Artículos Científicos

Propuesta de enseñanza de inglés para escuelas normales

Normal Schools English Learning Proposal

Proposta de ensino de inglês para escolas normais

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Resumen

En este artículo de investigación se presenta el proyecto de una plataforma interna de inglés por niveles, alojada en una suite interna de WordPress, como una estrategia remedial de tutoría especializada para nivelar a alumnos cuyo dominio del inglés es muy limitado en normales públicas, a sabiendas que la especialidad en inglés demanda un nivel B2 al cuarto año de carrera, meta poco alcanzable considerando la cantidad de horas asignadas de estudio y práctica del idioma.

Hoy, el estudiante mexicano normalista se ha de apropiar del inglés como lengua extranjera por medio de cursos curriculares establecidos en el plan de estudios 2018, dentro de un trayecto formativo de lengua adicional, con una inversión de seis horas semanales. Aun así, no se garantiza ni la calidad ni la eficiencia ni el adecuado y objetivo nivel del egresado frente a los retos, reales, de un mundo actual sin maquillaje. ¿Qué hacer? ¿Qué se propone como estrategia de enseñanza para asegurar el éxito del plan de estudios 1999? La respuesta operativa, diseñada y puesta en marcha, se presenta en esta investigación. Dicha propuesta se piloteó con dos generaciones de la Escuela Normal de Atlacomulco, Español, Historia e Inglés, en el uso de la Learning Management System (LMS) o plataforma de aprendizaje,

desde su ingreso, permanencia y egreso, apoyados de recursos alternos de autoría propia, y de talleres alternos de práctica del inglés a contraturno.

Palabras clave: enseñanza de idiomas, laboratorio de idiomas, reforma del programa educativo.

Abstract

Through the years of experience in public normal schools, with the 1999 study plan, the project of an internal Learning Management System of English by levels, hosted in an internal Wordpress suite, is introduced as a remedial strategy of specialized tutoring to level students whose English is very limited in public normal institutions, knowing that the specialty in English demands a B2 level in the fourth year of the degree, a goal that is not attainable considering the number of hours assigned to study and practice the language.

At present, the *normalista* Mexican student has to acquire English as a foreign language, through curricular courses established in the 2018 curriculum, within a formative path of additional language, with an investment of six weekly hours. Even so, neither the quality, nor the efficiency, nor the adequate and objective level of the graduate is guaranteed in face of the real challenges of a current world without makeup. What to do? What is it proposed as a teaching strategy to ensure the success of the 1999 curriculum? The operational response, designed and implemented, is introduced in this research, piloting two Escuela Normal de Atlacomulco generations in the use of the Learning Management System (LMS), since its admission, permanence and graduation, supported by alternative resources of my creation, and alternative English practice workshops in the afternoon shift.

Keywords: language teaching, language lab, educational program reform.

Resumo

Este artigo de pesquisa apresenta o projeto de uma plataforma interna de inglês por níveis, alojada em uma suíte interna do WordPress, como uma estratégia de tutoria especializada para nivelar estudantes cuja proficiência em inglês é muito limitada em padrões públicos, conscientemente que a especialidade em inglês exige um nível B2 no quarto ano de carreira, uma meta que não é alcançável considerando a quantidade de horas alocada para estudo e prática de idiomas.

Hoje, o estudante mexicano normalista deve se apropriar do inglês como língua estrangeira por meio de cursos curriculares estabelecidos no currículo de 2018, dentro de um curso adicional de treinamento de idiomas, com um investimento de seis horas por semana. Mesmo assim, nem a qualidade, nem a eficiência, nem o nível adequado e objetivo da pós-graduação são garantidos contra os desafios reais de um mundo atual sem maquiagem. O que fazer? O que é proposto como estratégia de ensino para garantir o sucesso do currículo de 1999? A resposta operacional, projetada e implementada, é apresentada nesta investigação. Esta proposta foi testada com duas gerações da Escola Normal de Atlacomulco, Espanhol, História e Inglês, no uso do Sistema de Gerenciamento de Aprendizagem (LMS) ou plataforma de aprendizado, desde a sua entrada, permanência e descarga, apoiada por recursos alternativos de autoria. próprio, e de oficinas alternativas de prática de inglês para contraturno.

Palavras-chave: ensino de idiomas, laboratório de idiomas, reforma de programas educacionais.

Introduction

Getting a public normal school student to reach a B2 level in English in 3.5 years of his career is not an easy task, especially if we think of those who reach higher education with a terrible linguistic precariousness. The reasons for the present investigation are not discussed, but the media is attended to.

Attached to the fact that 21st century literacy does not consist in developing literacy but in mastering information and communication technologies (ICT) and additional languages, in terms standardized by the Mexican education system, English becomes a social necessity which has been reflected in academics, with educational reforms and proposals. In the present investigation, the status of two normal public schools of the State of Mexico is reviewed around the teaching of a foreign language, English, as well as in regard to the auric intervention. The proposal for a portfolio of options around teaching is reviewed, through a solid specialized tutoring project, piloted on a free electronic platform designed and installed in the Language Laboratory of the Normal School of Atlacomulco, on Intranet in Wordpress , including conversation, reading and writing workshops, and combined with courses taught through three other learning management systems (LMS): Empower, New Interchange and Schoology. It is projected in the future as a design of English courses by levels hosted on a licensed platform, also in the LMS Schoology, in addition to making it a mobile application for normal students. As of March 2019, the work has a 50% progress.

