

ENGLISH TEACHING IN THE EARLY YEARS: RESEARCH IN PERU

REPORT

April - September
2017

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Foreword

In 2016, approximately one year after the Peruvian government formalised a multisectorial National English Policy, the Vice-Minister of Pedagogical Management of the Ministry of Education expressed the need for a baseline study to shed light on the feasibility of introducing the teaching of English at pre-primary level in Peru.

In response to that challenge and as part of our permanent work in English for Education Systems in Peru, British Council carried out a selection process that resulted in the commissioning of the Norwich Institute for Language Education (NILE) to carry out the research that the Ministry needed in order to help inform policy makers about the impact of introducing English in early years' education. NILE, our partner in this venture, organised a highly professional team led by Dr. Sandie Mourao to design and carry out the research from April to September 2017.

This scientific enquiry emerges in a favourable context where quality Early Childhood Education and Care (ECEC) is widely accepted as essential for integral child development and it has become a priority for most countries in the world. More specifically, in Peru, ECEC is part of the mandatory general education system. The efforts made in the public system at pre-school level in recent years have resulted in a national ECEC coverage of 80 per cent, with the aim to reach full coverage by 2021 (Peru's bicentennial anniversary). Parents, as indirect beneficiaries of the ECEC system, commonly put pressure on public and private schools to introduce English at earlier stages in children's lives, with the hope that their children would become bilingual and capable of full engagement within an international and global world.

This research paper addresses the two trends mentioned above: the need for ECEC coverage and the expectation to learn English from an early age. The research is specific to the context of a multi-lingual country such as Peru, which faces acute contrasts in the economic and social realities of its peoples. In this context, the researchers displayed high degrees of sensitivity and awareness for these realities throughout the development of the study. The research included fieldwork in the three geographical areas of Peru (coast, highlands and jungle) as well as a survey that reached teachers and head teachers from all 25 regions of the country.

Through this research, British Council hopes to contribute to the body of knowledge and understanding of the reality of early year's education in Latin America through a focused analysis of English language teaching in Peru. It is our hope that we also contribute to future national policy formulation and implementation, not only in the country, but across the region and the globe. We would like to express our deepest gratitude to the children, teachers, head teachers, regional specialists, Ministry of Education staff, and NILE researchers, for making this work possible.

Samantha Lanaway

Country Director

British Council Peru

Foreword

When we learnt in late November 2016 that we at NILE, the Norwich Institute for Language Education, had been successful in our bid in collaboration with the British Council to be the UK institution responsible for leading the research project to explore the feasibility and advisability of introducing English at pre-primary level in Peru, we were delighted. Given how rarely a project of this kind has been carried out, even in national contexts with long-term experience of and expertise in delivery at primary level, we knew what a challenge such a project would be, but we felt honoured to have been chosen, as well as knowing we were well placed to meet the requirements of such an important potential innovation in language education at a national level.

NILE had already had extensive experience both of working in South America and of leading major projects at primary level, including a 10-year long project to introduce primary English in the German state of Bavaria, and the training of some 1200 primary teachers for the Italian Ministry of Education. We were familiar with consultancy and project management in language education projects on curriculum renewal, materials development, methodology and assessment in Argentina, Brazil, Chile, Colombia and Uruguay over a period of more than 20 years, but our direct experience of Peru was more recent, the training of a large group of Peruvian teachers of English on a course in Norwich in early 2015 and the testing of some 300 secondary teachers of English later that year to benchmark their levels of language. We knew in detail from these sources many of the difficulties faced by teachers of English in Peru, especially those at primary level doing their best to respond to the opportunities offered by the introduction of primary English as a means of providing a good start to the national long-term mission to improve standards of English across the nation by 2021. But we had also become very aware of the huge and infectious enthusiasm that the teachers we met were bringing to their work, so we were ourselves enthused by the chance to lead a properly constituted research project into the introduction of pre-primary English in Peru.

The NILE team chosen for the project, managed by NILE's Director, Thom Kiddle and led by Dr. Sandie Mourão, a world-renowned pre-primary expert, with specialist support from Laura Renart, were well aware that they had a privileged opportunity, the chance to lead a baseline study in a critical developmental area which has largely been ignored by policy makers worldwide. The NILE team brought with them a comprehensive awareness

of the existing body of research into the introduction of pre-primary English elsewhere in the world, but were very well supported both by the British Council and by the Ministry of Education of Peru in getting access not only to a wide range of relevant documents but also to multiple stakeholders in diverse regional contexts, both rural and urban, so that a realistic picture based on a representative body of evidence could be gained. This was of particular significance given that Peru is a multilingual country with considerable economic, social, educational and even topographic diversity certain to impact on any national innovation of the kind being envisaged. The NILE team were both impressed and motivated to overcome the practical difficulties they inevitably sometimes faced by the enthusiasm, openness and concerns for learners that they met across a varied and sometimes contrasting set of institutional contexts.

While the report makes clear many of the difficult issues faced by any nation wishing to embark on a period of national educational innovation and development of the kind being considered, the fact of Peru's willingness to do proper research, to have a long-term plan with a clear overall objective and the widespread positive support evidenced for the potential benefits of an early start with English mean that there is a much greater chance of success. It will be of critical importance to carry all the stakeholders along with the project, getting and gaining their long-term commitment through sustained investment, careful monitoring and consistent good communication.

We offer our sincere thanks to all who made the NILE team feel welcome and well supported, and especially our British Council colleagues and our collaborative partners in the Ministry. We hope that for us as well as for Peru this will prove to be a really good beginning for a long-term relationship and a successful national project —important first steps on a long road towards a truly significant national goal.

Dave Allan, President, NILE

Norwich, UK - March 2018

Executive Summary

1. Introduction

This report provides baseline findings to impart information for the Initial Education Department at the Peruvian Ministry of Education, regarding the possibility of a nationwide early English initiative in initial education. The objectives of the study were:

- i. to understand the present situation in Peru regarding initial education and early English language initiatives and to identify key relevant factors that impact on the pertinence of the teaching of English as a foreign language in pre-primary education,
- ii. to collect examples of practices and approaches in different contexts in diverse educational scenarios,
- iii. to make recommendations for the introduction of English in initial education in Peru, which includes an academic profile for initial education staff.

The report describes the aims of the research, the methodology applied and the findings, as well as providing conclusions and recommendations.

The study involved a mixed-methods approach collecting data from field visits to seven initial education services in three areas of Peru: Metropolitan Lima, Iquitos and Cusco, together with 32 interviews and 12 focus groups with stakeholders. Furthermore, 982 online surveys were analysed –733 completed by teachers and 249 by school directors. Quantitative and qualitative approaches to analysis were used.

2. Initial education in Peru

The report begins with an introductory description of Peru, highlighting its multilingual, multicultural, multi-ethnic society and its education system, with a more detailed description of initial education and its specificities. In brief, Peru is one of a small number of countries in the world to incorporate three years of statutory pre-primary education and there is an 80 per cent coverage of public initial education divided into school and non-

school services. The latter is a flexible non-standardised initial education programme (PRONOEI) extending public services in marginalized areas of extreme poverty, run by semi-professionals and funded by local communities, which does not always provide the level of education and care to the required standard. Over 94 percent of 4- and 5-year-olds attend initial education, and just under 70 per cent of 3-year-olds. Independent services are attended by just under 10 per cent of children in initial education. The number of private initial education establishments is on the rise.

3. School visits

School visits suggest that the quality of education in the public school services visited was superior to that in the private school services, with provision for play and outside activities, as well as well-resourced classrooms. Public school services were purpose built, which also afforded a more appropriate environment for children's learning. The non-school service (PRONOEI) was inferior in every way.

4. Attitudes towards an early language learning initiative

Data from interviews and surveys suggests that although conditions in Peru are diverse, attitudes towards an early language initiative in initial education were positive. English was the most popular choice, but indigenous languages were also considered to be important. The vast majority of respondents suggested a second language should be taught during initial education. Justification for teaching English in particular, centred on it being a global language, thus bringing long-term benefits to young children. Additionally, implementing such an initiative relied heavily upon the misguided belief that 'earlier is better'. Concerns about implementing an early English initiative were few, but made reference to the importance of respecting cultural identities, teacher preparation and the use of appropriate methodologies.

5. Early English initiatives

Data from surveys confirmed that around 85 per cent of private school services included English in their initial education services. In all cases, the cost was included in the school's attendance fees. There was also evidence of early English initiatives in 15 per cent of public school services,

and, according to the directors' survey responses, just under half incurred an additional cost to the parents, which researchers considered exacerbated issues of inequality. The majority of these initiatives, in public and private services, have been running for fewer than five years.

The most popular model indicated in the surveys, in both public and private services, was the low-exposure foreign language model with up to two hours of English per week. This model may be more akin to a language awareness model —providing contact with a variety of languages to prepare children to live in a linguistically and culturally diverse society— rather than a language exposure model, which focuses on learning one language. Survey results suggest that the bilingual Spanish/English model existed in private school services only. In public services, the majority of initiatives were indicated as having under one hour of English per week. In the private services, the majority of initiatives were signaled as having two or more hours of English per week. Another difference involved the starting age, with more initiatives in private services including all children from 3 to 5 years old as well as children in nursery education.

6. Resources and activities in early English initiatives

Results from the survey indicate that the private sector included a wider variety of activities more frequently, however they were not all developmentally appropriate and neither did they promote meaningful interaction in English. There was evidence in fieldwork observations and in the surveys which pointed to an excessive use of repetition and drilling and a focus on teaching and learning single words. Results from the surveys also point to an inappropriate emphasis on reading and writing in English. This is particularly worrying, when children are not learning to read in Spanish and most of the early English initiatives fall into the low-exposure category of fewer than two hours of English per week.

In the survey, textbooks in English were specified as being used in both public and private sectors. However, the private sector indicated a greater use of textbooks: over 90 per cent as opposed to around 60 per cent in public services. During fieldwork visits, there was also evidence that English textbooks were developmentally inappropriate for initial education due to the inclusion of reading and writing activities. In the surveys, teachers in the private sector appeared to use a wider range of resources, and more frequently. However, there was a heavier reliance on using the board in both settings, which suggests a more teacher-fronted, formal ap-

proach to the teaching-learning context. DVDs were also a popular resource, which may be depriving children of opportunities for meaningful interaction in English.

7. Teacher profiles

Survey results showed that current teacher profiles in public school services were mainly initial education teachers with a basic knowledge of English. In private school services, there were more English teachers signalled as being responsible for teaching English. A very clear trend emerged from both the fieldwork and survey results, which implied that initial education teachers considered their experience and training with young children as sufficient to set up an early English initiative. Ideal teacher profiles proffered by many interviewees and survey participants also followed this tendency. The apparent irrelevance of sufficient proficiency in English, (e.g. CEFR B2 or C1), was considered problematic by the researchers, especially after observing English classes, during the fieldwork, led by initial education teachers with a low language proficiency.

8. Teacher education

The teacher educators interviewed confirmed there was little to no training for initial education teachers in understanding how second languages were acquired or taught—for Spanish as a second language or English as a foreign language. In addition, the majority of teacher educators and initial education teacher-students had a low level of English competence. Future initial education teachers gave a mixed picture of attitudes and dispositions towards teaching English in initial education.

Future teachers of English in one institution received training to enable them to teach from initial education through to tertiary education and even though they showed preferences for teaching older learners, this kind of preparation was considered beneficial by the researchers.

9. Main concerns

The main concerns noted by the researchers in relation to introducing an early English initiative in Peruvian initial education were:

- A misunderstanding of ‘the earlier, the better’ belief – research suggests that what really matters is the context for learning, not the children’s age.
- The relevance of quality interaction in English for language acquisition – research suggests that input-rich contexts are required for optimal language acquisition.
- Approaches to language education that respect the child and the way they learn – approaches to language learning should emulate pre-primary practices and integrate the early language learning initiative.
- The time required for successful implementation of an early language learning policy – little research has been published related to the successful implementation of an early language learning initiative. However, there is some evidence to show it can take decades.

10. Recommendations

Recommendation 1: Create nation-wide school services of quality, before embarking on an initial English language initiative.

Recommendation 2: Consider publishing fact sheets about different models of early language learning, e.g. language awareness, language exposure, bilingual and immersion models.

Recommendation 3: Consider further investigating language awareness programmes and their use in initial education to contribute to supporting interest in indigenous languages as well as other languages like English throughout Peru.

Recommendation 4: Consider tightening up regulations around private school services, and creating a system which enables all services to easily inform the Ministry of Education about activities which are not, thus far, part of the Peruvian initial education curriculum.

Recommendation 5: Consider creating a set of guidelines for early English initiatives, possibly in collaboration with English Teacher Associations in Peru.

Recommendation 6: Consider a long-term plan for the introduction of an early English initiative, which may require a wider national curriculum reform.

Recommendation 7: Consider encouraging teacher education programmes to share interdepartmental expertise and restructuring teacher education models to involve preparing teachers to combine initial education and language education.

Recommendation 8: Consider extensive piloting of an early language learning initiative to include early language initiatives that are already in place in the public sector as well as in the most difficult geographical areas, in order for curriculum innovation to succeed.

Final remarks: Starting an early English initiative in Peruvian initial education would entail trained teachers, with good levels of English together with knowledge of early childhood development and English teaching methodologies as well as a long-term plan that is carefully monitored and well resourced. It would probably take many years to achieve, but if it is approached with care and a clear, well prepared plan, success is more likely.

PART 1: Introduction

1.1. Background to the study

In 2014, President Ollanta Humala announced a national plan for Peru to achieve bilingualism by 2021, with English as the priority foreign language (British Council, 2015). The Peruvian Ministry of Education has since deployed increased resources, teacher training and additional contact hours within secondary education to meet President Humala's objective. In addition, English has been introduced into primary education in grades 5 and 6. Programmes such as *Inglés Puertas al Mundo* have also been implemented to increase, improve and ensure quality language education across the country. President Pedro Pablo Kuczynski, who replaced Ollanta Humala in July 2016, pledged to ensure education remains a key priority.

“Peru is one of a small number of countries in the world to incorporate statutory pre-primary education in its national education system”

In 2016, Flavio Figallo, Vice-Minister of Educational Management at the Peruvian Ministry of Education, expressed an interest in English becoming part of the Initial Education programme. There is a growing recognition of the significance of pre-primary education around the world, and it is seen as the first step in a life-long journey of learning, contributing to school readiness, transition to school and performance at school (Neuman & Hatipoğlu, 2015). Peru is one of a small number of countries in the world to incorporate statutory pre-primary education in its national education system. There is clear evidence that English is also being introduced into the pre-primary sector —‘cascading into Early Years teaching’ (Rixon 2013: 13). So, Peru is following a recognizable trend. Documentation is increasingly available that provides insights into the extent to which this is happening (Černá 2015; Langé et al, 2014; Mourão & Ferreirinha, 2016; Ng and Rao, 2013; Portiková 2015). However, as yet there is little research that looks into policy making at this level of education (for an exception see Andúgar, Cortina-Pérez & Tornel 2017 for English in pre-primary education in Spain) or the results of an early start in English. Instead it has become evident that early years has become ‘the final frontier in the rush to teach and learn English at ever younger ages’ (Knagg, 2016: 3), a trend that gives the impression of valuing speed over care and quality.

Murphy & Evangelou (2016) highlight a number of issues as being of concern in relation to introducing an early English initiative in early childhood education:

- 1) There is relatively little longitudinal research that provides concrete evidence of the benefits of starting a foreign language in pre-primary education.
- 2) There is very little robust teacher education for teachers and or pre-primary professionals at pre-service and in-service levels with regard to an early English initiative at this level of education.
- 3) There is little to no consensus regarding what is satisfactory and acceptable in terms of approaches and methodologies, due to the variety of approaches to pre-primary education around the world.

Taking these concerns into consideration, in collaboration with the British Council Lima, this baseline study was planned and actioned to enable the Vice-Ministry of Educational Management to reach an informed decision regarding the viability of introducing an early English initiative in Peruvian initial education.

“To reach an informed decision regarding the viability of introducing an early English initiative in Peruvian initial education”

1.2. Objectives

The objectives of the study were

- To understand the present situation in Peru regarding initial education and early English language initiatives and to identify key relevant factors that impact on the pertinence of the teaching of English as a foreign language in pre-primary education.
- To collect examples of practices and approaches in different contexts in diverse educational scenarios
- To make recommendations for the introduction of English in initial education in Peru, which includes an academic profile for initial education staff.

1.3. The research stages

Figure 1 shows a timeline for the study, which ran from April to August 2017.

Dates (2017)	Stage	Activity
January to March	Stage 0:	Contract and agreement activity
April	Stage 1: Pre-fieldwork activity	Analysis of documentation and creation of data collection tools
May 1 - 10	Stage 2: The field work	Data collection 1
June to July		Transcription of interviews, qualitative analysis of data, creation of survey questions.
July 24 to August 4	Stage 3: The online surveys	Data collection 2
August to September	Stage 4: Analysis and interpretation of data	Quantitative and qualitative analysis of data Report writing

Figure 1: Study timeline

The objective of the pre-field work activity was to begin discovering Peru, its education system, English education in general and initiatives to introduce English in initial education. During this stage, documentation from the Ministry of Education and the British Council was analysed, together with a variety of online publications. Pre-fieldwork activity also included preparation for the field trip, with the creation of data collection tools. Data collection was divided into two stages: the first during the fieldwork, where more qualitative data was collected. Information from this stage was fed into the second stage, which involved an online survey, the objective being that more responses would be obtained from a wider range of participants.

This report begins with a description of Peru, with a view to familiarising the reader with the Peruvian context and its particular characteristics. It continues with a more detailed description of the study, the data collection methodology, tools and analysis together with discussion around the findings. It concludes with a description of the implications and a list of recommendations regarding early English language initiatives in Peru.

PART 2: Discovering Peru

2.1. Peru: a multilingual, multicultural and multi-ethnic society

Peru is geographically diverse, with three distinct areas: the coast, the jungle made up of Amazonian rainforest, covering 60 per cent of the country, and the mountains. It has suffered much internal migration and at present just over 30 per cent of the population of Peru lives in the Lima Metropolitan region of the coast, which represents 0,2 per cent of the area of Peru.



Figure 2: Map of Peru, showing the three geographically diverse areas
<https://www.aboutespanol.com/> - © Promperu

“Spanish is spoken by more than 84 per cent of Peruvians, and Quechua, by 18 per cent (Peru Population, 2016)”

Peru is a country of enormous richness in language and culture, as the different geographical areas are home to ethnically-distinct indigenous groups. However, with the Spanish conquest in the sixteenth century and immigration in later centuries (e.g. Europeans, Africans and Asians) Peru is also a multi-ethnic society. The urban rural divide however has perpetuated associations with rural ‘Indianness’ and urban ‘modernity’ (Paulston, 1994). The existence of ‘cultural plurality and provincial multilingualism’ has preserved what might be considered a ‘superordinate Hispanic culture and a subordinate Indian culture’ (Paulston, 1994:64), mostly as a result of the early Spanish invasions, the aim of which was Christianisation and Castellanisation —this latter referring to a language policy which demands the use of Spanish in all formal domains. Castellanisation is still considered a tool to maintain inequality and the status quo (Valdiviezo, 2013). Nevertheless, since 1993 the Peruvian Constitution has stated that any Peruvian citizen has the right to their own language and a cultural and ethnic identity (articles 2 and 19). Article 17 endorses ‘the preservation of cultural and linguistic diversity *together* with the promotion of a national integration’ (Valdiviezo, 2013: 31, italics in original). Spanish is spoken by more than 84 per cent of Peruvians, and Quechua, considered its second language, by 18 per cent (Peru Population, 2016). Recently Aymara was made the third official language and is spoken by just under 2 per cent of the population. According to the 2006 census, there are forty-seven languages to be accounted for in Peru, with so many morphological, syntactic and phonological differences that they are unintelligible between one another. Amazonian languages are spoken by approximately 1 per cent of the population and in areas that are very difficult to record. Most Peruvian speakers of an indigenous language (like Quechua and Aymara) are bilingual in Spanish.

In the last census of 2006, Peruvians self-identified as mestizo —of white and Amerindian ancestry— (59.5%), Quechua (22.7%), Aymara (2.7%), Amazonian (1.8%), Black/Mulatto (1.6%), white (4.9%) and other (6.7%) (INEI, 2006).

2.2. Access to education in Peru

Peru’s basic education comprises three stages: initial (3 to 5 years old), primary (6 to 11 years old) and secondary education (12 to 16 years old). Tertiary education is divided into three categories: Universities that offer five-year programs up to doctorate degrees; non-university institutes offering pedagogic programs, and technical or artistic institutes whose programs last up to a maximum of three years; and higher education technical institutes offering technical or vocational training.

Education is a national concern in Peru, especially since the 2012 PISA rankings placed it last on the list of 65 countries based on the performance of secondary students in maths, reading and science. Although the government is taking measures to change these results, an OECD report (2016a) states that there are still many unresolved issues in relation to access to education, especially as the expected level of education increases. In initial and primary education, gaps in relation to access according to income, gender, geographical location or mother-tongue have diminished considerably in recent years. However, the number of students who have access to education in urban areas (88.6 per cent) is still greater than for those in rural areas (76.9 per cent). There is a similar variance between students who speak Spanish as their mother-tongue (85.9 per cent) and those who speak Quechua (78.9 per cent). Enrolment in higher education shows a greater imbalance —72.1 per cent are Spanish speakers and just 44.1 per cent are speakers of an indigenous language. Peru has a learning gap in mathematics equivalent to more than two years of study between students who speak Spanish and those who speak Quechua. The same difference applies to schools in urban and rural areas, which is directly related to the students' socio-economic status (OECD, 2016b; PISA, 2012).

“Gaps in relation to access according to income, gender, geographical location or mother-tongue have diminished considerably in recent years”

Regarding the public and private sectors, around three quarters of Peru's educational institutions (from initial to secondary) are public, with a spread of 40 per cent in urban areas and 60 per cent in rural areas. In contrast, 97 per cent of private institutions are found in urban areas (ESCALE, 2016). Private education has flourished since the 1990s (Campodónico, Cassinelli & Mesones, 2014), due to governmental laws promoting private investment in the education sector resulting in 'deregulating private educational activities' (Balarin, 2015: 7). Over the last decade the rapid economic growth in Peru has enabled an 'emerging' middle class to afford private education with attendance doubling between 1998 and 2014 from 13 to 26 per cent. Balarin has argued that what is happening should be considered a 'default privatization' for she maintains it is a direct result of parents believing that state-provided, managed and funded schools are inadequate (p. 9).

2.3. Bilingual intercultural schools

Bilingual Education in Spanish and an indigenous language was instituted in the 1970s, however it has grown significantly due to the implementation of a national plan to ensure an education for all, which included the assurance of a bilingual education for speakers of indigenous languages, from initial education onwards (MINEDU, 2015). In 2012 the *escuela intercultural*

bilingüe was introduced (World Education Blog, 2016), the objectives being three-fold:

1. Cultural and Linguistic Reinforcement, aimed at students from native populations whose mother tongue is an indigenous language and who need to learn Spanish as a second language.
2. Cultural and Linguistic Revitalisation, aimed at students from native populations who have lost or are losing their language and want to revitalise it.
3. Cultural and Linguistic Reinforcement in Urban Settings, aimed at students from migrant indigenous populations who are currently studying in semi-urban and urban educational institutions.

As such, the intention is to enable students to complete primary education as young bilinguals in their mother tongue and Spanish, but also to train the necessary number of teachers to meet these needs. News reports (Davila, 2016) state that 90 per cent of the children speaking an indigenous language in initial education receive quality education in that language, and 70 per cent of Bilingual Intercultural Education institutions (around 21 000 in total) have at least one teacher who teaches in the native language. The objective by 2021 is that all these schools have no less than one native language teacher. At present, there are 35 000 indigenous language teachers in initial and primary education with a further 4,300 teachers (a third through special scholarship programs) being trained to bridge the existing gap in staff. The first cohort will graduate in 2017. The Ministry of Education has also developed materials for children to learn maths, communication, science and the environment in the indigenous language, as well as textbooks to teach Spanish as a second language.

2.4. English in Peru

Part of the conclusion of the British Council report on English in Peru (2015) reads:

English is widely accepted as a language of business in Peru, and the government aims to improve proficiency so that domestic businesses can flourish and economic growth can continue. Improving the skills of the workforce is particularly important as the population ages. Historically, the approach towards education and English language reform has been highly fragmented, reflecting frequent and dramatic political changes. However, in recent years momentum has increased

and Peru has now set a goal of bilingualism in Spanish and English by 2021. (British Council, 2015: 64)

The number of hours for the teaching and learning of English has thus been increased in secondary education and since January 2017, has been part of primary education in grades 5 and 6 (ages 10 and 11 years old). It is anticipated that these changes will require an additional 2000 English teachers annually. Teacher development goals include an increase in salary and different study scholarships to attract more qualified candidates. At present 70 per cent of English lessons in primary and secondary education are taught by professionals who are not qualified to teach English (British Council, 2015: 23). There is no official early language learning policy for initial education.

English is taught in the private sector of Peruvian education from initial through to secondary education and some private schools offer up to ten hours of English a week (British Council, 2015: 28). However, due to the lack of documentation regarding private education in Peru (Balarin, 2015), data is not available regarding the actual number of schools and their approaches to teaching English. Private language institutes also offer English courses for pre-primary children.

“At present 70 per cent of English lessons in primary and secondary education are taught by professionals who are not qualified to teach English (British Council, 2015: 23)”

2.5. Peruvian initial education

The role played by the private sector has been significant in initial education following a growth in private institutions in the 1990s. Nevertheless, public initial education has a national coverage of 80 per cent (ESCALE, 2016).

2.5.1. Structure

Initial education is divided into two cycles: cycle 1 (from 0 to 2 years old) and cycle 2 (from 3 to 5 years old). Starting in 2003, Peru is one of a small number of countries in the world to incorporate three years of statutory pre-primary education (cycle 2) in its national education system (UNESCO, 2015). Figures indicate a national coverage at 89.9 per cent, with attendance rates of 3-year-olds at 80.7 per cent, 4-year-olds at 94.1 per cent and 5-year-olds at 93.6 per cent (ENAH0, 2016).

Services	Cycle I 0-2 years olds	Cycle II 3-5 years old
<i>Escolarizado</i> (School services)	<i>Cuna</i> (crèche and nursery)	<i>Jardin</i> (pre-primary education)
	Cuna-jardin (crèche, nursery and pre-primary education)	
	Integral 0-5 years old	
<i>No Escolarizado</i> (Non-school services)	PRONOEI	PRONOEI
	The family	The family
	The community:	The community
	<ul style="list-style-type: none"> • The child and family • The child 	

Figure 3: Early childhood education and care services in Peru (MINEDU, 2016: 9)

Initial education is organised through two services (Díaz, 2006), as shown in Figure 3 - school services and non-school services, the latter referred to as independent services by Díaz (p. 6).

School services provide a standardised initial education programme, separating the cycles or combining them. The public schools are managed and funded by the Ministry of Education and follow a curriculum programme delineated by the Ministry —they also require a minimum number of children to open. Private schools are generally privately-owned and managed, funded by tuition fees paid by parents or charitable societies and may or may not follow the national curriculum. In both these institutions, the staff in cycle 2 should be professionals with degrees in pre-primary education.

The non-school services provide a flexible non-standardised initial education programme called *Programas no Escolarizados de Educación Inicial* (PRONOEI) and rely upon community support with the objectives of providing care services which foster cognitive and socio-emotional development. PRONOEIs were set up in the 1970s to extend public services and to make initial education more equitable in marginalized areas of extreme poverty, ‘usually rural areas or shanty towns’ (Díaz, 2006: 6). They exist where there are not enough children to open a school service.

A PRONOEI is run by a volunteer caregiver called a facilitator, who receives a small remuneration or stipend. The facilitator is appointed and coordinated by the Ministry of Education and is given a small amount of training in childcare and early childhood development. PRONOEI installations are supported and funded by local initiatives and may even be part of a

facilitator's home. According to UNESCO (2015), relying upon unskilled, poorly paid workers has not brought the best results, as children attending PRONOEIs demonstrate low levels of performance which may be due to infrequent cognitive stimulation activities (p. 56). Data from the Ministry of Education (2016) in relation to the development of literacy and numeracy skills support this.

2.5.2. Attendance rates

Attendance in initial education in Peru has increased by 25 per cent over the last ten years (MINEDU, 2016). Recent figures for cycles I and II presented by the Ministry of Education show that school services represent 65.9 per cent of the provision and are attended by 91.3 per cent of the target population. Non-school services provide 34.1 per cent of the provision and are attended by just 8.7 per cent of the children in cycles I and II. The rural population in Peru is recorded at 21 per cent (The World Bank Group, 2017) and the urban rural divide represents this division in school services with just 18.6 per cent being located in rural areas. The non-school services, however, are almost equally divided between urban and rural settings (ESCALE, 2016).

“The training of staff has not accompanied the increase in initial education attendance rates”

2.5.3. Staff profiles and training

Pre-primary professionals in Peru attend a specialized degree course over ten academic semesters. According to news reports, the training of staff has not accompanied the increase in initial education attendance rates, resulting in a deficit of trained pre-primary professionals of around 20 per cent. Media reports also indicate that teachers with qualifications in primary education were being employed, some with additional training in pre-primary education (Sausa, 2015).

