ABSTRACT

It is currently determining programmes of teaching of foreign language especially in Latin American countries, to go in line with quality policies demanded by international agencies. In Mexico the Second Language Study Development Program (English), represents a new model for the teaching of English as a second language. The present paper aims to propose indicators that allow to evaluate the academic governance of this program at the secondary level, based on the general theory of systems and above all in the pursuit of a quality education; the criteria are: teachers; Teaching-learning processes; Infrastructure support and training materials; certification; Accreditation of the subject index; Learning products; Planning; Students and address. The above demonstrates the need to develop indicators that can serve as a guide for the constant improvement of the management of the programme, and to ensure the students English learning.

INTRODUCTION

Currently, the development of Nations is of utmost importance, especially for the globalized world in which we live, which requires that countries have, every day, different ways of facing the challenges of global economic activities emanating from these. (Cardoso, Ramos and Cerecedo, 2011:58), also within this scenario requires a sense of immediacy and international membership, which should be guaranteed by the education system through the effective learning of English. (Ballester and Batista, 2007:106)
In this regard Ramirez (2011) notes that in this international context, trends and prospective international policy give place to the teaching of foreign languages at an early age, including those issued or endorsed by various agencies, such as UNESCO (2003) and the OECD (2008), has led to a lot of countries are promoting the incorporation of the teaching of English with properly articulated programs to assist in the continuous learning of the language. Specifically, in Latin America this momentum gained greater momentum at the end of the 90's in countries like Argentina, Chile and Colombia, (Tocalli-Beller, 2007; Vera, 2008) cited by Ramirez, (2011).

Mexico of course is not the exception, for this reason, the SEP recognized the need to incorporate the subject of English and in order to implement the various actions that enable the articulation of that module launched national program in basic education (PNIEB) or NEPBE (National English Program in Basic Education); which arise curricula for the three levels of basic education, which were designed based on the alignment and the approval of national and international standards (September, 2009). Then the program changed its name to Second Language Study Development Program (SLSDP) without significant changes.

BACKGROUND OF THE PROGRAMS OF ENGLISH TEACHING IN MEXICO

This brief analysis begins with the study of the 1982 English teaching program, as it is considered that before the implementation of this plan there a program defined with objectives, approach and methodology. Its main objective was the formal language knowledge, in addition to the student should be able to read literature in the studied language (target language), as the literary language was considered superior to the spoken. Order to achieve this objective, students should learn and memorize grammar rules and vocabulary in the target language, in order to translate literary texts.

Then then emerged the programme of study of English within the framework of the National Agreement for the Modernization of Basic Education (NAMBE) in 1993, which was found on the bases of the communicative approach (Communicative Language Teaching), had intended to develop the communicative competence, understood as the capacity of knowing “what to say, who and how to say it in a way appropriate in any given situation” moved the attention of formal knowledge of the language to participation in communicative situations, that is, the communication was its primary purpose (SEP, 2006).

In this sense, the communicative-functional focus on the teaching of second languages and foreign languages starts to be implemented in 1971 in the Council of Europe in order to promote the mobility of University students in those countries. In a first stage, Wilkins (1976), cited in SEP (2009), distinguished synthetic approaches (in which students re-summarize linguistic aspects listed in programs or textbooks) and analytical approaches (in which students discuss presented input functionality).

The synthetic approach involves teaching segmented and separate the elements of a foreign language (grammar, phonology and functions) and considered that the acquisition of the same is a process of gradual accumulation of those parts that are integrated at the time of use to communicate. The analytical approach organizes the aspects of the language teaching taking into account the purposes for which students are learning that language and communicative situations in which to use it.

Thus, communicative-functional approach aimed at teaching language as communication and not to the communication apart from learning of formal aspects of language as system and focusing only on their functional usage examples. The synthetic approach both in the analytical, the emphasis is on knowledge and skills that students should acquire as a result of the processes of teaching and learning.