It is emphasized that the object of study of the present research and current project emerges as a low-cost alternative for normal public schools because it is impossible to economically maintain a licensed platform that exceeds $ 80 per student per semester. There are no previous works of this nature in the State of Mexico, and hence the boldness of proposing this viable, relevant and accessible alternative, remedial as a leveling resource for increasing use and mastery of the English language. Although licensed platforms are operated in some institutions, there is no such comparison with the internal proposal using only free software.

It is noted that this research proposal emerged before the new educational model of the 2018 curriculum was installed. The proposed internal platform and implementation is more focused, therefore, to the students of the 1999 curriculum, which, to date, have not graduated. That is, the 2018 model is already underway, but the institutions that already offered the 1999 plan had to make both plans coexist. The 2018 model has six curricular hours of learning English as a foreign language. Not so 1999 plan, which not even in first grade is considered as a course or as a workshop. Similarly, it should be mentioned that, in March 2019, the General Directorate of Higher Education for Education Professionals (DGESPE) invested a very valuable amount in the purchase of a licensing platform, effective

and quality, named Discovery, from the Edusoft company. This project arises in 2012, when such investment was not even thinkable.

It is pertinent and necessary to briefly frame the background in the educational and political framework of the actions taken to correct and solve the problem of low level of English, learning and use in the basic, upper and upper secondary education classrooms.

Since 2016, and within the framework of the educational reform that began with a pilot phase in 2011 and consolidated in 2012, I noticed that in the normal schools of Ixtlahuaca and Atlacomulco, the graduates did not have sufficient knowledge in the use and mastery of the English language as a curricular requirement, in addition to the limited teaching tools to teach it. This gave immediate guidance on the relevance of conducting a field investigation, as well as establishing a solid proposal on the empowerment of resources to solve the problematic situation faced. I draw the following historical data to attest that, although the intention was already beginning since ancient times, the proposals did not yield the expected results.

Since May 15, 2008, with the Alliance for the quality of education (Ministry of Public Education [SEP], 2008), English was placed in a priority or privileged position within the Mexican curriculum; the long-awaited national dream of aspiring to a bilingual nation no later than the year 2025. Far from a utopian dream, as a way to face the process of globalization within which we are immersed, the cited document declares the integral formation of students for life and work, and in particular, the teaching of the English language since preschool and the promotion of interculturality (p. 22). However, this was declared a priority despite the fact that the means did not exist to address this need.

This Alliance was already the continuation of the Social Commitment for the Quality of Education (CSCE), signed in August 2002 by President Vicente Fox and Elba Esther Gordillo; and the National Agreement for the Modernization of Basic Education (Anmeb), signed in May 1992 by President Carlos Salinas de Gortari and teacher Gordillo. Among all, the clear goal was already seen: the design of national public education. Recalling the goals set at that time, the best prepared and fit students were sought as the center of the stage to fully insert themselves into a globalized world in constant transformation, through the teaching of the English language as a State policy. It was aimed at universal coverage of basic education in Mexico, with high quality, which ensured more successful and successful

student-citizens to go out into the world. This is through the formality of teaching English from preschool, regulated by the National English Program for Basic Education (PNIEB).

In Mexico, since the inclusion of the PNIEB (2009-2013), a sequential process was already proposed within the courses (phases) of the 3rd year of pre-school and up to the 3rd year of secondary school, in order that on this occasion, a Once and for all, as we have stated so many times, the student obtained the necessary elements to enter into an intermediate English in higher and higher secondary education, and, as in a first world education, to take for granted the command of Spanish and English in higher education, prepared to venture into the practice of a third language.

From 2014 to 2015, the PNIEB changed its name to the Promotion of the Study Processes of a Second Language: English (FPESLI); and from 2016 it takes its current name: National English Program (Proni). With all this, regardless of nomenclatures, the intention has always been positive: position Mexico in the acquisition of a second language or foreign language, namely English, before the vertiginous times already exceeded that we face within the maelstrom of globalization.

All the previous historical route lands for public normals as follows. If the teaching of English now starts from 3rd year of preschool education and continues in primary and secondary education, and even more, it is assumed that in higher secondary education the student has progressive English courses, that is, not again the same subjects from the verb to be, numbers, animals and colors, but compound and temarian tenses of upper and lower intermediate English; if this is so, in the pilot phase of 2011, in the normal education reform that began in 2012 for preschool education, among others, it is instructed that English will be part of the curricular mesh of the aforementioned normal education degrees, at least , with an investment of six hours per week, starting from an A1 level and culminating with a B2 level, as can be seen in Figure 1.

Figura 1. Mapa curricular de las licenciatura en educación preescolar. *Plan de estudios 2012*

DGESPE ▾ Cursos Normatividad ▾ Programas ▾ Estadísticas Planes de estudio ▾ CEVIE▾ CONISEN Tramites ▾ Evaluación ▾
SES

