al logro del objetivo de desarrollar una fuerza laboral capaz de brindar oportunidades de empleo que la integración regional Asia Pacífico ofrece.



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La Política "Inglés, puertas al mundo", se explica a partir del análisis efectuado para identificar las razones por las que es necesario implementar políticas para la enseñanza, el aprendizaje y el uso de inglés. Se percibe que este idioma, entendido a nivel global como la lengua franca, puede ser una de las herramientas clave con las que se facilita el acceso a la diversidad de oportunidades académicas, laborales, profesionales, culturales, científicas y tecnológicas, entre otras, además de que potencia el capital humano y contribuye a afianzar la imagen del Perú, como un país que puede comunicarse en inglés, apuntando, así, a mejorar la calidad de vida de la población y a elevar la competitividad del país.

Como en el país no existe una estrategia nacional en relación al idioma inglés para estos propósitos, surge el interés por llevar a cabo una política nacional con propuestas, en primer lugar, en materia de enseñanza y aprendizaje en la educación básica, para que los estudiantes egresen de la secundaria con la competencia comunicativa de inglés acorde a estándares internacionales. En segundo lugar, a nivel de la educación superior, se justifica la política a fin de lograr que los estudiantes mejoren su nivel de inglés para acceder mejor a la información científica y tecnológica.

Se evidencia también la necesidad de políticas a nivel de los sectores estratégicos en los cuales el dominio del inglés es clave para la competitividad, empezando por el sector turismo, en el cual contar con más oferta turística bilingüe en inglés y de mejor calidad, contribuirá a colocar al Perú en mejor posición como destino turístico, cultural y patrimonial con información y señalización en inglés.

En lo que compete a la internacionalización del país, se torna evidente que, en materia de Relaciones Exteriores, para promover la presencia del Perú en los ámbitos bilateral y multilateral, comunicar nuestras acciones a través de nuestras Misiones Diplomáticas, así como para negociar y establecer convenios de distinta naturaleza, el idioma inglés es la lengua mediadora y esto justifica la necesidad de continuar una Política con estrategias en este ámbito.

Al igual que en el campo del comercio exterior, cuya eficiencia en cuanto a la gestión y el acceso a mercados más amplios puede favorecerse con el dominio del idioma inglés de sus actores y sus sedes comerciales a nivel mundial. La atracción de la inversión extranjera es otro de los propósitos para los cuales el uso efectivo del inglés puede ser estratégico.

El acceso a la innovación en ciencia y tecnología cuya información está mayoritariamente en inglés, puede facilitarse cuando se cuenta con la competencia comunicativa del inglés. Emprendedores que hoy se ven impedidos de ofrecer sus productos o servicios a nivel internacional, requerirían con programas para adquirir las habilidades en el idioma.

En materia de seguridad, por una parte, hacer conocer al Perú en el mundo por contar con un sistema de seguridad para el turista extranjero, con policías bilingües en inglés, es otro de los propósitos que justifica la elaboración de una Política nacional. Por la otra, en materia de seguridad nacional y resguardo de nuestra soberanía, se requieren estrategias para el uso de inglés en las diferentes actividades de Inteligencia, para obtención y procesamiento de la información, estandarización de procedimientos, adiestramiento y operaciones en el exterior con presencia, por ejemplo, en misiones de paz, de estudio e intercambio.



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En el sector de Transportes y comunicaciones la competencia en el idioma inglés para la aeronáutica civil, en tanto exigencia internacional vuelve inminente la necesidad de contar con políticas y programas que aseguren un nivel de inglés de todo el personal vinculado. En el sector de comunicaciones el idioma inglés, que es requerido para acceder a la documentación técnica y facilitar las negociaciones, obliga a pensar en acciones que promuevan el uso efectivo de esta lengua. Además el abastecimiento de conectividad para los distintos propósitos, el cual es competencia del sector, exige un tratamiento específico para lo que se refiere al acceso a la información que principalmente viene en inglés. Además, para la implementación de un sistema vial con señalización bilingüe en inglés se requiere de acciones y programación en este sentido.

Para establecer el nivel de competencia comunicativa del idioma inglés del trabajador peruano, tanto a nivel transversal, como requisito en los perfiles de puestos que requieran niveles más especializados de inglés, el sector de Trabajo requiere identificarlos y para ello necesitará contar con una normativa que viabilice el aprendizaje del idioma inglés dentro de programas de formación profesional.

**5. OBJETIVO GENERAL DE LA POLÍTICA "INGLÉS, PUERTAS AL MUNDO"**

El objetivo general de la Política "Inglés, puertas al mundo" es que los beneficiarios de la misma desarrollen las competencias comunicativas del idioma inglés, para ampliar su acceso a oportunidades educativas, científicas, tecnológicas y laborales, así como para contribuir a la formación de un capital humano más productivo, y a la inserción en mercados internacionales, con miras a fortalecer la competitividad del país a nivel internacional.

**6. EJES DE POLÍTICA, LINEAMIENTOS, OBJETIVOS ESPECÍFICOS Y ACCIONES ESTRATÉGICAS**

**6.1. EJE 1: ENSEÑANZA Y APRENDIZAJE DEL IDIOMA INGLÉS EN LA EDUCACIÓN BÁSICA**



ENSEÑANZA Y APRENDIZAJE DEL IDIOMA INGLÉS EN LA EDUCACIÓN BÁSICA	
LINEAMIENTO 01	Incentivar en los estudiantes de la educación básica la mejora del aprendizaje del idioma inglés, para ampliar su acceso a oportunidades académicas, culturales, sociales y laborales.
LINEAMIENTO 02	Fortalecer las capacidades del docente de inglés en la educación básica para el aprendizaje efectivo del referido idioma por parte de los estudiantes.
LINEAMIENTO 03	Fortalecer las capacidades de liderazgo pedagógico, gestión y monitoreo de las Instituciones Educativas, las Direcciones Regionales de Educación y las Unidades de Gestión Educativa Local, para la óptima enseñanza del idioma inglés en la educación básica pública.
LINEAMIENTO 04	Optimizar la calidad de los recursos e instrumentos educativos para la enseñanza y el aprendizaje del idioma inglés.



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**LINEAMIENTO 01:** Incentivar en los estudiantes de la educación básica la mejora del aprendizaje del idioma inglés, para ampliar su acceso a oportunidades académicas, culturales, sociales y laborales.

**Objetivo específico:**

**O.E.01.1.** Lograr que los egresados de la educación secundaria obtengan como mínimo un nivel de dominio de inglés B1, de acuerdo al Marco Común Europeo de Referencia para las Lenguas Modernas – MCER.

Acción Estratégica:	Responsable(s)
<b>Acción Estratégica 01.1.1.</b> Desarrollar modelos de enseñanza y aprendizaje del idioma inglés que permitan a los estudiantes de la educación secundaria en las instituciones educativas públicas alcanzar al menos el nivel de dominio del inglés B1 del MCER.	<b>MINEDU</b>

**Objetivo específico:**

**O.E.01.2.** Implementar mecanismos de reconocimiento para incentivar el aprendizaje y el uso del idioma inglés en los estudiantes de los distintos niveles educativos de la educación básica.

Acción Estratégica:	Responsable(s)
<b>Acción Estratégica 01.2.1.</b> Promover estímulos no pecuniarios para los estudiantes que demuestren un desempeño sobresaliente en el aprendizaje del idioma inglés, incluyendo becas, certificaciones, concursos y participación como representantes estudiantiles en eventos internacionales.	<b>MINEDU</b>

**LINEAMIENTO 02:** Fortalecer las capacidades del docente de inglés en la educación básica para el aprendizaje efectivo del referido idioma por parte de los estudiantes.

**Objetivo específico:**

**O.E.02.1.** Lograr que los docentes de inglés de la educación básica pública obtengan como mínimo un dominio de dicho idioma en el nivel C1 del Marco Común Europeo de Referencia para las Lenguas Modernas – MCER.

Acción Estratégica:	Responsable(s)
<b>Acción Estratégica 02.1.1</b> Ofrecer programas de formación y capacitación a los docentes de inglés de las instituciones educativas públicas que fortalezcan su dominio de dicho idioma.	<b>MINEDU</b>

**Objetivo específico:**

**O.E.02.2.** Mejorar las competencias necesarias para la enseñanza del inglés de los docentes responsables de enseñar dicho idioma en la educación básica pública.

Acciones Estratégicas:	Responsable(s)
<b>Acción Estratégica 02.2.1</b> Dotar a los docentes de inglés de las instituciones educativas públicas de programas de formación y capacitación de calidad que favorezcan su actualización y perfeccionamiento metodológico en la enseñanza de dicho idioma.	<b>MINEDU</b>
<b>Acción Estratégica 02.2.2</b> Dotar a los docentes de inglés de instituciones educativas públicas con los recursos pedagógicos y tecnológicos adecuados para enseñar inglés comunicativo a sus	<b>MINEDU</b>



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estudiantes, de manera efectiva.	
<b>Acción Estratégica 02.2.3</b> Identificar, reconocer y difundir las buenas prácticas del docente de inglés en la aplicación de las metodologías innovadoras, de acuerdo a lo previsto en la Ley de Reforma Magisterial.	<b>MINEDU</b>

**Objetivo específico:**

**O.E.02.3** Reducir la brecha existente de docentes de inglés para cubrir los requerimientos de horas de este idioma en las instituciones educativas públicas de la educación básica.

<b>Acción Estratégica:</b>	<b>Responsable(s)</b>
<b>Acción Estratégica 02.3.1</b> Establecer mecanismos para promover la incorporación de docentes de inglés al sistema educativo público.	<b>MINEDU</b>

**LINEAMIENTO 03:** Fortalecer las capacidades de liderazgo pedagógico, gestión y monitoreo de las Instituciones Educativas, las Direcciones Regionales de Educación y las Unidades de Gestión Educativa Local, para la óptima enseñanza del idioma inglés en la educación básica pública.



**Objetivo específico:**

**O.E.03.1.** Fomentar una cultura de liderazgo pedagógico y gestión por resultados de la enseñanza del idioma inglés en la educación básica pública.

<b>Acciones Estratégicas:</b>	<b>Responsable(s)</b>
<b>Acción Estratégica 03.1.1.</b> Formar la competencia básica del uso del idioma inglés en los directores, en su calidad de líderes pedagógicos que les permita promover alianzas para la mejora continua institucional.	<b>MINEDU</b>
<b>Acción Estratégica 03.1.2.</b> Establecer lineamientos de gestión para la eficaz implementación de los modelos de enseñanza y aprendizaje del idioma inglés.	<b>MINEDU</b>



**LINEAMIENTO 04:** Optimizar la calidad de los recursos e instrumentos educativos para la enseñanza y el aprendizaje del idioma inglés.

**Objetivo específico:**

**O.E.04.1** Contar con una nueva propuesta curricular para el aprendizaje del idioma inglés en la educación básica, pertinente según niveles y modalidades educativas.

<b>Acciones Estratégicas:</b>	<b>Responsable(s)</b>
<b>Acción Estratégica 04.1.1</b> Incluir en la propuesta curricular, el aprendizaje de inglés en la educación inicial, primaria y secundaria, con los lineamientos esenciales, enfoques metodológico-pedagógicos y cantidad de horas dedicadas al idioma inglés, acordes a cada nivel de la Educación Básica Regular.	<b>MINEDU</b>
<b>Acción Estratégica 04.1.2</b> Diseñar los componentes específicos de la enseñanza de inglés en los modelos educativos de Jornada Escolar Completa – JEC, Colegios de Alto Rendimiento – COAR y en la modalidad de Educación Básica Alternativa – EBA.	<b>MINEDU</b>



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<b>Acción Estratégica 04.1.3</b> Establecer lineamientos para el aprendizaje del idioma inglés en la Educación Intercultural Bilingüe y Rural, con criterios de pertinencia para las distintas modalidades, y articulada con las lenguas originarias.	<b>MINEDU</b>
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**Objetivo específico:**

**O.E.04.2.** Equipar ambientes físicos con estándares de calidad que faciliten el aprendizaje del idioma inglés en la educación básica en instituciones educativas públicas.

<b>Acciones Estratégicas:</b>	<b>Responsable(s)</b>
<b>Acción Estratégica 04.2.1.</b> Dotar a las instituciones educativas públicas con soluciones educativas virtuales que incluyan el software y otros componentes multimedia para la adquisición efectiva del inglés.	<b>MINEDU</b>
<b>Acción Estratégica 04.2.2.</b> Fortalecer la infraestructura tecnológica y de telecomunicaciones que facilite su acceso en las instituciones educativas públicas para la enseñanza del idioma inglés.	<b>MINEDU MTC</b>
<b>Acción Estratégica 04.2.3.</b> Establecer alianzas con instituciones públicas o privadas que promueven el inglés en la comunidad educativa.	<b>MINEDU</b>
<b>Acción Estratégica 04.2.4.</b> Establecer estándares mínimos de ratio estudiante/computador y de acceso a conectividad en las instituciones educativas públicas para aplicar los sistemas de aprendizaje del idioma inglés que trabajan en línea.	<b>MINEDU</b>

**6.2. EJE 2: ENSEÑANZA PARA EL PERFECCIONAMIENTO DEL IDIOMA INGLÉS EN LA EDUCACIÓN SUPERIOR**

<b>ENSEÑANZA PARA EL PERFECCIONAMIENTO DEL IDIOMA INGLÉS EN LA EDUCACIÓN SUPERIOR</b>	
<b>EJE 2</b>	<b>LINEAMIENTO 01</b> Promover el perfeccionamiento del nivel de dominio del idioma inglés en los estudiantes de educación superior de las universidades e institutos, escuelas, centros de capacitación, formación e investigación públicos de todo el país, a fin de mejorar su acceso a otras fuentes de conocimiento, investigación e innovación tecnológica, a la movilidad internacional académica, así como a oportunidades laborales.
	<b>LINEAMIENTO 02</b> Promover la mejora continua de la formación inicial docente, acorde a los marcos de referencia internacionales de idioma inglés y a los marcos de referencia de la formación inicial docente de la carrera de inglés.

**LINEAMIENTO 01:** Promover el perfeccionamiento del nivel de dominio del idioma inglés en los estudiantes de educación superior de las universidades e institutos, escuelas, centros de capacitación, formación e investigación públicos de todo el país, a fin de mejorar su acceso a otras fuentes de conocimiento, investigación e innovación tecnológica y a la movilidad internacional académica, así como a oportunidades laborales.



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**Objetivo Especifico:**

**O.E.01.1.** Lograr que los estudiantes de educación superior de las universidades e institutos, escuelas, centros de capacitación, formación e investigación públicos de todo el país desarrollen las competencias necesarias en el idioma inglés para adquirir, generar y transmitir mayor conocimiento, y accedan a mejores oportunidades de empleo calificado.



Acciones Estratégicas	Responsable(s)
<b>Acción Estratégica 01.1.1</b> Proponer mecanismos de fomento para la mejora del nivel de inglés adquirido por los estudiantes de pregrado de instituciones de educación superior públicas de todo el país.	<b>MINEDU</b>
<b>Acción Estratégica 01.1.2.</b> Establecer las medidas para que los estudiantes de institutos, escuelas, centros de capacitación, formación e investigación pertenecientes a otros sectores distintos al sector educación, egresen con el nivel mínimo A2 del MCER, según las características de la carrera y consideraciones de los programas de formación.	<b>MINDEF MININTER MINCETUR VIVIENDA</b>
<b>Acción Estratégica 01.1.3.</b> Promover mecanismos de cooperación interinstitucional entre entidades nacionales e internacionales y las Facultades de Educación de las universidades públicas y privadas de todo el país, así como Institutos Superiores Pedagógicos, para una formación con altos niveles de conocimiento del idioma inglés.	<b>MINEDU</b>

**Objetivo específico:**

**O.E.01.2.** Potenciar los conocimientos de los estudiantes de educación superior en instituciones públicas en el uso y dominio del idioma inglés de acuerdo a su rama de profesionalización.



Acciones Estratégicas	Responsable(s)
<b>Acción Estratégica 01.2.1</b> Incluir en la propuesta de Lineamientos Curriculares de la Educación Superior Tecnológica, como requisito de titulación para el nivel profesional técnico y el nivel profesional, la acreditación de la competencia del inglés en el nivel mínimo de A1 del MCER.	<b>MINEDU</b>
<b>Acción Estratégica 01.2.2.</b> Incorporar el aprendizaje de inglés en la malla curricular, según las características de la carrera, el nivel formativo y consideraciones de los Institutos de Educación Superior.	<b>MINEDU</b>



**LINEAMIENTO 02:** Promover la mejora continua de la formación inicial docente, acorde a los marcos de referencia internacionales de idioma inglés y a los marcos de referencia de la formación inicial docente de la carrera de inglés.

**Objetivo específico:**

**O.E. 02.1.** Disponer de un nuevo diseño curricular y renovar la carrera profesional del docente en la especialidad de inglés acorde a los marcos de referencia internacional, con un plan de estudios renovado que asegure la calidad del egresado.



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Acciones Estratégicas	Responsable(s)
<b>Acción Estratégica 02.1.1.</b> Elaborar los estándares académicos para la carrera profesional del docente especializado en inglés, con el apoyo de las Facultades de Educación que mantienen lazos de cooperación interinstitucional con el Ministerio de Educación.	<b>MINEDU</b>
<b>Acción Estratégica 02.1.2.</b> Establecer y difundir los estándares académicos para la renovación de la carrera profesional del docente especializado en inglés.	<b>MINEDU</b>
<b>Acción Estratégica 02.1.3.</b> Definir los estándares de ingreso y de egreso de los estudiantes de formación inicial docente en la especialidad de inglés.	<b>MINEDU</b>
<b>Acción Estratégica 02.1.4.</b> Propiciar la asesoría de instituciones especializadas en el diseño curricular de la carrera profesional docente en la especialidad de inglés.	<b>MINEDU</b>
<b>Acción Estratégica 02.1.5.</b> Propiciar la difusión de la carrera docente en la comunidad educativa, para atraer más candidatos a que estudien la carrera docente, en la especialidad de inglés.	<b>MINEDU</b>
<b>Acción Estratégica 02.1.6.</b> Promover el fortalecimiento de la práctica profesional en la formación inicial docente, a través de la asistencia técnica a instituciones formadoras.	<b>MINEDU</b>

**Objetivo específico:**

**O.E. 02.2.** Fortalecer las competencias de los docentes formadores de la especialidad inglés.

Acción Estratégica	Responsable(s)
<b>Acción Estratégica 02.2.1</b> Implementar programas de capacitación para elevar el nivel de inglés de los docentes formadores y la metodología de enseñanza.	<b>MINEDU</b>

**6.3. EJE 3: APRENDIZAJE DEL IDIOMA INGLÉS PARA EL TRABAJO**

APRENDIZAJE DEL IDIOMA INGLÉS PARA EL TRABAJO	
<b>EJE 3</b>	<b>LINEAMIENTO 01</b> Fomentar el aprendizaje del idioma inglés en los trabajadores de las organizaciones, para desarrollar el capital humano con capacidades articuladas al mercado de trabajo, y ciudadanos con mayores y mejores oportunidades dentro y fuera del país.
	<b>LINEAMIENTO 02</b> Promover en los procesos de normalización de competencias laborales, la identificación del idioma inglés como competencia transversal dentro de los perfiles ocupacionales, acorde a los requerimientos del mercado de trabajo, según familias productivas y sectores estratégicos, y específicamente para el Servidor Civil, en el marco de la reforma del Servicio Civil, en función de los niveles de Carrera o Complementarios, según las familias de puestos y roles.



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<b>LINEAMIENTO 03</b>	Fortalecer las capacidades del personal en aquellos sectores en los que el uso del idioma inglés sea estratégico para el desarrollo de sus funciones.
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**LINEAMIENTO 01:** Fomentar el aprendizaje del idioma inglés en los trabajadores y en las organizaciones, para desarrollar el capital humano con capacidades articuladas al mercado de trabajo, y ciudadanos con mayores y mejores oportunidades dentro y fuera del país.

**Objetivo específico:**

**O.E.01.1** Lograr que se conozcan los beneficios que tiene aprender inglés en la vida actual para acceder a diversas oportunidades, comunicarnos y hacer conocer mejor a nuestro país.

Acciones Estratégicas	Responsable(s)
<b>Acción Estratégica 01.1.1.</b> Difundir, a través de distintas campañas, la importancia de aprender el idioma inglés.	<b>PCM Sectores involucrados</b>

**Objetivo específico**

**O.E.01.2.** Profesionales interesados en la investigación científica, tecnológica y de innovación, accedan con facilidad a la información relacionada con los avances en estas materias, como partícipes de una economía global basada en el conocimiento.

Acciones Estratégicas	Responsable(s)
<b>Acción Estratégica 01.2.1.</b> Fomentar programas de formación en inglés en alianza con las entidades vinculadas con la ciencia, la tecnología y la innovación.	<b>PCM – CONCYTEC MINEDU</b>

**LINEAMIENTO 02:** Promover en los procesos de normalización de competencias laborales, la identificación del idioma inglés como competencia transversal dentro de los perfiles ocupacionales, acorde a los requerimientos del mercado de trabajo, según familias productivas y sectores estratégicos, y específicamente para el Servidor Civil, en el marco de la reforma del Servicio Civil, en función de los niveles de Carrera o Complementarios, según las familias de puestos y roles.

**Objetivo Específico:**

**O.E.02.1:** Fortalecer las competencias laborales de los trabajadores con el dominio del idioma inglés, como competencia clave y según los requerimientos del mercado de trabajo vinculados a una familia productiva.

Acciones Estratégicas	Responsable(s)
<b>Acción Estratégica 02.1.1.</b> Diseñar el mapa de requerimiento de la competencia clave del idioma inglés de los trabajadores en el mercado de trabajo, sobre la base de estándares de acuerdo al nivel de competencia, según la actividad económica.	<b>MINTRA</b>
<b>Acción Estratégica 02.1.2.</b> Promover acciones para que el personal de las distintas ramas de actividades productivas, y del servicio civil, que aspira a realizar programas de especialización o actualización en sus actividades profesionales, puedan	<b>MINTRA PRODUCE PCM-SERVIR</b>



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alcanzar el nivel de inglés requerido para acceder a dichos programas.	
<b>Acción Estratégica 02.1.3.</b> Establecer alianzas público privadas para ofrecer programas de enseñanza de inglés para los trabajadores y sus familias, con facilidades y/o condiciones preferenciales.	<b>MINTRA PRODUCE MEF-CNC</b>
<b>Acción Estratégica 02.1.4.</b> Incluir en el Plan de Desarrollo de Personas, los requerimientos de inglés identificados según las distintas funciones del servidor público.	<b>PCM-SERVIR</b>
<b>Acción Estratégica 02.1.5.</b> Ofrecer opciones de formación profesional del idioma inglés, para lograr la profesionalización del servicio civil, y que faciliten el cumplimiento de los requisitos de postulación a programas de maestría y doctorado, en especial de los servidores con rendimiento distinguido.	<b>PCM-SERVIR</b>

**LINEAMIENTO 03:** Fortalecer las capacidades del personal en aquellos sectores en los que el uso del idioma inglés sea estratégico para el desarrollo de sus funciones

**Objetivo Específico:**

**O.E.03.1.** Lograr que todos los trabajadores involucrados en sectores en los que el dominio de inglés es estratégico para el país tengan un adecuado nivel de conocimiento y uso del idioma.



Acciones Estratégicas:	Responsable(s)
<b>Acción Estratégica 03.1.1.</b> Diseñar y aplicar, conjuntamente con los gremios del sector privado, y en coordinación con los centros de formación especializados en la rama de turismo, un programa de capacitación de inglés para el personal que brinda servicio turístico.	<b>MINCETUR</b>
<b>Acción Estratégica 03.1.2.</b> Elevar el nivel del inglés del personal de las áreas estratégicas orientadas al comercio exterior, incluyendo el desarrollo y facilitación del comercio.	<b>MINCETUR</b>
<b>Acción Estratégica 03.1.3</b> Adoptar acciones y medidas que fortalezcan las capacidades en el dominio del idioma inglés de los aspirantes al servicio diplomático de la República y del personal del Ministerio de Relaciones Exteriores.	<b>RR.EE.</b>

**Objetivo Específico:**

**O.E.03.2.** Desarrollar la competencia técnica del idioma inglés para el cumplimiento de funciones y actividades específicas, como transporte, comunicaciones, seguridad, defensa y otros, considerando los materiales y aplicaciones que se utilizan.



Acciones Estratégicas:	Responsable(s)
<b>Acción Estratégica 03.2.1</b> Exigir que el personal que presta servicios en Aviación Civil, cumpla el requisito del idioma inglés, en concordancia con los estándares regidos por la OACI.	<b>MTC</b>
<b>Acción Estratégica 03.2.2.</b> Formar en idioma inglés a los Oficiales de Protección de las Instalaciones Portuarias (OPIPs).	<b>MTC</b>
<b>Acción Estratégica 03.2.3.</b> Capacitar al personal directivo y técnico del sector de transportes y comunicaciones, en el inglés técnico aplicable a negociaciones con la cooperación internacional, empresas del sector y para investigación sobre	<b>MTC</b>



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servicios logísticos y nuevas modalidades de inversión.	
<b>Acción Estratégica 03.2.4.</b> Capacitar al personal directivo y técnico – profesional del sector de transportes y comunicaciones, a fin de que accedan con mayor eficiencia a la normatividad técnico legal internacional, las distintas tendencias y avances en tecnologías y en materia de comunicaciones, así como al intercambio de información para fines de evaluación técnica y otros vinculados con dicho sector.	MTC
<b>Acción Estratégica 03.2.5</b> Potenciar las capacidades del personal militar y policial en el idioma inglés para el cumplimiento de las misiones asociadas a la seguridad y defensa nacional, acorde con estándares internacionales.	MINDEF MININTER PCM – DINI

**6.4. EJE 4: USO DEL IDIOMA INGLÉS PARA LA COMPETITIVIDAD**

USO DEL IDIOMA INGLÉS PARA LA COMPETITIVIDAD	
<b>LINEAMIENTO 01</b>	Establecer las regulaciones de información y señalización para el uso de infraestructura de uso público en inglés que facilite al extranjero su estancia en el país para fines turísticos, profesionales, de negocios u otros propósitos.
<b>LINEAMIENTO 02</b>	Impulsar la calidad del servicio turístico con el uso efectivo del inglés dentro de los destinos turísticos y culturales, difundiendo la imagen del Perú en las distintas esferas sociales, culturales, económicas y políticas, como un país que se puede comunicarse en inglés.
<b>LINEAMIENTO 03</b>	Impulsar la productividad y competitividad de las empresas, utilizando el idioma inglés como herramienta para el intercambio de información y de mejores prácticas en el uso de tecnologías que aceleren los procesos de innovación y desarrollo.
<b>LINEAMIENTO 04</b>	Facilitar las oportunidades de exportación de bienes y servicios, cuyas fuentes de información y mecanismos de promoción se gestionan en inglés.
<b>LINEAMIENTO 05</b>	Facilitar el acceso al desarrollo científico y tecnológico del mundo globalizado, con el uso del inglés, en áreas claves de interés nacional.



