A Retrospective Analysis of the Pre-Intermediate English course curriculum to examine the development of oral communication skills.

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Bogotá, Colombia

2018

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Resumen

Los procesos de enseñanza y aprendizaje de las lenguas en una institución educativa están determinados por los documentos curriculares propuestos en la política del Estado, la práctica curricular de los maestros y el currículo. Estos tres estamentos orientan los cursos de inglés en la Universidad la Gran Colombia. En este contexto, emerge el debate sobre, si la implementación del currículo de un curso de inglés potencia el desarrollo de las diferentes habilidades para el aprendizaje del inglés como segunda lengua (ESL) y, si el desarrollo del mismo tiene un impacto efectivo en el alcance de los objetivos propuestos en el marco del desarrollo profesional de los estudiantes.

Esta propuesta se realizó siguiendo un paradigma cualitativo, con un enfoque retrospectivo de un análisis curricular de los documentos institucionales y, las percepciones de los profesores y estudiantes del curso de inglés Pre-intermedio (2018–I), a través de entrevistas semiestructuradas, con el fin de determinar en qué medida el diseño curricular desarrolla las habilidades de comunicación oral en los estudiantes. El estudio se llevó a cabo en la Universidad La Gran Colombia (UGC), de la ciudad de Bogotá, con profesores y estudiantes que pertenecen al programa de Licenciatura en Inglés, dentro del contexto de la asignatura de inglés pre-intermedio, curso de segundo semestre ofrecido en el programa.

El estudio evidencia los diversos hallazgos que surgen a partir del análisis y contraste realizado mediante la triangulación de las dimensiones de la utilidad del currículo, la organización del currículo, implementación del currículo, tecnología y contenido curricular y, las percepciones sobre el currículo; los cuales se enfocan en una serie de reflexiones en torno a las posibles acciones de mejoramiento que pueden emplearse a nivel curricular con el fin obtener resultados más efectivos para el desarrollo de habilidades de comunicación oral para el aprendizaje del inglés, el alcance de objetivos de aprendizaje y, la integración de las Tecnologías de la Información y la Comunicación (TIC).

Palabras clave

Análisis curricular, Habilidades de comunicación oral, estudio retrospectivo, percepciones del profesor, percepción del estudiante, curso de inglés, curso de inglés Pre-Intermediate

Abstract

The teaching and learning processes of languages in an educational institution are determined by the curricular documents proposed in the State policy, the curricular practice of the professors, and the curriculum. These three sources guide the English courses at the Universidad La Gran Colombia. In this context, there is a debate about whether the implementation of the curriculum of an English course enhances the development of different skills for learning English as a second language (ESL), and if the development of it has an effective impact on the scope of the proposed objectives.

This proposal was made following a qualitative paradigm with a retrospective approach of a curricular analysis of the institutional documents. The perceptions of both professors and students of the Pre-intermediate English course (2018-I) were also a main factor to be taken into consideration and were therefore measured through semi-structured interviews to determine to what extent the curricular design develops the oral communication skills in the students.

The study was held at the Universidad La Gran Colombia (UGC), in the city of Bogotá, with professors and students belonging to the B. Ed in English program. The emphasis held was English within the context of the subject of Pre-intermediate English, which is a course offered during the second semester of the program.

The study evidences the several findings that arise from the analysis and contrast made through the triangulation of the usefulness dimensions of the curriculum, the organization of the curriculum, curriculum implementation, technology, and curricular content, as well as the perceptions about the curriculum. These findings focus on a series of reflections on the possible improvement actions that can be used at the curricular level in order to obtain results that are more effective in the development of oral communication skills for learning English, the achievement of learning objectives, and the integration of Information and Communication Technologies (ICT).

Keywords

Curricular analysis, Oral communication skills, retrospective study, professor's perceptions, student's perception, English course, Pre-Intermediate English course.

Chapter 1. Theoretical Framework

This section displays the main theoretical foundations that have been considered for the formulation of this research. Four research pillars structure it: Curriculum, Instructional Design (ID), Oral communication skills and English Language Learning. Therefore, the conceptualization, positioning, and progression of these theoretical concepts should offer the theoretical context from which the selected research problem is addressed.

1.1 Curriculum

To give an overview of what a curriculum is, it is necessary to achieve a definition of it, as well as highlighting some perspectives and some existing frameworks for the curriculum analysis. Curriculum from the Latin "course" is defined as "The subjects comprising a course of study in a school or college" (Oxford Living Dictionary, n.d.).

According to the General Educational Law, it is defined as:

> The set of criteria, study plans, programs, methodologies, and processes that contribute to the integral formation and construction of the national, regional and local cultural identity, including also the human, academic and physical resources to implement the policies and carry out the institutional educational project. (Ley 115, 1994, art. 76).

For the Universidad La Gran Colombia, there are two main guidelines regarding curriculum matters. The first one is related to the socio-critical approach by Bernstein, which is defined "as a cultural mediation through which society selects, classifies, distributes, transmits and evaluates learning and the values of a culture for students to improve the society where they live to make it better" (as cited in the Institutional Pedagogical Model, 2009, p.52). The second one is associated with the articulation-projection process related to the institutional issues. Therefore, the curriculum is the scaffold between the educational project and the teachers and students' actions through the pedagogical practices. (As cited in the Institutional Pedagogical Model, 2009)

Considering the definitions above, it means that the curriculum involves a set of courses that constitute an institution as well as some physical, human and financial resources. Therefore, the curriculum has an essential role in the teaching and learning process due to its contributions for achieving the educational, institutional goals and government educational policies.

1.2 Curriculum evaluation models

To achieve and maintain educational quality, it is necessary to do a curriculum assessment process because it allows to "gathering and analyzing information from multiple sources to improve student learning in sustainable ways." (Wolf, Hill & Evers, 2006, p.3). It means that it is possible to identify the effectiveness of the curriculum by taking into account those curricular aspects that are working (reviewing the changes that have already been made) and those that need to improve regarding the government policies and the educational standards.

In this sense, the classification of curriculum evaluation models comes from the purpose, the intention, the specific goals of the curriculum and the context needs. For that reason, there is a range of curriculum models which intend to provide a useful structure in order to understand in a more effective way a curriculum. On the other hand, the proposals of models for the evaluation of the curriculum come from different authors who intend to propose a series of elements and parameters for the correct evaluation of a program.

Evaluation specialists such as Ralph Tyler (1950), Scriven (1972), Robert Stake (1975), Elliot Eisner (1979), Donald Kirkpatrick (1994), Kaufman Roger among others have proposed an different models. Four have been pre-selected for this study: Parlett & Hamilton model (1972), Stufflebeam's model (2003), Patton's model (1978) and Posner's model (2005).

1.2.1 Illuminative Model

This model proposed by Parlett, M & Hamilton, D. (1972) raises three main stages for the analysis and evaluation of education programs: observation, inquiry and explanation. Observation stage consists on an exploratory phase in which the researcher has a direct approach to the program and the population involved, carefully recording each element under study. The second level is a narrowing and focusing process in which the researcher interacts with the information obtained and the purposes proposed for the investigation. Finally, the third level consists on finding general principles underlying the organization of the studied program, establishing cause-effect patterns that allow proposing findings with respect to the functionality of the curriculum.

1.2.2 CIPP Model

CIPP is a program evaluation model proposed by Stufflebeam (2003) which raises four main elements of study for an evaluation process: Context, Input, Process and Product. This model is commonly used for evaluating the quality of a program as it provides a systematic procedure for analyzing different aspects of the curriculum development process. Context includes the goals, objectives, history and background of the school, Input refers to material, time, physical and human resources needed for the effective functioning of the school. Process includes all the teaching and learning processes and the product quality of the teaching and its usefulness and the potentials that benefit society (Stufflebeam, 2003).

1.2.3 Utilization-focused evaluation.

The Utilization-focused evaluation model proposed by Michael Quinn Patton (1978) raises the premise of evaluating a program based on its usefulness and the use it is given. Taking these two characteristics into account, this model proposes that evaluators design and guide the evaluation process considering mainly the way in which the elements proposed in a program is implemented in the real context, that is, the actions that are carried out to find coherence between the theory within the program and its implementation.

1.2.4 Posner's curricular framework analysis.

Posner (2005) points out that there are two kinds of curriculum. One that focusses on the expected results in the learning process, and that which is centered on the teaching-learning process. The Posner's curricular framework analysis involves four main groups of questions that guide the analysis process.

The first group of questions is related to the way in which the curriculum development process is structured. The second group focuses on examining the problems to which the curriculum and the theoretical perspectives respond. The third group focuses on the curriculum implementation and its technical requirements, and finally, the fourth group is related to the curriculum critical analysis.

Figure 1.1 presents an overview of the Posner's curriculum analysis process.

Figure 1.1 Posner' curriculum analysis process.
Reference: Posner's Curricular Framework Analysis (2005, p.20)

This research proposal considers these main constructs to develop the curriculum analysis of the Pre-Intermediate English course. However, some of the questions of each group of analysis were adapted according to the context, and some others were eliminated because they were not necessary for the current study.

Based on the models previously described, for the present study Posner's (2005) was selected because in contrast to the other models, his curriculum evaluation model proposes a clearer and contextualized scheme to develop the analysis that is intended in this study. Firstly, Posner's model establishes clear evaluation procedures when analyzing the elements of the curriculum, additionally, taking into account the diversity of factors that are related within a curriculum program, Posner (2005) proposes 4 main criteria to develop the analysis, these criteria are: the origins and perspectives of the curriculum, the curriculum organization, the implementation of the curriculum and the criticism of the curriculum, these 4 criteria compose a series of questions to answer that allow a thorough and holistic study of the components of the program, establishing a curricular analysis open to criticism and with a research focus instead of descriptive as suggested by other models.

1.3 Instructional Design

The instructional design is attached to a learning approach that allows developing an integrated instructional model. Concerning Instructional Design (ID), several interpretations have been given to the concept; some definitions will be presented from the perspective of the most relevant authors that serve as a support of the description to the displayed category.

One of the renamed authors is Robert Gagné (1916), whose book "Principles of Instructional Design" mentioned some underlying assumptions concerning ID. These conceptions support the fundamental processes that a learner needs to follow an instruction, for instance, some learning and intellectual skills and finally how to design and deliver a system of guidelines or instructions according to a learning objective. Furthermore, Gagné and Briggs developed an ID framework that follows 14 steps, in which it is described not only how to create instruction for all domains of learning, but how to determine the content and how to structure learning environments. Therefore, these principles are relevant because they contribute to developing a useful instructional design framework step by step to facilitate and enhance learning processes, according to the learning goals that are established at the beginning of any course development.

Another important antecedent is Polo (2001) which made a bibliographical revision of the evolution of the instructional design concept through the time and highlight its principal features, describing a process of change between traditional instructional designs and more flexible designs, change that is given by an evolutionary process. In this way Polo (2001) states that "instructional designs have evolved under the impulse of technologies and the corresponding adjustments of the theories that support them." As a result of the above, four generations of instructional design are distinguished to date, each one corresponding to a decade: First Generation (1960), Second Generation (1970), Third Generation (1980), Fourth Generation (1990). In addition, she states how important has been the new information and communication technologies through history and how the ID must be redesigned to confront the new technology challenges. Also, Tennyson, R (1995), presents a classification model for ID that includes elements to be highlighted about the development of new models of instructional design.

Finally, the thesis of Góngora and Martinez (2012), serves as a reference for how the ID is implemented in the educational field and how it is attached to technology. Therefore, these references establish different perspectives of how ID is developed regarding technology and how can be implemented in order to design new ID frameworks.

1.4 Oral communication skills and ELT

As it is difficult to conceptualize oral skills in isolation from communicative competence because it is related one another, it is necessary to mention several essential definitions and models of communicative competence that through the time have to allow to specify the

connotation of oral communication skills in the linguistic field and its development in ELT. Regarding this aspect, we clarify that most of the authors and the references were selected to the development of our project due to the connotation of oral communication skill that is going to be adopted, understanding the language as a transaction.

On the one hand, the term of communicative competence has been analyzed by Bagarić and Mihaljević (2007), and by Wilmar (2015), taking into account different models proposed in the last decades. Thus, they present a strong agreement that Chomsky was one first author that introduce the concept to linguistic discourse. He stated that "linguistic competence accounts for the implicit knowledge of grammar an ideal speaker and listener has in a homogeneous speech community (ideal speaker-listener), whereas linguistic performance refers to the current use of that grammar knowledge in specific situations" (as cited by Wilmar 2015, p.90). In other words, he made a fundamental distinction between competence like the knowledge that a monolingual speaker-listeners have of language and performance that is the use of language in real situations.

However, soon after Chomsky established the distinction, Sauvignon expresses his disapproval when mentioning that "using the concept of idealized, purely linguistic competence as a theoretical ground of the methodology for learning, teaching and testing languages." (as cited by Bagarić and Mihaljević, 2007, p. 95). Thus, they tried to find another perspective to Chomsky's concept of competence in Hymes' communicative competence definition. To Hymes (1972) the notion of communicative competence highlights the functional aspects of language (rules of use) where the linguistic performance is an expression of such competence. Therefore, he defined communicative competence not only as a basic grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations, bringing the sociolinguistic perspective into Chomsky's linguistic view of competence.

On the other hand, other crucial theoretical references are Canale and Swain (1980), and Gonzalez & Hernandez (2004), because of the relation to the approach that they made concerning the concept of communicative competence and oral expression. Canale and Swain (1980) focus their analysis on the communicative competence, proposing three main components for their corresponding study such as grammatical, sociolinguistic and strategic aspects.

Likewise, they define oral expression as the ability to express ideas, needs, wishes and feelings in a precise and effective way through the language components, highlighting the skill traits and dimensions that integrate the communication process. Of these two interpretations, it is

valid to mention the relationship that exists between these two authors, since in their theories come to establish points of agreement. Furthermore, the two agreeing to say that there is no active learning by not integrating each of the skills that set up the communicative competence, so it is challenging to conceptualize oral skills in isolation from the others because they are all related to each other, forming a systemic character in the communicative process. Bearing in mind the authors' statements mentioned above, there is a strong relationship with their views concerning the meaning that we want to establish, to understand language as a transaction. Seeing that language is composed of many linguistic aspects (phonology, semantics, grammar, pragmatics and so forth), that converges to produce both oral and written expression.

In the language acquisition process, the development of oral communication skills is considered as essential for communication. In this regard, Byrne (1986) states that oral communication involves the productive skills of speaking and the receptive skills of understanding due to the two-way process between the speaker and the listener. Alam (2013) states that "communication is the exchange of ideas between people either orally or in writing" (p.19). Finally, Balanza (2016) mentions that human beings are social by nature hence they need to interact with others to express their ideas, thoughts, and feelings. Thus, in the language acquisition process, the oral skills development is essential for people as a matter of communication that contribute to the exchange of information according to the speaker or listener needs.

In the light of the assumptions mentioned above, those oral skills are essential for teachers because of the role of oral communication skills in teaching. Prozesky (2000) says that teachers are continually imparting new knowledge or transmitting information not only employing words but also non-verbal communication (or body language). Also, he mentions that to have an effective communication process; teachers must be aware of the of different elements that are required during the performance for any audience. Teachers must consider the way of speaking (slowly and clearly), the use of appropriate words to make listeners understand. Also, it is important to have a suitable environment with fewer noise barriers and classroom management, and the use of some visual aids (pictures, posters, diagrams and so forth) as well as the body language (body and eye contact, hands movement, appearance, facial expressions, posture and so on).

Khan, Khan, Zia ul-Islam and Khan (2017) mention that "a teacher communicates more instructions orally in the classroom to students, for instance: "for effective teaching, a teacher needs to be highly skilled in all these areas." (p.18). They point out that a teacher with poor communication skills may cause failure of students to learn and promote their academic performance. Finally, Gutierrez (2005) states that since "speaking is necessary for academic and professional performances, the lack of oral production skills becomes a serious disadvantage" (p.84). Therefore, communications skills are vital in the teaching-learning process, and the curriculum of ELT must be focused on them.

1.4.1 Second Language Acquisition.

According to the concept of the second language, David Crystal (1995) in his book "The Cambridge Encyclopedia of the English language" states that this concept is attached to any language that an individual manages to learn, after having acquired the first language or " mother tongue." Additionally, the cited encyclopedia considers that a second language is that non-native language that the person learns after having passed his childhood to use it in his work, social or academic environment.

Regarding the aforementioned, SLA is understood as the process of development and incorporation of the characteristics of a second language, in order to establish an understanding around the nature of language as well as to explain the processes by which an individual learns a second language. Different theories about SLA (Second Language Acquisition) have been exposed, for the development of the present investigation, the hypotheses put forward by Stephen Krashen (1981) are considered in his book "Principles and practice in second language acquisition "about language acquisition.

1.4.1.1 *SLA Krashen's theory*

In the late 1970s, Stephen Krashen develops the "Monitor Model", a general theory "of the second language acquisition that poses important implications regarding the teaching of languages, this theory is based on 5 main hypotheses: The Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis and the Affective Filter hypothesis. These hypotheses compose a macro-structure of language that aims to determine the main characteristics around the acquisition and learning of a second language.

In continuity with this SLA theory, focusing on the way in which a student receives, assimilates and develops a second language, Krashen (1982) divides the process of acquiring the second language into five main stages: Pre-production stage, early production stage, speech emergence stage, intermediate fluency stage and advanced fluency stage. These stages are described below.

Pre-production stage: during this first stage (also known as silent stage). The students have a receptive vocabulary of up to 500 words, however they only have basic conceptual knowledge about the language and because of this they do not speak. It should be noted that according to Krashen "Not all students go through a period of silence. Some students start talking immediately, although their production may consist of imitation instead of creative use of language".

Early production stage: In this second stage proposed by Krashen, students have already developed the ability to produce short sentences. They are also able to memorize simple components of the language, although they can make several mistakes when using them. During this stage, students already have a vocabulary of around 1000 words.

Speech emergence stage: During the third stage, the vocabulary of the students increases up to around 3000 words, they develop the ability to communicate using simple questions and phrases. They can often make grammatical errors.

Intermediate fluency stage: Krashen describes that at this stage the student can use a more complex sentence structure, in addition to this is already in the ability to share and express thoughts and opinions and can make mistakes using a structure of more complicated sentences.

Advanced fluency stage: In the final stage of advanced fluency, individuals possess an almost complete mastery of the second language, are able to use the language at a level close to that of a native speaker, Krashen considers taking approximately five to ten years to reach and master this stage of SLA

Krashen then, clarifies that the time necessary to achieve each of the stages of acquisition of a second language may vary depending on the student, the language being learned, as well as the methods, time intensity and other components that result in the teaching and learning of a language. According to this, theories about second language acquisition have provided valuable background and hypothesis for the present study, mainly because theories such as Krashen's, focus on the different elements that have to do with the process of language development of a second

language. One of the most important elements to emphasize regarding this theory with the study, is that as mentioned above, Krashen considers the acquisition of a second language as a gradual process in which students must go through several stages of development, this approach allowed us to establish a theoretical basis in order to delimit the stage of development in which the selected population is located for the development of the investigation, in accordance with what is described by the curriculum.

Chapter 2. Problem Statement

2.1 Background of the study

The background presented in this document is oriented, firstly, based on the challenges involved in the planning and development of a curricular project, due to the numerous variables that must be considered for this process. There are many trends, but to follow a position that combines transversality, critical sense, and social responsibility, the use of information and communication technologies, the appropriate development of communication skills, among many other aspects contemplated in a learning curriculum. English as a foreign language requires rigorous analysis.

Concerning the above, those studies, publications, and academic papers were taken into account considering the main elements worked on during the research, such as the curricular analysis and the development of oral communication skills within a curriculum. Posner (2005) proposes the fundamental elements for the correct development of the study of an established curriculum, as well as specific examples that serve as a guide to implement the analysis exercise in this document.

In relation to communication skills, authors such as McCarthy and Carter (2001) raise as a central thesis in their research, the importance of these skills in the delivery of education to students, arguing that these skills are the basic need of academic success of students due to the need for communication between the actors in the teaching-learning process. Additionally, Sang Bee (2012) makes emphasis on oral communication, establishing the importance of this skill in the teaching work, as well as the advantages that arise when the teacher communicates clearly and in a understandable manner during the process of teaching.

For the case of the B.Ed. in English degree at the Universidad La Gran Colombia. The research team considers the importance of communication skills within an English curriculum, paying attention to oral communication skills, due to its relevance in the training of pre-service teachers.

2.2 Statement of the problem

The purpose of this qualitative study is to conduct a retrospective analysis of an English course regarding its prescription for the oral communication skills development based on professors' and students' perceptions. This is done aiming at determining the participants'

perceptions of curricular effectiveness regarding oral communication skills development in ESL. Additionally, since curricular analysis is conducted as an iterative process of instructional design, this study may eventually lead to the revision and improvement of current curricular standards of the major (B. Ed in English – Modern Languages). In this regard, the academic evaluation system at the university is based on curricula restructuration trough continuous workshops that are developed with directors and professors of all the faculties. These workshops allow to defining primary, specific and complementary knowledge in relation with the definition of competences and the approach of the methodological strategies required to achieve the institutional goals. (2016, p.63)

The curricular analysis is essential for ensuring that institutional standards regarding students' training are met. This kind of analysis is part of the actions that must be taken in order to review and design current official instructional procedures. The constant revision and adjustment of instruction are fundamental for the development of communication skills, as an essential part of the teachers' professional development: "speaking is necessary for academic and professional performances, the lack of oral production skills becomes a serious disadvantage" (Gutierrez, 2005). Therefore, communications skills are vital in the teaching-learning process, and the curriculum of an ELT must be focused on them.

The Universidad La Gran Colombia committed to the development of the teaching of English language skills in the students of the B.Ed. in English, it has taken into account the issues mentioned above. It states that the training process focuses on the acquisition not only of the English as a foreign language (EFL) to use it in communicative contexts but also for teaching and learning processes by applying it through different didactics and methodologies in the educational field (2015, p.25). However, to what extent does the English curriculum develop oral communication skills in the students of the B.Ed. in English at the university?

The study is held at the Universidad La Gran Colombia, in Bogota city with professors and students belonging to the B.Ed. in English program. The perceptions of both professors and students who previously were in charge or attended the Pre-intermediate English course (2018-I) are measured. Open-ended questionnaires and semi-structured interviews employed for the data collection. Those instruments are based and adapted from Posner's curricular Analysis (2005).

2.3 Research question

To what extent does the Pre-intermediate English curriculum develop oral communication skills in the students of the B.Ed. in English at Universidad La Gran Colombia?

2.4 Objectives

2.4.1 General Objective.

To conduct a retrospective analysis of an English course regarding its prescription for the oral communication skills development.

2.4.2 Specific Objectives.

To analyze the curricular structure of the Pre-Intermediate English course regarding oral skills development according to Posner's curricular analysis model.

To analyze professors' and students' perceptions of the implementation of the Pre-Intermediate English curriculum in terms of oral skills development.

To contrast the perception profiles obtained from the curricular analysis process and professors and students' perceptions.

2.5 Hypothesis

To conduct a retrospective curricular analysis based on a curricular revision model, and the professors' and students' curriculum perceptions to contrast its main characteristics by identifying the elements that the Pre-Intermediate English curriculum involves regarding the oral communication skills to determine to what extent and how those skills are being developed with the students of the B.Ed. in English at Universidad La Gran Colombia.

2.6 Rationale

This study was designed aiming at contrasting three essential curricular realities regarding oral communication skills in an ELF context: curriculum standards, students' and professors' perceptions. Stating this, this research project had the purpose of determining to what extent the Pre-intermediate English curriculum develops oral communication skills in the students of the B.Ed. in English at Universidad La Gran Colombia. To conduct this process, a curricular analysis framework was chosen in order to have a selection of dimensions and categories for analysis purposes. As it can

be observed throughout the results display, ICTs were given specific sections for discussion given its potential for curricular implementation along with the prescription of ICTs use found in the major's official documents.

