

INSTITUTIONAL BILINGUALISM PROJECT

NAVIGATION



INSTITUTION

Institución Educativa Libertador Simón Bolívar

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Campus 1

Principal

Campus 2

Los Libertadores

Campus 3

San Francisco

Campus 4

Trinidad

Campus 5

Marco Fidel Suárez

Campus 6

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LEVELS

DIAGNOSTIC

TIMELINE

STAGE 1.A

STAGE 2.A

STAGE 3.A

STAGE 4.A

FOLLOWING

ICFES CLUES



COMMON EUROPEAN FRAMEWORK REFERENCE		SKILLS			ACADEMIC LEVEL	RELATION BETWEEN HOURS WITH CEFR LEVEL					
						HOURS PER WEEK AND YEAR	ACCUMULATED	RECOMENDED HOURS	HOURS PER WEEK	TOTAL HOURS	
A1	BEGINNER	COMPREHEND	AUDITIVE COMPREHENSION	Student can recognize common basic words and expressions related with self information, own family and context. Additionally, can follow speech which is slow and carefully articulated.	1*	1 Hours X 36 weeks	36	108	90	1	108
			READING COMPREHENSION	Student can comprehend words, known names and basic sentences in sings, posters and catalogues.							
		SPEAKING	ORAL INTERACTION	Student can participate in basic conversation about topics with immediate needs or common aspects where another person has slowly speaking.	2*	1 Hours X 36 weeks	36			1	
			ORAL EXPRESSION	Student can use basic sentences and expressions to describe known places and people.							
WRITING	WRITING EXPRESSION	Student can be able to write short letters and fill forms about basic information.	3*	1 Hours X 36 weeks	36	1					
A2.1	ELEMENTARY 1	COMPREHEND	AUDITIVE COMPREHENSION	Student can understand usual phrases and vocabulary about personal interest (personal information, family, shopping, house). Moreover, can be able to grasp main idea of advices and basic messages.	4*	1 Hours X 36 weeks	36	288	200		0
			READING COMPREHENSION	Student can be able to read and find specific information in short texts like advertisement, menu, schedules, personal letters.	5*	1 Hours X 36 weeks	36				
A2.2	ELEMENTARY 2	SPEAKING	ORAL INTERACTION	Student can communicate ideas in a basic interchange of information about quotidian aspects.	6*	3 Hours X 36 weeks	108				
			ORAL EXPRESSION	Student can use expressions and phrases to describe personal information about family, known people, academic or work life.							
		WRITING	WRITING EXPRESSION	Student can write short notes or messages according to needs. Additionally, he/she can write personal letter with a proposal.	7*	3 Hours X 36 weeks	108				
BL.1	PREINTERMEDIATE 1	COMPREHEND	AUDITIVE COMPREHENSION	Student can understand the main ideas of clear standard speech on familiar matters regularly encountered in work, school or leisure.	8*	3 Hours X 36 weeks	108	432	375		0
			READING COMPREHENSION	Student can understand usual texts related with work, He/she can comprehend descriptions, events, feelings and desires from a letter.	9*	1 Hours X 36 weeks	108				
BL.2	PREINTERMEDIATE 2	SPEAKING	ORAL INTERACTION	Student can participate in a conversation about personal quotidian topics (family, likes, work, trips, actual events).	10*	3 Hours X 36 weeks	108				
			ORAL EXPRESSION	Student can connect ideas to describe experiences, dreams and goals. Moreover, he/she can explain points of view or projects.							
		WRITING	WRITING EXPRESSION	Student can write short text with cohesion and coherence about known topics.	11*	3 Hours X 36 weeks	108				

A. Answer following questions

1. How important is learning a foreign language?

Why English?

2. How important is learning English in your school?

How does school demonstrate that importance?

B. Feedback

PLUS

MINUS

DELTA

What has worked for English reinforcement and should it continue?

What has not worked for English reinforcement and should be stopped?

What should be improved to strengthen English language learning?

C. Answer following questions according to your school

STRENGTHEN AXIS	#	Question	Yes; No yet
LEARNING ENVIRONMENT	1	Is English spoken outside the class?	
	2	Are there demarcated spaces in English? For instance library, coffee shop, bathrooms, common areas?	
	3	Is there a calendar of bilingual extra-activities or inter activities ?	
TEACHER FORCE	4	Is the reinforcement of teacher's English level promoted?	
	5	Is collaborative competence promoted as a team activity?	
	6	Do English teachers work with teachers from other knowledge areas to create transversal projects?	
RESOURCES USAGE	7	Does teachers know MEN resources from platform ECO 2.0 to reinforce English?	
	8	Is development of communicative competences in English promoted by means of use of MEN resources?	
	9	Is independent learning in students promoted by use of resources outside the classroom?	
SYLLABUS MANAGEMENT	10	Is there an actualized English syllabus?	
	11	Local English syllabus is aligned with suggested English syllabus?	
	12	Is syllabus implemented in teacher's pedagogical practices?	
IMPROVEMENT CULTURE	13	Are input and an output evaluations implemented to know students language level in different grades?	
	14	Have ICYES outcome targets been established?	
	15	Do teachers apply exams to evaluate four communicative skills?	
MANAGEMENT IN ALLIANCES AND LIFE PROJECT.	16	Is the English importance spoken to students for their life project?	
	17	Job and academic regional activities are realised for students learn about those?	
	18	Are there alliances with other schools, enterprises or productive sector to motivate students in English learning?	