**LINEAMIENTO 01:** Establecer las regulaciones de información y señalización para el uso de infraestructura de uso público en inglés que facilite al extranjero su estancia en el país para fines turísticos, profesionales, de negocios u otros propósitos.

**Objetivo Específico:**

**O.E.01.1** Implementar un sistema de señalización y de información bilingüe que sirva a todos y cada uno de los sistemas de transporte nacional.

Acciones Estratégicas	Responsable(s)
<b>Acción Estratégica 01.1.1</b> Crear un sistema de señalización terrestre bilingüe que cubra los puntos notables de la totalidad de las carreteras de la Red Vial Nacional, bajo una programación progresiva, incluyendo los circuitos turísticos.	MTC MINCETUR
<b>Acción Estratégica 01.1.2.</b> Crear un sistema de señalización	MTC



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operativa y de seguridad bilingüe para el transporte acuático, que cubra todos los terminales portuarios de uso público y uso privado, con información relevante de los aspectos de seguridad de dichos terminales, mediante dípticos y otros instrumentos de difusión.	
<b>Acción Estratégica 01.1.3.</b> Gestionar la señalización con información bilingüe en los terminales portuarios y aeroportuarios de uso público y privado.	<b>MTC</b>

**LINEAMIENTO 02:** Impulsar la calidad del servicio turístico con el uso efectivo del inglés dentro de los destinos turísticos y culturales, difundiendo la imagen del Perú en las distintas esferas sociales, culturales, económicas y políticas, como un país que puede comunicarse en inglés.

**Objetivo específico**

O.E. 02.1. Hacer conocer internacionalmente al Perú como un país que puede comunicarse en inglés.

Acción Estratégica	Responsable(s)
<b>Acción Estratégica 02.1.1.</b> Difundir y amplificar dentro de las plataformas digitales de PromPerú las acciones realizadas con el propósito nacional Perú País Bilingüe en Inglés.	<b>MINCETUR</b>



**Objetivo específico**

O.E. 02.2. Resaltar la imagen del Perú por brindar un servicio turístico bilingüe en inglés.

Acción Estratégica	Responsable(s)
<b>Acción Estratégica 02.2.1.</b> Desarrollar un sistema de información y señalización bilingüe en inglés en los principales destinos turísticos y culturales de nuestro patrimonio a nivel nacional.	<b>MINCETUR</b>



**LINEAMIENTO 03:** Impulsar la productividad y competitividad de las empresas, utilizando el idioma inglés como herramienta para el intercambio de información y de mejores prácticas en el uso de tecnologías que aceleren los procesos de innovación y desarrollo.

**Objetivo específico**

O.E. 03.1: Favorecer el contacto de empresarios peruanos con nuevas tecnologías eco-eficientes, alternativas, amigables con el medio ambiente, entre otros.

Acciones Estratégicas	Responsable(s)
<b>Acción Estratégica 03.1.1:</b> Fomentar la publicación de material informativo especializado y actualizado en idioma inglés, con mecanismos que faciliten su comprensión.	<b>MEF-CNC</b> <b>MINAM</b>



**Lineamiento 04:** Facilitar las oportunidades de exportación de bienes y servicios, cuyas fuentes de información y mecanismos de promoción se gestionan en inglés.



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**Objetivo específico**

O.E. 04.1 Atraer a la inversión extranjera mediante la difusión de las estrategias nacionales en materia de atención bilingüe en inglés a los inversionistas, para impulsar la competitividad del Perú y su desarrollo sostenible.

Acciones Estratégicas	Responsable(s)
<b>Acción Estratégica 04.1.1</b> Crear mecanismos de comunicación bilingüe para promover la atención a los inversionistas, incluyendo la publicación en la página web de documentos de presentación de procedimientos administrativos, difusión de avances y normas referidas a los sectores estratégicos.	MINCETUR RR.EE. MEF-CNC
<b>Acción Estratégica 04.1.2</b> Desarrollar versiones en inglés de todas las páginas web oficiales del país, y de la documentación que sirva de base a la toma de decisiones de los inversionistas que pudieran interesarse en realizar actividades en el país.	PCM Sectores Involucrados

**Objetivo específico**

O.E. 04.2. Potenciar la capacidad de negociación comercial mediante el dominio del inglés técnico.



Acciones Estratégicas	Responsable(s)
<b>Acción Estratégica 04.2.1:</b> Promover las capacidades de las empresas para negociaciones y contactos con compradores internacionales, imagen corporativa y otros.	MINCETUR MEF-CNC
<b>Acción Estratégica 04.2.2:</b> Promover la difusión de estudios de mercado, información comercial actualizada, información técnica de los productos exportables en inglés.	RREE MINCETUR



**Objetivo específico:**

O.E. 04.3 Brindar servicios de información en inglés sobre temas económicos, comerciales y servicios consulares.



Acción Estratégica	Responsable(s)
<b>Acción Estratégica 04.3.1.</b> Aprovechar las redes sociales virtuales para difundir en idioma inglés, la información de utilidad para los agentes económicos interesados en el comercio e inversiones con el Perú.	RR.EE. PCM

**LINEAMIENTO 05:** Facilitar el acceso al desarrollo científico y tecnológico del mundo globalizado, con el uso del inglés, en áreas claves de interés nacional.



**Objetivo específico:**

O.E. 05.1. Facilitar el intercambio de profesionales peruanos con sus pares extranjeros.



Acciones Estratégicas	Responsable(s)
<b>Acción Estratégica 05.1.1.</b> Propiciar la participación en eventos internacionales en materia de desarrollo científico de personal con dominio en inglés técnico requerido en esta temática.	MINDEF MININTER MINCETUR RR.EE.
<b>Acción Estratégica 05.1.2:</b> Organizar la participación de empresas peruanas en misiones científicas y tecnológicas en el exterior, apoyados por guías especializados en el inglés	PCM-CONCYTEC



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técnico de ciencia y tecnología.	
<b>Acción Estratégica 05.1.3:</b> Incentivar la elaboración de publicaciones sobre investigaciones y otro tipo de documentos en inglés en temas que así lo requieran.	<b>PCM-CONCYTEC Sectores Involucrados</b>



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## Document 8. GFK SURVEYS



### Perú: ¿país de bilingües?

En GfK Perú quisimos saber cuánta gente habla otro idioma además del español, no importa si es un conocimiento a nivel básico. Teníamos la curiosidad de averiguar cuáles eran estos para poder identificar perfiles asociados a los hablantes de dichas lenguas. El resultado ha sido revelador: casi tres cuartas partes habla solo castellano, no maneja ningún otro idioma.

En un contexto el que se difunde constantemente la importancia de saber inglés por ser "el idioma que habla el mundo", nos damos con la sorpresa de que solo el 8% de los encuestados se declara conocedor de este idioma, siendo la tercera lengua más hablada en el país. La mitad de los angloparlantes (gente que habla inglés) vive en Lima, 80% se encuentra en los niveles A/B/C y 28% de ellos tiene menos de 25 años. Se trata pues de un perfil similar al del usuario de Internet (que son muchos más), que vive el fenómeno de la globalización en su cotidianeidad.

Probablemente ese 8% sea mayor si se considera que muchos subestiman su nivel de fluidez al hablarlo. Aquí entran las personas que pueden entenderlo (gente altamente familiarizada con películas y series subtituladas, Smartphones, etc.), pero que básicamente le dan un uso muy práctico a este idioma. Solo recurren a él en situaciones concretas.

Por otro lado, cabe destacar que el honroso segundo lugar lo ocupa nuestro peruanísimo quechua con un 18% de gente que lo domina, cifra que más que duplica a las personas que hablan inglés. ¿Quiénes son estos quechuahablantes? Mayormente gente del interior del país (64% son de las zonas Centro y Sur), residentes en el ámbito rural (46%), personas de niveles socioeconómicos bajos (NSE D/E es un 82%) y, por lo general, gente ya en la adultez (66% son personas de 40 a más años). Se destaca que el quechua siga vigente a pesar de que no se le suele dar la misma importancia que al inglés. Que el que habla inglés sea predominantemente joven y el quechuahablante adulto es un tema que llama a la reflexión sobre el destino de estas segundas lenguas.

Laura Amaya

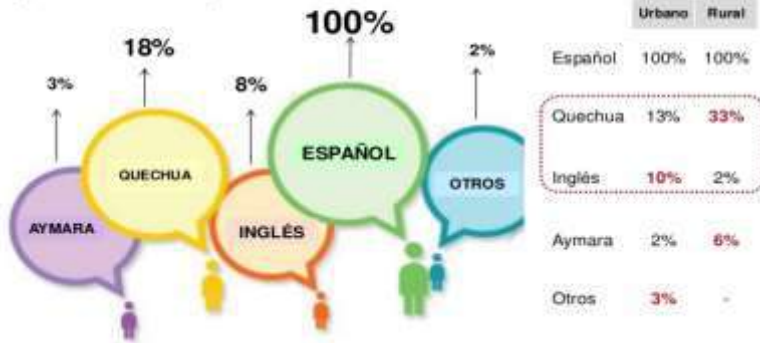
© GfK 2015 | Septiembre

El segundo idioma más hablado por los encuestados es el **quechua** (18%), seguido por el **inglés** (9%).

En el ámbito urbano la diferencia entre ambos idiomas es de solo 3 puntos

¿Qué idiomas habla usted?

No importa si es en un nivel básico, intermedio o avanzado.  
(ESPONTÁNEA- MÚLTIPLE)



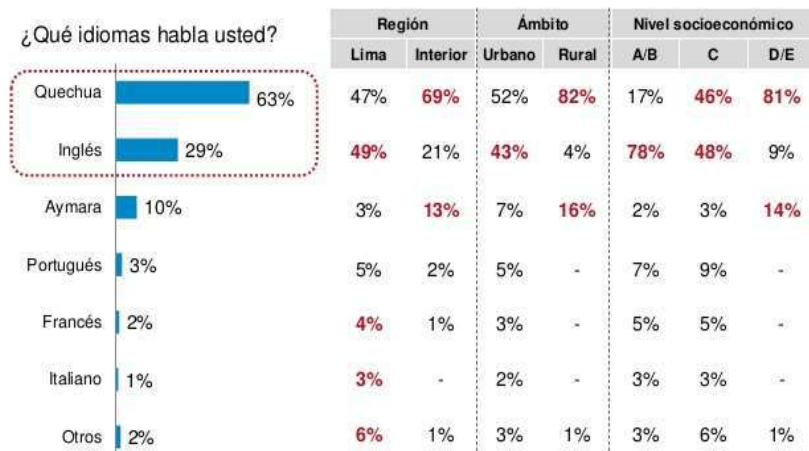
Base septiembre 2015; (100%) Total de entrevistados - Nacional urbano rural (100%)

## SOLO ENTRE QUIENES HABLAN MÁS DE UN IDIOMA, ADEMÁS DEL ESPAÑOL



El quechua y el inglés son los idiomas más hablados entre los bilingües. El primero mayormente se utiliza en el interior y en los niveles socioeconómicos bajos, a diferencia del inglés que es más común en niveles altos y en la capital del país.

¿Qué idiomas habla usted?



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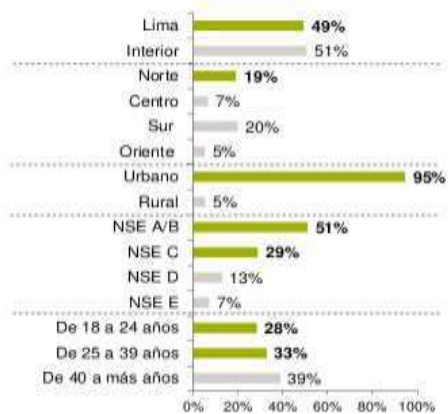
Base septiembre 2015: (100%) Total de entrevistados que hablan dos o más idiomas (371)

## Perfil del angloparlante (suma 100% en vertical\*)

Mayor concentración de gente que habla inglés en Lima y en los niveles socioeconómicos A/B/C



¿Quiénes hablan inglés?



A diferencia del quechua, el **inglés** es un idioma más relacionado a la **juventud** (62% de quienes lo hablan tienen menos de 40 años de edad)



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Base: septiembre 2015: Total de entrevistados que hablan inglés (108)  
\* En algunos casos puede no sumar 100% por efectos de redondeo



<b>Objetivo</b>	Conocer la opinión, comportamiento y hábitos de los peruanos frente a a diversos temas políticos, sociales, económicos, culturales y su opinión frente a la situación gubernamental.												
<b>Universo del estudio</b>	Población total de hombres y mujeres de 18 años a más de todos los niveles socioeconómicos del Perú (21,118,021 hab.).												
<b>Población, muestra y margen de error</b>	Cantidad de encuestas: 1,305. Solo Lima: 435. Lima y Callao: 482. Interior: 823. Nivel de inferencia: Total Nacional Urbano rural / Resto Urbano rural												
<b>Zonas parte del estudio/ puntos de muestreo</b>	<table border="1"> <thead> <tr> <th>Zonas</th> <th>Ciudades</th> </tr> </thead> <tbody> <tr> <td>Lima</td> <td>Lima Metropolitana</td> </tr> <tr> <td>Norte</td> <td>Costa Norte: Trujillo, Chiclayo, Lambayeque, Piura, Sullana y Chimbote. Sierra Norte: Cajamarca y Huaraz</td> </tr> <tr> <td>Centro</td> <td>Sierra Centro: Huancayo, Huánuco y Cerro de Pasco. Costa Centro: Huaral y Cañete</td> </tr> <tr> <td>Sur</td> <td>Sierra Sur: Arequipa, Cusco, Jullaca, Puno y Ayacucho . Costa Sur: Ica y Tarma</td> </tr> <tr> <td>Oriente</td> <td>Iquitos, Pucallpa y Tarapoto</td> </tr> </tbody> </table>	Zonas	Ciudades	Lima	Lima Metropolitana	Norte	Costa Norte: Trujillo, Chiclayo, Lambayeque, Piura, Sullana y Chimbote. Sierra Norte: Cajamarca y Huaraz	Centro	Sierra Centro: Huancayo, Huánuco y Cerro de Pasco. Costa Centro: Huaral y Cañete	Sur	Sierra Sur: Arequipa, Cusco, Jullaca, Puno y Ayacucho . Costa Sur: Ica y Tarma	Oriente	Iquitos, Pucallpa y Tarapoto
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Oriente	Iquitos, Pucallpa y Tarapoto												
<b>Tipo de muestreo</b>	El tipo de muestreo que se utilizó fue semiprobabilístico polietápico.												
<b>Fecha de campo</b>	Del 19 al 23 de septiembre de 2015												

## **PART IV: WORKSHOP**

### **First Part**

#### **WORKSHOP IN QUESTIONING STRATEGIES TO DEVELOP CRITICAL THINKING IN THE ENGLISH CLASS**

##### **CHECK IT OUT**

#### **TRAINING WORKSHOP IN QUESTIONING TECHNIQUES ORIENTED TO ENGLISH TEACHERS**

##### **Introduction**

###### **Purpose of the workshop**

The aim of this workshop is to offer Peruvian teachers of English the possibility to meditate on the quality of their students' performance compared to what is expected from them in the globalized world of the 21st century.

Through this meditation, we will be able to find the roots of specific problems and to be instructed on the main topics that will enable us to design action plans to overcome the deficiencies detected.

The key issues are related to raising levels of critical thinking and English through the use of questioning techniques.

Opening words

Welcome to the present workshop '**TRAINING WORKSHOP IN QUESTIONING TECHNIQUES ORIENTED TO TEACHERS OF ENGLISH**' that aims to help teachers improve some aspects of their teaching practice required for the education of the 21st century that consider The development of critical thinking and stimulate the learning of English.

The present workshop lasts 20 hours. It is offered in the modality of blended learning. It is divided into three parts:

First part: 8 hours; Second part: 6 hours; third part: 6 hours

1st- **CHECK IT OUT** (knowledge - Understanding): 3 hours face to face; 5 hours online (through the Edmodo platform)

2nd- **FIGURE IT OUT** (Apply- Analyze 6 hours online mode (through the Edmodo platform)

3rd-**TRY IT OUT** (Evaluate- Create): 4 hours application in class .2 hours online (through the Edmodo platform) and 2 hours face to face: evaluation of results and closing.

Key Concepts:

**Globalization; Education in the 21<sup>st</sup> Century; Critical thinking; The Role of English; Bloom's Taxonomy; Questioning Globalization**

It is complex to define this concept as it has many angles from where it can be described. Below there are two definitions taken from different dictionaries:

**Definition:** becoming universal (Babylon English dictionary)

**Globalization** (or **globalisation**) 'Is the process of international integration arising from the interchange of world views, products, ideas and other aspects of culture. Advances in transportation and telecommunications infrastructure, including the rise of the telegraph and its posterity the internet, are major factors in globalization, generating further interdependence of economic and cultural activities.'

[Https://en.Wikipedia.Org/wiki/globalization](https://en.Wikipedia.Org/wiki/globalization)

### **Globalization**

The 21<sup>st</sup> century brings many changes to the modern world; they are evident in many aspects of our daily lives, in the workplace, or in the way, our society functions nowadays.

As this phenomenon has a universal condition, it affects everybody no matter the age, sex, religion or occupation one may have. Because of this, people have to be flexible and need to develop the capacity to adapt without complications to changes.

Changes turn to be a synonym of challenges as there is also the requirement to develop the necessary skills that will let us manage the challenging situations life brings in a successful way.

Globalization has a great impact on varied aspects such as the economy, **education**, technology and communications as well as world development among others. As these aspects are linked, they need each other to grow and succeed. Education turns to be a critical topic to move

forward in the age of knowledge, and it makes the difference in this competitive society.

### **Education in the 21st century**

It is clear that the society has experimented many drastic changes that have influenced the way we live now but these changes are not so evident in education.

There is a necessity to face the present world's demands, and that implies saying good-bye to traditional practices that respond to outdated economic models.

Updated education of high quality will be the key to success in a changing world. To be part of the workforce and to keep a job, it is essential to become efficient and productive.

The situation described demands immediate improvement of the quality of teaching that consequently will be reflected in the quality of the school or university graduates. To increase the quality of education, it will be necessary to:

- Redesign traditional curriculums and assessment
- Include world issues
- Work on understanding them
- Integrate school members and the community

**New Teachers' Role:** teach with a global perspective in mind

Manage information to:

- Encourage students to obtain, select and transform information into wisdom
- Raise interest in the material presented and link it to real world issues
- Keep students' curiosity at high levels that will foster motivation
- Develop basic life competencies
- Develop critical thinking and problem-solving skills
- Develop skills necessary to succeed in the 21st century that include:
- 4Cs (critical thinking, cooperation, communication, and creativity) and ICT (information and communication technology)

**Literacies of the 21<sup>st</sup> century:**

- Global awareness;
- Civic, health and environmental literacy;
- Financial, economic, business and entrepreneurial literacy)
- Values
- Promote research on relevant topics

**Learning processes - promote:**

- Student centered classes; even participation and free communication and interaction;
- Experiential; inquiry based; cooperative learning modes
- Allow critical literacy

**New Teacher's role****Other responsibilities:**

- Set goals
- Organize learning
- Assessment
- Facilitate (help things happen in the learning process)
- Develop skills
- Learn to learn; 4cs

**Involve**

- School members
- Parents
- Community

**Develop knowledge:**

- Content knowledge (subject matter)
- Pedagogic content ( adapt content )
- General pedagogic knowledge (classroom management)
- Process knowledge (learning skills, observation skills)
- Curricular + contextual knowledge (content of teaching) plus cooperation and flexibility...

The result of a revamped education system will be capable of fighting inequity, poverty and will help the growth of communities

## Comparing Education in the Past vs. Education in the 21<sup>st</sup> Century

PAST	NOWADAYS
<ul style="list-style-type: none"> <li>– Students learned from the teacher</li> <li>– The teacher adopted a lecturer style of teaching</li> <li>– Most of the information was found in books</li> <li>– Learning/teaching activity took place in the classroom</li> <li>– The teacher was the authority in class.</li> <li>– <b>Roles</b></li> <li>– Leader</li> <li>– educator</li> </ul>	<ul style="list-style-type: none"> <li>– Students learn from varied sources:</li> <li>– Teacher</li> <li>– Other Students</li> <li>– Media;</li> <li>– Internet</li> <li>– Inquiry: An approach to teaching and learning</li> <li>– Helps to explore, do research, link knowledge to the real world, etc.</li> <li>– Nowadays both teacher and students are learning how to use the internet and have it as a tool to help to learn.</li> <li>– Students are digital natives</li> <li>– Teacher are mostly digital immigrants</li> <li>– This distinction also represents the challenges education brings for teachers who have to use ICT tools to teach, while on the other side, students really want them to be an essential element of their education.</li> </ul>

### What do students need?

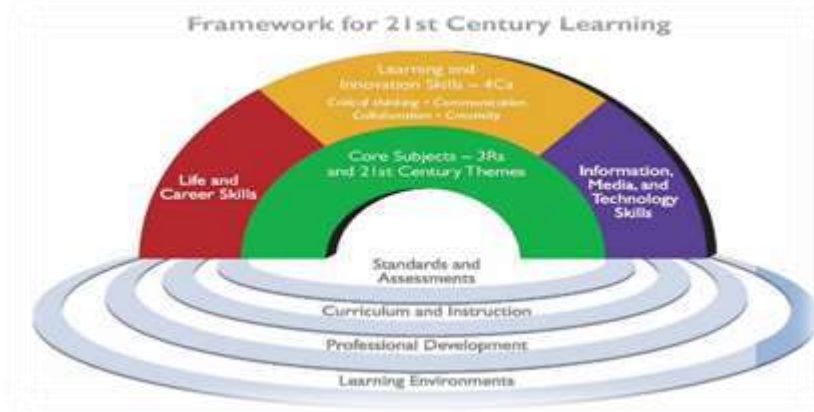
- To be ready to respond to a dynamic world
- Global economy requires new careers, new skills, life competencies, master content, so they need to be better oriented/redirectioned
- To access to the global workforce
- Connect real life to their learning
- Education for life to enable them to function in varied scenarios
- To be equipped to meet varied challenges, even those that do not exist yet.
- To be prepared for success

### 3. 21<sup>st</sup> Century Learning

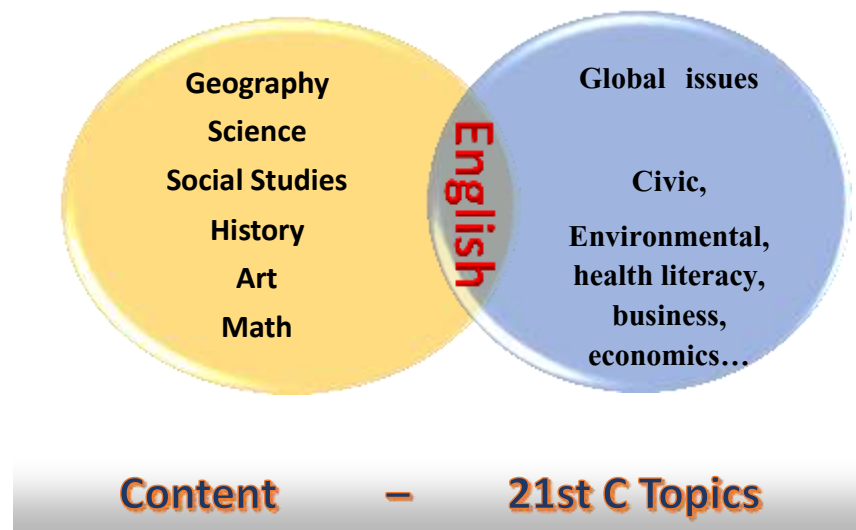
'*The partnership for 21<sup>st</sup> century skills*' is a movement in the USA aimed to help students to reach their full potential to meet the demands of the 21st century.

**NEA:** National Education Association convokes leaders in education, people related to business and policy circles who share a vision for education that will leave students ready for academic, work life and life in a general sense. Present students will be valuable assets for the competitive countries of the globalized world.

**Preparing 21st-century students for a global society:** An educator's guide to the 4 Cs



**Master Subject Areas – Skills – English**






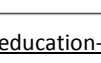
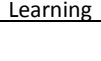


## Skills for the 21st century



- Besides the learning and innovation skills: 4 Cs there are other skills that complete the framework:
  - Life and career skills
  - Information, media and technology skills (ICT)

**The new learning formula: 3 Rs + 4 Cs Skills = 7 skills**

The Seven Cs – 21 <sup>st</sup> Century Lifelong Skills	
Seven Cs	Component Skills
 <b>Critical Thinking-and-Doing</b>	Problem-solving, Research, Analysis, Project Management, etc.
 <b>Creativity</b>	New Knowledge Creation, "Best Fit" Design Solutions, Artful Storytelling, etc.
 <b>Collaboration</b>	Cooperation, Compromise, Consensus, Community-building, etc.
 <b>Cross-cultural Understanding</b>	Across Diverse Ethnic, Knowledge and Organizational Cultures
 <b>Communication</b>	Crafting Messages and Using Media Effectively
 <b>Computing / ICT Literacy</b>	Effective Use of Electronic Information and Knowledge Tools
 <b>Career &amp; Learning Self-reliance</b>	Managing Change, Lifelong Learning and Career Redefinition

[https://education-2020.wikispaces.com/file/view/Toward\\_Learning\\_Societies.pdf/167367227/Toward\\_Learning\\_Societies.pdf](https://education-2020.wikispaces.com/file/view/Toward_Learning_Societies.pdf/167367227/Toward_Learning_Societies.pdf)

## 21<sup>st</sup> Century Skills and the Workplace

Professor Lawrence Jones identified job skills for the 21<sup>st</sup> century: seventeen core skills, grouped into four categories,

### Foundation skills , which are grouped into four categories:

Basic skills

Thinking skills

People skills

Personal qualities

**The Basic Skills:** related to the language skills which are very close to L2 teachers plus math skills

**The four skills:** listening- speaking – reading – writing and mathematics.

#### **The Thinking Skills**

**Creative Thinking:** free Use of imagination, creative ways to combine ideas or information; look for new links for ideas.

