

**CONCEPTIONS AND PERCEPTIONS OF ENGLISH TEACHERS FROM BUGA AND
TULUA TOWARDS COLOMBIAN BILINGUALISM POLICY**



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A Dios,

Por haberme permitido lograr mis objetivos.

A mi hija Sofia,

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A mi madre Janeth,

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Resumen

Las políticas bilingües relacionadas con el aprendizaje de lenguas extranjeras han ido cambiando en las últimas décadas en Colombia, el propósito de estas políticas bilingües ha sido mejorar el nivel de inglés de los ciudadanos para ser más competitivos y tener más oportunidades de empleo. Sin embargo, la implementación de políticas de lenguas extranjeras en Colombia ha suscitado críticas debido a que su diseño e implementación han arrojado resultados poco exitosos. Uno de los principales problemas se ha centrado en el papel instrumental que se le asigna a los docentes y las preocupaciones sobre cómo no son considerados en el diseño de estas políticas. Además, que, en lugar de favorecer los procesos de reflexión, apropiación e innovación, las políticas bilingües se enfocan en aumentar la productividad y el desarrollo económico. Si bien muchos docentes conocen las políticas y requisitos lingüísticos, la mayoría no siente que tenga acceso a las oportunidades de desarrollo dentro de las mismas, y la normativa vigente no parece contemplar su percepción del bilingüismo.

En este sentido, se hace necesario contemplar y favorecer la visión de los docentes sobre las políticas bilingües, ya que son los últimos ejecutores de la legislación y piezas clave en la efectividad de los programas de educación bilingüe. En este sentido, la presente investigación tiene como objetivo analizar las concepciones y percepciones de los docentes sobre las políticas bilingües, considerando no solo las concepciones que tienen los docentes sobre las políticas, sino

también cómo diferentes aspectos ambientales como el contexto, los recursos, la formación, el conocimiento afectan la forma en que los docentes conciben las políticas bilingües en sus prácticas pedagógicas. Para lograr este objetivo, se propone un estudio de caso cualitativo, los instrumentos y técnicas utilizadas incluyen la revisión documental de las políticas bilingües en Colombia, entrevistas semiestructurada para identificar las concepciones y percepciones de los docentes y un análisis contrastivo de la información recolectada. Los resultados indican que existe la necesidad de difundir los diferentes recursos disponibles para mejorar y facilitar el proceso de enseñanza y aprendizaje de EFL, así como promover espacios para que los docentes se capaciten en diferentes aspectos metodológicos y lingüísticos de las políticas donde tengan la oportunidad de reflexionar sobre sus prácticas.

Palabras clave: Políticas de bilingüismo, Programa Nacional de Bilingüismo, percepciones docentes, concepciones docentes, EFL.

Abstract

Bilingual policies related to foreign language learning have been changing in the last decades in Colombia. The purpose of these bilingual policies is to improve the citizens' English level to be more competitive and have more employment opportunities. However, the implementation of foreign language policies in Colombia have raised criticisms because design and implementation of them have yielded unsuccessful outcomes. One of the principal problems has been centered on the instrumental role assigned to teachers and the concerns about how they are not considered in the design of these policies. Furthermore, instead of favoring the reflection, appropriation, and

innovation processes, bilingual policies focus on increasing productivity and economic development. Although many teachers are aware of language policies and requirements, most of them do not feel they have access to development opportunities within them, and the current regulations do not seem to contemplate their perception of bilingualism.

