INSTITUTIONAL BILINGUALISM PROJECT





Institución Educativa Libertador Simón Bolívar

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NAVIGATION

LEVELS

DIAGNOSTIC

TIMELINE

STAGE 1.A

STAGE 2.A

STAGE 3.A

STAGE 4.A

FOLLOWING

ICFES CLUES





SCHOO	1
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LEVELS



сомм	ON EUROPEAN			and the second	ACADEMIC		RELATIO	ON BETWEE	N HOURS WITH CE	FR LEVEL	
FRAMEW	ORK REFERENCE		SKILLS		LEVEL	HOURS PER WEEK AND YEAR ACCUMULATED		RECOMENDED HOURS	HOURS PER WEEK	TOTAL HOURS	
		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 carefullly articulated.	1*	1 Hours X 36 weeks	36			1	
			READING COMPREHENSION	Student can comprehend words, known names and basic sentences in sings, posters and catalogues.							
A1.	BEGINER	SPEAKING	ORAL INTERACTION	Student can participate in basic conversation about topics with inmediate needs or common aspects where another person has slowly speaking.	2*	1 Hours X 36 weeks	36	108	90	1	108
			ORAL EXPRESSION	Student can use basic sentences and expressions to describe known places and people.			or material				
		WRITING	WRTING 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				
				Student can be able to read and find specific information in short texts like adverticement, menu, schedules, personal letters.	5*	1 Hours X 36 weeks	36	200	200		0
e.	45	SPEAKING	ORAL INTERACTION	Student can communicate ideas in a basic interchage of information about quotidian aspects.				288	200		- 0
A2.2	ELEMENTARY 2	SPEAKING	ORAL EXPRESSION	Student can use expressions and phrases to describe personal information about family, known people, accademic or work life.	6"	3 Hours X 36 weeks	108				
		WRITING	WRTING EXPRESSION	Student can write short notes or messages accoding to needs. Aditionally, he/she can write personal letter with a proposal.	プ	3 Hours X 36 weeks	108				
B1.1	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				
111.1	PILINIDUMEDIATET		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		1271 S. 201 - 100 SA		
5	3		ORAL INTERACTION	Student can participate in a conversation about personal quotidian topics (family, likes, work, trips, actual events).		,	121 <u>—174</u> 0130	432	375		0
B1.2	PREINTERIMEDIATE 2	SPEAKING	ORAL EXPRESSION	Student can commect ideas to describe experiences, dreams and goals. Moreover, he/she can explain points of viewor projects.	10*	3 Hours X 36 weeks	108				
		WRITING	WRTING EXPRESSION	Student can write short text with cohesion and coherence about known topics.	11*	3 Hours X 36 weeks	108				



STRENGTHEN AXIS

#

INSTITUTIONAL DIAGNOSTIC

TUMELUNE

Yes; No yet

A. A	nswer	TOI	lowing	ques	uons

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?

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?

B. Feedback

C. Answer following questions according to your school

	1	Is English spoken outside the class?				
LEARNING ENVIRONMENT	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?				
	4	Is the reinforcement of teacher's English level promoted?				
TEACHER FORCE	5	Is collaborative competence promoted as a team activity?				
	6	Do English teachers work with teachers from other knowledge areas to create transversal projects?				
	7	Does teachers know MEN resources from platform ECO 2.0 to reinforce English?				
RESOURCES USAGE	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?				
	10	is there an actializated English syllabus?				
SYLLABUS MANAGEMENT	11	Local English syllabus is aligned with suggested English syllabus?				
	12	Is syllabus implemented in teacher's pedagogical practices?				
2	13	Are input and an output evaluations implemented to know students language level in different grades?				
IMPROVEMENT CULTURE	14	Have ICFES outcome targets been established?				
	15	Do teachers apply exams to evaluate four communicative skills?				
MANAGEMENT IN	16	Is the English importance spoken to students for their life project?				
ALLIANCES AND 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?				

learning?



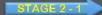
INSTITUTIONAL BILINGUALISM PLAN - A1



Institución Educativa Libertador Simó	n Bolívar			DANE 115	001001061
STAGE	STEPS	START DAY	DEADLINE	AIM	RESPONSIBLES
	TEAM UP				
1 - PREPARATION AND AWARENESS	AWARENESS				
	DIAGNOSTIC				
2 - PLANNING FOR ACADEMIC ENVIRONMENT	ENVIRONMENT				
AND RESOURCES USAGE	RESOURCES				
- PLANNING FOR SYLLABUS ACTUALIZATION	SYLLABUS				
AND ALLIANCES MANAGEMENT	ALLIANCES				
4 - PLANNING FOR THE TEACHER FORCE AND	TEACHERS				
IMPROVEMENT CULTURE	IMPROVEMENT				
	PRIORITIZATION				
5 - INSTITUTIONAL BILINGUALISM PLAN CONSOLIDATION	ANALYSIS				
	MONITORING				



FIRST STAGE



RECOGNIZE IBP TEAM AT SCHOOL AND THEIR ROLE IN INSTITUTIONAL BILINGUALISM PROJECT

#	What is your name?	Professional career path: What studies do you have?	What has been your professional trajectory in our academic institution? How many years have you been working with us?	Whtat is your english level	What areas have you taught?	What grades have you taught?	What is your school role?	What is your IBP role?	Describe yor IBP role: How can you contribute and support the reinforcement of English learning in this academic institution? What motives you to reinforce English learning at the educational institution?
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SECOND STAGE - FIRST STEP -



SIGNAGE AND BILINGUAL SPACES (How much do I use English at school and how do I perceive that?)