1° Semestre	2° Semestre	3° Semestre	4° Semestre	5° Semestre	6° Semestre	7° Semestre	8° Semestre
El sujeto y su formación profesional como docente 4/4.5	Planeación educativa 4/4.5	Adecuación curricular 4/4.5	Teoría pedagógica 4/4.5	Herramientas básicas para la investigación educativa 4/4.5	Filosofía de la educación 4/4.5	Planeación y gestión educativa 4/4.5	Trabajo de titulación 4/3.6
Psicología del desarrollo infantil (0-12 años) 4/4.5	Bases psicológicas del aprendizaje 4/4.5	Ambientes de aprendizaje 4/4.5	Evaluación para el aprendizaje 4/4.5	Atención a la diversidad 4/4.5	Diagnostico e intervención socioeducativa 4/4.5	Atención educativa para la inclusión 4/4.5	
Historia de la educación en México 4/4.5			Educación histórica en el aula 4/4.5	Educación histórica en diversos contextos 4/4.5			
Panorama actual de la educación básica en México 4/4.5	Prácticas sociales del lenguaje 6/6.75	Desarrollo del pensamiento y lenguaje en la infancia 6/6.75	Desarrollo de competencias linguisticas 6/6.75	Literatura infantil y creación literaria 6/6.75	El niño como sujeto social 4/4.5	Formación ciudadana 4/4.5	
Pensamiento cuantitativo 6/6.75	Forma espacio y medida 6/6.75	Procesamiento de información estadística 6/6.75	Educación física 4/4.5	Educación artística (música, expresión corporal y danza) 4/4.5	Educación artística (artes visuales y teatro) 4/4.5	Educación geográfica 4/4.5	Práctica profesional 20/6.4
Desarrollo físico y salud 6/6.75	Exploración del medio natural en el preescolar 6/6.75	Acercamiento a las ciencias naturales en el preescolar 6/6.75	Optativo 4/4.5	Optativo 4/4.5	Optativo 4/4.5	Optativo 4/4.5	
Las TIC en la educación 4/4.5	La tecnología informática aplicada a los centros escolares 4/4.5	Inglés A1 4/4.5	Inglés A2 4/4.5	Inglés B1- 4/4.5	Inglés B1 4/4.5	Inglés B2- 4/4.5	
Observación y análisis de la práctica educativa 6/6.75	Observación y análisis de la práctica escolar 6/6.75	Iniciación al trabajo docente 6/6.75	Estrategias de trabajo docente 6/6.75	Trabajo docente e innovación 6/6.75	Proyectos de intervención socioeducativa 6/6.75	Práctica profesional 6/6.75	
38 hrs.	36 hrs.	36 hrs.	36 hrs.	36 hrs.	30 hrs.	30 hrs.	24 hrs.
						266 horas	282 créditos

Fuente: SEP (2012)

The learning path of a second language is drawn in a sense that English begins to be practiced in 2nd grade and in 7th semester the student is expected to reach intermediate level or B2. In other words, with four hours per week, zero reinforcement or complementary strategy, it is intended to reach level A1 in 3rd semester; A2 in 4th semester; B1- in 5th semester; B1 in 6th semester, and B2 in 7th. That's right, not by school year or school year, but by semester it is intended to advance one level. This for the specialists in the language, in the didactic-pedagogical question, is, although not a nonsense, a challenge almost impossible to achieve. At least with the resources available, considering the geographical origin of the students, and the precarious prior knowledge with which they reach higher education.

Already in the new educational model 2018, the goal of achieving an intermediate level or B2 at the end of the race, as shown in Figure 2, to cite one, the curricular map of the Degree in Spanish (2018 plan) is outlined:

Figura 2. Mapa curricular del *Plan de Estudios 2018*, Licenciatura en Enseñanza y Aprendizaje en Educación Secundaria, Español

Fuente: SEP (2018)

While in the private sector the student has knowledge of English in preschool education, and a sufficient level of English in upper secondary education, whether he is in bilingual high school or even completely in English; In public normals, we still have to comply with an hourly load of only four hours per week in the 1999 plan, to which we must add, in many cases, teachers without profiles, periods without sessions due to professional practices, days of holidays, etc. ., which instead of provoking progress represent a real challenge to overcome: to achieve that in less time the student reaches an adequate level of English,

equivalent to an intermediate level within the Mexican measurement system: National Language Level Certification (Cenni) . Without a doubt it is a race against time.

Method

Within this national context, this pedagogical proposal is born, from the threshold of curriculum design. In the new educational model 2018, English is already considered as a curricular subject with the following changes in favor: it is instructed to teach six hours a week instead of four. And it is instructed as a curricular subject from 1st semester to 6th semester. What can be observed? That, although it is postulated as curricular content, giving it its real importance from the beginning of the race, it is stopped in 3rd grade, which does not solve the problem, but only advances it. Start before, but end in the same number of semesters! The hourly load increases from four to six hours per week, but they are still only three years of studying the subject. And considering the sum of hours, roughly we would be talking about 100 effective hours of contact with the language per semester. This, because they interfere with non-working days, evaluation periods, and stays of professional practices in basic education institutions.

The problem of time is not the goal itself, but the temporality and the limited means to achieve it. Particularly in regard to the effective time of exposure of the student to language.

As a remedy in the normal schools of Ixtlahuaca in 2014 and Atlacomulco from 2016 to date, a system of English tutorials by levels based on free software leagues (LIENI) was installed, and that, taken in parallel to curricular English, would direct students to obtain a B2 level at the beginning of the 4th degree, a goal proven in this research. That is the concrete problem, and the way to approach it with the didactic perspective that I present in the present investigation.

Unlike registered platforms, among which we can mention Discovery (from Edusoft), Speex (from the Multimedia Cultural Center of Languages [CCML]), Educational Time (from International Cultural Editions), ours is based on free software to be directed to low income groups. Consequently, its range of functions is very limited; For example, a teacher must be present to clarify doubts and record results, as there is no automated system.