In this sense, it becomes necessary to contemplate and favor the vision of teachers about bilingual policies, since they are the ultimate executors of the legislation and are key pieces in the effectiveness of bilingual education programs. In this sense, the present research aims to analyze the conceptions and perceptions of teachers regarding bilingual policies. It would consider not only the conceptions teachers have about policies but also how different environmental aspects such as context, resources, training, knowledge affect the way teachers conceive bilingual policies in their pedagogical practices. To achieve this objective, a qualitative case study is proposed. As instruments and techniques, a documentary review was carried out in order to characterize bilingual policies in Colombia. Then, a semi-structured interview was developed to identify conceptions and perceptions of teachers towards bilingualism policies. Finally, a contrastive analysis of the information collected in the characterization and the interviews to teachers was made. The results indicate there is a necessity of spreading awareness about the different resources disposed for enhancing and facilitating the EFL teaching and learning process, also to promote spaces for teachers to be trained in different methodological and language aspects where they have the opportunity to reflect about their practices.

Keywords: Bilingual policy, National Bilingualism Program, linguistic policies, teachers' perceptions, teachers' conceptions, EFL teaching.

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Chapter I: Problem Statement

In this chapter the problematic findings related to the English teachers' conceptions and perceptions towards the Colombian Bilingualism Policies are described, as well as the necessity to be delved into this topic. Additionally, it is intended to justify the importance of doing more extensive research around the problematic, to finally state the research question with the main and specific objectives proposed in order to answer it.

The purpose of this text is to address the conceptions and perceptions of teachers regarding national bilingualism policies. There are two types of linguistic policies in Colombia, ones centered on the relationship between Spanish and minority languages, and the other group on the implementation of a foreign language. This work is focused on those established policies regarding English as a foreign language which is called Bilingualism policies. Based on the historical review by García-León and García-León (2012) and Bonilla-Carvajal and Tejeda-Sánchez (2017), the origin of the bilingualism policies starts in 1824 at San Bartolome School with the language subject centered in teaching English and French as foreign languages, then in 1979 teaching French as a foreign language became compulsory for tenth and eleventh grade and English teaching for sixth and seventh grade.

However, the first Colombian policy related to foreign language teaching was created in 1982 and was called The English Syllabus, proposed by the Colombian Ministry of Education (Mineducación) in association with the British Council and the *Centro Colombo Americano* proposing an English curriculum from sixth to eleventh grade. Notwithstanding, this policy had some difficulties, such as the obtained results, due to the lack of pedagogical and linguistic preparation of the Colombian teachers in order to implement it. That is why in the 1990s a new

policy COFE (Colombian Framework for English) created by the Mineducación and the British Council was implemented. Here, the main purpose was to train teachers professionally to develop the English curriculum in the schools of the country.

Later, in 1994 the National Law of Education was established. It included the requisite of being instructed in a foreign language since elementary school, and it broadly states the acquisition of conversation and reading elements at least in English as a foreign language (EFL) as a desirable goal. Furthermore, to regulate EFL teaching and learning process, in 2004 a project called National Bilingualism Program (NBP) was created by the Mineducación in conjunction with the British Council intended to last until 2019. Again, the present bilingual policy originated with the support of international entities such as the British Council and with the cooperation of private transnational companies, such as Cambridge University Press. In accordance with the Mineducación quality policy, the proposal is developed around three fundamental lines of action: definition and dissemination of English standards regulated in the Basic Competence Standards in a document called Guide 22 which is still standing. In the document is established, among other things, the objectives, and contents for the progressive and systematic teaching of English in basic and secondary education; definition of a solid and coherent evaluation system, Saber exams have been organized according to the standards and levels of the Common European Framework of Reference (CEFR); definition and development of training plans for teachers in training and in practice.

In 2013, through Law 1651, Bilingualism Law, the development of competencies and skills that promote access under conditions of equality and equity to the offer of higher education and opportunities in business and employment was contemplated. It presents in detail

the requirements for the development of communication skills in English, in addition to clarifying the route for the creation of programs in the teaching of languages in the country.