In order to carry out this process mentioned above, a contrast was made between different models of curricular analysis such as the Stufflebeam's CIPP model (2003), Parlett, M. & Hamilton, D. Illuminative Evaluation model (1972) and Patton's Utilization-Focused Evaluation model (1978), among which the model of curricular analysis proposed by Posner (2005) was chosen. As it was mentioned before, this model is characterized by proposing a holistic analysis that allows considering a large number of factors that are related to the interior of the curriculum, as well as a framework for curricular analysis to have a selection of dimensions and categories for the purpose of analysis. As it can be seen in the results chapter, ICTs were given specific sections for discussion given its potential for curricular implementation along with the prescription of ICTs use found in the major's official documents.

2.7 Scope of the study

The context in which this study was developed was the Pre-intermediate English curriculum of the B.Ed. in English at Universidad La Gran Colombia. This subject is offered to second-semester students who are studying this major. A total number of 6 students participated as subjects for the data collection process, as well as two professors of the faculty. Students' ages range from 17 to 20. The primary goal of this course is to "enable students to develop culturally-situated communicative skills and competencies (…) that allow learners to interact with others in their immediate contexts, in terms of B1 competences according to the CEFR" (CEFR 2001, p.2 as cited in the Pre-Intermediate curricula (2018-I)).

According to what has been presented in this section of the report, the English Course and population were chosen due to the retrospective nature of the study, the students of intermediate English (2018-II) fulfill the requirement of having completed the Pre-intermediate English course (2018-I), which allows the researchers to collect and analyze their impressions and perspectives in relation to this curriculum. In addition to this, for the same reason, teachers who were in charge of this course also participated in the study.

For this study, it is possible to evidence three spaces from which the information was collected and analyzed. Firstly, the development of a curricular analysis process that consisted of

contrasting in a clear way each one of the aspects linked to the contents and teaching and learning processes of the signature. This curricular analysis considered the institutional documents provided by the university and was carried out under the parameters proposed by the curricular analysis model proposed by Posner (2005) which was selected from among a group of models for curricular analysis. Additionally, a focus group of students who are part of the Intermediate English course and an interview with two teachers who have knowledge about the curriculum and the process carried out by the students on the previous course (keeping in mind the retrospective nature of the study). These two groups of people were given a semi-structured survey model that allowed to perceive their impressions and perceptions regarding the organization, implementation and evaluation of the curriculum.

2.8 Limitations of the study

Among the possible limitations concerning the development of the research, it is possible to say that there are three significant limitations concerning time and methodology. The first one has to do with the time of development of the study since it was carried out for a year. Thus, the lack of time was a problem, and it was necessary to establish a viable scope that would give concrete results. For this reason, it was decided to choose a single language course and only one of the oral communication skills (oral expression). On the other hand, this sample was established given that a qualitative study is made aiming at reaching deep perceptions on a specific matter; however, the sample might be small to gather enough information for the study. Finally, as the whole research process was only carried out over a year, the study can not show definitive findings.

Chapter 3. Methodology

This chapter details the research design prepared for the present study. It also describes the selected research paradigm, as well as the method, the population, the participants of the study and the instruments and techniques of data collection that were used.

3.1 Research method

Considering the conditions of the initial approaches that support the present study, the theoretical-critical paradigm for this research was selected. According to Alvarado and Garcia (2008), the primary objective of the paradigm is "the transformation of the structure of social relations (...) based on the action-reflection of the members of the community" (p. 189). Additionally, they say that this paradigm arises from a critique of the instrumental and technical rationality that is defined by the positivist paradigm. In the same way, according to Frankenberg (2011), critical theory is oriented to the assumption of the social structure of what is observed but also of the observer himself. Bearing in mind the mentioned above, it is stated that in the light of this paradigm, the study according to the particular social context is essential.

Following Hernández, Fernandez and Baptista (2010) affirm that a qualitative approach is appropriate when "the aim is to understand the perspective of the participants about the phenomena that surround them, to deepen their experiences, perspectives, opinions, and meanings" (p. 364). It is possible to affirm that the present study, developed within the theoretical-critical paradigm is classified as a qualitative study, as its primary objective is oriented to describe and understand a particular reality.

Besides, the present research adopts a retrospective study approach, in this regard, Hernandez, Fernandez, and Bastidas (2010) states that it raises the qualitative approach, the study of retrospective research is addressed through the understanding from the perspective of the actors. In this way, the knowledge is elaborated socially by the people who participate in the object of the investigation. Additionally, Leal (2009) warns that most of the retrospective interventions under the qualitative approach deserves the triangulation technique, which consists "in determining certain interactions or coincidences from different appreciations and informative sources or several points of view of the same phenomenon" (p.135). According to the previous approaches, it is sought that the research under the retrospective study method includes a design raised in a following way to the studied facts, making an in-depth and detailed analysis about a

previously delimited reality achieving a greater understanding of it with to delimit and contrast the findings. According to the aforementioned, the present study opted for the selection of the theoretical-critical paradigm, following a qualitative approach, and consequently, a retrospective study design because of the sample population and the English course that was analyzed in the present study.

3.2 Context

The context is significant in qualitative research. According to Holloway and Wheeler (2002), the context includes the "environment and conditions in which the study takes place as well as the culture of the participants and location" (p. 34).

This study is carried out at a private university in Bogotá, Colombia. Participants are both students of the B.Ed. in English who previously attended the Pre-intermediate English course (2018-I) and the professors who were in charge of this course also participated. The sample population for this study was six students that are attending the Intermediate English course (2018-II) and two professors that have already teach this English course.

3.3 Population and sample

It is possible to refer to the population as "the set for which the conclusions obtained will be valid: to the elements or units (persons, institutions or things) involved in the investigation." (Morles, 1994, p.17). The sample, on the other hand, according to Morles (1994) consists of a "representative subset of a population" (p.54). The participants for this study were chosen due to the retrospective nature of the research regarding the perception of an English course that was previously implemented. For this reason, the population for the present study includes professors who have overseen the course and a group of students who were beginning their learning process at the university. A total of 6 students of the Intermediate English course (2018-II), who had satisfactorily approved the two previous language courses: Breakthrough (2017-II) and Pre-Intermediate English course (2018-I) at Universidad La Gran Colombia and 2 professors of the program who have knowledge about the curriculum also participated in the study.

It is important to highlight that in response to the retrospective nature of the study, the population corresponds to students who are currently enrolled in the third semester of the major and who have already approved the Pre-Intermediate English course, this is done with the

purpose of collecting valid information concerning the perceptions of the previous implementation of the curriculum.

On the other hand, following Hernandez, Fernandez and Baptista (2010), the sample in the framework of a qualitative research process, constitutes "a group of people, events, communities, and so on, on which the data will have to be collected, without necessarily being representative concerning the studied population"(p. 394). Likewise, it should be noted that for this type of research the samples are selected for a particular purpose, not probabilistically. Similarly, given the purpose of the study, it was decided to make a homogeneous selection of the sample: "in these the units selections is made aiming at having the same profile or characteristics, or, making sure they share similar traits" (p. 398).

3.4 Data collection instruments

The data collection methods that are implemented in this study were selected according to the general and specific objective of this proposal. The instruments adapted to collect the data were a pre-established open-ended questionnaire for curriculum analysis proposed by Posner (2005) in his book Curriculum Analysis. Also, a semi-structured interview was applied with the professors that are in charge of teaching the course mentioned above. Finally, a focus group composed of students who previously attended the Pre-Intermediate English course was conducted, six students of the Pre-intermediate English course at the Universidad La Gran Colombia in Bogotá participated in this exercise.

3.4.1 Open-ended questionnaire.

Open-ended questions do not demand one correct answer; it does not mean that any solution can be posed. In contrast, open-ended questions address important concepts, processes, and skills that go beyond specific instructions that define the critical content. In general, open-ended questions require complex thinking and produce a variety of solutions (Badger, 1992). In other words, the open-ended questions are questions that allow them to give a free-form answer.

As mentioned above, the curricular analysis model proposed by Posner (2005) was selected due to its holistic nature. It allows to develop an analysis that considers a considerable variety of elements within the curriculum and that can be organized taking into account a group of 4 categories proposed by the author in order to structure the analysis sequentially. Considering the

above, the open questions technique was structured in such a way that a group of questions resulted from each category. The rationale of using this technique is to analyze the program's curriculum (see the appendix 1), both the strengthens and aspects in need of revision concerning the aims of the proposal and the target population needs.

3.4.2 Semi-structured interview.

According to Burns (2010), this type of interviews is structured and organized, but with some flexibility according to the interviewee's responses. The semi-structured interview aims to create conditions to make some comparisons across both the participants' responses and individual diversity. Moreover, this kind of interview allows the researcher to elaborate and expand details from the given answers.

3.4.3 Focus group.

The focus group is one of the techniques for gathering information on qualitative research methods, which is mainly characterized by being made up of people who have specific characteristics in common. According to Krueger (1991) "a focus group can be defined as a carefully designed discussion to obtain perceptions about a particular area of interest"(p.27). Taking into account the previous statement, through the application of this technique, participants are expected to provide information of a qualitative nature through their participation in a focused discussion.

3.5 Data analysis

According to Hernández et al. (2010), analyzing qualitative data implies conducting a parallel approach for qualitative data. Regarding the analysis of qualitative data, it is important to highlight that there is not a standard procedure for it since every study requires a unique scheme. Using a series of matrices data is placed in order to identify emerging categories for further analysis. Once data is coded by the previously established categories, the triangulation of such information is conducted to identify the findings of the study.

3.6 Ethical considerations

It is clear that ethical considerations are of paramount importance for a research project,

from inception to its conclusion. Given this, the collected data and findings were carefully used for academic purposes only. Additionally, the participants' consent and the formal use of sources were observed in detail. Both the survey and the semi-structured interview were delivered once participants were informed about the purpose of the study, allowing them to decline their participation if they considered it. As evidence for this, a consent form was presented before the application of the instrument. Participants were not asked about personal information details which mean data and findings are entirely anonymous. Finally, data collection instruments were assessed in detail by the project advisor and shared with the professors in charge of the groups where students were invited to participate in the study.

Chapter 4. Results

This chapter displays the presentation, analysis, and interpretation of the data collected for the current study. Each of the sections includes a matrix that details the categories, rules, and segments obtained for the analysis of the data collected.

The results below are presented in matrices that may contain information both in Spanish and English. For the document analysis process, the data is presented in English once it has been processed and analyzed by the research team. On the other side, about the information collected from the participants (teachers and students), the instruments were designed in Spanish with the purpose of minimizing any interference that may arise between the foreign language and the perceptions of the population, especially in the students, who are beginning their language learning process. As a result of the above, the matrices present the information in Spanish; however, the analysis is developed in English to favor the triangulation of information among the different instruments that were used in the research.

Finally, taking into account that the users that read and analyze the presented document are the directives and academics of the B.Ed. in English, it is considered that the fact that the results present information in both English and Spanish will not cause difficulties in its reading[1].

4.1 Curricular Analysis

The curricular analysis was conducted by modifying a pre-established open-ended questionnaire for curriculum analysis proposed by Posner (2005) (see Appendix 1). For the study the following institutional documents were analyzed; The Common European Framework of Reference for Languages (2002); Institutional Educational Project (2003); Institutional Pedagogical Model (2009); Educational Project of the English Program (2015) and Pre-Intermediate English Course curriculum (2018-I).

Twenty-seven questions were answered taking into account five interrelated dimensions presented: usefulness of the curriculum, curriculum organization, curriculum implementation, curricular content and technology, and perceptions on the curriculum implementation. Those dimensions indicate the general issues related to the Universidad La Gran Colombia curriculum

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[1] This work was developed as part of the academic production of the ELT innovation Observatory junior research group. Therefore, for the year 2019, an executive summary of the document in Spanish and English will be developed.

and the Pre-Intermediate English course syllabus. Moreover, from the mentioned dimensions, a series of categories (topics) are derived for which a specific rule corresponds, as well as some findings extracted from the institutional documents which offer evidence of the obtained data.

4.1.1 Perception of the usefulness of the curriculum.

This section presents the data obtained from the institutional document's findings regarding the dimension of the usefulness of the curriculum — the tables 1 and two breaks down the information regarding the first dimension mentioned above. The dimension addresses the findings of the questions from 1 to 7. The findings of the issues are answered according to the instrument questions organization.

Table 1 addresses the categories of the socioeconomic aspects and Objectives; table 2 the Content; the Standards, and the Assessment strategies. These tables together included twenty findings in total to support the emerging categories identified before.

Table 1

Findings on the usefulness of the curriculum – Part 1

Dimension	Categories	Findings
Usefulness of the curriculum	*Socio-economic Aspects*	The university aims to develop different spaces of community service through the project of social projection, in order to solve different problems of the society such as economic, political and educational ones;
		Concerning this project, the university stated: "*Social needs must be turned into academic problems so that the academy can face them with their tools, in order to create an indissoluble link with the research*" (2016, p.73).
		The B. Ed. in English has articulated the social projection through the guidelines related to the teaching practicum, and the consultant process points that the socio-critical model involves.
		The research process, the teaching practicum, and the consulting process are held in different public, private, formal and informal institutions, where the students of the program have the opportunity to contribute to those communities by designing pedagogical proposals, in which they have to present a solution to the specific problem founded.
	Objectives	The university aims to offer high-quality training through the socio-critical pedagogy, which focuses on the students' knowledge development to contribute and solve different social problems, taking into account the recognition of the society needs and respect for the others to guarantee a peaceful coexistence.

Students have to acquire specific competencies during their professional development in order to make them "learn to learn," "learn to be," "learn to assess" and "learn to live and communicate" with the acquired knowledge.

The B.Ed. in English program manifests that the training process focuses on the acquisition not only of the English as a foreign language (EFL) to use it in communicative contexts but also its uses in teaching and learning processes by applying it in different didactics and methodologies in the educational field.

There are some generic competencies and the cross-competencies mentioned in the Constitución Nacional de Colombia, the Ley 115 of 1994, as well as the ones declared by the MEN, are taken into account to achieve the institutional objectives to contribute positively in the society.

The Pre-intermediate English course aims to develop culturally-situated communicative skills, to contextualize students regarding language development in order to interact with others in their immediate contexts regarding B1 competences according to the CEFR (CEFR 2001, p.2 as cited in the Pre-Intermediate curricula (2018-I)).

Table 2

Findings of the usefulness of the curriculum – Part 2

Dimension	Categories	Findings
Usefulness of the curriculum	*Content*	The English Program focuses on the development of the course discussion issues that must be answered throughout the eight semesters by adopting and adapting some approaches and theories related to ELT.
		the objective of this discussion problems is based on five specific questions that support the general discussion problem and allow to identify and define some action lines.
		The English course curriculum specifies both the development of the four language skills (reading, listening, writing and speaking) taking into account the standards of the Common European Framework Reference (2001) and the communicative competences that are adopted and adapted from the criteria proposed by the National Bilingualism Program.
		Some areas of discussion mediate the content of the Pre-intermediate English course. These areas guide some specific questions or topics that week by week during the semester (16 weeks) are developed through the teaching and learning activities and strategies.
		The topic of the course suggests some grammar and vocabulary that the students should handle at the end of the course to take an international exam (PET) at the end of the semester.
	Standards	Both internal and external policies regulate the English Program, it is possible to evidence that there is an alignment with the political standards because of the ones mentioned in the PEP (2015, pp. 15 - 19):
		The Pre-Intermediate English syllabus of the Program is aligned with the statements established in the Common European Framework of Reference (CEFR) for Languages: Learning, teaching, assessment (2001), taking into account the B1 level issues.

	An "Independent user" (B1) can understand and deal with the regular input on everyday matters such as leisure, school, work, and so forth. Moreover, he can describe experiences, desires, ambitions and can give explanations about plans or opinions briefly (Council of Europe, 2001, p. 24).
Assessment strategies	The English Program established some rubrics for each syllabus that contains some assessment criteria. Learning outcomes are distributed in three primary cycles: Exploration (30%), Development (30%), and Application (40%).
	There is a quantitative and qualitative assessment process mediated by the "Learning outcomes" and the self, teacher, and peer-assessment. These learning outcomes have some percentage (5%) that students are asked to achieve to fulfill the standards.

Regarding the findings obtained of the emerging dimension, it is evident that to the university, the socioeconomic aspects play an important role because of the social projection project, the primary constructs of the socio-critical pedagogical model, and the general curriculum objectives. Thus, the B.Ed. in English has articulated different academic strategies, where both professors and students have the opportunity to contribute to the communities in which they are immersed during their practicum process or the consultant process. The students are asked to design a pedagogical proposal; in which they have to present an alternative solution to the specific problem found.

Furthermore, as the university aims to offer high-quality education, there are some generic competencies and cross- competencies mentioned in the National Constitution of Colombia of 1991 and the General Law of Education, Law 115 of 1994. Students must acquire those competencies in order to allow them to "learn to learn," "learn to be," "learn to assess" and "learn to live and communicate" with the acquired knowledge.

Likewise, the English courses curriculum states the development of both language skills and communicative competences taking into account the standards of the Common European Framework Reference (2001), and the adapted from the criteria proposed by the National Bilingualism Program. For instance, in the Pre-intermediate English course, the students must acquire specific linguistic abilities to be an Independent user" (B1), who can understand and deal with the regular input on everyday matters such as leisure, school, work, and so forth. Moreover, he/she, they can describe experiences, desires, ambitions and can give explanations about plans or opinions briefly (Council of Europe,2001, p. 24)

Finally, there is a quantitative and qualitative assessment mediated by the "Learning Outcomes." On the one hand, the qualitative process involves the self, teacher, and peer-

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assessment. On the other hand, the quantitative process establishes some rubrics and assessment criteria. Learning outcomes have some percentage and are distributed in three primary cycles: Exploration, Development, and Application.

4.1.2 Findings of the organization of the curriculum.

The findings of the organization of the curriculum are presented in this table. The dimension addresses questions from 8 to 10. The order of the answers corresponds to the instrument organization. These tables include five findings in total to support the emerging category.

Table 3

Findings of the organization of the curriculum

Dimension	Categories	Findings
Organization of the curriculum	*Scope and Sequence*	It is possible to show in the program that the standards established by the CEFR are implicit in the actions that teachers and students must develop weekly according to the contents described in the syllabus of the course
		The distribution of time (teaching time and independent student work time) within the curriculum are consistent with the times proposed by the CEFR for level B1 in English.
		The curriculum is based on problematic cores that seek to avoid the inarticulate management that usually occurs in signatures curricula, thus transcending the control of isolated knowledge of the subject
		It is stated in the institutional documents that the curriculum has a flexible character; thereby the professors are receptive to transformation and innovation and also have a broad understanding of learning concepts that allow them to assess styles, previous knowledge, student's personality, and cultural contexts.
		The fundamental components present in the institutional educational project are articulated, referenced and appropriate within the educational project of the English program, this facilitates the curricular follow-up.

The organization of the curriculum is based on three principal issues. The first one is related to the legal policies and standards that the curriculum must follow to achieve some general and specific objectives. The second one is related to the curricular content that is problematic cores that are specified in the sociocritical pedagogical model. The last issue is associated with the curricular flexibility; in this regard, although professors must teach some pre-established contents and activities, they have the freedom to change the methodology for the teaching-learning process

to make it meaningful for the students.

4.1.3 Findings of the curriculum implementation.

The tables 4 and five break down the information regarding the third dimension mentioned above. The answers address the questions from 11 to 18, and they are organized according to the instrument structure.

Table 4 addresses the categories of Technical requirements; curriculum flexibility and Moral foundations; table 5 the strategies for communication skills and Resources for communication skills. These tables together included fourteen findings to support the emerging categories.

Table 4

Findings of the usefulness of the curriculum implementation – Part 1

Dimension	Categories	Findings
Organization of the curriculum	*Technical requirements*	There is no explicit mention concerning the physical spaces available for the institution, however, in the institutional educational project document it is possible to find a general description of the infrastructure,
		As for the distribution of time, concerning the temporal requirements of the curriculum, it is possible to evidence the way in which the total hours of the Pre-Intermediate course are distributed during each session.
		It is not possible to evidence relevant information concerning the physical dispositions arranged by the institution, including the documents of the Pre-intermediate English course, in which nothing is mentioned about the spaces or necessary physical elements for the optimal implementation of the curriculum during the course.
	Curriculum flexibility	The university offers to the teaching community benefits such as training carried out in person and virtually
		The measures concerning teacher promotion and permanence, evidence the actions carried out in favor of teacher training for the improvement of teaching processes.
		The documents do not raise relevant information regarding the freedom that each teacher has to implement the suggested curriculum for each course.
	Moral Foundations	In the axiological proposal of the curriculum, it is mentioned a mediation between the pedagogical task of the graduate and a sense of social responsibility,
		In the curriculum, an axiological proposal is presented, this proposal mainly seeks the formation of integral human beings that transcend the specific field of the disciplines and act as beings that foster dialogue and reflection of their realities.

Table 5

Findings of the usefulness of the curriculum implementation – Part 2

Dimension	Categories	Findings
Organization of the curriculum	*Strategies for communication skills*	Didactic strategies for the development of communicative skills are organized through specific activities and projects that both teachers and students must do during the course.
		It is possible to identify that the majority of the activities presented in the curriculum seek to develop the communication skills.
		There is no way to check in this instrument if the actions of the teachers and the students are carried out in the manner proposed in the course.
	Resources for communication skills	The majority of the resources used to promote the communication skills during the semester through the different activities include: ● Listening: Videos, Oral presentations, recordings ● Reading: Reading Plan, research assignments, tales ● Writing: Posters and products ● Speaking: Oral presentation, cross-projects, participation in class and products.
		The majority of the activities that emphasize the oral communication skills among the curriculum are developed by using bibliographic material proposed within the course.
		The syllabus of the course proposes the use of information and communication technologies with the aim of enhancing these skills; however, there is no explicit mention of the different tools that can be used as a facility for this purpose.

4.1.4 Findings of the curricular content and technology

The tables 5 addressed the findings regarding the usefulness of the curricular content and technology. The dimension discusses the outcomes of the questions from 19 to 22. The results of the issues are answered according to the instrument questions organization. The categories of the table are ICTs role and ICTs use promotion. This table included four findings in total to support categories emerged.

Table 6
Findings of the usefulness of the curricular content and technology

Dimension	Categories	Findings
Organization of the curriculum	*ICTs Role*	In the syllabus of the Pre-Intermediate English course, the integration of ICTs in the development of the course is not considered, except for the cross-section.
		The activities, contents, and skills to be developed and that are described in the weekly activities calendar of the syllabus do not present relationships with the tools and spaces for the use of technologies.
	ICTs use promotion	We sought to identify the different equipment and services available to the institution for the development of ICT mediation, as well as any spaces and scenarios in which the use of these technologies are promoted, however, on the documents analyzed there was no relevant information regarding this variable.
		The information corresponding to the integration and mediation of ICTs it is very scarce. The curriculum documents only mention some general fundaments that raise the interpretation that the university has about the incorporation of technologies in the learning processes, however, it does not take into account more specific variables such as infrastructure, tools or different methodologies to be used in connection with this incorporation in the curriculum.

4.1.5 Findings of the perception of the curriculum.

This table evidences the curricular findings of the emerging dimension regarding the scope and sequence of the curriculum. The dimension addresses the findings of the questions from 8 to 10. The answers are presented according to the instrument questions organization. This table includes five findings in total to support the emerging category identified before.

Table 7
Findings of the perception of the curriculum

Dimension	Categories	Findings
Organization of the curriculum	*Positive perceptions /Weaknesses and strengths of the curriculum*	The problematic cores system enable more effective learning since they seek to develop specific competencies in students by articulating the curriculum content with the social context.
		The skills and competencies that are sought to be developed within the curriculum abandon the decontextualized problem, which allows the student to involve and apply their cognitive and emotional capacity, also, this promotes their critical thinking.
		The curriculum promotes collective learning, fostering strategies that involve the participation of different individuals through dialogue, the exchange of ideas, consensus and the distribution of duties to address the contents.