The Normal School of Ixtlahuaca, citing an example, offered by the Bachelor in Preschool Education, adopted in the 2013-2014 school year an internal English platform or suite by levels, as a formative complement to the curricular courses, based on an institutional diagnosis (to students and teachers), whose result was to assign an appropriate course to their knowledge and needs, in addition to hosting several teaching resources in a Schoology LMS. Together, it included the qualification for students of curricular courses, English workshops for teachers, English courses for teachers in service (external) and teacher qualification under the PNIEB scheme at the time. This in addition to an English Laboratory with free software resources, for declaring itself as a low-income institution, and whose design was in my charge, the first attempt of the English platform by levels that would come to crown this project at the Normal School of Atlacomulco, already with students specialized in foreign language (English). Unfortunately, the project was stopped the following school year for internal policies (the respective project can be consulted). Then resumed with a Specialized Tutoring approach in English, from which very favorable results were obtained in the 2011-2015 generation, and finally stopped by the theft of the computer equipment where the mentioned program was operated.

The example cited seeks to allude to the fact that the amount of effective hours allocated reflects - whether you like to look at this approach or not - the little importance that had been given to language teaching, on the grounds that the normals are not specialists in English but in teaching; that we are teacher training institutions, not graduates in languages. In this sense, allude to the factual case, from which, with an increase in effective hours against the English language, the students showed a remarkable progress compared to the academic gaps before installing the project of their own authorship. Although the present investigation is limited to the Normal School of Atlacomulco. Figure 3 illustrates the number of hours (6) per week that the new 2012 and 2018 curriculum establishes for normal schools:

Figura 3. Mapa curricular del *Plan de Estudios 2018*, Licenciatura en Enseñanza y Aprendizaje en Educación Secundaria, Inglés


Fuente: SEP (2018)

What this research shows in the Normal School of Atlacomulco, after 9 years of field work with undergraduate students, with emphasis on those whose specialty is English, is that six hours for a student who arrives with few educational references Basic and upper secondary around the English language is very little contact time with the language. What strategy was implemented? All right. As a start, after a 50-hour pro-therapeutic course (almost nothing compared, for example, with the educational system of technical-pedagogical universities, which exceed 400 hours), for candidates to pursue the specialty in English they are applied a diagnostic test at the beginning of the course, and one of location at the end of the course, five hours per week, 50 hours long. For those candidates to study History and Spanish, unfortunately only a placement test is applied prior to the start of their degree, to know at what level they will start their academic history around English as a subject, on a level platform, installed in the institution, as already mentioned enough, in face-to-face, semipresencial modalities in learning platform, and autonomous work (in self-study mode, with New Interchange, and with an Empower platform as a guide, according to the course, level and the race).

Already initiated the special courses of the school year in general, in addition to attending the curricular courses of six hours per week, for the three degrees taught in the institution, Spanish, History and English, in contraturno, has operated with a duration of 68 semiannual hours from 2008 to 2014, and 80 hours per week to the present, translated into four weekly hours of English sessions through the so-called Regional Language Center (CRELe), an alternative reinforcement plan for normalist students consisting of a series of courses that at some point (in its creation in 2008) was designed as a course preparation for certifications in KET, PET and FCE, but which, later, noting that it was not the required goal in the educational market, a redesign was drawn up and then a new approach was taken towards perfecting English in a system of English by levels of A2, B1 and B2.

With an approximate of 100 hours / semester in morning shift in teaching English by levels, plus 80 hours / semester in CRELe evening mode, it is how it is promoted from the method of effective practice of the language in face-to-face mode, with the assistance of a teacher . But this is only a moment, perhaps for this moment of reading, warned as present in other public normal schools, and therefore without further ado. But wait. It is just the beginning.

At some point, in the same way, an external remedial strategy, outsourcing, was considered, where the student, in case of not reaching band 10 in 1st grade, band 11 in 2nd grade and band 12 in 3 .° grade, it would be in the academic need to invest in an external remedial course, either in a private institute or in institutions like Edayo, and even in partial scholarships such as the National English Program for All Mexico, which began in a boom And it's over nothing. Paraphrasing, outdated programs, without follow-up, courses without a specific goal in their curricular approaches, bottomless expenses, and still, lagging students. Illustratively, Figure 4 reflects the strategic plan to develop English courses at the Normal School of Atlacomulco at the beginning:

Figura 4. Propuesta curricular para la impartición de inglés en Escuela Normal de Atlacomulco. Junio de 2016. Proyecto institucional de inglés 2016.
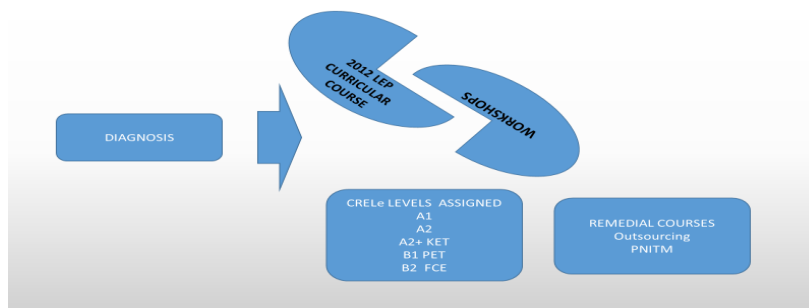
Fuente: Elaboración propia

This is where the proposal of own authorship arises. Instead of making our students go to try alternatives, investing money and effort, offer after offer without guaranteed success, and without time stopping, I designed a proposal for a series of reinforcement exercises, mounted on an internal platform, in a Wordpress template (the school did not have the resources to pay for a license in suites such as Schoology or Edmodo, or others); a series, as we said, of exercises by level in three skills (listening, reading, writing), since practicing speaking is complicated in Internet sites without cost. However, grammar and vocabulary exercises are also included, in order to review, practice, reinforce and strengthen what the student reviews in their morning and evening courses. What better option than to practice in linguistic skills related to complete curriculum design, and not in English systems in institutions whose focus is not exactly that taught in normal school, and which is a sociocultural, communicative, and integrative approach of the four abilities.