**Problem-Solving Skills:** identify problems and state why it considered a problem; look for solutions and observe how and evaluate how solutions work. Consider possible adjustments if necessary.

**Decision Making Skills:** Identify objectives, consider possibilities and look information about them; consider positive and negative aspects; make a decision and implement it.

**Visualization:** Visualize an object through a plan- picture how things work (create images, sketches)

#### **The Role of English**

It is well known the leading role English has nowadays as the language of the globalized world. This situation brings great challenges to all those involved in the **TEFL** field because it makes evident the necessity to update or consider **important changes** in the teaching practice to satisfy the students' necessities as citizens of the globalized world who need to use the language for varied purposes throughout their lives. To be able to face these challenges, teachers need to develop awareness of the requirements of the 21<sup>st</sup> century and at the same time keep updated in new trends, methodologies, and approaches among others.



## Task: Methodologies- Approaches-learning Theories- Methods - Questioning and Critical Thinking

**TASK 1:** Go over the following information and charts to analyze if in your opinion...

1. They are related in some way to questioning and / or critical thinking
2. In case they are related, create a graph where you can make the relationship visible and share with the group. Include a brief explanation (you may use the graphs below or create yours)

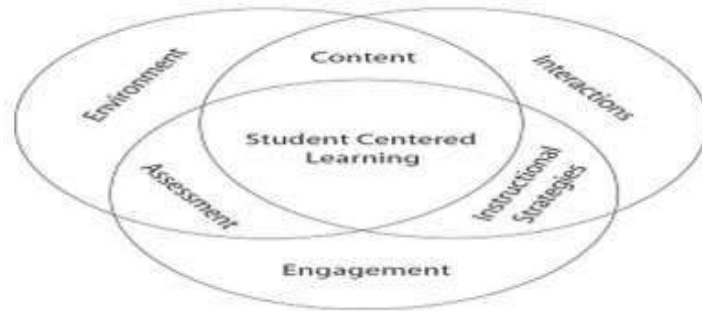


<http://www.taconichills.k12.ny.us/Instruction/IBLindex.html>

### Inquiry - based learning

- **State a problem- pre-focus step:** select good inquiry questions (teacher / student)

- **Collect data- process step:** show how to work with information: compare – contrast; take notes. Use graphs, take notes, get references
- **Analyze- creative stage:** demonstrate how to organize information and how to recreate it in your own words
- **Conclude- share it stage:** based on the analysis done, provide original solutions to the stated problem, now share it with to your audience. Use the channels at your disposal (the internet, face to face, bulletin board, etc.)
- **Reflect:** evaluate results



<https://djc25blog.wordpress.com/author/djc25blog/>

### **Constructivism**

The student is at the center of the learning activity. They build new knowledge based on prior knowledge. Learning starts with a problem relevant for students; teacher starts a discussion.

Discussions are built through questions and answers, and students explore by using varied resources: ask questions, hypothesize, investigate, look for solutions, draw conclusions, evaluate results, and decide to keep on exploring.

They have to develop **HOT** tasks; work in collaboration, participate a lot; in other words, students learn how to learn.

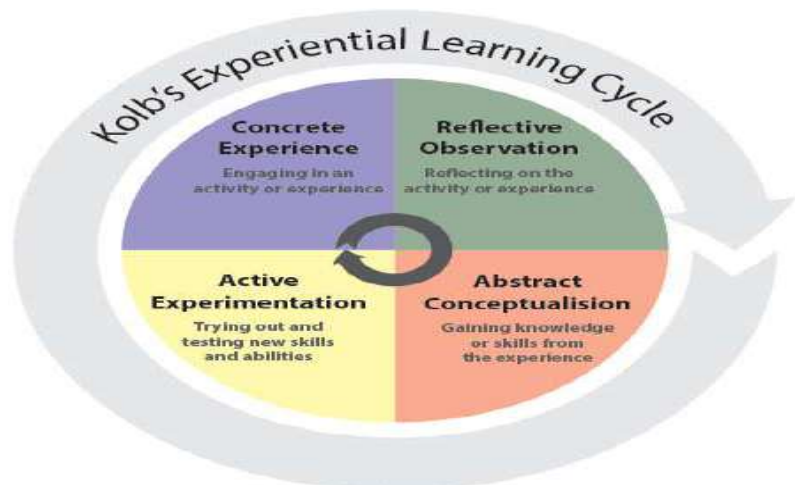
## Project based- Problem based learning



<http://classroom2pt0.wikispaces.com/PBL+Resources>

They focus on open-ended questions or tasks  
Work on the skills for the 21st century: **4 Cs**  
Inquiry and autonomy is emphasized  
Opportunities for authentic use of content and skills  
There are slight differences between them  
**Project BL**: creation of product/performance  
**Problem BL**: a proposed solution oral/ written

## Kolb's experiential cycle



© 2014 SkillsYouNeed.com

Kolb D.A. (1984) 'Experiential Learning experience as a source of learning and development', New Jersey: Prentice Hall

- **Do - Concrete experience:** the student experiences an activity.
- **Think - Reflective observation:** conscious reflection on the experience.
- **Observe - Abstract conceptualization:** think about the issue in theoretical terms. Analysis strategies.
- **Plan - active experimentation:** learn by doing, it test its value.

### Opening questionnaire

Participants identify problematic features in their teaching practice related to the students' participation and quality of their performance and production through a 'Needs Analysis.'

**Needs Analysis:**

**TOPIC: STUDENTS' ORAL PRODUCTION IN THE ENGLISH CLASS**

IN ORDER TO ENCOURAGE STUDENTS' PRODUCTION IN ENGLISH WHAT DO YOU DO? CHOOSE FROM THE LIST BELOW  
ASK QUESTIONS  
TELL THEM TO TALK ABOUT...  
OTHER (SPECIFY)

---

WHEN YOU WANT TO GET A RESPONSE FROM THE STUDENT, WHAT DO YOU DO?  
ASK QUESTIONS  
TELL THEM TO TALK ABOUT...  
REQUIRE THEIR ANSWER  
OTHER (SPECIFY)

---

WHAT KIND OF QUESTIONS DO YOU KNOW? MENTION THEM

---

WHEN YOU ASK QUESTIONS...  
WHAT QUESTIONS DO YOU USUALLY ASK? MENTION THEM IN ORDER OF FREQUENCY (FROM MOST USED TO LEAST USED)

---

HOW DO STUDENTS USUALLY ANSWER TO YOUR QUESTIONS? GIVE A GENERAL DESCRIPTION

---

WHAT'S YOUR OPINION ABOUT THE SITUATION DESCRIBED ABOVE?

---

HOW DO THE USE OF QUESTIONS HELP THE STUDENTS' PRODUCTION IN ASPECTS OF CONTENT AND USE OF ENGLISH? (VERY MUCH – IN SOME WAY – NOT MUCH) PLEASE EXPLAIN.

---

IF YOU HAD TO ASSESS THE QUALITY OF THE STUDENTS' RESPONSES, WHICH OF THE DESCRIPTIONS BELOW, ARE CLOSER TO WHAT YOU USUALLY OBSERVE IN THE ENGLISH CLASS?

Tick ( ✓ ) the ones that correspond

AFFIRMATIVE / NEGATIVE SHORT ANSWERS	
Hmm .... Maybe / I'm not sure...	
Nothing	
Precise answer	
Alternative offered in the question	
Complete answer	
Complete answer and another question	
Complete answer and examples to clarify points of view	
A gesture (nod – head shake)	

DO YOU THINK THE QUALITY OF THE STUDENTS' RESPONSE IN ASPECTS OF CONTENT AND USE OF ENGLISH CAN BE IMPROVED?

TICK THE ALTERNATIVE ( ✓ )

YES ( ) NO ( )

IF YES,

HOW DO YOU THINK THE IMPROVEMENT CAN BE ACHIEVED?

PROVIDE YOUR ANSWER THROUGH THE FOLLOWING TASK:

*Imagine you have been hired by a school to help improve the students' use of English and the quality of their responses in aspects of content. What would you suggest?*

---

---

---

---

---

---

---

---

DO YOU KNOW ABOUT **CT**?

Tick ( ✓ ) your response YES ( ) NO ( )

IF YES,

DO YOU CONSIDER ITS DEVELOPMENT IS EVIDENT IN YOUR CLASSES?

YES ( ) NO ( )

IF YES, WHAT DO YOU DO TO MAKE IT EVIDENT? EXPLAIN

---

---

---

---

IF NOT, HOW COULD IT BE BENEFICIAL FOR YOUR STUDENTS?

---

---

---

**Thanks for your Cooperation!**



## Lacks and Necessities

### Task 2:

Based on the information obtained from 'Needs Analysis' create a checklist of LACKS (problematic situations) on the students' and the teacher's side

- Think of possible ways to fulfill the necessities (What needs to be done).

<b>PROBLEMATIC SITUATIONS (Lacks) OBSERVED IN..</b>	<b>POSSIBLE SOLUTIONS FOR</b>
<b>STUDENTS:</b>	<b>STUDENTS:</b>
<b>TEACHERS:</b>	<b>TEACHERS:</b>

<b>STUDENTS:</b>	<b>STUDENTS:</b>
<b>TEACHERS:</b>	<b>TEACHERS:</b>

### *Suggested answers:*

#### ***Problematic situations (present situation) LACKS***

##### **STUDENTS:**

- Poor communication skills (no initiative to start an interaction)
- Poor English
- Little capacity to communicate spontaneously
- Hard to use L2 to express elaborated thoughts
- Do not volunteer to give personal opinions, points of view, ask for clarifications,
- Ask questions looking for more information

- Do not have many opportunities to discuss, to interact about motivating topics,
- Do not suggest creative solutions

### **TEACHERS**

- T centered
- TTT predominates
- Trend to use lots instead of HOTS
- Controlled practice of language dominates
- Little space for free practice / interaction / discussion
- Strategies to elicit/promote HOTS
- Knowledge of C T and its relevance in the 21<sup>st</sup> c
- Training on the topic
- Exigence to use appropriate language in level/content
- Space for organized discussions on motivating topics

### **Possible solutions to Problematic Situations-**

**Task:** Suggest solutions to the lacks encountered

**Necessities include...**

**Training in: (suggested list)**

- Education in the 21st C and the role of CT and English
- Deal with motivating topics relevant to the audience
- Develop content and communication language as the vehicle that permits fluid participation
- Move from mechanical, controlled activities to freer practice
- Strategies to make classes more participatory
- Questioning strategies that elicit HOTS
- Incorporate questioning strategies to the English class to improve students' production in English and to develop CT
- Planning classes that include sustained discussion activities promoted by questioning strategies

## TOPICS

### Critical thinking and its relevance in the education of the 21st century

#### TASK: CT ASSOCIATION

CT has many definitions and it means different things according to one's personal situation or point of view.

What does it mean to you? What kind of pictures or concepts, people or things come to your mind?

- Associate CT with 'something' and draw it, show it, explain it or give an example. (choose 1 way)



#### Critical thinking and reasoning

“Critical thinking is the ability to be in control of one's thinking. It includes the ability to consciously examine the elements of one's reasoning or that of another, and evaluate that reasoning against universal intellectual standards - clarity, accuracy, precision, relevance, depth, breadth, and logic. It also involves the structured examination of sources of information.” Elements of reasoning (n.d.)

<https://www.quia.com/files/quia/users/medicinehawk/1607-Thinking/reasoning.pdf>.

It considers the use of problem -solving skills added to prior and new knowledge to make sustained, effective, choices that lead to innovative solutions.

**Reasoning** becomes an important tool to make right decisions to solve challenging situations; it helps the bad, to prioritize things, to react with common sense and us to discriminate the good.

**Effective reasoning** is reached using critical thinking techniques like focusing on key points, asking questions and synthesizing.

The reasoning skill starts with questions and with the necessity to understand.

#### Critical Thinking and Its Relevance in the Education of the 21st Century

Critical thinking along with the creation of Bloom's taxonomy has been considered important issues for so long. However, CT has been considered a major issue it has not been widely spread, taught nor exercised in our TEFL teacher training programs.

The definitions for CT and its significance have evolved according to the changes observed in today's society. It is required from education to

prepare people who are trained to reason effectively, to make a well-informed and supported decision; someone who can discriminate facts from opinions evaluates pros and cons and is prepared to solve problems creatively and efficiently.

In the age of information where we are bombarded by tons of varied data, the necessity to choose, make decisions and solve problems is part of daily life; we experience this situation in our daily routine activities in the academic life as well as in the workplace.

CT has become a crucial skill to be developed. It applies to all aspects of our lives. CT does not work on its own; it needs to be integrated into activities and subjects considered in the curriculum. It means that CT must be present not only in science matters at school but also in every single subject course part of the curriculum or in any other activity that is presented to students.

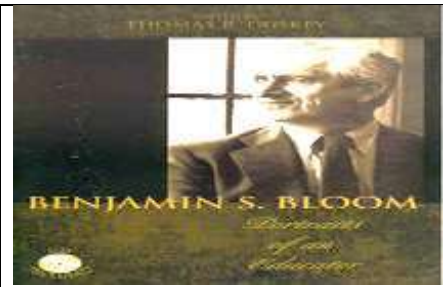
The development of CT skills will be transferred to solve any kind of problems the person may face. This skill is better exercised and developed when students at school (even the youngest ones) are confronted with situations that require a real solution, where real purposes are evident, so the learning experience becomes meaningful and motivating.

As CT implies the development of the higher-level cognitive process, someone with strong thinking skills will be able to explore solutions to challenging or problematic situations and decide for best ways to solve them; all these characteristics are required from workers in today's society. Those with these abilities and some other skills necessary for the 21st century will be the ones who can compete and get better job opportunities, live in better conditions; in other words, to succeed in life. CT is a skill that is indispensable not only for students but also for teachers in their professional work that should be evident in the way classes are planned and organized. It is important to consider the teacher as one of the best models for the students because one should also teach with real examples.

**Video about CT:** <https://www.youtube.com/watch?v=6OLPL5p0fMg>  
**Benjamin Bloom's Taxonomy**

*After forty years of intensive research on school learning, Bloom's major conclusion was.....*

*"What any person in the world can learn, almost all persons can learn if provided with appropriate prior and current conditions of learning."*



Benjamin Bloom (1913 — 1999),  
American educational classificationist  
and  
psychologist  
Source: Wiki Commons

[http://hlwiki.slais.ubc.ca/index.php/Benjamin\\_Bloom](http://hlwiki.slais.ubc.ca/index.php/Benjamin_Bloom)

### **Bloom's Taxonomy**

Was created in 1948 by Bloom and his staff due to the necessity to facilitate communication among examiners and to promote the exchange of materials and ideas to evaluate students' outcomes.

Bloom's taxonomy is considered as the objectives of the learning process. Learners are expected to acquire skills and knowledge.

Three domains were identified: cognitive, psychomotor and affective, but the committee mainly worked on the first one.

The taxonomy has six levels that range from the lowest levels of thinking: LOTS to the highest levels: HOTS. The lowest level is the basis for the other five to be put into practice.





<p><b>Task 1:</b> Life is a never-ending learning experience. THINK-PAIR-SHARE</p> <p>Recall a situation where you experience moving from the lowest level of the taxonomy to the highest one. Look for a partner and share it.</p>	<p><b>Task 2:</b> Interpret the graph below. Create your own saying to share with your students</p>												
	<p><b>The Cone of Learning</b> <small>sparklight.com</small></p> <p><i>I see and I forget.</i>  <i>I hear and I remember.</i>  <i>I do and I understand.</i>  <i>— Confucius</i></p> <p><i>After 2 weeks, we tend to remember ...</i></p> <table border="1"> <tr> <td>Reading</td> <td>• 10% of what we READ</td> </tr> <tr> <td>Hearing Words</td> <td>• 20% of what we HEAR</td> </tr> <tr> <td>Seeing</td> <td>• 30% of what we SEE</td> </tr> <tr> <td>Watching a Movie Looking at an Exhibit Watching a Demonstration Seeing it Done on Location</td> <td>• 50% of what we SEE &amp; HEAR</td> </tr> <tr> <td>Participating in a Discussion Giving a Talk</td> <td>• 70% of what we SAY</td> </tr> <tr> <td>Doing a Dramatic Presentation Simulating the Real Experience Doing the Real Thing</td> <td>• 90% of what we SAY &amp; DO</td> </tr> </table> <p><small>Source: Edgar Dale (1946)</small></p>	Reading	• 10% of what we READ	Hearing Words	• 20% of what we HEAR	Seeing	• 30% of what we SEE	Watching a Movie Looking at an Exhibit Watching a Demonstration Seeing it Done on Location	• 50% of what we SEE & HEAR	Participating in a Discussion Giving a Talk	• 70% of what we SAY	Doing a Dramatic Presentation Simulating the Real Experience Doing the Real Thing	• 90% of what we SAY & DO
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**Revised Bloom’s Taxonomy**

1990’s, Lorin Anderson – Bloom’s former student, came up with a “revised” taxonomy (on the right below)



Students show comprehension and learning within each level by....

<http://www.psia-nw.org/newsletter-articles/blooms-taxonomy-levels-of-understanding/>

**Revised Bloom’s Taxonomy**

The new version of Bloom’s taxonomy was revised and expanded in 2001 by Anderson and Krathwohl. The taxonomy goes beyond the learning objectives, by presenting a common key language to facilitate the selection of learning content, activities, discussion questions, assignments and evaluation.

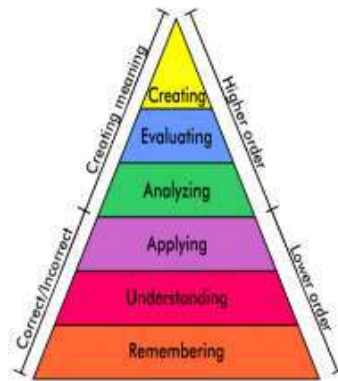
Anderson & Krathwohl (2001)		Processes
<b>Create</b>		Generate hypotheses based on evidence. Design procedures to perform tasks. Create products to carry out tasks.
<b>Evaluate</b>		Test/ critique consistency, appropriateness and effectiveness in principles and procedures.
<b>Analyze</b>		Discern relevant from irrelevant, important from unimportant material/ information
<b>Apply</b>		Integrate parts into a new whole. Apply a procedure to a familiar task
<b>Understand</b>	Paraphrase Exemplify Classify Summarize	Explore principles Compare items
<b>Remember</b>		Recall memorized information/knowledge

Adapted from: <http://www.principals.org>

## Revised Bloom's Taxonomy and its Levels

In the highest levels, learners are required to use CT skills  
Anderson and Krathwohl used verbs in the taxonomy and organized them from **LOTS** to **HOTS**

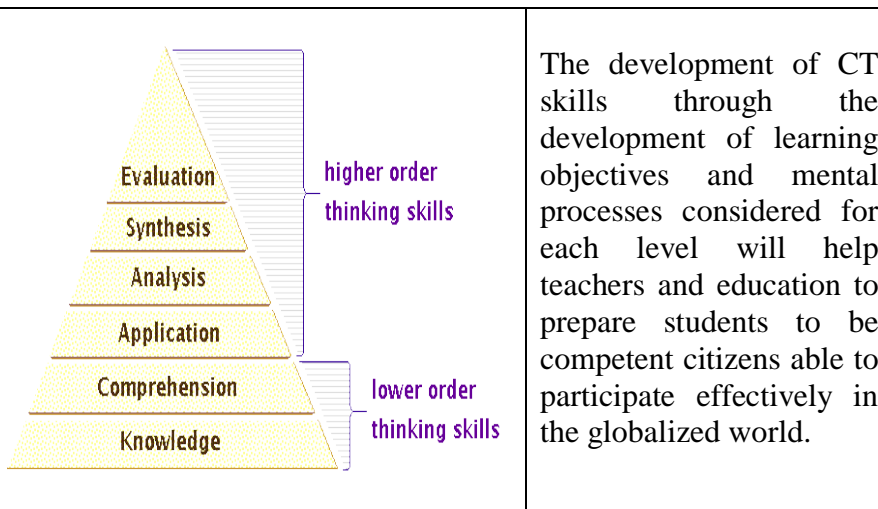
Each category has some verbs, and according to them, teachers may plan tasks for students that with the right questions will help to encourage CT at higher levels.



<http://elearningwiki.com/index.php?title=File:HigherLowerOrder.png>

## The Development of Critical Thinking LOTS vs HOTS

*...The fundamental task of general education [is] that of 'enabling the individual to understand the world in which he [or she] lived and to attack the significant problems he [or she] encountered both as a [person] and as a citizen.'* **Benjamin Bloom**



The development of CT skills through the development of learning objectives and mental processes considered for each level will help teachers and education to prepare students to be competent citizens able to participate effectively in the globalized world.

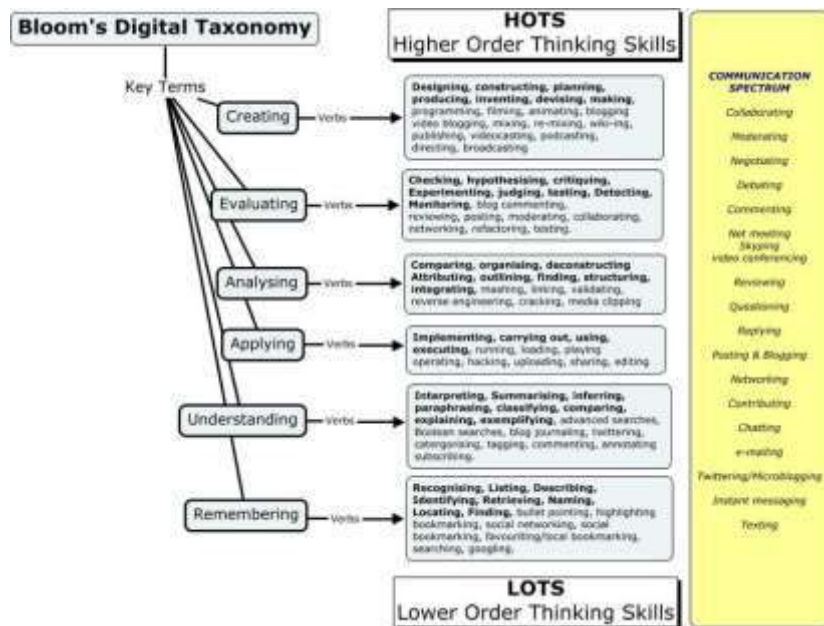
## Development the High Order Thinking Skills

Teaching to think is a major task in today's education and Bloom – Anderson's revised taxonomy (skills were renamed and expressed in verbs) show the six levels of thinking skills, well known as **LOTS** (low order thinking skills) as well as **HOTS**: (high order thinking skills)

LOTS recall knowledge, while HOTS apply that knowledge for different tasks where knowledge is used in new situations

Technology and the New Bloom's Taxonomy for the 21st Century Learner

The updated Bloom's taxonomy has also considered the global expansion of technology to all aspects of our lives.



<http://edorigami.wikispaces.com/Bloom%27s+-+Introduction>

**Task:**



Using the information presented, describe a couple of activities to develop **LOTS** and two more to develop **HOTS**

*Activity 1*

*Activity 2*

--	--

**Questioning**



**Task: Think- Pair –Share**



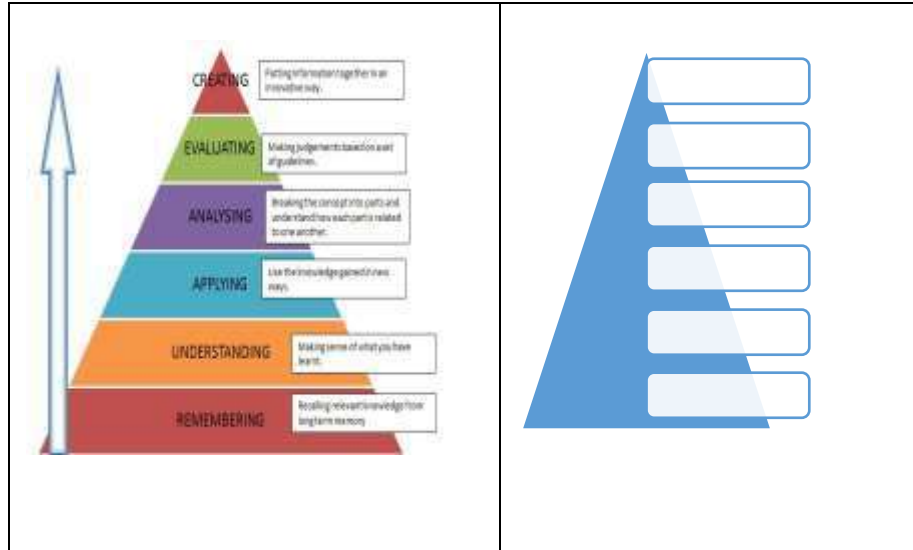
Look at the picture and write as many questions as you can about it in one minute.

Get a partner and compare your questions, join them in a single list. Avoid repetition.



**Task:**

Using the revised Bloom’s taxonomy place the questions in your list in the corresponding level.



[https://www.tes.com/lessons/-4AVBNgehQ1q\\_w/bloom-s-taxonomy](https://www.tes.com/lessons/-4AVBNgehQ1q_w/bloom-s-taxonomy)

**Questioning**

- Questions help to elicit information, evoke a response, and suggest something or to persuade someone, among many other uses.
- Questions facilitate interaction and active participation in a conversation.
- In educational terms, questions are considered as one of the most useful tools a teacher may have.
- Questions help to acquire knowledge through comprehension, and that leads to learning. They also help teachers to perform varied teaching activities that can be simple or complex, and this distinction depends very much on the kind of questions the teacher poses.
- Questions facilitated by teachers can foster the development of critical thinking and cognitive abilities.

Not all teachers' questions may come in the interrogative form as they could be presented as commands or statements depending on the situation, so the best definition for a question in class may be 'teacher utterance.'

### **Questions in the Classroom**

Questioning is mainly used as a teaching technique to initiate interaction that is to make students participate for varied reasons:

- Check understanding
- Evaluate
- Practice the language
- Establish real communication (get information)
- Control the class, etc.

Critical thinking is about asking questions continuously to make deductions, evaluate information, arguments, to help reasoning. Questions help to become better thinkers, as they foster active participation, interest, motivation and consider new ideas to improve knowledge. Not only teachers ask questions, but also students can do it.

### **Students Asking Questions**

In the traditional scenario, that is teacher-centered, the teacher posed questions, but in the student-centered model, students ask questions to help them:

Understand, remember, clarify, evaluate, create, etc.