Then, in 2014 the National English Program “Colombia, Very Well” (CVW) was presented with the intention to strengthen the teaching and learning of EFL in Preschool, Basic and Middle Education heading to improve the English level of the citizens to be more competitive and have more employment opportunities. From this project, four articulating axes considered essential for the projects of strengthening foreign languages were focused, and include aspects like training and accompaniment of teachers, pedagogical aspects of English teaching, evaluation and monitoring, and management for institutional consolidation. Additionally, for the achievement of an integrality of the axes mentioned, a series of initiatives are proposed. Some of the initiatives are (Mineducación, 2014):

- ✓ Improve English skills of teachers by training cycles for educators with A2, B1 English levels (according to the common European framework of reference). The content of these cycles is determined by a contractor, and their progress is measured with a diagnostic evaluation at the beginning of the process and another one at the end of it.
- ✓ Motivate teachers to train in English through development opportunities, recognition, and pedagogical resources such as English courses, immersion programs, and training programs, tablets, and textbooks to transform their pedagogical practice.
- ✓ Strengthen the pedagogical abilities of teachers by the application of workshops about pedagogical material following a cascade training strategy, tutorials by native teachers, online methodological support, communities of teachers, the latter as voluntary participation mechanisms.

- ✓ Suggest curricular structures and provide pedagogical materials for teaching practice.

They include curricular basis for every educational level, contents associated with the basic English competences, a curriculum for each grade, and didactic materials.

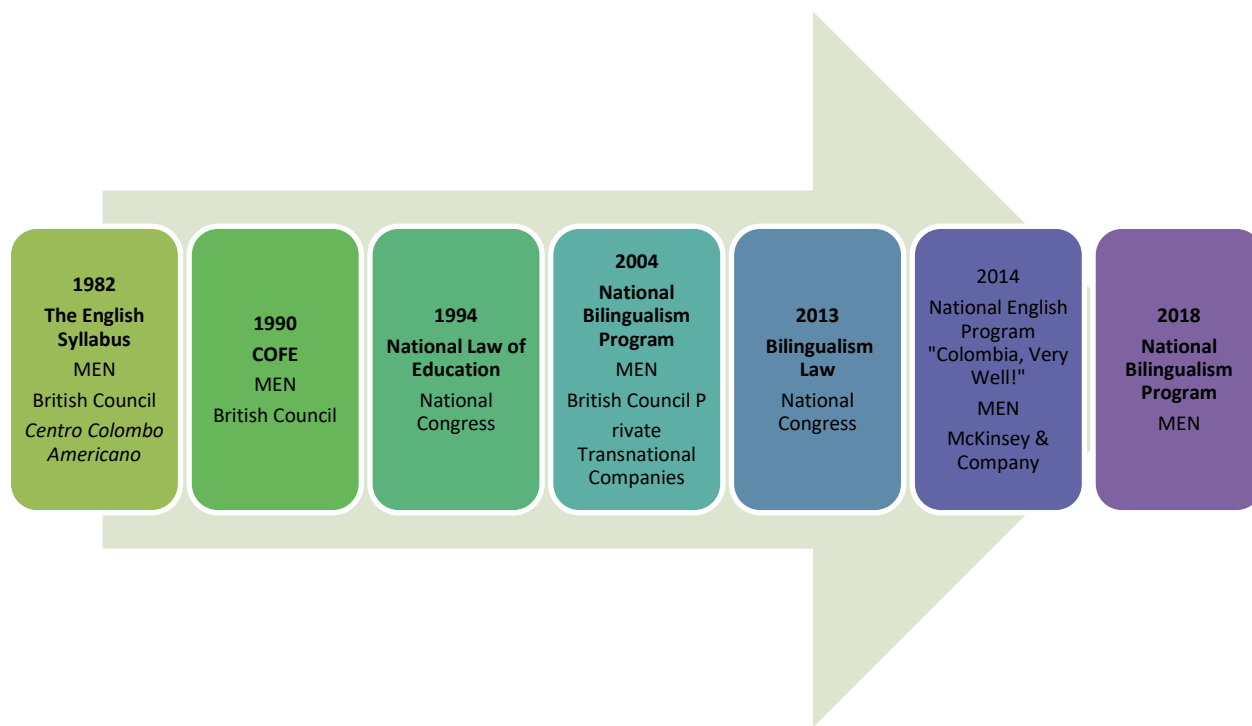
- ✓ Support binding, relocation, and promotion of teachers based on the evaluation results for new and practicing teachers.

