

Integrative Pedagogical Proposal for the English Language Teaching in the Rural and Indigenous Educational Institutions of Colombia

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Abstract

This study aimed to collect and analyze information related to rural and indigenous educational institutions in Colombia. During this research, different problems were found related to the practice of the English language teaching, ELT in the rural and indigenous contexts and its different weaknesses in the applicability of the current standardized pedagogical route of the National Bilingual Program in Colombia, the lack of knowledge in the implementation of the contemporary methodologies and approaches concerning to the cultural and linguistic diversity of the learners' context, the lack of recognition of the cultural elements that are considered fundamental pillars for the learners' communities and the use of Information and Communications Technologies ICT for the practice of the ELT in the rural context. Finally, as a solution to this gap, this study visualized an integrative pedagogical proposal based on an ELT contemporary practice integrated into the local knowledge of the rural and indigenous contexts.

Keywords: Contemporary methodologies, Own education, Cultural diversity, Linguistic diversity, Contextual pedagogy, Local knowledge