	The integration of information and communication technologies is continuously promoted as a tool that facilitates learning, and also allows the contents, skills, and competencies to be developed to be applied in different ways, generating more educational environments.	
Previews considerations for curriculum implementation	The curriculum has to focus on some national and international standards and legal guidelines considering the Educational laws and the ones that focus on ELT.	
	The curriculum has to be adapted and updated according to the context and the population to which it is addressed. For instance, the 21-century skills take an essential role in the updating process.	
	The curriculum describes in detail the physical, technological, economic human resources that are essential for the institutions regarding teaching-learning processes.	
Curriculum weaknesses and potential adaptations/ Improvements for the course	The appropriation of the ICTs as one of the most important resources to enhance the students' abilities.	
	It is necessary to take more advantage of the technological resources for the strengthening of communication skills in English.	
	The appropriation of new methodologies that are at the forefront of ELT.	

In the previous table, it is possible to observe the findings concerning the fifth dimension of the perceptions of the curriculum contemplated in questions 23 to 25. These findings were identified from the reading and analysis of the different curricular documents that support the course of Pre-Intermediate English; this table includes 11 findings that aim to support the emerging categories identified above.

4.2 Professors' semi-structured interview

The interview with teachers follows a semi-structured format (see Appendix 2), containing a series of questions that are answered openly throughout the session, avoiding premeditating answers. In the analysis matrices, there are five interrelated dimensions presented: usefulness of the curriculum, curriculum organization, curriculum implementation, curricular content and technology, and perceptions of the curriculum implementation to make professors do a retrospective analysis of the course addressed. Likewise, from the mentioned dimensions, a series of categories (topics) is derived for which a specific rule corresponds, as well as some segments extracted from the interviews which offer evidence of the obtained data.

4.2.1 Perception of the usefulness of the curriculum.

This section presents the data obtained from professors' perceptions regarding the dimension of the usefulness of the curriculum — the tables from 1 to 3 break down the information regarding the first dimension mentioned above. Table 1 addresses the categories of the socioeconomic aspects and Objectives; table 2 the Content and the Standards, and table 3 the Assessment strategies. These tables together included twenty segments in total to support the emerging categories identified before. Every segment of the graphic corresponds to the professors' intervention during the interview process.

Likewise, for each of the segments, there is a unique code, according to this order: s = statement (segment); **E; O; C; S; A** = category of analysis (socioeconomic aspects, Objectives, Content, Standards, Assessment strategies). The code also includes a unique number for each participant (1, 2), and the number of interventions that correspond to the specific category per participant (a, b, c. and so on). The same nomenclature has been used for all instruments in the analysis and presentation of results.

Table 8
Professors' Perceptions of the usefulness of the curriculum - Part 1

Dimension	Rules	Categories	Segments
Usefulness of the curriculum	Analysis units that imply notions of curriculum usefulness.	*Socio-economic Aspects*	**sE1a -** "Pues los aspectos sociales están relacionados... con la comunidad educativa en la que... nos encontramos… y que normalmente son estudiantes de estratos uno dos y tres (...) el uso de materiales, las horas de dedicación… apuntan a esa población "
			sE2a - "pues en la educación se sabe que es un hecho social. Por lo tanto, cualquier currículo tiene que estar pensado en responder a esa sociedad efectivamente con… las materias, con… todo lo que conlleva hacer un currículo."
			sE2b - "Con… el diseño instruccional, con los tiempos, con las metodologías, con la evaluación; entonces esto está pensado en… en servir a la persona que estudia, pero que esa persona que estudia a la vez, cuando salga, sirva a la sociedad."
		Objectives	**sO1a -** "los objetivos en el caso particular de inglés intermedio, es sacar un estudiante con un nivel de inglés (eh) B1, en este caso… (eh) eso básicamente"
			sO1b "destacaría... todos los cursos que apuntan... a mejorar la

competencia comunicativa en inglés de los estudiantes"

sO1c -"Básicamente el estudiante debe salir de este curso… (eh) con la habilidad de contar eventos del pasado en inglés utilizando la conjugación adecuada"

sO2a - "es una sistematización, es, es un poner en, en un documento toda una operativización de elementos, de temas, de instrumentos, de recursos, de tiempos…para que tengan un fin y que puedan llevarse a cabo de una manera mejor, más efectiva… y más eficaz."(sic)

Table 9
Professors' Perceptions of the usefulness of the curriculum – Part 2

Dimension	Rules	Categories	Segments
Usefulness of the curriculum	Analysis units that imply notions of curriculum usefulness.	*Content*	**sC1a -** "destacaría... todos los cursos que apuntan... a mejorar la competencia comunicativa en inglés de los estudiantes"
			sC1b - "Básicamente el estudiante debe salir de este curso… (eh) con la habilidad de contar eventos del pasado en inglés utilizando la conjugación adecuada""
			sC2a - "hay unos contenidos curriculares propios de cada disciplina…y también hay unos contenidos… que son trans-disciplinares, que son transversales"
			sC2b - "son transversales" por ejemplo, los que son las competencias (eh) de las tecnologías, las competencias ciudadanas (eh) y otras (...) y los que son propios (...) sobre todo pues las cuestiones disciplinares a cada una de las licenciaturas propias de… de acá de la universidad."
		Standards	**sS1a -** "lo que se tiene en cuenta es marco de referencia educativo, que es el marco común europeo para la enseñanza de lenguas extranjeras, que casi que yo diría que se aplica en la mayoría de países del mundo."
			sS1b - "esos son los objetivos básicos, desarrollar las tres competencias… (eh) comunicativas que son la lingüística, la pragmática y la sociolingüística."
			sS2a - "nosotros (eh) estamos regidos por varios elementos, pero quizá el principal hace referencia al marco común europeo de referencias para lenguas, por ser este un documento, del cual se basan muchos"

sS2b - "se destacan principalmente los estándares de evaluación, se sacan (eh) las competencias que se deben cumplir… y se saca como (eh) el contenido curricular qué se debe enseñar."

Table 10

Professors' Perceptions of the usefulness of the curriculum – Part 3

Dimension	Rules	Categories	Segments
Usefulness of the curriculum	Analysis units that imply notions of curriculum usefulness.	*Assessment strategies*	**sA1a -** "Pues… los cursos están divididos en tres cortes… y en cada corte se hacen exámenes…basados en los mismos estándares que mencioné antes"
			sA1b - "se evalúa que el estudiante cumpla con (eh) esas habilidades que debe alcanzar según la orientación del marco común."
			sA1c - "se hacen también un proceso de seguimiento mediante actividades, quizzes, presentaciones y...y otras actividades evaluativas (...) Con pruebas estandarizadas"
			sA2a -"la evaluación es un método o es un medio para determinar si se alcanzaron o no los objetivos propuestos (eh) la evaluación no, no debe ser final, debe ser procesual"
			sA2b -"la evaluación debe ser el momento… para saber… si se alcanzaron esos objetivos; y sí no se alcanzaron, qué metas o qué estrategias se deben tener o llevar a cabo para que se logren alcanzar estos objetivos."

According to the results obtained of the emerging dimension, it is evident that the usefulness of the curriculum lies on the socioeconomic needs of a specific context, bearing in mind that the education is a social construction. Thus the curriculum design must serve as an act in response to the social needs with everything that involves making a curriculum as it is mentioned in the segments **sE2a,** and especially in the **sE2b** regarding "the instructional design with the methodologies, the times and the assessment process." For the Universidad La Gran Colombia, as it is mentioned in its principles (vision and mission), it is essential to serve society.

Therefore, the design of the curriculum is thought for the population of 1, 2 and 3 social strata and both the resources and materials and the execution times are adapted to this population. Furthermore, according to the segment **sO2a,** the operability of a curriculum lies on the topics, instruments, resources and specific times to achieve a particular objective in line with the needs of the population. For the B.Ed. in an English context in the university, the English courses' curriculum as it is mentioned in the segments **sO1b, sO2b,** and all the segments of the standards' category must contribute to enhancing the communicative competence according to the standards of the Common European Framework of Reference for Languages (CEFR). As the segments **sS2b**, **sS1b** and **sA2a; b** state, this framework serves as a comprehensive guide that states what curricular language content have to teach, the competencies that have to be developed (linguistic, pragmatic and sociolinguistic skills) and finally the assessment process concerning the objectives.

In the curriculum of the Pre-intermediate course, that operability mentioned before focuses on developing communication skills that allow the student to reach a B1 level according to the CEFR (2001) standard as the **sO1a** stated. However, in this course, there is an emphasis on past events: "students should leave this course (...) with the ability to count past events in English using the appropriate conjugation" as the segment **sO1c** indicates. Moreover, there is a cross-curricular content and additional courses that contribute to developing in a deepening way the communicative skills through the different classes mentioned in the segments **sC1b** and **sC1c**.

Finally, along the semester the assessment process is divided into three terms, and during this process, the students take standard exams according to the CEFR and a number of the activities mentioned in the segment **sA1c** to evaluate if the proposed objectives of the course were achieved or not.

4.2.2 Perceptions of the curriculum organization.

This table evidences the professors' perceptions about the emerging dimension regarding the scope and sequence of the curriculum, in other words, it refers to the instructional objectives and how they are achieved. Five segments from the interviews were included to support the emerging category identified before. The codes used represent s = statement (segment); **Q** = category of analysis (scope and sequence) the participant = 2 and the number of interventions of the participant (a, b, c. and so on). It is important to note that only one of the participants plays for

this dimension.

Table 11

Professors' Perceptions of the curriculum organization

Dimension	Rules	Categories	Segments
Curriculum Organization	Analysis units that imply notions of curriculum organization	*Scope and Sequence*	**sQ2a -** "para hacer un currículo entonces se toman varios (eh) elementos… en cuenta (...) que son como esas leyes o esos decretos o esos lineamientos... legales que rigen a toda la nación en cuanto a la educación y en cuanto al inglés"
			sQ2b - "tenemos documentos como… por ejemplo la constitución del 91, en el artículo 67 que habla de... la educación como un derecho"
			sQ2c - "Tenemos la ley general 115, tenemos otros decretos que reglamentan esta ley general"
			sQ2d - "tenemos unos lineamientos curriculares del área de inglés, tenemos el… el marco común europeo, que son como esas leyes o esos decretos o esos lineamientos... legales que rigen a toda la nación en cuanto a la educación y en cuanto al inglés"
			sQ2e- "se hace un consenso con los profesores, ya que ellos son las personas que en su experiencia de vida, en su experiencia enseñando en aula también tienen una visión de cómo integrar todo eso, de cómo unificar todo eso en un solo documento que se llama currículo"

As it is possible to evidence from the results, the curriculum is organized according to legal guidelines like the ones mentioned in the segments **sQ2b**, **sQ2c,** and **sQ2d**. Those admissible statements refer to the education laws in general terms, and also the standards related to language acquisition. Likewise, professors' opinion is essential in regards to the accomplishment of the institutional objectives. Professors along their teaching experiences have been developing a personal idea about the teaching-learning process. Thus, all those ideas could contribute to the curriculum concerning scope and sequence by taking into account the contexts need as it is mentioned in the segment **sQ2e**.

4.2.3 Perceptions of the curriculum implementation.

The professors' perceptions about the curriculum implementation are broken down in the tables below. Twenty-five segments from the interviews were included to support the emerging dimension. The codes used represent s = statement (segment); **R; F; M; G; K** = category of analysis (Requirements, Flexibility, Moral foundations, strateGies, resources for communication sKills) the participants = (1, 2) and the number of interventions of the participant (a, b, c. and so on).

Table 12

Professors' Perceptions of the usefulness of the curriculum implementation – Part 1

Dimension	Rules	Categories	Segments
Curriculum Implementation	Analysis units that imply notions of curriculum implementation	***Technical requirements***	**sR1a -** "se requieren... salas interactivas, se requieren laboratorios de inglés, acá digamos tenemos (eh) la posibilidad de usar sala interactiva... y de usar... una sala de cómputo (...) deberíamos tener un centro de recursos que acople como una biblioteca, que sea sólo de uso exclusivo para estudiantes que están aprendiendo lenguas."
			sR1c - "el tiempo siempre... ha sido como una limitante, porque (...) en el caso de los licenciados en inglés,... sí requeriría que tuvieran más horas presenciales para una práctica (eh) más adecuada del… del idioma y… y pues su posterior... y consecuente mejoramiento de las habilidades"
			sR2a - "el currículo es, es un compendio de varias cosas (...) se deben mirar, se deben estudiar, mirar factibilidades, se debe medir para de esa, para de esa forma mirar los alcances, mirar las falencias y mirar cómo se puede subsanar" **(sic)**
			sR2b - "entonces hay unos documentos hay unos lineamientos, pero también se deben tener en cuenta unos recursos físicos, humanos, financieros; sin éstos no se puede llevar a cabo la ejecución de ningún tipo de currículo, ningún tipo de plan de estudios, ningún tipo de, de enseñanza"

Table 13

Professors' Perceptions of the usefulness of the curriculum implementation – Part 2

Dimension	Rules	Categories	Segments
Curriculum Implementation	Analysis units that imply notions of curriculum implementation	*Curriculum flexibility*	**sF1a -** "Es flexible... en el sentido en que el profesor puede crear sus propias estrategias, puede implementar "gamification" o... actividades comunicativas o... incluso… realidad virtual para enseñar inglés, por ejemplo."
			sF1b - "Puede hacerlo, siempre y cuando (eh) enseñe los contenidos que aparecen en el currículo, porque como te digo, son estándares y, se supone que, en todos los cursos, (...) debe verse el mismo contenido"
			sF1c - "la didáctica ya pues... dependerá como de cada profesor, cada uno tiene sus intereses y, en ese sentido hay flexibilidad."
			sF2a - "hay un macro currículo, un... meso currículo y un micro currículo… en el micro currículo es donde el docente en su clase (...) va mirando si el macro currículo...se adecúa o no para la circunstancia específica propia de sus estudiantes, para el momento en que se está enseñando, para las necesidades de aprendizaje que tienen ellos, para el contexto"
		Moral Foundations	**sM1a -** "normalmente se promueve el pensamiento crítico, si tu miras el… el syllabus, está diseñado por preguntas"
			sM1b - "(...)El syllabus es problematizador… entonces para hay preguntas que se discuten durante la semana con los estudiantes"
			sM1c- "para cada semana hay una pregunta que es la que se discute (...) que busca… que, uno el estudiante sea propositivo y, que... reflexione sobre los contenidos que se están aprendiendo"(sic)

Table 14

Professors' Perceptions of the usefulness of the curriculum implementation – Part 3

Dimension	Rules	Categories	Segments
Curriculum Implementation	Analysis units that imply notions of curriculum implementation	***Strategies for communication skills***	**sG1a -** "en todos los… los syllabus de la malla... de los cursos de inglés, se promueve... el aprendizaje constructivo, (eh) la metodología de enseñanza es comunicativa"
			sG1b - "el plan lector, por ejemplo, que... lo que busca es mejorar las habilidades de comprensión lectora y, al mismo tiempo de escritura"
			sG2a - "el acceso a las tecnologías de la información y la comunicación, para tratar de acceder a material real… no adaptado sino por ejemplo periódicos o textos escritos en la lengua nativa"
			sG2b - "cuando es posible, se hacen salidas... de campo a lugares donde la persona puede interactuar de la manera lo más natural posible, en esta segunda lengua."
			sG2c - "se habla de... que hasta cierto punto se debe tener una presencialidad... pero también tiene que haber un trabajo autónomo." (sic)
		Resources for communication skills	**sK1a -** ""normalmente algo que se hace también es (eh) renovar los recursos, es de decir, que la bibliografía o los libros de texto que se estén usando o el material que se esté usando… (eh) no sea muy antiguo... sino que esté como, a la vanguardia de las implementaciones didácticas... específicas de nuestra área."
			sK1b - "otros recursos tienen que ver con el plan lector, por ejemplo, que... lo que busca es mejorar las habilidades de comprensión lectora y, al mismo tiempo de escritura."
			sK1c - "como te dije son las plataformas de aprendizaje en inglés, que las ofrecen las mismas editoriales que ofrecen los libros de texto."

First of all, according to the analysis, the curriculum has to be implemented taking into account technical requirements that involve legal guidelines and physical, economic and human resources as it is stated in the segment **sR2b**. Therefore, the legal guidelines should be represented in the curriculum structure as it is mention in the segment **sF2a** to contribute not

only with teachers' classroom management but also with the students' academic and personal growth.

On the other hand, the curriculum contains moral foundations to develop students not only in terms of citizenship but also critical thinking according to their needs as students and the context in which they are immersed as it is stated in the **sM1a** segment. Likewise, it should handle certain flexibility and try to continuously update its structure as it is supported in the segments **sF2b** and **sF2c** to enhance students' 21-century skills. In the Universidad La Gran Colombia context, these aspects are considered in the sense of the students' development because the university tends to cover all the physical requirements according to the students' needs as it is stated in segments **sR1a and b**. However, there are some professors' suggestions to ameliorate the curriculum implementation process for the sake of its social impact as it is mentioned in the **sF2b**.

Furthermore, participants agree that there exist some flexibilities in the curriculum, but they must follow some standards and specific objectives to follow as they state in the segments of this category. The university has a spiritual and moral background that it tries to promote; in this sense, the university in its pedagogical model and its curriculum establishes these accomplishments to allow the students to be proactive and reflect on the content learned as it is said in the segments of moral foundations category. Finally, concerning the skills, the university provides different curricular resources to improve students' performance. For instance, in the English courses, there are specific tools and strategies that teachers are using to develop 21st-century skills in their students like the ones expressed in the strategies and resources for communication skills categories (ICTs literacy, critical thinking, problem-solving, communicative skills, among others).

4.2.4 Perceptions of the curricular content and technology.

The professor's perceptions about the curriculum implementation are broken down in the table below. Eleven segments from the interviews were included to support the emerging dimension. The codes used represent s = statement (segment); **T; U** = category of analysis (ICTs role and ICTs Use promotion) the participants = (1, 2) and the number of interventions of the participant (a, b, c. and so on).

Table 15

Professors' Perceptions of the usefulness of the curricular content and technology

Dimension	Rules	Categories	Segments
Technology and curricular content	Analysis units that imply notions of the use of ICTs according to the curriculum.	*ICTs role*	**sT1a -** "En el currículo dice que sé promover el uso de las (eh) "ICTs", (...) pero cómo lo promueve, como que depende de cada profesor, no está claro, no es tan específico en el currículo, digamos."
			sT2a - "día a día las tecnologías... tienen más presencia en todos los aspectos de nuestra vida y la educación… hoy no se concibe sin, sin la tecnología"
			sT2b - "un apoyo para acceder a la información, para mejorar los procesos, para sistematizar las acciones, para dejar registros de lo que se está haciendo."
		ICTs use promotion	**sU1a -** "hay una sala de sistemas en las que intentamos que los estudiantes usen plataformas para… el aprendizaje del inglés o utilicen recursos (eh) disponibles en la web, para mejorar cada una de las habilidades... comunicativas."
			sU1c - "el profesor puede crear sus propias estrategias, puede implementar "gamification" o... actividades comunicativas o... incluso… realidad virtual para enseñar inglés, por ejemplo."
			sU2a - "Sí, afortunadamente (eh) la instalación de la universidad cuenta… cuenta con laboratorios, (eh) hay acceso a internet, a la red, hay... televisores inteligentes (...) las personas a través de otros dispositivos (...) tienen acceso a la tecnología y la idea es que la sepan usar de la mejor manera"

In regard of this dimension, it is possible to evidence that technology is part of the human being's life daily life and it is not likely to live without it because it has become a valuable resource to facilitate different processes as it is explained in the segments **sT2a** and **sT2b**. Moreover, it is possible to say that the university as it is said in the segments **sU1a; sU1d; sU2a** and **sU2b** has different technological resources for the community to profit and make an appropriate academic use of them. Additionally, concerning the use of technology in the curriculum, for the English courses at the university, the technology plays an essential role as it is expressed in the segment **sT1b**. However, it is not so clear how professors have to manage it in their classes, and they have the freedom to make use of those resources appropriately according

to their methodologies and needs in the teaching and learning English process as participant 1 states in the *ICTS use promotion* category.

4.2.5 Perceptions on the curriculum.

The teacher's perceptions about the curriculum implementation are broken down in the table below. Twenty-four segments from the interviews were included to support the emerging dimension. The codes used represent: s = statement (segment); **P; N; D** = category of analysis (Positive perceptions, previous considerations for curriculum implementation, curriculum potential adaptors) the participants = (1, 2) and the number of interventions of the participant (a, b, c. and so on).

Table 16

Professors' Perceptions on the curriculum – Part 1

Dimension	Rules	Categories	Segments
Perception on the curriculum	Analysis units that imply notions of the use of notions of the perception on the curriculum.	*Positive perceptions*	**sP1a -** "Pienso que el contenido del currículo en la universidad está ajustado al marco común europeo, que es lo que piden digamos las instituciones como el estado, para graduar a los licenciados, por ejemplo (...)"
			sP1b –"está pensado para estudiantes de nuestras generaciones y, ajustado a la edad de sus estudiantes".
			sP1c - "tratamos de que los temas... no sean muy antiguos..., como decir que no estén obsoletos, que el material no esté obsoleto sino que siempre estemos como a la vanguardia (eh) en la enseñanza de lenguas"
			sP1d -"también tratamos de participar en eventos académicos a nivel nacional e internacional para estar enterados de esos cambios que ocurren en el área."
			sP2a - "El currículo es una… una columna vertebral. Sin un currículo no se podría tener una medición final del proceso de saber lo que se hizo bien y lo que se hizo mal."
			sP2b - "Sin un currículo (...) tampoco se conocerían... los elementos con que se cuenta cómo dije, físicos financieros, humanos (...) que materiales, qué temas enseñar ni en qué orden, entonces (eh, eh) un currículo es absolutamente necesario en cualquier institución. "

	Previous considerations for curriculum implementation		**sN1a -** "tratamos de que los temas... no sean muy antiguos (...) que el material no esté obsoleto sino que siempre estemos como a la vanguardia (eh) en la enseñanza de lenguas"
			sN2a - "eso documentos. Se debe conocer qué disposiciones legales a nivel nacional, local qué… qué tipo de información es la que se debe enseñar"
			sN2b - "se debe hacer... un... consenso con los profesores para determinar cuáles son las mejores estrategias… eh, cuáles van a ser los recursos, los tiempos (...) y con los insumos se debe definir un solo documento que es el currículo"

Table 17

Professors' Perceptions on the curriculum – Part 2

Dimension	Rules	Categories	Segments
Perception on the curriculum	Analysis units that imply notions of the use of notions of the perception on the curriculum.	*Curriculum potential adaptations*	**sD1a -**"el currículo no… no sería tanto el problema, lo… lo que habría que adaptar son los recursos, por ejemplo"
			sD1b - "no tenemos un centro de recursos para estudiantes de lenguas extranjeras que en otras universidades lo hay… y son muy buenos y, resultan muy efectivos para ayudar al estudiante"
			sD1c - "en el caso de los licenciados en inglés, sí requeriría que tuvieran más horas presenciales para una práctica (eh) más adecuada del… del idioma y… y pues su posterior... y consecuente mejoramiento de las habilidades"
			sD1d - "para los estudiantes de inglés... (...) actividades extracurriculares que estamos tratando también de implementar, para que el uso de la lengua no se haga solamente en el marco de las clases sino que el estudiante tenga alternativas para practicar los idiomas"

According to the analysis of the professors' perception on the curriculum, it is possible to notice that they consider the curriculum as the fundamental resource to organize an institution, as participant 2 states in the segments **sP2a, sP2b**, and **sP2c**. It contains the main constraints about what to teach and in what order, the physical, financial and human resources that are needed, the legal guidelines and the standards that it has to follow, and the needs of the population (students

and professors) to which it is directed as it is mention in the segments and **sN2a, sN2b** and **sN2c**.

On the other hand, participant 1 expresses in the segments **sN1a, sN1b, sN1c** and **sN2** regarding the English program curriculum that it is both adjusted to the educational standards and adapted to the population to which it is addressed as it is stated in the segments **sP1a** and **sN1a, sP1c**. This means that the curriculum is at the forefront of language teaching.