2.5.4. The curricular programme for initial education

Education in the early years follows seven basic principles, which are summarised below (Ministry of Education, 2016: 10):

The principle of respect: It is considered of great importance to create conditions which respect the processes and vital needs of children to allow them to develop fully. Respecting the child as a subject implies knowing their rights, rhythm, stages of maturity as well as their particular and cultural characteristics which make them unique.

The principle of safety: These are the basis for a stable and harmonious personality developed through affection, the quality of the care children

receive and the opportunity to interact freely in safety. Once children feel safe they can start to build their own identity and autonomy to explore the world.

The principle of good health: According to the World Health Organisation, health refers to ‘... a state of total physical, psychological and social welfare, and not merely the absence of disease/illness’ (2006: 1). Being healthy for a child is therefore related to personal habits, lifestyles and a healthy social environment.

The principle of autonomy: Children are able to develop, learn and construct their personalities as long as physical and affective conditions are guaranteed. They will, in turn, be able to perform actions through their own initiative and become autonomous human beings.

The principle of movement: Free movement is an essential factor in the development of the child and allows for self-expression, communication and the development of thinking skills. Through movement, children get to know themselves and explore the world around them.

The principle of communication: This is an essential need from the first days of life. It is fundamental to consider the baby or child as a valid interlocutor, with great communicative and expressive capacities.

The principle of free play: Play is central to children’s growth and development. It is the primary means by which children develop cognitive skills and begin to make sense of the world. Through play, children are able to make decisions, change roles, establish rules and negotiate meaning according to different situations.

Initial education follows a cross curricular approach established through the National Curriculum, based on the principles defined in Article nº 8 of *Ley General de Educación*: quality, equality, ethics, democracy, environmental conscience, interculturality, inclusion, creativity and innovation. This approach puts forward important concepts about people, their relationships with others, with the environment and the shared space, and are translated into specific ways of behaving (MINEDU 2016: 22). These principles are also evident in the observable realization of values and attitudes expected from teachers, students, directors, and all school staff in the dynamics of the educational institution. Likewise, they are extremely important as a theoretical and methodological framework to guide the educational process.

PART 3: The study

The results of country case studies that look at English in pre-primary education, confirm that English is often brought into pre-primary education due to pressure from parents (Jin, et al 2016; Rokita-Jaśkow 2013; Song 2012; Zhou and Ng, 2016) and a misguided belief that ‘earlier is better’ (de Houwer, 2014). There is also evidence that it is taught by professionals who rarely possess the appropriate qualifications to teach English to small children (Černá 2015; Langé et al, 2014; Mourão & Ferreira, 2016; Ng, 2013; Portiková 2015), these being a knowledge of early-childhood education and child development, coupled with a level of English which allows for quality interaction to support language development. The relevance of finding out to what extent these might be issues in Peru led the rationale behind the objectives for this base-line study.

The objectives for this stage of the study were therefore three-fold:

- a) To collect examples of practices and approaches in initial education as well as in early English language initiatives in different contexts;
- b) To discover the profiles of teachers involved in early English language initiatives;
- c) To collect stakeholder attitudes towards introducing English in initial education in Peru.

This stage of the study aimed at finding initial answers to the following questions:

- 1) What is initial education like in Peru?
- 2) How are minority languages contemplated?
- 3) What are stakeholder opinions and attitudes towards early English language initiatives?
- 4) Where do early English language initiatives exist?
- 5) When early English language initiatives exist:
 - i. What are the objectives?
 - ii. Who is responsible for implementing the initiative?
 - iii. What is their professional profile?
 - iv. What approaches and practices are used?
 - v. Is the initiative integrated and if so, how?
 - vi. Are there any achievement indicators?

“English is often brought into pre-primary education due to pressure from parents”

- vii. How is continuation and transition considered?
- viii. Are there any tangible results (anecdotal or empirical)?
- ix. What are stakeholder opinions and attitudes towards the initiative?

3.1. Research methodology and data collection tools

3.1.1. Qualitative data collection approaches: Observations and interviews

During our field trip to Peru, our methodology was based primarily on overt observation and noticing, supported by follow-up focus groups and semi-structured interviews. Observational data allowed us to gather 'live' data from 'live' situations and to see what was happening *in situ*. The observations gave us an opportunity to understand the context and its setting, to be open-ended and inductive, as well as to discover that which participants may not freely talk about in interviews. Our observations were semi-structured and guided by our research agenda, which meant we considered four aspects of each setting (Morrison, 1993):

1. The physical aspects – the physical environment and its organization;
2. The human aspects – the organisation of people, characteristics and make up of groups, individuals e.g. gender, age, class...;
3. The interactional aspects – the interactions taking place (e.g. formal, informal, planned, unplanned, verbal, non-verbal etc.);
4. The programme aspects: the resources and their organisation, pedagogical styles, the curriculum and its organisation.

An observation guide was developed and used during our visits. This was divided into two parts: a more practical set of indicators related to the physical aspects of the school and a second set, which supported our observations for the remaining three aspects of the setting, and was divided into four sections:

- Classroom aspects, looking for visual evidence of integration of the early English initiative;
- Teacher-led activities, which focused on good practices found in early childhood education and care settings and early language learning set-

tings. It assumed a fairly high level of language proficiency and a knowledge of language teaching methodologies for young children;

- Teacher-directed activities with a specific objective set by the teacher, but where children are encouraged to complete them independently or with adult support;
- Child- / Self-initiated activities, associated with free play, where children decide what they want to do, with who and with which resources. This section was highly appropriate as it supported the principles of initial education developed by the Ministry of Education.

Copies of these observation tools can be found in Appendices 1 and 2.

Speaking to and interviewing stakeholders recognizes the socially-situated nature of the research data and allowed us to collect information with an emphasis on understanding the views and perspectives of a wide variety of stakeholders. Our initial list of possible stakeholders included:

- Initial education professionals (teachers and facilitators)
- English teachers in initial education
- Children in initial education
- Parents and carers of children in initial education
- Initial education school directors
- Local authorities
- Ministry of Education representatives
- Ministry materials developers
- Trade union representatives
- Peru English Teachers Association representatives
- Child and language development specialists
- Student teachers

From this list, a wide range of stakeholders were interviewed. However, it was not possible to meet with trade union representatives or ministry materials developers.

The interviews or focus group sessions were informal, conducted in a conversational style where possible, and prepared in order to be carried out

in Spanish (see Appendix 3). Key questions were guided by the research issues but followed the interviewees' responses. To interview the children, we sat with the whole group at the end of our visit and used a puppet as an interested outsider to ask questions and prompt responses. The initial teacher or PRONOEI facilitator was always with us during our visits.

We did not consider that there was any danger or risk involved in our research activities. However, it is important that participants who agree to be observed and to participate in focus groups and interviews should be given information about the research project. This was provided in Spanish in written form (see Appendix 4), and if necessary was read out to the interviewee, who was required to give either oral or written consent and to sign the form. Participants were also given a copy of the form, with contact details of the British Council, in case there were any follow up questions. The children were given an age-appropriate explanation, and their verbal consent to be observed and to be part of the group interview was requested.

The tools used during this stage were observation and noticing grids, field notes, semi-structured interview questions and consent forms. These were all approved by the Ministry of Education prior to our visit.

3.1.2. Quantitative data collection approaches: The online surveys

Surveys and questionnaires are considered useful to provide structured numerical data and can be administered without the presence of the researcher, and thus reach a larger number of participants. Despite requiring piloting, and the possibility of being limited in scope and depth of response, the survey was felt to be a suitable tool for use in this study, to collect data to expand and build on information collected during our fieldwork.

For the survey, a licensed online survey generator, SurveyMonkey, was used, which meant that collecting responses took less time and suited a lower budget. It also meant that question-skip patterns could be developed to follow different target respondents and surveys could be combined, e.g. one survey for initial education teachers may allow for respondents involved in early English initiatives and those who are not. The disadvantages of online surveys in the case of target respondents in Peru were related to limited access to a good quality Internet service, especially in the more rural areas of Peru. It also meant that there was a higher possibility of receiving incomplete responses due to internet failure or respondents' disinterest in continuing. Finally, despite the piloting stage,

misunderstandings may persevere that cannot be clarified as there is no interviewer at hand.

Originally we had hoped to create surveys for the following stakeholders:

- Initial education professionals (teachers and facilitators)
- Primary teachers
- English teachers
- School directors and PRONOEI promoters and coordinators
- Parents and carers
- Local authorities
- Teacher Educators

However, once we had transcribed the fieldwork interviews and partially analysed the relevant data from stage 2, we decided that information already collected from local authorities sufficed, and that access to the Internet to complete the surveys may be an issue for parents. During our field work, we did not encounter primary or English teachers working in initial education. It was decided that our survey for initial education teachers would include questions that also allowed primary and English teachers to respond.

The questions in the survey covered the following areas:

- Personal information e.g. region of Peru and school services
- If the respondent had an early English initiative, reasons and objectives for learning English and information about the English activities
- If the respondent did not have an early English initiative:
 - ▶ Opinions about learning other languages, learning English in initial education, reasons and objectives.
 - ▶ Opinions about what should be taught and who should teach it.
 - ▶ Opinions about the challenges of implementing an early English initiative.

The surveys were written in Spanish and piloted with the target respondents. No changes were made to the final survey which was made available with the help of the Peruvian Ministry of Education. The surveys went live on 24 July through Ministry of Education communication lines, which in-

cluded their website, PERUEDUCA, and their Facebook page. The response to the survey request on Facebook was larger than expected, thus it was decided that these responses would also be collected and analysed.

3.2. Data analysis

Analysis of the interviews and focus group discussions began once these had been transcribed. Interviews are more exploratory in nature and seek to develop hypotheses rather than collect facts or figures (Cohen, Manion & Morrison, 2000), thus the transcriptions were subject to content analysis and analytic induction (Merriam, 2009), so that trends were identified, classified and then described. The hypotheses that emerged from this analysis were subsequently compared with or triangulated with other data sources.

The online surveys were mainly analysed qualitatively. However, opportunities for comments were included in some questions and these, together with the Facebook comments, were also analysed using interpretative coding.

3.3. Results and discussion

During the ten days of fieldwork, observational data was collected from seven initial education services, and recordings were obtained from 32 interviews and 12 focus groups. Online surveys were also used as data-collection tools. This section begins with a summary of the amount of data collected and then continues with an analysis of the results and discussion.

3.3.1. Interviews and observations - Participants

3.3.1.1. Education services

Visits to the Ministry of Education and regional education services to interview staff involved in coordinating initial education, as well as to regional directors, were organised by the British Council in collaboration with the Ministry of Education. Figure 4 summarises these visits.

Education Services	N° of interviews	Initial education representative	Other
Ministry of Education Lima	4	3	1
Regional Education Authority Loreto	2	2	-
Regional Education Authority Lima	2	2	-
Regional Education Authority Cusco	4	3	1
TOTAL	12	10	2

Figure 4: Number of interviews with central and regional education authorities

As shown in the above table, initial education representatives within the Ministry of Education or the regional authorities were involved in ten of the interviews. The Director of the Regional Education Authority gave one interview and a representative of the Ministry of Education, who had been involved in an early English language initiative between 2012 and 2013, gave another.

3.3.1.2. School services and related stakeholders

Visits to the education services were also planned by the British Council in collaboration with the Peruvian Ministry of Education, who selected regions in the three distinct geographical areas of Peru: the coast and Metropolitan Lima, the most populated area of Peru; the jungle area in the Loreto region and its capital, Iquitos; and finally, the mountainous areas in the Cusco region and the city of Cusco. Figure 5 summarises the initial education service visits, showing the number of parents, initial education teachers, school directors and groups of children who were interviewed.

		Setting	Parents	Initial education teachers	School Directors	Children	English Teacher
1	Iquitos PRONOEI	Urban L1	1	1	1	Ages 3 to 5	-
2	Iquitos Public initial education institution	Urban L1	(5)	2	1	Age 5	-
3	Iquitos Private initial education institution	Urban L1+L2	2	1	1	Age 4	-
4	Lima Public initial education institution	Urban/ L1+L0	-	1	-	Age 5	-
5	Lima Public initial education institution	Urban L1	4	1	1	Age 4	-
6	Cusco Public initial education institution	Rural L1+L0	2	1	1	Ages 3 to 4	-
7	Cusco Private initial education institution	Urban L1+L2	2	1	1	Age 5	-
TOTAL			16	8	6	7 groups	0

Key: L1= Spanish only; L1+L0= bilingual education with Spanish and indigenous languages; L1+L2= bilingual education with Spanish and English

Figure 5: Total number of education service visits and interviews

“We had requested that we visit institutions which are representative of a particular area and context”

We had requested that elite bilingual Spanish-English schools be omitted from our itinerary and, where possible, that we visit institutions which are representative of a particular area and context. Due to the larger proportion of services being public, the visits reflected this division. As can be seen in column three, four public school service institutions, one non-school service institution, and two private institutions were visited. Two of these public institutions were Bilingual Intercultural schools, speaking Shipibo and Quechua respectively. It is also evident from Figure 5 that we were unable to interview an English teacher, as the two private institutions offered English taught by the initial education teacher.

Issues related to distance, difficulty in access and a restrictive time frame made visiting more than one rural institution in Loreto and Cusco impossible. For example, in the region of Loreto some schools are a day's boat journey away from the city of Iquitos. Figure 6 is a photograph of one of several maps hanging in the Loreto Regional Education offices, which shows the schools along the Amazon river in this region, providing information about distance, time of journey and route (either fluvial or by air).



Figure 6: Map of public initial education institutions along the Amazon river in the region of Loreto

3.3.1.3. Teacher education institutions

The British Council was responsible for organising visits to teacher education institutions, including one public and one private institution. Here we interviewed specialists in initial education and languages, and conducted focus groups with students studying to be teachers of initial education or English. Figure 7 summarises the interviews.

Institution	Specialisation	Specialists	Students
Public	Initial education	3	2 focus groups (n° 10)
	Languages	-	1 focus group (n° 4)
Private	Initial education	2	1 focus group (n° 6)
	Languages	1	-
TOTAL		6	4 focus groups (n° 20)

Figure 7: The number of interviews and focus groups in teacher education institutions

3.3.1.4. Other interviews

The original list of possible stakeholders included intended interviews with Ministry of Education materials developers, trade union representatives and Peru English Teachers Association representatives. Subsequently, it was only possible to interview an English Teachers Association representative.

3.3.2. Online surveys - participants

Three surveys were created for purposes of the study:

- 1) A 'Teachers' Survey' for initial education teachers with or without an early English initiative.
- 2) A 'Directors' Survey' – for School directors, and PRONOEI promoters and coordinators with or without an early English initiative.
- 3) A 'Teacher Educators' survey' – for initial education and English teacher educators in Peru.

These surveys can be accessed through these links:

Appendix 5: https://pe.live.solas.britishcouncil.digital/sites/default/files/appendix_5_-_teacher_survey.pdf

Appendix 6: https://pe.live.solas.britishcouncil.digital/sites/default/files/appendix_6_-_director_survey.pdf

Appendix 7: https://pe.live.solas.britishcouncil.digital/sites/default/files/appendix_7_-_teacher_trainer_survey.pdf

Surveys 1 and 2 went live on 24 July through Ministry of Education communication lines. Both were closed on 14 August. The Teacher Educator Survey, which was intended for all teacher education institutions in Peru encountered dissemination difficulties and was abandoned due to time limitations for the report.

Incomplete surveys were accepted if at least 60 per cent of the survey questions had been answered. Other surveys were disregarded if it was clear from the responses that the respondent was not referring to an initial education service of any sort. Figure 8 provides a summary of the number of responses received and analysed—a total of 733 initial education teachers' surveys and 249 school director surveys.

Survey	Responses received	Responses accepted	Complete responses	Incomplete* responses
Teachers	1044	726	544 (74,2%)	182 (24,8%)
School directors	332	249	218 (87,6%)	31 (12,4%)

Key * = completed 60 per cent of questions and above

Figure 8: The number of surveys received and accepted

3.3.2.1. Survey respondents – regional locations represented

In relation to the regions covered by the survey respondents, it is possible to see from Figure 9 that all regions are represented, however the largest number of responses were received from the Metropolitan Lima area, (Teachers' 33,2 per cent and Directors' 16,87 per cent) and the smallest number was from Madre de Dios. This reflects, to a certain extent, the spread of the population in Peru, where 31 per cent is found in the Lima Metropolitan Region and 0,44 per cent is in Madre de Dios.

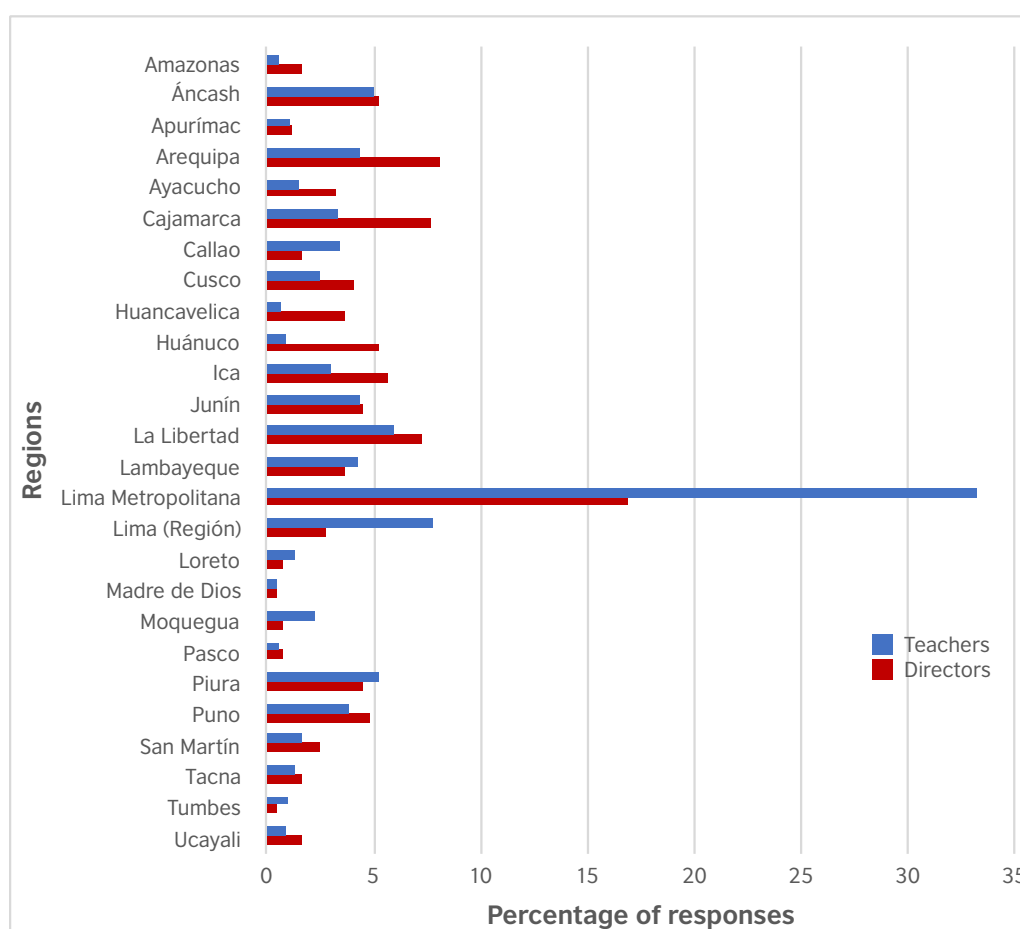


Figure 9: Survey responses: Regional representation

3.3.2.2. Survey respondents – school services represented

Figure 10 shows where the respondents were based: in the teachers' survey, those who indicated they were initial education or primary teachers were mostly based in public school services (79,8 per cent), as were the directors (83,1 per cent). A small proportion were based in PRONOEIs – 2,4 per cent (teachers) and 8,8 per cent (directors). A larger percentage of teachers were based in private school services (17,8 per cent) compared with directors (8 per cent).

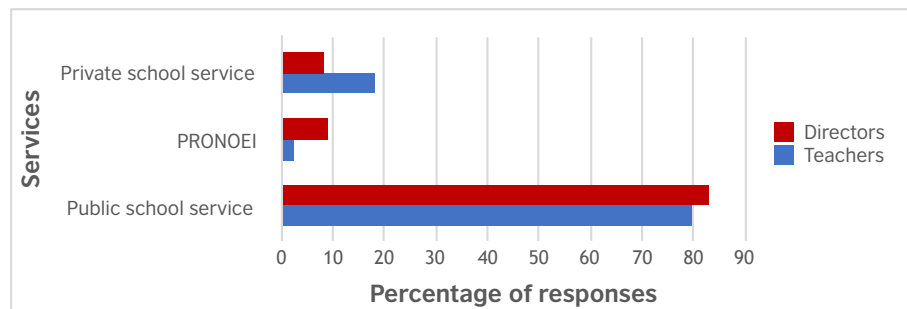


Figure 10: Survey responses: School services

3.3.2.3. Survey respondents – respondent profiles

The teachers' survey was completed by a range of teachers and others, although it had been created for initial education teachers only. Figure 11 represents these results, which show that just over half of the respondents were initial education teachers (61,3 per cent). The remaining respondents were primary teachers (17,4 per cent) and secondary teachers (11,2 per cent) —this last group could have included secondary English teachers. A further 5,5 per cent indicated they were English teachers and the remaining (just under 6 per cent) were from other professions e.g. psychologists, secretaries, teacher educators, engineers, administrators, ICT specialists, an anthropologist, an economist, a sociologist, auxiliary staff, university students and mothers.

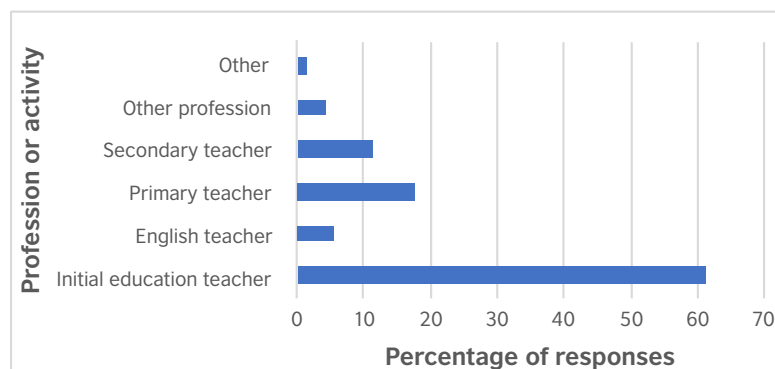
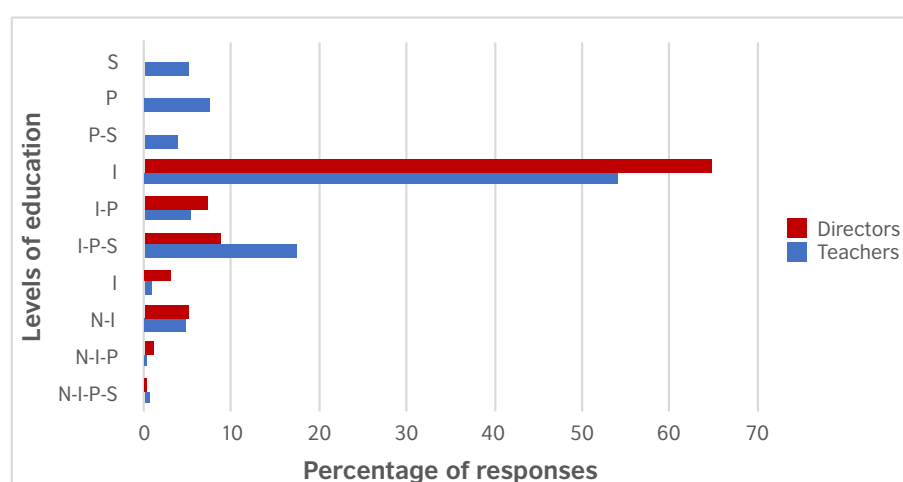


Figure 11: Survey responses: Respondent profession or activity

Those who were not initial education teachers may have completed the survey because they worked in schools that included multiple levels (initial, primary and secondary). Additionally, as we will see further on, they may have been responsible for teaching English in initial education. They may also have completed the survey because they wanted to voice their opinion.

A decision was made to keep all surveys which met the criterion for acceptance (completing 60 per cent or more questions). However, when considering questions related specifically to initial education teachers (e.g. How well do you speak English? Do you feel confident teaching English?), and anything related to descriptions of English initiatives, we used responses from initial education teachers only. Services with initial education accounted for a total of 81 per cent (teachers' survey) and 97,1 per cent (directors' survey) of the responses, and Figure 12 shows the breakdown of survey participants and their cited institutions.



Key: N= nursery; I= initial education; P= primary education; S= secondary education

Figure 12: Survey responses: Levels of education included in school services

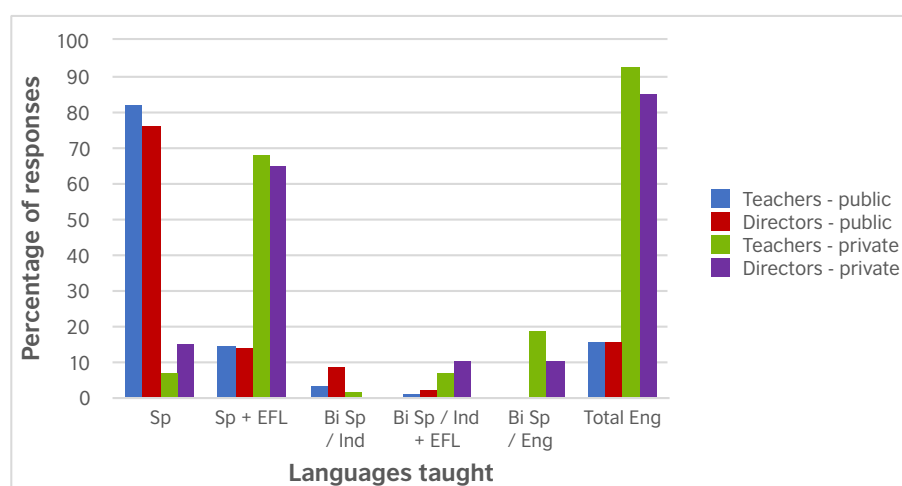
3.3.2.4. Survey respondents – languages taught in represented services

For the purposes of the survey, the educational institutions were categorized into those that spoke Spanish or Spanish and an indigenous language and those that learned English, either low-exposure (EFL) or bilingual/immersion. As seen in Figure 10, the majority of responses to both surveys came from the public sector. However, it is clear in Figure 13, taking into consideration both the teachers' and the directors' survey, that respondents in the private sector confirmed a far greater total number of early English initiatives, (Teachers 92 per cent and Directors 85 per cent). In the public sector only around 14 per cent of the respondents

“However, the more surprising outcome is the mention of early English initiatives in 14 per cent of the public sector”

indicated an early English initiative (Teachers’ 14.3 per cent and Directors 13.6 per cent). Care should be taken regarding the teachers’ responses: a director’s response would represent one institution; an initial education teacher’s response may be one of several teachers responding from one institution.

Of the different early English initiatives, the EFL model (two lessons per week) was the most popular in both public and private contexts. As may be expected, the bilingual Spanish English models are only evident in the private sector. These results confirm that English is very clearly part of private initial education services. However, the more surprising outcome is the mention of early English initiatives in 14 per cent of the public sector.



Key: Sp = Spanish; EFL= low-exposure English; Bi Sp = Bilingual Spanish; Eng = English; Ind = Indigenous language

Figure 13: Survey responses: Indications of early English initiatives in public and private sectors of initial education

3.4. Initial education institutions

The initial education institutions will be described according to the four aspects of the setting which structured our observations. First the public schools are described and discussed and then the private schools are described and discussed.

3.4.1. Public initial education institution 1 PRONOEI (Iquitos)

3.4.1.1. Physical aspects

This non-school service was situated in a residential area of Iquitos, on a dirt road, and as it had been raining, much of the street was puddled and

muddy. The building was made of brick, with wooden extensions and a tin roof. There was no glass in the one window, although it could be closed with shutters.

The classroom was the front room of the PRONOEI's facilitator and was approximately 4 by 6 metres. Some of the wooden walls had been painted using bright colours —pink, green and blue— others were left unpainted, with large pictures of flowers hanging on them. These had been painted by the facilitator's adult son. The other walls were made of brick and the floor was bare concrete. There was a large table with chairs for all the children, a sofa and some shelves. Resources included a large music centre, a box of books, paper, crayons and construction toys.

The children ate their lunch during the morning, so the facilitator's kitchen was used for this service, with supplies provided by the authorities.

The space was organised so that all the children could sit around the large table. On one wall, there were routine posters showing that children began their day talking about such things as the days of the week, the weather, taking a register and reciting a poem.

3.4.1.2. Human aspects

On the morning of our visit, there were nine children present; three boys and six girls between the ages of 3 and 5 years old. We were informed there were a total of 14 children enrolled. The facilitator told us that on rainy days, fewer children came to the PRONOEI. No special educational needs were reported. The children spoke Spanish and were from the local neighbourhood.