Additionally, the Mineducación within the framework of the national development plan 2018-2022 proposes a new educational policy on bilingualism (2018-2022) called National Bilingualism Program (NBP). The main objective of this policy is to strengthen the teaching and learning of foreign languages in Preschool, Basic and Middle Education in order to guarantee comprehensive training, the development of competencies of global citizens and the 21st century and promote the generation of cultural, academic, social and professional opportunities according to the needs of educational institutions and regions.

With this purpose a series of training programs, materials, and processes to support its development were proposed, among the programs is the training program for a group of teachers called Inspiring-Teachers and the School-to-School program to promote the strengthening of a group of normal schools. Among the teaching materials are 3 million English texts, banks of classroom plans and a gamified digital application for learning English. The training processes include a proposal for the teaching of English between the official, productive, and labor sectors in order to promote the learning of English for economic purposes to promote digital business initiatives and work in tourism and customer service (Bernal, 2020). Figure 1 illustrates a summary of the historical pathway presented in this chapter, with the names and dates of the bilingualism policies in Colombia through time.

Figure 1.

Historical Review Bilingualism Policies in Colombia



Note. The figure shows the historical transformation of the bilingual policies in Colombia since 1982 to the present days. Idárraga and Rayo (2022) Conceptions and perceptions of English teachers from Buga and Tulua towards Colombian bilingualism policy.

The historical transformation bilingualism policies have experienced, through the decades, and the different initiatives proposed in the NBP before mentioned, highlights a problem related to the conception of the EFL teachers as an element in all this process. Being a component that must be prepared and instructed, as a passive actor waiting to be told what to do and how to do it. It is evidenced how in these policies educators are not conceived as protagonists in the strengthening and improvement of the teaching and learning processes in the educational system. It is necessary that the policies allow teachers to rethink their pedagogical actions as individuals part of the society so that bilingual projects transcend purely linguistic and

methodological discussions. Allowing them to delve into the exploration, description and analysis of educational proposal that address psycholinguistic, sociolinguistic, intercultural, and multilingual dimensions and factors (Fandiño-Parra, Bermudez-Jiménez, and Lugo-Vásquez, 2012).

Additionally, according to the literature review criticisms have been raised from the design and implementation of bilingualism policies in Colombia. One of the principal problems has been centered on the instrumental role assigned to teachers and the concerns about how they are not considered in the design of these policies (Cruz Arcila, 2012; García León & García León, 2012; Mackenzie, 2020). Furthermore, although many teachers are aware of language policies and requirements, most of them do not feel they have access to development opportunities within them (Torres-Rocha, 2017), and the current regulations do not seem to contemplate their perception of bilingualism. In this sense, it becomes necessary to contemplate and favor the vision of the bilingualism policies of teachers, since they are the ultimate executors of the legislation and are key pieces in the effectiveness of bilingual education programs.

This, inasmuch as instead of favoring the reflection, appropriation, and innovation processes the bilingualism policies are merely focused on increasing productivity and economic development. Fandiño (2016) states, the policies proposed reflect a technical and functionalist perspective, reflected on regulations that propose native teachers as tutors; training programs offered by contractors and the contents defined by them; a result approach limiting the development opportunities, pedagogical materials like tablets and textbooks, and training programs; evaluation processes aligned with the common European framework of reference determining the binding, relocation and promotion of teachers.