Finally, concerning the curricular adaptations, it is essential to highlight that the curriculum is continuously updated and evaluation according to the internal (professors' evaluation) and external assessment (administrative, and governmental, educational entities) processes. Therefore, the adaptations are made concerning both physical resources and as well as the extension of students' on-campus work, and the development of different extracurricular activities through which students strengthen their communicative skills as it is expressed in the *curriculum potential adaptations* category.

4.3 Focus Group

This data collection method is applied in order to provide students with the opportunity to expose their opinions, perceptions, and proposals concerning the subject. A series of questions are presented to elucidate the perception that students have regarding the usefulness of the curriculum, the organization of the curriculum, the implementation of the curriculum, the curricular content and technology, and the perceptions of the implementation of the curriculum. Considering the data obtained with the instrument, analysis matrices are presented, which are composed of categories related to the dimensions mentioned above, as well as segments extracted from the answers which offer evidence of the information collected.

4.3.1 Students' perception of the usefulness of the curriculum.

This section presents the information collected from the focus group perceptions regarding the usefulness of the curriculum. Five tables are presented below, which correspond to this dimension. In these tables are taken into account five main categories regarding the curriculum: socio-economic aspects; the objectives; the contents and activities, the curriculum development and the assessment perceptions. Twenty-one (21) segments from the focal group data collection instrument were included, which support the categories mentioned above. Each segment of the graphic corresponds to the interventions made by the participants of the focal

group.

For each segment a unique code was established based on the participant and category of analysis as follows: s = instruction (segment); **E, O, C, D, A** = categories of analysis (socioeconomic aspects, objectives, contents and activities, curriculum development and evaluation strategies), a unique number in correspondence with each of the 6 participants of the focus group (1- 6), and the number of interventions per participant (a, b, c, and so on). The same nomenclature has been used for all instruments in the analysis and presentation of results.

Table 18

Students' perceptions of the usefulness of the curriculum – Part 1

Dimension	Rules	Categories	Segments
Usefulness of the curriculum	Analysis units that imply notions of curriculum usefulness.	*Socio-economical Aspects*	**sE1a** - "Bueno, la asignatura actualmente… pues, tiene unos aspectos (...) a rescatar, pues que son muy sociales, uno de los que, digamos a mí más me llama la atención es… que responde a preguntas tipo sociales, entonces esa es uno de las...de las...de los valores."**(sic)**
			sE2a - "Pues yo creo que la asignatura contempla...eh, se basa mucho en los aspectos sociales (...) lo que busca es que con este aprendizaje (…)se tenga presente las necesidades sociales que tenemos hoy en día".
			sE3a - "Eh… creo que la asignatura se basa en lo que estamos viviendo actualmente en la sociedad y de ahí parte para implementar los conocimientos o los objetivos planteados".
			sE4a - "el pensamiento socio-crítico y educativo, pues estamos formándonos para formar a otras personas así que influye mucho".
			sE5a - "(...) inculcando el hecho de que aprender inglés es muy importante, no solo para el enriquecimiento personal sino también para laboral."
			sE5b - "podemos empezar a… eh… no sé a transformar digamos desde el mismo salón de clase lo que sería en sí la sociedad".
		Objectives	**sO1a** - "Bueno yo creo que formar… formar personas integrales, profesionales pues con… con un, una capacidad de comunicación muy asertiva y pues… así también como una… capacidad de… de manejos y de estrategias para la enseñanza del inglés"**(sic).**
			sO2a -"Eh… objetivos de la asignatura diría yo que es… eh…

formar personas capaces de salir a... enfrentar eh... las diferentes problemáticas que encuentran…"

sO2b - "Sabemos que nos vamos a enfrentar a diferentes poblaciones, entonces la idea con esta asignatura, pues, tener la capacidad de… de. de enseñar de manera eficaz y pues que conlleve a un aprendizaje significativo".

sO3a - "Eh… generar conocimiento a los estudiantes y que pueden utilizar ese conocimiento en la actualidad".

sO4a - "Bueno en este momento en Intermediate…ehh... pues alcanzar el nivel B1/B2".

sO5a - "Pues el principal y el más… no sé, como específico pues obtener el B1 ¿no?"**(sic)**.

sO6a – "que todos los estudiantes salgamos con un buen nivel y pues que ese nivel sea un B2 y si, si es posible pues uno mejor que es el C1".

Table 19

Students' perceptions of the usefulness of the curriculum – Part 2

Dimension	Rules	Categories	Segments
Usefulness of the curriculum	**Analysis uni that imply notior of curriculu usefulness.**	*Content and activities*	**sC1a -** "yo destaco mucho el... los temas de… eh... didácticas, cuando digamos el profesor nos pone a... a ver películas en inglés o a escuchar audios es muy, muy, muy interesante"
			sC2a - "Eh...Contenidos que puedo destacar, mm…. actividades, speaking que se realizan en la… en clases, los cortometrajes que son muy buenos para mejorar... em... las habilidades y creo que destacaría esas".
			sC3a - "mm….no sé me gustó lo de las películas, lo de los cortometrajes que… se han venido haciendo".
		Curriculum development	**sD1a** - "Bueno yo creo que, respondiendo principalmente a… a temas (...) de competitividad (...) entonces respecto a eso se responde pues... se tratan de hacer estrategias para... para diseñar el currículo".
			sD2a - "creo que currículo de la asignatura fue desarrollado buscando… eh… solucionar problemáticas que se han... venido presentando y pues también buscando… eh… mm... que la universidad tenga un alto nivel competitivo".

			sD3a - "Pues yo creo que lo principal es plantear unos objetivos, qué se busca en la asignatura y… ya de ahí pues… vienen como los temas implicando el resto".
			sD4a - "Eh… bueno el currículo viene como desde un recordar lo que se ha hecho y... empezar ya con temas específicos, dejando pues como… punto de auge pues lo más… lo más denso. lo más complicado".
			sD5a - "Eh… pues no sé, yo creo que por niveles pues teniendo en cuenta... eh… lo primero, el primero paso lo que se tiene que ir aprendiendo y así a medida ir aumentando".

Table 20

Students' perceptions of the usefulness of the curriculum – Part 3

Dimension	Rules	Categories	Segments
Usefulness of the curriculum	**Analysis units that imply notions of curriculum usefulness.**	*Assessment perception*	**sA1a** - "se hacen también un proceso de seguimiento mediante actividades, quizzes, presentaciones y...y otras actividades evaluativas."
			sA2a -"Pues, ha sido buena, la he percibido de buena manera porque pues han venido valorando el proceso desde que iniciamos".
			sA2b -"... entonces evalúan el que tanto hemos evolucionado en cuanto a las cuatro habilidades".
			sA3a - "(...)Desde el primer momento que uno entra lo van… lo van evaluando; la participación... y pues en cuanto a inglés, el uso del inglés".
			sA4a -"Bueno la evaluación depende del docente la verdad porque hay docentes que... recogen todos los aspectos y tratan de manejarlos de una manera en que el estudiante no se… no se sienta como asfixiado"**(sic).**
			sA4b -" a algunas evaluaciones les falta como más… más didáctica, no solo escribe en el papel a, b, c, o d porque muchas veces se responde por suerte".

Concerning the usefulness of the curriculum, and taking into account the segments obtained regarding the categories, it is possible to evidence that students perceive the social aspect as one of the main elements within the curriculum. The students emphasize the relationship that the curriculum organization and implementation have within the context in the

fragments **sE1a, sE2a** and **sE3a**. Also, they highlighted in segments **sE4b** and **sE5b** that the curriculum allows the development of critical thinking. Therefore, they can transform the context in which they are immersed. On the other hand, the main objectives of the curriculum are the improvement of language skills, as well as the importance and impact of training for teaching in the segments **sO1a, sO2b** and **sO6b**. In accordance with this, students mainly highlight those contents and activities carried out through multimedia tools as it is evident in segments **sC1a, sC2a,** and **sC3a**.

Another category of this dimension corresponds to the development of the curriculum. The participants believe the curriculum was organized and implemented, in this way, taking into account the information collected, in segments **sD1a** and **sD2a** it is mentioned the labor competitiveness and the solution of problems of the social context as factors for the organization and implementation of the English course. Other participants emphasize that the main factor to take into account is the progressive organization of content and learning, as it can be evidenced in segments **sD4a**, **sD5a**, and **sD6a**.

Finally, in relation to the category of assessment perception, the students tell their experience in relation to the evaluation of the course and their perception against this taking into account the implementation of the curriculum. In segments such as the **sA2**, **sA2b** and **sA3a**, the students pose the evaluation of the course as a continuous and progressive process, on the other hand, in segment **SB4b** it was possible to show that some students perceive the course evaluation as a monotonous process that is limited to measuring knowledge.

4.3.2 Perceptions of the curriculum organization.

In this section, a reference is made regarding the perception that the focus group has regarding the organization of the curriculum, to this end the scope and sequence of the curriculum as a category was established and 9 segments were included, which account for the opinions collected. The codes used to represent the segments maintain the nomenclature used in all the matrices: s = instruction (segment); Q = category of analysis (scope and sequence). number per participant (1-6) and the number of interventions per participant (a, b, c, and so on.)

Table 21

Students' Perceptions of the curriculum organization

Dimension	Rules	Categories	Segments
Curriculum Organization	Analysis units that imply notions of curriculum organization	*Scope and Sequence*	**sQ1a -** "" Bueno se tuvo en cuenta (…) yo creo que problemáticas, de pronto en la enseñanza del inglés… digamos…. no se tienen digamos ciertas competencias entonces se organiza con respecto a esto".
			sQ2a - "Eh… pues, creo que el syllabus está organizado en… en dieciséis semanas, que cada semana pues tiene sus actividades".
			sQ3a - "Eh… creo que primero están los objetivos y ya y se plantea semana por semana que tema se va a tratar".
			sQ4a - "supongo que desde los temas que... vimos (…) más fáciles de aprender hasta los más… complejos".

From the information provided by the previous table (*Perceptions of the curriculum organization*) it can be shown that the students propose 3 different perceptions regarding the most essential elements that are taken into account when organizing the curriculum of the course. First of all, in the **sQ1a** and the **sQ4a** the organization of contents, themes or competences to be developed are mentioned as the central element to be taken into account. On the other hand, mention is made of the statement of objectives before the organization of the curriculum, as can be seen in the **sQ3a** segment. Finally, the students in the segments **sQ2a** and **sQ2b** prioritize the organization of time as the element to be taken into account for the organization of the curriculum.

4.3.3 Perceptions of the curriculum implementation.

This dimension aims to identify the perceptions that the students of the focus group have regarding the implementation that was given to the curriculum taking into account elements such as curricular flexibility, values evidenced in the curriculum and the strategies and resources implemented for the development of oral communication skills. In this section, it is possible to identify 27 interventions by the participants that support the implementation of the instrument, on the other hand, within the matrix.

The information collected was organized by codes as follows: s = instruction (segment); **F, V, G, K** = category of analysis (curricular flexibility, curriculum values, strategies for oral

communication skills and resources for oral communication skills), number per participant (1-6) and number of interventions per participant (a, b, c, etc.).

Table 22

Students' Perceptions of the usefulness of the curriculum implementation – Part 1

Dimension	Rules	Categories	Segments
Curriculum Implementation	Analysis units that imply notions of curriculum organization	*Curriculum flexibility*	**sF1a -** "Bueno yo creo que eso… el programa pues no sé, da las oportunidades pero ya el que tiene el… la… digamos como el libre albedrío es el profesor… como tal".
			sF2a -"(...) no se rige directamente lo que está estipulado en el syllabus(...) los profesores tienden a buscar otras actividades que sean más dinámicas, pues que conlleven a un aprendizaje significativo".
			sF4a -"(...)se cumple con el objetivo que pues está puesto en el syllabus o para para los docentes que es enseñar el tema, ya cada quien lo maneja pues como cree que puede haber una mejor apropiación del mismo".
		Values in the curriculum	**sV2a -** "Pues en primer medida la disciplina y el compromiso porque en el syllabus pues tenemos unas horas que son presenciales y otras que son… eh… trabajo muy autónomo en la casa".
			sV3a - "El respeto hacia el otro, y...tolerancia".
			sV4a - "...pues no se diría que el respeto eh...no sé si comprensión se considera un valor, (...)compañerismo, por supuesto, el aprendizaje colectivo pues me parece más importante".
			sV5a - "Eh... pues yo creo primordial que es el trabajo colectivo, desde el trabajo colectivo se puede empezar a (...) reconocer de que las demás personas también tienen... eh... conocimientos, que tienen perspectivas diferentes frente a las que nosotros tenemos y que así mismo podemos empezar a respetarlas"**(sic).**

Table 23

Students' Perceptions of the usefulness of the curriculum implementation – Part 2

Dimension	Rules	Categories	Segments
Curriculum Implementation	Analysis units that imply notions of curriculum organization	*Strategies for communication skills*	**sG2a -** "se han implementado estrategias como pues eh…. muy conversacionales eh… en grupos, en parejas, el speaking, mucho el "speaking" y el listening, nos ponen a escuchar bastante…"
			sG3a - "Eh…. el profesor nos llevó a Gringo Tuesday, que podíamos hablar con speakers nativos, entonces me pareció interesante… esa estrategia".
			sG4a - "Resalto… este semestre, que tuvimos el Gringo Tuesday y… pues me pareció algo súper interesante porque... es ir a hablar con nativos en un entorno pues que está... a la moda por decirlo así que si era un bar y hablar… y no sé fue interesante"**(sic).**
			sG6a -"nos llevaron a Gringo Tuesday a mí me pareció super".
		Resources for communication skills	**sK1a -** "uno de los recursos que nos implementaron fue el Gringo Tuesday, que fue un recurso digamos… (...) de mucha ayuda para, pues el desarrollo de nuestras habilidades.."
			sK2a - "Recursos… eh… pues mucho el área de las TICS, estos recursos son muy utilizados pues hoy en día en la actualidad pues en todas las instituciones".
			sK2b - "se está implementando el uso de las TICS pues, estar un poquito actualizados y, y esto ha generado que el aprendizaje sea más significativo y más atrayente a las nuevas generaciones".
			sK4a - "Exposiciones es lo que más hemos visto, o yo he visto… en mi área"**(sic).**
			sK5a - "Eh, por lo general son… los. pues los recursos, las grabadoras, pues los... parlantes, y de vez en cuando pues el computador"**(sic).**

Regarding the implementation of the curriculum, different elements were taken into account when collecting the information within the focus group. It was possible to identify the opinions of the students concerning different factors, as it can be evidenced in the segments **sF2a**, **sF4a**, and **sF5a** where it is possible to observe that the group perceives that the curriculum is flexible concerning academic freedom. Another factor to analyze is the integration of the

values within the curriculum in accordance with the model proposed by the university, from here it can be seen that the students highlight different values such as commitment, respect, tolerance. However, between all of them the one that had more incidence within the answers was the teamwork, since the students propose (segments **sV4a** and **sV5a**) that this value is reflected in the implementation of the curriculum through collective learning and the strategies used by the teachers.

The students mentioned the most effective strategies that have been implemented in the course for the development of oral communication skills, among them, in the segments **sG3a**, **sG4a**, **sG6a,** and **sG6b**, it was possible to demonstrate that most of the participants coincided in highlighting the implementation of extracurricular activities that, according to students, significantly encourage the development of learning during the course.

In regard to the aspects mentioned above, it is important to note that the activity called Gringo Tuesday was mentioned again on the category about resources implemented in the curriculum. This activity consisted of taking students to an environment outside the classroom to interact with native speakers of English, and it was mentioned in the **sK1a** segment, students also stressed that the resources frequently applied within the curriculum for the development of oral communication skills are linked to the use of ICTs tools, as mentioned in the segments **sK2a**, **sK2b**, **sK5a** and **sK6a**

4.3.4 Perceptions of the curricular content and technology.

In the dimension of content and technology, it was observed that the participants that formed the focus group presented the impressions they have in front of two elements in particular. In the first place the relevance that they attribute to the use of ICTs within the curriculum, and secondly, to the knowledge and the perception that they had during the previous course regarding curriculum. For this purpose, it was possible to collect a total of 14 interventions for its later analysis

The information collected was organized by codes as follows: s = instruction (segment); P, I = category of analysis (***ICTs promotion*** and ***ICTs relevance***).

Table 24

Students' Perceptions of the usefulness of the curricular content and technology

Dimension	Rules	Categories	Segments
Technology and curricular content	Analysis units that imply notions of the use of ICTs according to the curriculum.	***ICTs promotion***	**sP1a -** "Si… las promueve, yo creo que tienen muchos… temas que tienen mucho que ver con el tema de tecnología y pues… si las promueve".
			sP4a - "(...)siento que no se potencian éstas… herramientas por qué pues muchas veces es "haga esta actividad" y ya.. todo queda ahí, no hay un aprendizaje como más... significativo..."**(sic).**
			sP5a - "Mm… no mucho… no mucho porque como dije ahorita únicamente es el uso de… del parlante y del computador y no tienen en cuenta digamos herramientas que pueden ser flexibles y que pueden ser factibles a la hora del aprendizaje".
		ICTs relevance	**sI2a -** " (...)se puede usar, si claro, aprovechar al máximo, sacarle el máximo provecho pero no es fundamental".
			sI3a - "Pues fundamental fundamental no pero pues si es una herramienta que nos ayuda a mejorar nuestras habilidades".
			sI4a - "La tecnología en este momento, en nuestra sociedad actual pues… tiene gran empoderamiento y pues no sólo nosotros como docentes en formación si no tenerlo en cuenta también como para los estudiantes que vienen en camino".
			sI5a - "(...) por medio de las herramientas TIC... (...) por medio de la didáctica uno puede digamos el conocimiento hacerlo más significativo, apropiarse de él y… poder reconocerlo y usarlo"**(sic).**

The fourth dimension, which focuses on curricular content and technology, consists mainly of two categories, which are oriented to the promotion, implementation, and relevance that is given to information technologies within the subject's curriculum. Taking into account the above, in segments s**P1a**, **sP2a** and **sP3a** it is evident that students perceive that the curriculum of the course promotes the use of ICTs, in addition to this, they highlighted their possible applications and the benefits they bring, such and as can be evidenced in the segments **sI1a**,

sI3a, **sI4a** and **sI5a.**

4.3.5 Perceptions on the curriculum.

For the collection of information of this dimension, two specific categories were proposed that respond to the perception that the students have regarding the curriculum in terms of their strengths and weaknesses, as well as different proposals or improvement actions to be considered by the participants of the focus group. Bearing in mind that this exercise could benefit the future organization and implementation of a curriculum for the course. In this regard, 17 interventions were collected. The information collected was organized by codes as follows: s = instruction (segment); W, I= category of analysis (***Weaknesses and strengths of the curriculum*** and ***Improvements for the course***).

Table 25

Students' Perceptions on the curriculum – Part 1

Dimension	Rules	Categories	Segments
Perceptions on the curriculum	Analysis units that imply notions of the use of notions of the perception on the curriculum.	***Weaknesses and strengths of the curriculum***	**sW1a -** "... una debilidad digamos que… yo creo que me faltan como horas de inglés… diría eso, en cuanto a intensidad horaria".
			sW2a - "Pues las mayores fortalezas... (...) el syllabus tiene un propósito en cada curso y pues yo creo que la fortaleza es pues realmente que le meten todo el empeño para que pues se cumpla con el propósito que se tiene"**(sic)**.
			sW3a -"y debilidades eh... de pronto un poco más didáctico… que sean más didáctica las clases".
			sW4a - "Bueno la fortaleza seguramente que tiene es... (...)tiene como propuesto que es lo que se tiene que ver, hay como una… no sé, unos, unos objetivos trazados"**(sic).**
			sW5a: - "Para mí la mayor fortaleza es que el syllabus en cada semana...(...) trata de responder… o sea, coloca una pregunta a la cual se quiere responder mediante el contenido que se quiere tratar, entonces creo que esa es… eso es puntual"
			sW5b: - "Y una de las debilidades es que… pues no sé, creo que no hace mucho uso de las tecnologías de la información y la comunicación, y que ese es un punto muy importante tanto para el

crecimiento personal como para el crecimiento laboral"

Table 26

Students' Perceptions on the curriculum – Part 2

Dimension	Rules	Categories	Segments
Perceptions on the curriculum	Analysis units that imply notions of the perception on the curriculum.	*Improvements for the course.*	**sI1a -** "(...) la implementación de digamos, de más horas y la mejora que esto sería pues… serían estudiantes más preparados… mejores preparados"**(sic)**.
			sI2a - "(...)Se deben implementar más horas de inglés… para llegar al nivel que deseamos y para que la institución también se destaque".
			sI4a - "Mm…. qué mejoras, bueno… en definitiva, hacer un mejor aprovechamiento del uso de las herramientas TICS
			sI5a - "(…) Más didáctica… (...) cuando los conocimientos pasan por las emociones entonces tienden a quedarse más arraigados".
			sI6a - "me parecería como chévere que digamos tuvieran en cuenta a veces como las opiniones de los estudiantes (...)los estudiantes a veces tienen muy buenas ideas que a los profesores no se les puedan como ocurrir".

Faced with the last dimension, which focuses on analyzing the perception of the curriculum in general, two categories were established to guide this dimension. The first category corresponds to the main strengths and weaknesses that the students perceived in the curriculum of the course, in the segments **sW2a**, **sW4a** and **sW5a** strengths in terms of the organization of the different elements of the curriculum are mentioned, as well as their characteristics regarding the problematic core. On the other hand, there are weaknesses of the curriculum about hourly intensity, the need to generate more didactic environments and for some students, the poor implementation of ICTs. These elements can be evidenced in segments **sW1b**, **sW3b,** and **sW5b**.

Additionally, the second category was formed mainly by the proposals and improvement actions proposed by the students to reinforce the implementation of the curriculum. In segments

such as the **sI1a** and **sI2b**, it is possible to demonstrate that the students perceive the need to increase the intensity of time of the course, some proposals were also mentioned in the segments **sI3a** and **sI4a** concerning a better and more rigorous implementation of ICTs and the development of more didactic environments. Finally, it is important to emphasize that in the sixth segment, one of the participants proposes a possible improvement for the course taking into account the ideas and opinions of the students.

4.5 Data interpretation

Based on the previous findings regarding the five categories, and bearing in mind the methodology of the proposal, some considerations concerning the evidence found are made below:

4.5.1 Curriculum usefulness

Concerning the previous analysis and contrast of the instruments applied in the study, it is shown that, on the one hand, it is imperative that the curriculum responds to the institutional requirements, orientations, and educational goals according to the context where it is implemented. Moreover, the curriculum must focus on the development of critical thinking through the analysis of different social areas of discussion.

On the other hand, regarding the oral communication skills, the curriculum of the Pre-intermediate English course fulfills the CEFR requirements as well as the B.Ed. in English language objectives through a series of elements and criteria about the activities and teaching-learning methodologies.

Finally, to validate and analyze the usefulness of the curriculum is essential to develop a continuous assessment process regarding the design, development, and implementation in the context where it is addressed.

4.5.2 Curriculum organization

The process of curricular organization requires an adaptation of the different elements involved in the educational context where it is developed and implemented. This means that it is necessary to plan the contents in accordance with the pre-established institutional objectives and the English program objectives. Additionally, the curricular organization must be based not only on the guidelines, indicators and standards proposed by the different internal and external agents

of the educational community, but also in relation to what was proposed by Eisner (1987), who believes that the curriculum should focus on the analysis of practice and be oriented towards the solution of contextual problems.

Finally, as Delval (2000) states regarding the relationship between the teaching-learning processes and the social context, the institutions cannot achieve their educational mission without problematizing the needs of the context where it is implemented. Thus, it is essential to highlight the importance of these elements, of the curricular organization regarding scope and sequence, content, values, skills, and competencies, and how they are integrated with the social dynamics of the context.

4.5.3 Curriculum implementation.

Regarding the curriculum implementation, it is considered that a curriculum should take into account some legal, physical and financial elements, as well as human resources to be implemented. Thus, it is vital to analyze the coherence between the curricular documents and the curriculum implementation to guarantee its rigorous application.