The facilitator was a middle-aged woman with grown-up children of her own. She spoke Spanish and had never learned English but told us her own children were studying English at university. During our interview, she indicated she would not be able to teach English.

3.4.1.3. Interactional and programme aspects

When we arrived, the children sang a song for us in Spanish and then sat quietly looking at books. Each child had a book and the facilitator walked around the table asking questions in Spanish like, *¿Qué están haciendo en las fotos?* (*What are they doing in the pictures?*) and *¿Qué están mirando?* (*What are you looking at?*). She also pointed at pictures and asked children to label colours and objects. Later they were asked to draw a group picture of what they liked doing at school. They were given two A2 sheets of paper

and crayons. As children finished, they were allowed to play with building blocks. They became more animated and quite noisy as they played. We were not able to discuss planning or objectives with the facilitator.

When we interviewed the children with the puppet, they were reticent to answer our questions. They did not appear to know what language they spoke, but eventually a child told us that they all spoke Spanish.

3.4.2. Public initial education institution 2 (Iquitos)

3.4.2.1. The physical aspects

This school service was in a semi-residential area in Iquitos. The road was tarmacked, and busy with cars and the *mototaxis* that are used as public transport in Iquitos. The building was large and typical of many of the schools we saw and visited during our trip. High walls surrounded the school, with a large iron gate at the entrance. There was a small garden with flowers, bushes and trees in front of the school gate, decorated with painted tyres and plastic bottles.

Inside the gates, the schoolyard was spacious, with eight classrooms located in blocks around a large playground, a set of children's toilets and an office for the director. The classrooms were of a substantial size (approximately 6 x10 metres) and well lit, with large windows and white walls. The floor was covered with tiles. There were sets of tables and chairs and also fairly well-equipped learning centres (e.g. a home area, a stereo system, a construction centre, a classroom library). Time lines were clearly visible on the walls, with responsibility charts and examples of children's art work.

3.4.2.2. Human aspects

The school operated in morning and afternoon shifts, with eight initial education teachers in the morning and seven in the afternoon. The classrooms were thus used by two groups of children. There was a school director who coordinated the teachers and their activities. The director described the afternoon teachers as being older and a little more traditional in approach. The teachers we interviewed were from the morning shift, they were both in their late 20s and were very positive about teaching and learning English in initial education. They both felt their English was sufficient to teach English to the children in their care.

The school catered for 405 children, all in cycle II and five had special educational needs. The children came from the nearby neighbourhoods

and belonged to middle to lower-middle classes. They all spoke Spanish. Class groups were organised into homogenous age groups. There was no early English language initiative.

We were able to observe an initial education teacher and a group of sixteen 5-year-olds made up of eleven boys and five girls.

3.4.2.3. Interactional and programme aspects

The session we observed was about identification cards and had a very clear focus and structure. The initial education teacher sat with the children in a circle on the floor and explained the learning aims, making links with their prior learning. It was clearly staged, consisting of explanation and discussion, modelling of the worksheet, completion of the worksheet and then reflection and sharing of completed work. The teacher was also observed using effective prompts and encouraging discussion about the chosen topic.

The worksheet was a photocopy from a book, and was quite small and inappropriate for the children, who had to write their names and ages in very small spaces. They also had to draw their faces in a very small square (imitating a photograph). The children did not work at tables, but instead on the floor, which did not look very comfortable and did not provide a suitable support for writing.

When we interviewed the children with the puppet, they were quiet and unwilling to answer our questions. However, they were able to tell us that they spoke Spanish and who they speak Spanish with, ‘Hablamos español con mamá, papá y la señorita’ (*We speak Spanish with mummy, daddy and the teacher*). The children did not seem to be aware of the existence of languages.

3.4.3. Public initial education institution 3 (Metropolitan Lima)

This school was a Bilingual Intercultural school, and the children were taught in Shipibo and Spanish.

3.4.3.1. Physical aspects

The school sat prominently on a small hill in the middle of a large shantytown in the Metropolitan area of Lima. The neighbouring area had recently been burned down in a fire and the newer accommodation had been provided by the local authorities. We saw families in nearby homes embroi-

dering traditional fabric and jewellery, and sewing objects to take to the markets to sell to tourists.

The school building was surrounded by a large fence and gate. The style was similar to the previous school, with classrooms and buildings creating a courtyard play area. However, this time, a tarpaulin covered the play area to protect the children from the sun. There was no grass, only earth and cement. The school had seven classrooms, toilets, a small communal room with Shipibo artefacts, a director's office and a small kitchen.

Three of the classrooms were for initial education; all were fairly small (around 10 by 6 metres), with a window onto the play area. The rooms had whiteboards, tables and chairs and play equipment. Learning centres were visible and included a painting area, a music area, a library area, a home dramatic play area, a construction area and a puzzle and block area. The children sat around the tables, organised in long rows, so there was no available space to interact in a circle. The rooms varied in their decoration; one was particularly colourful, with signs and decorations indicating the names of the learning areas in both Shipibo and Spanish. Shipibo was very visible both in the signs and in the decorations, which imitated traditional designs. Figure 14 shows a bilingual sign, using the traditional Shipibo pattern.



Figure 14: A bilingual sign, showing Shipibo and Spanish in the public school in Metropolitan Lima

The rest of the school also had many bilingual signs, or signs in Shipibo only. In one room, there was a large poster of the Peruvian national anthem in both Shipibo and Spanish.

3.4.3.2. Human aspects

The school was attended by a total of 254 primary (n° 124) and initial education students (n° 130). There were six initial education teachers, including the director, who worked in shifts, three in the morning and three in the afternoon. Children were grouped according to age, with a class of 3-, 4- and 5-year-olds in the morning and another in the afternoon with the same characteristics. They all came from the surrounding neighbourhood and were from families with a very low socio-economic status.

The teachers were not all bilingual Shipibo and Spanish speakers, but we were informed they had learned enough Shipibo to be able to plan for a bilingual education. The children were very interested in their visitors and keen to show us that they spoke Shipibo. They sang traditional songs and danced enthusiastically and were very communicative when the puppet appeared to interview them. When asked who they spoke Shipibo to, they listed their teacher, their classmates and family members. Some children also told us that they spoke Spanish with their families. When asked if they would like to learn another language, a child replied ‘Inglés’, (*English*) —his reason being ‘Para estudiar’ (*To study*). Another child wanted to teach her grandmother; another wanted to learn ‘¡Porque sí!’ (*Just because!*).

“The children were very interested in their visitors and keen to show us that they spoke Shipibo”

During our interview with the director, she stated that she believed it was the children’s right to learn English, as it gives them access to study and work opportunities, however she added that it was important that ‘The teaching of English should not take precedence over their original identity’ and that the materials used were age appropriate (Interview, D4).

In this school we were unable to interview parents, or an initial education teacher as the school was short staffed.

3.4.3.3. Interactional and programme aspects

We did not observe a session in this school, but visited the classrooms and met some of the children. We were informed that they began their day in Shipibo and only speak Spanish after break. It was obvious that they began their day with routines, as visual prompts were on the walls. Large piles of text books in Shipibo and Spanish were also visible. It was not clear how play was organized, and we were not able to find out.

We saw evidence of both the use of traditional Shipibo rhymes, as well as the translation of traditional stories into Shipibo, e.g. The Three Little Pigs.

The text books supported the Bilingual Intercultural approach and there were illustrations of Shipibo Indians and their traditional way of life.

3.4.4. Public initial education institution 4 (Metropolitan Lima)

3.4.4.1. Physical aspects

Set in a busy lower-middle class neighbourhood, the high walls surrounding this school were brightly coloured and well maintained. The large gates opened onto a well-sized, covered patio, on the other side of which was a grassy play area with climbing equipment. There were five classrooms, toilets, a gym, a library, a chapel, a kitchen and an office for the director. Each classroom was large and airy (around 12 by 10 metres), with windows along two walls.

The rooms were well-stocked with materials and learning areas were very evident, e.g. music, science, reading, blocks and construction etc. There was also ample space outside for different activities including an area for outside mural painting. It was particularly good to see the child-made activity centre labels, in the 5-year-olds classroom, in the form of children's handwriting accompanied by illustrations (see Figure 15).



Figure 15: A child-made label for an activity centre

During our conversation with the director it became clear that she was resourceful. Part of the outside school walls was used for advertising and this regular income ensured that the school was well maintained and that frequent acquisitions or maintenance work were made possible. A recent acquisition had been the climbing frame on the grass. The classrooms had also recently been painted.

3.4.4.2. Human aspects

The school operated on a shift system with 240 children attending in either the morning or the afternoon. The school provided a crèche, two classes of 3-year-olds, one class of 4-year-olds and two classes of 5-year-olds. There were ten initial education teachers in all, together with the director. Teachers and children all spoke Spanish. Of the four parents we interviewed, just one mentioned having a family who spoke an indigenous language (Quechua).

The school served a low-middle class neighbourhood. There was one child on the autistic spectrum, who was given special educational support.

3.4.4.3. Interactional and programme aspects

This particular school had been awarded many prizes for its approach to initial education, which focused on developing the arts through workshops. The initial education teachers planned for one hour of the children's time to include these workshops, where each room became a space dedicated

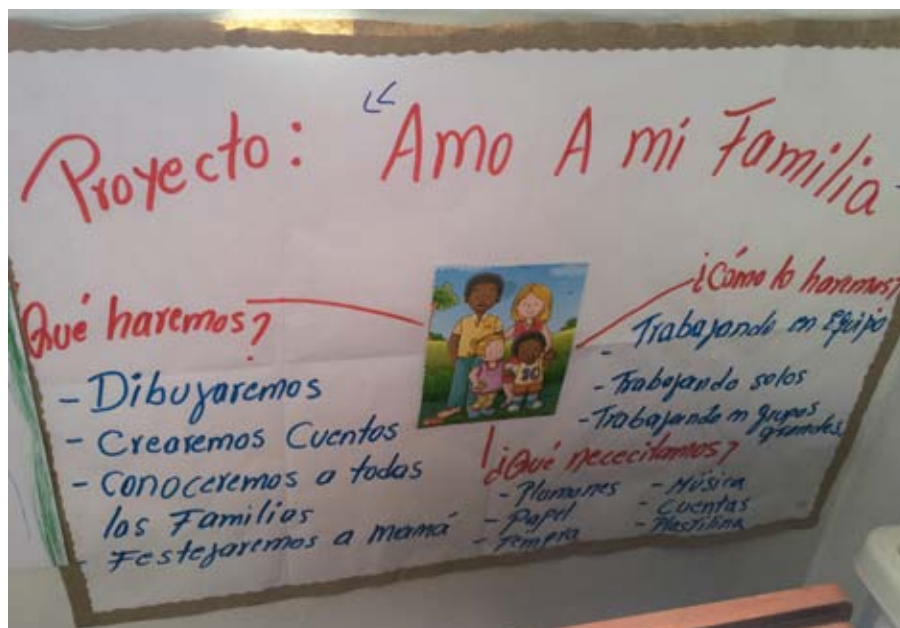


Figure 16: A poster showing how the children contributed to planning during a project about their family

to an activity, e.g. dance and movement, music, painting, modelling, dressing up etc. The 120 children attending would decide where they wanted to go and move around the different spaces for the hour.

Though we did not formally observe children with their early education teacher, we were able to speak to a teacher about her work as she was clearing up after the morning shift, which was clearly based on the project approach. We saw evidence of joint planning with the children (Figure 16), and a variety of different final products.

The director had been at the school for some time and was responsible for the introduction of the arts workshop approach. There was no English here but the director would have been very happy for an initiative to take place. She believed that it should be the responsibility of the initial education teacher but that they should be trained in advance. Otherwise it should be an English teacher. She was also explicit that this would require that the two teachers worked together. We interviewed one morning initial education teacher and she was also of the opinion that English should be the responsibility of both an initial education teacher and an English teacher.

The four parents we interviewed stated that English was an important language, but one parent also suggested that Italian might be useful, as might Portuguese, ‘...because there are lots of connections with Brazil’ (Interview, P5.2) and two felt that Quechua should also be taught.

We were able to speak to a group of 5-year-old children who told us they all spoke Spanish at home to their parents, their brothers and sisters and to their teachers. When asked by the puppet what other languages they would like to learn, a child called out ‘Chinese’. He justified his choice by telling us, ‘Porque allá comen arroz’ (*Because they eat rice there*) (Interview, C5). Another child wanted to speak English so he could travel.

3.4.5. Public initial education institution 6 (Cusco)

This school was another of the Bilingual Intercultural schools, and the children were taught in Quechua and Spanish.

3.4.5.1. Physical aspects

The public school selected for us to visit was about 30 minutes from the city of Cusco and over 4000m above sea level, in the Andean mountain range, in an area of subsistence potato farming. It was a very poor area and the school served a small village of brick houses that lined dirt roads.

A high wall surrounded the school and the gate opened into a small cement courtyard covered in recently created chalk outlines of the children. There was also a set of swings in a patch of luscious green grass. The school was small, with just two classrooms, a toilet, a small storeroom and a kitchen. The two classrooms were medium sized (12 by 7 metres) with just one window and furnished with tables and chairs and a board –there was no visible space for activities in a circle.

The rooms were well resourced, with shelves full of building blocks, beads, wooden toys, puzzles and drawing materials. The book corners were also well stocked with picture books and big books, some of which had been made by the initial education teachers. There were also collections of Quechua songs and rhymes for use in the classroom, as well as textbooks in Quechua. Learning areas were not evident, but resources appeared to be in the boxes on the shelves, for use during free play activities.

As this was a bilingual Quechua-Spanish school, there was some evidence of Quechua on the walls, in routine posters and number posters. There was a mix of Quechua and Spanish rhyme posters, picture storybooks and Quechua textbooks. During the interview with the initial education teacher, we asked about the children's Quechua textbooks and she explained that they were a useful tool. However, as Quechua was spoken in a variety of contexts in Peru, some of the illustrations were inadequate, showing palm trees and the sea, which the children in the mountains had never seen. She felt that they were not culturally appropriate for these children.

3.4.5.2. Human aspects

The school had a total of 42 children on register in cycle II of Peruvian initial education. The 5-year-olds were in one room and the 3- and 4-year-olds in another. The director was one of the two initial education teachers and there was also an auxiliary staff member who had trained as a primary school teacher. Both initial education teachers spoke Quechua. The director spoke Spanish, Quechua, Portuguese, Italian and a little English. She had a postgraduate degree in early childhood education and had required these languages for her studies. The initial education teacher we interviewed had studied in Quechua at university and also spoke Aymara.

The mothers were involved quite extensively in the school, and a different mother was on a rota each day to help prepare lunches in the kitchen. The provisions came from the Ministry of Education together with donations of their own produce. The director explained that there was a small fine for mother's who were unable to come, which in the previous year had re-

sulted in enough money to buy a television for the school. In general, parents were subsistence potato farmers or taxi drivers in Cusco if they had a car.

There was a mother sitting next to her child in the class that we observed. This, we were told, was because the child was still getting used to school. The mother was knitting and dressed in a traditional multi-layered skirt, warm jumper and brightly-coloured shawl, with socks and open-toed sandals, or *ojotas* (see Figure 17). The children also wore thick woollen, often hand-knitted, jumpers. The temperatures were cooler than anywhere else we had been, and the children and their teachers wore several layers of thick jumpers, cardigans or coats. The children's outdoor shoes, often open-toed sandals, were left outside the classroom, and they wore woollen slippers, or nothing at all, in the classroom. Many of the children also had little woollen hats, which sat on the shelf and were worn when they went outside.



Figure 17: Ojotas at the classroom door

3.4.5.3. Interactional and programme aspects

The class we observed briefly was a mix of 3- and 4-year-olds. Of the 22 registered children, only 14 were present. During our interview with their initial education teacher, she explained that it was the potato harvest time, and parents often took their children with them because they were worried about leaving them at home —this appeared to be because some homes had no doors.

The initial education teacher explained that children spend the first hour of their morning speaking Quechua and the rest speaking Spanish. We arrived a little before their break. The children had been talking about mothers, as it was soon to be Mother's Day (14 May) and they were getting ready to draw their families using lead pencils. Once completed, the children were questioned about who they had drawn and the initial education teacher labelled each picture in Spanish. They then hung their picture up on a hook, put on their hat, changed their shoes and went out to play.

When we interviewed this group of children, they needed translations into Quechua by their teacher. They told us they spoke Quechua and Spanish with their family and their teacher. However, the teacher assured us they spoke mostly Quechua at home. When asked if they would like to speak other languages, they were prompted with a variety of possible languages by their teacher, which we understood to include Aymara and English. Children called out both options in Quechua, but when asked why they might want to learn English, a child justified his choice with: 'Para viajar' (*To travel*) (Interview, C6).

During the interview with the initial education teacher, she expressed her belief that children should learn English and that it should be taught by the initial education teacher. She only had a basic level of English but she felt she had successfully taught English in a previous school, where the children 'learned songs in English, the colours in English, animals and their homes in English' (Interview, M6). It was her opinion that all initial education teachers should be flexible and should learn the languages required by their children, which could be Quechua, Aymara, English or another indigenous language. It was also her opinion that children who spoke Quechua and Spanish were quick at picking up English, or any other language. When asked what the focus should be in teacher education, she felt strongly that it should be methodologies, for a basic level of English was enough to teach children in initial education, 'which is the basics ... colours, animals, songs and greetings'.

During our interview with the director, she informed us that though the Ministry guidelines indicated that the children should have 30 minutes of Spanish every day, she had extended this as children were able to speak Spanish already and she wanted them to leave school as confident speakers of Spanish. Some children went to primary school in Cusco, where the children speaking indigenous languages were separated from their peers. She believed this was against the rights of the child, so she did her best to ensure children spoke Spanish when they left her school.

“When we interviewed this group of children, they needed translations into Quechua by their teacher”

3.4.6. Public schools – final comments

“Bilingual Intercultural schools were especially interesting, mainly for their thought-provoking examples of how to support and maintain a bicultural environment”

Visits to public schools were emotional, as some of them were in regions of poverty and populated with children who required support from the state to enable them to grow into healthy children and to develop to their full potential. Nevertheless, the schools were all well-resourced, with evidence of practices that followed the initial education curriculum, ensuring above all that children's rights were respected. As all schools had been purpose built, they all afforded opportunities for play and child-initiated activities indoors and out, with indoor and outdoor play areas, and also in the way the classrooms were set up with learning centres and multiple resources, even in the schools in more impoverished areas.

Bilingual Intercultural schools were especially interesting, mainly for their thought-provoking examples of how to support and maintain a bicultural environment. The activities and approaches in these schools were of particular interest due to their proximity to practices associated with any early language learning initiative.

3.4.7. Private initial education institution 1 (Iquitos)

3.4.7.1. Physical aspects

The private initial education centre we visited in Iquitos was very close to the city centre and had been open since 2009. It appeared to have originally been a warehouse, with large doors opening onto the pavement. The school had a covered indoor space with a climbing frame, four small classrooms, an office, a small kitchen and two toilets. Each classroom was about 5 by 5 metres and had no windows.

The classrooms contained small tables and chairs, which could be moved to make space for activities in a circle, a whiteboard, shelves for children's textbooks and wall space with teacher-made decorations. The classroom in which we observed an English lesson had four learning centres, a music centre, a building block and construction centre, a house area and a small library with Spanish books. There was no evidence of the children learning English, except for a pile of textbooks on a shelf.

3.4.7.2. Human aspects

The school was run by a retired army officer and his wife. It had four initial education teachers and 49 children from ages 2 to 5 years old, grouped by age. The children came from middle to lower-middle class backgrounds

and spoke Spanish. All teachers were qualified initial education teachers. The teacher we interviewed worked with two-year-olds and also taught them English. She indicated her level of English was basic. We observed an English lesson with a group of 4-year olds. There were 16 children in the class; six boys and ten girls. Their teacher was an initial education teacher, who was not able to answer any questions we asked her in English.

3.4.7.3. Interactional and programme aspects

The school was advertised as being bilingual (Spanish and English) and the children received 30 minutes of English instruction per week, according to the director. All children from the age of 2 years old learned English, the cost of which was incorporated into the monthly fees. The children were taught English by their initial education teachers.

The objectives of the English programme were that children ‘learned the basics’ and ‘the level of expectations increased considering the entry requirements for primary education’ (Interview, D3). When asked what kinds of activities were planned for English, we were told these were ‘games’ and the resources used were ‘books’. The children were evaluated on a monthly basis, using a quantitative grade system from A to D. According to the school director, the teachers followed a programme created by the school direction. We were not given a copy of this document.

The director was of the opinion that the children enjoyed English and that parents appreciated the fact that English was part of their children’s education. He also felt that the initial education teachers supported the school’s concern for including English and were motivated in their work. He was unaware of any problems they might have and also felt that the initial education teacher should be responsible for English teaching, as she had been trained to work with small children.

During our interview with the initial education teacher (Interview, M3), who was responsible for the 2-year-olds, she showed enthusiasm for teaching English and stated the objectives were to ‘learn and value the language’ and that the children seemed happy to learn English. She described the programme as being determined by ‘the materials that were used’ and that these were ‘Visual material, the children’s surroundings, books, and other materials made by teachers’; she also stated that 2-year-olds are not really evaluated, except for in their use of greetings’ and she emphasized that 5-year-olds are given homework. She described her 2-year-old children as using English during games and to name animals, but that they were not forthcoming their use of English with her.

3.4.8. Private initial education institution 2 (Cusco)

The private school that had originally been programmed for our visit in Cusco did not materialize and so the school we eventually visited received us with no warning, but with open arms. It was advertised as a bilingual Spanish-English school.

3.4.8.1. Physical aspects

The school was in a lower-middle class area of Cusco, on a main road and surrounded by residential buildings. The installations were originally built for living purposes, and had been remodelled to serve as a school. The inside of the school was bright and cheerful with teacher-made notices, pictures and posters on all the corridor walls.

The school was small, with four classrooms, a kitchen, toilets, a small area for gymnastics and an outside playing area. The director's office was situated in the upstairs hall area. We were not given a tour, but the classroom we saw (5-to 6-year-olds) was small (5 by 6 metres), with a large window at one end. One wall was dominated by a white board, and another by shelves. There were two circular tables with chairs around them for the 11 children in the group. There was also a desk for the teacher. This left little space for anything else. There was no evidence of child-made art work or learning areas, neither was it visibly evident that the children were learning English, except for some textbooks and CDs on a shelf.

3.4.8.2. Human aspects

The school catered for children in cycle II of initial education and also grade 1 of primary education and there were plans to expand into the other years of primary. The school was owned and run by an initial education teacher and her husband. There were three initial education teachers and a primary teacher as well as an auxiliary staff member. The director was responsible for teaching English to the 5-year-olds. However, during our interview she confirmed she spoke basic English and was able to use simple vocabulary like greetings, colours, the days of the week and months of the year and talk about animals, but she couldn't really speak in English. She was very concerned about her pronunciation, and explained how she prepared by looking at a dictionary, practising the sounds, or speaking to her older son who spoke good English. The director admitted that the initial education teachers all had a basic level of English, but that they knew how to work with young children, which she considered to be more important.

There were a total of 36 children in the school, divided into small homogeneous age groups: nine 3-year-olds, thirteen 4-year-olds, eleven 5-year-olds and three grade 1 children. We observed the 5-year-old class, made up of six boys and three girls. They all spoke Spanish and were from lower-middle class families. We were informed that there were no children with special educational needs in the school at that time.

We were able to interview the 5-year-old children, who told us they spoke Spanish. One child told us she spoke English and Spanish. Several children talked about wanting to visit China. Others told us they spoke English when they had been to Disneyland. When the puppet asked what they did in English, several children called out the word ‘scissors’ and ‘eraser’, another child told us they had learned how to name animals in English, using words like ‘lizard’. When asked why they thought they needed to learn English, one child said she wanted to be a ballerina and would need English to study.

3.4.8.3. Interactional and programme aspects

The school had been open for nine years and had always included English in its curriculum. During our interview, the director described the objectives as being that children should ‘understand that Spanish is not the only language, that there are many others and that we can learn things from other languages’ (Interview, D7). She has chosen to teach English because it is a language that is spoken all over the world.

We were also able to discern that the English programme followed the children’s learning in Spanish, ‘For example if we are studying geometric figures ... they are asked to also work in English.’ (Interview D7). The director called this ‘working in parallel’, and explained that parents’ feedback had been very positive; ‘There have been many mums who say that their children here knew more English than children who were in more advanced schools’ (Interview, D7). She also hinted at their being an advantage in having small groups, which enabled a more personalised approach.

The children had English for two to three hours a week ‘depending’, although it was not clear what this was dependent upon. The routine moments during morning circle time were described as taking place in Spanish, English and Quechua (Interview, M7), with the children saying the days of the week and the months of the year in the three languages. Children were also encouraged to label objects they knew in English; as such, when they asked for scissors or pencils, they should ask in English (Interview, D7). The initial education teacher we interviewed described the children calling her ‘Teacher’, when they came into the classroom. She used pic-

tures to help her teach, as well as song on CDs and the Internet to provide the children with access to the correct pronunciation. She was very conscious that she was just a beginner and so her pronunciation needed improvement. However, she felt that the goal was for the children to learn the basics, words associated with the themes she was working on in Spanish. She did not feel that children could be expected to speak fluently, but that they would learn gradually (Interview, M7).

3.4.9. Private schools - final comments

“Private schools appeared to be significantly more impoverished in terms of space and resources”

The private schools we visited were quite different to the public schools and this difference was evidenced not only in the inclusion of English activities. Both schools were in buildings which had originally been built for other purposes —this meant that they did not have the purpose-built amenities invaluable in a school for small children. An outside play area was the most surprising element that was missing. In addition to this, after visiting public schools that were rich in resources and set up to value the child’s role in discovery through action and play, it was disconcerting to see small, cramped classrooms with very few resources and more formal looking settings. The default privatization view expressed at the beginning of this report is difficult to comprehend, when private schools appeared to be significantly more impoverished in terms of space and resources.

Balarin (2015) has argued that parents believe that the quality of teaching is better in the private sector. She writes:

This idea that more subjects or more ‘advanced’ topics stand for better quality teaching/learning processes has little support from educational theory and is at odds with what is proposed in the National School Curriculum, which has a more comprehensive approach to learning in the early years (2015: 21).

It is not possible to pass judgement on the quality of the teaching/learning context in Spanish. However, it is possible to consider what we saw with regard to English, which will be discussed later on in this report.

PART 4: Discussion of emerging issues

4.1. Attitudes towards learning English in initial education in Peru

4.1.1. Learning other languages in Peruvian education

From our visits to the seven initial education institutions, the Ministry of Education, the local authorities and the teacher education centres, we discerned a positive attitude towards the inclusion of other languages in cycle II of initial education in Peru. This was also the case in the data gathered from the surveys, with responses indicating that it was either important or very important that other languages be taught in Peruvian schools averaging 91 per cent. However, there were responses that attributed little or no importance to this issue (Teachers' survey 1,8 per cent and Directors' Survey 7,1 per cent).

When asked which other language should be taught, English was the language of choice in all interviews; however indigenous languages were also mentioned as being relevant (mostly Quechua) by just over a third of the interviewees. There was also mention of European languages such as French, Italian and Portuguese, because of Peru's proximity to Brazil.

In the teachers' and directors' surveys for institutions with no English language program, respondents were asked to select three other languages that they thought should be taught in Peru. The choice was restricted to nine languages registered as being spoken in Peru, this including a single reference to 'indigenous languages'. As demonstrated in Figure 18, English was the most popular choice by respondents in both the surveys (around 97 per cent) followed by indigenous languages (around 73 per cent). Chinese and French (around 30 per cent) were popular in the teachers' survey, but Chinese and Portuguese (between 21 and 29 per cent) were more popular in the directors' survey. German and Arabic were the least popular in both surveys.

These results are unsurprising and confirm the interest in learning English which has already been noted in the British Council report (2015).

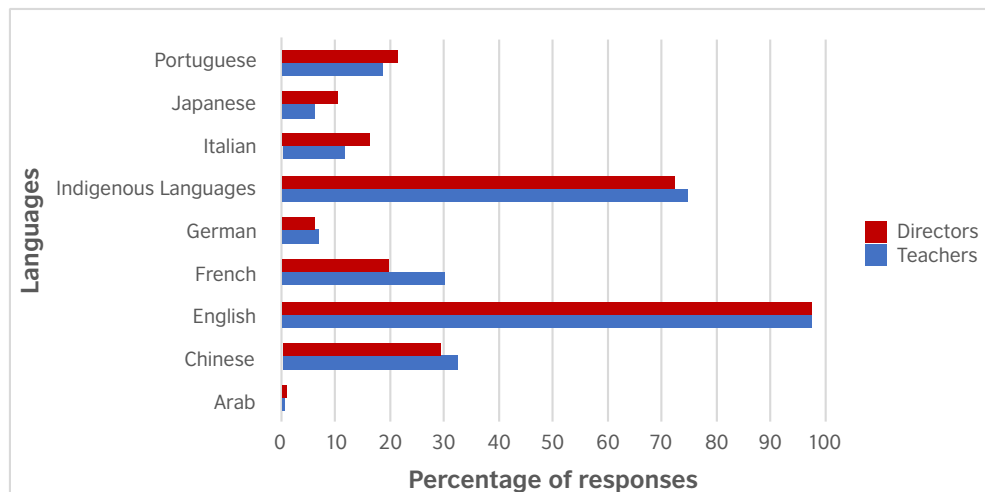


Figure 18: Survey responses - Preferred choice of other language in initial education in Peru

4.1.2. The age at which English should be taught

Understanding what participants and survey respondents thought about the ideal starting age for learning English was one of the main objectives of the study. Most interviewees specified initial education or cycle II as an appropriate time; however some participants highlighted the relevance of children mastering their mother tongue first, or if they spoke an indigenous language at home, that they should be confident in Spanish before learning a third language (Interviews, 8.1; 8.2; PubSt14). As such, context was seen as being relevant to decision making.