A tutorial accompaniment is carried out by two teachers of the language area, who answer questions, give advice about the skill, subject, or what is required to carry out the activity. It was not possible to aspire to more time, since the workload, the holidays, and the periods of practice in secondary schools significantly reduce the possibility of expanding this project to something even more ambitious, including reading, writing and speaking workshops. Then you can see some samples of how the internal LMS is formed in the Normal School of Atlacomulco, in a laboratory with 25 networked equipment.

Figura 5. Imágenes de pantalla de la *suite* interna de autoría propia, en Wordpress
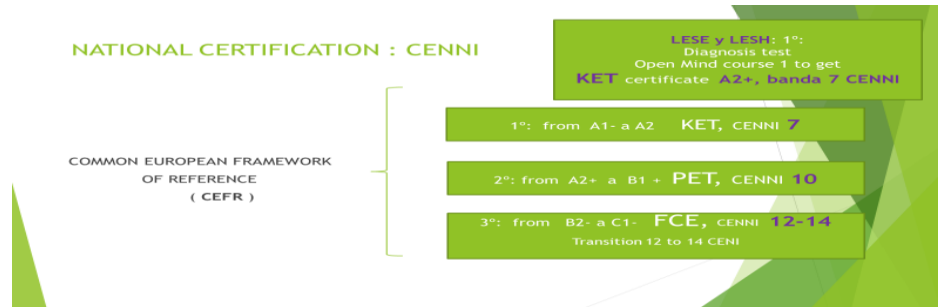
Fuente: Elaboración propia

The welcome home page is observed, and a deployed sample of four variants of location and diagnostic tests, in addition to mock tests for certifications in KET, PET, FCE, as well as the various service tabs, cataloged by level, and a Once the skill level is selected. Within the skill, a vast amount of practice exercises are displayed. Each is accompanied by attractive motivating images, instructions, the access link that will open the exercise in a pop-up window, so that the main page always remains open, when the user decides to return to the main portal; finally, it is composed of a motivational image of culminated exercise, which invites the user to continue. It is the LMS proposed in the present investigation.

As for the number of effective hours of contact with the English language, we then have six curricular hours, plus four evening hours per week, plus a reinforcement on specific skills and needs on a weekly basis through 10 and 15 hours of practice at the Self-Access Center (Laboratory of Languages), according to the course studied, all of which has resulted in a very significant number of students in the three specialties gradually but notably increase their level of English, to achieve an intermediate level, B2 according to the Common European Framework Reference (CEFR), or band 12 on the Cenni scale. This level makes them suitable students to graduate as teachers with an acceptable level within international ranks, to become English teachers, as an immediate step to their initial training, and ready just to enter further certifications and higher courses. They would be just crossing the threshold of initial formation, towards permanent or continuous formation. Figure 6 shows the expected scope, in 2016, based on the established proposal:

Figura 6. Niveles esperados en Escuela Normal de Atlacomulco, por licenciatura y por grado. Junio de 2016

Fuente: Elaboración propia

The organization of the normalist system in Atlacomulco, in my charge, has been in recent years as shown in table 7:

Tabla 7. Sistema de inglés por niveles, instalado en Escuela Normal de Atlacomulco, por licenciatura, por grado. Proyecto institucional de inglés. Junio de 2016

	CURSO AGO 2016 - ENE 2017	NOMBRE DEL PROFESOR 2016 - 2017	NOMBRE DEL PROFESOR 2017 – ENERO 2018	CURSO AGO 2017-ENERO 2018	CURSO ENE - JUL 2018	PROFESOR 2018 A	TEXTO CURSO SECUENCIA Agosto 2018-ENERO 2019	
1								
2	OM 1	Profra. Patricia Navarrete Mejía	**Cinthya Barranco Huitrón**	Empower A2 1 - 6	Empower A2 7 - 12	**Ydalmi Cruz Bello**	**Empower B1 1 - 6**	
3	OM 1	Mtra Yedid Monroy Segundo	**Ydalmi Cruz Bello**	Open Mind 2 7 - 12	Empower B1 1-6	**Yadira Corral Garduño**	**Empower B1 7 - 12**	
4	OM 2	Mtro. Florencio González Cruz	**Teresa Posadas Cárdenas**	Open Mind 3 7 - 12	Empower B1+ 1 – 6 (+ 2 Ss de MM1)	**Cinthya Barranco Huitrón**	**Empower B1+ 7 - 12**	
5	OM 3	Profra. Angélica Cárdenas Mendoza	**Mtro. Jorge Rebollo S.**	Master Mind 1 7 - 12	---	**DESAPARECE (fusión a Empower B1+)**	----	
6	MM 1	Profra. Yadira García Corral	**Mtro. Rodrigo Zaldivar Pérez**	Master Mind 2 7 - 12	Empower B2 1 - 6	**Adriana Monroy Rodríguez**	**Empower B2 7 – 12**	
7	MM2	Mtro. Jorge Rebollo Sánchez	**Mtro. Sergio Hernández Hernández**	On Screen B2 1 - 4	On Screen B2 5 - 8	**Jorge Rebollo**	**On Screen B2 + 1 – 6**	

Fuente: Elaboración propia

Regarding the CRELe section (counter-courses of the Regional Center for Languages), it is shown in table 8 below:

Tabla 8. Sistema de inglés por niveles en CRELe, modalidad a contraturno, instalado en la Escuela Normal de Atlacomulco. Proyecto Inglés CRELe. Junio de 2017