One example of this statement was appreciated from the participants' perceptions; some of the elements proposed in the document were perceived as not having been reflected in the teacher's decision-making process in terms of teaching-learning strategies during the implementation of the Pre-Intermediate course. However, the professors said that the curriculum allows them to have some flexibility in their teaching methodologies without letting both institutional and English course language objectives aside. Therefore, taking into account the aforementioned aspects, it is possible to contemplate the possibility of paying more attention to the way in which teachers decide what and how to include the contents and activities of the course.

4.5.4 Content and Technology.

About the ICT and its curricular integration, Sanchez (2002) defines this Integration of ICT as the process of making them entirely part of the curriculum, consolidating them as part of a whole that permeates into the different curricular elements. Based on the author's statement, it was possible to see that, despite the tendency of both professors and students to use ICT in their teaching-learning processes, the curriculum does not specify the use of it in the different

activities proposed. Consequently, it is necessary to make a deeper revision on how and to what extent the technology integration is needed in the curriculum to be at the forefront of the 21st-century educational requirements. In this regard, Gross (2000) points out that:

> Integrating technologies in the curriculum is "using ICTs in a regular way in classrooms for varied tasks such as writing, obtaining information, experimenting, simulating, communicating, learning a language, designing (...) all of this in a natural, invisible way (...) it goes beyond the mere instrumental use of the tool and is situated at the level of innovation of the educational system (p.75).

This is a rigorous process, which requires to be developed in a long-term because it includes, not only the use of new strategies to create different activities, but also the incorporation of varying technology trends to innovate. Concerning this, it is suggested that the digital transformation trends in education such as augmented /virtual and mixed reality, artificial intelligence, gamification, among others, to be implemented in the English language courses to redefining the teaching-learning language strategies and to promote meaningful learning.

4.5.5 Perceptions of the curriculum

Bearing in mind the participants' perceptions it is possible to say that, in spite of the curriculum following the educational goals and the language standards, the time distribution of the campus work proposed in the curriculum is poor to develop the students' language skills efficiently. Therefore, it is necessary to manage the times given for both campus and students' independent work to achieve the English Program and students' language goals.

Additionally, it is necessary to reflect on the communication that exists between students, professors and the directives of the program, given that the possibility that students are provided to participate in the development of the curricular analysis and construction. On certain occasions, it becomes quite limited in terms of students' perception. Thus, their participation in this construction could be significant regarding their opinions based on their language needs.

Lastly, to extend the possibilities for ELT learning, it is necessary to include more cross-curricular activities and methodologies in the curriculum in order to facilitate the language learning process, as well as to increase the opportunities of employment for the future B.Ed. Teachers.

Chapter 5. Conclusions

The purpose of this study was to determine to what extent the Pre-intermediate English curriculum develops oral communication skills in a specific educational context. Likewise, it was imperative to find out what the perceptions of the participants (professors and students) were about the development of the oral communication skills of the Pre-Intermediate English course curriculum through a retrospective curricular analysis.

5.1 Main findings

The main contributions of this research are derived from a retrospective study of the Pre-Intermediate English course curriculum and carried out considering Posner's curricular analysis model. This study offers a series of considerations before the implementation of a curriculum. Regarding the five categories that were developed in this study, it is possible to say that:

Concerning the usefulness of the curriculum, it was found that it is imperative that the curriculum responds to the institutional requirements, orientations, and educational goals according to the context where it is implemented. Thus, to validate and analyze the usefulness of the curriculum is essential to develop a continuous assessment process regarding the design, development, and implementation in the context where is address.

Talking about the curriculum organization, it is necessary to plan the contents following the pre-established institutional objectives and the English program objectives. Additionally, the curricular organization must be based, not only on the legal guidelines and standards proposed by the different internal and external agents of the educational community, but also about the solution of the social needs and problems. Therefore, it is essential to highlight the importance of the curricular organization regarding scope and sequence, content, values, skills, and competencies, and how these elements are integrated into social dynamics.

Regarding the curriculum implementation, it was possible to conclude that a curriculum must take into account some legal, physical, financial elements as well as human resources to be implemented. Thus, it is vital to analyze the coherence betwixt the curricular documents and the curriculum implementation to guarantee its rigorous application. Also, in terms of the oral skills, the curriculum of the course addressed allows the professors to have some flexibility in their teaching methodologies without letting both institutional and English course language objectives aside. However, actions should be incorporated to analyze and verify the manner in which

professors decide what and how to include contents and activities. The latter could allow better control of the curriculum development.

On the content and technology integration in the curriculum, it was possible to evince that despite both professors and students' tendency to use ICT in their teaching-learning processes, the curriculum does not specify the its use in the different activities proposed. Therefore, it is necessary to make a deepen revision about how and to what extent the technology integration is needed in the curriculum to be at the forefront of the 21st-century educational requirements. In this regard, it is suggested that the digital transformation trends in education such as augmented /virtual and mixed reality, artificial intelligence, gamification, among others, should be implemented in the English language courses to redefine the teaching-learning language strategies, and promote meaningful learning.

Regarding the perceptions of the curriculum, it is possible to say that despite the curriculum following the educational goals and the language standards the time distribution of the campus work proposed in the curriculum is not enough to truly develop the students' language skills efficiently. Therefore, it is necessary to manage the times given for both campus and students' independent work to achieve the English Program and students' language goals. Likewise, it is necessary to reflect on the communication process that exists between students, professors and the directives of the program to allow the students of the last semesters to participate in the analysis and design of the curricular construction. This construction could be significant regarding their opinions based on their educational process. Furthermore, to extend the possibilities for ELT learning, it is necessary to include more cross-curricular activities and methodologies in the curriculum in order to facilitate the language learning process, as well as to increase the opportunities of employment for the future B.Ed. English teachers.

The development of oral communication skills can be related to each of the aforementioned findings, since actions such as the continuous improvement of content planning and methodologies of the course, the rigorous monitoring of the application of the curriculum in the classroom, the integration of ICTs in the teaching-learning processes and the improvement in the administration of the hourly intensity of the curriculum are elements that influence the students' learning. Finally, in response to the research question posed in this paper: "To what extent does the Pre-intermediate English curriculum develop oral communication skills in the students of the B.Ed. in English at Universidad La Gran Colombia, one of the main findings in

this study indicates that regarding the development of oral communication skills, the Pre-Intermediate English course fulfills the CEFR   (2001) requirements as well as the B.Ed. in English language standards, being coherent with the objectives and the competences raised in the curriculum in terms of the development of these skills through a series of elements and criteria involved in the different activities and teaching-learning methodologies.

5.2 Scopes and limitations of the study

This study was developed with the purpose of understanding the reality of the curricular terms in the English courses, with the third-semester students who are studying this major. A total number of 6 students participated as subjects for the data collection process, as well as two professor members of the faculty. Students' ages ranged from 17 to 20. However, this study does not allow us to show conclusive findings as the sample is small and the follow-up of the process was only carried out over a year.

5.3 Recommendations

The topic addressed in this proposal establishes a starting point for future research. The study of the curriculum analysis that involves, not only a retrospective analysis, but also the alignment to the Instructional Design Models development and the implicit use of ICT, constitutes a relevant scenario for the innovation and a challenge of the current educational practices. On the one hand, it is recommended to develop a curricular analysis of the English Language Programs to enhance the implementation of it. Also, it is vital that the ELT curricula focus on the development of oral communication since it works in a two-way process involving the productive and receptive skills.

On the other hand, it is suggested to implement Instructional Design Models because they constitute a flexible and dynamic guideline that focuses on the analysis, design, development, implementation and assessment for achieving educational goals, and it is a good strategy for the ELT process. Furthermore, as the ID models include the use of ICT, it is proposed to implement new strategies for teaching-learning such as e-learning regarding gamification, mobile-learning, blended-learning, augmented reality, among others, in regard to facilitate the development of topics and to create meaningful experiences.

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Appendix

Appendix A. Curriculum Analysis based on Posner's curricular analysis

The answers of the following data collection instrument are guided in the light of the institutional documents provided by the Universidad La Gran Colombia such as the Institutional Educational Project "IEP", the Educational Project of the degree Program in English, the Institutional Sociocritical Pedagogical Model and the syllabus of the English course named Pre-intermediate.

First group: Usefulness of the curriculum

1. **What social, economic, political or educational problem does the curriculum intend to respond?**

In accordance with the analysis made of the Institutional Educational Project "IEP" and the Educational Project of the B.Ed. in English, at the Universidad La Gran Colombia. It was possible to evidence that the university in order to solve different problems of the society such as economic, political and educational ones; aims to develop different spaces of community service through the project of social projection. Concerning this project, the university stated: "*Social needs must be turned into academic problems so that the academy can face them with their tools, in order to create an indissoluble link with the research*" (2016, p.73).

Therefore, to empower and manage those problems the university has been developing some programs and strategies that intent to articulate, manage and innovate the relationship between the academic community and the external sector through the following principles:

- To Improve the quality of the interaction between the university and the social environment, through different strategies of research, training of human talent and organized participation of the community for its promotion, cohesion and human and integral development.

- To expand educational coverage with academic quality, administrative efficiency and social equity, through the diversification of educational programs, technical capacity, and creation of educational spaces for the educational community and the primary sectors of the activity economic regional and national.

- To articulate formal education programs with those of non-formal and informal education, to deformalize academic knowledge and enrich the knowledge incorporated in them, through flexible and integrated curricula that promote dialogue between knowledge and the validation of a new socially relevant and culturally relevant knowledge.

- To convert the research and production of the "cultural" knowledge of the communities and the specific disciplines of knowledge, in a multiplying factor of personal formation and community development, through the creation of a formative and innovative leadership.

- To contribute to the reconstruction of human communities, through the promotion and development of a solidarity conscience and a community spirit, based on peaceful coexistence, political and ideological tolerance and respect for differences, through projects of development on a human scale.

In the light of the principles mentioned above, the B. Ed. in English has articulated the social projection through the guidelines that have been established by the socio-critical model that involves the teaching practicum and the consulting process. All those issues are focused on researching. Thus, the research process, the teaching practicum, and the consulting process are held in different public, private, formal and informal institutions, where the students of the program have the opportunity to contribute to those communities.

The preservice teachers have to design and work on different pedagogical proposals, in which they have to present a solution to a specific problem that they found in the context. Therefore, they are asked to develop some strategies to face those problems that take into account the specific needs of the context and the target population in a relationship with the school and governance principles regarding pedagogy and language acquisition principles.

Finally, through the advice and accompaniment of the academic processes by the teachers with the pre-service teachers the covenants and the contributions with the institutions could still working.

2. **What are the purposes and content of the curriculum?**

a. **Purposes of the Curriculum.**

The developmental process at the Universidad La Gran Colombia has been guided and determined by the foundational institutional principles, philosophical principles, missionary, and visional guidelines and institutional purposes. As well as from the Grancolombiano professional profile.

Therefore, by those principles and guidelines, the university aims to offer high-quality, comprehensive training through the socio-critical pedagogy, which focuses on the students' knowledge development to contribute and solve different social problems, taking into account the recognition of the society needs and respect for the others to guarantee a peaceful coexistence. Also, the university carries out the comprehensive training process through the development of four main knowledge categories: primary, specific, complementary and integrated knowledge.

Those categories are related to the different subjects that the students have in their curricula, the specific competencies that they have to acquire during their professional development in order to make them "learn to learn", "learn to be", "learn to evaluate" and "learn to live and communicate" with the acquired knowledge. Moreover, it is vital for the university to strengthen social and moral values such as social justice, truth, freedom, fidelity, solidarity, tolerance, cohesion, ethical, social, spiritual and social commitment and so forth, to firm up the institutional philosophy and for the personal and the citizenship growth, and the civic education improvement (Universidad La Gran Colombia, 2016).

On the other hand, from the sociocritical pedagogical model the purposes of the curriculum are focused on the training of the human dimensions (aesthetic, corporal, spiritual, cognitive, affective, communicative, corporally and sociopolitical dimension) and some specific aspects to complement the learning process such as the socio-anthropological, the educational, the epistemological and the pedagogical dimension.

The university (2009) in its model stated that the socio-anthropological dimension mainly focuses on "training of individuals according to the specific context in which they are immersed, and to establish a relationship between them taking into account both particular needs" (p.40). The educative dimension "aims to achieve through intentional actions that individuals learn to be, learn to learn, learn to evaluate and learn to live and communicate" (p.41). Likewise, the epistemological dimension "aims to determine the ways to organize and manage research, knowledge and methodological strategies in the training process through the social interaction and the cultural reference that the students obtain from the context in which they are immersed" (p.42). Finally, the pedagogical dimension takes into account different

educational strategies involving science and technology advances that contribute to constructing knowledge that is used to innovative and creates creative proposals to solve specific social problems.

Likewise, the university proposes some guidelines about the specific contents that are specified in the curriculum that students must learn, acquire and develop during their professional and personal life project. Those contents take part in every academic program that offers the university and are summarized in the following chart:
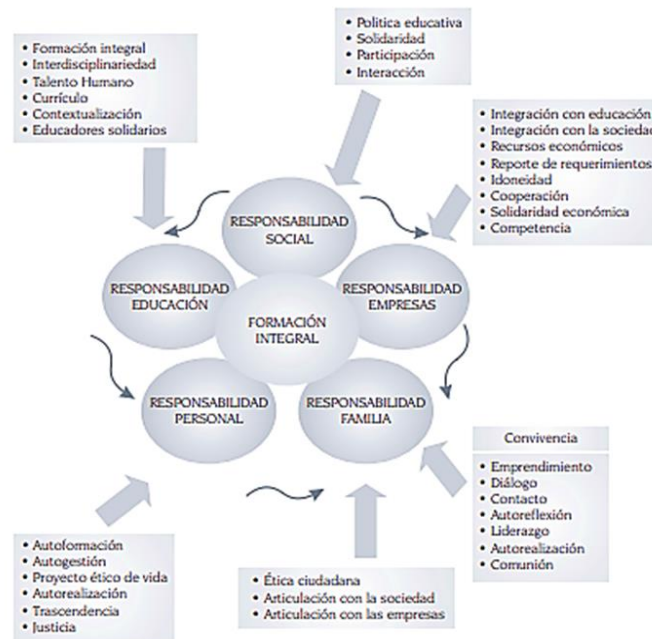
Figure 1. Ejes de formación integral. This figure illustrates the guidelines that the university specifies in the curriculum for every academic programme. Retrieved from: Universidad La Gran Colombia (2009 p.49)

Additionally, the B.Ed in English programme in accordance with the general assumptions proposed by the National Bilingualism Program 2015-2025 and in the *Resolución* No. 5443 of 2010 as well as, in the institutional ones established in the PEI, manifests that the training process focuses on the acquisition not only of the English as a foreign language (EFL) to use it in communicative contexts but also it uses in teaching and learning processes by applying it in different didactics and methodologies in the educational field. Besides, the development of generic competencies and the cross- competencies mentioned in the National Constitution of Colombia and the Law 115 of 1994, as well as the ones declared by the MEN are taken into account to achieve the institutional objectives to contribute positively in the society (Universidad La Gran Colombia, 2015).

About the generic competencies the university (2015) adapted and adopted the following ones:

a. A citizen culture and the people context awareness. With this competence the students can" perform ethically in different environments, contributing as productive actors to the society to which they belong" (p.25)
b. Quantitative literacy, which focuses on "solving mathematical-logical problems, analyzing and interpreting information presented in different ways (statistics, graphs, etc.) to allow students to express their rationale and estimates not only in their mother tongue but also in the target one (English)" (p.25).

c. Communicative competence. It allows to go deeper into different fields of knowledge by interchanging different experiences, ideas, feelings and so forth, trough the graphical, written, corporal and oral expression to "organize ideas and expand the intellectual, social and academic wealth" (p.25). Furthermore, the Nacional Government has empowered the educational institutions through Colombia Very Well programme to define high-quality standards in the process of training English teachers by enhancing the curriculum and the assessment process.

d. ICT Literacy. This skill allows the students to use technology as a tool to research, organize, design, evaluate and communicate information in the different environments where the students are going to perform (p.26).

e. Collaboration skills. It allows students to demonstrate the ability to work respectfully and effectively with diverse teams at the same time they can identify roles, organize work, analyze situations and propose work strategies that lead to the resolution of problems (p.26).

f. Autonomous learning. It allows the learner to be responsible for his learning process and to strengthen their competencies through their professional practice, continual self-evaluation and exchange with others. (p.26)

g. Critical Thinking and Problem Solving. The student observes their environment, studies it and identifies its problems. From there, the student critically and reflexively analyzes the different perspectives of the same and based on the knowledge he has acquired in his professional training, takes a critical position and proposes various solutions (p.26).

h. Interpersonal intelligence (self-smart). It allows the students to understand and to recognize not their environment and the people's behaviors that make it up but also lead them to analyze and differentiate how to act according to the context and the culture (p.26).

Regarding cross-curricular competencies, the Universidad La Gran Colombia establishes that the students of the B.Ed. in English will be able to:

Table 1
Cross Competences

Competencia institucional	Competencia institucional para el programa inglés
Bilingüismo	El estudiante será capaz de... Utilizar la lengua materna y extranjera (inglés) de forma efectiva para interactuar, comprender y comunicarse con otros teniendo en cuenta aspectos lingüísticos, sociolingüísticos y pragmáticos, basados en estándares nacionales e internacionales. 1. Apropiarse de diferentes elementos culturales para adoptar una posición crítica y compartir puntos de vista como una forma de enriquecer el bagaje y la conciencia cultural, mediante la lengua materna y extranjera.
Proyección social	El estudiante será capaz de... Trabajar en equipo, identificar roles, analizar situaciones y plantear estrategias de trabajo que lleven a la resolución de problemas propios de su quehacer profesional. Formular y participar en proyectos que permitan fortalecer las condiciones de su entorno educativo, social y cultural desde las necesidades identificadas en su quehacer profesional.
TIC	El estudiante será capaz de... Analizar el contexto educativo basado en el desarrollo cognitivo, físico y psicológico de los estudiantes con el fin de establecer innovaciones tecnológicas que beneficien los procesos de aprendizaje. Diseñar y evaluar recursos didácticos digitales y tecnológicos para facilitar el proceso de aprendizaje de lenguas extranjeras en un contexto específico.
Competencias ciudadanas	El estudiante será capaz de... Diseñar y aplicar estrategias que conlleven a la resolución de conflictos convivenciales y/o de integración social basada en los contextos sociales y educativos. Actuar de manera ética en diferentes ambientes, como actores productivos de la sociedad a la que pertenecen con el fin de obtener resultados exitosos en la formación integral de sí mismo y del educando.
Innovación	El estudiante será capaz de... Adaptar nuevas tendencias de enseñanza de acuerdo a las necesidades del entorno con el fin de motivar a los educandos en su proceso educativo. Aprovechar los recursos apropiadamente y proponer espacios diferentes al aula tradicional para el desarrollo y avance en las habilidades requeridas en una lengua extranjera.

Table 1. *Cross Competences.* Taken from: PEP (2015, p.28)

Also, there exist some specific competencies of the English program that are aligned with the International Standards of the Common European Framework, the Standards of Basic Competencies suggested by the Ministry of National Education and the Competencies of a foreign language. These competencies allow the pre-service teacher to use the target language to acquire, interpret and socialize, both oral and written information, in different situational contexts. The competencies are explained in the following table:

Table 2
Program Competencies

AMBITOS	FUNCIONES PROFESIONALES	COMPETENCIAS ESPECÍFICAS DEL PROGRAMA
ESCUELA	1. La docencia del inglés como lengua extranjera. 2. El desarrollo y la implementación de pedagogías y proyectos innovadores en el área de la enseñanza del inglés.	El estudiante estará en capacidad de: 2. Diseñar e implementar estrategias de enseñanza-aprendizaje efectivas del inglés como lengua extranjera mediante la identificación de análisis de necesidades propias de los contextos educativos. 3. Seleccionar, producir y utilizar materiales de enseñanza-aprendizaje basados en las necesidades locales, los recursos tecnológicos y los estándares internacionales de enseñanza de lenguas extranjeras enmarcados en el reconocimiento de las políticas educativas nacionales.
EMPRENDIMIENTO	1. El diseño e implementación de cursos de inglés. 2. El desarrollo de proyectos curriculares relacionados con la enseñanza-aprendizaje del inglés como lengua extranjera en el ámbito local, regional y nacional.	El estudiante estará en capacidad de: 1. Diseñar e implementar programas y proyectos educativos basados en las necesidades de la sociedad bilingüe actual. 2. Crear material de apoyo de acuerdo a las necesidades de diferentes contextos para mejorar los procesos de enseñanza-aprendizaje del inglés como lengua extranjera. 3. -Conocer y aplicar las normas establecidas por el M.E.N para el desarrollo del campo del inglés en el contexto Nacional.
INVESTIGACIÓN	1. La gestión de los programas y proyectos en la enseñanza-aprendizaje del inglés como lengua extranjera, generando los convenios interinstitucionales a nivel nacional e internacional	El estudiante estará en capacidad de: 1. Identificar espacios y problemas propios del proceso de enseñanza-aprendizaje del inglés teniendo en cuenta la teoría y contextos socioculturales. 2. Sistematizar información recolectada y proponer posibles estrategias que den respuesta a los problemas emergentes de los procesos de enseñanza-aprendizaje de una lengua extranjera. 3. -Desarrollar nuevas formas de enseñanza en el campo del inglés a partir de los retos actuales del campo educativo, utilizando herramientas tecnológicas.
COMUNIDAD Y PROYECCIÓN SOCIAL	1. Promover educación de calidad, basada en Valores, Democracia y Competencias Ciudadanas, para el servicio de la comunidad. 2. La participación en la administración, orientación y asesoría de programas de inglés en instituciones públicas y privadas que atiendan las necesidades de la población. 3. La generación de procesos reflexivos y de aprendizaje autónomo que impacten su desarrollo profesional y la formación de sus educandos.	El estudiante estará en capacidad de: 1. Diseñar e implementar estrategias pedagógicas en el campo del inglés como lengua extranjera con el fin de integrar personas con necesidades educativas especiales a través de la identificación de políticas nacionales de inclusión. 2. Liderar proyectos de relevancia social para la comunidad inmediata a través de los ambientes educativos en caminados a fortalecer el inglés como lengua extranjera. 3. Interactuar con diferentes integrantes de la comunidad, de forma que se fomente el desarrollo social, educativo y humano.

Table 2. *Specific competencies of the English program.* Taken from: PEP (2015, pp. 29-30)

b. Curricular structure and content.

Concerning the curriculum structure, the English Program focuses on the development of "Núcleos Problémicos" that must be answered throughout the eight semesters by adopting and adapting some approaches and theories related to the teaching and learning process of a foreign language. Moreover, the objective of this discussion problems is based on five specific questions that support the general discussion problem and allow to identify and define some action lines.

According to the Universidad La Gran Colombia (2015) the structure of the curriculum is organized both horizontally and vertically as the following:

1. Horizontally is composed by three (3) cycles: The primary training cycle in the first three (3) academic semesters; The disciplinary training cycle in the following four (4) semesters; and, the training cycle emphasizing the last three semesters.

2. Vertically is composed by four (4) núcleos: The first one is related with the "Basic training" (pedagogy and English language) that corresponds to 60% of the curriculum, including a "Socio-humanistic training" that corresponds to 10% of the same núcleo; The second one, is "Research training" corresponding to 15% of the curriculum. The third one is "Integral elective training" that corresponds to 15% of the curriculum and, finally the last *núcleo* related to "Quality and academic improvement" that focuses on third language training as a degree requirement.