One interviewee felt that no particular language should be selected, but that the relevance of a particular language to individuals was more at stake:

“In Peru an indigenous language could be learned, or English, or Chinese ... whichever allows you to achieve more goals. It is a more utilitarian question; if it is an indigenous language, it has a relationship with your affections and with your culture, your identity. A foreign language is part of another identity, of being, of dressing, of speaking ...” (Interview, 8.3)

Another interviewee felt that the rural-urban divide in Peru meant that the teaching of another language could be an issue:

“It is important but it depends on the context. In urban areas it is positive because [children] have access to television, magazines, even toys that have instructions in English. They are continually learning, researching. It is ideal (...) in rural contexts there is little contact with

English. I have difficulty teaching the mother tongue and Castilian Spanish in rural areas.” (Interview, 8.2)

In the teachers’ and directors’ surveys for institutions with no English, the vast majority of respondents, around 80 per cent, selected initial education as the ideal age to start learning English. An average of 13 per cent indicated nursery age, 7 per cent primary education and under 1 per cent specified secondary education. This result was also to be expected, the survey clearly focused on the possibility of introducing English in initial education, and the trend, world-wide, is to include this level of education in early language learning initiatives.

“Around 80 per cent selected initial education as the ideal age to start learning English”

4.1.3. Reasons, benefits and issues in an early English initiative in Peru

This section first analyses the data related to the reasons and benefits for an early English initiative, going on to address the issues expressed by the interviewees and survey respondents.

4.1.3.1. Reasons and benefits for an early English initiative

The reasons interviewees provided for including English in education in Peru were classified into the following areas (in order of number of responses in each coding):

1. English as a facilitator – to access information, to facilitate learning in later stages of education, to have access to better jobs
2. English as a tool to communicate with others – everyone speaks English
3. English as an obligation – it is a global, international language
4. English as a door to the world – travel is made easier
5. English as a window into other cultures – either to encounter other cultures or to become cultured
6. English as an affirmation of equality – to balance out the difference between private and public schools
7. English as a learning disposition – children are better at learning languages

In this list of classifications, the first five categories reflect the predominance of English as a global language, the increase in speakers of English (Graddol, 2006) and the implications this has for the future of our children today.

Category 6 - 'English as an affirmation of equality', manifested itself mostly in parent responses. One parent in a very low SES context explained that she wanted her child to learn English because 'We would feel prouder' (Interview, M6.2). This mother spoke Quechua and periodically needed a translator during our interview. Our interpretation is that she was already proud that her child was learning Spanish and Quechua, so a third language would be an added benefit and represented a step towards narrowing the gap between those who have and those who don't.

The final classification, 'English as a learning disposition', was related to children's ability to learn languages from a young age, an opinion which was also strongly evident when participants were asked to justify the benefits of learning English in initial education. The vast majority of interviewees adhered to 'the earlier, the better' belief.

“The vast majority of interviewees adhered to ‘the earlier, the better’ belief”

In the surveys, respondents were asked to consider the benefits of introducing English in initial education, arranging a set of reasons in order of importance, from 1 to 8. Figure 19 shows the responses of four different groups: Teachers and Directors in public services and Teachers and Directors in private services. In each of these groups, around 50 per cent selected the reasons pertaining to English as a learning disposition as being the most important: Reason 4, 'Because children find it easier to learn languages when they are small' and Reason 6, 'Because children can learn languages in a natural way in initial education'. Additionally, the third-most-selected statement referred to English being an obligation, reflected in Reason 8, 'English is a universal language'.

Reason 1, 'Because it prepares children for primary education' belongs to the 'English as a facilitator' category. In the surveys, this was the fourth-most-popular reason, with a greater number of selections made by private service directors, who may take this into consideration as English is likely to be part of the primary curriculum if children continue into private education. In interviews with parents, this was a common reason for including English in initial education, e.g. 'They would have a base for primary and secondary' (Interview, P2) and 'She would already have the notion of English and it would not be as difficult as it was for me!' (Interview P5.1).

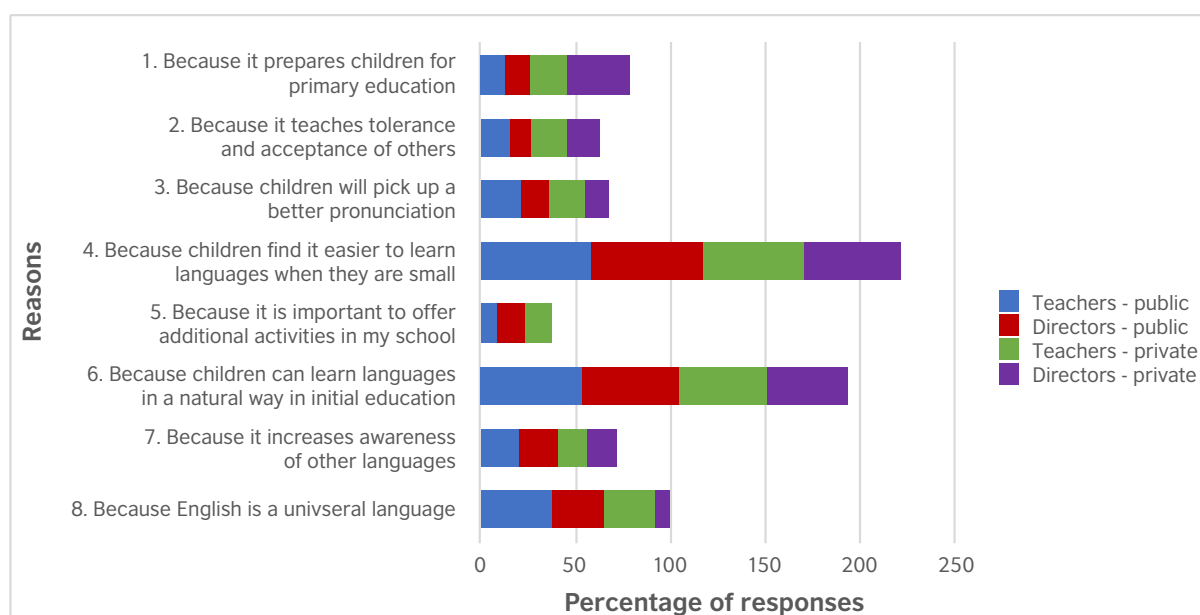


Figure 19: Survey responses: Reasons for including English in initial education in Peru

Reason 3, 'Because children will pick up better pronunciation', was selected as the most important objective between 12 and 20 per cent of the respondents. Pronunciation and its importance when learning English was a common thread throughout the interviews and survey responses via the comment function. Here, the relative importance given to developing accurate pronunciation by learning English earlier is also evident. However, to acquire good pronunciation, it is necessary to be exposed to good models of the target language.

Finally, the statement selected as most important by the fewest respondents was Reason 5, 'Because it is important to offer additional activities in my school'. It is pleasing that this particular reason is of the least importance. However, when analyzed to understand the spread between public and private services, there is a surprising difference. No private directors selected this reason. As we have seen, most private services include English, which is considered an additional activity that is unavailable in public schools. The survey results do not suggest that this is their main reason for including English. However around 15 per cent of private teachers and public directors selected this reason as the most important. Regarding public service directors, they may see the inclusion of English as a move towards equality of services.

To summarise this section, it is clear that a considerable number of participants in the study believe that, as English is a global language, beginning to learn it in initial education will bring long term benefits for young children. In addition to this, children's disposition towards learning languages

at a younger age is another popular reason given for the desire to have an early English initiative in initial education. This will be discussed further as the report progresses.

4.1.3.2. Issues associated with an early English initiative

In both the interviews and the surveys, participants were asked to indicate whether there were any negative aspects regarding an early English initiative in Peru, and in the survey, the option to add a comment was provided. The survey results will be discussed first.

In both surveys, just over 16 per cent of the respondents indicated that there were negative aspects related to an early English initiative, and around a fifth of the survey respondents added a comment. Besides the fact that in both surveys a third of these comments confirmed the positive aspects of an early English initiative, the remaining two-thirds were subject to content analysis and five categories of concern emerged. Figure 20 displays the percentages of response for each of these categories.

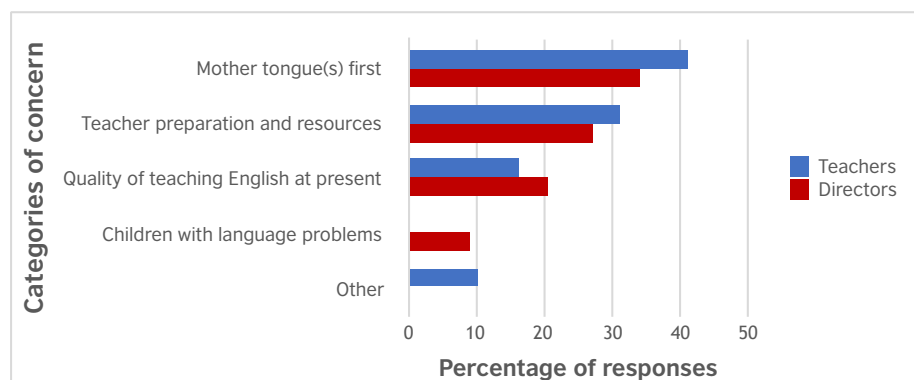


Figure 20: Survey responses: Categories of concern regarding the introduction of English in initial education in Peru

The issues raised centre around the following:

- Concerns associated with the children's mother tongue, e.g. speaking Spanish properly and respecting indigenous languages.
- Concerns around teacher preparation, e.g. who should be trained and the importance of appropriate methodologies and pronunciation issues.
- Concerns around present practices in early English initiatives, e.g. inappropriate methodologies for small children.
- Concerns around children with language and speech difficulties

- Other concerns, e.g. the cost of such an initiative; curriculum issues regarding less time to play.

In the interviews, no objections were voiced regarding English in initial education, though some follow-up comments pertained to issues which reflect those in the surveys. Concerns about the children's mother tongues related to identity were mentioned (see also citations in section 4.2.2),

'... but the children's linguistic identities and their context must be respected in particular regarding urban centres and rural areas. It is important to learn the mother tongues and Spanish' (Interview, PubTEd12.2).

In addition, in the interviews, there were references to the importance of following appropriate methodologies: 'As long as English is taught in a playful way' (Interview, D5). Concerns about teacher preparation were also evident, with a significant number of mentions related to deficiencies in initial education teachers' pronunciation of English. This concern will also be picked up later in the report.

4.2. Staff responsible for English in initial education in Peru

This section looks at the data collected regarding the professional profile of the staff responsible for English in initial education.

4.2.1. Opinions about who should teach English

The interviewees were asked who they thought should teach English in initial education. Around half of the participants alluded to the relevance of an English teacher, 'Because she has more knowledge of the language' (Interview, D7). Parents, directors and initial education university staff and students were included in this opinion group; however, no initial education teacher indicated that she thought it should be an English teacher.

During interviews with initial education university staff, the suggestion that another teacher taught English was supported by the argument that it would 'make learning more dynamic' (Interview, PubTEd12.1), or that it would 'make a difference between the two languages' (Interview, PubTEd12.2). This was also the view discussed in the student focus group, supporting the idea of 'a change of environment in the classroom when it comes to learning English' (Focus group, PubSt14).

“Only a few of these assertions included the relevance of this teacher knowing how to teach English to small children”

Only a few of these assertions included the relevance of this teacher knowing how to teach English to small children. However, there was also a small group of participants, around a quarter, who felt that it should be both professionals. One notion here is that the skills of both professionals be brought together for the benefit of the learning environment. One of the Initial education university staff suggested, ‘...the initial teacher would handle the group of children and the English teacher should teach the language nothing more’ (Interview, PubTEd12.3). This suggests that the initial education teacher uses her knowledge of the children she works with, which has been noted as especially important when English teachers visit for short periods of time (Mourão & Robinson, 2016). However, English is the sole responsibility of the English teacher.

The initial education student focus group also felt that ‘It should be a job for both [teachers], especially one that specializes in teaching English but the initial teacher should have an intermediate or advanced level of English to reinforce children’s English learning’ (Focus group, PriSt16). Here the focus is on the initial education teacher also being involved in the English learning experience and extending the language beyond the visits of the specialist English teacher. It requires training in English as well. A third approach to both teachers being involved in an early English initiative was suggested by several interviewees –the initial education teacher was responsible for English but supported by an English teacher in some way. Though not specified, this might involve language support or access to resources and planning ideas.

The remaining interviewees felt it should be the initial education teacher who should be responsible for an early English initiative. Comparison between the approach in bilingual schools with the indigenous languages and Spanish were also made, where an initial educator is responsible for both languages. The difference between the objectives for learning an indigenous language and a foreign language, however, were not alluded to. Arguments in support of the initial education teacher also made reference to the fact that she was trained to work with small children, but several interviewees highlighted the necessity for these teachers to speak English well, or that such an initiative would require retraining.

One of the Ministry of Education representatives focused on the different realities in Peru, ‘Ideally, it should be the same teacher, but we will see some very variable realities. Teachers over the age of 50, young teachers, it is difficult to ask the older teachers to learn the language’ (Interview, 8.2). This interviewee also understood the restrictions of putting such a policy into practice, ‘Hiring a teacher who teaches [the initial education

teachers] English would be ideal but it is not feasible because we have budget problems’ (Interview, 8.2).

The survey respondents were divided about who should teach English in initial education. Figure 21 summarises the responses. The Directors in schools with no early English initiative responded equally, around 45 per cent selecting either an initial education teacher with training in English, or an English teacher with training in initial education. The Teachers’ survey was slightly more in favour of the initial education teacher with training in English (54,4 per cent). The ‘Other’ category included a space for explanatory comments. In the Director’s survey, 75 per cent of these comments stipulated it should be an English teacher —supposedly without training in initial education. In the Teachers’ survey, around half of the ‘Other’ comments reinforced it should be an initial education teacher with training in English, but there were also comments suggesting it should be an English teacher (we suppose with no training in initial education) or both professionals.

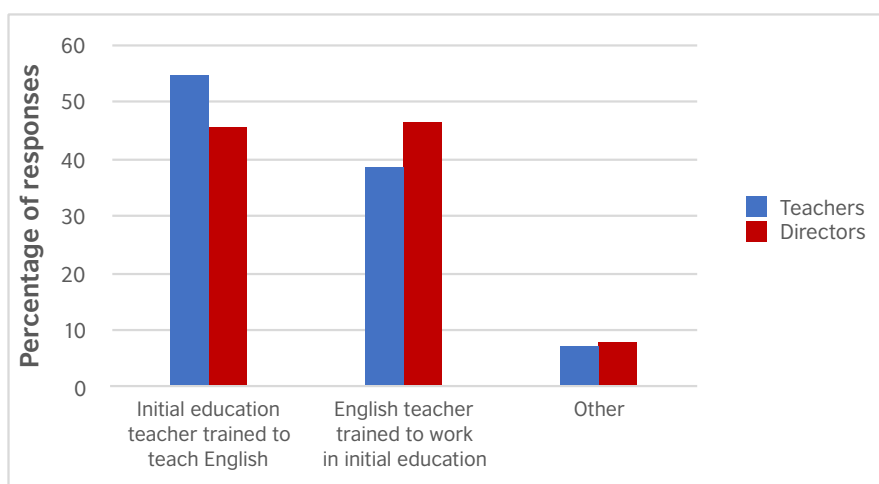


Figure 21: Survey responses: Respondents opinion regarding who should teach English in initial education in Peru

One of the university staff pronounced, ‘It is difficult, as it depends on each case. A teacher not only has to have a good level of English but also have knowledge of methodologies of her language teaching (Interview, PriTEd15.1). One of the most difficult issues to resolve regarding a policy for early English initiatives is which teacher profile model to follow. However, what is very clear is the relevance of qualified staff to create quality settings and learning experiences for children in initial education (European Commission 2011). Teachers working with initial education children require an understanding of the principles of early childhood education and care pedagogy and child development, age-appropriate foreign language methodologies as well as being sufficiently confident to speak flu-

“Proficiency in English or a qualification in initial education is not sufficient on its own”

ently and spontaneously to children in English, using language considered suitable for this age group. Proficiency in English or a qualification in initial education is not sufficient on its own, but a combination of the two, either in two different people who collaborate, or in one very special teacher.

4.2.2. Who actually teaches English in initial education in Peru?

Two of the schools we visited taught English; both were private services and English was the responsibility of the initial education teacher, or the director, who was also an initial education teacher.

The surveys also gave an opportunity to find out who taught English in those services with an early English initiative. As demonstrated in Figure 22, there is a difference between public and private services. Public services in both the Teachers’ and Director’s surveys indicated a greater number of initial education teachers with knowledge of English, being responsible for English (Teachers’ 43,9 per cent and Directors’ 57 per cent). In the private sector, this was inverted, and 58 per cent of the responses, in both the Teachers’ and Director’s surveys, testify that English teachers, with knowledge of initial education, are responsible for English. In the ‘Other’ category in both surveys, the vast majority responsible for English were designated as ‘English teachers’. Some of these English teachers included a comment, explaining that they had been trained to teach at all levels of education. Additionally, there were university students, secondary teachers from other subjects, and professionals with unknown qualifications hired by parents.

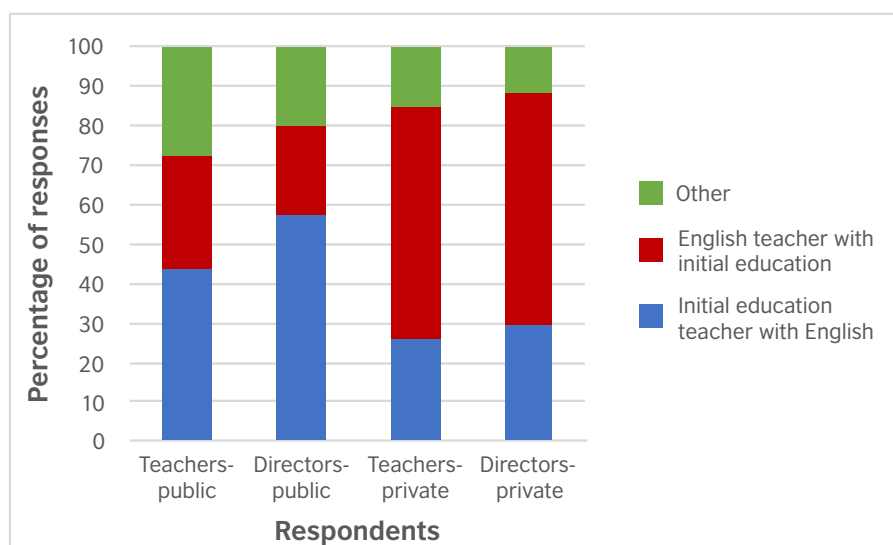


Figure 22: Survey responses: Who teaches English in Initial education in Peru?

The results shared in this section demonstrate that there is a divide in opinion about who should be teaching English and this division is represented in the staff found to actually be teaching. In addition, there is evidence that some staff have neither training in initial education or English. This mirrors reports of practices in many countries where initial education policy does not take into account foreign language education (Černá 2015; Mourão & Ferreira, 2016; Portiková 2015).

4.2.3. Level of English competence and willingness to teach English

One of the issues under debate for English teachers in primary education is the appropriate language competency level. In Europe, the recommended level seems to be B2 (Enever, 2011). However, in some countries English teachers require a C1 level (e.g. Portugal). C1 level is considered more desirable 'as it enables teachers to be fully functional in the informal and incidental language regularly required in primary classrooms' (Enever, 2011: 26). There is little research into these requirements in pre-primary contexts, however examples do exist: In Cyprus, where English is generally spoken to a fairly high proficiency, due to its history as a British colony, pre-primary teachers were retrained as English teachers, making the most of their language competence. They are said to be of C1 level (Ioannou-Georgio, 2015). In addition, very recent laws have been passed in certain Autonomous Regions in Spain (Comunidad de Madrid, 2017), where English is now recommended from the age of 3, and teachers are required to have C1-level proficiency in English. The opportunities for informal and incidental language use would appear to warrant this higher proficiency, so C1 may well be the level of competence required for initial education teachers teaching English in pre-primary education.

4.2.4. Initial education teachers from institutions with no early English initiatives

During the interviews, a question related to the self-assessment of language competence was asked of all the interviewees, except the children. Directors, initial education teachers, and Ministry of Education staff all specified they were either a beginner in English, or at a basic level. One parent indicated her knowledge was at intermediate level, and she had used English in her studies. One regional education staff member was also an intermediate level, as were some, though not all, university staff. However, with this latter group, their dominant skill was reading. The initial education students were mostly beginners in English as well, though one or two were happy to participate in English in the focus group. Thus, a very small number of the 32 interviewees and participants of the five adult

“They were highly motivated towards teaching English”

focus groups could be regarded to hold anything above A1 competence level in spoken English.

During the interviews, the initial education teachers who did not have an early English initiative were also asked how they would feel about teaching English. Only one interviewee admitted she had never learned English and so would be unable to teach it —she was a PRONOEI facilitator. The remaining five initial education teachers declared they would be comfortable with the idea, or would ensure they received training in English so that they could teach it.

The surveys included questions regarding the level of English of the initial education teacher responding to the survey. Of those respondents who did not have an early English initiative, 72,4 per cent signalled they had a basic to lower-intermediate level of English (A2 at the most). Of this same group, 66,9 per cent indicated they were in agreement or in absolute agreement with the statement, ‘I would feel confident teaching English in initial education’. The main reason being, ‘I am an initial education teacher so I know how to work with initial education children’ (75,6 per cent) and, ‘I have experience teaching English in initial education’ (21,8 per cent). Just 14,7 per cent were in absolute disagreement or disagreement with this previous statement.

The additional comments provided by some of these respondents show that they were highly motivated towards teaching English and together with their knowledge of the children in their care considered that they would be successful in teaching the basic notions of English, ‘In initial education, children are taught words and basic phrases, which a teacher can learn through training’ (Teachers’ survey respondent). Several respondents indicated they would look for strategies to help them teach in English, or that they would attend English classes to improve their English.

4.2.5. Initial education teachers with early English initiatives

By analysing the results of initial education teachers working in a service with an early English initiative, it was possible to gain a little more information about these teachers, their level of English and how they felt about teaching English.

Just 5 per cent (n° 43) of the Teachers’ survey respondents were initial education teachers with an early English initiative in their service. Of these respondents, 86 per cent indicated that they taught English (n° 37) and 88 per cent of these respondents were in agreement or in absolute agree-

ment with the statement ‘I feel confident teaching English in initial education’. Just 7 per cent affirmed they were in absolute disagreement or disagreement. The self-professed levels of English indicated that just over half were basic to pre-intermediate, a quarter were intermediate and the remaining were upper-intermediate to advanced.

Of the respondents who selected basic to pre-intermediate (22 in all) as their level of English, all specified feeling confident about teaching English, justifying this with the following reasons: ‘I have a qualification in English’ (just two respondents); ‘I am an initial education teacher so I know how to work with initial education children’ (half the respondents) and ‘I have experience teaching English in initial education’. Further additional comments included, ‘I also look for information about the pronunciation and writing of English, we also learn colours, numbers, some fruits, parts of the body and vocabulary items which are not complicated for this age group’ (Teachers’ survey respondent).

Additional analysis of the Teachers’ survey showed that even a proportion of the respondents who selected ‘I am an English teacher with training in initial education’ possessed dubious levels of English proficiency. Just under a third specified basic to pre-intermediate competence, 10 per cent selected intermediate, and just under two-thirds upper-intermediate to advanced.

During the school visits, the initial education teachers and the director responsible for English who we interviewed, also showed confidence in their abilities to teach English, despite self-assessment as being basic users. However, they all manifested personal concern about their English pronunciation (Interviews, D7, M3, M7), and provided examples of strategies they used to overcome this concern, e.g. using recordings in the classroom, checking pronunciation during planning, using visual prompts to help them teach.

One further example of initial education teachers being involved in an early English initiative came from one of the Regional Education representatives interviewed during the field trip (see Callao Project in Appendix 8). This teacher was very positive and enthusiastic about English, however was unable to communicate with us in English during our time together. She had been tested as pre-intermediate at the beginning of the early English initiative in 2012, which involved a year of professional development to support the implementation of the project. She described a very positive experience teaching English to her 3-year-olds, using gestures and visual aids to help her and lots of routine activities and said, ‘at the end of the year it was a very positive experience and the children really

did learn English' (Interview, LA2.1). She also valued the support she has been given by the training team, who came to visit her classroom and gave her encouraging feedback.

Looking at the interview and survey data which focus on initial education teachers and their levels of language competence, together with their attitudes towards teaching English, it is possible to conclude that there is an assumption that it is sufficient to be an initial education teacher, to have the knowledge and understanding of child pedagogy and the children in their care. In addition, there is a further premise that children only need to know simple vocabulary and expressions. As mentioned at the beginning of this section, what little evidence there is points to the importance of a fairly high language competence to allow for impromptu, incidental language use appropriate with small children.

4.2.6. Other teachers involved in early English initiatives

Just under 40 per cent of the Teachers' survey respondents were not initial education teachers, as shown in Figure 11. Disregarding the bilingual models, those involved in foreign language models represented 17 per cent of the respondents (n° 27). Just under two thirds categorised themselves as English teachers or secondary English teachers, the remaining were primary teachers (22 per cent), ICT technicians and an anthropologist. The vast majority (93 per cent) were in agreement with the statement 'I feel confident teaching English in initial education', with just two respondents indicating they were in disagreement. They justified this by specifying that they either spoke English well enough or had experience teaching English in initial education. As to be expected, the vast majority (90 per cent) identified their English language proficiency at intermediate or above.

“There is a further assumption that children in initial education only need to know simple vocabulary and expressions”

Looking at the interview and survey data which focuses on initial education teachers and their levels of language competence, together with their attitudes towards teaching English, it is possible to conclude that there is a belief that initial education teachers can teach English because they have the knowledge and understanding of child pedagogy and the children in their care. In addition, there is a further assumption that children in initial education only need to know simple vocabulary and expressions. The final set of data in this section, focusing on the 'Other' category in the Teachers' survey respondents, suggest that there are also professionals responsible for English who do not have the knowledge and understanding of child pedagogy, but instead speak English well enough. It would also seem that there is a tendency for teachers in other stages of education to come down into initial

education e.g. the primary teachers and the secondary teacher. Most of these respondents belonged to schools with all three levels of education.

4.3. Objectives for English in initial education in Peru

During interviews with directors and initial education teachers with early English initiatives, they were asked what the objectives were for English in their service. These were given as being 'To learn the basics' (interview D3, M7) and 'To learn vocabulary' (Interview, D7), 'Pronunciation, recognizing and labelling things' (Interview M3).

Surveys also included a question on the possible or actual objectives for an early English initiative. There were eleven objectives and respondents that were asked to show agreement on a Likert scale of 1 (strongly disagree) to 5 (strongly agree).

The list of objectives is as follows:

1. To enjoy the sounds of English
2. To realize the existence of other languages
3. To learn some greetings and words in English
4. To learn simple phrases and sentences in English
5. To be able to communicate confidently in English
6. To learn about English-speaking cultures
7. To reinforce learning in Spanish
8. To develop good English pronunciation
9. To read in English
10. To write in English
11. To prepare for primary education

Figure 23 shows the results for the four groups of respondents —the Teachers and Directors with no English and the Teachers and Directors with English. The objectives garnering most agreement (agree and strongly agree) are those which have been selected by over 80 per cent of the respondents in each group: Objectives 2, 3, and 4 —to realize the exist-

ence of other languages, to say greetings and words, and to say simple phrases and sentences. Objectives 1, 5 and 8 —to enjoy the sounds of English, to communicate in English and to develop good pronunciation— also show a high percentage of agreement (over 75 per cent) amongst at least three of the responding groups. Except for Objective 2, which relates to realizing the existence of other languages, these objectives relate to learning and using English, together with a good pronunciation.

Not visible in this figure is the number of respondents who indicated they disagreed with an objective. The only objectives to gather practically no disagreement (just two indications each) were Objectives 3 and 4, to say greetings and words, and to say simple phrases and sentences. These results appeared in the survey for Teachers with early English initiatives, and could suggest that this is what they are most concerned about in their English lessons.