Students can move within the six levels of Bloom's taxonomy to develop critical thinking skills. Students can also ask themselves questions that will lead them to solve problems and be more assertive in their deductions, evaluations, conclusions, etc. This situation implies that a person can evaluate his own reasoning in any situation of our lives (daily life, academic issues, at the workplace, etc.) and it is done by using specific criteria.

## Criteria to Evaluate Reasoning

LIMITED DOWNLOAD COPY

12

*The Miniature Guide to Critical Thinking Concepts and Tools*

### Clarity

Could you elaborate further?  
Could you give me an example?  
Could you illustrate what you mean?

### Accuracy

How could we check on that?  
How could we find out if that is true?  
How could we verify or test that?

### Precision

Could you be more specific?  
Could you give me more details?  
Could you be more exact?

### Relevance

How does that relate to the problem?  
How does that bear on the question?  
How does that help us with the issue?

### Depth

What factors make this a difficult problem?  
What are some of the complexities of this question?  
What are some of the difficulties we need to deal with?

### Breadth

Do we need to look at this from another perspective?  
Do we need to consider another point of view?  
Do we need to look at this in other ways?

### Logic

Does all this make sense together?  
Does your first paragraph fit in with your last?  
Does what you say follow from the evidence?

### Significance

Is this the most important problem to consider?  
Is this the central idea to focus on?  
Which of these facts are most important?

### Fairness

Do I have any vested interest in this issue?  
Am I sympathetically representing the viewpoints of others?

## Types of Questions that Develop Critical Thinking Skills Based on Revised Bloom's Taxonomy

<b>1</b> Knowledge  Identification and recall of information	define fill in the blank list identify	label locate match memorize	name recall spell	state tell underline
<b>2</b> Comprehension  Organization and selection of facts and ideas	convert describe explain	interpret paraphrase put in order	restate retell in your own words rewrite	summarize trace translate
<b>3</b> Application  Use of facts, rules, and principles	apply compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle use
<b>4</b> Analysis  Separating a whole into component parts	analyze categorize classify compare	contrast debate deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify
<b>5</b> Synthesis  Combining ideas to form a new whole	change combine compose construct create design	find an unusual way formulate generate invent originate plan	predict preferend produce rearrange reconstruct reorganize	revise suggest suppose visualize write
<b>6</b> Evaluation  Developing opinions, judgements, or decisions	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritize rank	rate select support value

<http://www.teachthought.com/critical-thinking/blooms-taxonomy/25-question-stems-framed-around-blooms-taxonomy/>

### **Socratic questioning**

Socrates believed it was necessary to activate students' innate knowledge and awareness through questioning with that aim to reach higher levels of thinking

There's a classification for those questions posed in the Socratic questioning that aim to varied targets

- Conceptual Clarification
- Probing Assumptions
- Probing Rationale, reasons and evidence
- Questioning viewpoints and perspectives
- Probe implications and consequences
- Questions about the question

### **Blosser's Questions (2000)**

#### **Managerial**

- To manage the group oriented to specific goals
- Are all of you on page 7 task B?
- Who didn't receive the worksheet?

#### **Rhetorical**

- They emphasize or reinforce specific points, ideas, etc.
- What you use to make a question is an... Auxiliary right?
- These questions do not look for real answers; the aim is to keep the group together, engaged.
- Who knows? Did you get it?

#### **Closed**

- Check retention of a specific aspect or point
- What is the plural for a child? Which are the forms of verb to be in past tense?
- To connect previous knowledge to new concepts
- Open (WH – describe.. Explain.. )
- Promote discussion, interaction,
- To give opinions, personal information
- Make judgments, to ask for deeper information

## Questioning Strategy Levels of questions

### Levels:

- **Recall:** Facts, cognitive memory
- **Comprehension:** check understanding
- Convergent, analysis. Process, interpret
- **Analysis:** divergent, prediction, hypothesis
- Apply knowledge to new situations
- **Evaluation:** Opinion. Critical analysis, evaluate
- **Value.** Judge, give an opinion

### Varied strategies:

#### Five e Model

- **Engage:** (start questioning)
- **Explore:** guided discussions of what was observed
- **Explain:** guided discussions of what was explained
- **Elaborate:** guided discussions of application to new situations
- **Evaluate:** assess information

[Http://tlc.Ousd.K12.Ca.Us/~acody/inquiryquery.Html](http://tlc.Ousd.K12.Ca.Us/~acody/inquiryquery.Html)

## A p p l e

*Ask the Question;* plan them in advance.

*Pause:* Seconds of pause let the audience meditate on a response.

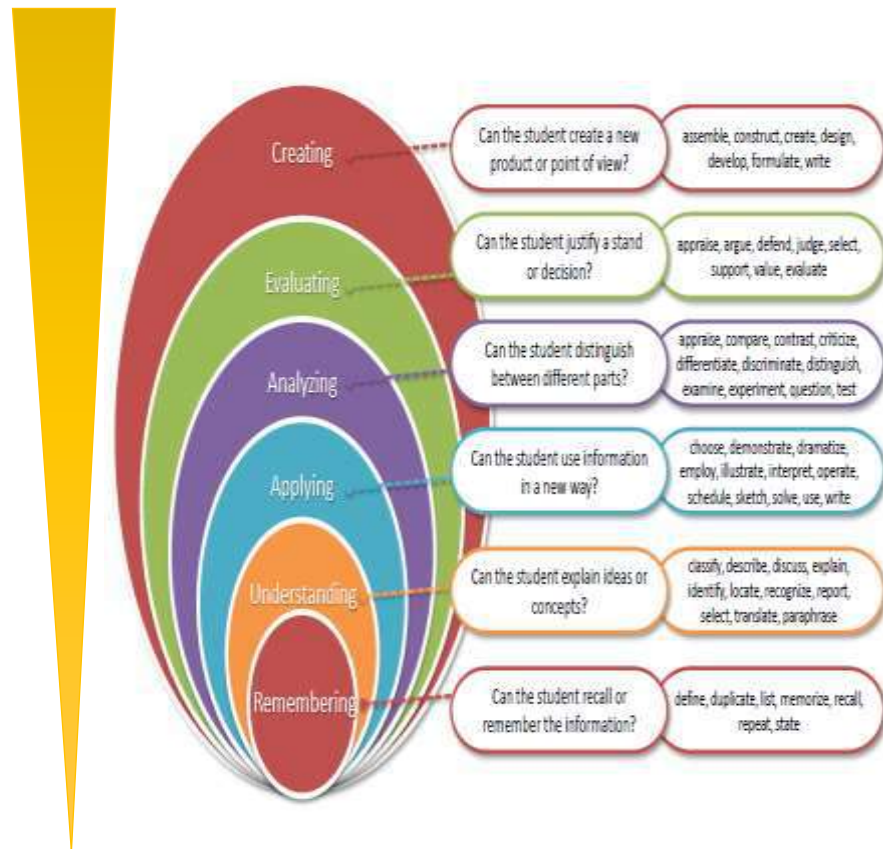
*Pick:* A student to answer or use any favorite strategy to promote participation.

*Listen:* To the answer, thank it and provide necessary feedback in the next step

*Explain, expand the learner's Answer.*(comment, clarification, letting self-correction...)

## Evaluating Students' development of CT using Bloom's Taxonomy (revised)

We can evaluate the students' progress in the development of CT skills by observing their performance and asking ourselves the questions posed in the graph as they have a direct link with the learning objectives based on the same taxonomy.



<http://www.kurwongbss.eq.edu.au/thinking/Bloom/blooms.htm>

## GLOSSARY

### Key Concepts

Education in the 21st century

Critical thinking

Content and communication language

Mechanical/controlled practice vs. free practice

Questioning strategies

Bloom's taxonomy

Students' production in English

**Second Part**

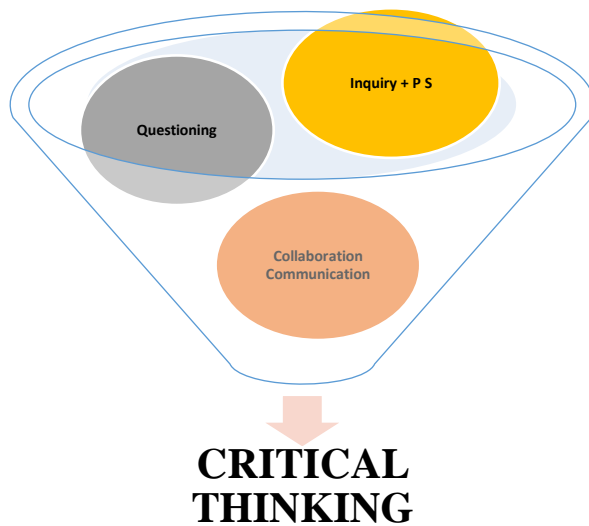
**WORKSHOP IN QUESTIONING STRATEGIES TO DEVELOP  
CRITICAL THINKING IN THE ENGLISH CLASS**

**FIGURE IT OUT**

## **TECHNIQUES TO DEVELOP CRITICAL THINKING ACCORDING TO BLOOM- ANDERSON'S TAXONOMY**

Critical thinking is a skill that has priority in today's life, but surprisingly not many teachers have an accurate idea of what it is about and how it can be part of every day's lessons. It is important then to review the following features that should be present in classes that aim to develop critical thinking skills:

- **Inquiry and Problem Solving:** The first one is exercised through essential questions about cross –curricular/ cultural topics to develop deep understanding using input from varied sources, while problem-solving offers the opportunity to go further with the inquiry activity and application of CT skills.
- **Questioning:** Guiding questions let further investigation and the use of sources of information. More questions that are personal arise during the quest, and they can be answered through class discussion and independent learning.
- **Collaboration and Communication:** These are two of the four Cs of the 21<sup>st</sup> Century. They work together while putting critical thinking and creativity into practice. Collaboration and communication are essential elements of student-centered classes where learners are responsible for their learning; they need to communicate and collaborate to improve understanding and solve problems, work on projects, students are engaged in class discussions or varied tasks.





Ideas were taken from <http://www.p21.org/>

### Ways to Promote CT

Lecturing is the most common way to transmit information to students, but it does not help to promote critical thinking; the teacher has the leading role, and decides on what to share with students. The teacher decides on the sequence the presentation follows. To develop CT, students need to be exposed to varied sources of information and decide on what is relevant for them. They will see that one problem may be analyzed from multiple perspectives and be interpreted in different ways. This ambiguity offers opportunities to learn and develop critical thinking skills through intensive class work that should include:

- **Questioning:** to promote debates and negotiation; to find out pros and cons; to foster observation of a) mental processes, b) peer observation to evaluate performance followed by an interview using post evaluation question (see list of questions according to Bloom's taxonomy).
- **Class discussions and debates:** based on readings or real life events; role-play the situations to be analyzed and discussed from different perspectives; written assignment based on follow up questions.
- **Written assignments** as the chance to put into practice their learning strategies and CT. Case-study situations to train students in handling

problematic situations. The written assignment can be done by answering guiding questions; this will show that there may be many possible answers. Decisions made by students can be shared and discussed afterward.

	<b>Task 1: Foster CT</b>
<p><b><i>“If you cannot explain it simply, you don’t understand it well enough”-</i></b></p>  <p><b><i>Albert Einstein</i></b></p>	<p>How would you explain what we have studied so far about critical thinking to students in primary / high school? (choose one)</p> <p>How might the information shared about CT affect your beliefs about teaching?</p> <p>Write down your answers</p>



<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC233182/>

For a teacher to be able to teach and develop CT in students, it is necessary to know a variety of techniques that may develop a specific feature of CT or a combination of them. Some of them can be adapted to any level of education while others are oriented to specific ones. We may consider the following selection of general recommendations and useful techniques:

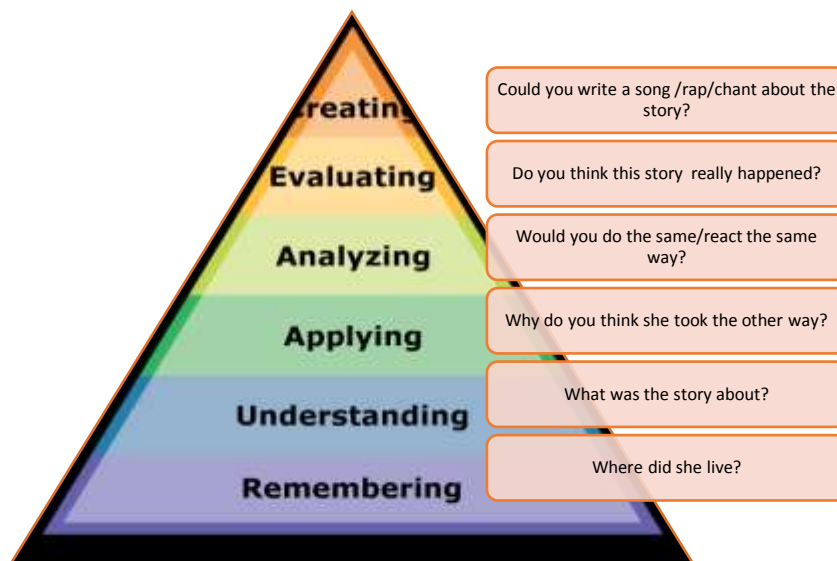
## General Recommendations

<b>Language</b>	<b>Establish the language and vocabulary as the vehicle needed for discussion on the topic</b>	<b>Identify key language</b>
<b>Questions</b>	To get their thinking move forward and make it work continuously in the desired direction(s)	Stimulate thinking Lead understanding Draw meaning from content Promote the development of LOT and HOT HOT stems drive students' thinking to a deeper level Language Let time for thinking before answering but limit response time
<b>Engagement</b>	In a variety of questioning to relate ideas to content and to develop CT and to transfer it to real life situations. There are different modes of engagement	Independent work Pair work for discussion and feedback Collaborative group activities Problem-solving Role play
<b>Requirements</b>	Planning	To give balance to interaction and participation; add variety and suitable to the group's necessities.
	Disposition	Appropriate atmosphere: Non-threatening environment: ideas and participation are welcomed; CT should be nurtured, students should be encouraged to be inquisitive, not to accept everything they are told, feel free to ask questions Consider learning styles
	Material: multi level and considering learning styles	Learning styles: visual, auditory, kinesthetic mode Creativity: writing poems, songs, chants, slogans, publicity
	Teacher's role	Guide, stimulator, collaborator, monitor, supporter.

**Questioning: Think Tank using Bloom's Taxonomy**

 <p><b>Elementary students</b></p> <ul style="list-style-type: none"><li>• Introduce the 6 levels of the taxonomy</li><li>• Present a topic/story</li><li>• Form groups of students</li><li>• Give the students a group of questions about the topic/ story</li><li>• Students decide where to place the questions on the pyramid in the think tank</li><li>• Discuss the answers and why they placed a question at a specific level.</li><li>• Do not say some questions are better than others</li></ul>	 <p>Ideas taken from <a href="http://rightquestion.org/wp-content/uploads/2014/03/thinktank.png">http://rightquestion.org/wp-content/uploads/2014/03/thinktank.png</a></p>
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Set of questions using the revised Bloom's taxonomy and the story of 'The Little Red Riding Hood.'



**Thinking Aloud:** a technique that verbalizes mental processes, self-questioning, rehearsal, monitoring progress, develop awareness, etc. It is useful for:

- Problem-solving to arrive at possible solutions
- Edit written work
- Rehearse a role-play, etc.
- Collaborative /individual work

**Concept / Mind Mapping:** a visual alternative to brainstorming and outlining

**Key concepts:** represented through key words or pictures

**Materials:** board and markers or post it notes of different colors

**Procedure:**


- The most important concept goes in the middle and related concepts are arranged around as sun rays in the form of words or pictures
- Edit the relationship between them (use colors to link words)
- Later check it again and keep on adding, organizing information
- Add descriptive links using arrows
- Use it as reference, review, aide-mémoire, big picture of the topic.


Example: My Eating Habits



Ideas taken from <http://www.studygs.net/teaching/crttch.htm>



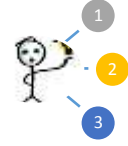
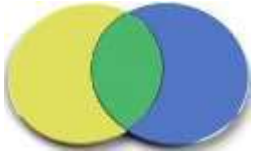

## Written tasks: Creative/artistic writing


	<p><b>Example: Based on the story ‘The Little Red Riding Hood.’</b> Based on the topic presented; students create acronyms or poems that let them review concepts, the language in a creative way as well as CT skills.</p>
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	<p><b>Task 2:</b> Which of the characteristics in the box below are present in the following tasks?</p>
<p>Kinesthetic; visual, auditory, speaking, writing, reading, problem –solving, individual work, pair work, group work, graphic organizers, young learners, teenagers, adults.</p>	

Task	Information about the task	Characteristics
<b>Exit slips</b>	Teacher delivers exit slips of paper where students write down what is indicated. They give it to the teacher by the end of the class. Teacher asks for an answer to a HOT question about the class; to evaluate today’s class; the solution to a problematic situation; a decision.	
<b>Four corners</b>	<p><b>Use:</b> before, after presenting a topic; as a review tool. In a worksheet pose a question and 4 alternative responses (a) multiple choice b) degrees of agreement from very much agree to very much disagree. Post the alternatives at each corner of the classroom Students choose their response and support it with 2 or 3 reasons, write them down Students go to the corresponding corner and meet students that have the same answer. Discuss. Indicate time limit Students write down new reasons they consider valuable.</p>	
<b>KWL</b>	Tool to activate prior knowledge ( <b>Know</b> ) to give a reason for learning ( <b>Want to know</b> ) and to develop awareness on what was learned ( <b>Learned</b> ). Useful to develop metacognition.	
<b>The Answer Quest</b>	<p>There are 3 types of questions, and their answers are not found in the same place /way. <b>Type1:</b> Literal- right there -&gt;in the text and illustrations <b>Type 2:</b> Inferential-Think &amp; Search -&gt; speculate and interpret clues in text. <b>Type 3:</b> Evaluate-&gt; in your mind, what you think.</p>	
<b>Think-Pair-Share</b>	Promotes thoughtful discussion. Students read, write an opinion or response; get in pairs to share thoughts, and new alternatives may arise from the discussion.	

<p><b>The 5-step way to improve decisions</b></p>	<p>formulate your question; find what you are looking for with a clear view - critically          Gather your information: have a clear idea weigh different options, interpretations, logical sound          Apply the information: concepts, assumptions          Consider the implications: what about cause effect consequences          Explore other points of view; alternatives to take informed decisions</p>	
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	<p><b>Task 3:</b> Identify which level of Bloom's taxonomy these techniques belong to.</p>		
<p><b>Techniques at a Glance Critical Thinking</b></p>			
Structure	Purpose	Diagram	Bloom's Taxonomy
<p><b>Analyze</b></p>	<p>Break idea into parts</p>		
<p><b>Categorize</b></p>	<p>Identify type</p>		
<p><b>Compare-Contrast</b></p>	<p>Explain similarities and differences</p>		
<p><b>Evaluate</b></p>	<p>Tells the value or worth of something; evaluate options</p>		

 Task 4: Critical thinking: Discriminate which characteristics belong to each column		PROMOTE	AVOID
Characteristics			
Poor receptive skills	Egocentrism		
Awareness	Fairness		
Open mind	Love for truth		
Prejudice	Fear of change		
Distinguish fact / opinion	Honesty		
Unwarranted assumptions	Wishful thinking		
Group-centered thinking	Deep thinking		
Considers evidence	Superstition		
Short term thinking	No relevant information		
	Logic		

### **Mental Processes Related to Critical Thinking: Problem Solving and Metacognition.**

The three of them are mental processes that are of great importance to our personal, academic and professional life. Some people may have developed them naturally, but they need to be taught and enhanced through specific courses or should be included when teaching any subject matter. The aim of this inclusion is to understand the mental processes and to be trained in their appropriate application according to the situation and necessity faced.

The following diagram is adapted from a thinking skills program in Northern Ireland called 'Activating Children's Thinking Skills. It shows that metacognition is related to the other HOT processes. Metacognition monitors evaluates and tunes up the other mental processes.



<http://www.ibo.org/globalassets/publications/ib-research/continuum/student-thinking-skills-report-part-1.pdf>

### **Problem Solving**

In our daily lives we are in an ongoing interaction with problems of different kinds and degrees that may range from simple, predictable to complex, and not common. For common problems, people usually share typical ways to solve them, but if we are dealing with complex problems, these require a well- thought solution that requires the effective use of our critical thinking skills and creativity to find solutions that work for us.

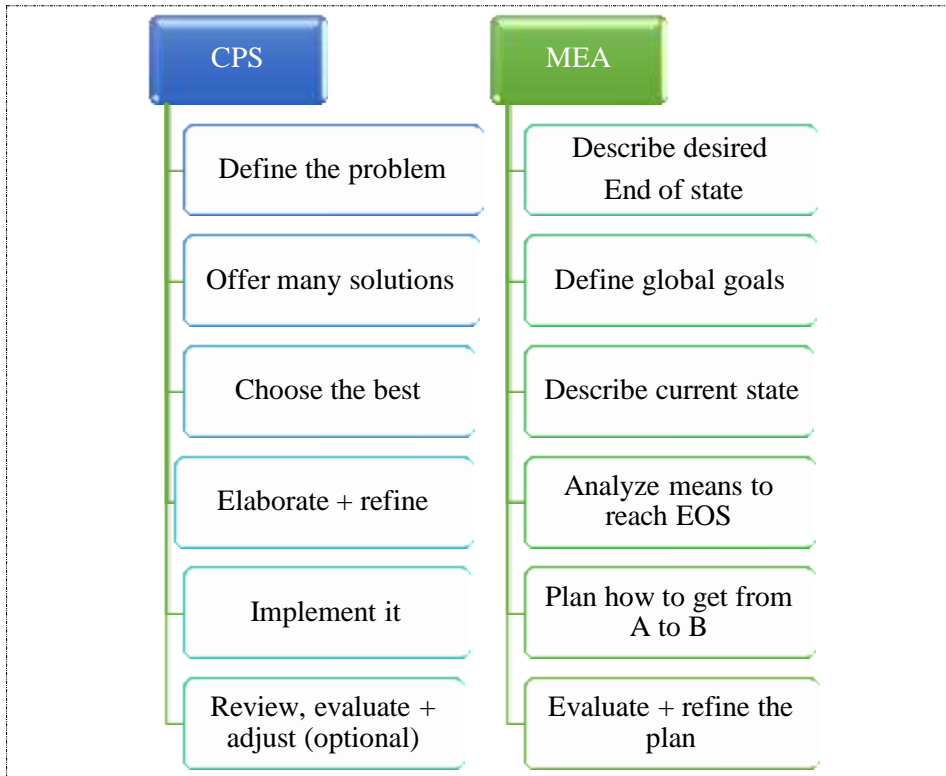
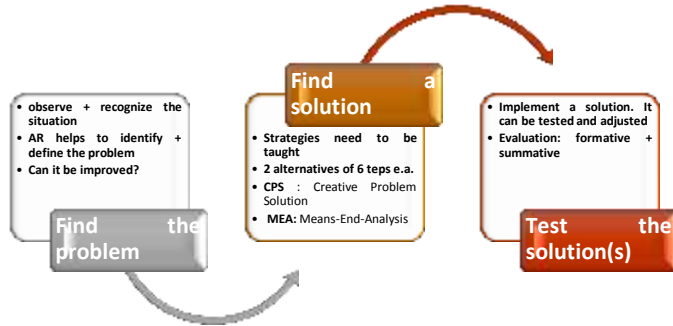
*Problem -solving* requires careful planning to reduce risks. It is necessary to define the problem, organize our ideas and work on possible solutions. All this information should be handled within an action plan that will establish steps and sub- step for each phase of the plan until we reach the final product or solution, which can be adjusted and evaluated based on the results obtained.

As the main aim of education is to prepare learners for life, the implementation and development of problem -solving skills in educational programs is of great importance. Students need to be taught how to identify problems, find solutions and be able to evaluate the proposed solutions and consider if they need to be improved.

The steps proposed to solve problems, usually range from six to eight steps as shown in the following chart:

Alternative 1 PBL an exciting alternative to traditional classroom learning	Alternative 2	Alternative 3 TASC The Problem Solving Wheel	KIPLING QUESTIONS Tool for defining Problems 5 W + 1 H
Explore the issues T. introduces a problem; students discuss it	Problem Identification	Gather/ Organize What do I know about this?	What is the problem?
List: What do we know? What do you know to solve it?	Structuring the Problem	Identify What is the task?	Why is it happening?
Develop and state the problem in your words: Write it and agree on it with the group	Looking for Possible Solutions	Generate How many ideas can I think of?	How can you fix it?
List out possible solutions From weakest to strongest, choose the best	Making a Decision	Decide Which is the best idea?	Fix it!
List 'What do we need to know?' Research data to support solutions	Implementation	Implement Let us do it!	Why did it work / it didn't work?
** If there's agreement go to step 7.. if not go to step 4	Monitoring / Seeking Feedback	Evaluate How well did I do?	What is next?
Support your solution and submit it Write it down.		Communicate Let's tell someone!	
		Learn from experience What have I learned?	
<a href="http://www.studygs.net/pbl.htm">http://www.studygs.net/pbl.htm</a>	<a href="http://www.skillyouneed.com/ips/problem-">http://www.skillyouneed.com/ips/problem-</a>	<a href="https://sillypete.wordpress.com/2013/08/25/how-i-would-use-the-problem-solving-wheel/">https://sillypete.wordpress.com/2013/08/25/how-i-would-use-the-problem-solving-wheel/</a>	<a href="http://www.creatingminds.org/tools/kipling.htm">www.creatingminds.org/tools/kipling.htm</a>

## Problem -solving and Action Research Three Elements



Adapted from: [http://www.stcoll.edu.jm/Education/PDF%5CReflective%20Practicum%5Cusing\\_action\\_research.pdf](http://www.stcoll.edu.jm/Education/PDF%5CReflective%20Practicum%5Cusing_action_research.pdf)

### Steps to teach Problem Solving Strategies

<b>Create a Poster (visual aid)</b>	<b>About CPS and MEA. Use it to remind the steps</b>
<b>Identify the problem</b>	<ul style="list-style-type: none"> <li>Select the strategy and describe each step</li> </ul>
<b>Model the strategy</b>	<ul style="list-style-type: none"> <li>Verbalize the strategy while going over the steps</li> </ul>
<b>Guided practice</b>	<ul style="list-style-type: none"> <li>All together step by step solve a given problem</li> </ul>
<b>Supply problems</b>	<ul style="list-style-type: none"> <li>Students can work them out on their own (varied types of grouping)</li> </ul>
<b>Integrate problems</b>	<ul style="list-style-type: none"> <li>Include them in the curriculum</li> </ul>

### Metacognition

It means thinking about our thinking processes; it implies learning to learn and being aware of the strategies we use to tackle things in different aspects of life and the processes we follow to do so. During this thinking, we realize what we know and what we don't and consider ways to overcome the lack of knowledge, experience or tools. Through metacognition, we monitor and adjust our cognitive skills.