ACTIVITIES	METHODOLOGY	HOURS PER WEEK	PRODUCT
CUI TURAL AND BILINGUAL	EVENTS (Can students look, listen and read English in	n different plac	ces outside the classroom?
ACTIVITIES	METHODOLOGY	HOURS PER	PRODUCT
ACTIVITIES	WEIHODOLOGI	WEEK	PRODUCI
DAILY INTERACTION IN ENG	LISH AND BILINGUAL CULTURE (What can the school	do to take En	glish outside the classroom?)
ACTIVITIES	METHODOLOGY	HOURS PER WEEK	PRODUCT
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EDUCATIONAL INSTI PROJECT REV		SELE	CTED PRINC		Why and who	JUSTIFI at is English be importance	CATION earned in you of English lea	GLISH TEA or institution? orning in the	Do students and their life	lanow what is project? Ho	CTIVES the link between English w does English contribute	contribute		
5-00.100						sch	ool?		to mi	egral develop	oment of students?			
COMMUNICATIVE AP	PPROACHE		IGLISH TE			(What app			ol use to tea		1?) GRAMMAR AS COMMU	MICATIVE CO	MALLI MOL	
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BILINGUAL EDUCATI	ION MODEL	emphasi	s, what are th	es not have ed he needs the i eaching Englis	nstitution	DESCR	HBE ECONO	MIC OPPORTU	NITTIES		the student's exit profile contribute to the	and how does		
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GRADE	HOURS P	'ER WEEK		nourly inter		nat is the id IC RESULT	-		tudents in		EXIT GOAL			
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			SYLL	ABUS STR	UCTURE C	OR AREA P	LANNING	OF EACH I	ENGLISH L	EVEL				
	ho makes u	p the Englis	sh syllabus			ides and d	evelop a p	ilot actualiz		much do te	achers know about t	nat?		
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PRESENT THE			What are E	English lear	ning units t	for each gr	ade level t	to achieve a	AL EMPHAS an exit obje	ctive goal?				
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						CLASS P	LANNING							
	COMMEN	IICATIVE OB	JECTIVES	Which lear	ning units			stitutional	emphasis?	IICATIVE AC	TVITIES			
	33.MMJN								Johnson					
					SYLLABUS	MONITOR	RING IN CL	ASSROOM	1	S 100				
ACHING DIRECTOR	RAN	GE OF	the class	according f	to syllabus		English pl	anning and		100	objectives?	TMENTS		
NAME	ACCOMP	ANIMENT	UNNUE	LEVEL	DEIA	10 000	L		. LLUUNUR		COMMI			

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		Wha	t is the Englis	h teacher pr	TEACHEI		their grades	and their act	tual English k	avel?	4		No.	F
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HOW DO YOU ACHIEVE C	OLLABORATI	VE TEAM?			MEETING AREA TOPIC				9	SHARED TASK	9		HOURS PER WEEK	
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What strateg	ies can l	be imple	mented t	to turn th	ne classroom into	a transf	ormative	e space a	and the r	nain seti	ting for it	mproving	the the	H
				tea	ching practices o	of English	h teache	rs?						
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		SECRETARY OF EDUCATION	N		CITY		TUNJA					
REINFORCE	MENT MAIN POINT	ACTIVITIES	METHODOLOGY	RESOURCES	PURPOSE OR IMPACT	PRODUCT	LEADER	DA START	TE FINISH	% ADVANCE		
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SCHOOL

WHAT DO ICFES EVALUATE?

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

T	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.							
	Grammar knowledge.	Choose a word that according with its form or use completes the text.							
4	Literal reading comprehension.	Identify explicit information in the text.							
5	-								
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.							
т		STRATEGIES							
1	Student has to: • Read slowly the advertisement that accompany each	ve proposals in different contexts (advertisement and place). In word and think in different places where you can find it.							
1	 Take into account advertisement proposal (forbit — in Relate key words with answer options to dismiss inc First part evaluates the ability to identify communicative Student has to: 	9140 TV 1 C 1 C TV 1							
	 Read slowly the advertisement that accompany each Take into account advertisement proposal (forbit – in Relate key words with answer options to dismiss inc 								
2	Student has to: Read the description. Associate descriptions with known words. Underline nouns and verbs. Then, relate those with o Second part evaluate quotidian vocabulary and the ab	plions. Plate that with the sentence that describes the meaning of words. Plions. Plions that with the sentence that describes the meaning of words.							
	Student has to: Read the description. Associate descriptions with known words. Underline nouns and verbs. Then, relate those with o	ptions.							
3	Third part review the ability to recognize appropriated Student has to: Read the dialogue of first speaker, then think about a ledentify communicative intention of first speaker and	a possible answer of speaker 2. kind of question. positive) and different expressions or words relates with the situation. language to use in a communicative situation. a possible answer of speaker 2.							
4	and verbal tense. Student has to: • Read all text before answer and look for the main ide	is the missing word category (connector, preposition, adverb or modal verb).							
5	[1] 이용 사용 및 2017년 12 전에 있습니다고 하는 10 전에 되었습니다. 그렇게 되었습니다. 그 10 전에 보면 10 전에 되었습니다. 프랑스 그것은	that refers same concepts or ideas. d contextualize to improve your comprehension.							
6	connection between ideas (main and secondary) and Student has to: - Stablish a reading proposal Use own ideas to do logic deductions.								
7	 Identify author's intention and point of view. Answer according to what is argued in the text. 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: 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. 								