SCHOOL

INSTITUTIONAL BILINGUALISM PLAN - A1

STAGE 1 

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STAGE	STEPS	START DAY	DEADLINE	AIM	RESPONSIBLES
1 - PREPARATION AND AWARENESS	TEAM UP				
	AWARENESS				
	DIAGNOSTIC				
2 - PLANNING FOR ACADEMIC ENVIRONMENT AND RESOURCES USAGE	ENVIRONMENT				
	RESOURCES				
3 - PLANNING FOR SYLLABUS ACTUALIZATION AND ALLIANCES MANAGEMENT	SYLLABUS				
	ALLIANCES				
4 - PLANNING FOR THE TEACHER FORCE AND IMPROVEMENT CULTURE	TEACHERS				
	IMPROVEMENT				
5 - INSTITUTIONAL BILINGUALISM PLAN CONSOLIDATION	PRIORITIZATION				
	ANALYSIS				
	MONITORING				

According with international standards ICFCES reviews students' language level, throw questions related with vocabulary, grammar, reading and contextualized situations students release their language knowledge.

PART	What do it evaluate?	What should student do?
1	Interactive use of English.	Identify and comprehend communicative situations from advertisements.
2	Lexical knowledge.	Relate words with its description.
3	Communicative knowledge.	Identify English usage in short conversations.
4	Grammar knowledge.	Choose a word that according with its form or use completes the text.
5	Literal reading comprehension.	Identify explicit information in the text.
6	Inferential reading comprehension.	Identify author intention and general or specific aspects that are not explicit.
7	Lexical and grammatical knowledge.	Choose a word that according with its form or use completes the text.

PART	STRATEGIES
1	<p>First part evaluates the ability to identify communicative proposals in different contexts (advertisement and place). Student has to:</p> <ul style="list-style-type: none"> • Read slowly the advertisement that accompany each word and think in different places where you can find it. • Take into account advertisement proposal (forbit – inform – request). • Relate key words with answer options to dismiss incorrect ones. <p>First part evaluates the ability to identify communicative proposals in different contexts (advertisement and place). Student has to:</p> <ul style="list-style-type: none"> • Read slowly the advertisement that accompany each word and think in different places where you can find it. • Take into account advertisement proposal (forbit – inform – request). • Relate key words with answer options to dismiss incorrect ones.
2	<p>Second part evaluate quotidian vocabulary and the ability to relate that with the sentence that describes the meaning of words. Student has to:</p> <ul style="list-style-type: none"> • Read the description. • Associate descriptions with known words. • Underline nouns and verbs. Then, relate those with options. <p>Second part evaluate quotidian vocabulary and the ability to relate that with the sentence that describes the meaning of words. Student has to:</p> <ul style="list-style-type: none"> • Read the description. • Associate descriptions with known words. • Underline nouns and verbs. Then, relate those with options.
3	<p>Third part review the ability to recognize appropriated language to use in a communicative situation. Student has to:</p> <ul style="list-style-type: none"> • Read the dialogue of first speaker, then think about a possible answer of speaker 2. • Identify communicative intention of first speaker and kind of question. • Pay attention to general circumstances (negative – positive) and different expressions or words relates with the situation. <p>Third part review the ability to recognize appropriated language to use in a communicative situation. Student has to:</p> <ul style="list-style-type: none"> • Read the dialogue of first speaker, then think about a possible answer of speaker 2. • Identify communicative intention of first speaker and kind of question. • Pay attention to general circumstances (negative – positive) and different expressions or words relates with the situation.
4	<p>4. Grammar knowledge. Fourth part evaluates knowledge about English grammatical rules. Generally, student has to complete a text with a word according to its use and verbal tense. Student has to:</p> <ul style="list-style-type: none"> • Read all text before answer and look for the main idea, theme and tense. • While student is reading, he/she has to predict what is the missing word category (connector, preposition, adverb or modal verb). • After select the answer read again to be sure about the sense of the sentence.
5	<p>Fifth part measure ability to understand a reading in an explicit way. Throw literal comprehension reader can recognize and remember author ideas. In this way, student can identify information as places, dates, quantities and he/she will comprehend main and secondary ideas. Student has to:</p> <ul style="list-style-type: none"> • Take into account that questions have the same text sequence. • Look for in answer options key words and synonyms that refers same concepts or ideas. • Do not forget time of each part. • Do not translate, on the contrary, read sentences and contextualize to improve your comprehension. • Create mental images about the reading to remember information.
6	<p>Sixth part evaluate ability to comprehend what do reading mean. Inferential reading consists in understand unexplicit messages, it presents connection between ideas (main and secondary) and reader's own comprehension. Student has to:</p> <ul style="list-style-type: none"> • Stablish a reading proposal. • Use own ideas to do logic deductions. • Identify author's intention and point of view. Answer according to what is argued in the text.
7	<p>Seventh part evaluates lexical and grammatical abilities. Grammatical is the capacity to recognize and use verbal tenses and forms. Furthermore, lexical competence is related with use of vocabulary in different contexts. Student has to:</p> <ul style="list-style-type: none"> • Think over the missing word category (verb, preposition, noun or adjective). • If the missing word is a verb student has to read carefully to identify the verb tense. • Use strategies from third and fourth parts.