Now, concerning the proposal on the pedagogical abilities of teachers strengthened through training programs, workshops, and tutorials, it is reflected in the reduction of their roles to executors than to active and reflective protagonists. The scarce information on policies and the training programs themselves show this restraint. It also highlights the undemocratic processes in the design and implementation of the plan because this policy has been established without generating participatory strategies with the community or with entities such as teacher training universities. Consequently, the role of teachers has been reduced to being only implementers with no space for their voices to be heard in this regard (Sierra Ospina, 2018).

Furthermore, the opportunities considered for reflection and knowledge building and sharing such as communities of teachers, peer observation, lessons study, and opened classes, are defined as voluntary engagement and participation mechanisms promoting cascade training and accentuating the technical approach given by the NBP, and therefore limiting the development of the reflexive perspective of teachers towards their teaching practices. Therefore, it is important to analyze their perceptions by identifying and describing the way they feel, their opinions, and necessities towards these dispositions and the manner policies are designed.

Now, conceptually speaking, the programs do not use a unified concept. The CVW document, although has well used the foreign language concept, does not have a development or epistemological foundation and distinction of any concept related to it. In this sense teachers who are the ones in charge of implementing the policies cannot find a clear conceptualization of the concepts in the document. However, the CVW program, as stated before, is a continuation of the preceding programs, and the conceptualizations can be found on the NBP with the Competence Basic Standards, also called Guide 22 (Mineducación, 2006), and the suggested curriculum where there is an incongruence on the use of second language, foreign language, and

bilingualism (Leguizamón del Portillo and Santos-Echeverry, 2017). This misconception and lack of well-defined epistemic framework leads to confusion and unbalance, as well as to the inappropriate development of the programs. Furthermore, raising the necessity of knowing the conceptions of teachers not only around the notions mentioned but also their theoretical constructs around the policies and their implementation.

In addition, after analyzing the transformation of Colombian bilingual policies through time it becomes evident their short-term character and how they change depending on the government in office. As Roldán Virgen (2017) states, in bilingualism programs and plans there has been a constant that has persisted and is related to the suspension or reduction of such programs despite being designed for the long term. The above, along with the deficiency of communication and socialization of these policies have led to the interruption in the processes, the exclusion of teachers from some strategies has caused a lack of uniformity in conceptualizations of teachers regarding the bilingualism policies. For this reason, it is necessary to identify the conceptions of teachers in relation to them, the requirements, guidelines, and the purpose these policies pursue.

On the other hand, it has been widely criticized that bilingualism policies do not obey the necessities of the Colombian educational context. Many authors (Correa & Gonzalez, 2016; Roldan & Peláez, 2017; Mackenzei, 2020; Bernal, 2020) argue the policies are disjointed, devoid of coverage, and far from reality. The foreign discourses and adopted models do not consider the historical background of the country and the contextual conditions for the implementation of these projects. They pretend to hold the language low proficiency level accountable for the Colombian insertion into the global market problem, when it is the multiple socio-economic problems that have affected the country for years, such as the high inequality

levels, the domestic conflict with armed groups, among others. It is also concerning how the policies promote the social gap and denies the cultural and linguistic diversity in the country, imposing an anglophone culture without considering the enhancement of the local diversity. Another critical issue has to do with the concern that the policies are not pertinent and there are not enough resources or warranties that allow schools and teachers to achieve the expected results. Besides the fact that the policy is conceived as an ethereal discourse that does not descend enough to reach the base of the educational system, without realistic objectives not quite appropriate, disregarding the idiosyncrasy of the Colombian context. In this sense, it becomes necessary to contemplate and favor the vision of teachers toward the bilingualism policies, since they are the ultimate executors of the legislation and are key pieces in the effectiveness of bilingual education programs.