The *Problematic Cores* are mentioned in the table below:

Table 3
Problematic Cores

GENERAL AREA DISCUSSION PROBLEM				
Which are the necessary pedagogical, communicative, technological, and investigative competences in the pre-service teachers' education in order to foster meaningful changes in their social context?				
Primera Línea (basada en los niveles de Inglés)	Segunda Línea (basada en las asignaturas de Interdisciplinary English, Public Speaking and International Exams)	Tercera Línea (based on Bilingualism, Curriculum and Materials Design)	Cuarta Línea (based on Didactics of English, Applied Linguistics and English Literature)	Quinta Línea (Based on Phonetics, Semantics and Pragmatics)
How can the technological and communicative competence support the pre-service teachers of English in order to achieve the level they are expected to have at the end of the process?	How can pre-service teachers of English develop their communicative competence and strengthen the four English skills in order to communicate effectively in diverse contexts of interaction with the support of the ICT?	What are the main components that can guide pre-service teachers of English in the construction of their own concepts related to practice and theory about teaching?	How can pre-service teachers of English apply their knowledge about important methods and approaches and socio linguistic competence in order to improve their teaching towards a better understanding of English culture and their own learning strategies and the basis of researching?	How can the linguistic aspects of communication increase the pre-service teacher's use of English language in specific academic situations, in order to highlight the awareness of it and to establish differences between those contexts?

SUB – TOPICS / QUESTIONS				
-What are the pedagogical actions involved in helping pre-service teachers of English understand the main ideas of an oral and written text on both concrete and abstract topics? -Which strategies can be followed to promote coherent writing related to daily issues as well as academic references? -Which necessary skills pre-service teachers of English should develop in order to interact with others with a high degree of fluency and spontaneity? -How can pre-service teachers of English take advantage of the listening, speaking, reading and writing skills in order to enhance vocabulary?	-How can pre-service teachers of English be enabled to increase their English level at listening, speaking, reading and writing skills in order to take an international test? -How can pre-service teachers of English shape his/her English level by using the four English skills in academic contexts? -How does technology shape language learning and teaching? -Which strategies can pre-service teachers of English use to learn and increase their vocabulary in relation to specific areas of knowledge?	-What are the technological and creative ways to approach pre-service English teachers to get involved in creating innovative and meaningful tools that support their new teaching practices? -Why most of the pre-service English teachers have difficulties when facing and managing small/large groups in monolingual and bilingual schools in real contexts? -How can pre-service teachers identify different types of curriculum, Bilingual education, and material design? -Why is the Plan Nacional de Inglés "Colombia Very Well 2015 -2025 relevant in the Bilingual education in Colombia?	-Which are the most important methods and approaches that have been proposed for teaching English as a foreign language? -What are the main characteristics of the areas of language learning and language education as well as their connections with the field of Second Language acquisition? -How can the theory of multiple intelligences contribute to improve the understanding of classroom interaction? -Which are basis that a pre-service teacher of English must take into account when relating a literary work to its historical and social context?	-What are the differences between phonetics and phonology, Semantics and Pragmatics? -Why is cultural background and context important in Phonetics and Phonology, Semantics and Pragmatics? -Which are the roles of Phonetics, Phonology, Semantics and Pragmatics within the Linguistics area? -What aspects of language meaning must be taken into account to analyze meaning in a specific context language?

Table 3. Problematic Cores *of the English program.* Taken from: PEP (2015, pp. 40-41)

Finally, in order to offers a deep emphasis in English the curriculum specifies both the development of the four language skills (Reading, listening, writing and speaking) taking into account the standards of the Common European Framework Reference (n.d.), and the communicative competences that are adopted and adapted from the criteria proposed by the National Bilingualism Program.

The communicative competencies of the Pre-intermediate course are (UGC, 2018, pp. 4-5):

Competence	Specific actions
Linguistic Competence	● Produce brief everyday expressions to satisfy the simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. ● Use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions and so on. ● Has a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.
Sociolinguistic Competence.	● Perform and respond to essential language functions, such as information exchange and requests and express opinions and attitudes in a simple way. ● Can socialize effectively using the purest common expressions and following basic routines. ● Handle brief social exchanges, using proper everyday forms of greeting and address. ● Make and respond to invitations, suggestions, apologies, etc.

	● Use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions and so on. ● Has a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.
Pragmatic Competence	● Adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution. ● Expand learned phrases through simple recombination of their elements. ● Use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation. ● Ask for attention. ● Tell a story or describe something in a simple list of points. ● Use the most frequently occurring connectors to link simple sentences to tell a story or describe something as a simple list of points. ● Link groups of words with simple connectors like 'and,' 'but' and 'because.'
Pedagogical Competence.	● Research within academic environments to analyze the methodological strategies of language acquisition and the assessment process.

3. What educational goals and purposes are emphasized in the curriculum and its priorities?

Regarding the analysis made of the syllabus of the English course named Pre-intermediate (2018-I) of the B.Ed. in English, it was possible to evidence that the purposes and the content of the course are:

Purposes	Content
General Purposes ● To enable students to develop culturally-situated communicative skills and competencies through different pedagogical strategies and sources that allow learners to interact with others in their immediate contexts in terms of B1 competences according to the CEFR (2018, p.2). ● To contextualize students in terms of language development, language exposure, intercultural awareness, and potential pedagogical skills needed to successfully become a 21st-century educator. ● To interact through pre-intermediate English in order to communicate personal experiences, plans, and intentions which may have an impact in the community, where they are daily involved. **Specific Objectives** The specific objectives of the course focus on the four language skills such as Listening, Reading, Writing and	The content of the course is mediated by some areas of discussion. These areas guide some specific questions or topics that week by week during the semester (16 weeks) are developed through the teaching and learning activities and strategies. On the other hand, each topic suggests some grammar and vocabulary that the students should handle at the end of the course to take an international exam (PET) at the end of the semester. Also, during the semester the students should read at least two short stories or adapted books according to the students' level. Likewise, regarding students' autonomous work (192 hours), students are required to work on suggested links, platform and Moodle activities designed for the purposes of the course, following teacher's guidelines and assignments. Students will also have two hours of practice (weekly) in the English laboratory. These are the topics per week:

Speaking. The skills objectives are specified below:

Listening

- To understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.

- To understand the main point of many radio or T.V. programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

Reading

- To understand texts that consist mainly of high frequency every day or job-related language.

- To understand the descriptions of events, feelings, and wishes in personal letters.

Writing

- To write simple, connected text on topics which are familiar or of personal interest.

- To write personal letters describing experiences and impressions.

Speaking

- To connect phrases in a simple way in order to describe experiences and events, my dreams, hopes, and ambitions.

- To give reasons and explanations for opinions and plans.

- To narrate a story or relate the plot or a book or film and describe my reactions.

On the other hand, the syllabus takes into account the assumptions that were established in the PEP, related to the Cross Competences, the Program Competencies, and the Communicative Competences.

1. How do children get fun around the world? Is it different from us?

2. What is the impact of TV Programs in Families?

3. How much important is it reflecting about the history and past events?

4. What should a citizen do to contribute to a well-living place? How can literature enhance the learning process in the course?

5. Are you looking for something different to do next vacation?

6. What is your ideal city like?

7. How do you think your past experiences affect your career choice?

8. How do you think your past experiences affect your career choice?

9. Are people ready for natural calamities?

10. what have you learned and how can you use that knowledge in context?

11. What memories do you have about your childhood?

12. What is the best invention done ever?

13. How has English been useful in your life?

14. How could you use narratives as a way to improve your life? How can literature enhance the learning process in the course?

15. Which are the different impacts of Ads in society?

16. What did you finally learn? Was it significant experience?

4.   Is the curriculum aligned with the political standards?

Taking into account that the English Program is regulated by both internal and external policies, it is possible to evidence that there is an alignment with the political standards because of the ones mentioned in the PEP (2015, pp. 15 - 19):
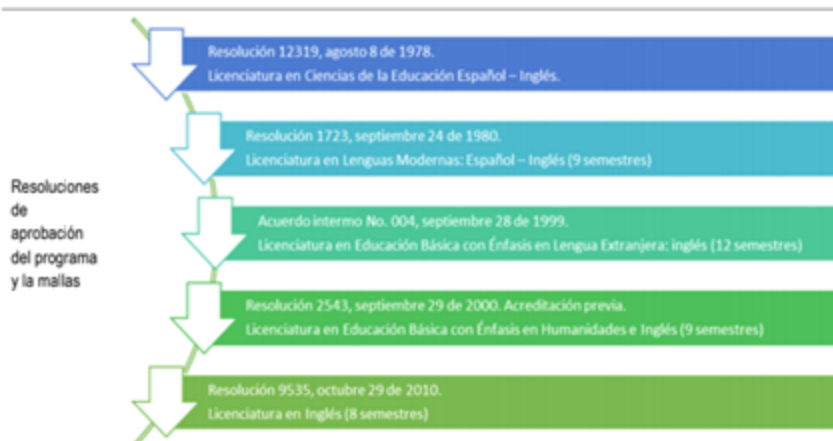
Constitución Política de Colombia.	– La Constitución en su artículo 27 expresa que "El Estado garantiza las libertades de enseñanza, aprendizaje, investigación y cátedra".
	– El artículo 67 expresa que la educación es un derecho público que permite el acceso al conocimiento, a la tecnología y a la cultura.
	– El artículo 68 se refiere a centros educativos, comunidad educativa, actividad docente y libertad de aprendizaje, en donde se establece, entre otros criterios que: "La enseñanza estará a cargo de personas de reconocida idoneidad ética y pedagógica. La Ley garantiza la profesionalización y dignificación de la actividad docente".
	– El artículo 69 está más ligado a los fines del programa, ya que acuerda que: "Las universidades podrán darse sus directivas y regirse por sus propios estatutos, de acuerdo con la Ley".
Ley 30 de 1992	La ley 30 regula la educación Superior en Colombia y establece que esta puede ser impartida por el Estado o por particulares.
	– Los campos da acción en la educación superior incluyen el de las humanidades, al que pertenece el Programa de la Licenciatura en Inglés de nuestra universidad, los cuales deben preparar a las personas para el ejercicio idóneo de una profesión.
	– La educación será supervisada y vigilada por un Sistema Nacional de Aseguramiento de la Calidad.
	– El Registro Calificado de los programas será otorgado previa aprobación del CNA, que a su vez hace parte del Sistema Nacional de Acreditación.
	– Todos los planes y políticas educativas que se propongan para el desarrollo de la Educación Superior, deben ser propuestos por el Consejo Nacional de Educación Superior (CESU).
Ley 115 de 1994	– En relación a la formación de educadores, la ley 115 tiene como fines generales: "a) Formar un educador de la más alta calidad científica y ética; b) Desarrollar la teoría y la práctica pedagógica como parte fundamental del saber del educador; c) Fortalecer la investigación en el campo pedagógico y en el saber específico, y d) Preparar educadores a nivel de pregrado y de posgrado para los diferentes niveles y formas de prestación del servicio educativo". El Gobierno Nacional velará por facilitar los medios de mejoramiento profesional de los profesores.
	– En los artículos 20 y 21 expresa como objetivos específicos de la Educación en Colombia: "La adquisición de elementos de conversación de lecturas al menos en una lengua extranjera" y "la comprensión y capacidad de expresarse en una lengua extranjera".
	– En los artículos 112 y 114, la ley establece que corresponde a las universidades y demás instituciones de educación superior el impartir programas para formar educadores y que deben estar acreditadas por el CESU.
Decreto 2566 de 2003	– Este decreto, derogado en 2008 por la Ley 1188, comprendía aspectos fundamentales para la obtención del registro calificado como: las condiciones mínimas de calidad de las Instituciones de Educación superior (IES), créditos académicos, registro calificado, ofrecimiento de programas en lugares diferentes al domicilio principal, evaluación de la información, las instituciones y programas acreditados de alta calidad, la inspección y vigilancia de los programas académicos de educación superior y el régimen de transición.
Ley 1188 del 25 de abril de 2008	Renovando el Decreto 2566 de 2003, en esta ley se regula el registro calificado de los programas de educación superior.
	Entre otros aspectos se establece que para poder ofrecer un programa académico en educación superior, se debe contar previamente con el registro calificado del mismo, asegurando 15 condiciones mínimas de calidad de los programas establecidos por el Gobierno Nacional.

extranjera en todos los sectores educativos, como parte de los proyectos estratégicos para la competitividad. Los estudiantes de grado once deben alcanzar un nivel Intermedio (B1) de inglés, de acuerdo al Marco Común Europeo de Referencia para las lenguas (MCE), y los profesores deben alcanzar un nivel Intermedio Alto (B2).

– En cuanto a la Educación Superior, los futuros profesores de inglés deben alcanzar un nivel Intermedio Alto (B2+, C1) y los estudiantes universitarios de otras carreras un nivel Intermedio (B2).

MEN - Lineamientos Curriculares para el Área de Idiomas Extranjeros	"Los Lineamientos de procesos curriculares en idiomas extranjeros son orientaciones pedagógicas para que los profesores del área se apropien de los elementos conceptuales básicos y hagan efectiva la autonomía para guiar los procesos, para atender las necesidades del diseño curricular dentro del Proyecto Educativo Institucional, (PEI), buscar oportunidades de manejo innovador del área y asumir y apropiarse de los avances científicos y tecnológicos. Así mismo se busca que a partir de los Lineamientos, los profesores puedan establecer logros alcanzables en el desarrollo de la competencia comunicativa en lengua extranjera, efectuar evaluaciones continuas y tomar decisiones que hagan que el currículo específico sea pertinente y eficaz y los aprendizajes significativos".
Plan Estratégico Institucional de Desarrollo (PEID)	El PEID se diseñó basado en los cánones de la Constitución Nacional de Colombia, de la Ley 130 de 1992, del decreto 2566 de 2003, de la resolución 2765 de 2003 y de la resolución 1036 de 2004. – Sus principios filosóficos se fundamentan en la "toma de conciencia sobre el ser y el quehacer" y son: la verdad, la comunidad, la organicidad, la participación, la autenticidad, la formación integral y permanente que incluye conceptos como instruir, educar y formar, la función investigativa y la función docente con conciencia crítica. – Las estrategias académicas de la universidad incluyen entre otras el consolidar la masa crítica de estudiantes para el cumplimiento de las funciones sustantivas de la universidad: Docencia, investigación y proyección social; cualificar permanentemente los procesos institucionales, proyectar el estilo pedagógico Grancolombiano, consolidar procesos de investigación institucional, disciplinar, interdisciplinar y multi, trans y metadisciplinar; hacer presencia en la comunidad local, regional y nacional, formar y cualificar permanentemente el talento y consolidar la calidad de vida de la comunidad universitaria.
Proyecto Educativo del Programa (PEP)	El PEP de la licenciatura en Inglés de la Facultad de Ciencias de la Educación de la Universidad La Gran Colombia, se basa en los cánones formulados por el Gobierno Nacional, principalmente y entre otros, a través de la Constitución Política de Colombia, la Ley 30 de 1992, la Ley 115 de 1994, el Decreto 2566 de 2003, la Ley 1188 del 25 de abril de 2008, la Resolución 1036 de 2004, El Plan Decenal de Educación (PNDE) 2006-2016, el Decreto 1295 de 2010, la Resolución 5443 de 2010 y el Programa Nacional de Bilingüismo: "Colombia Very Well". También se fundamenta en los principios filosóficos institucionales de una Universidad Cristiana, Bolivariana, Hispánica y Solidaria. Esto permite formular un programa curricular que ofrezca a sus estudiantes herramientas sólidas que fortalezcan sus competencias comunicativas en inglés como segunda lengua y que promuevan en ellos espacios epistemológicos, pedagógicos, didácticos y culturales, que facilitan y garantizan procesos académicos significativos y útiles para los profesores en formación, permitiendo un desempeño eficiente y dando apertura a escenarios innovadores en diferentes campos del saber.

Resoluciones de aprobación del programa y la mallas

- Resolución 12319, agosto 8 de 1978. Licenciatura en Ciencias de la Educación Español – Inglés.
- Resolución 1723, septiembre 24 de 1980. Licenciatura en Lenguas Modernas: Español – Inglés (9 semestres)
- Acuerdo intermo No. 004, septiembre 28 de 1999. Licenciatura en Educación Básica con Énfasis en Lengua Extranjera: inglés (12 semestres)
- Resolución 2543, septiembre 29 de 2000. Acreditación previa. Licenciatura en Educación Básica con Énfasis en Humanidades e Inglés (9 semestres)
- Resolución 9535, octubre 29 de 2010. Licenciatura en Inglés (8 semestres)

On the other hand, the Pre-Intermediated English syllabus of the Program is aligned with the statements established in the Common European Framework of Reference (CEFR) for Languages: Learning, teaching, assessment (n.d.), taking into account the parameters for the levels A2 and B1 of the basic communication skills (listening, reading, writing and speaking).

According to the Council of Europe, in the CEFR (n.d.) in the global scale, a "Basic User" (A1 - A2) is able to understand common expressions related to different areas of their immediate context or immediate needs. Also, he is able to communicate and interact in simple tasks as routines and exchange personal and family information by asking or answering questions.

An "Independent user" (B1) is able to understand and deal with the regular input on familiar matters such as leisure, school, work, and so forth. Moreover, he can describe experiences, desires, ambitions and is able to give explanations about plans or opinions briefly (Council of Europe, n.d., p. 5).

Therefore, in comparison with the syllabus, there exists a relationship between the general and specific objectives of the course and the way how the basic language communication skills are specified. The relationships are in the chart below.

General Objective	Specific Objectives
According to the English Program, the general objective of the course is to: To enable students to develop culturally-situated communicative skills and competencies theological straight different pedagogies and sources that allow learners to interact with others in their immediate contexts in terms of B1 competences according to the CEFR (2018, p.2).	The specific objectives of the course are divided into the fourth basic language communication skills: Listening: ● To understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. ● To understand the main point of many radio or T.V. programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. Reading: ● To understand texts that consist mainly of high frequency every day or job-related language. ● To understand the descriptions of events, feelings, and wishes in personal letters. Writing: ● To write simple, connected text on topics which are familiar or of personal interest. ● To write personal letters describing experiences and impressions. Speaking: ● To connect phrases in a simple way in order to describe experiences and events, dreams, hopes, and ambitions. ● To give reasons and explanations for opinions and plans.

	● To narrate a story or relate the plot or a book or film and describe my reactions.

5. Are the standards mentioned for each topic or activity?

On the one hand, it is possible to evidence in the syllabus of the target course (Pre-intermediate) that the standards are implicit in the actions that teachers and students must develop weekly according to the topic. Also, the times (teaching time and students' self-time) to carry out those activities are specified to accomplish with the times proposed by the CEFR for B1 level.

Likewise, it is important to emphasize that for each week there is a suggested grammatical content for each topic, yet the mention of the standards regarding the skills that are being developed weekly with each of these topics are not explicit.

Table 4
Syllabus Activities sample

		10. ACTIVITIES.			
Weeks	Topics	Teaching Activities	Teaching Time	Students' actions	Self-learning Time
3	How do we perceive each other?	Leads the presentations assigned during the previous week (Suggested Grammar content: physical, personality and psychological description; pronouns).	7	Build a poster that contains a human shape in which they can paste adjectives that best describe their personality (positive and negative things) and their physical appearance. **Next session assignment:** Create a digital poster with Photoshop that best describe what they think others think about them E.g. Parents, friends, family, etc.	14

Table 4. A syllabus Activities sample of the Breakthrough syllabu*s*. Taken from: Breakthrough English
Syllabus (2017, p. 6)

On the other hand, although the institutional documents describe in detail the different competencies to be developed in the students, categorized by levels of cross competencies, according to the program and according to the specific course, these documents are not specifying the relationship that they have between the activities that are carried out weekly with these competencies.

Finally, it was possible to evidence that in the activities diagram some elements are described for the weekly development of the course, taking into account factors such as the topics to be worked on, the actions that the professor and the students must undertake; however, these documents do not establish a relationship between the competencies and standards mentioned in the rest of the document with the activities that the students carry out weekly.

6. How is it determined if the students have reached the standards? And what are the consequences for students, teachers, and schools, if it is determined that they have not reached the standards?

On the one hand, the English Program stablished some rubrics for each syllabus that contains some assessment criteria, where the learning outcomes are distributed in three primary cycles: Exploration (30%), Development (30%), and Application (40%). Those cycles are developed along the semester (one per term), and they are tied with some "learning outcomes" and "assessment artifacts" (interviews, posters, oral presentations, worksheets and so forth) that both teachers and students have to do in the teaching-learning process.

On the other hand, there is a quantitative and qualitative assessment process mediated by the "Learning outcomes" and the self, teacher, and pair-assessment. Therefore, the learning outcomes have some percentages (5%) that students are asked to achieve to fulfill the standards.

Table 5
Assessment Criteria Sample

CYCLE	LEARNING OUTCOMES	CRITERIA	ASSESSMENT ARTIFACTS	ASSESSMENT S/P/T*	WEEK	PERCENTAGE
Exploration 30%	To understand sentences and frequently used expressions related to areas of most immediate relevance	1.1 Understands phrases and the highest frequency vocabulary related to areas of most immediate personal relevance	Oral presentations: family habits and routines types of routines around the world	T	3	5%
		1.2 Reads very short simple texts	Interview	T-P	2	5%
		1.3 Demonstrates level of knowledge through the presentation of an international exam. (KET) sample model	First strike test	T	5	5%
		1.4 Identifies a social phenomenon which may allow him/her to reflect upon a possible solution.	Oral presentations: famous business people Dirtiest jobs around the world.	P	4	5%
		1.5 Reflects about the first movie and the problem provided for the cross project	Cross Project First Draft	S	5	5%
		1.6 Shows commitment and active participation in all the proposed activities to enhance his/her learning process.	-Class assignments. -Quizzes. -Class participation. -Class activities	T	1-5	5%

Table 5. Assessment Criteria sample of the Breakthrough syllabu*s*. Taken from: Breakthrough English Syllabus (2017, p. 10)

7. Does the curriculum provide the student with an understanding of the content and processes involved in the standards?

Yes, it does. The curriculum itself contains all the information that the specific course (Pre-intermediate) regarding the general and specific objectives, the rationale, the campus and independent work time. Also, the linguistic, the cross-curricular and the program competencies, the discussion areas of the course and finally, the activities that both teacher and students have to do during the semester and the assessment process.

In addition, according to the syllabus' activities, in the first week "the teacher presents the Syllabus, the goals, agreements, the classroom vocabulary" and "Students get informed about the syllabus program, class goals, agreements, and vocabulary" (Universidad La Gran Colombia, 2017, p.5).

Second group: Curriculum organization

8. **How is the curriculum organized?**

Taking into account the vertical and horizontal differentiation of the curriculum in relation to its curricular organization, it is evident that, specifically for the degree program in English (P.E.P, 2015, p.38), the organizational structure of the curriculum is based on the resolution of problematic questions that will be answered throughout the career, this so-called "problematic core" has 5 specialized lines that support the main question, in order to define precise lines of action:

Table 7
The problematic core of the program.

GENERAL AREA DISCUSSION PROBLEM				
Which are the necessary pedagogical, communicative, technological, and investigative competences in the pre-service teachers' education in order to foster meaningful changes in their social context?				
Primera Línea (basada en los niveles de Inglés)	Segunda Línea (basada en las asignaturas de Interdisciplinary English, Public Speaking and International Exams)	Tercera Línea (based on Bilingualism, Curriculum and Materials Design)	Cuarta Línea (based on Didactics of English, Applied Linguistics and English Literature)	Quinta Línea (Based on Phonetics, Semantics and Pragmatics)
How can the technological and communicative competence support the pre-service teachers of English in order to achieve the level they are expected to have at the end of the process?	How can pre-service teachers of English develop their communicative competence and strengthen the four English skills in order to communicate effectively in diverse contexts of interaction with the support of the ICT?	What are the main components that can guide pre-service teachers of English in the construction of their own concepts related to practice and theory about teaching?	How can pre-service teachers of English apply their knowledge about important methods and approaches and socio linguistic competence in order to improve their teaching towards a better understanding of English culture and their own learning strategies and the basis of researching?	How can the linguistic aspects of communication increase the pre-service teacher's use of English language in specific academic situations, in order to highlight the awareness of it and to establish differences between those contexts?

Table 7. *The problematic core of the program.* Taken from: PEP (2015, p.40)

According to this curricular organization in the institutional documents, this curricular design based on problematic core seeks to avoid the inarticulate management that usually occurs in signatures curricula, thus transcending the management of isolated knowledge of the subject. In this way, it is possible to demonstrate in this type of curricular foundation, transcends the contents to give rise to mediation between knowledge and the context in which these contents are developed.