However, what is the difference between cognition and metacognition? 'Meta' indicates cognition about cognition. The cognitive skills help us to reach the desired goal while the metacognitive skills guarantee that the goals stated are reached and leaves us ready to consider higher-level goals and values.

Cognitive and metacognitive skills may use the same strategies as 'questioning' that could sometimes overlap, but they can be identified due to the purpose of the strategy: questioning about our mental processes or questioning to promote discussion or find out something.

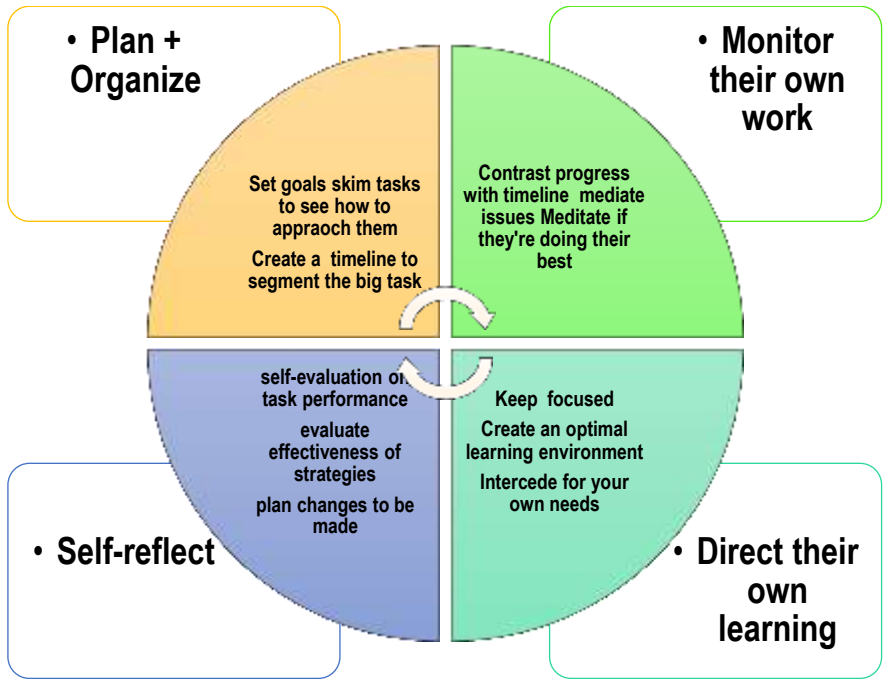
Why teach Metacognition?

In our lives, we have many opportunities to think and reflect on the way we do things. It is through thinking that we really learn to learn, but we are not always aware of that. Metacognition is a discovery process about what works best for us.

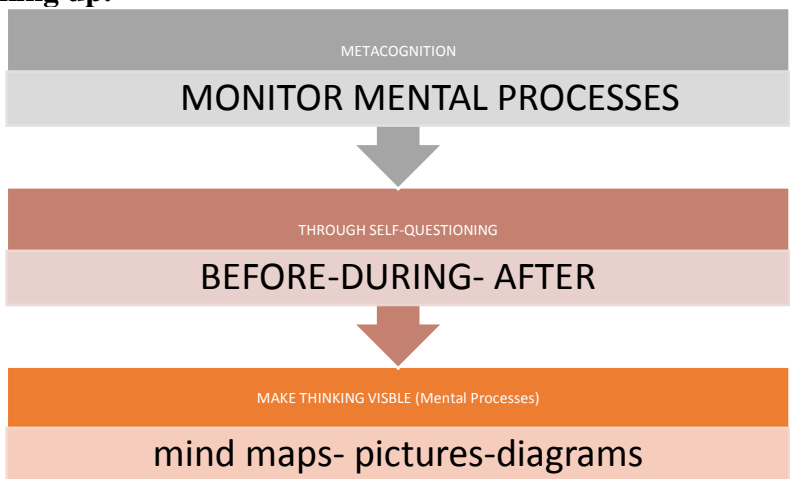
It is through the right questioning and scaffolding that teacher can teach and develop cognitive and metacognitive strategies to regulate the learning experience. Good use of strategies is linked to successful language learning and proficiency.

<b>Cognitive learning Strategies</b>	How to deal with a specific task	<ul style="list-style-type: none"> <li>Questioning, memory, attention, concept mapping, note-taking, visualization, self-checking, scanning, underlining, associating, substitution, elaborate prior knowledge, inferencing, translating</li> </ul>
<b>Metacognitive learning strategies</b>	Regulates /self-directs learning	<ul style="list-style-type: none"> <li>Setting goals, planning for learning, comparing, making hypotheses, reviewing, monitoring one's comprehension and production; evaluate progress, self-management</li> </ul>

**DEVELOPMENT OF METACOGNITION**



**Summing up:**



## MAKING THINKING VISIBLE – VOCABULARY

To be able to talk about mental processes with students, it is necessary to teach them the language of thinking. It is recommended to teach the following vocabulary systematically and according to the age and level of cognitive development of students.

<b>Managing information:</b> answer- assume-check- compare. contrast-consider- classify-clarify-choose –evidence- fact and opinion-find-format-judge- question-remember- represent- reliable - select- show-source
--

<b>Thinking, Problem-Solving and Decision –Making:</b> action- analyze-compare-connect- clues-choose-conclusion- cause and effect- decide-estimate- evaluate- for and against- group- guess-justify- like and unlike-link- match- outcome
---

<b>Working with others:</b> adapt- agree and disagree- cooperation-communicate- discuss- negotiate- copy – contribute- explain- feedback-respond- responsibility- model-prompt- purpose- fairness
---



<b>Task 5: Teaching vocabulary.</b> Choose two words from each group. Plan how would you teach them to young learners and older students but with an A1 level of English.
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## II.- ALTERNATIVE TECHNIQUES TO DEVELOP CRITICAL THINKING

*Critical Thinking* is becoming more popular nowadays. It is an important intellectual skill that needs to be developed in students of all ages as it is considered as one of the 4 Cs of the education for the 21<sup>st</sup> century. Even though there are varied investigations in this topic due to its great relevance, teachers are not informed either trained on what it is and how to incorporate the development of CT to their teaching practice.

The intention of this section is to share with teachers an array of alternatives and to help them build a repertoire of methods and techniques to develop CTS that will enrich the objectives and tasks they have proposed for their classes.

## **Alternative 1: Joe Lau's Critical Thinking framework**

According to Lau, critical thinkers develop some skills:

- Understand how ideas are linked
- Identify, build and evaluate arguments
- Find contradictions or mistakes in reasoning
- Solve problems in a systematic way
- Identify relevance and importance of ideas presented
- Meditate on the justification of beliefs and values

These skills can be taught so it is necessary to prepare scenarios where students can practice them. The following are examples related to each skill

- Present intentional mistakes to be detected (skill 3) support suggested answers (skill 6)
- Share common mistaken ways to reason on specific topics. (Skill 6) e.g. Why onions make you cry?
- Family tree (skill 1 (for kids))
- A persistent problem during the English class. e.g. Reduce the students' use of Spanish during the class session (Skills 1,2,3,4,5,6).

## **Alternative 2:**

### **Socratic Discussion: Inquiry strategy**

It's a powerful way of promoting critical thinking in the classroom. According to the National Paideia Center, it is 'Collaborative, intellectual dialogue facilitated with open-ended questions about a text.' It is a structured discussion that teaches students how to participate and get engaged in organized discussions based on texts, which help students to think critically focusing on high order thinking skills: synthesis, analysis, evaluation.

On one hand, discussions are student-centered, respectful and academic while on the other hand students are taught to express themselves in a mature and polite way. The teacher asks questions to train the students' minds to explore, inquire connections between the topics presented; this information processing is done collaboratively.

Socratic Discussion	Teacher's role	Questions	Students	Formats
<ul style="list-style-type: none"> <li>• Aims to uncover the structure of texts and our thoughts</li> <li>• Fosters the use of HOTS (elements of thought)</li> <li>• Creates dialog</li> <li>• <b>Requirements:</b></li> <li>• <b>Previous preparation</b> based on information provided</li> <li>• <b>Follow rules</b></li> <li>• Ways to participate in shared discussions:</li> <li>• ‘Socratic Circle’:</li> <li>• ‘Fish Bowl 1’</li> <li>• Roleplay</li> <li>• <b>After participation:</b></li> <li>• Report/ meditate on what was done</li> <li>• Assign a writing task</li> </ul>	<ul style="list-style-type: none"> <li>• A questioner and organizer to foster critical thinking</li> <li>• Assigns material to read/watch/analyze</li> <li>• Considers relevance, level, appropriateness (ideas, concepts, values...)</li> <li>• Organizes discussions</li> <li>• Sets the rules (publish them)</li> <li>• Trains students on how to participate</li> <li>• Plans a set of questions to lead/ move students and keep the flow of the discussion</li> <li>• Prepares the opening (key) q and closing questions</li> <li>• Monitors even participation; may be the leader or not</li> <li>• Helps to explore ideas, involve students, help clarification of arguments</li> <li>• Keeps students focused</li> </ul>	<ul style="list-style-type: none"> <li>• Used in an organized way to examine information in the form of questions, statements, quotes, ideas, etc.</li> <li>• Come in taxonomies</li> <li>• Find out links between beliefs, prior and new knowledge</li> <li>• Teacher and students prepare questions</li> <li>• Questions should be:</li> <li>• Open-ended, motivate curiosity, have a KEY (opening) question to start discussion: What can be understood by...?</li> <li>• (core) What is your interpretation of the ...?</li> <li>• Moreover, debrief (closing) in questions to meditate on the discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Aim: go for a deep understanding of complex texts, ideas.</li> <li>• Read a text and analyze it (format)</li> <li>• Prepare a list of questions / comment (format)</li> <li>• Follow the rules (Poster on the wall)</li> <li>• Follow teacher's instructions according to the activity ( what role is assigned)</li> <li>• Check the tools that help fluid participation (format)</li> <li>• Share ideas, participate actively discussing / listening</li> <li>• Support their ideas</li> <li>• Do some writing follow-up task</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Getting ready for the seminar:</b> to organize and process information to participate</li> <li>• <b>Discussion stems:</b> facilitate participation</li> <li>• <b>Generic questions:</b> to facilitate participation</li> <li>• <b>Taxonomy of Socratic questions:</b> 6 types of questions</li> <li>• Other taxonomies</li> <li>• <b>Assessment form:</b> to keep track of students' participation</li> </ul>

Description of the most common activities for Socratic Discussions/ tasks.  
General considerations prior to any of the suggested tasks

**Teacher assigns a text or any other thought -provoking material (articles, videos, etc.)**

Students have to analyze it critically.

If it is a text, it is recommended to number the lines for easy identification of sentences

Complete a worksheet to help the analysis and question formulation

Share worksheets/formats to help analysis and organization of ideas/inquiries/ observation (participation) assessment, etc.

**Sets the rules for the Socratic Discussion**

- Publishes and rehearses them (model)

**Promotes fluid and even participation**

- Publishes stem of questions and answers
- Rehearses questions and answers

**Socratic Circles: Fishbowl**

- Organizes students into 2 circles: inner and outer circle

**Inner circle:** students participate in the dialogue (use the worksheet prepared in advance)

**Outer circle:** students observe a designed student in the inner circle and tracks his/her participation (use the observation worksheet)

**Presents the key question and keeps participation high**

- Poses the key /opening question from the material shared
- Keeps focused and active on the role assigned
- Roles (inner- outer circle) can be exchanged
- Students follow the rules

**Debriefing**

- Students exchange notes and analyze them; may write notes
- Leader / teacher asks debriefing questions about the topic and the process

**Assessment**

Could be done in two ways:

- By assigning a grade to the students' performance
- By assigning a written task as a culminating activity

**Questions for the Socratic Discussions: different alternatives with varied number of questions**

**Phases in the Socratic Discussion:**



Key questions



keep on discussing



Closing



Debriefing

**Questions suitable for each phase of the Socratic discussion: Two typologies were found**

**Typology 1**

<b>Key questions</b>	What's the main idea/ value in the text What's the author's idea Could you suggest a title for the text? In your opinion. What's the most important idea /paragraph?	<b>Linked to: AVID TYPOLOGY</b> <b>Level 1</b> Engage and help students find main ideas
<b>keep on discussing</b>	What do you mean by..? Can you give any evidence for that from the text? Does anyone have a different perspective? Have you changed your mind?	<b>Level 2</b> Core questions that analyze the text Participants formulate their ideas
<b>Closing</b>	Are there any ideas from the text related to your life? Does it have a special significance for you? What's the importance of this information? Do you agree with the author? Why?	<b>Level 3</b> Connect what was learned to real life Assign follow-up tasks
<b>Debriefing questions</b>	Did you get a deeper understanding of the text? What do you think about the process? Were the rules followed? Did you reach the goals stated? Did you notice something special about the seminar/ discussion?	<b>Self-evaluation</b> Evaluation of the process and participants

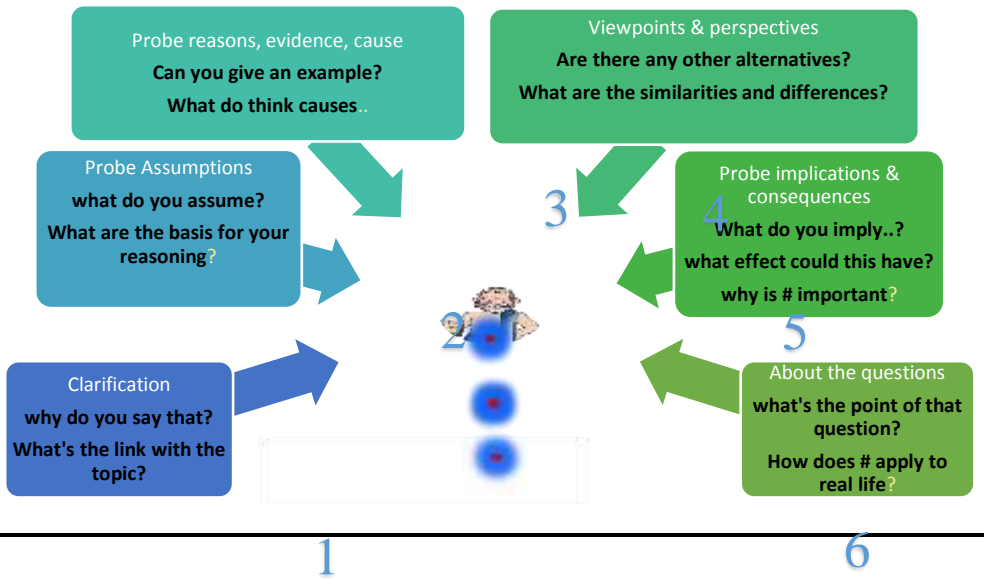
**Typology 2**

<b>AVID Socratic Seminar Opening Questions</b>	<b>Core Questions</b>	<b>Closing</b>
<b>(Level 1)</b>	<b>(Level 2)</b>	<b>(Level 3)</b>
Relates to text Uses concrete examples Is not a yes or no question	Develops theme Leads into the abstract Leads to further questions	Relates to self Relates to reality

<p><b>EXAMPLES</b>          What does the author mean when he says... “With torn and bleeding hearts we smile?”          When do you wear a mask?          When do masks “grin and lie?”          What would make the author say “But let the world dream otherwise.”</p>	<p><b>EXAMPLES</b>          Is there a time when we can see below the mask people wear?          What is the purpose of wearing a mask?          What is your response to people who wear masks?          Can masks belie the wearer?</p>	<p><b>EXAMPLES</b>          What do you think was the wisdom that the author was trying to impart to you?          What in your thinking has changed about the way you treat people who wear masks?</p>
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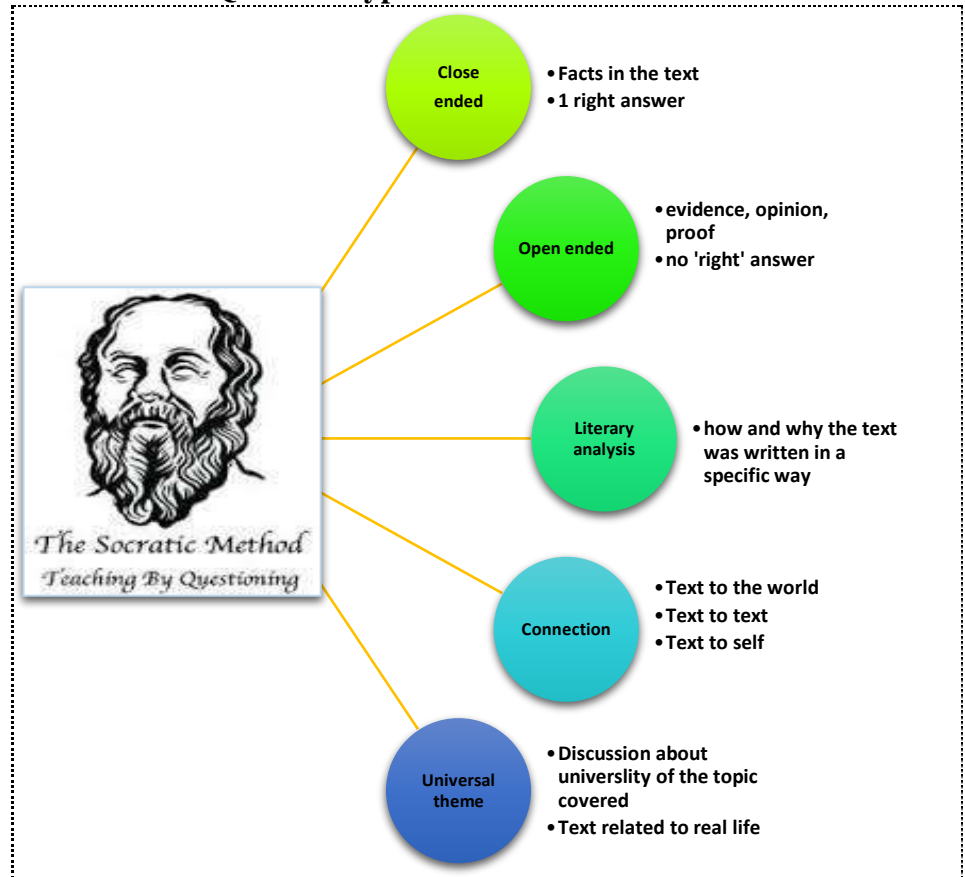
pms.pasco.k12.fl.us/wp.../08/Socratic-Seminar.pdf

**Socratic Questions : Process of six steps**



[http://changingminds.org/techniques/questioning/socratic\\_questions.htm](http://changingminds.org/techniques/questioning/socratic_questions.htm)

## Basic Socratic Question Types



<http://hubpages.com/education/Socratic-Seminar-A-Practical-Guide>

## Socratic Seminar: Rules

• <b>Speak clearly and loudly</b>
• <b>Listen carefully</b>
• <b>Ask questions to keep the dialog</b>
• <b>Be polite and respectful</b>
• <b>Do not raise your hand, look at the speaker and wait for your turn</b>
• <b>Take turns to speak</b>
• <b>Refer to the text</b>
• <b>Ask for clarification if needed</b>


## Role-play Reasoning

It's important to understand other people's beliefs or the way they think but in a just and impartial way or from the other's view.

Role-play reasoning helps to reconstruct using critical thinking, the way others think or view things.

### Steps:

- Choose a thought-provoking situation relevant to students' daily life or experiences or historical events. (case-study)
- Groups of students brainstorm about it; they create two lists based on opposite views of those involved in the situations, parents and children; teacher and student; neighbors; friends, etc. Characters from the history. Specific controversial events.
- The reconstruction of each view should be as accurate as possible
- Students should support the positions each character adopt. Socratic questioning becomes a great tool to understand in depth positions adopted.
- Students create dialogs to be acted out by the students
- Acting out
- Students discuss which character had the best argument or reasons, and they have to support their opinions.
- Sum up what was learned or clarified.

	<b>Task 6: Think of two situations or topics to do the 'Role-play Reasoning' activity with students in Kindergarten – primary school – secondary school</b>
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Kindergarten: \_\_\_\_\_

Primary: \_\_\_\_\_

Secondary: \_\_\_\_\_

### Benefits of Socratic Activities:

- Look for CT through HOT exercised in reading and text analysis
- Optimize students’ participation and to share varied ideas
- Facilitate even participation in class
- Enhance language and communication competence
- Develop the 4 Cs of the 21<sup>st</sup> Century

### Alternative 3: Inquiry approach

Promotes the development of research and thinking skills and prepares students to become responsible for their learning and to develop inquiry skills and knowledge that will be useful for their whole lives. This approach helps to make the learning process more efficient based on the use of participatory and investigative strategies. The approach looks for information and knowledge using **questions**, considered as the main tool or key element.

*Inquiry-based learning* engages people of all ages. Since we are born, we are in a constant search of information and discovery driven by our natural curiosity. The approach offers varied models. In the chart below, two ways show how inquiry sessions are organized in a general sequence taken from ‘*Years 1 to 10 Studies of Society and Environment Syllabus.*’

• Option 1	• Option 2
<ul style="list-style-type: none"> <li>• <b>Questioning:</b> develop concepts, link previous knowledge, stimulate interest and promote new questions</li> <li>• <b>Planning and predicting:</b> set a plan to investigate the question(s); predict results</li> <li>• <b>Investigating:</b> Students get engaged in their investigation</li> <li>• <b>Recording and reporting:</b> Students reflect and share their investigation, findings, and interpretations</li> <li>• <b>Reflecting:</b> Revise the problem and plan further investigations</li> </ul>	<ul style="list-style-type: none"> <li>• Can be adapted to different inquiry models e.g., integrating socially, action research, etc.</li> <li>• Framing and focusing questions; Get engaged with the topic; relate personal experience with topic; identify the issue</li> <li>• Locating, organizing and analyzing evidence; explore points of view, questions, knowledge; investigate, process the information, plan for further activities</li> <li>• Evaluating, synthesizing and reporting conclusions; action to take; does this answer the question (s), provide more information to understand the topic, draw conclusions</li> <li>• Possibly taking action of some sort; enable students to make choices</li> <li>• Reconsidering consequences and outcomes of each of the above phases. Can we improve this investigation? Has my view changed?</li> </ul>

Strategies that help Inquiry	
<ul style="list-style-type: none"> <li>• <b>Questioning:</b> questions can be posed by the teacher or students</li> <li>• <b>Essential questions:</b> Mainly Posed by the teacher</li> <li>• <b>Foundation questions:</b> students brainstorm questions to build the answer to the essential questions: Students usually create from 6 to 8 questions.</li> </ul>	<p><b>Four-Step questions</b></p> <ul style="list-style-type: none"> <li>• Description</li> <li>• 5 Ws</li> <li>• Evaluation</li> <li>• What conflict of interests are there?</li> <li>• Who gains / loses / decides?</li> <li>• Reflection</li> <li>• What will happen if...?</li> <li>• What are the alternatives?</li> <li>• Action</li> <li>• What action should be taken?</li> <li>• What change if desirable should be introduced?</li> </ul> <p><i>Sources:</i>            Calder, M. and Smith, R. 1991, <i>A Better World For All: Development Education for the Classroom (Teacher's Notes)</i>, Australian International Development Assistance Bureau.</p>
<p><i>Copyright©2002-2003 Teaching with Technology Initiative</i></p>	<p>Proposed by: 'The Years 1 to 10 Studies of Society and Environment Syllabus.'</p>

### **Alternative 3 (within the Inquiry Approach): The Action Research Process**

It is a series of steps also called inquiry cycle that is designed to take action on problematic situations from real life with the aim to solve them; this situation turns action research relevant to those who participate in because they are the ones who determine the aim of the inquiry. In AR, people learn by doing as they actively work in cooperation to look for feasible and real solutions. This process has established steps that are repeated over and over as shown in the diagram below; it has the following characteristics: it is cyclical; participatory; qualitative and reflective.



Adapted from Department of Education, Queensland. 1993, P-12 Environmental Education Curriculum Guide, Brisbane.

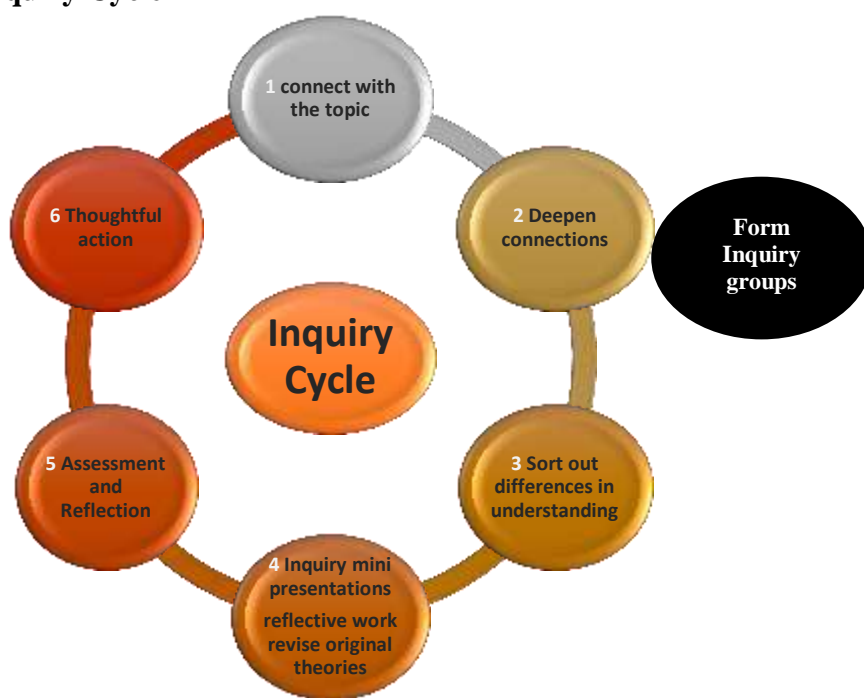
**Questions that help to ask more questions according to the phase of inquiry:**

<b>Phases of Inquiry</b>	<b>Action Research</b>	<b>Types of Questions</b>
<b>Framing and focusing questions</b>	Identify the problem / issue	Focus: what do you find interesting? What makes you feel confused?
<b>Locating, organizing and analyzing evidence</b>	Investigate the problem / Issue	Clarifying: could you explain / clarify? What are the facts that...?
	Evaluate data	What does all this data mean?
<b>Evaluating, synthesizing and reporting conclusions</b>	List possible actions	What are the alternatives? What could happen? What could be the solutions?
	Predict outcomes	If we do that what could happen?
	Select the best action	Which could be the best ... Why?
<b>Possibly taking action of some sort</b>	Implement the action	WH: who will do..? How long will it take? What do you think about..?
<b>Reconsidering consequences and outcomes of each of the above phases</b>	Evaluate	How was it? How did it go? Has the ... improved / changed? Was the information / plan / strategy appropriate/ useful?
<i>The Years 1 to 10 Studies of Society and Environment Syllabus'</i>	Adapted from Department of Education, Queensland. 1993, P-12 Environmental Education Curriculum Guide, Brisbane.	