AGOSTO 2017 ENERO 2018

DOCENTES CURSO SEMANAL LUNES – MARTES 16:00 – 18:00

		NOMBRE DEL PROFESOR Ago 2016 – Ene 2017	NOMBRE DEL PROFESOR 2017	CURSO	SUBSTITUCIONES 2017-2018	LUN - MART 4-6 pm	JAN 2018 Teachers
1	FCE	KENIA MORALES VELÁZQUEZ	KELY RAMIREZ ESCOBAR	PREPARACION FCE LESI 3º	ANGÉLICA CÁRDENAS MENDOZA (ENA)	On Screen B1 + Units 1-4	SERGIO HERNANDEZ H
2	PET	ISAIAS FUENTES NAVARRO	OCTAVIO ROSALES ROSALES	PREPARACION PET LESI 2º		Empower B1 Units 1 – 6 PEER TEACHING	ADRIANA MONROY RODRIGUEZ
3	KET	KELY RAMIREZ ESCOBAR	LESLIE MARLEN GONZALEZ NAVA	PREPARACION KET LESI 1º	TERESA DE JESUS POSADAS CÁRDENAS (ENA) SERGIO HERNANDEZ H	Empower A 2 units 7-12 PEER TEACHING	PATRICIA NAVARRETE MEJIA CINTHYA BARRANCO HUITRON
4		VICTOR HUGO MANUEL ALCÁNTARA	ITANIA RAMIREZ ESCOBAR	INGLÉS EMPOWER A2 LESH Units 1-6	CINTHYA BARRANCO HUITRÓN (ENA)	Empower A 2 units 7-12	YDALMI CRUZ BELLO
5		HEIDI GERALDINE VEGA VELASQUEZ	ISAIAS FUENTES NAVARRO	INGLÉS EMPOWER A2 LESE Units 1 -6		Empower A2 Units 7-12	YDALMI CRUZ BELLO
6	Open Mind 1	PATRICIA NAVARRETE MEJIA	ZEUDY DALÍ SERVÍN JASSO	INGLÉS TRAVELLER B1 Units 1-4		Traveller B1 units 5-8	RODRIGO ZALDIVAR PÉREZ
7	Open Mind 1	HEIDI GERALDINE VEGA VELASQUEZ	ARMANDO GUADARRAMA TORRES	INGLÉS TRAVELLER B1 Units 1 – 4		Traveller B1 Units 5-8	ANGÉLICA CÁRDENAS MENDOZA LISA MARISA DE LA CRUZ BECERRIL

Fuente: Elaboración propia

Students are measured under objective instruments at the end of each school year, and student population sample performance is displayed immediately. As head of the language area, pilot method, text and platform by generation, and monitoring in the same direction. At

the end of the first grade, it is not objective to talk about the goal in a strict sense, since it is only objectives achieved gradually, procedurally, but not terminal.

Results

The sample of results is equivalent to a generation of four years under the described proposal, from his entrance to the 4th degree of his career. The Normal School of Atlacomulco is in the implementation phase of a learning platform with free software, hosted in Wordpress, and waiting for technical personnel to be hosted in a licensing suite, for its implementation not only on the Intranet, such as to date, but on the Internet, where the user, from the comfort of his home, can practice basic language skills, and thus level the level of English that is required for the degree of career he is pursuing mode, and with the same qualities of the piloted in the Normal School of Ixtlahuaca, with the diametral difference that Ixtlahuaca did not have more than one teacher with preparation and certification in English, while Atlacomulco offers the Degree in Secondary Education with Specialization in English , and as it is supposed, it certainly has a certified teaching staff in the language, although it still operates with the 1999 curriculum.

The entire student community studying the specialty in English is measured at the end of each school year under an external measuring instrument, Aptis, administered in the institution through The British Council; They are examined in the four skills, and two results are obtained: one according to the CEFR, and another with CENNi value, if the case is to revalidate and obtain the national language certificate. Shown below, in Figures 9 to 11; Tables 12 and 13, the progress or evolution of students shows in their learning of English.

Figura 9. Muestra de evolución de inglés por niveles mediante un *online placement test* (OPT). Informe final Inglés. Julio de 2017

Fuente: Elaboración propia

Students who are in the 4th degree of Bachelor in English, this is how its evolution in the language is denoted:

Figura 10. Muestra de evolución de inglés por niveles mediante Aptis. Informe final Inglés. Junio de 2019

Fuente: Elaboración propia

Figura 11. Muestra de evolución de inglés por niveles, en 4.º grado de Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés, LESI), mediante Diagnosis Test of English (DTES). Informe final Inglés. Julio de 2018

STUDIANTIL DE CUARTO GRADO DE LESI (GENERACIÓN 2014-2018)					
DEL ALUMNO	OPT MARZO 2…	OPT JULIO 20…	OPT 2016	DTES 2017	BANDA
OLA	B1+	B1+	B2+	B2	12
MARIA JOSE	A1-	A1+	A1+	B2-	11
ANGELA SHAREL	A1+	A1+	A1+	B2	12
MAYOLO	A1+	A1+	A1+	B2-	12
DANIELA	A2+	B1+	B2+	B2	12
ARIANA	A1-	A1+	A1+	B2	12
RNANDO	A2+	A2+	C1	B2+	13
ARIA YESENIA	A1-	A1+	A2+	B2-	12
Z MANUEL	A1+	A2+	B2+	B2	12
AR MIGUEL ANGEL	A1-	A1-	A1-	B1+	10
ABIMAEL	A1+	A1+	A2+	B2-	11
ITZEL	A1-	A1	A2+	B2-	12
Z DENIS AVIGAIL	A1+	A2+	A2+	B2	12
GUADALUPE	A1-	A1+	A1+	B2-	11
AHAM	A1+	A2+	A1+	B2	12
SES	A1+	A1-	B1+	B2-	12
RAT	A1+	A1-	B2+	B2	11
LIZBETH	A1-	A1	A1+	B1+	12
ANA	A1-	A1+	A2+	B2-	12