This curricular organization based on problematic core bases an integrating unit that makes possible within the curriculum the articulation of investigative processes around the objects of transformation Morales, S. (2011)

To these problems raised in each core problem, is articulated within the curriculum a pedagogical mediation and a specific didactic proposal, this with the aim of generating relevant knowledge for both social contexts and the same disciplines and in turn, contributing to the training of the student. Additionally, concerning the curricular organization, the program presents the following distribution of academic credits:

Créditos Académicos	Distribución	Cantidad	Distribución %
	Créditos obligatorios	131	85
	Créditos electivos	24	15
	Total créditos	155	100

Table 8. *Academic Credits.* Taken from: PEP (2015, p.41)

Likewise, the documents state the manner in which the credits for each student are distributed, proposing a total amount of 155 credits, of which 85% correspond to compulsory credits and the remaining 15% to elective credits.

9. What organizational principles does the curriculum use?

After having read the IEP and EPP documents, it was possible to demonstrate the development of a training process in correspondence with the professional training inspired by the theoretical and investigative foundations of the university, in order to assume this epistemological model that implies understanding of the world as "a contemporary totality of human knowledge and doing" in relation to the curricular organization, the following structures of organization are proposed in order to integrate the formative process of the student with the formative purposes:

Flexible curriculum: An organizational principle that tends to maintain a dynamic of adaptation, adaptation, and improvement of curricular processes, thus maintaining a flexible nature in which different processes are open to the link between the program and its environment. (Curriculum contextualization guidelines taken from I.E.P, p.53). In this sense, through this flexible curriculum, the teacher is considered as a subject of flexibility. That is, an educator receptive to transformation and innovation, who has a broad understanding of learning concepts that allow him to assess styles, previous knowledge, student personality, and cultural contexts.

The second principle of curricular organization is the transversal curriculum, which supposes a conception of the contents of the curriculum based on the construction of integrated models of knowledge, rejecting the idea of signatures curricula that fragment each one of its processes, in this way, the interdisciplinary within the curriculum allows for the strengthening of academic links between the units and among their professors, which favor the generation of joint training projects between and for the programs (I.E.P, 2003, p.52)

The dynamic curriculum is characterized by assuming the constructive dynamics of knowledge, in the sense of an open system, in continuous re-elaboration, confirmation, and criticism (I.E.P, 2003, p.20). The above implies uniting research and teaching from an interdisciplinary perspective and about the relevant or cardinal problems faced by a scientific community in the area of, to know. In particular, it involves preparing for dissemination and technical innovation in a context of knowledge assessment and competitiveness with quality.

Self-productive curriculum, which consists in developing in the student a sense of research that allows him to reconstruct and produce knowledge, a student with the ability to consider pertinent hypotheses and original answers, to reach this end it is sought to train the student with an attitude and

holistic awareness of the whole (I.E.P, 2003, p.52).

The relevant Curriculum, another of the organizational principles, proposes a coherent articulation of the contents of the program, which are characterized by having a real relationship with the problems of its context, in this way, this principle of relevance, guides the programming of contents in relation to the educational purposes demanded by the professional training program (2003, p.53).

The principle of curriculum articulator of theory and practice proposes a formative strategy based on practical activities that serve as a stage for the development of training and an essential moment for reflection, analysis, appropriation, and verification of knowledge (2003, p.53).

Taking into account the aforementioned, there is the effective curriculum, which emphasizes the necessary coherence relationship that must exist between the proposed curriculum in the academic programs, the curriculum developed by the programs in the courses and the appropriate curriculum for the students (2003, p.53).

Moreover, according to the degree program in English of the Faculty of Education Sciences, also referred as Educational Project of the Program (E.P.P) the following principles are proposed that will support the curricular organization of the program and which are inspired by the values and principles expressed in the I.E.P (Universidad La Gran Colombia, 2003-2008):

The construction principle, which based on research, seeks to approach the problems and needs of the regions (E.P.P, 2015, p.20).

The principles of community, which focuses on the different processes of management and participation, demonstrate the teamwork of the entire academic community, allowing the program to act as a single changing organism and in constant development for the creation of new knowledge that contributes to the development of the community (E.P.P, 2015 p.20)

The principle of authenticity, based on self-assessment, through which the program seeks to update and recognize changes and needs present in the academic environment, always with the aim of offering society real and applicable solutions to the reality (E.P.P, 2015 p.20)

Additionally, based on the guidelines for the accreditation of undergraduate programs (National Accreditation Council, 2013) and the quality guidelines for undergraduate degrees (Ministry of National Education, 2014), the program assumes the following two principles:

- Interdisciplinary, based on the recognition of the context and its needs, with which the pedagogical practices are not limited to the activity within the classroom, moving away from the exclusivity of the discipline and creating spaces for dialogue with other areas of knowledge (2015, p.21).

- Curricular flexibility, based on the updating and monitoring of learning, which allows the learning process to be carried out cooperatively between the program and the student, allowing the subject of the process to evaluate (2015, p.21).

10. **Does the organization of the curriculum increase or decrease the probability of doing the follow-up?**

Taking into account the reading and analysis made to the different documents that support the curricular organization of the university in its different levels (PEI, pedagogical model, PEP and the documents concerning first and second level courses of the English program) make possible the realization of the curricular follow-up, since the elements proposed within the degree program in English are articulated with the main foundations exposed in the institutional educational project, thus maintaining a coherent relationship with each other.

Thereby, the fundamental components present in the institutional educational project are articulated, referenced and appropriate within the educational project of the English program, this facilitates the curricular follow-up insofar as there are no conceptual gaps or relationship between what is At the general level within the university and the different degree programs, however, an important aspect to note is that when reading the institutional documents, it was possible to show that different elements mentioned in this curricular analysis document are not they are explicit in the IEP but instead if they are mentioned in the pedagogical model document of the university.

Third group: Curriculum Implementation

11. What are the temporal, physical and organizational requirements of the curriculum?

Among the factors that lead to the correct analysis and design of a curriculum, one of the most important requirements requires observing different elements that affect its implementation, and that can contribute to its success or failure.

In this way "The way in which the curriculum is defined, planned, applied, and valued, has a crucial influence on the quality of the education provided" (Pruzzo, 1999). Therefore, it is necessary to address these factors that impact the curriculum.

According to George J. Posner (Curriculum Analysis) there are 7 factors that can be used to refer to aspects that may limit the implementation of a specific curriculum, these are the temporal, physical, political-legal, organizational, personal, economic, and cultural frameworks, in this sense, and in order to apply this premise to the curricular analysis process, the time, physical and organizational frameworks described in the institutional documents were taken into account.

Regarding temporary framework, which has to do with the amount of content included in the curriculum, the difficulty of this content and the group of students expected to master it; aspects that may affect the time needed to teach the curriculum, elements related to the organization of time within the curriculum are considered.

The syllabus of the Pre-Intermediate English course (2018-I) proposes a total of 288 hours of duration for the course, of which 96 hours include work in the classroom and the remaining 192 hours to independent work.

1. GENERAL INFORMATION.			
FACULTY	Faculty of Education	PROGRAM	B.A in English teaching
DISCIPLINAR	Disciplinary	COURSE	Pre-Intermediate English
COURSE ID NUMBER	3564	SEMESTER	2018-I
NUMBER OF CREDITS	6	DATE	AUGUST 2017
HOURS OF IN-CAMPUS WORK	96	HOURS OF INDEPENDENT WORK	192
PROFESSOR		E-mail	

Table 10. *General Information of* Pre-Intermediate English course. Taken from: Pre-Intermediate English Syllabus (2018, p. 1)

In coherence with this distribution of times, in the tables of activities of the documents the number of hours devoted to the development of the course is proposed on a weekly basis, in this way it is possible to show the way in which the total hours of the semester are distributed during each session, below is an example:

10. ACTIVITIES.					
Week	Topics	Teaching Activities	Teaching Time	Student's activities	Self-learning Time
1	What are class expectations? How do children get fun around the world? Is it different from us?	Syllabus Presentation Setting class goals and agreements. Diagnosis test. Does a warm up activity to describe daily activities or routines. Present a video of games for children in other countries and help students to identify commands	6	Taking the test and checking feedback. Getting the syllabus program and organizing weekly tasks. Students choose a Colombian sport woman or man to talk about daily activities. Groups search for information about games around the world and do a product about it	12
2	What is the impact of TV Programs in Families?	Shows an old fashioned TV program and discusses the differences with the class. Suggested language contents: Simple past tense.	6	Students talk to their parents or close relatives about a classic TV program and do a comparison with a current program.	12

Table 11. Activities table sample of the Pre-Intermediate English syllabu*s*. Taken from: Pre-Intermediate English Syllabus (2017, p. 5)

The physical framework, which "includes the natural spaces, infrastructure, materials and equipment available to schools" (Posner, 1998), takes into account the element of infrastructure that makes possible certain curricular activities. It is for this reason that the institution has the task of describing and identifying the physical requirements necessary for an optimal implementation of the curriculum.

With respect to this framework in relation to the analysis of the institutional documents of the university, it is possible to show that there is no clear mention in relation to the physical spaces available to the institution, however in the institutional educational project document it is possible find a general description regarding infrastructure, where it is proposed that "The University provides the physical plant adequate and sufficient for the development of its substantive and welfare functions and budgetary resources for its operation and investment, required in the fulfillment of its objectives(…)"

In addition to this, it is not possible to show more information in relation to the physical dispositions arranged by the institution, including the documents of the breakthrough and pre-intermediate English courses, in which nothing is mentioned about the spaces or necessary physical elements for the optimal implementation of the curriculum during the course.

12. To what extent is the curriculum suitable for the attitudes, notions, and abilities of teachers?

The Institutional Educational Project (I.E.P) of the Gran Colombia university, conceives the teacher as a fundamental actor in the learning process, pointing out his work as a mediator between the student and knowledge and reality.

In correspondence with the proposals expressed in the I.E.P, the university offers to the teaching community benefits such as training carried out in person and virtually, as well as support for the training in masters and doctorates described in the Strategic Projects of Institutional Development and the Statute Teacher, in this way, the teacher is provided with resources of 40% of the value of the tuition for master's level and 60% for doctorate level, these benefits enable the development of the capacities of the teaching staff (E.P.P p.56).

Ilustración 5. Fases proceso selección docente

Convocatoria — Entrevistas — Formalización de la vinculación — Carga académica y postulaciones profesores — Autoevaluación

Fuente: Dirección de Docencia. 2015
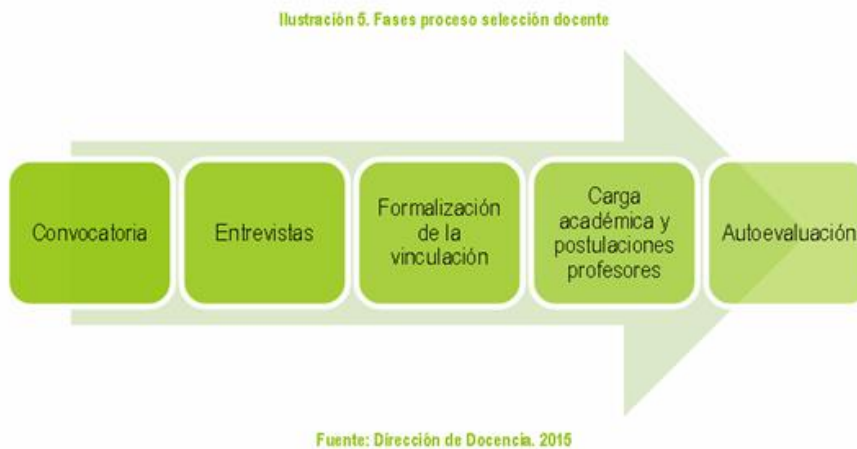
Figure 4. Teacher selection processes of the English program. Taken from: PEP (2015, p.57).

In this figure, it is possible to evidence the different procedures that are carried out at the time of the teacher selection, as well as the way in which the skills of the teachers are taken into account for their integration in the teaching processes of the institution. This process of teacher selection is divided into 5 moments or phases, which are: call, interview, linking process, academic load and applications and finally self-evaluation:

The process of convocation implies the opening to the teaching staff with full-time, half-time and hour-long work disposition to be present in order to work in the institution.

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For the development of the interview phase, the criteria used for the selection of professors established in the University's Teaching Statute are taken into account, articles 12 and 20, among which requirements such as pre-graduate and postgraduate degree accreditation are highlighted. a certified teaching experience that is not less than two years, approve an interview with the Deanship and the Directorate of Studies (or the Program Director) of the Faculty, which is oriented to recognize in each candidate the different attitudes, notions and abilities, in relation to their professional experience, and their ethical and human qualities.

Concerning the moment of the teacher's relationship, this is carried out through a contract that can be annual, for the full-time work provision and half-yearly for the work disposition of halftime and hour chair.

The Process of Academic Load and Postulations professors: consists of the postulation of the teacher linked to a position or function taking into account their abilities with the needs of the Program.

Finally, it is essential to mention the processes of permanence and promotion of the teacher within the program according to the I.E.P, since these elements are fundamental to understand how the attitudes and capacities of the teacher are valued and evaluated by the university. That said, this is stated in the institutional document, that the processes of permanence and promotion are determined based on the evaluation of the success of the teaching and learning process, evaluation in which the students are participants, and that takes into account elements such as compliance of the objectives of the subject, teacher-student relationship, preparation and handling of the subject, attendance to classes, and evaluation methods, this process is carried out as a measure in search of the improvement of the processes carried out within the classroom . In this way, the measures mentioned above concerning teacher promotion and permanence, evidence the measures are carried out in favor of teacher training for the improvement of teaching processes.

13. **What values are incorporated into the curriculum, and how well do these values match those of the community?**

It is possible to identify, in relation to the formation of values, a proposal based mainly on a student's perspective as an integral being, in which the aim is to provide a training that takes into account all its dimensions, with particular emphasis on the principle of autonomy as a fundamental pillar of teaching and by means of which graduates can respond to the needs and problems of their context not only from their discipline, but articulating their ethical training to it.

 In this way, for the faculty of Educational Sciences an interpretation of institutional values is made from an educational perspective:
- Christian: understood as a school of formation of trainers framed in the doctrine and values of the Christian faith (p.50).

- Bolivarian: Based on equality, democracy, autonomy, independence and the integration of the nation; a principle that proposes a position of recognition to the cultural reality in our classrooms (p.50).

- Hispanic: Projected as the historical experience of values and traditions, taking into account the particularities that Latin America and especially Colombia project as a meeting place for the re-interpretation of these values and traditions (p.50).

- Solidarity: This guideline invites the future teacher to strengthen his behavior around the development of him and his community. Therefore, mutual aid, unconditional and selfless devotion, generates in the student of the Faculty of Educational Sciences a better interaction with his colleagues and with the socio-cultural environment (p.50).

The proposal of the axiological foundation is based and oriented in the formation of diverse and multicultural human beings that transcend the specific field of the disciplines and act as beings that foster dialogue and reflection of their realities, understanding the other as a creative subject and with visions. Of the world that contributes to the construction of knowledge and society (I.E.P p.49).

This perspective seeks to fulfill the function of mediation between the pedagogical task of the graduate and a sense of social responsibility, focused mainly on the transformation of the environment.

14. Does the curriculum follow a particular method for evaluating students?

Taking into account the educational purposes proposed in the different institutional documents. The university establishes criteria and general parameters of evaluation taking into account four specific elements such as the evaluation according to the nature of the learning in which the different knowledge and abilities of the students are taken into account:

Figure 3. Sistema y tipos de evaluación. The figure illustrates the criteria and general parameters of evaluation for every academic program. Retrieved from: Universidad La Gran Colombia (2009 p.73)

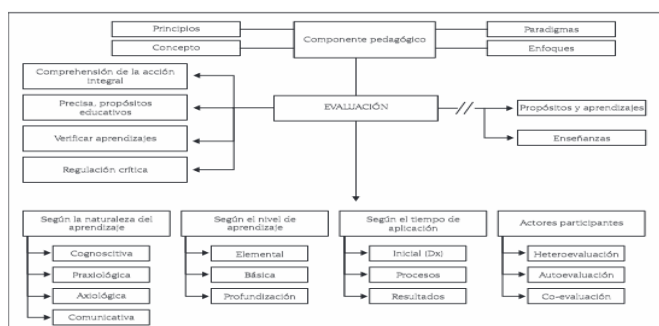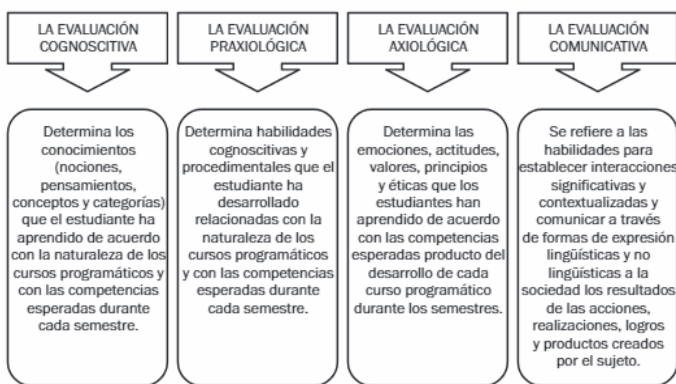**Figure 4.** The evaluation according to the nature of the learning in which the different knowledge and abilities of the students are taken into account, Retrieved from Universidad La Gran Colombia (2009 p.74)
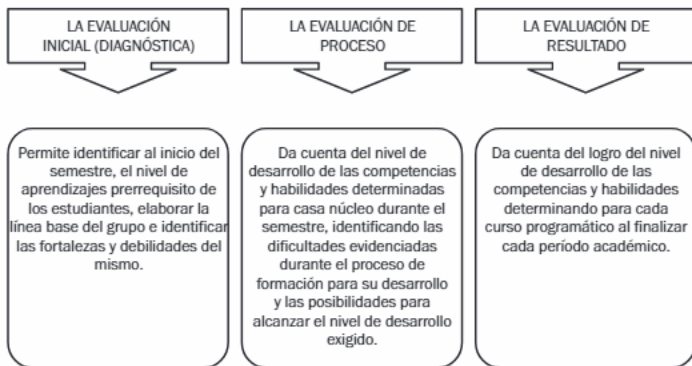
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LA EVALUACIÓN INICIAL (DIAGNÓSTICA)	LA EVALUACIÓN DE PROCESO	LA EVALUACIÓN DE RESULTADO
Permite identificar al inicio del semestre, el nivel de aprendizajes prerrequisito de los estudiantes, elaborar la línea base del grupo e identificar las fortalezas y debilidades del mismo.	Da cuenta del nivel de desarrollo de las competencias y habilidades determinadas para casa núcleo durante el semestre, identificando las dificultades evidenciadas durante el proceso de formación para su desarrollo y las posibilidades para alcanzar el nivel de desarrollo exigido.	Da cuenta del logro del nivel de desarrollo de las competencias y habilidades determinando para cada curso programático al finalizar cada período académico.

Figure 5. The evaluation according to the level of learning, which gives rise to 3 levels (elementary level, basic level and level of deepening. (2009 p.74)

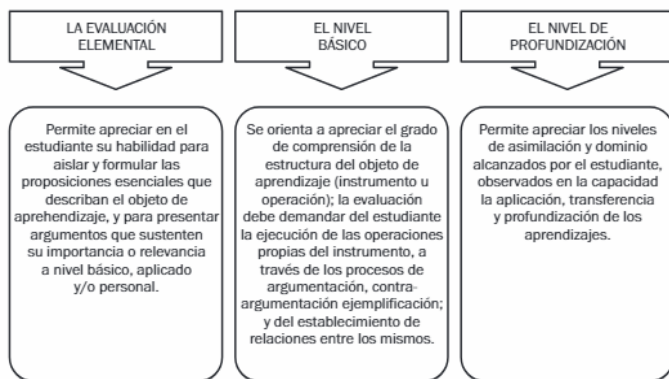| LA EVALUACIÓN ELEMENTAL	EL NIVEL BÁSICO	EL NIVEL DE PROFUNDIZACIÓN
Permite apreciar en el estudiante su habilidad para aislar y formular las proposiciones esenciales que describan el objeto de aprehendizaje, y para presentar argumentos que sustenten su importancia o relevancia a nivel básico, aplicado y/o personal.	Se orienta a apreciar el grado de comprensión de la estructura del objeto de aprendizaje (instrumento u operación); la evaluación debe demandar del estudiante la ejecución de las operaciones propias del instrumento, a través de los procesos de argumentación, contra-argumentación ejemplificación; y del establecimiento de relaciones entre los mismos.	Permite apreciar los niveles de asimilación y dominio alcanzados por el estudiante, observados en la capacidad la aplicación, transferencia y profundización de los aprendizajes.

Figure 6. The evaluation according to the time of application, as to whether this is done at the beginning, during or at the end of the learning process. (2009 p.75)
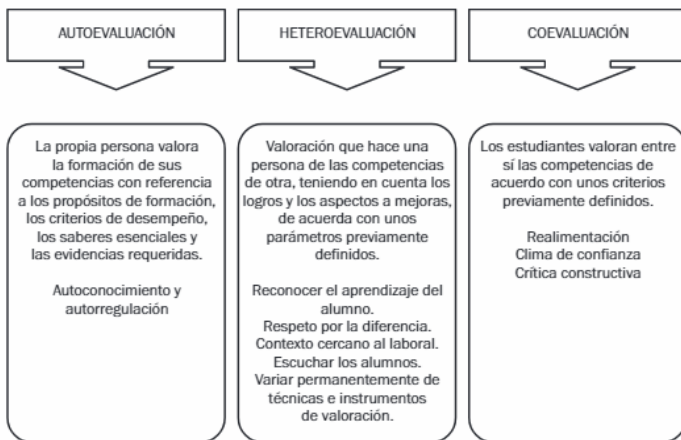
AUTOEVALUACIÓN	HETEROEVALUACIÓN	COEVALUACIÓN
La propia persona valora la formación de sus competencias con referencia a los propósitos de formación, los criterios de desempeño, los saberes esenciales y las evidencias requeridas. Autoconocimiento y autorregulación	Valoración que hace una persona de las competencias de otra, teniendo en cuenta los logros y los aspectos a mejoras, de acuerda con unos parámetros previamente definidos. Reconocer el aprendizaje del alumno. Respeto por la diferencia. Contexto cercano al laboral. Escuchar los alumnos. Variar permanentemente de técnicas e instrumentos de valoración.	Los estudiantes valoran entre sí las competencias de acuerdo con unos criterios previamente definidos. Realimentación Clima de confianza Crítica constructiva

Figure 7. The evaluation according to the actors and participants, where self-evaluation, hetero-evaluation, and co-evaluation are taken into account (2009 p.75)

These evaluation processes show an integrated methodology since they clearly state the learning objectives, as well as the different factors and scenarios on which the evaluation of the learning processes is based.

15. Are the objectives of the academic year related to the topics that are worked on weekly?

The syllabus of Pre-Intermediate English (2018-I) propose a series of objectives that underlie the development of the course. A general objective can be evidenced in the documents, which tends to develop the communicative abilities of the language located under a cultural context that responds to real-life problems and situations, by means of different pedagogical strategies described throughout the

documents, and the specific objectives which are categorized in each of the 4 communication skills (listening, reading, writing and speaking) and the characteristics that students seek to develop to improve these skills.

3. GENERAL OBJECTIVE.

To enable students to develop culturally-situated communicative skills and competences through different pedagogical strategies and sources that allow learners to interact with others in their immediate contexts in terms of A2 competences according to the CEFR.

4. SPECIFIC OBJECTIVES.

Listening:
- To understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment).
- To catch the main point in short, clear, simple messages and announcements.

Reading:
- To read very short, simple texts.
- To find specific, predictable information in simple every day material, such as advertisements, prospectuses, menus and timetables.
- To understand short simple personal letters.