### Kath Murdock's Inquiry Framework

<ul style="list-style-type: none"> <li>• Tuning in (students and topic get connected: prior knowledge, personal experience; focus /central ideas)</li> <li>• Finding out: analyze and communicate data found (go deeper into connections; search and share information; identify and explore lines of inquiry; inquiry groups)</li> <li>• Sorting out: in learning areas ( reflect: what do you understand/ what do you consider confusing')</li> </ul>	<ul style="list-style-type: none"> <li>• Going further: review, reflect on original theories and propositions (inquiry presentations and...(5) )</li> <li>• Drawing conclusions: Reviewing the Big question (assessment and reflection)</li> <li>• Reflecting and acting: What are we learning? What meaning can we make of this data? (thoughtful action)</li> </ul>
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### Inquiry Cycle



**Presentation of various steps suggested for the ‘Inquiry Cycle’ (steps/ processes) and questions for each step of the process.**

Phases of the Inquiry Process	The Inquiry Process	Inquiry Cycle Reflecting on Personal Understanding	Teacher Qs for reflecting on ...	25 Questions to guide inquiry based learning	TWT Steps (Teaching with technology)
<b>1 Engaging, challenging Framing Focus questions</b>	1 Connect	<b>1 Tuning in</b> What do I know about this topic?	<b>Tuning in</b> (to your thinking) What: do you Know; makes you feel interested; similar experiences have you had?...	1- Pose Real Questions	1- Questioning
	2 Question				
<b>2 Locating, organizing, interpreting analyzing evidence + information</b>	3 investigate	<b>2 Finding Out</b> What Kind of resources might help?	<b>Finding out</b> (go for more) What do you need; where can you get it; How can you improve it and who can help you? What strategies will help you?	2-Find resources	2- Planning + predicting
<b>3 Evaluating, synthesizing + making decisions + choices</b>	4 Create	<b>3 Sorting Out</b> What information is relevant to my questions?	<b>Sorting Out</b> (plus linking data) Which questions have you already answered? What is the most important thing to understand about...? What connections are you making? What was/wasn't helpful?	3- Experiment, explore	3- Investigating
<b>4 Communicating findings; reporting , contributing to debate (and taking action)</b>	5 Share	<b>4 Going Further</b> (Independent Inquiry) How might I organize my information and ideas?	<b>Going Further</b> How can you improve your understanding? How can the tactics be applied to other activities? What are your new goals for improvement? How can you take this further?	4- Interpret information	4- Recording + reporting
<b>5 Reflecting; reconsidering and connecting</b>	6 Reflect	<b>5 Making Conclusions</b> What is the main point I want to make?	<b>Reflecting</b> (culminating task) What have you learned about...? Why is this important? How do you feel about your improvement/understanding? Have you answered initial questions? What have you learned about yourself/topic?	5-Report findings	5- Reflecting
<b>Related to Bloom's taxonomy: questioning</b>		<b>6 Taking Action</b> What have I learned	<b>Taking Action</b> (culminating task) How can you share the new knowledge; with who will you do it? What can you highlight about this topic? What can you apply to other activities/situations?		
			'Kath Murdoch- Phases of Inquiry'- 2010 <a href="http://kathmurdock.com.au/uploads/media/phasesofinquiry.pdf">http://kathmurdock.com.au/uploads/media/phasesofinquiry.pdf</a>		

### **III. - COMPETENCIES**

Nowadays it is not enough to learn about varied subjects; it is more important to learn how to learn, to develop the metacognitive skills and be motivated to keep on learning throughout our whole lives with to interact successfully with the real world. Learning and the development of competencies are considered dynamic as they are in constant change and adaptation to the context the person is facing. Competencies are not for ever, so they need to be adapted or updated and in some cases learned for the first time.

#### **What is a competence?**

It is a fundamental characteristic of a person related to high level of performance in specific areas or problematic situations. It is about the knowledge, procedures, abilities a person has developed to respond to mental or physical activities. A competent person is someone who can face successfully, varied situations that may be related to work, academic or daily life.

Based on the relevance competencies have for education, by the end of the 90s they were established by the European Union and referred in the Delor's Report, '*Learning the Treasure Within*' UNESCO 1996. It was considered that all academic subjects of the curriculum should promote the development of many competencies whenever it is possible.

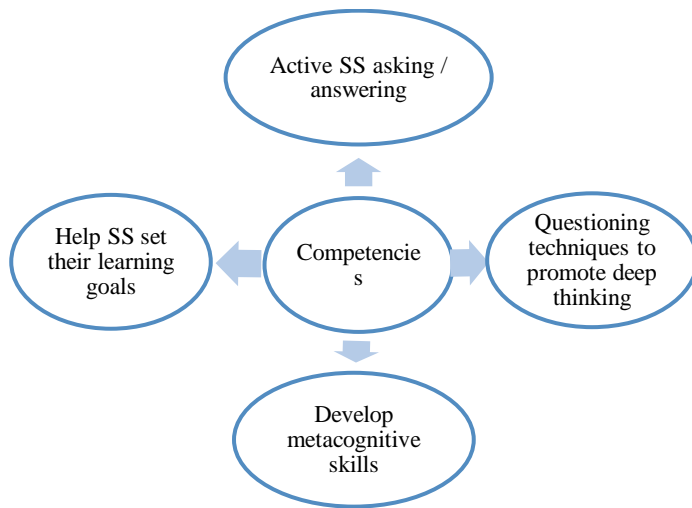
A competence has three components that work together in varied contexts:

Knowledge: content

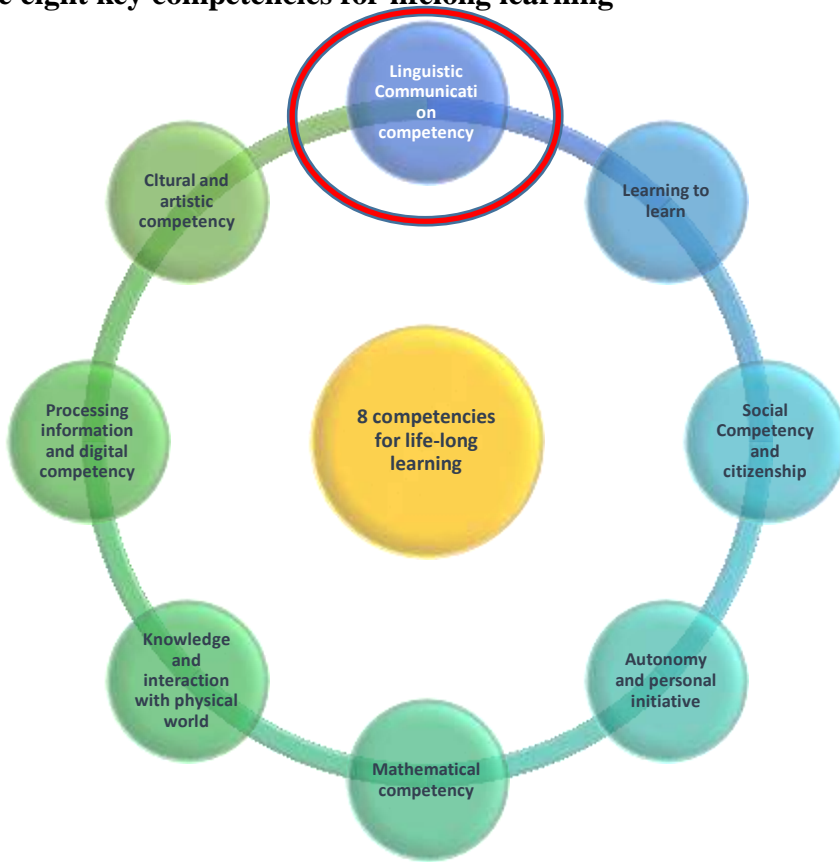
Skills: ability, procedure

Attitude: behavior, feeling

The teaching practice focused on the development of competencies brings many benefits to students that have great relevance for any aspect of their lives.



**The eight key competencies for lifelong learning**



**Task 7: Basic Competencies for Life**

Through which subject matters from the school curriculum could you develop the eight competencies?

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**Characteristics of the key competencies:**

- Promote the development of capacities, knowledge, attitudes, and skills.
- Apply what was learned for solving problems
- They are dynamic; they develop continuously
- They are cross-curricular and transversal and life-long learning takes place.

When teaching the English language, the development of the **competency in linguistic communication** is permanent because it enriches and complements the learning of the mother tongue. Most of the competencies for lifelong learning are compatible, relevant and easy to incorporate to the EFL class. They are related to the development of thinking, use of the language, opportunities to interact, to contribute and to self-management.

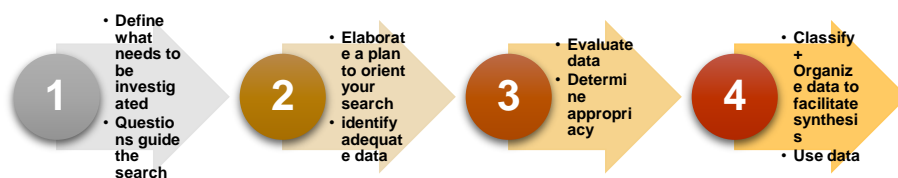
The 21<sup>st</sup> Century Partnership considers that students have to develop competencies necessary to function efficiently in the globalized world; for this to happen, it is essential to go beyond the basic competencies and promote academic content but at a higher level. Those competencies are listed in the following chart:

<b>Civic Awareness, Cultural Skills</b>	<b>Literacy, Global Cross-</b>	<b>Critical and Inventive Thinking</b>	<b>Information and Communication Skills</b>
<b>Active Community Life</b> <b>National and Cultural Identity</b> <b>Global Awareness</b> <b>Socio-Cultural Sensitivity and Awareness</b>		Sound Reasoning and decision-making Reflective Thinking Curiosity and Creativity Managing Complexities and Ambiguities	Openness Management of information Responsible use of information Communicating effectively

As it was mentioned, the English language course turns to be one of the best scenarios where these competencies can be developed but with particular emphasis on critical thinking, effective communication, and management of information.

In the 21<sup>st</sup> Century, considered as the information age, the management of information turns to be an essential competence, therefore, it is important to know how to deal with it effectively. The development of ICT and its massive spread creates a scenario where people are bombarded by lots of information all the time and are required to make decisions about it right away. Making the right decisions will lead someone to failure or success; this will depend on how well the information management competence has been developed in students during their school years.

*'The Gavilán Model'* aims to develop the competence in managing information. It offers a series of steps to help students succeed in the development of this competence. The following diagram shows the steps to be followed and 'WHAT' the students is capable of doing at each step:



Some recommendations to use the **Gavilán Model**:

- The main aim is to develop the 'Information Management' competence and to do so work each step in depth.
- Incorporate this model from 6<sup>th</sup> -grade primary school to 5<sup>th</sup> -grade high school.
- Each step develops didactic strategies that help to reach the aims of each sub-step.
- Work all the steps but not from the very beginning; it is recommended to start working on them separately before solving the information problem.
- This model can be adapted to any subject.

STEPS	SUB-STEPS
<b>Define the information problem and what needs to be investigated to solve it</b>	State the initial question Analyze it Build an investigation plan Formulate supplementary questions Evaluate step 1
<b>Search and evaluate sources of information</b>	Identify and select the best sources of information Get access to the selected sources Evaluate the found sources Evaluate step 2
<b>Analyze information</b>	Select most suitable information to answer supplementary questions Read, understand, compare and evaluate the chosen information. Answer supplementary questions Evaluate step 3
<b>Synthesize information and use it</b>	Solve the initial question Elaborate a concrete product Communicate results of the investigation Evaluate step 4 and the process

Competencia para Manejar Información (CMI) <http://www.eduteka.org/CMI.php>

#### IV. - THE ROLE OF QUESTIONS

##### Why asking questions should be promoted in class?

As it is important to teach the students the language of thinking, it is also important to let them know the relevance in today's world of being a good questioner. This ability needs to be taught and trained, but before doing so, students and teachers should know the benefits this brings to their lives. Warren Berger in his book '*A More Beautiful Question*' shares some tips:

##### *Questioners ...*

- Pay close attention to the surrounding world; try to notice details around them, listen carefully and take their time to ask questions.
- Don't accept things are the way they are; they ask why things are that way.
- Are not ashamed to ask basic questions, even if someone may think they are naïve; they challenge what is usually assumed.

- Go to the significant part by using the ‘5 Whys’.
- Have a vivid imagination to ask ‘what if... Questions to give room to new ideas.
- Share their questions and ideas looking for collaboration to figure them out and get a deeper understanding.
- May wait patiently to get the right answer to a question while thinking and working on it.
- Move from asking a question to action, like how can we do it?

[www.AMoreBeautifulQuestion.com](http://www.AMoreBeautifulQuestion.com)

**Quality teacher questions for understanding:**

- What makes you say that? / Why do you say that?
- Can you explain your thinking?
- What links can you make?
- Can you give some examples?
- How did you know about this?
- How would you teach this?

<b>Questions to promote dialogue</b>		
<b>Focus</b> What is it / What did you find ...? <b>Clarification</b> Could you explain that? <b>Reasons</b> Why do/did you.....? <b>Connections</b> It sounds like you agree/disagrees with X. Is that right? <b>Distinctions</b> How is that different from..? <b>Relevance</b> How does that help?	<b>Implications</b> What can we work out from that? <b>Assumptions</b> What do /did you base that on? <b>Testing</b> How could you confirm that it was true? <b>Information gathering</b> What do we know about that? <b>Examples</b> Could you give an example?	<b>Listening strategies</b> Did you say that...? <b>Participation</b> What do you think about..? What do other people think? Who agrees/disagrees? <b>Alternatives</b> How else can we think about that? <b>Summarizing</b> What have we found out?
Source: De Hann, C. MacColl, S and Mc Cutcheon, L. 1995, Philosophy with Kids Book, 3 Longman, Melbourne		

*Question creation chart: (Q Chart) helps to generate questions that go from factual level (LOT) to evaluative level (HOT)*

**Q- CHART / QUESTIONING GRID**

?	IS /ARE	DO /DID	CAN	WOULD/ SHOULD	WILL	MIGHT/ COULD
WHO	FACTUAL					
WHAT						
WHERE						
WHEN						
WHY	Analytical				Application Synthesis	
HOW						

## Other typology of Questions

Costa's Level of thinking and Questioning	Costa's House of Questions																																																									
<p style="text-align: center;"><b>Applying</b> Evaluate Generalize Imagine Judge Predict Speculate If/Then Hypothesize Forecast</p> <p style="text-align: center;"><b>Processing</b> Compare Contrast Classify Sort Distinguish Explain (Why?) Infer Analyze</p> <p style="text-align: center;"><b>Gathering</b> Complete Define Describe Identify List Observe Recite Select</p>	<div style="text-align: center;"> <p>Key Words: Evaluate Predict Judge Assess Idealize Forecast</p> <p>What judgment could be made about...? What would you predict if...? How would you prioritize...? Why was... better than...? How could you prove or disprove...? What evidence supports...?</p> </div> <hr/> <div style="text-align: center;"> <p>Key Words:</p> <table border="0"> <tr> <td>Compare</td> <td>Inspect</td> <td>How is... similar to...?</td> </tr> <tr> <td>Apply</td> <td>Develop</td> <td>What might we infer from...?</td> </tr> <tr> <td>Solve</td> <td>Infer</td> <td>How would you categorize...?</td> </tr> <tr> <td>Classify</td> <td>Analyze</td> <td>What is the function of...?</td> </tr> <tr> <td>Reason</td> <td>Explain</td> <td>How would you classify...?</td> </tr> <tr> <td>Distinguish</td> <td></td> <td>What conclusions can you draw?</td> </tr> <tr> <td>Examine</td> <td></td> <td>Why do you think...?</td> </tr> <tr> <td>Contrast</td> <td></td> <td>How is... related to...?</td> </tr> <tr> <td></td> <td></td> <td>How would you summarize...?</td> </tr> </table> </div> <hr/> <div style="text-align: center;"> <p>Key Words:</p> <table border="0"> <tr> <td>Who</td> <td>Label</td> <td>What is...?</td> </tr> <tr> <td>What</td> <td>Identify</td> <td>When did...?</td> </tr> <tr> <td>When</td> <td>Match</td> <td>Which one...?</td> </tr> <tr> <td>Where</td> <td>Name</td> <td>How would you show?</td> </tr> <tr> <td>Which</td> <td>Spell</td> <td>Who was...?</td> </tr> <tr> <td>Choose</td> <td>Select</td> <td>Which is the best answer?</td> </tr> <tr> <td>Find</td> <td>Restate</td> <td>What facts...?</td> </tr> <tr> <td>Define</td> <td>Observe</td> <td>How would you classify...?</td> </tr> <tr> <td></td> <td></td> <td>What is the definition of...?</td> </tr> <tr> <td></td> <td></td> <td>How many...?</td> </tr> </table> </div>	Compare	Inspect	How is... similar to...?	Apply	Develop	What might we infer from...?	Solve	Infer	How would you categorize...?	Classify	Analyze	What is the function of...?	Reason	Explain	How would you classify...?	Distinguish		What conclusions can you draw?	Examine		Why do you think...?	Contrast		How is... related to...?			How would you summarize...?	Who	Label	What is...?	What	Identify	When did...?	When	Match	Which one...?	Where	Name	How would you show?	Which	Spell	Who was...?	Choose	Select	Which is the best answer?	Find	Restate	What facts...?	Define	Observe	How would you classify...?			What is the definition of...?			How many...?
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## Questioning Strategies and Critical Thinking

To develop critical thinking in students, teachers need to develop and enhance their questioning strategies. One tool that can be of great help is the mini-guide created by Foundation of Critical Thinking. It is recommended to use the questions posed for each intellectual standard

## Nine Intellectual Standards to promote and assess thinking

<p><b>CLARITY</b>  <i>You have added detail and examples.            Could you illustrate what you mean?            Could you give me an example?</i></p>	<p><b>ACCURACY</b>  <i>Your thinking has facts and Research to back it up.            How could we test that?            How do we know this is true?</i></p>	<p><b>PRECISION</b>  <i>Your thinking is specific and exact.            Could you be more specific?            Could you give more details?</i></p>
<p><b>RELEVANCE</b>  <i>Your thinking is directly related to the central idea, problem or question you are working on.            How does this relate to the problem?            Does this answer the question?</i></p>	<p><b>DEPTH</b>  <i>You have predicted difficulties or problems with your thinking. You imagine what could go wrong and what you could do about it.            What will make this difficult?            Have you looked ahead?</i></p>	<p><b>BREADTH</b>  <i>You have considered other points of view.            Do you need to look at this from another perspective?            Do you need to consider other points of view?</i></p>
<p><b>LOGIC</b>  <i>You show your thinking in a way that makes sense to others.            Does all this make sense together?            Does your thinking follow the evidence?</i></p>	<p><b>FAIRNESS</b>  <i>You are aware of the thoughts and ideas of others. You do not ignore facts that disagree with your thinking. You are open to changing your mind.            Am I considering the thinking of others?            Is my thinking based on facts or just opinions?</i></p>	<p><b>SIGNIFICANCE</b>  <i>Your thinking is important to the central idea, problem or question you are working on.            Is this the most important thing to consider?            Are you focusing on the most important thing?</i></p>

Richard Paul and Linda Elder: Critical Thinking: Tools for Taking Charge of Your Learning and Your Life, 2006

### Techniques for Successful Questioning

- **Formulating:** pose clear questions, so it is understood at the level of language and in what kind of response is expected from students.
- **Sequencing;** questions may be asked following a specific order like: from LOT to HOT (simple to complex) or they may be ‘flipped.’ could go from factual, inferring, evaluative levels; sequencing will depend on the stated aims.
- **Balance:** ask both types of questions: convergent and divergent questions and. use questions at an appropriate level: LOT and HOT and the combination of these 4 types of questions: Low – divergent or High – divergent / Low –convergent or High – convergent.

These combinations can be linked to **Bloom's taxonomy**:

<b>Lower Level Convergent</b>	<b>Knowledge level</b>	<b>Recall, recognize, define</b>
<b>Lower Level Divergent</b>	Analysis level	Hypothesize, reconstruct, think critically
<b>Higher Level Convergent</b>	Comprehension and Application levels	Explaining, comparing, contrasting, reasoning
<b>Higher Level Divergent</b>	Synthesis and evaluation	Predict, evaluate, propose

- **Probing questions:** a strategy to get more details or additional information to get things clear. The **5 Whys** is a helpful strategy for this purpose. (see the chart below)
- **Even participation;** enhance students' participation and give equal opportunities. When necessary re-direct your questions. Participation is linked to having access to information
- **Wait Time:** give students time to think and elaborate an answer. Pose the question and wait for around 10 seconds then call on volunteers or use any other strategy for students' participation. 'Wait time' has a great impact on the quality and quantity of students' participation and has a positive effect on the teachers' attitude due to the good results shown. This situation gives opportunities to develop critical thinking skills through HOTS and helps communication in the TL
- **Student Questions;** It has been demonstrated how important and beneficial is that teachers make good use of questioning techniques in the classroom but it is also important that students start generating questions of their own. *The Right Question Institute* has designed a process called the Question Formulation Technique (QFT). The aim is to help students to make their own questions, improve them and have a strategy to use them.

### Question Formulation Technique

#### Produce Your Questions

*Four essential rules for producing your own questions:*

- Ask as many questions as you can.
- Do not stop to discuss, judge, or answer the questions.
- Write down every question exactly as it is stated.
- Change any statement into a question.
- **Improve Your Questions**
- Categorize the questions as closed- or open-ended.
- Name the advantages and disadvantages of each type of question.
- Change questions from one type to another.
- **Prioritize the Questions**
- Choose your three most important questions.
- Why did you choose these three as the most important?
- **Next Steps**
- How are you going to use your questions?
- © The Right Question Institute. Used with permission.

- **Strategic Questioning:** questions that support questions
- **Focus questions**, e.g., what is this about?
- **Observation questions**, e.g., what do you see? What do you know?
- **Feeling questions**, e.g., how do you feel?
- **Focus questions**, e.g., what is this about?
- **Visioning:** ideals, dreams, values, e.g., How could / should it be?
- **Change:** what needs/has to be changed? Personal and support: What can be done? What support do you need?

**Sources:** Peavey, F& Hutchinson, V 1993, Strategic questioning for Personal and Social Change, Action Research Issues Association Inc. Queensland School Curriculum Council 2000, Studies for Society and Environment Level 1 Module: Lean Green Cleaning Machine, Brisbane.

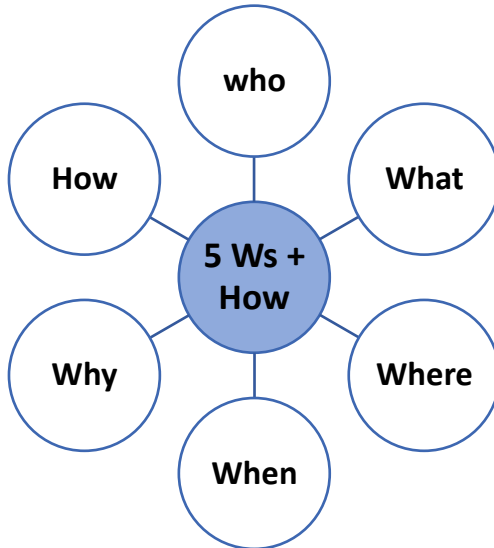
#### Strategies to foster critical thinking that are promoted using charts and questions:

**Think Pair Share:** SS record their responses to a question or prompt; after discussing, they can write the partner's answers and then decide what will be shared with the whole class. This technique allows time to think and process ideas before sharing them.





My Name: \_\_\_\_\_ My Partner's Name: \_\_\_\_\_  
 Date: \_\_\_\_\_ Class Period: \_\_\_\_\_

THINK - PAIR - SHARE					
Prompt Question	or	What Thought	I	What My Partner Thought	What We Will Share
© Student Handouts, Inc. <a href="http://www.studenthandouts.com">www.studenthandouts.com</a>					

**5 whys:** helps deeper understanding and get concepts while working on the chart. The teacher presents a **WHY** question that will be the teaching focus. In pairs students work on the other 4 questions.



**The shape of your thinking:** Shapes mean a specific way of thinking or reflecting on a task.

	<b>What is new learning for you?</b>
	<b>What do you agree with? What do you already know?</b>
	<b>How do you feel about this learning?</b>
	<b>What questions do you have?</b>

### **EFFECTIVE QUESTIONS: ACTIVITIES TO APPLY THEM**


#### **Questioning and Bloom’s taxonomy**

##### **Elementary school activities**


Comprehension leads to learning and the best teaching tool always at our disposal is questioning. Young learners will be able to develop critical thinking skills through the questioning strategies the teacher may use based on each of the six levels of Bloom- Anderson’s taxonomy.

**Family tree:** Analyze – Compare – Evaluate

Questions play a guiding role and encourage the development of thinking skills. They will help to act as detectives who are looking for the truth; check the evidence and analyze it from different angles that will give a richer perspectives.

	<p>Doraemon the cat without ears and Novita.</p>	<p><b>Analyze:</b> Draw Novita's family tree Compare it with your family members</p>
<p>Children like cartoons and know their stories very well.</p>	<p><b>Evaluate:</b> Do you like Doraemon more/less because he doesn't have ears? What good /bad things do you see in Doraemon?</p>	

**Solving real life problems:**

	<p><b>Daily life events -&gt; excellent source for Problem - Solving and C T</b></p> <ul style="list-style-type: none"> <li>• Help children to describe the problem. Illustrations are very helpful</li> <li>• Encourage them to think of varied solutions</li> <li>• Decide on the best option</li> <li>• Good problem solving abilities-&gt; help students to succeed in varied academic subjects</li> </ul>
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**Painting workshop**

Teachers can help young learners to develop their artistic skills and their verbal and visual literacy in the aesthetic area. Johnson, M. 2,008 considers when teaching arts, the teacher may ask questions on the following aspects:

IDEAS	PROCESS	MATERIALS	KNOWLEDGE
Tell us about your work (painting)	Could you tell us how you painted /colored/built it?	What materials did you use?	What kind of shapes did you use? Did you use shapes and colors like Van Gogh?