In all responding groups, over 50 per cent manifested an agreement with Objective 11, to prepare for primary education. In most private services, English begins in initial education and continues through into primary. However, in public services, continuation is not contemplated as English is only taught officially in Peru from Grade 5 of primary education.

What is evident from figure 23, is the smaller numbers of respondents showing agreement with objectives related to reading and writing in English. However, these still represent around 45 per cent of the respondents.

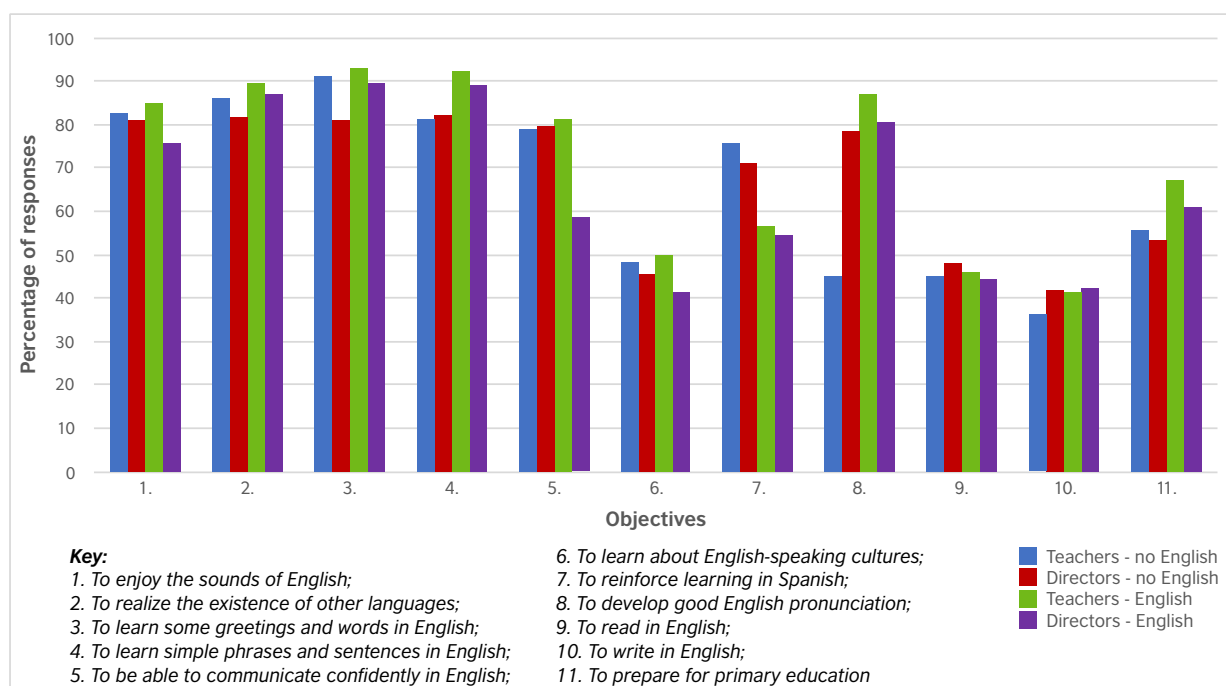


Figure 23: Survey responses: Percentage of respondents in agreement to the eleven objectives of early English initiatives

The smallest number of respondents (between 41 and 50 per cent) agreed that Objective 6, related to learning about English-speaking cultures was an important objective. Even though this was seen as a relevant reason for learning English in earlier sections, it was not a popular choice as an objective for English in initial education.

When the foreign language and bilingual services were compared in the Teachers' survey, there was a visible difference between the results regarding Objective 9: To read in English and Objective 10: To write in English. A higher number of respondents in bilingual settings showed agreement that these were objectives for an early English initiative (Reading, 82 per cent and Writing, 72 per cent) compared to those in a foreign language setting (Reading, 57 per cent and Writing, 52 per cent). In addition, three times as many respondents in the foreign language settings specified they were in disagreement with these two objectives. This could be due to children in bilingual settings being exposed to activities which support emergent literacy development in English. Such activities are less likely in the foreign language settings, whereas we have seen in the previous section, English focuses on saying simple words and greetings only. It is not possible to confirm this from the survey results. However, our observations in the schools would indicate that this may be relevant.

“The objectives for learning English focus on children getting a feel for a different language”

The objectives for learning English focus on children getting a feel for a different language, with a focus on using single words, greetings and simple phrases. Obtaining a good pronunciation is also an objective. Of less importance, but still significant in the responses, is that initial education is seen as an important starting point for continued language education. Finally, there is evidence that, in some settings, reading and writing in English are also considered important objectives, especially in schools with bilingual Spanish services.

4.4. Approaches and practices in early English initiatives in Peru

An important question in the study is related to English lessons themselves –what approaches and practices are used? During fieldwork, we were able to visit two schools, both private, with an early English initiative. In addition, we spoke to a regional education representative who had been involved in an early English initiative and the survey also included an array of questions about English activities. This section begins with a discussion on the fieldtrip observations and then considers the survey results.

4.4.1. Fieldwork observations

Both private schools on the visit schedule included English in their curriculum. An observation guide had been prepared before the visit (see Appendices 1 and 2). The four topics in the guide will be used to lead the discussion around our observations.

4.4.1.1. Private service 1

Classroom aspects: Our observations focused on looking for visual evidence of integration of an early English initiative. A large pile of English text books was amongst the children's Spanish text books on a shelf in the classroom. No other evidence was noted.

Teacher-led activities: The lesson we observed lasted for around 50 minutes. The first ten minutes were teacher-led. The focus of the session itself was not clear. The lesson began with the children sitting on chairs in a circle in front of the white board. They were asked to sing their 'Hello' song in English, which they did happily. Then, speaking in Spanish, the initial education teacher asked the children to label some colours and shapes and recite their numbers up to ten. The interaction was formal and teacher-led.

Following this, a page from the text book, showing a family, was used to help children say the names of the family, e.g. '*¿Cómo se pronuncia papá en inglés?*'. Some children were able to remember the words. Figure 24 shows the white board after this activity, with the family words written in



Figure 24: A photograph of the board in an English lesson with 4-year-olds in a private initial education school

English and Spanish around the picture. It was quite obvious that the children could not read, for when the initial education teacher pointed to the words as prompts, the children were unable to say anything.

Teacher-directed activities: The next stage of the lesson was table-based. The initial education teacher announced that they would be colouring a page in their textbooks, '*Vamos a colorear! A pintar ya*'. The relevant textbook page had been removed and was given to the children. The children quietly moved their chairs from the circle to the tables and prepared their crayons for the activity. They were extremely autonomous in this move and it was obvious that this was something they were used to doing. The remaining 40 minutes of the session were spent with the children colouring the rooms of a house in their textbook. All the children seemed fairly happy to do this. The illustration was very small and quite detailed. They chatted in Spanish to each other as they coloured. The initial education teacher moved around the room talking to the children and asking them about the pictures they were colouring —this involved pointing to the rooms and asking individual children what they were. She alternated her praise between 'Very good!' and '*Muy bien*'. On one occasion, she pointed to the kitchen and said 'Chicken'. The lesson ended with the teacher collecting the worksheets and writing the children's names on them.

Unfortunately, we were not given the opportunity to speak to the initial education teacher we had observed, and as such were not able to ask her about the objectives of her session and the decisions she made when planning. However, what we saw during our observation of the 4-year-olds led us to assume that English sessions were not planned as an integral part of initial education, neither did they take the Peruvian initial education curriculum principles into consideration —children were not encouraged to use their communicative and expressive characteristics or to develop their thinking skills in English; opportunities for play in English were not in evidence either.

“English sessions were not planned as an integral part of initial education”

The textbook used in this class came as part of a pack of ten books for initial education, *Tiempo Divertido* published by Ediciones Corefo. The English book (Zañartu, 2016) included pages with song lyrics, instructions for activities and speech bubbles for children to read (Figure 25). When briefly compared with the books related to other parts of the curriculum in the pack, the amount of written text was noted as being far greater in the English book. The 4-year-olds were not reading and writing in Spanish yet.



Figure 25: A page from *Tiempo Divertido* for 4-year-olds learning English (Zañartu, 2016, Ediciones Corefo)

4.4.1.2. Private school 2

The English lesson for 5-year-olds that we observed was quickly prepared by the director for our benefit; we were able to watch approximately twenty minutes of the lesson. The children sat around two circular tables in the room. There was a clear focus to the session, which revolved around remembering and encountering language related to the face.

Classroom aspects: Once again, our observations focused on looking for visual evidence of integration of an early English initiative. A small collection of CDs was visible on a shelf in the classroom, one or two of which were English CDs. No other evidence was noted.

Teacher-led activities: The lesson began with the children greeting the teacher and singing a song in English. They appeared to be used to this routine and were very comfortable. The director then asked the children about words related to the face that they remembered in English, e.g. '¿Cómo se dice cabeza?'. Children visibly struggled to remember, but enjoyed repeating the words after the director, and touching the different parts of their faces when asked to. The director used memory prompts to help her say the words —these were the written English words, the phonetic spelling of the word, and the written Spanish word. Once she had gone through language related to the face, she proposed that they all sang a song, which was adapted from a Spanish song. They all stood up and sang

the Spanish version first, enthusiastically moving and touching parts of their body. Then they sang the same song replacing the face words with English words related to the face, e.g. 'My eyes, *estamos viendo*'. This was done line by line after the director. Often the word 'My' became *Mi*, resulting in '*Mi* ears, *estamos oyendo*'. The children were not as enthusiastic about singing in English and the director noticed this, so she paused for a little chat in Spanish about the importance of learning English to speak to other children and other people, as well as to travel when they grew up.

Next the Director introduced a new word, 'chin', and focused on the pronunciation of the /tʃ/ sound, helping the children by making the connection between the sound in 'chin' and the Spanish word for 'chocolate'; she used instructions like, 'Repeat after me', then '*Muy bien*'; other instructions were given first in Spanish then in English, e.g. '*Todos nos sentamos. Sit down please!*'

The next stage of the lesson involved labelling a picture of a child's face using the memory prompts the director had created herself. A child was asked to come to the front, the director pointed to a part the face, e.g. nose, and the child had to say what it was in English. When children did not remember, the director prompted and encouraged all children to 'Repeat after me!'. The children were heard repeating the word 'after' on several occasions. The child then stuck the director's written prompts around the face, using sticky tape, and connected the prompt to the part of the face with wool.

On this occasion, we had to leave before the lesson ended, as our taxi had arrived.

4.4.1.3. Discussion around observations

Both professionals use their knowledge and understanding of English to accomplish an aim —to provide a basic understanding of English. They realise that it is important to use English in routine moments, and both were able to set up routines to begin the English session using a greeting or a song. They were also aware of the necessity to give praise in English, and the second example also saw the use of certain routine instructions in English.

These teachers believed in what they were doing and used the resources they had to help them. These were textbooks, provided by a well-known local publisher, with a sequence of activities to follow and resources such as CDs. Or, as in the second example, homemade resources like images and prompt cards.

The initial education teachers' knowledge of the children in their care was also clearly a benefit. In both observations, the teacher encouraged children to remember what they already knew, as a bridge to further learning. In the first example, the way children moved from a circle time format to their tables was something they were familiar with, probably from doing it in their Spanish activities, set up by this same teacher. The second example also showed how the teacher was able to pick up on the children's lack of motivation and use it to her benefit (and theirs) and remind them of why they were being exposed to English and its importance for their future, thus building on previous conversations.

The second example includes a number of techniques which obviously came naturally to the teacher, because she was trained in initial education, e.g. the relevance of singing and moving to develop memory and of making connections between sounds, when she compared 'chin' and 'chocolate' in English and in Spanish —a classic pre-literacy activity.

Optimal conditions are required to learn another language, as well as high exposure to a variety of quality, meaningful interactions in that language. 'Quality', implies natural, spontaneous language, relevant to a child's immediate needs and containing features associated with *parentese* (speech which is slightly adapted for younger learners). The examples observed do not meet these requirements; instead they are associated with 'drip feed' (Baker, 2008) language learning programmes, where children are exposed to small amounts of a language in a classroom context, with little opportunity for meaningful, quality interaction.

“The Bilingual Intercultural Schools provided optimal conditions for learning two languages”

At this point, it might be worth mentioning the visits to the Bilingual Intercultural Schools, where activities were evidently meaningful for children —using language to do real things, like talking about the weather, learning a traditional dance or song, saying a rhyme, listening to a story. Using meaningful contexts for authentic language use, as well as creating a visual environment which valued the two languages and cultures being learned is extremely important. The Bilingual Intercultural Schools provided optimal conditions for learning two languages. It appeared that the initial education teachers also knew a sufficient amount of the language to support the children's learning successfully. The two settings could not be more different, but the former could certainly learn from the latter.

4.4.2. Survey responses

According to the surveys, and as seen in Figure 13 above, 15 per cent of public services included an early English initiative compared with around

85 per cent of private services. This section looks at the different questions asked of the survey respondents, including ‘How long the initiative has been running?’; ‘Does it incur additional costs for the parents?’; ‘How many hours per week do the children have English activities?’ and finally questions about activities and resources used.

4.4.2.1. Length of initiatives

It is useful to start this selection by determining how long the early English initiatives have been running. Figure 26 shows that in the Teachers’ survey there is a fairly equal spread across the responses, indicating that each length of initiative received between 22 and 28 per cent of the responses, with projects between two to five years selected by 28,5 per cent of the respondents. The Directors’ survey was quite different, with the majority of respondents (90 per cent) indicating an early English project for two to five years. The vast majority of these schools testified to being foreign language models, with English being taught for two hours a week.

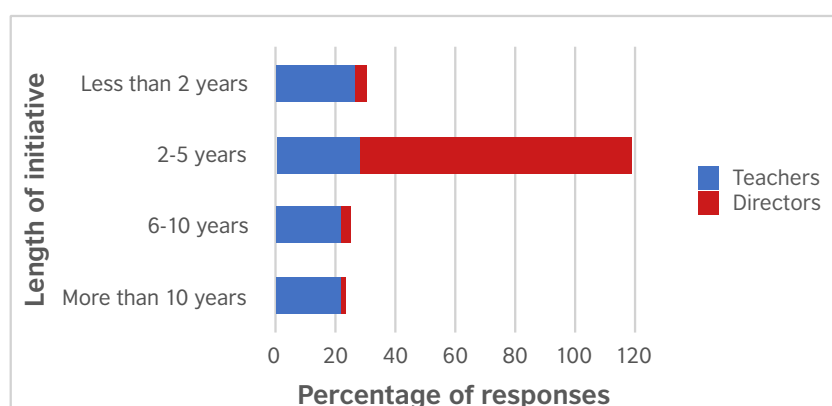


Figure 26: Survey responses: Length of early English initiatives

These results could be interpreted as an indication that, over the last five years, early English initiatives have increased in Peru.

4.4.2.2. Additional cost to parents

The question about additional cost was only asked of the directors. In the private sector, parents are already paying a fee for their child to attend the service, and the survey confirmed there was no additional cost for English. However, in the public sector, 43 per cent of the respondents (n° 27) specified that there was an additional cost for English lessons. All but one of these respondents confirmed the early English initiative had been running for between two and five years.

These results indicate that when an early English initiative exists in public schools, it is quite possible that it involves an additional cost to parents. This may contribute to further inequalities within a particular school population.

4.4.2.3. Number of hours of English

At the beginning of the survey the respondents were required to select which kind of school they worked in according to the amount of English that was taught. It had been noted that the term ‘bilingual’ was sometimes used in general discourse when a school had a few lessons of English a week. Thus, the following descriptors were employed for clarity:

- This is a Spanish school with English lessons twice a week
- This is a bilingual Spanish and English school (with immersion English)

“When an early English initiative exists in public schools, it is quite possible that it involves an additional cost to parents”

Despite this, it became clear when analysing the data that 35 respondents in the private sector had selected the second descriptor, ‘bilingual’ but later just under a half of these respondents indicated that English was taught for three or fewer hours a week. This was only a small number of overall respondents, but it confirmed a tendency for using the term ‘bilingual’ incorrectly. In both services visited with an early English initiative during the field work, their approach was also referred to as ‘bilingual’, although it was anything but bilingual.

Figure 27 presents the results, with responses organised by public and private services. It is quite clear that the majority of public services, around 55 per cent, include very small amounts of English per week. However, the majority of private services, around 60 per cent, run for two hours or more per week. Not shown in the figure is data relating to which age groups are included. In the private sector, two thirds of the respondents indicated all three age groups received the same amount of English, with just under half specifying three or more hours of English a week, and a quarter of them stating an hour or less a week. In the public sector, only around half of the respondents worked in services where early English initiatives included all three age groups. The remaining responses, in both public and private services, included a mixture of age groups, with the amount of time per week gradually increasing with age, e.g. 3-years received 30 – 45 minutes, 4-year-olds received one hour, and 5 year olds received 2 hours. These latter models could denote a more studied approach to the early English initiative.

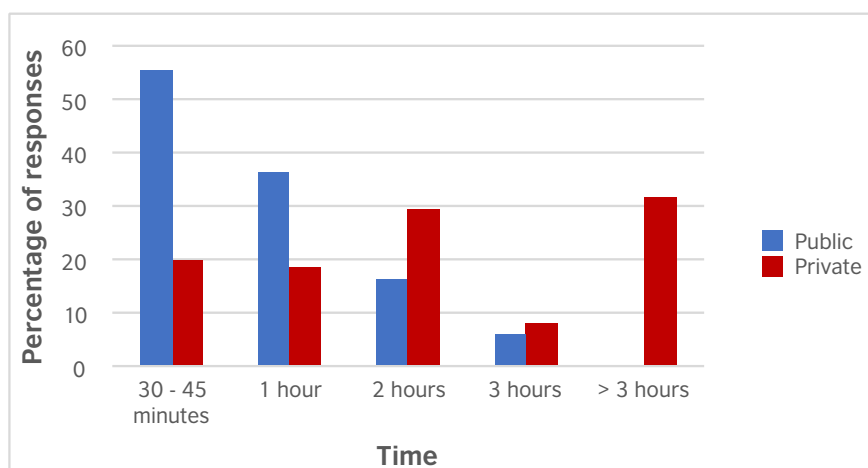


Figure 27: Survey responses: Amount of time per week spent on English activities

These results confirm that private schools not only have more early English initiatives, but that the time given to English is also quantitatively more. How this time is used for the early English initiative is not possible to discern from the survey. Follow up visits and observations would be required on a much larger scale.

4.4.2.4. Programmes and text books

In the surveys representing private services, 90 per cent of the responses with an early English initiative specified that they followed a programme and just over 64 per cent of the respondents representing the public services indicated that they followed a programme.

Regarding textbooks, Figure 28 clearly shows that respondents in private services use a greater number of textbooks in their early English initiatives —59 per cent use textbooks with 3-year-olds, 67 per cent with 4-year-olds and 71 per cent with 5-year-olds. In the public sector, respondents registering the use of a textbook were much lower —20 per cent with 3-year-olds, 25 per cent with 4-year-olds and 28 per cent with 5-year-olds. Few respondents indicated which textbooks they used, however, in private services (n° 23) just over half were global textbooks, one third were local text books and the remaining were self-made by the teachers. In the public sector (n° 15) just over half were self-made by teachers, and a third were global textbooks.

These results indicate that not only do more private services follow a programme but that they also rely more heavily upon textbooks. It is possible that the textbook is considered to be the programme, as it has been suggested that textbooks determine what is taught in an ‘era of textbook-defined practice’ (Akbari, 2008: 647). The relevance of not following a specif-

ic English programme, may in fact lead to a more integrated programme, where the teacher can follow an overall programme, which serves to integrate learning. It is not possible to determine this from the survey itself.

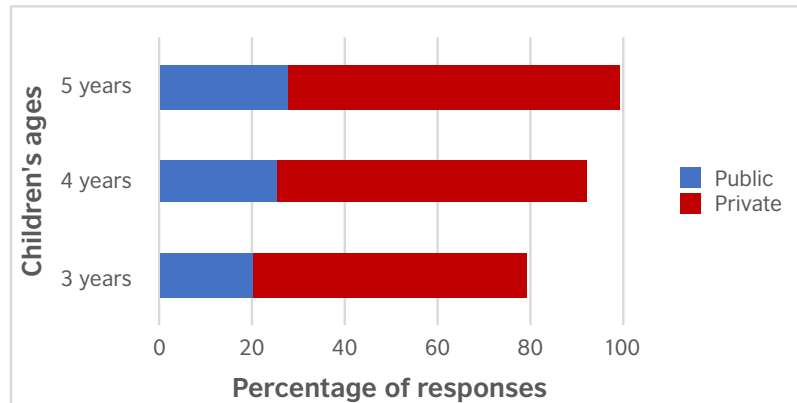


Figure 28: Survey responses: The use of textbooks in early English initiatives

4.4.2.5. Activities

Only the Teachers' surveys were analysed with regard to the resources and activities used in English lessons. The assumption was that the teachers would give a more accurate account of which activities were planned and what resources were used. The option to provide additional comments was also given. Data was analysed according to respondents who indicated they were either initial education teachers working in the public sector, or in the private sector.

Activities considered more ludic and developmentally appropriate for initial education, and for language learning in particular, included singing songs and rhymes, doing physical activities, playing games, listening to stories and arts and crafts activities. All these activities naturally provide for repetition of language and meaningful language use. Activities such as repeating words or sentences and asking and answering questions indicate a clear focus on language and are likely to be less ludic in approach. Doing interactive whiteboard (IWB) activities was also considered to be an activity that focused on language. Activities not considered developmentally appropriate for initial education children, and which do not support interactive language use, would include completing worksheets, using the computer and watching films and animations.

Figures 29 and 30 show the responses from respondents working in the public and private settings. Looking at the respondents' choice of activities used frequently or very frequently, it can be seen that over 80 per cent of respondents in both settings signalled using songs and rhymes,

and over 70 per cent selected playing games and doing physical activities. In the private sector, 60 per cent also indicated doing arts and crafts.

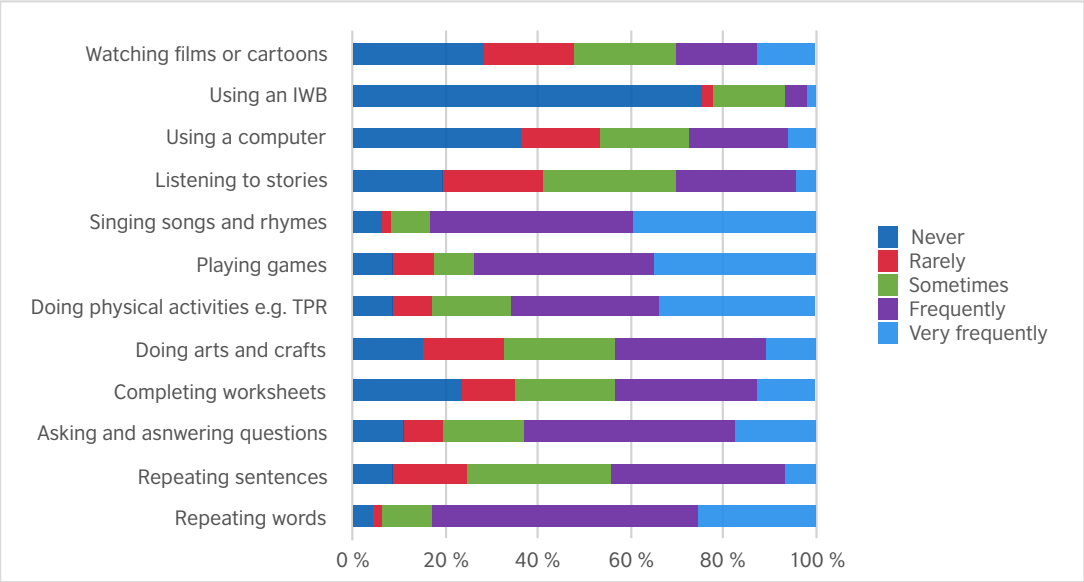


Figure 29: Survey responses: Activities included in early English initiatives in public settings

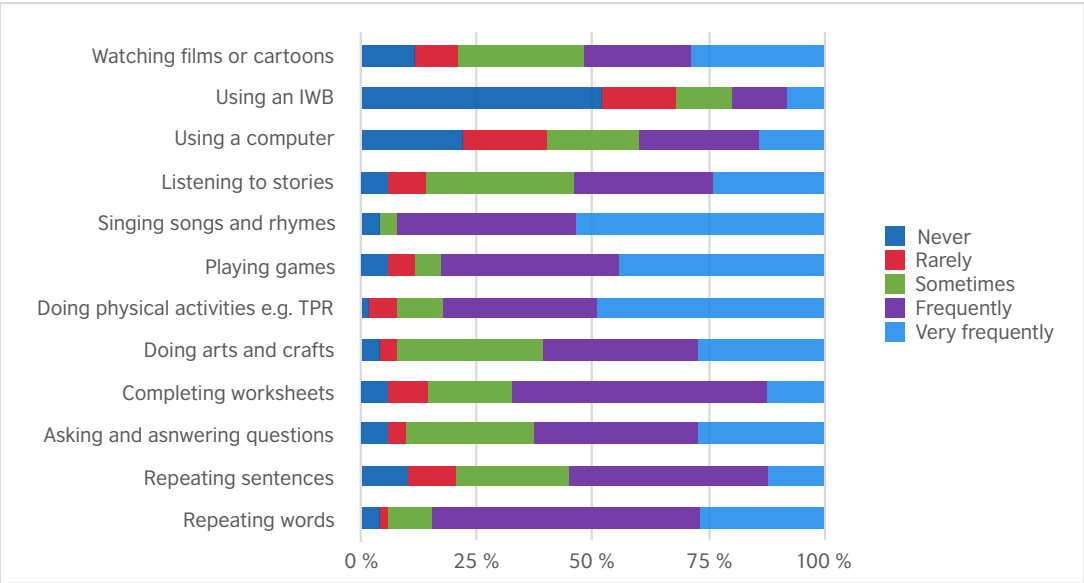


Figure 30: Survey responses: Activities included in early English initiatives in private settings

Over 80 per cent of all respondents specified repeating words and 60 per cent selected asking and answering questions. In the private sector, just under 70 per cent also signalled doing worksheets, and repeating sentences was indicated by 60 per cent. Just over 50 per cent of respondents in the private sector also selected watching films and animations and listening to stories.

“The private sector includes a wider variety of activities more frequently.

However, they are not all developmentally appropriate”

The additional comments from respondents indicated that they also used drama and roleplay and musical activities as well as reaffirming many of the activities included in the question.

It would appear from these results that the private sector includes a wider variety of activities more frequently. However, they are not all developmentally appropriate, nor do they promote interaction in English.

4.4.2.6. Resources

In a low-exposure context (EFL), it would be expected that teachers use visual aids to support children’s understanding and to provide for opportunities to engage in different game-like activities affording occasions for meaningful language use. These would include flashcards, posters and stories, as well as games. In addition, the use of CDs for songs and rhymes in English, would furnish access to native-like pronunciation, especially considering the concerns evidenced in the data. DVDs and work books would be considered inappropriate as they do not afford opportunities for interaction, and in the case of work books, signal a focus on reading and writing. Textbooks may or may not be appropriate depending on their content and how they are used. A board would suggest a teacher-led approach to teaching and learning.

Taking these points into consideration, eleven different resources were selected for inclusion in the survey, and respondents were asked to indicate how often they used each resource on a Likert scale of *never* to *very frequently*.

Figures 31 and 32 show the responses from respondents working in public and private settings. Looking again at the respondents’ choice of resources used frequently or very frequently it can be seen that in both public and private settings just over 70 per cent of respondents selected posters and between 50 and 60 per cent selected games. Flashcards were selected by nearly 80 per cent of the respondents from the private sector and CDs by around 70 per cent. Story books were used by just under 50 per cent of the private sector. In the public sector, CDs were selected by 50 per cent of the respondents, 45 per cent selected flashcards and fewer than 20 per cent selected story books.

In both the private and public sectors, a board was selected by just over 70 per cent of respondents and DVDs by around 55 per cent. Work books were evident in the choices of nearly 80 per cent of respondents in the private sector and just over 60 per cent in the public sector. Textbooks

were also evidenced by 53 per cent of the private sector and nearly 40 per cent in the public sector.

The additional comments from respondents indicated that they also used musical instruments and realia.