Fuente: Elaboración propia

References are shown from new income, in the specialties of History and Spanish, as well as the evolutionary process of those who are climbing in their training, whose curriculum is specified in the eyebrows of the file:

Tabla 12. Muestra de evolución de inglés por niveles mediante un OPT, durante un ciclo escolar a un grupo de 1.º de Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés, LESI), con cursos de inglés matutino versus contraturno. Informe final Inglés. Julio de 2018

N.P	NOMBRE DEL ALUMNO	CALIFICACIÓN CRELE	CALIFICACIÓN NIVEL DE INGLÉS	CALIFICACIÓN CRELE	CALIFICACIÓN NIVEL DE INGLÉS
1	ALCANTARA ARRIAGA JOSE FRANCISCO	8.1 (FCE)	9.3		
2	ALCANTARA SEGUNDO GUADALUPE	7.1	8.3		
3	BARDOMIANO BERNARDO ANAHY		9.7		
4	CALDERON SANCHEZ VALERIA NICOLE	8.5	9.3		
5	CARDENAS CARDENAS JOSE MARIA	8.4 (PET)	10.0		
6	CARMONA HUITRON ESTHER	8.4	9.7		
7	DE JESUS MARTINEZ MIRIAM	7.3	9.0		
8	DE JESUS SIMON ITZEL LIZETH	7.1	9.0		
9	ESPINOZA LOPEZ VIRIDIANA	8.6	10.0		
10	FIDENCIO MARTINEZ MARIANA	8.1	9.7		
11	GARCIA LEON BRENDA ITZEL		9.7		
12	GONZALEZ DOMINGUEZ MAR AYLIN	8	9.0		
13	GUZMAN GONZALEZ FRANCISCO JAVIER		10.0		
14	HERNANDEZ ZALDIVAR MARI CRUZ	8.7	8.3		
15	HIPOLITO REYES WENDY LUZ	7.3	8.3		
16	MENDOZA DOMINGO ALONDRA	6.7	10.0		
17	MONTIEL GONZALEZ ANA KAREN	8.1	9.3		
18	NAVA ALCANTARA MIRIAM	9.5 (PET)	9.7		
19	NAVARRETE GARCIA CLAUDIA	10 (FCE)	9.7		
20	NIETO GUADARRAMA ESMERALDA	8.6	9.3		
21	PADILLA PEREZ MIRIAM	8	9.7		
22	PLATA PLATA ALAN ANTONIO	7.0 (PET)	9.0		
23	SANCHEZ GAMA ABRIL LINETTE		8.3		
24	SANCHEZ LOPEZ JESSICA MICHELLE	8.7	10.0		
25	SEGUNDO GIL MONSERRAT	8.0 (PET)	9.3		
26	ZALDIVAR DE LA ROSA VIRIDIANA	8.3	10.0		

Fuente: Elaboración propia

It should be noted that the reading of the findings must be done carefully, since attendance has been an important factor in the progress or delay of the student's learning process. Not every result is due to the student's academic and learning ability, as can be seen in the follow-up to the next group (see table 13).

Tabla 13. Muestra de evolución de inglés por niveles mediante un OPT, en un grupo de Licenciatura en Educación Secundaria con Especialidad en Inglés durante dos

ciclos escolares, con cursos de inglés matutino versus contraturno. Informe final Inglés.
Julio de 2018

N.P	NOMBRE DEL ALUMNO	2016-2017		2017-2018	
		CALIFICACIÓN CRELE	CALIFICACIÓN NIVEL DE INGLÉS	CALIFICACIÓN CRELE	CALIFICACIÓN NIVEL DE INGLÉS
1	AGUILAR REYES CYNTHIA ITZEL	7.35	7.3	6.5	8.0
2	CARDENAS DE LA LUZ MAYCA SURISADDAY	7.85	8.0	7.7	8.7
3	CARDENAS SEGUNDO ARELI MEMNET	8.7	9.0	8.8	10.0
4	CERDA FUENTES JAZMIN	8.2	10.0		7.7
5	CLAUDIO MORALES DARA SARAI	8	8.0	6.8	8.3
6	CRUZ PEREZ SARON EILEEN	6.4	9.0	BAJA	BAJA
7	DE JESUS GONZALEZ LIZETH	8.75	5.7	6.5	6.7
8	DE JESUS TAPIA PAOLA ELISA	8.15	8.7	6.1	9.0
9	DOROTEO LOPEZ LIZBETH	8.6	8.3	5	8.3
10	FLORES HERNANDEZ MAURA	7	9.0	7.6	9.7
11	HERNANDEZ BASTIDA RICARDO ABRAHAM	6.3	6.0	N.P	6.3
12	ISLAS FERNANDEZ AGUSTIN		7.3		7.3
13	MONTOYA ALAMILLA TANIA VALERIA	8.85	8.7		7.3
14	MORENO MARTINEZ ABIGAIL	8.3	8.3	7.8	9.0
15	NUÑEZ ALCANTARA JAVIER	7.65	6.3	N.P	6.7
16	RAMIREZ ESQUIVEL GUSTAVO BRYAN		9.0		9.3
17	RAMIREZ HERNANDEZ ARIADNA	7.9	7.0	6	6.7
18	REYES GALINDO LIZETH	6.4	7.3	6	7.7
19	SANTANDER LOPEZ ANDREA	8.5	8.3	8	9.0
20	SERVIN MEDINA MARICARMEN	6.35	6.0		7.3
21	VIEYRA SERENO JARED	8.55	9.7		9.0

Fuente: Elaboración propia

The concentrate of the specialties in History and Spanish is shown below from the
moment of admission in 2016, under the measurement of a diagnostic test, until the end of
the 2017-2018 cycle.