Van Gogh, Vase with Cornflowers and Poppies, Summer 1887	Painting workshop- Barcelona- 2016	Daniela Vasquez Buchhammer 5 years old
		

**Suggestions for teachers:**

- Use technical art terminology: You made yellow a secondary color
- Ask convergent question so students can become aware of their previous knowledge. What artist has a similar painting? (from the ones we were studying)
- Ask divergent (open-ended) questions to enhance discovery: what ideas do you have about your painting?
- State a problem and together look for a solution: if you only had 2 colors and no brushes how would you create a similar piece?
- Consider new concepts and processes: what can be done to have lighter tones of the colors we have? How can we make shades?

**Questions and Reading Comprehension- All levels**

Ask Yourself	Teacher Questioning
What kind of text is this? How is the text organized? Are there any illustrations? What do they show? Did I find important information? Are there some words that help me understand? How can I tell the information found?	What do you think? Why? Can you explain that? Do you agree with the author's opinion? Is there anything you don't understand? How do you feel about..?

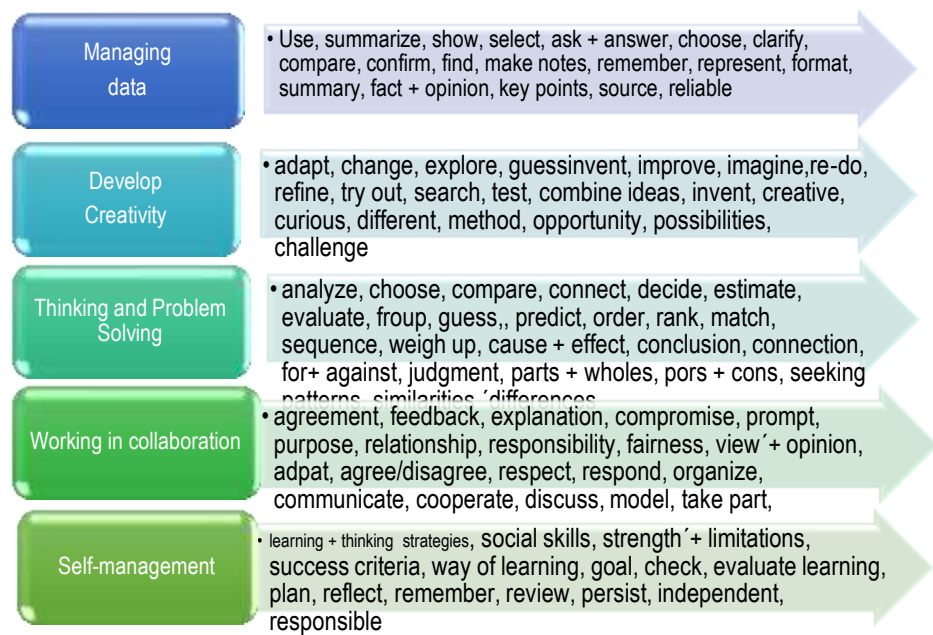
## V. - TRAINING STRATEGIES: TEACHER'S NEEDS TO DEVELOP CRITICAL THINKING SKILLS - HOTS

To develop critical thinking in students and take them from the lowest thinking levels to higher ones. We have to teach students how to do it, but first teachers need to get familiar with the appropriate strategies that facilitate the way to reach this aim. These strategies should be presented to students and promote their efficient use all the time.

Before training teachers and students in the use of varied strategies to develop critical thinking and the use of English, we should work on the *language of thinking* that will help to:

- Standardize the language used
- Understand the meaning of the terminology used
- Become aware of the different *thinking processes* a person goes through
- Have clear what each concept implies or requires to do
- Incorporate the vocabulary related to thinking to the classroom language shared by all members of the class: teachers – students.
- Get familiar with the thinking processes involved in different tasks students are required to do

To develop proficiency in the thinking skills, it is required to verbalize accurately the mental processes the person is going through when thinking critically. For students to be able to do it, there should be introduction and training in the '*thinking words*'.




Taken from: Northern Ireland Curriculum - [www.nicurriculum.org.uk/curriculum\\_microsite/TSPC/](http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/)

### Strategies to Teach Bloom's Taxonomy

**Develop every level:** Memorization is the first level in the taxonomy; it helps the transition to higher levels and have immediate access to information. Immediately students can make connections, find misunderstandings and transfer new knowledge to other situations.

**Bloom's spiraling:** In this process, each step of the taxonomy is covered in order; the level of thinking is increased progressively. The taxonomy is considered as a guide for the learning process, and it goes from LOTS to HOTS. Bloom's spiraling differs from the way most teachers work that is characterized for just focusing on LOTS and not considering the higher levels of the taxonomy.

## Flipping Bloom's Taxonomy

	<p>In the teaching practice, most teachers stay in the lowest levels of the pyramid and never move to higher levels to develop HOTS, and this condition is not beneficial for the learners. Shelley Wright in her article in Mindshift May 17<sup>th</sup> 2012 considers that creating should be our starting point and then discriminate the knowledge necessary to see what was right and wrong from the mockup created as a first step. After comparing and evaluating the results, students analyze and apply what was learned.</p>
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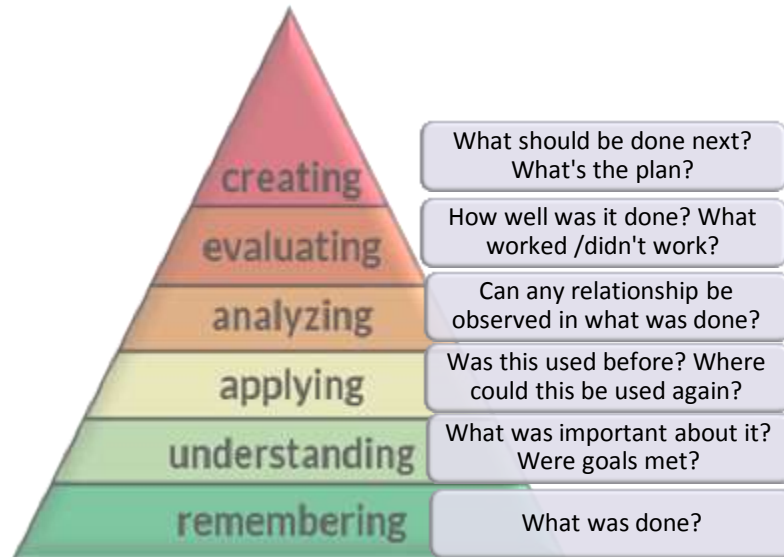
### Suggested steps for free writing

- Give a prompt: to motivate students to start writing freely.
- Provide models: some master texts related to what students were stimulated to write about
- Evaluation of models: in small groups or pairs evaluate punctuation, register, find similarities and differences between models
- Compare results obtained with your mock writing
- Analyze what was done correctly and where are the differences; what is the effect?
- As a class goes over the results obtained. What did you get?
- Teacher start working with students concepts about writing paragraphs or fragments, punctuation, style, etc.
- Students start working on criteria for good writing and construct criteria for evaluation.
- Apply what was learned to a new writing
- In this way, students are actively working on creating, evaluating analyzing and finally applying what was learned within a creative and meaningful environment.

Every step should be guided by the questions that are appropriate for each of the levels in Bloom's taxonomy.

## Bloom's Taxonomy to Promote Reflection

To develop critical thinking, it is essential to develop the ability to reflect on our thinking and the actions taken. Reflection is based on questioning; the questions are according to each level of the taxonomy. It is important to teach students how to follow the route our thinking takes by asking the right questions and giving the appropriate answers. Following Bloom's taxonomy helps to reflect on the progress done with greater accuracy.



<http://www.peterpappas.com/>







**Socratic Seminar:** It is a good way to develop critical thinking by using questions in an organized way as it established in the Socratic seminars and Socratic circle activities. Here are some useful tips and strategies to make Socratic seminars work.

### Tips to run Socratic Seminars successfully

- Leader and participants prepare questions based on the text before the seminar
- Leader: Include questions for each phase of the seminar (opening-core-closing)
- Leader: train participants in vocabulary about thinking and structure of the seminar

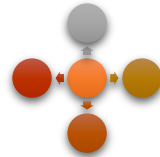


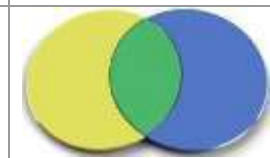
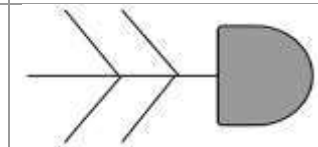
- Rules: publish, review and practice them
- Promote even and fluid participation
- Constant practice will enhance critical thinking and improve language competence

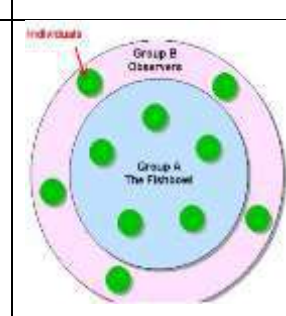
To make the discussions work is necessary to develop conversational skills so all students can participate actively.

Strategy for conversational skills (Zwiers & Crawford, 2009)		
Hand movement	Prompts for using the feature	Prompts for responding
 <p><b>Palm up</b></p>	Why do you think the author wrote this? What are some themes that emerged in...?	I think the author wrote it to teach us about... One theme might be...
 <p><b>Pull hands apart</b></p>	Can you elaborate...? What do you mean...? Can you tell me more about...? What makes you think that?	I think it means that.... In other words...
 <p><b>Support ideas</b></p>	Can you give an example? Can you show me where it says that? Can you be more specific? Are there any cases for that?	For <b>example</b> . In the text, <b>it said</b> that... One case <b>showed</b> that...
 <p><b>Build on author's ideas or other's comments</b></p>	What do you think? Can you add to this idea? What might be another point of view?	I would <b>add</b> that... <b>Again</b> , I think that... I want to <b>expand</b> on your point about
 <p><b>Apply / connect</b></p>	So how can we apply this idea to our lives? What can we learn from this character/story? If you were...?	In my life... I think it can teach us... If I were... I would have...
 <p><b>Paraphrase + summarize</b></p>	What have we discussed so far? How should we summarize what we have talked about?	We can say that. The main theme/point seems to be...

<https://www.pinterest.com/pin/234679830554919542/>

Students also need to be trained in the structure of texts they will discuss through Socratic practices

Analysis of text structure for the Socratic Seminar			
Structure	Purpose	Key words	Diagram
<b>Description</b>	Gives details, characteristics, examples	For example, such as, while, at the same time, consists of...	
<b>Sequence</b>	Show in which order events happen in a text	First, next, then, after, last, before, finally	
<b>Problem /Solution</b>	Shows a problem and ways it can be /is solved	If.. then, Caused by, reasons, so..., problem, resolution, solution	
<b>Compare-Contrast</b>	Shows what is same and what is different	Similarly, on the other hand, differs from, In contrast, as well as	
<b>Cause and Effect</b>	Tells what + why something happened	Because, in order to, caused by, as a result of, if, so...	

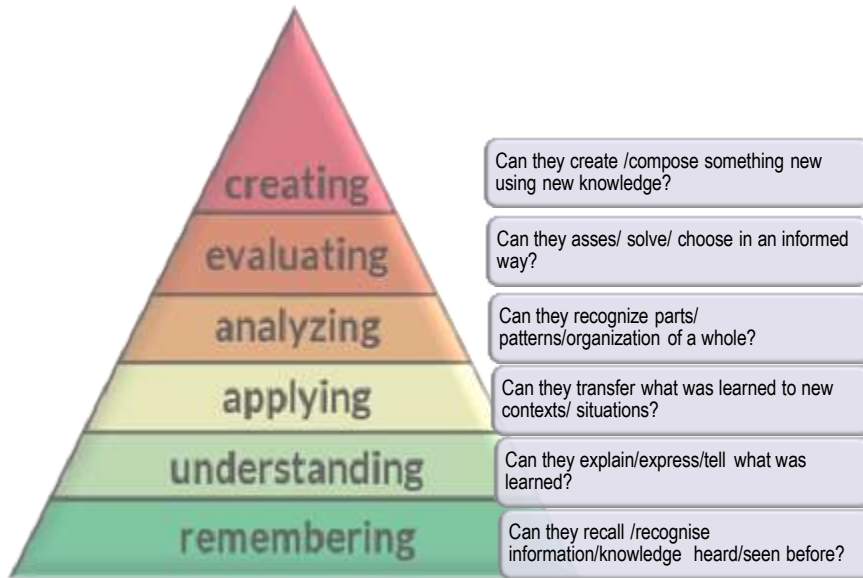
Rules for Socratic Circle: Fish Bowl		
Inner circle	Outer circle	
<ul style="list-style-type: none"> <li>• <b>Have to start a dialogue based on questions based on the text /provided by teacher /outer circle</b></li> <li>• <b>Take turns to speak</b></li> <li>• <b>Give complete answers</b></li> <li>• <b>Keep conversation fluid</b></li> </ul>	<ul style="list-style-type: none"> <li>• Provides questions to the inner circle</li> <li>• Do not participate orally</li> <li>• Listen to what the inner circle says, to the Teacher's instructions/questions</li> <li>• Take notes of inner circle participation**</li> <li>• Gives feedback to the inner circle</li> </ul>	
<a href="https://nelsonclass.wikispaces.com/Fishbowl+Discussion+Method">https://nelsonclass.wikispaces.com/Fishbowl+Discussion+Method</a>		

Adapted from one stop teacher Shop

## WAYS TO EVALUATE CRITICAL THINKING

### EVALUATION TOOLS

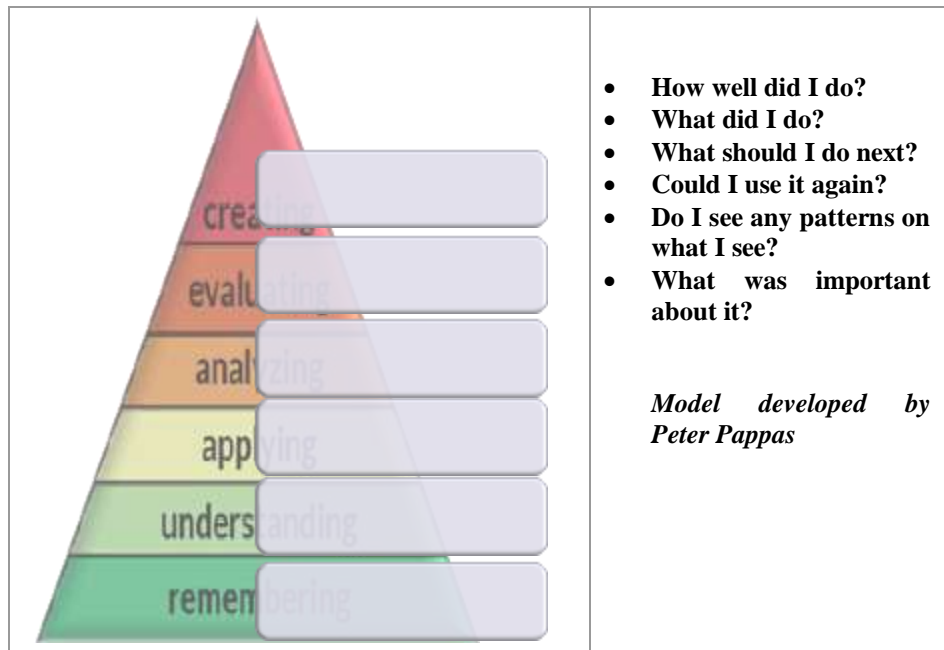
Students' evaluation according to Bloom's revised taxonomy



Score		Remembering	Understanding	Applying	Evaluating	Creating
4	Beginning					
3	Developing					
2	Competent					
1	Accomplished					

### Self-evaluation- A Taxonomy of Reflection

	<b>Task 8: Match the reflection questions with the corresponding level of Bloom's taxonomy.</b>
---	---



### Evaluation for older students in higher levels of English

Fluency snapshot tool designed by the *Global Digital Citizen Foundation* that aims to develop an understanding of the 21<sup>st</sup> Century Fluencies. It helps to assess the level of proficiency reached by the students in this aspect.

Description	1	2	3	4
Defines information needs, identifies key words, and forms questions around them.				
Determines most appropriate sources to collect information.				
Checks and gathers information from a wide range of media sources.				
Makes effective use of strategies to verify data and turn it useful.				
Verifies accuracy of information obtained.				
Cites and records references accurately when gathering information				
Makes effective application of information within context.				
Reflects critically on the application of information and gathering process, makes adjustments and revisions for improvement.				

## Set of questions to self-evaluate the teacher is questioning behavior

5 always	4 very often	3 sometimes	2 not very often	1 almost never
<b>Do you plan your questions?</b> <b>How often do your questions motivate curiosity?</b> <b>Do you repeatedly echo your students' responses?</b> <b>Do you involve all students in the class?</b> <b>Do you ask varied questions?</b> <b>Do your questions promote self-evaluation?</b>			Do you encourage students to ask questions? Do your questions try to discover more from students? Do your questions make your students think? Do you consider those who volunteer and those who do not, in a balanced way, to answer your questions?	

[www.globaldigitalcitizenfoundation](http://www.globaldigitalcitizenfoundation)

## Matrix of Integral Assessment to Assign a Score on Critical Thinking

Dr. Peter Facione and Dr. Noreen C. Facione created this matrix. They consider four levels of CT with a list of criteria that provide the teachers evidence of the level reached by students.

<b>4</b>	<b>Consistently does all or almost all of the following:</b> Accurately interprets evidence, statements, graphics, questions, etc. Identifies the salient arguments (reasons and claims) against or in favor. Thoughtfully analyzes and evaluates major alternative points of view. Draws warranted, judicious, non-fallacious conclusions. Justifies key results and procedures, explains assumptions and reasons. Fair-mindedly follows where evidence and reasons lead.
<b>3</b>	<b>Does most of the following:</b> Accurately interprets evidence, statements, graphics, questions, etc. Identifies the salient arguments (reasons and claims) against or in favor. Proposes analysis and evaluation of obvious alternative points of view. Reaches, judicious, non-fallacious conclusions. Justifies some results and procedures, explains assumptions and reasons. Fair-mindedly follows where evidence and reasons lead.
<b>2</b>	<b>Does most of the following:</b> Misunderstands evidence, statements, graphics, questions, etc. Fails identifying, strong and relevant counter-argument. Draws unjustified and wrong conclusions. Ignores or superficially evaluates obvious alternative points of view. Justifies a few results and almost never gives reasons.
<b>1</b>	<b>Consistently does all or almost all of the following:</b> Proposes tendentious interpretation of evidence, statement, graphics, questions, information or others points of view. Fails to identify or easily discards strong and relevant counter-arguments. Ignores or evaluates superficially obvious alternative points of view. Argues with irrelevant or wrong reasons and with superfluous statements. Neither justifies results or procedures nor gives reasons Keeps and defends a position without considering reasons or evidence. Shows narrow- mindedness or refuses to reason.

<http://www.eduteka.org/modulos.php?catx=6&idSubX=144&ida=738&art=1>

## PLANNING

Planning a lesson is the first step followed by teachers to provide an effective teaching/learning process to students. A lesson plan shows the way or path that will be followed to reach the stated objectives. This route will be formed by varied tasks that should scaffold the student's learning process. In the situation that the development of critical thinking is the main aim, lesson planning is crucial for many reasons. Some of these reasons are: teaching critical thinking is a complex task that starts with teacher training in critical thinking issues and ends up with organized lessons that consider the six levels of Bloom's taxonomy that are exercised through varied approaches, well-elaborated tasks and promoted by using effective questioning techniques.

### PLAN CLASS SESSIONS USING QUESTIONING STRATEGIES AND ACTIVITIES THAT PROMOTE HOTS

The following is the format of a daily lesson plan used at *Ardnamurchan High School*; they consider the six levels of the taxonomy and the activities to design for the levels to be worked during the session as well as a justification section to mention the purpose and any other relevant information that will support the task. To design a set of questions and activities for each level, it is recommended to use tools like: Bloom's Revised Taxonomy Planning Framework (see appendix) , Bloom's Revised Taxonomy Planning Worksheet For One Topic (see appendix) , Bloom's Taxonomy Teacher Planning Kit To learning Objectives Generate Learning Objectives, Tasks and Questions (see appendix)

#### Daily Lesson Plan

Teacher		Date		Class	
Period		Topic			

Course Experience(s) & Outcome(s)

Learning Intentions	Success Criteria

Key Questions/Hinge Questions	
Key Words	

Assessment Techniques		
Differentiation		Next Steps/Follow Up
Blooms Taxonomy	Activity	Justification
Remembering		
Understanding		
Applying		

Analysing		
Evaluating		
Creating		
Lesson Evaluation (2 Stars and a Wish)		

<http://es.slideshare.net/podochairtaigh/daily-planning-plan-template>

### Tips for planning

Steps	Procedures / Activities to:	Materials	Interaction	Timing
<b>Anticipating (Introduction)</b>	Work on previous knowledge ( <b>brainstorm/KWL</b> ) Measure prior knowledge; clarify when necessary Set learning aims Pull the class to the topic Create the context			
<b>Building Knowledge (Activities/Discussion)</b>	Compare/contrast own expectation with what is being learned Get adjusted/new expectations Identify main points Monitor personal thinking ( <b>metacognition</b> ) Infer about material Link material to personal life Question the lesson			

<b>Consolidating (Reflection)</b>	Students summarize and interpret main ideas Share ideas/ opinions Test ideas in tasks <b>(application)</b> Self-evaluation on the learning process / ask further questions <b>(exit slips)</b>			
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Adapted from 'The ABC's of Critical Thinking Lesson Plans' msaconsulting@att.net

## FORMATS

There are many ways to plan a class session. On the one hand it can be done based on a format and guidelines provided by the educational institution because it is suitable for their needs. On the other hand, the lesson plan may be organized using a ready-made format or designed based according to the teacher's style and preferences, that may range from brief notes or outlines to a very well detailed lesson plan; it may have a traditional look or may use graphs and varied colors.

### Lesson Plan format

General information about the group			
Timing	Activity	Materials	Evaluation
	<b>Aims: SWBT...</b>		
<b>5 min</b>	Introductory discussion (anticipation)		
<b>15 min</b>	Lecture segment; Paired discussion; Square the pairs		
<b>10 min</b>	Class discussion using questioning techniques		
<b>5 min</b>	Quick- write activity (individual summary and reflection)		
<b>5 min</b>	3 -2- 1 Processor (summary)		
<b>10 min</b>	Value line (reflection)		

[msaconsulting@att.net](mailto:msaconsulting@att.net)

## Planning for HOT

Item	Description	Materials	Timing
Unit of study			
Learning objectives			
Essential questions	Factual                      Affective Analytical                      Reflective Hypothetical                      Personal		
WCA Whole class assignments	Direct instruction      Note taking Quiz Guided practice      Classwork      Test Independent Practice      Essay Homework		
MI activities (MIA)	Differentiated instruction MI; PBL; Research; Creative writing Self/peer -assessment		

## Socratic Seminar

Timing	Activity	Interaction/ grouping	Materials
5min	<b>Warm up:</b> identify Socrates' picture and the way he used to teach: questions/ answers /Critical thinking <b>Introduction:</b> tell them how the Socratic seminar works and its rules; what to do before – during-after	Whole class	Pictures: Socrates; fishbowl; Socratic seminar rules; paper strips (SS write their names there) Lesson's guidelines
	<b>Before:</b> assign material to go over; assigns provoking questions; introduce Socratic seminars; establish rules; form :inner and outer circle; introduce questions Socratic type (21); assign who to observe and evaluate; For the inner circle: hand out slips of paper where they write their names to participate; promote fluid and even participation; <b>During:</b> Students in outer circle take notes on partner's participation; Teacher is a facilitator; follow steps of	Small group discussion  Whole group discussion  Pairs	

	<p>Socratic questions/; students in inner circle discuss using questions provided by the teacher and their own</p> <p><b>After:</b> debriefing (promote conversational skills) and text analysis Assessment; Student B) gives constructive feedback to students A) about his/her participation.; written reflection</p>		
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### **5Es instructional model developed by the BSCS group (Biological Sciences Curriculum Study 1989)**

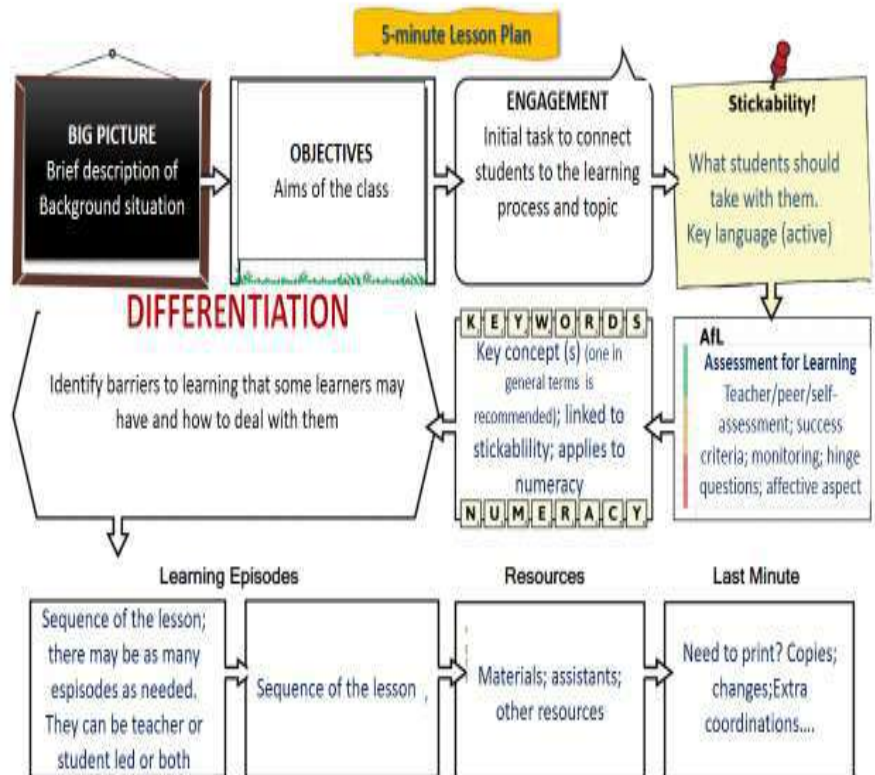
It is based on the constructivist model where students construct their learning based on prior knowledge. Aims to encourage curiosity and to develop critical thinking and problem-solving skills. The following chart shows a suggested procedure to follow. Each step of the process starts with the letter E, for this reason, it is known as the 5 E s.