Once again it is clear that teachers in private services use a wider range of resources and use them more frequently. However, there is a heavier reliance on using the board in both settings, which indicates a more teacher-fronted formal approach to the teaching and learning context. There is also evidence that DVDs were a popular resource; this may indicate an approach to language learning based on letting children watch English cartoons, and thus depriving them

“Which indicates a more teacher-fronted formal approach to the teaching and learning context”

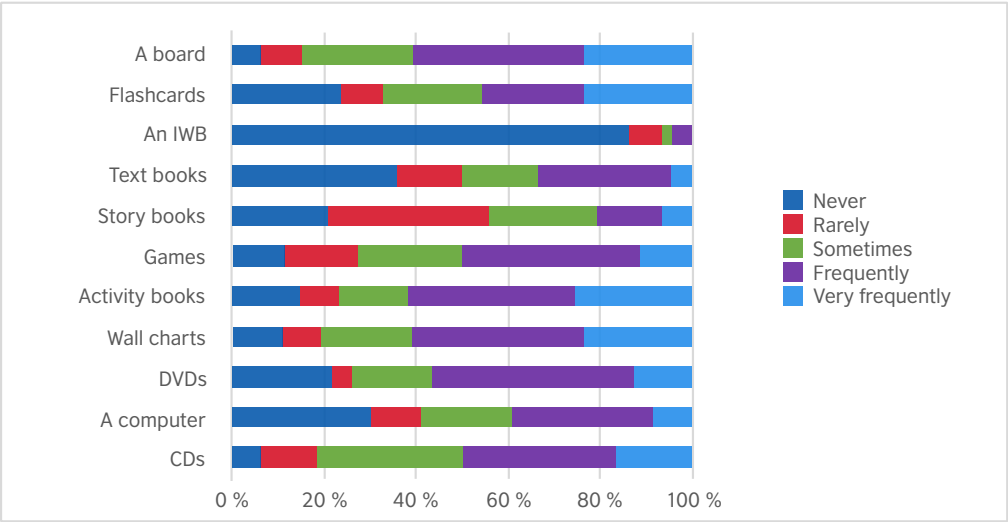


Figure 31: Survey responses: Resources included in early English initiatives in public settings

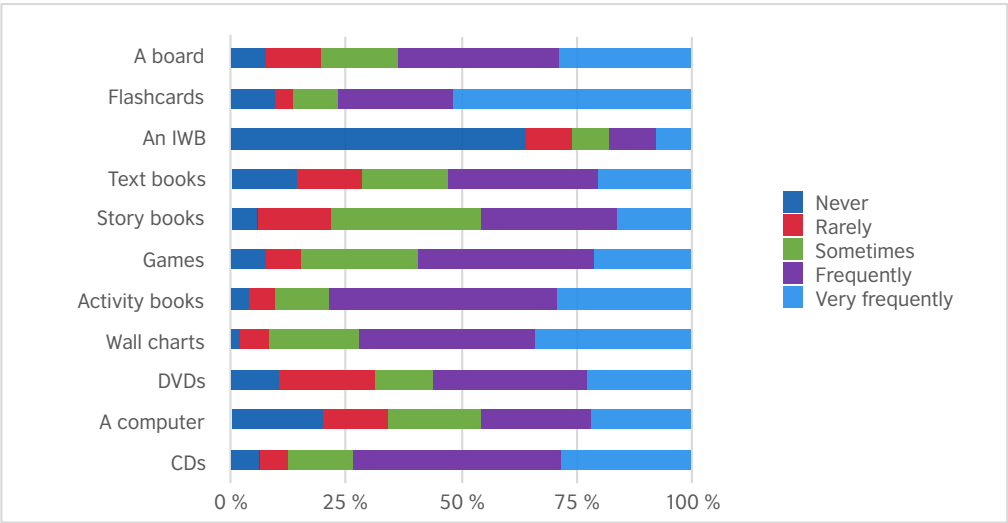


Figure 32: Survey responses: Resources included in early English initiatives in private settings

of opportunities for meaningful interaction in English. The lower number of teachers in both contexts selecting story books is likely to reflect the lack of financial resources at their disposal.

4.4.2.7. Phonics and reading and writing in English

The use of phonics in mainstream education in English requires understanding and, in some cases, special training to use certain resources and their associated methodologies. Phonics is associated with the teaching of reading; however, it is only a part of what is referred to as phonological awareness —the development of an awareness of sounds in oral language. A well-developed phonological awareness is a necessary requisite to be able to read in English. Research has also shown that the majority of children in mainstream English education learn to read without a focus on phonics. The development of phonological awareness in small children is supported by the inclusion of activities which support emergent literacy e.g. rhymes, talking about rhyming sounds, story books and related discussion, and meaningful, rich interactions in English, as well as access to environmental print. The appropriateness of phonics as an approach to learning English in a low-exposure early English initiative is debateable —no research has been conducted to verify its suitability.

Initial education in Peru aims to develop a child's emergent literacy in preparation for more formal learning in grade 1 (MINEDU, 2016: 68). Formal writing activities are not encouraged. Thus, any reference to reading and writing in English should take an approach to be recognised as developing literacy through exposure to environmental print in English, storybooks and storytelling, the sharing of rhymes and quality talk in English.

In the survey, respondents were asked to indicate if they included activities such as phonics or reading and writing in English. Clearly evident in Figure 33, all three of these activities were indicated as being employed by respondents in both public and private services. Phonics activities were used with all age groups by at least 60 per cent of the respondents. Reading and writing activities are used with all ages; however, there is an increase in the amount used as the children get older. There is some difference between public and private services; however, in the extent to which these activities are confirmed, especially with 5-year-old children —nearly 100 per cent of the respondents in private services indicated using writing activities, and 80 per cent in public institutions.

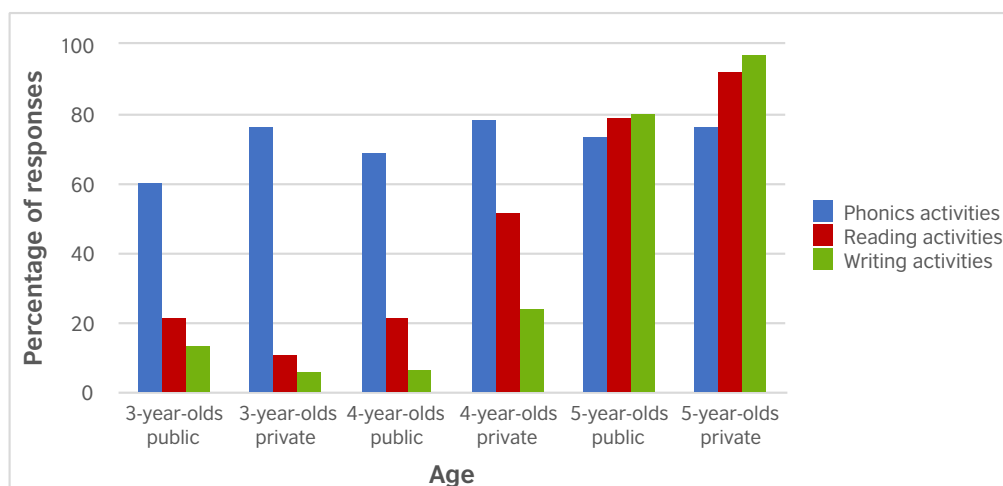


Figure 33: Survey respondents: Phonics, reading and writing activities in early English initiatives in Peru

Without seeing what actually happens in the classroom, these respondents may be referring to emergent literacy activities. However, as there is little evidence of using storybooks and more evidence of workbook and textbook use, it is likely that children in these schools are being taught to read and write more formally. The very clear existence of phonics may be a misunderstanding of what teaching phonics actually means. The respondents' reliance upon repeating words may be what they are referring to. Nevertheless, these results indicate there is an inappropriate emphasis on practices related to developing literacy in the early English initiatives. This is particularly worrying, when most of the initiatives fall into the low-exposure category of fewer than two hours of English per week.

4.4.2.8. Assessment and transition

Questions about assessment and transition were not included in the survey due to concerns about the time it would take to complete. When the interviewees were asked about assessment of progression in English, the answers received were unclear. The director suggested that children received quantitative grades, 'There are monthly assessments, with an alphabetical rating system' (Interview, D3). The initial education teacher in this school responded slightly differently, 'Two-year-olds are not really evaluated, except for greetings. Five-year-olds are given homework' (Interview, M3). In the second private school, the initial education teacher indicated that 'Children are evaluated every term in all areas, including English' (Interview, M7). The director confirmed this approach. We requested the assessment grids but were not given any to look at.

The question about transition appeared not to be understood. The two directors were of the opinion that English took place in primary and thus

children were prepared for it by beginning in initial education, 'Children are assessed on the basis of what they have learned in order to reach primary level English' (Interview, D3). Data from the two school directors showed that assessment and transition were two areas of early English initiatives which were misunderstood.

4.4.3. PERU EDUCA and Facebook

A short description of the response to these surveys would be useful. When the Ministry of Education used their communication lines to disseminate the surveys, they received 46 comments via their website. These were all fairly polite comments which made reference to children's ability to learn languages and the relevance of English as a global language. Concern was also shown for indigenous languages.

In less than a week the Ministry of Education Facebook page had garnered 299 comments and had been shared 470 times. The comments ranged from polite to aggressive, mainly mirroring the interviewees' opinions and responses to the surveys, depicting an apprehensiveness about who would be teaching English, how it would be articulated with primary education and the shortage of trained staff. There were also comments which showed concern for approaches which were not developmentally appropriate, as well as unease regarding indigenous languages. The most perturbing responses were those which showed ignorance of language learning and the benefits it can offer individuals and a society in general.

4.5. Teacher education

4.5.1. Initial education teacher educators

Visits to the teacher education institutions confirmed that the department of early childhood education and the department of languages were completely separate and did not collaborate in any way in the education of their respective student teachers. In both public and private universities, the teacher educators confirmed that courses for initial education teachers included modules on first language acquisition, but not in Spanish as a second language, or in foreign language acquisition.

The teacher educators who spoke to us were all positive about the possible introduction of English into initial education, though it was not a priority by any means. They were more concerned with other issues related to teacher education and preparation. Examples of responses were:

- ‘How to connect with the child so that what is taught has greater significance, to be able to use methodologies and innovative resources for groups of children to develop their full potential’ (PubTEd12.1).
- ‘To respond to the social demands, and to be able to manage a group of children who are digital natives, to teach them and provide them with tools to face a world we do not know yet.’ (PubTEd12.1).
- ‘To know what is the most essential thing that children need to be taught’ (PriTEd15.2).

Their views about the difficulties involved in implementing such a policy were focused on the issues of equality, concern for indigenous languages and the lack of language competence of the student teachers taking their course. One teacher educator was concerned about the university teachers if such a policy was to be implemented, ‘The lack of [university] teachers available [who speak English] with a master’s degree to work as teacher trainers’ (PriTEd15.2).

According to one teacher educator, most of the graduating teachers from their university would go into private initial education services in the city of Lima. Another noted, ‘It would be great to receive a course in didactics in English because it provides the opportunity to work in private schools’ (PubTEd12.1). This university was considered one of the top Peruvian higher education institutions; it seems rather a shame that they are preparing their teachers for private services.

From the interviews with the teacher educators it was quite clear that there was no training for initial education teachers in understanding how second languages were acquired or taught—for Spanish as a second language or English as a foreign language—and, despite the Ministry’s commendable initiative to make changes based on research into the possibilities of carrying out these reforms (PriTEd15.2), there were other, much greater concerns in the training of initial education teachers.

4.5.2. Trainee initial education teachers

According to a recent law, all students require a certain level of English to graduate from university. Nevertheless, as mentioned earlier, the majority of students did not have a level of English beyond A1 / A2. All the students in the focus groups were female.

These students held very different views on the idea of including English in initial education. Several were of the opinion that children should learn

their mother tongue first and so English should only be taught in grade 3 of primary education (PubSt13.1). Some voiced feelings in support of indigenous languages being a priority (PriSt16). Others were certain that English should be the only other language taught in initial education (PubSt1.2).

For some of the students, an early English initiative meant children would be immersed in English from an early age, which implied a bilingual or immersion model. They did not seem to be aware of any other model. Finally, there were also students who voiced concerns about children being ‘forced’ to learn another language for reasons they were unaware of.

When asked how they felt about the possibility of having to teach English in initial education when they graduated, some were not very enthusiastic, ‘The teaching of a foreign language should not be prioritized unless it is a social requirement’ (PubSt13.3) and ‘If I had to do it, first I would have to learn the language’ (PubSt13.4), implying it seemed, that this was not her responsibility.

One student, who already spoke quite good English said, ‘I think I could do it but I would like to train myself even more so that I can feel safe in front of a group of children’ (PubSt14.5). Others also showed willingness to undergo training, in order to teach either an indigenous language or English. These responses mirror those which the initial education teachers provided during interviews. One student felt that ‘the state must provide the tools so that educators can adapt to each context and thus teach in the best possible way’ (PriSt16.4). Could she be referring to the lack of training in any language other than Spanish on her course?

These students provided a mixed picture of attitudes and dispositions towards teaching English in initial education. They also showed lack of real understanding of what it would entail, probably due to the omission of modules on second language acquisition and approaches to teaching other languages.

“Probably due to the omission of modules on second language acquisition and approaches to teaching other languages”

4.5.3. Trainee English teachers

It was not possible to interview a teacher educator from the English department at either university. However, a focus group in the public university was arranged with four fifth-year student English teachers: three female students and one male. Two of these trainee teachers had learned English from the age of 6 at private schools, the other two much later, from the age of 16. All four were now in their early twenties and were at least level B2 in English. Their five-year degree had prepared them to

teach all levels of education in Peru, from initial to tertiary. When these students began their studies many of their subjects were in English, and they studied English after university lessons too. They lamented that the newer students were attending classes held in Spanish.

When asked what they were taught regarding teaching English to initial education children, they explained:

- ‘The communicative approach’ (PubEngSt 1).
- ‘Children are active, we were trained to teach them using games, songs, pictures, videos’ (PubEngSt 2).
- ‘With children we have to use words, like family members. The focus was to focus on vocabulary’ (PubEngSt 3).

These students confirmed that they had had modules that looked at both first and second language acquisition in children —they emphasised that they had learned that ‘Children can connect learning in their first and second languages’ (PubEngSt 3). They also explained that they had learned about child psychology, but this had been one of their subjects in Spanish.

Teaching practice had formed part of the latter years in their degree. However, only two of the students had done their teaching practices in initial education. It was not made clear how the teaching practice was organised, but they were not allowed to choose at which level they wanted to teach. These students had taught in a range of contexts —in primary and in secondary school; initial and primary; primary, grades 1 and 6; initial and primary grade 2. When asked if they felt confident about teaching in initial education, one of the students who had had her practice at this level explained,

I tried to follow all the techniques my training gave me like songs. They used to learn vocab through songs and games. I found it useful, but sometimes no (sic) because of the behaviour of the students. It was an interesting experience (PubEngSt 1).

When asked which level of education they wanted to teach when they left university at the end of the year, the three female students were quick to confirm they wanted to teach young adults, and one added,

The majority of our class wants to teach young adults —I think it is more easier (sic). The methodologies are more diverse and classroom management is more challenging for us [in initial education], so we find it easier to teach young adults. (PubEngSt 1)

A fourth student, the male student said, 'I'd like to teach children, primary. Being a male teacher is unusual to go into initial education' (PubEngSt 3).

Some of the English teachers mentioned in the surveys had similar training to these students. Their broad focus —initial through to tertiary— is extremely useful, for it enables them to work in all levels of education. However, the training they receive in relation to English in initial education may be rather light, as there is no mention of creating opportunities for interaction and meaningful learning through play —the focus on teaching words only reflected much of what was observed during the fieldwork visits, heard in the interviews and read in the survey data. The lack of inter-departmental collaboration and discussion around the real possibilities open to these teachers if they worked with small children, means there is room for improvement. However, the fact that this course exists, to train English teachers for all levels of education, is extremely important.

4.6. The English Teachers Association

A Teachers' Association provides practical benefits for teachers, through opportunities to network and engage in professional discussion. It can also play a role in strengthening a sense of community amongst its members (Falcão & Szesztay, 2006). Language Teachers Associations (LTAs) are also thought to contribute to improving the practice of language teaching, raising the standards of initial and in-service training and breaking down the isolation some teachers experience in their classrooms and schools. Teacher Associations have the capacity to support and encourage change.

During the interview with the President of one of the English Teachers Associations in Peru, it became clear that the association, run by volunteers, was working hard to ensure all these things. As an LTA, its work focussed on language teachers, and those teachers who were working in statutory English education, from grades 5 and above. Nevertheless, a number of initiatives were described which included support for English teachers working in initial education:

- A summer school for teachers teaching English in initial education.
- A strand in their annual conference for English in primary and initial education.
- A section in their newsletter for English primary and initial education.

When asked how the LTA might support such an initiative, the President was keen to suggest that the LTA could:

- Deliver workshops
- Collaborate with the Ministry of Education
- Visit regions and carry out outreach activities

It was also clear from the interview that there were a small number of experienced initial education English teachers, who were active in presenting and sharing ideas at conferences and events.

4.7. Implementing an early English policy in Peru

4.7.1. Challenges

During interviews with the Ministry of Education staff and regional education authorities, they were asked what they thought the challenges might be in starting English language teaching in initial education in Peru. In general, the regional education authorities were far more positive about the idea, considering that 'It wouldn't be too much of a problem, just the training of initial education teachers' (Interview, LA3.3). In fact, the majority of challenges highlighted by the regional education authorities related to staff provision and training.

The Ministry of Education staff were less optimistic, and outlined four main areas of concern:

- The real objectives of initial education – what about play?
- Teacher education
- Maintenance of indigenous languages and their cultures
- The child

Often the themes were combined in comments which showed the inter-relational issues involved in the possible implementation of an early English initiative.

The training of initial education teachers. The teacher training centers handle very traditional concepts on how to teach. The theme of play for example, although we have been promoting this since 2005, and to change the teacher's attitude is also an issue. (Interview, ME1)

This Ministry of Education staff member shows concern as to whether teacher training centres are capable of preparing teachers for such an initiative, and a similar comment was made by a teacher educator, who was apprehensive about the language competence of university teachers if the policy was implemented.

Another very important issue brought up by a Ministry of Education staff member was related to the objectives of initial education.

The biggest challenge is to see initial as initial and not as a preschool. It is a struggle to oppose the view that our education service is preparatory to primary school. (Interview, 8.3)

The Ministry of Education curriculum guidelines very clearly follow a child-directed social pedagogic approach, where attention is given to educational goals, play, and interactivity with both teachers and peers. However, what we have seen in relation to introducing English might be a move towards a teacher-led, education-focused approach related to school readiness skills such as numeracy and literacy. It would seem that evidence collected from observations points in this direction.

References to play as ‘the axis of initial education’ (Interview, 8.3) and lamentations that it remained misunderstood by initial education teachers (and even university staff), hinted at in the above quote, were a permanent concern for the Ministry of Education.

Maintaining the diversity of ethnic cultures in Peru was the third main concern.

The country is very diverse. The Quechua culture has divisions and there are many types of Quechua. There are very small populations, whose languages are no longer used. If no culture is generated, its language is lost (Interview, 8.3)

This was also a common thread in the comments provided in the surveys and even in the interviews, where interviewees mentioned the importance of indigenous languages either in addition to English, or instead of English.

The Ministry of Education staff were also aware of the importance of preparing for such an enormous policy change and not moving too quickly, which may be disastrous for the child:

To force the teaching by starting a quick project without taking into account the methodology, the teachers. This can generate accept-

ance or rejection. The strongest rejection may be that of the child himself (Interview, 8.1)

There was also mention that the teacher may see it as a ‘burden’ (interview, 8.2), which may also lead to children feeling frustrated.

4.7.2. Possible ways forward

The survey questions included a section on recommendations for implementing a policy for an early English initiative in initial education in Peru. It required that respondents gave their opinion on nine recommendations using a five-point Likert scale of *strongly disagree* to *strongly agree*. The recommendations were selected based on the comments made by the interviewees and other ideas considered relevant. The recommendations were:

1. To develop a set of guidelines for early English initiatives
2. To introduce in-service workshops in schools to train initial education teachers to teach English
3. To immediately introduce a policy to begin an early English initiative in all regions of Peru
4. To immediately introduce a policy to begin an early English initiative in some regions of Peru
5. To immediately introduce a policy for English teachers in primary and secondary education to teach English in initial education
6. To pilot early English initiatives in different regions of Peru
7. To restructure initial education to ensure all children from 3 to 5 years attend school services
8. To restructure teacher education programmes to train English teachers to teach English in initial education
9. To restructure teacher education programmes to train initial education teachers to teach English in initial education
10. To restructure teacher education programmes to train initial education teachers to teach indigenous languages in initial education

There was little difference in the respondents’ choices. Around 75 per cent of the respondents in both surveys were in agreement and strongly in agreement with eight of the ten recommendations. This is likely because they are all plausible solutions. The only two which were considerably less

popular in the Teachers' Survey were Recommendation 4: 'To immediately introduce a policy to begin an early English initiative in some regions of Peru', and Recommendation 5: 'To immediately introduce a policy for English teachers in primary and secondary education to teach English in initial education'.

In recommendation 4, it is assumed that the issue is with 'some' –it is encouraging to think that these respondents want the whole of Peru to benefit from a policy if it was to be implemented. In recommendation 5, the issue is with who should be the English teacher. Again, this may show that the majority of respondents are aware of the implications of bringing in language specialists who know little about initial education, despite the fact that data from the survey indicates that English teachers from secondary and primary education are teaching English in initial education. Or maybe, it was due to the fact that the majority of respondents in the teachers' survey were initial education teachers.

4.7.3. Time required

In all interviews (except those with children) and in the surveys, the participants in the study were asked to give their opinion about how long they thought it would take to successfully implement an early English initiative in Peru.

Figure 34 shows what the survey respondents thought – they were generally very optimistic and just over 45 per cent suggested it would take two to five years. Just over 20 per cent thought it might take a year and a little less than 20 per cent indicated it would take between five and ten years. Under 5 per cent reckoned on more than ten years and around 13 per cent of the survey respondents considered it to be improbable.

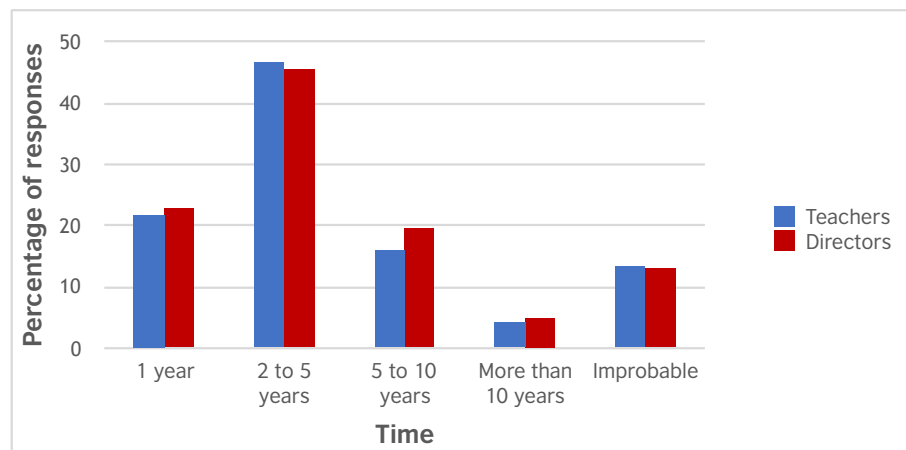


Figure 34: Survey respondents: Suggested length of time for the successful implementation of an early English initiative in Peru

The regional education staff and the teacher educators were also asked their opinions. Two thirds suggested it would take anything up to five years. One indicated more than five years, another refused to make a guess and another suggested ‘It depends on the political will of the training centres’ (Interview, PriTEd15.2).

What seems apparent from these responses is that, once again, the majority of participants in this study consider that such a change in policy will be undertaken with relative ease.

4.8. Concerns

Without doubt, the Peruvians who participated in this study were, in the main, positive about including an early English initiative in initial education. Our concerns regarding these positive views focus on several issues:

- 1) Misunderstanding the ‘earlier the better’ argument
- 2) The relevance of quality interaction in English for successful language acquisition
- 3) Approaches to language education which respect the child and the way they learn
- 4) The time required for the successful implementation of an early language learning policy

4.8.1. Misunderstanding ‘the earlier, the better’ argument

On almost all occasions, the argument for starting to learn English early pointed at the child’s ability to learn another language in the same way that they had learned their first, that is, quickly and effortlessly. Or, that there was evidence that children can learn another language alongside their first, citing bilingual contexts where children grow up with parents speaking two languages, or in a country where English is the language of communication, e.g. the United States. These ‘the earlier, the better’ beliefs are misguided by the very fact that they are assuming children in Peru will be in a context which exposes them to the amount and quality of language required to become a competent bilingual at an early age. Murphy (2014) suggests that ‘the variability in the extent to which children actually become bilinguals seems to be related to context not age’ (p. 160). In a context where children are exposed to small amounts of a language in a classroom context with little opportunity for meaningful,

“These ‘the earlier, the better’ beliefs are misguided”

quality interaction, attainment in the target language is the slowest. Murphy has described this context as ‘input-limited’ in comparison to other contexts like immersion or bilingual education, which are ‘input-rich’. Slow development is not necessarily a problem. However, any development at all requires continuation over time. Thus, beginning a language in initial education, with a view to following a ‘language exposure model’ (Edelenbos, Johnstone and Kubanek, 2006), the objective of which is to see the language learning experience as an end in itself, or ‘learning the basics’, requires that it is also learned in primary and secondary education, with policies to support careful transition and teacher education at all levels.

4.8.2. The relevance of quality interaction in English for successful language acquisition

Input-rich contexts in a classroom learning context require ‘optimal conditions’ (de Houwer, 2014; Murphy, 2014). Taking research by Ramirez and Kuhl (2017) as an example, optimal conditions include:

- High quantities of quality target language input
- Low child-adult ratio
- Access to multiple speakers of the target language
- Highly social interactions, with meaningful and engaging activities supported with prompt and contingent responses by adults
- Children being encouraged to speak and interact
- Play-based activities

They are conditions, without doubt, associated with immersion or bilingual education and there may well be schools in Peru that provide such conditions for learning English, but they will be very special schools, and most likely, very expensive. There are, however, examples of schools that provide such an environment for the learning of indigenous languages: they follow the *escuela intercultural bilingüe* programmes and are able to successfully provide opportunities for children to either learn Spanish or an indigenous language to a satisfactory level upon leaving primary education.

If quality interaction in English is not possible due to a teacher’s low level of language competence, what is possible in relation to early language learning? One of the objectives noted in the interviews, and carried over into the surveys was the desire to ‘enjoy the sounds of English’ and ‘to realize the existence of other languages’. Such objectives may be as-

sociated with the language exposure model, but also with the language awareness model (Hawkins, 1987) or awakening to languages (Candelier, 2003), where contact with a variety of languages is planned for, the purpose of which is to prepare children to live in a linguistically and culturally diverse society. The languages in such a programme could include minority, endangered or heritage languages, as well as those considered to be relevant, e.g. English, Portuguese, Chinese etc. Research suggests that children from 3 to 10 years old benefit from such an approach, as it fosters positive representations of linguistic diversity, motivates towards language learning and contributes to the recognition of linguistic repertoires in children who come from minority backgrounds. There is also evidence that this approach supports the development of certain metalinguistic skills e.g. memorization and auditory discrimination, as well as phonological awareness (Lourenço & Andrade, 2015). Awakening to languages suggests a broader set of educational goals, which according to Lourenço and Andrade are particularly appropriate for the early years.

At one of the private schools, an initial education teacher described using English and Quechua during her routine activities with the children in her care. It is likely that her approach is more aligned with a language awareness model. This approach to languages may indeed be very appropriate for Peru, in its desire to revitalise indigenous languages and follow an initial education programme that promotes respect for others. As such, quality interactions in the target language are not necessary; instead the approach relies upon discovering different languages together, by sharing which languages are spoken in the classroom, or finding out about other languages. Teachers need not be experts in any language but their own, and instead require an interest in other languages and cultures and a desire to share this interest with their children.

“A language awareness model (...) may indeed be very appropriate for Peru”

4.8.3. Approaches to language education which respect the child and the way they learn

The language exposure model is typical with regards to early English initiatives in most of the studies mentioned in this report. The focus is on learning the language. However, what is relevant about languages in low-exposure contexts is their usefulness as a ‘communication tool to be used in other activities’ (European Commission, 2011: 14). The very nature of pre-primary education, following a curriculum that supports the holistic development of the child, would suggest that an integrated model (Mourão 2015; Robinson, Mourão & Kang 2015), would be highly appropriate. This proposes an approach to the target language that emulates the way children learn in pre-primary education, thus it would involve hands-on activi-

ties, child-initiated play and a focus on orality —listening and speaking. An integrated model would also suggest that the target language accompanies what children are doing in their daily activities so connections can be made between learning through the languages (Dolean 2015). It also implies a collaborative approach between the initial education teacher and the target language teacher, if they are two different staff members (Mourão & Robinson 2016).

The English lessons observed in private schools did not show evidence that English was integrated, and neither was it clear that children were actually involved in a learning activity that respected the way they learned. Survey respondents also indicated that there was a focus on reading and writing and more formal learning activities which ignored both the Initial Education Curriculum and child agency.

4.8.4. Time required for the successful implementation of an early language learning policy

The responses from both interviewees and the survey respondents suggest that a policy to successfully introduce an early English initiative into initial education in Peru would be relatively easy. There is little evidence of such a policy actually taking place, although Cyprus (see Ioannou-Georgio, 2015), Spain (Andúgar, Cortina-Pérez & Tornel, 2017) and Mexico (Sayer, Ban & López de Anda, 2017) are examples worth discussing.