Figura 14. Muestra de evolución de inglés por niveles, con cursos de inglés a contraturno.
Informe final Inglés, Español e Historia. Julio de 2018

Fuente: Elaboración propia

Figura 15. Muestra de evolución de inglés por niveles, con cursos de inglés a contraturno.

Informe final Inglés, Español e Historia. Julio de 2018

Fuente: Elaboración propia

Derived from the generational sample shown, we can conclude that the Wordpress platform is effective, and manages to level students at the time and level mentioned in this project. It should be noted that it has not been an isolated activity, but within a series of courses, workshops and platforms, all described in this research. Thus, it is proved that, although the goal is not attributed exclusively to the suite in Wordpress, it does at least constitute an elementary factor to achieve the desired level of the student body at the end of the degree.

Discussion

As a proposal on the way, the reformulation of courses for teachers in training has been considered, since, although their training is plausible, it remains in the honor that bears his name, only and scarcely of initial training, where they are prepared , in terms of the 1999 curriculum, for the execution of plans and programs, not for its adaptation and management of programs from a curricular flexibility proposed since Agreement 650 (SEP, Official Gazette of the Federation, August 20, 2012, p 34) for its implementation, including complementary courses, advice and tutoring as academic support; recognition and accreditation of competences, organization by formative paths and possibilities of national

and international mobility as a means of diversifying training experiences, especially in the linguistic field that concerns us.

Undoubtedly, the Mexican Government, in the field of education, has realized the reality raised, and therefore has launched the new educational model 2018 in normal schools. However, there are still not enough teachers specializing in English; There is also no delivery of materials in time for the execution of the suggested courses (designed in collaboration with The British Council, at an accessible price of 190.00 pesos per text, a very plausible act by the Mexican Government), and the design of courses in the DGESPE platform still in the design phase, when the curriculum was already underway in August 2018, as can be found on the DGESPE website itself.

Manifest weakness. There is no doubt in this investigation of the government plan described; what I argue is the temporality, conditions and logistics prior to the implementation of a reform of such magnitude, precisely in terms of English. It would not be enough to increase the workload in higher education, without first having a variety of academic support resources for learning and practicing the language in question. In the specific case of the present investigation, the design and implementation of an LMS in a free suite, and in the present, in a phase of conformation in a license suite, Schoology, to finally achieve that the student accesses not only in the institution (Intranet), but in any location (Internet), and through an application on their cell phones, I insist, already in more than 50% progress in its conformation. It will be the subject of the continuation of this investigation.

Our specific goal in public normals is to graduate from the best teachers, trained not only in didactics and pedagogy, but also with a sufficient level (intermediate or B2) that allows them to decently teach English courses with the knowledge that will ensure them achieve the objectives set at the level taught by your sessions.

Conclusions

As a conclusion, it can be affirmed that, with trained personnel and platforms still with free software, and in mobile application mode, it is how we can achieve the standards that the educational reform poses in terms of the acquisition of English as a foreign language in Low-income schools The proposal is tacitly to extend the qualification of all normalistic students in the study of English as a foreign language, adjacent to their curricular courses, with free use and mastery platforms and workshops with a communicative approach, in institutional hours and with autonomous work.

Who we are in this part of the country's history by vocation, with pleasure for what we do, and even more by area of specialty, we have a clear goal of forging in students the acquisition of a second language, English, within the parameters suggested by the federal government itself through the corresponding instances. Let's work not only together, but together. The goal is clear. The media today too. The purpose is clear. Today, I present as an alternative a free LMS, housed in an internal suite, which any normal school with a computer center could obtain. And the same design in a mobile application, in the hands of students in the short term. The time has come, and the goals are present. This is how I approach them in my context.

To conclude with this article, it is worth mentioning the intention of the projection of the curricular design under my responsibility, as a continuity of the processes presented here at the bachelor's level: The curricular design of the Master's in English Pedagogy (MPI). Although the lines drawn are very clear, from pre-therapeutic courses, diagnostic and location evaluations; English courses by levels, counter-reinforcement courses; remedial courses, if necessary; Start-up of two Cambridge University English platforms, and the creation of the internal specialized LMS tutoring in English, for students of all specialties, and projected to exist in more normal schools, under the corresponding management.

Well it's not all. To date, the Mexican education system has had a notable limitation in the center of the country, and it is the lack of educational offer after the English Degree, offered in its public standards. Veracruz and Yucatan are states that have a mastery related to the profile mentioned; However, the State of Mexico has to conform, with or without scholarships, to pursue masters at the Autonomous University of the State of Mexico (UAEM) or at the University of Southampton. You don't hear anything else. In the inkwell, the proposal is to establish a specialty with Teaching Knowledge Test (TKT) teaching

methodology courses for 4th grade normalist students, specializing in English, but, above all, formally and curricular design. Master in English Pedagogy, not launched since 2010, when DGESPE learned about the study program at that time.

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