PHASE	DESCRIPTION
<b>ENGAGEMENT</b>	<ul style="list-style-type: none"> <li>• The teacher engages the class using questioning techniques to elicit prior knowledge about the topic /subject and make the necessary connections with new learning.</li> </ul>
<b>EXPLORATION</b>	<ul style="list-style-type: none"> <li>• Students organize themselves to gather and work out the new information, to answer the questions, work on tasks generate new ideas.</li> </ul>
<b>EXPLANATION</b>	<ul style="list-style-type: none"> <li>• Using students' exploration and explanations, the teacher proceeds to present concepts, definitions, and principles. Students work on the answers to the initial questions based on the exploration done and give their explanations.</li> </ul>
<b>ELABORATION</b>	<ul style="list-style-type: none"> <li>• Teacher asks questions that let students apply new understanding to new problems and work on additional activities.</li> </ul>
<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Teacher asks questions through formative /summative evaluations to assess new knowledge and skills and their progress to reach stated objectives.</li> </ul>

[https://www.bscs.org/sites/default/files/\\_legacy/BSCS\\_5E\\_Instructional\\_Model-Executive\\_Summary\\_0.pdf](https://www.bscs.org/sites/default/files/_legacy/BSCS_5E_Instructional_Model-Executive_Summary_0.pdf)



**Task 9: Using the information in the planning for inquiry-learning model and information in the format for 5-minute lesson plan, complete your five-minute lesson plan**



Powered by Perspective using the original format by @TeacherToolkit

Adapted from <http://www.teachertoolkit.me/>

A basic overview of the Integrated Inquiry planning model (Kath Murdoch) 2007.

(Note: PHASES ARE BROADLY SEQUENTIAL. MOVEMENT BETWEEN THE PHASES IS EXPECTED)

<p>Selection of 'topic' or broad focus for an inquiry</p>	<p>Importantly, the focus for the unit should be selected with a 'big picture' in mind. School and state curriculum documents may assist. Foci will often be modified through negotiation with students or in conjunction with events or issues arising in the local or global community.</p>	<p>Ideally, these conversations are carried out by a team of teachers prior to the inquiry, and revisited throughout the inquiry. Documentation should be reshaped as the inquiry unfolds.</p>
<p>Generative question/s</p>	<p>What's the inquiry really about? What is the key idea? What big question/s will we explore? This question has generative potential - it is open and often provocative. (Imagine this question on your classroom wall) In some cases, students help devise the question. The question may be framed as a problem, a provocation, a wondering....</p>	<p>The 'frame' of the inquiry must be informed by students. This planning should be displayed and made transparent to students.</p>
<p>Understandings, Skills and values</p>	<p>What do we want students to understand more deeply by the end of the inquiry? What is important to know about this? (Link to big ideas) What key skills, strategies, qualities and values will be enriched through this inquiry? Link skills to generic areas: thinking, communication, self-management, social, ICTs.</p>	
<p>Tuning in (to students, not just the topic!)</p>	<p>Engagement and gathering prior knowledge, pre assessment, questions for inquiry, goal setting. Sometimes, students will require some early immersion or 'front loading' in the topic if little is known/experienced. Some questions may emerge from students at this stage. What theories do we have? How do we already understand this? Ask students: how could we find out more about this?</p>	<p>Use these to refine initial plans. Keep samples to help students self-assess. Spend time watching and listening. What are your students showing you? Where to now?</p>

Finding out	Experiences and texts that add to knowledge base – emphasis on gathering data first hand and in a range of ways (usually shared experiences)... linked to understanding goals. Data gathering through engaging with experts, surveys, interviews, film, experiments, observations, field work...	Involve students in deciding how you might find out more. Keep building banks of student questions
Sorting out	Organising, analysing and communicating the information gathered using a range of learning areas – eg: through maths, arts, English, drama, music, technology, etc. Reflective thinking work - revising original theories and propositions. Reviewing the big question...What meaning can we make of this data? What are we learning?	Students will be synthesizing their learning and beginning to make connections. Keep reviewing questions and initial thinking.
Going Further (independent inquiry)	Raising or revisiting questions. Opportunity for students to pursue questions or issues/interests of their own or in small groups. These questions may be picked up from earlier in the inquiry or have emerged from the shared inquiry.	The emphasis here is on choice and differentiation.
Drawing Conclusions	Stating understandings – what do we think and know now? How do we feel? High level thinking about the topic. Identifying avenues for action and application. Generalising (should be done throughout)	These phases are most often woven throughout the unit. Explicit connections must be articulated.
Reflecting and Acting	Now what? Taking action. Reflecting on the unit –what how and why learning has come about? What did I learn about this topic? What did I learn about myself? What should I do now? (Reflect all the way through)	Action may be shared or individual.

Source:: Murdoch, K. (2007) A basic overview of the Integrated Inquiry planning model. Retrieved from [www.inquiryschools.net/page10/files/Kath%20Inquiry.pdf](http://www.inquiryschools.net/page10/files/Kath%20Inquiry.pdf) on 24/08/13

**Third Part**

**WORKSHOP IN QUESTIONING STRATEGIES TO DEVELOP  
CRITICAL THINKING IN THE ENGLISH CLASS**

**TRY IT OUT**

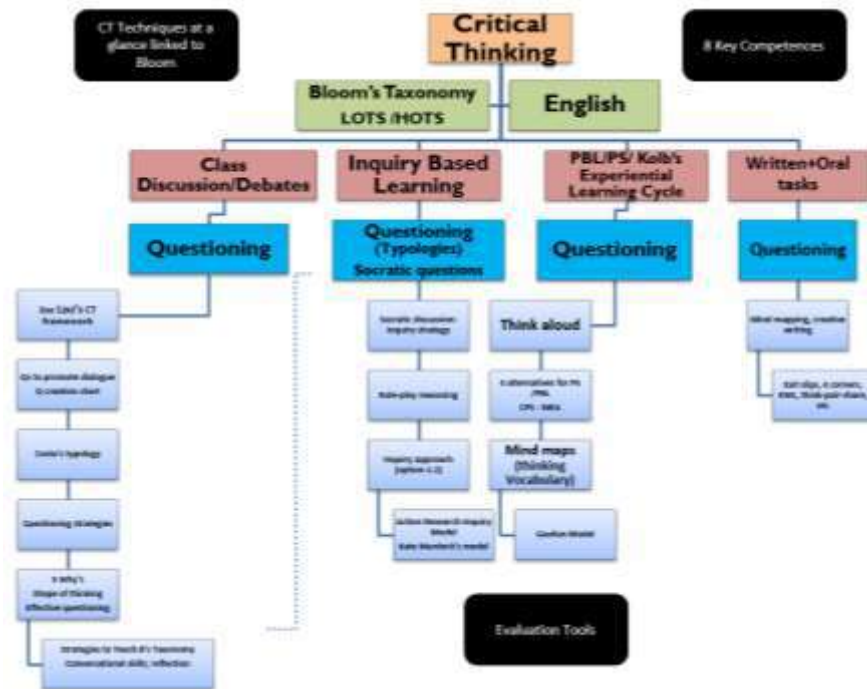
# QUESTIONING TECHNIQUES TO DEVELOP CRITICAL THINKING AND ENGLISH

## WORKSHOP - THIRD PART - TRY IT OUT

### OBJECTIVE:

- To foster the creation of a set of activities within a work unit that aims to raise levels of critical thinking and English by using questioning techniques.
- To evaluate the progress achieved by participants and their students based on initial findings and results after intervention program.

### REVISION OF VARIED STRATEGIES



Source: Own creation

**SELECTION OF THE TOPIC OF THE UNIT TO BE WORKED**  
 (Varies according to participant's teaching practice and groups of students)

**Guidelines**

Based on the groups you are currently teaching (YLL, teenagers, grown-ups):

Select a unit of the material you are about to teach from your coursebook.  
 Identify the main topic; concepts; vocabulary ; key language, etc.  
 See the following samples

2 Life and time			
Lesson	Objectives	Basic competences	
1	<ul style="list-style-type: none"> <li>To develop reading and listening skills, and cultural awareness.</li> <li>To practise language describing routines.</li> </ul>	<p><b>Daily Routines</b>  <b>Times of the Day: School starts at 9 a.m.</b>  <b>Talking about Routines: Every morning, I swim.</b></p>	<ul style="list-style-type: none"> <li>Linguistic competence</li> <li>Competence in social skills and citizenship</li> <li>Knowledge of and interaction with the physical world</li> <li>Learning to learn competence</li> </ul>
2	<ul style="list-style-type: none"> <li>To develop reading and listening skills.</li> <li>To practise verb phrases describing routines.</li> <li>To memorise and sing a song.</li> </ul>	<p><b>Daily Routines</b>  <b>Talking about Routines: I wake up at seven.</b></p>	<ul style="list-style-type: none"> <li>Linguistic competence</li> <li>Competence in social skills and citizenship</li> <li>Learning to learn competence</li> </ul>
3	<ul style="list-style-type: none"> <li>To develop listening and speaking skills.</li> <li>To use frequency adverbs correctly and coherently to express personal routines.</li> <li>To ask and answer questions correctly.</li> </ul>	<p><b>Daily Routines</b>  <b>Talking about Routines: Do you usually help at home? Yes, I do.</b></p>	<ul style="list-style-type: none"> <li>Linguistic competence</li> <li>Competence in social skills and citizenship</li> </ul>
4	<ul style="list-style-type: none"> <li>To learn about meridians and practice using coordinates.</li> <li>To practise reading skills.</li> </ul>	<p><b>Latitudes and Longitudes</b>  <b>Locating Coordinates on a Map: New York City is 40° N, 74° W.</b></p>	<ul style="list-style-type: none"> <li>Learning to learn competence</li> <li>Linguistic competence</li> <li>Knowledge of and interaction with the physical world</li> <li>Mathematical competence</li> </ul>
5	<ul style="list-style-type: none"> <li>To learn about time zones and different ways of telling the time.</li> <li>To practise reading skills.</li> <li>Curricular link: Geography.</li> </ul>	<p><b>Telling the Time: It's seven thirty a.m.</b></p>	<ul style="list-style-type: none"> <li>Learning to learn competence</li> <li>Linguistic competence</li> <li>Knowledge of and interaction with the physical world</li> </ul>
6	<ul style="list-style-type: none"> <li>To read and appreciate a poem.</li> <li>To increase awareness of rhyme and rhythm in a poem.</li> </ul>	<p><b>Reading and Reciting a Poem</b>  <b>Identifying Rhyme and Rhythm in a Text: Day rhymes with play.</b></p>	<ul style="list-style-type: none"> <li>Cultural and artistic competence</li> <li>Linguistic competence</li> </ul>
7	<ul style="list-style-type: none"> <li>To read and understand a diary entry.</li> <li>To write a description of a routine.</li> </ul>	<p><b>Daily Routines</b>  <b>Talking and Writing about Routines: I have breakfast and play games.</b></p>	<ul style="list-style-type: none"> <li>Linguistic competence</li> <li>Social skills and citizenship competence</li> </ul>

J. Howes, P. Loveday. *Comet 5*. University of Dayton Publishing. Mexico, D.F. 2012



K. Milne, M Eccles. *Crossover Intro*; University of Dayton Publishing. Mexico, D.F. 2013

- Decide **what** you would like to do. Think about the strategies/techniques you would like to use
- Check the diagram above in I. Revision of varied strategies (see also slide 4)
- Consider:
  - How / where in the unit you would insert the activities and link them to the existing ones (This way you will enrich your unit)
  - If the activities are part of a process (PBL/Socratic discussion/Roleplay.) or if these are individual tasks.
  - What kind of training and material you should organize **prior** the new activities
  - **Questioning**: present in all the activities => organize your set of questions according to the activities selected

## SELECTION OF ACTIVITIES THAT DEVELOP CT WHERE QUESTIONING TECHNIQUES ARE APPLIED

### Plan using a selection of activities that promote CT

*To select activities, you have to consider:*

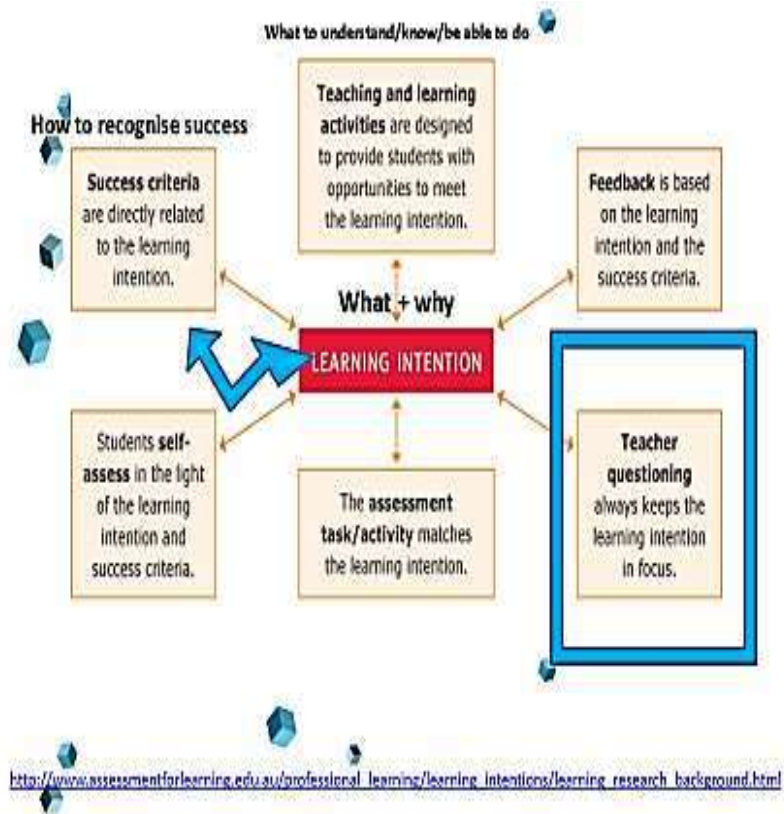
- **Lesson context:** what happens before and what will happen after the lesson /unit (description)
- **Teaching context:** background information: what was studied/done in class; what will they learn (objectives)
- **Group context:** what to keep in mind (information about the group; anticipated problems; prior knowledge; organizing groups; the level of competence; interests..)
- **Goals/ outcomes:** what SS will be able to do by the end of the lesson /unit (general outcomes); It is based on the curriculum BUT stated in simple language for SS to understand; should be visible to be explained.
- (SWBT... play a word game ) ... or
- **WALT** (We are learning to... Play a Word game
- **Learning intentions:** detailed explanation - **what** and **why** (Take turns. Follow rules, respect each other.)
- **Success Criteria:** 'I can statement; It considers scaffolding tasks; **WILF** (what I am looking for... Participate efficiently; use strategies that will help me win; review previous knowledge on related vocabulary...

### Key questions:

- **Teach through questioning; promote the use of questions**
- **Develop a set of well-planned questions that promote LOTS and HOTS**
- **Use and teach varied questioning strategies presented in the workshop**
- **Promote interactive discussion through the use of questions (use strategies previously shared)**
- **Open the class / engage students with a Key question that will lead to :**

- **Big understanding**
- **Spark curiosity**
- **Engage students**
- **Provoke learning desire ...**

## ELABORATION OF A UNIT LESSON PLAN General Guidelines

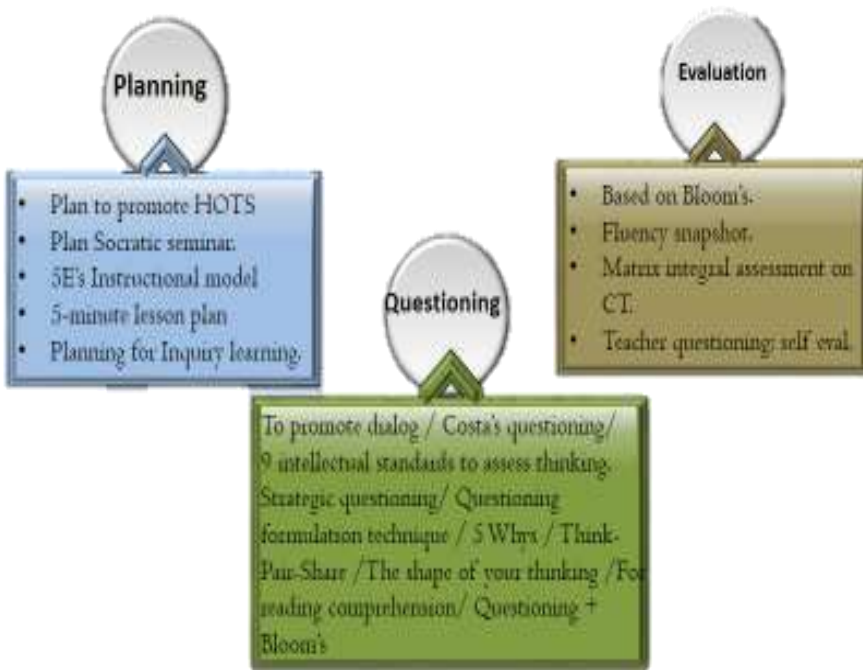


### Unit Lesson Plan

Plan an enriched unit based on the topic and activities in your coursebook.

- Consider activities and strategies presented in the workshop that promote questioning techniques and develop CT
- Consider age and level of L2
- Use any of the formats provided that suit your objectives
- Deliver the lessons of the unit
- Evaluate the results (changes in the students' participation)

**Charts to Consider when planning your lesson**



**Source:** Own creation

**PORTFOLIO ABOUT THE STUDENTS' PERFORMANCE FROM THE BEGINNING TO THE END OF THE PLANNED UNIT**

**Portfolio** (as evidence for self and students' evaluation)

Create a portfolio that may include:

- Samples of the activities designed
- Your notes

- Lesson plans that form the unit (*at least three that show a process: how students learn, get engaged and start producing*) with CT activities and the use of questioning techniques that at the same time enhance a better use of L2)
- Completed checklists based on students' work and participation
- Samples of students' work
- Direct observations
- Video clips
- Things they have produced
- Progress
- Results

**CONTRAST RESULTS OF PERFORMANCE WITH THE INFORMATION OBTAINED IN THE NEEDS ANALYSIS IN THE 'CHECK IT OUT' SECTION**

Compare and contrast using portfolio and 'Needs Analysis' done in the 'CHECK IT OUT' section.



## BEFORE AND AFTER HOW HAVE THINGS CHANGED?




Think back; check the Need's analysis, the portfolios of the work done, your experience in class and observations.

Complete the chart below:

BEFORE COMMENTS	CONCEPTS ITEMS	AFTER COMMENTS
	Levels of thinking.	
	Participation in class.	
	Quality of response to questions.	
	Use of English.	
	Any other related comment	

**PARTICIPANTS SHARE RESULTS AND ELABORATE  
RECOMMENDATIONS AS PART OF A FINAL GROUP WORK  
ACTIVITY**

	<p><b>Task :</b> Meditating on progress. Complete the chart below and using the information obtained work on the suggestions required.</p>
---	--

Using the rating scale, self-evaluate your present knowledge and work based on your achievements about the present workshop. Write the corresponding number from the rating scale in the square provided next to each item. ( □ )

<b>Meditating on Progress (rating scale)</b>			
4	3	2	1
Entirely	Mostly	Somewhat	Not at all
<b>1</b>	<b>2</b>	<b>3</b>	
<b>Awareness</b>	<b>Application</b>	<b>Assessment</b>	
<p>I have developed awareness on:</p> <p>a. CT concepts /mental process <input type="checkbox"/></p> <p>b. Bloom's taxonomy <input type="checkbox"/></p> <p>c. Questioning as a teaching / learning tool <input type="checkbox"/></p> <p>d. Development of English through communication and interaction <input type="checkbox"/></p> <p>As elements involved in complex cognitive processes.</p>	<p>I am able to:</p> <p>a. Discriminate which questions promote LOT and which HOT. <input type="checkbox"/></p> <p>b. Pose questions based on texts or any other source, that enhance LOTS and HOTS. <input type="checkbox"/></p> <p>c. Use varied questioning strategies that foster CT and English. <input type="checkbox"/></p> <p>d. Promote interactive discussion through questioning and use of alternative techniques. <input type="checkbox"/></p>	<p>I can plan lessons that include varied CT tasks and use questioning strategies to</p> <p>a. Monitor students' development in CT and use of English. <input type="checkbox"/></p> <p>b. Collect information and provide feedback. <input type="checkbox"/></p> <p>c. To use feedback to improve students' performance. <input type="checkbox"/></p> <p>d. Create opportunities for self-assessment. <input type="checkbox"/></p>	

Based on your findings and experiences, please write your suggestions.

<b>Personal Suggestions</b>

Share the suggestions with the other participants

The suggestions of the whole group will be shared as a final product that will help us improve the teaching practice.

<b>Group's Suggestions</b>
....
....
....

**THANK YOU FOR YOUR PARTICIPATION!**

## APPENDICES

### APPENDIX 1

#### Tool for Planning with Bloom's Taxonomy

Bloom's Revised Taxonomy Planning Framework				
		Actions	Outcome/Product	Learning Activities (quizzes, exams, in- and out-of-class activities)
 <b>Lower-order thinking</b>	<b>Applying</b>	Carrying out Executing Implementing Using	Demonstration Diary Illustration Interview Journal Performance Presentation Quiz/Test Sculpture Simulation	
	<b>Understanding</b> Understanding of given information	Classifying Comparing Exemplifying Explaining Inferring Interpreting Paraphrasing Summarizing	Collection Example Explanation Label List Outline Quiz/Test Recitation Show and tell Summary	
	<b>Remembering</b> Recall or recognition of specific information	Describing Finding Identifying Listing Locating Naming Recognizing Retrieving	Definition Fact. Label List Quiz/Test Reproduction Test Workbook Worksheet	

Source: <http://www.kurvigss.qtd.edu/authtinking/Bloom/blooms.htm>

	Actions	Outcome/Product	Learning Activities (quizzes, exams, in- and out-of-class activities)
Higher-order thinking	<b>Creating</b> Putting together ideas or elements to develop an original idea or engage in creative thinking	Constructing Designing Devising Inventing Making Planning Producing	Advertisement Film Media product New game Painting Plan Portfolio Project Song Story
	<b>Evaluating</b> Judging the value of ideas, materials and methods by developing and applying standards and criteria	Checking Critiquing Detecting Experimenting Hypothesizing Judging Monitoring Testing	Conclusion Debate Evaluation Investigation Panel Persuasive speech Quiz/Test Report Portfolio Verdict
	<b>Analyzing</b> Breaking information down into its component elements	Attributing Comparing Deconstructing Integrating Organizing Outlining Structuring	Abstract Chart Checklist Database Graph Mobile Outline Quiz/Test Report Spreadsheet Survey

Source: <http://www.kunwongbss.qld.edu.au/thinking/Bloom/blooms.htm>

## APPENDIX 2

**Bloom's Revised Taxonomy Planning Worksheet for One Topic**

	Level of Learning	Action Verbs	Products	Content Objectives	Language Objectives	Sentence Stems
<b>Higher-order thinking</b>	<b>Creating</b> (Putting together ideas or elements to develop an original idea or engage in creative thinking).	Act Assemble Combine Compose Construct Create Design Develop Devise Formulate	Generate Improve Infer Invent Imagine Plan Predict Prepare Revise Show	Hint Story Project Plan New game Song Media product Advertisement Painting		Is there a better solution to...? Judge the value of... Can you defend your position about...? Do you think... is a good or a bad thing? How would you have handled...? What changes to... would you recommend? Do you believe? Are you a... person? How would you feel if...? How effective are...?
	<b>Evaluating</b> (Judging the value of ideas, materials and methods by developing and applying standards and criteria).	Argue Assess Choose Compare Conclude Critique Debate Decide Defend	Determine Evaluate Justify Prioritize Rate Recommend Support Tell why Value	Debate Panel Report Evaluation Investigation Verdict Conclusion Persuasive Speech		Can you design a...? Why not compose a song about...? Can you see a possible solution to...? Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish? Can you develop a proposal which would...
	<b>Analyzing</b> (Breaking information down into its component elements).	Calculate Categorize Classify Compare Contrast Diagram Differentiate Discover Distinguish Examine Experiment	Group Interpret Investigate Order Organize Question Relate Research Sequence Solve Survey	Survey Database Interpret Mobile Abstract Report Graph Spreadsheet Checklist Chart Outline		How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did... changes occur? Can you explain what must have happened when...? How is... similar to...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point in the game? What was the problem with...?
<b>Lower-order thinking</b>	<b>Applying</b> (Using strategies, concepts, principles and theories in new situations).	Adapt Apply Calculate Change Compute Demonstrate Dramatize Draw Experiment Illustrate	List Make Manipulate Practice Produce Sequence Show Solve Teach Use	Illustration Sculpture Demonstration Presentation Interview Performance Diary Journal		Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a...?
	<b>Understanding</b> (Understanding of given information).	Ask Calculate Convert Describe Discuss Explain Give examples Identify	Observe Recognize Report Research Retell Review Summarize Tell Locate	Hesitation Summary Explanation Show and tell Example Quiz List Label Outline		Can you write in your own words...? Can you write a brief outline...? What do you think could have happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...?
	<b>Remembering</b> (Recall or recognition of specific information).	bel list describe relate locate write find state name Locate	Choose Cite Define Describe Give example Group Know Label List Listen	Match Memorize Name Quote Recall Repeat Repeat Select Underline		What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...?

Adapted from Denise Galloway's Bloom's Revised Taxonomy Planning Framework (Bloom's Planning Sheet.doc)

<https://www.tes.com/teaching-resource/bloom-s-taxonomy-teacher-planning-kit-6141531>



**SOCRATIC SEMINAR- students' tool**

**SOCRATIC SEMINAR CHECK SHEET**

Outer Circle (Name) \_\_\_\_\_ Period \_\_\_\_\_

Inner Circle (Name) \_\_\_\_\_ Date \_\_\_\_\_

Topic: \_\_\_\_\_

Behavior	Tally the number of times behavior is shown by your partner	Comments
1. Speaks		1. What went well in the discussion process?
2. Comments on other person's comment		
3. Contributes new idea		
4. Makes connection to text / literature OTHER THAN assigned text(s)		2. How could we improve the discussion process?
5. Makes connection to real world		
6. Asks for clarification		
7. Invites someone into the discussion		
8. Paraphrases others' comments		3. What were the two most insightful comments?
9. Compliments or encourages others		
10. Makes explicit reference to ASSIGNED text(s)		

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