Cyprus is a very small country in Southern Europe, with a population of just over a million. It was a British colony until the 1950s, and English has a strong presence in the education of its citizens and in its linguistic landscape. Statutory attendance in the final year of pre-primary education has been in place for some time. However, in September 2015, English was introduced as a part of its pre-primary curriculum. Two years later, in September 2017, this was lowered to include all three years of pre-primary education. This policy change began with a small pilot project which ran from 2007 to 2010. Pre-primary teachers were given language development courses together with training in methodologies to teach English in pre-primary education. Pre-primary teachers were selected as they already had a fairly high level of English language competence due to Cyprus's past association with Britain. The pilot project was evaluated positively and the inclusion of English in the last year of pre-primary education became more and more widespread between 2010 and 2015, as teachers were trained and the project gained in strength. In a small country like Cyprus, where English is spoken widely, this policy change took ten years to materialise. To our knowledge, no longitudinal study has been undertaken and published to show the results of this change.

A second example is Spain, where bilingual Spanish and English projects in pre-primary began as pilots in 1996 with English becoming part of the national pre-primary programme in 2006 (Andúgar, et al., 2017; Fleta 2016). A variety of teachers were trained to teach English including language specialists in primary education and pre-primary teachers. English is now compulsory in pre-primary education in ten of the seventeen Autonomous Regions, with 2015 figures showing that 79 per cent of all pre-primary children learned English from the age of three years old in Spain. Twenty years from the start of the pilot projects, Spain is still trying to coordinate a nationwide language policy, hindered by different approaches employed in the regions. Andúgar et al. (ibid.), share an exhaustive analysis of how the Autonomous Regions in Spain approach the national regulations of 2006, which suggests that it is the responsibility of the local education authorities to include English from 3 to 6 years old. The variety of interpretations includes a difference in guidelines around who is responsible for the English teaching (the pre-primary teacher, an English teacher or both); the teachers' language competence; whether language assistants are involved; the number of hours devoted to English and the different approaches, which may or may not be labelled bilingual language education or content and language integrated learning (CLIL). Fewer than half of the regions have developed a comprehensive plan for English in pre-primary education and many regions are limited for economic reasons. The relationship between English and the regional languages, such as Catalan or Basque, has also affected implementation. Andúgar et al. consider the heterogeneity of the regions to be the major stumbling block in a successful nationwide implementation, which is likely to be the reason in many countries where there are larger differences between urban and rural areas.

A third example is Mexico, where, as part of a wider curriculum reform, a national programme was launched in 2009 to introduce English into public education from pre-primary through to grade 6. This programme provides a single curriculum, beginning in pre-primary with two and a half hours of instruction per week of English, to enable children to reach A2 level when completing grade 6 of primary education. An evaluation of the pilot phase was recently published (Sayer, Ban & López de Anda, 2017), which highlights the challenges Mexico has encountered together with confirmation that only 25 per cent of Mexican elementary students actually receive English instruction, with the majority attending schools in urban areas (p. 272).

The main challenge encountered was the lack of qualified teachers with sufficient English proficiency, but other challenges include:

- The production and distribution of materials
- Teacher schedules due to the employment of peripatetic English specialist teachers
- Expansion into rural areas of Mexico and the indigenous communities
- The creation of an administrative structure to support teacher payments and benefits

Despite issues regarding quality and nation-wide access, parents were positive about the new programme in the main due to the 'greater equity in access to learning English' (ibid: 285). Nevertheless, the socio-economic disparities between public and private education remain.

“The difficulties encountered in Mexico will be similar to those in Peru”

These country examples show that time is needed for a change in policy regarding the implementation of a successful early language initiative. In a small country like Cyprus, it took ten years to see the language policy reach all three years of pre-primary education, in this case we can consider it successful, as its coverage is nationwide. In Spain, with decentralised systems in place, there is still little evidence of nation-wide success after 20 years, although certain regions are doing very well. What might be worth highlighting is the relevance of those children who attended those early pilot programmes in pre-primary and who will have recently left university, confident in their ability to speak English. Some may even become pre-primary teachers and the circle will be complete. In Mexico, after eight years of curriculum reform, there is still a long way to go before such a programme reaches the initial and primary education population it is intended for. The difficulties encountered in Mexico will be similar to those in Peru and as such it might be useful to follow Mexico's progress and reflect on its relevance for such a curriculum change in Peru.

PART 5: Conclusions and recommendations

This baseline study set out to understand the present situation in Peru regarding initial education and early English language initiatives; to collect examples of practices and approaches in different contexts and to make recommendations for the introduction of English in initial education in Peru. Using more qualitative approaches during school visits and interviews with stakeholders, followed by a more quantitative approach to collecting data using surveys, a picture of initial education and early English initiatives has emerged, together with an impression of stakeholders' attitudes. The study represents a tiny slice of the population; however, it is sufficient to provide enough information to create a set of recommendations.

We have encountered a country of enormous richness, but socio-economically disparate. The fact that school services do not reach all children, with a percentage of children attending non-school services, which do not always provide the level of education and care to the required standard, means a nation-wide early English policy would be difficult to implement.

Recommendation 1: Create nation-wide school services of quality, before embarking on an initial English language initiative.

There is evidence that diversity and contrast is exacerbated by the inclusion of English in private initial education services. The private sector remains a minority sector, but has expanded in recent years, as have the number of early English initiatives. It would also seem that this concern about inequality has contributed to an interest in English and a desire for it to be available to all children in Peru, together with a belief that children should begin learning a language earlier and a recognition that English is a global language guaranteeing access to better education and work opportunities.

Recommendation 2: Consider publishing fact sheets about different models of early language learning, e.g. language awareness, language exposure, bilingual and immersion models. Include information about what these approaches involve, what they require to be successful as well as the benefits of the different models. Ensure these fact sheets are available

in schools and online so that stakeholders can make informed choices about what happens in initial education classrooms.

Peru is a multilingual, multicultural and multi-ethnic society. Our study has certainly shown that there is interest in and concern about indigenous languages and with national plans to support cultural and linguistic reinforcement and revitalisation, is an early English initiative desired at this time? If so how can it be seen to support Peru's many languages instead of smothering them?

Recommendation 3: Consider further investigating language awareness programmes and their use in initial education to contribute to supporting interest in indigenous languages as well as other languages, like English, Portuguese etc. throughout Peru.

Officially, there is a lacuna of information regarding early English initiatives. This is not restricted to private services, for evidence points to past initiatives in the public sector, as well as a small number of public services at present with early English initiatives, some of which incur additional costs for parents.

Recommendation 4: Consider tightening up regulations around private school services, and creating a system which enables schools (public and private) to easily inform the Ministry of Education about activities which are not, thus far, part of the Peruvian initial education curriculum.

Present approaches to early English initiatives are questionable. Firstly, in relation to the language competence of the education teacher. Secondly, in relation to approaches and practices, which do not, most often, appear to be age-appropriate. This problem is related to a lack of training and know-how, in all sectors, including the publishing industry.

Recommendation 5: Consider creating a set of guidelines for early English initiatives, possibly in collaboration with the two English Teacher Associations in Peru. Ensure these guidelines are available not only to English teachers, but to initial education teachers and publishers as well. They could be made available online through the usual communication lines.

Long-term planning is essential for any early language learning initiative to be successful. An earlier start, if done properly, allows for a longer term overall for engagement with other languages. However, an early start requires a strategy for continuity from initial education into primary education and then into secondary education. Introducing an early language

learning initiative in initial education, requires that there is planned continuation into primary education.

Recommendation 6: Consider a long-term plan for the introduction of an early English initiative, which may require wider national curriculum reform.

Teacher education for initial education teachers and English teachers, in the contexts visited, were separate and divided. It is obvious that expertise exists, however departments are isolated with no opportunity for sharing and expanding. Nor do they appear prepared to educate teachers in learning, learning about or teaching foreign or second languages.

Recommendation 7: Consider encouraging teacher education programmes to collaborate between departments. Suggest a restructuring of teacher education models which involves preparing teachers to combine expertise in initial education and second and foreign language learning.

Pilot projects in education are usually the first stage of any curriculum change, they serve to show if there are any significant benefits to such change, as well as evaluating the practicality of successful implementation. There is evidence that suggests piloting is more successful if it takes a bottom up approach and is seen collaboratively, utilizing the expertise of teachers who may already be innovating (Levy, 1990).

Recommendation 8: Consider extensive piloting of an early language learning initiative. When selecting where to pilot, it might be useful to take into consideration the early language initiatives that are already in place in the public sector, once they have been appraised. In addition, ensuring a variety of contexts are included in a pilot stage, including those which represent the most difficult geographical areas for curriculum innovation to succeed.

PART 6: Possible routes towards including an early language initiative in Peru

In the report, references have been made to two models of early language initiatives, a language awareness model and a language exposure model. Of these two models, the latter is most widely known for it focuses on the learning of one language, usually English. Nevertheless, both models are possible and possibly desirable, though they take different approaches to language education and require different teacher profiles.

6.1. A language awareness model

If quality interaction in English is not possible due to a teacher's low level of language competence, what is possible in relation to early language learning? One of the objectives noted in the interviews and carried over into the surveys was the desire to 'enjoy the sounds of English' and 'to realize the existence of other languages'. Such objectives may be associated with the language exposure model, but also with the language awareness model (Hawkins, 1987) or awakening to languages (Candelier, 2003), where contact with a variety of languages is planned for, the purpose of which is to prepare children to live in a linguistically and culturally diverse society. The objective is not to 'teach languages per se, but to promote questioning about language to develop linguistic understandings and to challenge linguistic prejudices' (Garcia, 2008: 387). The languages in such a programme could include minority, endangered or heritage languages, as well as those considered of relevance, e.g. English, Portuguese, Chinese etc.

Research suggests that children from 3 to 10 years old benefit from such an approach, as it fosters positive representations of linguistic diversity, motivates language learning and contributes to the recognition of linguistic repertoires in children who come from minority backgrounds. There is also evidence that this approach supports the development of certain metalinguistic skills e.g. memorization and auditory discrimination, as well as phonological awareness (Lourenço & Andrade, 2015b). Awakening to

languages suggests a broader set of educational goals, which according to Lourenço and Andrade are particularly appropriate for the early years.

In one of the private schools, an initial education teacher described using English and Quechua during her routine activities with the children in her care. It is likely that her approach is more aligned with a language awareness model. This approach to languages may indeed be very appropriate for Peru, in its desire to revitalise the indigenous languages and follow an initial education programme which promotes respect for others. As such, quality interactions in the target language are not necessary, instead the approach relies upon discovering different languages together, by sharing which languages are spoken in the classroom, or finding out about other languages. Teachers need not be experts in any language but their own, and instead require an interest in other languages and cultures and a desire to share this interest with their children.

6.1.1. An academic profile

The academic profile for an initial education teacher to successfully implement an early language initiative in the form of a language awareness model would be little more than an interest in languages and a curiosity regarding discovering languages together with the children in their care. Training would be necessary to contribute to a deeper understanding of the components of the language awareness model to enable teachers to participate in a programme which was flexible enough to incorporate the social and cultural values of a particular school community as well as ensuring it was 'inclusive and dynamic, and open to diversity and cooperative learning' (Lourenço & Andrade, 2015b: 133). This training is likely to be short-term and could even be provided through online modules.

6.2. A language exposure model

A language exposure model focuses on the formal learning of one language and planned continuation through the school years is essential. It requires that teachers involved in such initiatives have a fairly high level of language competence. As mentioned earlier in this report, the recommendation in Europe is B2, although there is evidence to suggest that C1 is more appropriate, 'as it enables teachers to be fully functional in the informal and incidental language regularly required in primary classrooms' (Enever, 2011: 26).

6.2.1. An academic profile

The implications for the academic profile of a teacher who is responsible for teaching English in initial education are that they necessitate at least a B2 level. However, as initial education is qualitatively different to primary education, with a focus on developing the whole child rather than being subject focused, knowledge of and competence in English is not enough. Teachers require an understanding of early childhood pedagogy, first and second language development in early childhood, together with methodologies for teaching English to such young children. The implications of such a profile are that teacher education programmes would require extensive reformulation, as long-term training would be required.

An alternative might be to bring two members of staff together, an initial education teacher and an English teacher. Through collaboration, these teachers would bring their individual competencies together for the benefit of the children in their care. However, both professionals would still need a training of sorts. The initial education teacher would require a brief introduction to early language learning and the strategies she could put into practice to create a classroom environment which supported such an initiative. The English teacher would need training related to early childhood pedagogy and subject-specific methodologies to enable them to bring appropriate early language learning experiences into the classroom. Collaborative practices also require time and dedication, which would require the support of school directors and local authorities.

6.3. Sustainability

A language awareness model represents a very different form of early language initiative and one which is often misunderstood. Immediate results would not be visible. Instead, over a longer period of time, as children move through the education system, their openness to difference would become evident, as would their willingness to approach and learn other languages. Despite very positive results in such programmes in all levels of education in Europe over the last 20 years (Candelier, 2003; Lourenço & Andrade, 2015a; Young & Helot, 2003), opposition from parents of children in primary education has been noted, as they wanted their children to be ‘taught the “global” language, English’ (Barton, Bragg & Serratice, 2009: 148). It is for this reason that such an approach would have to be carefully explained to stakeholders.

A language awareness model might be seen as a first step towards a more generalised wider curriculum reform which included language education in all levels of compulsory education. Transitional issues providing for continuity are often overlooked, thus beginning an early language learning initiative in initial education would require that there was continuation into grade 1 in primary education in whatever approach was adopted.

It goes without saying that the Ministry of Education and regional authorities have a major role to play in ensuring early language learning initiatives are successful. In research into such initiatives in primary education, Enever and Moon suggest that the design and implementation of early language learning programmes is 'dependent both upon political will and available national investment' (2009: 9), and they outline a broad set of issues which demand attention (pp. 10-13):

- Teacher quality and availability and the relevance of teacher training and development.
- Smaller class sizes for realistic attention to a communicative approach, which is more interactive and develops oracy skills.
- Curriculum and assessment design, with attention paid to avoiding a mismatch between exam focused and communicative, oracy focused approaches.
- Resource provision which would need to support whichever model(s) were adopted.
- Equity of provision, with innovative models to overcome the challenges of implementing successful, nationwide, public provision.
- Continuity across school phases, with the development of 'a cohesive curriculum outline ensuring a cumulative programme of provision for each phase of schooling' (p. 12).
- A dynamic interplay between top-down and bottom-up, which involves the Ministry of Education but also the classroom teachers who may already be innovating.

To begin a national policy that involves such a huge curriculum change, much needs to be done in preparation. President Ollanta Humala's pledge to achieve bilingualism by 2021 was, unquestionably, a good idea. However, such an idea requires national resources which are not available. Such an idea requires trained teachers, with good levels of English and a

knowledge of early childhood development and teaching methodologies. Such an idea requires an understanding of the limitations of the kind of bilingualism that would result from a few hours of English a week. Such an idea requires a long-term plan that is carefully monitored and well resourced. Such an idea would take many years to achieve, but if such an idea is approached with care and a clear, well prepared plan, success is more likely.

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Appendices

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Appendix 1 - School observation tool



Teaching English in the Early Years
Peru 2017

Observation of pre-primary institutions

<p>Place:</p> <p>Setting: Rural <input type="checkbox"/> Urban <input type="checkbox"/></p> <p>English session <input type="checkbox"/> General session <input type="checkbox"/></p> <p>Institution type:</p> <p>Public <input type="checkbox"/> a) Centre <input type="checkbox"/> b) Day care / Pronoei <input type="checkbox"/></p> <p>Private <input type="checkbox"/> Language school <input type="checkbox"/></p> <p>Total n° of children: _____</p> <p>N° of teachers: _____</p> <p>Notes</p>	<p>Facilities</p> <p>School building</p> <p>Condition: Good <input type="checkbox"/> Average <input type="checkbox"/> Poor <input type="checkbox"/></p> <p>N° of classrooms _____</p> <p>Playground <input type="checkbox"/> Toilets <input type="checkbox"/> Gym <input type="checkbox"/> Kitchen <input type="checkbox"/> Dining area <input type="checkbox"/> Library <input type="checkbox"/> Office <input type="checkbox"/></p> <p>Classroom</p> <p>Size: _____</p> <p>Wall space <input type="checkbox"/> Windows / light <input type="checkbox"/> Circle time space <input type="checkbox"/> Tablets & chairs <input type="checkbox"/> Board <input type="checkbox"/></p>	<p>Class</p> <p>Teacher: Primary generalist <input type="checkbox"/> Pre-primary professional <input type="checkbox"/> Semi-professional <input type="checkbox"/> Volunteer <input type="checkbox"/></p> <p>Additional adults: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Notes</p> <p>English project Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Teacher: English specialist <input type="checkbox"/> Primary generalist <input type="checkbox"/> Pre-primary professional <input type="checkbox"/> Semi-professional <input type="checkbox"/></p> <p>Amount per week: _____</p>	<p>Lesson observation</p> <p>Children: N° _____</p> <p>Boys _____ Girls _____</p> <p>Ages: 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>L1 Spanish <input type="checkbox"/> Quechua <input type="checkbox"/> Aymara <input type="checkbox"/> Other <input type="checkbox"/></p> <p>SES Middle <input type="checkbox"/> Middle low <input type="checkbox"/> Low <input type="checkbox"/> Very low <input type="checkbox"/></p> <p>SEN: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Notes</p>
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Appendix 2 - Lesson observation tool

Pre-primary lesson/ class observation checklist (English)

Date: Place:	Adults present: English teacher Pre-primary professional Assistant	Children: N°: Gender mix: Age range: Children with SEND:
Classroom: <ul style="list-style-type: none"> • Existence of an English learning area (ELA) • Worksheet / arts and craft displays in English • English books /literature in library / ELA • Information in English on walls e.g. weather charts • Environmental print in English • English resources e.g. CDs, DVDs, course books 		Notes
Context: (lesson aim(s) or description of activity)		
Teacher-led: An activity defined structured and delivered by an adult. It focuses on the direct teaching of skills and knowledge with a specific objective in mind.		
Whole class/larger group input <ul style="list-style-type: none"> • Clear focus – learning aims explained appropriately and matched to needs of children • Explicit links made to children's prior learning within the continuous provision • Revisiting of learning aims to assess children's understanding • Clear staging, using opening and closing routines and routinized language and varied set ups e.g. circle time, table time • Effective modelling of language, reformulating and recasting to extend children's speaking skills • Lesson engaging, interactive and meets the diverse needs of all children • Successful modelling of skills, knowledge, attitudes and understanding • Effective questioning and prompts which probe for understanding • Careful and appropriate use of resources, e.g. flashcards, realia, music, story etc • Use of interactive strategies e.g. paired talk • Positive relationships – children feeling secure and being encouraged to keep trying, experiment with English and become confident learners • 'Positive' behaviour promoted – clear and consistent boundaries demonstrated • Effective deployment of additional adults • Use of ICT when appropriate 		Notes

<p style="text-align: center;">Smaller group work</p> <ul style="list-style-type: none"> • Children grouped appropriately with tasks matched to needs and abilities • Tasks well planned and purposeful that engage and interest the children, and help to achieve an appropriate learning aim • Tasks modelled and scaffolded with appropriate resources accessible • Sufficient opportunity for collaborative work • Assessment for learning opportunities are maximised and children are actively involved 	<p style="text-align: center;">Notes</p>
<p>Teacher-directed: An activity defined by an adult that focuses on a specific objective that the child may complete independently or with adult support</p>	
<p style="text-align: center;">Teacher-directed</p> <ul style="list-style-type: none"> • Clear focus – learning aims explained clearly and matched to needs of children based on prior learning • Activities have previously been modelled through whole class/ group sessions • A balance of adult-directed activities indoors and outdoors (if appropriate) • Effective use of additional adults • Organisation promotes independence 	<p style="text-align: center;">Notes</p>
<p>Self-initiated: An activity wholly decided on by the child and that is the result of an intrinsic motivation to explore a project or express an idea. In doing this, the child may make use of a variety of resources and demonstrate a complex range of knowledge skills and understanding.</p>	
<p style="text-align: center;">Child/Self-initiated (as appropriate)</p> <ul style="list-style-type: none"> • Children access areas of continuous provision (indoors and outdoors) independently and demonstrate an understanding of organisational systems • Individuals and groups of children initiate activities, show initiative and make decisions • Adults encourage and support children to work co-operatively • Adults promote 'positive' behaviour and teach children how to look after themselves • Children are active learners having time to explore ideas and interests at length and in depth in a safe, secure and challenging environment • Children are given time to explore ideas and interests at length and in depth • Adults recognise when it is appropriate to engage in children's self initiated activities to challenge and extend children's thinking so that learning is taken forward • Children are able to ask questions, reflect on and discuss their learning with both adults and other children • Provision promotes an inclusive approach that meets the diverse needs of all children • Adults are responsive and supportive of children's emotional needs and promote acceptance of each other's differences • The outdoors extends children's learning and provides opportunities that are not so readily available indoors 	<p style="text-align: center;">Notes</p>

*Adapted from Devon Learning and Development Partnership
Early Years Foundation Stage*

*http://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf
EYFS Profile Handbook 2008 <http://cw.routledge.com/textbooks/9780415485586/data/EarlyYearsFoundationStage-AssessmentProfileHandbook.pdf>*

Appendix 3 - Questions for interviews and focus groups

Appendix 3a - Children in schools where English is taught

Niños

El objetivo es averiguar qué es lo que los niños piensan sobre las lenguas y en particular sobre inglés y también para tener una idea de qué hacen en inglés desde su punto de vista.

Hola chicos! Mi nombre es Laura y ella es Sandie.

1. Estamos aquí para hacerles algunas preguntas sobre su escuela y lo que aprenden. No tienen que hablarnos si no quieren. Si quieren pueden ...
2. Sandie quisiera grabarlos cuando hablan así podemos recordar lo que nos dicen. ¡Pulgares arriba si está ok que los grabemos!
3. Cuando ustedes se vayan les vamos a contar a otras personas lo que nos dijeron. Vamos a escribir un documento muy largo y mucha gente lo va a leer. ¡Pulgares arriba si está bien que hagamos esto!
4. ¡Pulgares arriba si están contentos de quedarse y hablar con nosotras!

¡Ok, muchas gracias!!

Trajimos un amigo para que hable con uds. Este es Buddy. Buddy viene de muy, muy lejos. ¿Adivinan de dónde viene? ¿Saben qué idioma habla? Buddy tiene algunas preguntas para hacerles. Después uds. pueden hacerle preguntas también.

1. *Buddy está muy interesado en saber qué lenguas hablan, ¿le pueden contar?*
 - *¿Qué lenguas hablan?*
 - *¿Dónde hablas esa lengua? ¿Con quién?*
 - *¿Hablas inglés fuera de tu escuela? ¿Dónde hablas inglés? ¿Con quién?*
2. *Uds aprenden inglés en la escuela, ¿no es cierto? Buddy quiere saber qué hacen en las clases de inglés, ¿le pueden contar?*
3. *Buddy quiere saber si les gusta aprender inglés.*
4. *Buddy quiere saber por qué uds aprenden inglés. ¿Le pueden contar?*
5. *¿Les gustaría aprender otras lenguas? ¿Cuáles? ¿Le pueden contar a Buddy por qué?*

Buddy está muy contento con las respuestas. Muchas gracias. ¿Quieren hacerle algunas preguntas ahora?

Appendix 3b - Children in schools with no English provision

Niños

El objetivo es averiguar qué es lo que los niños piensan sobre las lenguas y qué lenguas les gustaría aprender en un futuro y por qué.

Hola chicos! Mi nombre es Laura y ella es Sandie.

1. Estamos aquí para hacerles algunas preguntas sobre su escuela y lo que aprenden aquí. No tienen que hablarnos si no quieren. Si quieren pueden ...
2. Sandie quisiera grabarlos cuando hablan así podemos recordar lo que nos dicen. ¡Pulgares arriba si está ok que los grabemos!
3. Cuando nos vayamos les vamos a contar a otras personas lo que nos dijeron. Vamos a escribir un documento muy largo y mucha gente lo va a leer. ¡Pulgares arriba si está bien que hagamos esto!
4. ¡Pulgares arriba si están contentos de quedarse y hablar con nosotras!

¡Ok, muchas gracias!!

Trajimos un amigo para que hable con uds. Este es Buddy. Buddy viene de muy, muy lejos. ¿Adivinan de dónde viene? ¿Saben qué idioma habla? Buddy tiene algunas preguntas para hacerles. Después uds. pueden hacerle preguntas también.

1. *Buddy está muy interesado en saber qué lenguas hablan, ¿le pueden contar?*
 - *¿Qué lenguas hablan?*
 - *¿Dónde hablas esa lengua? ¿Con quién?*
 - *¿Hablas inglés fuera de tu escuela? ¿Dónde hablas inglés? ¿Con quién?*
2. *¿Les gustaría aprender otras lenguas? ¿Cuáles?*
3. *¿Le pueden contar a Buddy por qué?*

Buddy está muy contento con las respuestas. Muchas gracias. ¿Quieren hacerle algunas preguntas ahora?

Appendix 3c - Parents of children in schools where English is taught

Padres y tutores en escuelas privadas con inglés

Para averiguar qué idiomas hablan

1. ¿Qué lenguas habla Ud.?
2. ¿Cuál considera Ud. que es su lengua predominante?
3. ¿Ud. habla inglés?
4. ¿Cómo definiría su nivel de inglés? ¿Cuál es su habilidad dominante: leer, escribir, escuchar o hablar inglés?

Para averiguar qué idiomas hablan

1. ¿Ud. cree que es importante hablar más de una lengua? ¿Por qué? ¿Por qué no?
2. ¿Ud. cree que es importante hablar inglés? ¿Por qué? ¿Por qué no?

Para averiguar qué piensan sobre la enseñanza de lenguas adicionales en la escuela en educación inicial

1. ¿Ud. cree que es importante enseñar otras lenguas en Perú?
2. ¿Qué lenguas deberían enseñarse?
3. ¿Cuándo deberían los niños comenzar a aprender una lengua adicional en la escuela? ¿Puede explicar por qué?
4. ¿Qué piensa Ud. sobre la enseñanza de lenguas adicionales en educación inicial?
5. ¿Qué lengua debería ser? ¿Por qué?

Para averiguar qué piensan sobre la enseñanza de inglés en educación inicial

1. ¿Sabe Ud. de quién fue la decisión de enseñar inglés en educación inicial?
2. ¿Alguien le consultó su opinión?
3. ¿Ud. está de acuerdo con que sus hijos aprendan inglés aquí?
4. ¿Qué beneficios le trae a sus hijos aprender inglés en educación inicial?
5. ¿Puede señalar algún aspecto negativo sobre el aprendizaje de inglés en educación inicial?
6. ¿Quién cree Ud. que debería enseñar inglés? ¿la maestra inicial, otra maestra o ambas? ¿Puede explicar por qué?

Para averiguar qué conocen sobre las clases de inglés

1. ¿Cuáles son los objetivos de aprendizaje de sus hijos en las clases de inglés?
¿Los conoce?
2. ¿Ud. sabe qué están haciendo/aprendiendo los niños en la clase de inglés?
 - ¿Qué tipo de actividades realizan?
 - ¿Qué recursos se utilizan? E. g. libro de texto, tarjetas, canciones, libros de cuentos, computadoras, etc.
 - ¿Sus hijos son evaluados en inglés? Si fuera así, ¿cómo?
3. ¿Sus hijos disfrutan sus clases de inglés? ¿Cómo lo saben?
 - ¿Sus hijos hablan sobre la clase de inglés en casa? Si fuera así, ¿de qué manera?
 - ¿Ud. alienta a sus hijos a que utilicen inglés en casa? Si fuera así, ¿de qué manera?
 - En caso de viaje ¿Ud. utiliza inglés?

¿Hay algo más que Ud. quisiera decir sobre sus hijos y las clases de inglés que nosotros deberíamos saber?

Appendix 3d - Parents of children in schools with no English provision

Padres en escuelas sin inglés

Para averiguar qué idiomas hablan

1. ¿Qué lenguas habla Ud.?
2. ¿Cuál considera Ud. que es su lengua predominante?
3. ¿Ud. habla inglés?
4. ¿Cómo definiría su nivel de inglés? ¿Cuál es su habilidad dominante: leer, escribir, escuchar o hablar inglés?

Para averiguar qué piensan sobre hablar distintas lenguas

1. ¿Ud. cree que es importante hablar más de una lengua? ¿Por qué? ¿Por qué no?
2. ¿Ud. cree que es importante hablar inglés? ¿Por qué? ¿Por qué no?

Para averiguar qué piensan sobre la enseñanza de lenguas adicionales en la escuela en educación inicial

1. ¿Ud. cree que es importante enseñar otras lenguas en Perú?
2. ¿Qué lenguas deberían enseñarse?
3. ¿Cuándo deberían los niños comenzar a aprender una lengua adicional en la escuela? ¿Puede explicar por qué?
4. ¿Qué piensa Ud. sobre la enseñanza de lenguas adicionales en educación inicial?
5. ¿Qué lengua debería ser? ¿Por qué?