Writing:
- To write short, simple notes and messages related to matters in areas of immediate need.
- To write a very simple personal letter, for example: thanking someone for something.

Speaking:
- To communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.
- To handle very short social exchanges.
- To use a series of phrases and sentences to describe in simple terms my family and other family, living conditions, educational background and my present or most recent job.

Table 12. Objectives for the Breakthrough course. Taken from: Breakthrough English Syllabus (2017, p. 1)

3. GENERAL OBJECTIVE.

To foster academic environments in which students can describe experiences, events, dreams, hopes, ambitions, and briefly give reasons for opinions and plans on familiar matters regularly encountered in work, school, leisure, etc.

4. SPECIFIC OBJECTIVES.

Listening: To understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. To understand the main point of many radio or T.V. programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

Reading: To understand texts that consist mainly of high frequency every day or job-related language. To understand the descriptions of events, feelings and wishes in personal letters.

Writing: To write connected text on topics which are familiar or of personal interest. To write personal letters describing experiences and impressions.

Speaking: To connect phrases in order to describe experiences and events, my dreams, hopes and ambitions. To give reasons and explanations for opinions and plans. To narrate a story or relate the plot or a book or film and describe my reactions.

Table 13. *Objectives for the Pre-Intermediate course.* Taken from: Pre-Intermediate English Syllabus (2018, p. 1)

First of all, it is possible to evidence a relationship between the objectives for both courses, because they only differ in relation to the proficiency level of English, in this way the objectives in both syllabi maintain the same general intention, to develop the communication skills of students.

Secondly, after reading and analyzing the documents that describe the processes of the breakthrough and pre-intermediate English courses, it was possible to demonstrate that the activities that

are developed weekly and that are described in both documents, respond to the objectives set for the course, since for each subject (which is presented in a culturally situated context, as stated in the general objective of each course) activities are constantly developed that are focused on the development of any of the 4 communication skills.

Finally, it is important to note that the documents do not mention the relationships between the objectives of the course and the activities, since in the table of activities, only the action to be carried out each week is described, but it does not state to which objective or communicative ability respond specifically to each activity, which limits the clear determination of this relationship.

Language skills in the curriculum.

16. **What kinds of didactic strategies are implemented according to the curriculum to develop communicative skills?**

According to the analysis of the Pre-intermediate (2018) syllabus, it is possible to evidence that every week the students develop different didactic strategies that involve the basic communicative skills (reading, listening, writing and speaking) and some of the specific competencies of the course (sociolinguistic, linguistic and pragmatic). These didactic strategies are organized through specific activities and projects that both teachers and students during the semester must do with a particular campus schedule and independent work.

Weeks	Topics and suggested Grammar	Activities	Abilities worked
1	How do children get fun around the world? Is it different from us? Suggested language content: Simple present tense.	Based on a series of activities that the teacher presents the students such as a warm-up and a video that allows students to describe routines and identify commands, the students are asked to "choose a Colombian sportswoman or man to talk about daily activities." (UGC, 2018, p.5). Then, the students watch a video about children's games around the world, and they have to do a product about it.	- Speaking skills: because of the description of a series of events (daily routine). - Listening skills: because of the understanding of the main points of the video related to games around the world. - Sociolinguistic and linguistic competencies: because they "Can socialize effectively using the purest common expressions and following basic routines" (p.4)
2	What is the impact of TV programs on families? Suggested language content: Simple past tense	The students in open class discuss "classic TV programs" (p.6) that their relatives used to watch based on a video that the teacher has already projected.	- Listening skills: because of the understanding of the main points of the video related to old-fashioned TV programs. - Speaking skills: because the students have to narrate a story. - Sociolinguistic competencies: due to the prior knowledge of the students.

3	How much important is it reflecting about the history and past events? Suggested language content: Simple past tense	In this week they continue talking about past events. So, "students write about the worst experience in life and tell the class about it" (p.5)	- Writing: because the students have to write a simple connected text about personal experiences. - Sociolinguistic competencies: because the students "use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do (...)" (p.4)
4	What should a citizen do to contribute to a well-living place? How can literature enhance the learning process in the course? Suggested language content: Modals for giving advice.	After the teacher socializes some information about manners and permitted or forbidden behaviors in some countries, the students are asked to "prepare some differences between some rules of schools and discuss pros and cons" (p.6) Then, they have to read a short tale and retell it having in mind the sequence of the events.	- Speaking and writing: Because the students have to discuss the topic based on some findings they have already written to participate in the discussion. - Linguistic, sociolinguistic and pragmatic competencies.
5	What have you learned and how can you use that knowledge in context? Are you looking for something different to do next vacation? Suggested language contents: future tenses	FIRTS TERM EXAM Students "talk about important things to take into account when visiting a foreign place and taking part of festivals or celebrations". Also, they "make a tourist to persuade people on visiting and participating in festivals around the world." (p.6)	- Speaking: because the students have described the of visiting foreign places and taking part in different celebrations around the world.
6	What is your ideal city like? Suggested language contents: future tenses	In this week students continue talking about future events. So, they "make comparisons between malls, restaurants or neighborhoods." Then, they are asked to "prepare a survey about fashion in different cities and to present the results to the class" (p.6)	- Writing: because of the comparisons that they do. - Speaking: Because of the socialization of the different activities. - Sociolinguistic and pragmatic competences.
7	How do you think your past experiences affect your career choice? Suggested language contents: present perfect tense	After the teacher explains, the students are asked to "create a presentation with six proverbs (at least) and make a relationship with their personal experiences giving examples from real life prompted." Additionally, they "talk about personal and professional backgrounds." (p.6)	- Writing skills because of the presentation that they must do according to the activity. - Speaking: because of the socialization of personal backgrounds. - Sociolinguistic competencies: because of the exchange of information.
8	How do you think	The teacher plays a record about a	- Listening, writing and speaking

	your past experiences affect your career choice? Suggested language contents: present perfect tense	famous person that talks about some experiences, ambitions, and achievements. Then, students are asked to share the information about what they heard from the record.	skills.
9	Are people ready for natural calamities? Suggested language contents: possibility modals	Based on a video that teacher projects about natural disasters, students must "create a video showing suggestions about what to do in a moment of high risk (first aids or commands)." Then, "Students in groups will create and perform a conversation about going to the doctor or going to emergency rooms." (p.7)	- Listening and speaking and writing skills.
10	What have you learned and how can you use that Knowledge in context?	SECOND TERM EXAM Students are asked to "reflect and present information about their childhood."	- The basic skills to develop the exam, and to present the information required about their childhood.
11	What memories do you have about your childhood? Suggested language contents: Used to/ past continuous.	Students reflect about their past by "telling the class how their life used to be different from now" (p.7)	- Speaking skills: because they have to narrate some events about their life.
12	What is the best invention done ever? Suggested language contents: Present perfect continuous with how long, for and since Personal characteristics.	Students are asked to look for information about inventions, choose one and express the pros and cons of it. Then, they "will identify a representative invention in different countries (fashion, food, technology). Did it become worthwhile?" (p.7)	- Speaking: because the students must answer the question asked by the teacher and provide some information related to inventions.
13	How has English been useful in your life? Suggested language contents: Present perfect continuous with how long, for and since Personal characteristics.	Students must "design a product based on the topic and present it to the class" (p.7)	- Speaking: because of the oral presentation.
14	How could you use narratives as a way to improve your life?	Students are asked to "read a tale and retell the story by sharing information about it using past tenses (p.7)	- Reading and speaking: because of the students based on the narratives read it, they have to narrate in their own words what is it about.

	How can literature enhance the learning process in the course? Suggested language contents: Past perfect and narrative tenses		
15	Which are the different impacts of Ads in society? Suggested language contents: Past perfect and narrative tenses	In this week, the students learned about types of advertisements, brands, and logos around the world. Then they are asked to "select a famous product and present its different ads through time." Finally, based on the learning outcomes, they "create a product with its corresponding Ad and persuade classmates to get it."	- Speaking and writing: because of the socialization of the product.
16	What did you finally learn? Was it significant experience?	FINAL EXAM During this week, the students "analyze final exam results and prepare an oral presentation." Then, they have to "face an interview using the topic learned through the course" (p.8)	- The basic skills to develop the exam, and especially speaking for the oral presentation and the interview.

Based on the previous analysis it is possible to identify that the majority of the activities develop the communicative skills. However, the way these skills are handled during the activities is not clear because of the lack of detail information about them in the syllabus. Finally, there is no way to prove if the teachers and students' actions are conducted in the way that is proposed in the course.

17. What resources are used to promote the use of communication skills?

Bearing in mind the previous analysis, it is possible to evidence that the majority of the resources used to promote the communication skills during the semester through the different activities are:

- Listening: Videos, Oral presentations, recordings
- Reading: Reading Plan, research assignments, tales
- Writing: Posters and products
- Speaking: Oral presentation, cross-projects, participation in class and products.

18. What activities emphasize the practice of communication skills, specifically the ability of oral production in the curriculum?

According to the syllabus analysis, it is possible to evidence that the majority of the activities that emphasize the oral communication skills are developed making use of the bibliographic material proposed within the curriculum; additionally, the syllabus of the course proposes the use of information and communication technologies with the aim of enhancing these skills; however, there is no explicit mention of the different tools of those that have facilities for this purpose.

Fourth group: Curricular content and technology

19. **Does the curriculum provide spaces that encourage technological-informational and communication mediations?**

After having read the three main institutional documents of the university, such as the pedagogical model, the Institutional Educational Project (I.E.P) and the Educational Project of the Program in English (E.P.P), with regard to this question, we sought to identify the type of equipment and services with those that the institution has for the development of ICT mediation, as well as any kind of spaces and scenarios in which the use of these technologies is promoted, however, in two of the three documents no relevant information is found Regarding this variable, only in the institutional educational project document, a fragment stands out very briefly, in which the institution promotes spaces for the incorporation of ICTs:

"The University will then promote the use of educational computing environments, the training of teachers and will also apply a rethinking and a new redesign of the curriculum, as well as learning and mastery of new methodologies on the use of computer technology in education. The physical infrastructure and applications will be planned and selected by experts in motivation for the proper use of these technologies." (I.E.P, 2003, p.68).

In this way it is possible to identify that despite the fact that the institution provides different spaces and tools for the promotion and use of technologies, these are not explicitly mentioned in the institutional documents, since the information corresponding to the integration and mediation of ICTs it is very little and only concerns an introductory part that raises the interpretation that the university has about the incorporation of technologies in the learning processes, however, it does not take into account more specific variables such as infrastructure, tools or different methodologies to be used in connection with this incorporation in the curriculum.

On the other hand, within the syllabus of pre-intermediate, which base and describe the entire process relevant to the second semester of the B.A English program, the information concerning the spaces provided by the institution for the mediation of the ICTs in the courses is scarce and it is only considered in the section of cross competences, where it is tried to explain the relationship that the students have with the use of the TICs in their process:
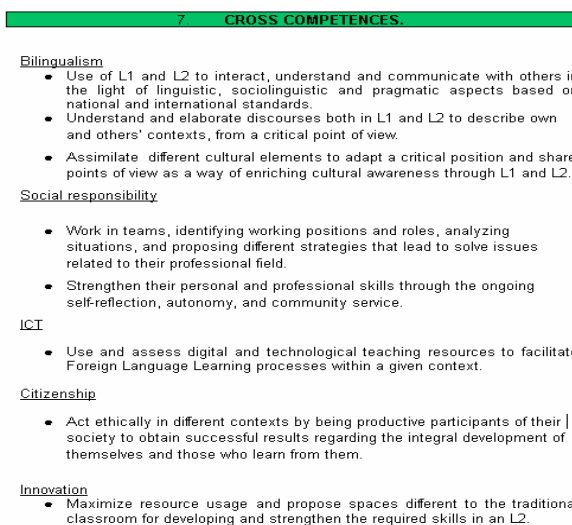

7. **CROSS COMPETENCES.**

Bilingualism
- Use of L1 and L2 to interact, understand and communicate with others in the light of linguistic, sociolinguistic and pragmatic aspects based on national and international standards.
- Understand and elaborate discourses both in L1 and L2 to describe own and others' contexts, from a critical point of view.
- Assimilate different cultural elements to adapt a critical position and share points of view as a way of enriching cultural awareness through L1 and L2.

Social responsibility
- Work in teams, identifying working positions and roles, analyzing situations, and proposing different strategies that lead to solve issues related to their professional field.
- Strengthen their personal and professional skills through the ongoing self-reflection, autonomy, and community service.

ICT
- Use and assess digital and technological teaching resources to facilitate Foreign Language Learning processes within a given context.

Citizenship
- Act ethically in different contexts by being productive participants of their society to obtain successful results regarding the integral development of themselves and those who learn from them.

Innovation
- Maximize resource usage and propose spaces different to the traditional classroom for developing and strengthen the required skills in an L2.

Figure 8. *Cross competences of the course*. Taken from: Pre-Intermediate English Syllabus (2018, p. 3)

In addition to the above, no relevant information is evidenced with respect to this variable and it is only possible to infer taking into account the activities described in the calendar, weekly activities, where the use given to spaces and technological tools in response is shown. to the weekly themes and activities of each course.

20. What are the social and political implications of technology in the organization of the curriculum?

The Gran Colombia University understands new technologies as "the set of processes and products derived from software and hardware, related to storage, processing, transmission and perception of information, such as CD, artificial intelligence , parallel processing, hypertext, hypermedia and multimedia, interactive video, fiber optic, satellite, telematics, virtual reality, networks (intranet, extranet and internet), which participate intensively in processes of learning and knowledge and, in the area of research, operational information networks facilitate the links of the international community and centers of high productivity and competitiveness "(I.E.P, 2003, p. 67).

Taking into account the aforementioned in relation to the conception about ICTs and being aware of its potential to promote the knowledge and understanding of the environment and reality, it is proposed the implementation of strategic agreements that allow the promotion of roll and the application of Tics, to favor the development and application of these new technologies, promoting the use of educational computing environments and teacher training, giving particular importance to training for learning and mastery of new methodologies the use of ICTs in the educational field.

21. What technologies are required to implement the curriculum?

An important element to highlight with respect to which technologies are required to implement the curriculum and if the documents responsive to this question, is the lack of information in relation to the variety of tools available to the university, as well as the different platforms, applications and web domains that students can use to accompany their process throughout the semester, since after having read the different institutional documents, it was possible to show that although the advantages, challenges are described, possibilities and limitations of the incorporation of technologies within the curriculum, does not make specific mention of the different spaces and tools to be used.

However, in relation to the aforementioned, taking into account the information presented in the syllabus of the first and second semester, it is possible to demonstrate that the different activities carried out during the course, which is organized for weeks within the documents, seek to incorporate the use of ICTs in the learning process; however, the documents do not account for the possible tools to be used. In this way, during the 16 weeks that make up each course and in response to the themes proposed by the curriculum, activities are proposed in which the student must create and develop posters, cartoons, comics in a digital manner, but do not consider the different ways to perform these activities.

22. What is the intentionality of Learning with respect to the use of ICT according to the curriculum?

Firstly, it is evident both in the documents of pedagogical model and in the institutional educational project, fundamental elements in relation to the incorporation of the ICT within the curriculum, here it is related to the demands that cause this incorporation, among them are mentioned not only requirements at the level of infrastructure, devices and networks; but also raises the need to make "... profound changes in the habits and academic school routines; that is, the need for a cultural change".

In these documents there is a need to carry out curriculum revision processes that are based on the reflection on the incidents of new technologies in university education, this reflection will then tend to develop competencies around the intensive use of knowledge, appropriation, management, familiarization, and production of these technological tools.

Following the above, it is possible to demonstrate that the use of ICTs is conceived as a process that optimizes the learning process both in face-to-face and non-face-to-face education, facilitating the presentation and access to knowledge inside and outside the classroom; and in turn, promoting collaborative and cooperative learning. This promotion of the incorporation of technologies in learning is oriented according to the Institutional Educational Project (I.E.P) towards the development of alternative proposals that allow us to rethink the current teaching-learning processes.

On the other hand, specifically for the documents that support the curriculum of the degree in English (E.P.P and Pre-Intermediate English syllabus), there are two objectives concerning ICT that can be found in the cross-course competences:

- To analyze the educational context based on the cognitive, physical and psychological development of students in order to establish technological innovations that benefit learning processes (2018, p.3)

- To design and evaluate digital and technological didactic resources to facilitate the process of learning foreign languages in a specific context (2018, p.3)

These elements point to the intentionality of learning that has the degree program in English concerning the use and incorporation of these technologies within the process of the courses.

Fifth group: Perceptions of the curriculum implementation

23. What are the advantages of the curriculum?

Based on the curricular analysis carried out through the reading of the different institutional documents provided by the university and the relationship with the Pre-intermediate English course. There are presented some possible advantages:

- The development of critical thinking skills is privileged under the university's pedagogical model; therefore, it is possible to demonstrate in the organization of the curriculum the transposition of the different contents, tools, activities and other elements of the learning process to situations related to the student's closed environment. From this perspective, the problematic nuclei concept is introduced.

- The curriculum, in its system based on problematic cores, assumes learning that seeks to develop specific competencies in students. This development of competences enables a more effective learning, by selecting information, organizing it, editing it and using it creatively to turn it into knowledge, this, in addition to the problematic cores proposed in each course, allow learning to be articulated to the context of the students, thus facilitating the adaptation and configuration of a society in constant change.

- Promotes collaborative work in response to an intercommunicated society, increasingly globalized and diverse that requires cooperation as an essential competence, understanding that a task in

different contexts involves the participation of different individuals through dialogue, sharing of ideas, consensus and the distribution of duties manage to solve it effectively.

- There is evidence of a relationship between the contents of the curriculum and situations in the context (problematic cores. Thus the developed competence abandons the decontextualized problem, allowing the student to involve and apply their cognitive, cognitive and emotional capacity.

- Knowledge is not dispersed by areas of knowledge or subjects but is addressed from the complexity that implies its use in everyday life. In this way, the way in which the learning transcends the discipline and adapts in an integral way to the curriculum is evident.

- The curriculum promotes the integration of information and communication technologies as a tool that not only facilitates learning but also configures it so that the competencies developed can be applied in different ways.

24. What considerations should be taken into account prior to curriculum implementation?

Bearing in mind the analysis of the four categories regarding the curriculum in general terms, and the relationship with the Pre-Intermediate course, some prior considerations should be taken into account:

- The curriculum has to focus on some national and international standards and legal guidelines considering the Educational laws and the ones that focus on ELT.

- The curriculum has to be adapted and updated according to the context and the population to which it is addressed. For instance, the 21-century skills take an essential role in the updating process.

- The curriculum must describe in detail the physical, technological, economic human resources that are essential for the institutions regarding teaching-learning processes.

- There must be some philosophical guidelines to support the curriculum principles and structure.

- There must be pedagogical background support the teaching-learning processes to decide what educational model fits better to the context.

25. What are the likely benefits associated with changing the curriculum?

In general terms, the curriculum is well organized and tries to follow the legal guidelines that govern it. However, the fact that the

- The appropriation of the ICTs as one of the most important resources to enhance the students' language abilities.

- The appropriation of the ICTs as one of the most important resources to ameliorate teaching-learning processes.

- The appropriation of the 21-century skills in order to ameliorate the teaching and learning process. Also, these skills will contribute students to

- The appropriation of new methodologies that are at the forefront of ELT.

Appendix B. Entrevista a Docentes

El presente cuestionario hace parte de un proceso de investigación adelantado en el marco de la Licenciatura en Inglés de la Universidad La Gran Colombia, sede de Bogotá. El estudio es llevado a cabo al interior de la asignatura Pre-intermediate, de la institución en mención. Los datos ofrecidos por usted tienen propósitos exclusivamente investigativos, se garantiza su confidencialidad, así como posterior socialización de resultados y hallazgos. Su participación es totalmente voluntaria.

Agradecemos de antemano su participación en el estudio.

Primera sección: Utilidad del currículo

1. ¿Qué aspectos sociales, económicos, políticos o educativos considera usted que contempla el currículo?

2. ¿Cuáles son los principales objetivos del currículo?

3. ¿Qué contenidos del currículo destacaría usted?

4. Desde su conocimiento ¿bajo qué estándares fue creado el currículo de la asignatura?

5. ¿Qué estrategias se siguen para determinar si los estudiantes han logrado los objetivos propuestos en el currículo?

Segunda sección: Organización del currículo

6. ¿En qué forma está organizado el currículo? -- Desde su perspectiva, qué principios considera que tuvieron en cuenta para dicha consideración.

7. En su opinión ¿qué papel juegan las TIC en la implementación del currículo?

Tercera sección: Implementación del currículo

8. ¿Qué requisitos en materia de infraestructura, tiempo y gestión presenta el currículo?

9. En qué medida considera usted que el currículo es flexible de cara a la libertad de cátedra.

10. ¿Qué fundamentos morales dan soporte al fundamento del currículo?

11. ¿qué clase de estrategias didácticas son implementadas según el currículo para el fortalecimiento de las habilidades comunicativas en inglés?

12. ¿Qué recursos son propuestos desde el currículo con el propósito de fortalecer las habilidades comunicativas?

Cuarta sección: Contenido curricular y tecnología

13. Considera usted que el currículo promueve la generación de espacios para el uso de la tecnología con fines educativos.

14. En su opinión juega la tecnología un papel primordial para la implementación del currículo.

15. Desde el currículo ¿de qué manera se propone evaluar a los estudiantes?

Quinta sección: Percepciones sobre el currículo

16. Desde su perspectiva ¿cuáles son las mayores fortalezas del currículo?

17. De forma previa a la implementación del currículo ¿Qué consideraciones cree usted que deban ser tenidas en cuenta?

18. ¿Qué adaptaciones considera usted que puedan ser necesarios para maximizar los beneficios de la implementación del currículo? -- ¿Qué beneficios potenciales habría en caso de implementar tales implementaciones? (según la respuesta)

Appendix C. Encuesta a Estudiantes (grupo focal)

El presente cuestionario hace parte de un proceso de investigación adelantado en el marco de la Licenciatura en Inglés de la Universidad La Gran Colombia, sede de Bogotá. El estudio es llevado a cabo al interior de la asignatura Pre-intermediate, de la institución en mención. Los datos ofrecidos por usted tienen propósitos exclusivamente investigativos, se garantiza su confidencialidad, así como posterior socialización de resultados y hallazgos. Su participación es totalmente voluntaria.

Agradecemos de antemano su participación en el estudio.

Primera sección: Utilidad del currículo

1. ¿Qué aspectos sociales, económicos, políticos o educativos consideran que contempla la asignatura?

2. ¿Cuáles son los principales objetivos de la asignatura?

3. ¿Qué contenidos de la asignatura destacaría? (temas y actividades)

4. ¿Cómo creen ustedes que fue desarrollado el currículo de la asignatura?

5. Desde su experiencia ¿de qué manera han sido evaluados?

Segunda sección: Organización del currículo

6. Desde su conocimiento ¿cómo está organizado el syllabus de la asignatura? -- ¿qué creen que se tuvo en cuenta para lograr dicha organización?

7. En su opinión ¿qué papel juegan las TIC en el desarrollo de la asignatura?

Tercera sección: Implementación del currículo

8. En qué medida considera usted que el programa de la asignatura es flexible respecto a la libertad de cátedra.

9. ¿Qué valores están presentes en el syllabus?

10. ¿qué clase de estrategias didácticas son implementadas en clase con el fin de fortalecer las habilidades comunicativas en inglés?

11. ¿Qué recursos son empleados en clase con el objetivo de fortalecer las habilidades comunicativas?

Cuarta sección: Contenido curricular y tecnología

12. Desde su experiencia considera la asignatura promueve el uso de la tecnología con fines educativos.

13. Creen que la tecnología es fundamental para el desarrollo de la signatura.

Quinta sección: Percepciones sobre el currículo

14. Desde su perspectiva ¿cuáles son las mayores fortalezas del syllabus?

15. Desde su perspectiva ¿cuáles son las principales debilidades del syllabus?

16. ¿Qué mejoras considera usted que deban implementarse en la asignatura? -- ¿Qué beneficios habría al implementar esas mejoras?