Para averiguar qué piensan sobre la enseñanza de inglés en educación inicial

1. ¿Su hijo tiene alguna exposición a inglés? Si fuera así, ¿de qué forma?
2. ¿A Ud. le gustaría que sus hijos aprendieran inglés en educación inicial?
3. ¿Qué beneficios les traería a sus hijos aprender inglés en educación inicial?
4. ¿Hay algún aspecto negativo relacionado a la enseñanza de inglés en educación inicial?
5. ¿Quién cree Ud que debería enseñar inglés? ¿La maestra inicial, otra maestra o ambas? ¿Puede explicar por qué?

Para averiguar cómo creen que deberían ser las clases de inglés

1. Si sus hijos aprendieran inglés en educación inicial:

- ¿cuáles serían los objetivos de aprendizaje?
- ¿qué tipo de actividades se incluirían?
- ¿qué recursos se utilizarían? e. g. libros de texto, tarjetas, canciones, libros de cuentos, computadoras, etc.

¿Hay algo más que Ud. quisiera decir sobre la enseñanza de lenguas adicionales en Perú en educación inicial?

Appendix 3e - Teachers in schools where English is taught

Maestras de inicial en escuelas privadas con inglés

1. Para averiguar qué idiomas hablan

1. ¿Qué lenguas habla Ud.?
2. ¿Cuál considera Ud. que es su lengua predominante?
3. ¿Ud. habla inglés?
4. ¿Cómo definiría su nivel de inglés? ¿Cuál es su habilidad dominante: leer, escribir, escuchar o hablar inglés?

2. Para averiguar qué piensan sobre hablar distintas lenguas

1. ¿Ud. cree que es importante hablar más de una lengua? ¿Por qué? ¿Por qué no?
2. ¿Ud. cree que es importante hablar inglés? ¿Por qué? ¿Por qué no?

3. Para averiguar qué piensan sobre la enseñanza de lenguas adicionales en la escuela / educación inicial

1. ¿Ud. cree que es importante enseñar otras lenguas en Perú?
2. ¿Qué lenguas deberían enseñarse?
3. ¿Cuándo deberían los niños comenzar a aprender una lengua adicional? ¿Puede explicar por qué?
4. ¿Qué piensa Ud. sobre la enseñanza de lenguas adicionales en educación inicial?
5. ¿Qué lengua debería ser? ¿Por qué?
6. Entonces, ¿Ud. estaría de acuerdo con que los niños aprendan inglés en Perú?
7. ¿Qué beneficios traería aprender inglés para los niños de su escuela o clase?
8. ¿Puede señalar algún aspecto negativo relacionado a aprender inglés?

4. Para averiguar cuánto saben las maestras iniciales sobre las clases de inglés

1. ¿Ud. sabe quién tomó la decisión de enseñar inglés en educación inicial en esta escuela?
2. ¿Alguien le preguntó su opinión?
3. ¿Cuáles son los objetivos de aprendizaje de las clases de inglés de los niños?

4. ¿Ud. sabe qué actividades están haciendo/aprendiendo los niños con el/la maestra/o de inglés?
 - ¿Qué tipo de actividades incluyen?
 - ¿Qué recursos se utilizan? e. g. libros de texto, tarjetas, canciones, libros de cuentos, computadoras, etc.
 - ¿Los niños son evaluados de alguna manera? Si fuera así, ¿cómo?
5. ¿Hay alguna evidencia en el aula de que los niños están aprendiendo inglés? Si fuera así, ¿puede darnos algunos ejemplos?
6. ¿Los niños disfrutan sus clases de inglés? ¿Cómo lo sabe?
7. ¿Los niños utilizan inglés con Ud. en algún momento? (fuera de la clase de inglés)

5. Para averiguar qué piensa la maestra inicial sobre la colaboración con la/el maestra/o de inglés

1. ¿Quién debería enseñar inglés: la maestra inicial, otra maestra o ambas? ¿Por qué?
2. ¿Ud. cree que tiene un rol específico en la experiencia de los niños aprendiendo inglés? Si fuera así, ¿cuál sería su rol?
3. ¿Ud. está presente durante las clases de inglés?
4. ¿Ud. se comunica regularmente con la maestra de inglés? ¿de qué manera?
 - ¿Tienen encuentros frecuentes?
 - ¿Ud. le da ideas para las clases o temas para enseñar?
 - ¿Comparten ideas y/o planifican juntas?

6. Para averiguar qué piensan sobre la formación de las maestras iniciales y la enseñanza de inglés

1. ¿Ud cree que la formación de maestras iniciales debería incluir entrenamiento en inglés?
 - ¿Debería ser un curso de lengua para enseñar/mejorar su inglés?
 - ¿Debería ser un curso sobre metodología para enseñar inglés?
 - ¿Debería incluir ambos ejes?

¿Hay algo más que Ud. quisiera decir sobre las clases de inglés de los niños que nosotros deberíamos saber?

Appendix 3f - Teachers in schools with no English provision

Maestras iniciales en escuelas públicas

1. Para averiguar qué idiomas hablan

1. ¿Qué lenguas habla Ud.?
2. ¿Cuál considera Ud. que es su lengua predominante?
3. ¿Ud. habla inglés?
4. ¿Cómo definiría su nivel de inglés? ¿Cuál es su habilidad dominante: leer, escribir, escuchar o hablar inglés?

2. Para averiguar qué piensan sobre hablar distintas lenguas

1. ¿Ud. cree que es importante hablar más de una lengua? ¿Por qué? ¿Por qué no?
2. ¿Ud. cree que es importante hablar inglés? ¿Por qué? ¿Por qué no?

3. Para averiguar qué piensan sobre la enseñanza de lenguas adicionales en la escuela / educación inicial

1. ¿Ud. cree que es importante enseñar otras lenguas en Perú?
2. ¿Qué lenguas deberían enseñarse?
3. ¿Cuándo deberían los niños comenzar a aprender una lengua adicional en la escuela? ¿Puede explicar por qué?
4. ¿Qué piensa Ud. sobre la enseñanza de lenguas adicionales en educación inicial?
5. ¿Qué lengua debería ser? ¿Por qué?
6. ¿Quién debería enseñar esta lengua? ¿la maestra inicial, otra maestra o ambas?

4. Si no mencionan inglés:

1. ¿Qué piensa Ud. sobre la idea de enseñar inglés en educación inicial?
2. ¿Quién debería enseñar esta lengua? ¿la maestra inicial, otra maestra o ambas?
3. ¿Qué tipo de actividades cree Ud. que deberían incluirse en las clases de inglés en educación inicial?
4. ¿Qué beneficios les traería a los niños en su clase o escuela?

5. Para averiguar qué piensan sobre la formación de las maestras iniciales y la enseñanza de inglés

1. ¿Ud cree que la formación de maestras iniciales debería incluir entrenamiento en inglés?

- ¿Debería ser un curso de lengua para enseñar/mejorar su inglés?
- ¿Debería ser un curso sobre metodología para enseñar inglés?
- ¿Debería incluir ambos ejes?

¿Hay algo más que Ud. quisiera decir sobre las clases de inglés de los niños que nosotros deberíamos saber?

Appendix 3g - Directors in schools where English is taught

Directores de escuelas en escuelas privadas con inglés

1. Para averiguar qué idiomas hablan

1. ¿Qué lenguas habla Ud.?
2. ¿Cuál considera Ud. que es su lengua predominante?
3. Ud. habla inglés ¿Cómo definiría su nivel de inglés? ¿Cuál es su habilidad dominante: leer, escribir, escuchar o hablar inglés?

2. Para averiguar qué piensan sobre hablar distintas lenguas

1. ¿Ud. cree que es importante hablar más de una lengua? ¿Por qué? ¿Por qué no?
2. ¿Ud. cree que es importante hablar inglés? ¿Por qué? ¿Por qué no?

3. Para averiguar qué piensan sobre la enseñanza de lenguas adicionales en la escuela en educación inicial

1. ¿Ud. cree que es importante enseñar otras lenguas en Perú?
2. ¿Qué lenguas deberían enseñarse?
3. ¿Cuándo deberían los niños comenzar a aprender una lengua adicional en la escuela? ¿Puede explicar por qué?

4. Para averiguar cuándo comenzó la enseñanza de inglés y por qué

1. ¿Cuándo comenzó a enseñarse inglés en educación inicial?
2. ¿Por qué comenzó Ud con inglés en educación inicial?
 - ¿Fue su idea?
 - ¿Los padres lo pidieron?
 - ¿El personal docente lo pidió?
 - ¿Fue la idea de alguna otra persona?

5. Para averiguar quién, qué y cómo enseñan inglés

1. ¿Qué edad tienen los niños cuando comienzan inglés aquí?
2. ¿Cuántas horas de inglés tienen?
3. ¿Todos los niños asisten a las clases?
4. ¿Esto significa algún costo adicional?
5. ¿Cuáles son los objetivos de aprendizaje en las clases de inglés?
6. ¿Son distintos en los diferentes grupos etarios?
7. ¿La maestra sigue un programa? ¿Quién lo diseñó?
8. ¿Qué tipo de actividades se incluyen?

9. ¿Qué recursos se utilizan? E.g. libro de texto, tarjetas, canciones, libros de cuentos, computadoras, etc.
10. ¿Los niños son evaluados de alguna manera? Si fuera así, ¿cómo?
11. ¿Cómo se maneja la transición entre la educación inicial y primaria?

6. Para averiguar si tienen algún tipo de devolución sobre inglés en educación inicial

1. ¿Los niños disfrutan de las clases de inglés? ¿Cómo lo sabe?
2. ¿Tiene Ud. algún tipo de devolución por parte de los padres? Si fuera así, ¿de qué tipo?
3. ¿Las maestras iniciales están contentas de incluir inglés en la educación de los niños? ¿Cómo lo sabe?
4. ¿Las maestras de inglés están a gusto en la educación inicial? ¿Cómo lo sabe?
5. ¿Sabe Ud. de algún desafío que alguno de los profesionales deba enfrentar?

7. Para averiguar lo que el/la director/a piensa sobre la maestra inicial y la enseñanza de inglés

1. ¿Quién se desempeñaría mejor como docente de inglés en educación inicial? ¿La maestra inicial, otra maestra o ambas? ¿Puede explicar por qué?
2. ¿Ud cree que la maestra inicial debe involucrarse en la experiencia con inglés de sus alumnos? Si fuera así, ¿de qué manera?
3. ¿Ud. cree que la formación docente de las maestras iniciales debería incluir entrenamiento en inglés?
 - ¿Debería ser un curso de lengua para enseñar/mejorar su inglés?
 - ¿Debería ser un curso sobre metodología para enseñar inglés?
 - ¿Debería incluir ambos ejes?

8. Para averiguar qué formación docente cree el director que debería tener una maestra de inglés

1. How do you select your English teachers? ¿Cómo selecciona Ud. sus maestras de inglés?
2. ¿Qué tipo de formación profesional debería tener una maestra de inglés en educación inicial?
3. ¿Qué tipo de características personales cree Ud que debería tener una maestra de inglés en educación inicial?
4. Si existiera un trayecto de entrenamiento en inglés para maestras de educación inicial, ¿qué información/módulos cree Ud. que debería incluir?

¿Hay algo más que Ud. desearía agregar con respecto a las clases de inglés en educación inicial en su escuela?

Appendix 3h - Directors in schools with no English provision

Directores/as de escuelas públicas

1. Para averiguar qué idiomas hablan

1. ¿Qué lenguas habla Ud.?
2. ¿Cuál considera Ud. que es su lengua predominante?
3. ¿Ud. habla inglés? ¿Cómo definiría su nivel de inglés? ¿Cuál es su habilidad dominante: leer, escribir, escuchar o hablar inglés?

2. Para averiguar qué piensan sobre hablar distintas lenguas

1. ¿Ud. cree que es importante hablar más de una lengua? ¿Por qué? ¿Por qué no?
2. ¿Ud. cree que es importante hablar inglés? ¿Por qué? ¿Por qué no?

3. Para averiguar qué piensan sobre la enseñanza de lenguas adicionales en la escuela en educación inicial

1. ¿Ud. cree que es importante enseñar otras lenguas en Perú?
2. ¿Qué lenguas deberían enseñarse?
3. ¿Cuándo deberían los niños comenzar a aprender una lengua adicional en la escuela? ¿Puede explicar por qué?
4. ¿Qué piensa Ud. sobre la enseñanza de lenguas adicionales en educación inicial?
5. ¿Qué idioma debería ser? ¿Por qué?

4. Para averiguar qué piensan sobre la enseñanza de inglés en educación inicial

1. ¿A Ud. le gustaría que su escuela incluyera inglés en educación inicial?
2. ¿Qué beneficios les traería a los niños en educación inicial?
3. ¿Existe algún aspecto negativo que nos pueda señalar relacionado a la enseñanza de inglés en educación inicial?

5. Para averiguar lo que el/la director/a piensa sobre la maestra inicial y la enseñanza de inglés

1. ¿Quién se desempeñaría mejor como docente de inglés en educación inicial? ¿La maestra inicial, otra maestra o ambas? ¿Puede explicar por qué?

2. ¿Ud cree que la maestra inicial debería involucrarse en la experiencia con inglés de sus alumnos? Si fuera así, ¿de qué manera?
3. ¿Ud. cree que la formación docente de las maestras iniciales debería incluir entrenamiento en inglés?
 - ¿Debería ser un curso de lengua para enseñar/mejorar su inglés?
 - ¿Debería ser un curso sobre metodología para enseñar inglés?
 - ¿Debería incluir ambos ejes?

6. Para averiguar qué formación docente cree el director que debería tener una maestra de inglés

1. ¿Qué tipo de formación profesional debería tener una maestra de inglés en educación inicial?
2. ¿Qué tipo de características personales cree Ud que debería tener una maestra de inglés en educación inicial?
3. Si existiera un trayecto de entrenamiento en inglés para maestras de educación inicial, ¿qué información/módulos cree Ud. que debería incluir?

¿Hay algo más que Ud. desearía agregar con respecto a las clases de inglés en educación inicial en su escuela?

Appendix 3i - Student teachers

Estudiantes /docentes en formación

1. Para averiguar qué idiomas hablan

1. ¿Qué lenguas habla Ud.?
2. ¿Cuál considera Ud. que es su lengua predominante?
3. Si hablan una segunda lengua,
 - ¿Cómo definiría su nivel de dicha lengua?
 - ¿Cuál es su habilidad dominante: leer, escribir, escuchar o hablar inglés?
 - ¿Cuándo (y con quién) habla Ud. dicha lengua?

2. Para averiguar qué piensan sobre hablar distintas lenguas

1. ¿Ud. cree que es importante hablar más de una lengua? ¿Por qué? ¿Por qué no?
2. ¿Ud. cree que es importante hablar inglés? ¿Por qué? ¿Por qué no?

3. Para averiguar qué piensan sobre la enseñanza de lenguas adicionales en la escuela / educación inicial

1. ¿Cuándo deberían los niños comenzar a aprender una lengua adicional? ¿Puede explicar por qué?
2. ¿Qué lengua debería enseñarse? ¿Por qué?
3. ¿Qué piensa Ud. sobre la enseñanza de lenguas adicionales en educación inicial?
4. ¿Qué lengua debería ser? ¿Una lengua originaria? ¿Inglés? ¿Otra?
5. ¿Quién debería enseñar esta lengua? ¿La maestra inicial, otra maestra o ambas?

4. Para averiguar acerca de sus estudios

1. ¿Están disfrutando sus estudios?
2. ¿Qué es lo que más les gusta acerca de estudiar para ser docente?
3. ¿Qué es lo que menos les gusta?
4. ¿Qué creen Uds que su centro de formación docente / universidad hace especialmente bien?
5. ¿Qué se podría mejorar?

5. Para averiguar acerca de la formación docente actual y las lenguas

1. ¿El programa de esta casa de estudios incluye:

- un módulo sobre adquisición de lengua materna? (e. g. español y/o lenguas originarias)
- un módulo sobre adquisición de una segunda lengua? (e. g. español como segunda lengua / lengua regional como segunda lengua)
- un módulo sobre enseñanza de español como segunda lengua? (e. g. para enseñar a hablantes de lenguas originarias)
- un módulo sobre la enseñanza de una segunda lengua? (e. g. para enseñar lenguas originarias / una lengua extranjera)
- un módulo que les enseñe una segunda lengua (e. g. una lengua originaria or una lengua extranjera)
- ¿Uds. creen que debería incluirlo?

6. Para averiguar su opinión si tuvieran que enseñar inglés en educación inicial

1. ¿Cómo se sentirían Uds. si les dijeran que tienen que enseñar a) una lengua originaria b) inglés cuando comiencen a trabajar en educación inicial?
2. ¿Cómo quisieran que sus universidades/centros de formación docente los prepararan para esto? e. g. ¿qué módulos deberían incluirse en el curso?

¿Hay alguna otra cosa que Uds. quisieran decir sobre las lenguas en la educación en Perú?

Appendix 3j - Teacher trainers

Formadores docentes

1. Para averiguar qué idiomas hablan

1. ¿Qué lenguas habla Ud.?
2. ¿Cuál considera Ud. que es su lengua predominante?
3. Si hablan una segunda lengua,
 - ¿Cómo definiría su nivel de dicha lengua?
 - ¿Cuál es su habilidad dominante: leer, escribir, escuchar o hablar inglés?
 - ¿Cuándo (y con quién) habla Ud. dicha lengua?

2. Para averiguar qué piensan sobre hablar distintas lenguas

1. ¿Ud. cree que es importante hablar más de una lengua? ¿Por qué? ¿Por qué no?
2. ¿Ud. cree que es importante hablar inglés? ¿Por qué? ¿Por qué no?

3. Para averiguar qué piensan sobre la enseñanza de lenguas adicionales en la escuela / educación inicial

1. ¿Cuándo cree Ud. que los niños deberían comenzar a aprender una lengua adicional en Perú? ¿Puede explicar por qué?
2. ¿Qué lengua debería enseñarse? ¿Por qué?
3. ¿Qué piensa Ud. sobre la enseñanza de lenguas adicionales en educación inicial?
4. ¿Quién debería enseñar esta lengua? ¿La maestra inicial, otra maestra o ambas?

4. Si no mencionan inglés:

1. ¿Qué piensa Ud. sobre la idea de enseñar inglés en educación inicial?
2. ¿Quién cree Ud. que debería enseñar inglés? ¿La maestra inicial, otra maestra o ambas?

5. Para averiguar cuáles son los desafíos en la formación docente en Perú en la actualidad

1. ¿Cuáles son los mayores desafíos en la formación docente en Perú en la actualidad para maestras de inicial y primaria?

2. ¿Cómo tratará su institución de sobrellevar estas dificultades?

6. Para averiguar acerca de la formación docente y las lenguas en la actualidad

1. ¿La formación docente (primaria e inicial) incluye:

- un módulo sobre adquisición de lengua materna? (e. g. español y/o lenguas originarias)
- un módulo sobre adquisición de una segunda lengua? (e. g. español como segunda lengua / lengua regional como segunda lengua)
- un módulo sobre enseñanza de español como segunda lengua? (e. g. para enseñar a hablantes de lenguas originarias)
- un módulo sobre la enseñanza de una segunda lengua? (e. g. para enseñar lenguas originarias / una lengua extranjera)

7. Para averiguar acerca de sus ideas para la formación docente en el futuro, que incluye una segunda lengua

1. ¿Qué cambios deberían hacerse dentro de la formación docente para maestros de inicial y primario para apoyar la inclusión de la iniciación en segunda lengua?
2. ¿Qué lengua debería ser? ¿Originaria? ¿Inglés? ¿Otra?
3. ¿Qué desafíos pueden Uds. anticipar con respecto a implementar esta enseñanza?
4. ¿Cuánto tiempo creen Uds. que se tardaría en ver los frutos de estos cambios? (e. g. ¿Cómo sería una posible línea de tiempo?)

¿Hay alguna otra cosa que Uds. quisieran decir sobre las lenguas en educación inicial que deberíamos saber?

Appendix 3k - Local council representatives

Local council representatives

1. Para averiguar qué idiomas hablan

1. ¿Qué lenguas habla Ud.?
2. ¿Cuál considera Ud. que es su lengua predominante?

2. Para averiguar qué piensan sobre hablar distintas lenguas

1. ¿Ud. cree que es importante hablar más de una lengua? ¿Por qué? ¿Por qué no?
2. ¿Ud. cree que es importante hablar inglés? ¿Por qué? ¿Por qué no?

3. Para averiguar qué piensan sobre la enseñanza de lenguas adicionales en la escuela / educación inicial

1. ¿Cuándo cree Ud. que los niños deberían comenzar a aprender una lengua adicional en Perú? ¿Puede explicar por qué?
2. ¿Qué lengua debería enseñarse? ¿Por qué?
3. ¿Qué piensa Ud. sobre la enseñanza de lenguas adicionales en educación inicial?
4. ¿Quién debería enseñar esta lengua? ¿La maestra inicial, otra maestra o ambas?

4. Si no mencionan inglés:

1. ¿Qué piensa Ud. sobre la idea de enseñar inglés en educación inicial?
2. ¿Quién cree Ud. que debería enseñar inglés? ¿La maestra inicial, otra maestra o ambas?

5. To find out about the challenges in educación inicial in Peru at the present time

1. What are the greatest challenges in educación inicial in Peru?
2. ¿Cómo tratará su institución de sobrellevar estas dificultades?

6. Para averiguar acerca de sus ideas para la formación docente en el futuro, que incluye una segunda lengua

1. ¿Qué cambios deberían hacerse dentro de educación inicial para apoyar la inclusión de la iniciación en segunda lengua?
2. ¿Qué lengua debería ser? ¿Originaria? ¿Inglés? ¿Otra?
3. ¿Qué desafíos pueden Uds. anticipar con respecto a implementar esta enseñanza?
4. ¿Cuánto tiempo creen Uds. que se tardaría en ver los frutos de estos cambios? (e. g. ¿Cómo sería una posible línea de tiempo?)

¿Hay alguna otra cosa que Uds. quisieran decir sobre las lenguas en educación inicial que deberíamos saber?

Appendix 3I - Ministry of Education representatives

MINEDU

1. Para averiguar qué idiomas hablan

1. ¿Qué lenguas habla Ud.?
2. ¿Cuál considera Ud. que es su lengua predominante?

2. Para averiguar qué piensan sobre hablar distintas lenguas

1. ¿Ud. cree que es importante hablar más de una lengua? ¿Por qué? ¿Por qué no?
2. ¿Ud. cree que es importante hablar inglés? ¿Por qué? ¿Por qué no?

3. Para averiguar qué piensan sobre la enseñanza de lenguas adicionales en la escuela / educación inicial

1. ¿Cuándo cree Ud. que los niños deberían comenzar a aprender una lengua adicional en Perú? ¿Puede explicar por qué?
2. ¿Qué lengua debería enseñarse? ¿Por qué?
3. ¿Qué piensa Ud. sobre la enseñanza de lenguas adicionales en educación inicial?
4. ¿Quién debería enseñar esta lengua? ¿La maestra inicial, otra maestra o ambas?

4. Si no mencionan inglés:

1. ¿Qué piensa Ud. sobre la idea de enseñar inglés en educación inicial?
2. ¿Quién cree Ud. que debería enseñar inglés? ¿La maestra inicial, otra maestra o ambas?

5. To find out about the challenges in educación inicial in Peru at the present time

1. What are the greatest challenges for teachers/ maestras iniciales in educación inicial in Peru?
2. How does the Minedu support teachers / maestras iniciales to overcome these difficulties? If at all?

6. Para averiguar acerca de sus ideas para la formación docente en el futuro, que incluye una segunda lengua

1. ¿Qué cambios deberían hacerse dentro de educación inicial para apoyar la inclusión de la iniciación en segunda lengua?
2. ¿Qué lengua debería ser? ¿Originaria? ¿Inglés? ¿Otra?
3. ¿Qué desafíos pueden Uds. anticipar con respecto a implementar esta enseñanza?
4. ¿Cuánto tiempo creen Uds. que se tardaría en ver los frutos de estos cambios? (e. g. ¿Cómo sería una posible línea de tiempo?)

¿Hay alguna otra cosa que Uds. quisieran decir sobre las lenguas en educación inicial que deberíamos saber?

Appendix 4 - Informed Consent Letter

Enseñanza de lenguas adicionales en educación pre-escolar en Perú Mayo 2017

El Ministerio de Educación de Perú ha expresado su interés en incluir la enseñanza de una lengua adicional en la educación pre-escolar en el futuro. El Consejo Británico ha sido elegido para llevar adelante la investigación que le permitirá al Ministerio de Educación realizar decisiones informadas sobre el tema. Norwich Institute for Language Education (NILE) en el Reino Unido ha sido contratado para diseñar y llevar adelante la investigación. La Dra. Sandie Mourão y Mg. Laura Renart encabezan el equipo de investigación, con el apoyo de Ana Maria Hurtado y Ralph Grayson del Consejo Británico en Lima.

La entrevista a la cual Ud. ha accedido a participar es parte de esta investigación. Su objetivo es conocer las opiniones de todos los actores que participan del hecho educativo relacionado a la enseñanza de lenguas adicionales en educación pre-escolar en Perú. La entrevista / discusión en *'focus groups'* será grabada y luego transcripta. Su identidad se mantendrá anónima y toda la información que Ud. nos brinde será confidencial.

La información recolectada será utilizada con el fin de redactar un informe final para el Ministerio de Educación. Dicha información también será citada en artículos académicos y en presentaciones académicas en conferencias relacionadas con la enseñanza de lenguas adicionales en educación pre-escolar.

Si Ud. tuviera alguna pregunta sobre su participación por favor contactar a Ralph Grayson en el Consejo Británico Lima: Tel: +51 1 712 8454, o escribir a Ana Maria Hurtado a ana.hurtado@britishcouncil.org.

Declaración

Nombre: _____

He leído y comprendido la descripción de la investigación y acepto participar en la entrevista.

Firma: _____ Fecha: _____

Declaración

Nombre: _____

He leído y comprendido la descripción de la investigación y acepto participar en la entrevista.

Firma: _____ Fecha: _____

Appendix 5 - Teacher online survey

https://pe.live.solas.britishcouncil.digital/sites/default/files/appendix_5_-_teacher_survey.pdf

Appendix 6 - Director online survey

https://pe.live.solas.britishcouncil.digital/sites/default/files/appendix_6_-_director_survey.pdf

Anexo 7 - Teacher trainer online survey

https://pe.live.solas.britishcouncil.digital/sites/default/files/appendix_7_-_teacher_trainer_survey.pdf

Appendix 8 - Callao Project report

The Callao project

During our visit to Peru anecdotal references were made to an early English language initiative in Peruvian initial education – the Callao Project. During interviews with the Ministry of Education initial education staff we asked for information about this project, but none was forthcoming. However, we were able to interview a member of the Ministry of Education staff who had been involved for one year in the evaluation activities of the project, as well as a Regional Education representative who had been involved as an initial education teacher in the project. The following is a summary of the information we have collected about the Callao Project.

Callao Project 2012-2013

In 2012 the Callao regional administration supported an initiative involving public school initial education teachers and primary teachers teaching English to the children in their care. A two-year course was designed by CICEX Institute, a private language institute, which involved improving the teachers' English language competence and also developing their methodological skills to teach English.

Teachers volunteered to take part in the project and received a remuneration of 300 soles (€60) in the first year of participation. The course ran as an intensive professional development course in the evenings and at weekends, with three afternoons of language development and two afternoons of English methodology. In addition, teachers attended classes on Saturday mornings and on occasional Sundays for whole day sessions. According to one of the interviewees, there were around 300 teachers involved in the course divided into different levels of language ability.

Primary teachers taught from grade 1 and initial education teachers were encouraged to teach English to their children in cycle II, from the age of 3 years old, using age appropriate methodologies involving routines in English, using visuals and movement when introducing language and songs and game-like activities. Teachers were given a teachers' guide with an audio CD, and 5-year old children were given a text book. The course incorporated themes which are typical in pre-primary education. The examples given were, 'greetings, giving instructions, family and actions' (Interview, LA2.1). Teachers were assessed through formal observations and project work (Interview, ME4). In the second year teachers were expected to put what they had learned into practice with the help of assistants who visited their classrooms and gave feedback (Interview, LA2.1).

The information we were given about the success of the project is contradictory. One interviewee described participating teachers complaining of the heavy workload and subsequently giving up. In addition this interviewee felt that articulation between the training content and the initial education curriculum was not

successful (Interview, ME4). The initial education teacher who was involved in the project was very positive about the results and said she enjoyed participating. She was considered pre-intermediate in terms of language competence. When asked if she found it easy to integrate English into her daily practice she was enthusiastic and described using instructions in English and giving two 45-minute English lessons a week. She said, 'at the end of the year it was a very positive experience and the children really did learn English' (Interview, LA2.1). She was especially glad of the continuous support she received in the second year of the project, which was both encouraging and positive.

It is not clear what happened to the project. It appears that the professional development course was discontinued due to budget cuts and the language-learning project continued unsuccessfully in primary education, with new English teachers untrained in primary methodologies (Interview, ME4). Both interviewees confirmed that nothing had been written down about the project. The British Council also confirmed, after speaking to the Ministry of Education, that nothing had been recorded or systematized.