Teaching practice involves several aspects that are part of the educational process, such as perceptions and conceptions, which allow identifying the type of teaching practice that is being carried out and how it contributes to student learning (Zabala, 2007). In the same way, the decennial education plan (Mineducación, 2018) highlights the importance of social recognition of teachers as an essential part of the education process in the country. For there to be such social recognition of their action, there must be coherence between what teachers think, say, and do, and to this extent contribute to educational quality (Orozco, 2016). This project contributes to this ten-year plan as it serves as an input to transform educational practices and therefore to improve the school performance of students. Moreover, in Colombia, the teaching practice has also been a topic of interest in research, although with little investigative evidence about perceptions, conceptions, and the teacher-student relationship, unlike the international context. Therefore, it is important to carry out research of this type because teachers' awareness of their

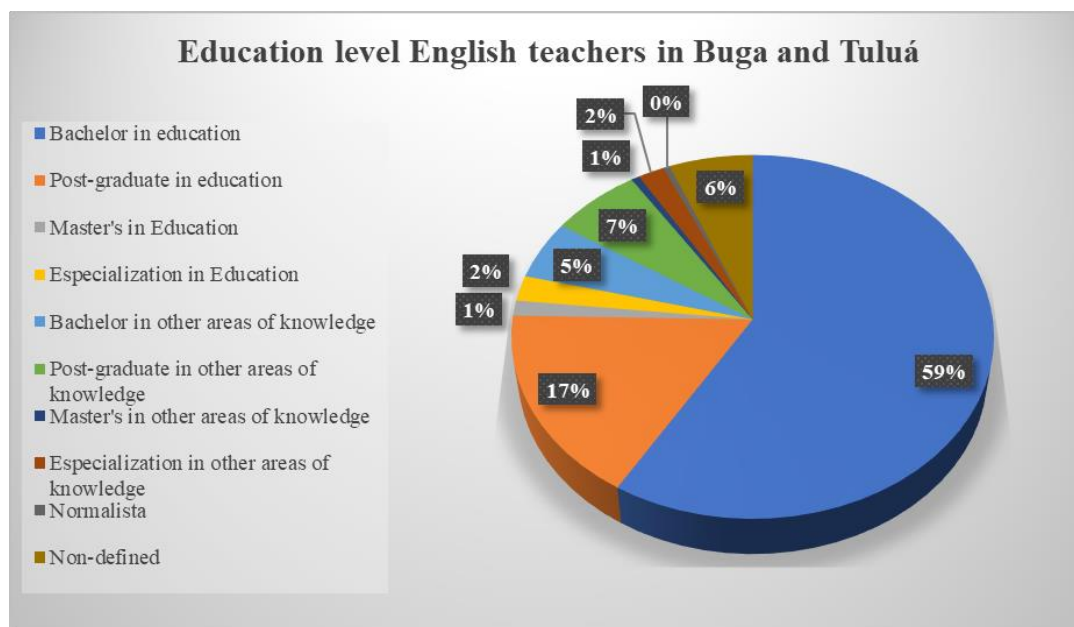
perceptions and conceptions are not only a tool that allows them to be reflective of their practice, but also allows to determine how the different policies and changes related to the Colombian education system are influencing them (Orozco, 2016).

In relation to the contextual dimension where this study is developed, and with a view to meet the requirements proposed in the NBP, Public institutions in Colombia have a teaching staff in which, up to fifth grade, a teacher is in charge of teaching all the regulatory subjects. That is why the knowledge of English as a foreign language for teachers is not required as a policy to become a primary teacher. Unlike elementary school, educators in middle and high school must have specialized knowledge in EFL teaching, with a level of mastery (Act 09317, May 6, 2016). According to the goals proposed in the NBP, to be able to teach this subject in an official school, language qualifications of teachers must be B2 according to the common framework of European reference (Mineducación, 2006).

Agreeing to the above, it is necessary to consider the population of English teachers in the region who are the main actors in this research in relation to their training to be EFL teachers in public schools from Buga and Tuluá. In Figure 2 it can be observed the classification of the teachers according to their level of education and qualification collected by the Ministry of Information Technologies and Communications.

Figure 2

Education level EFL teachers from Buga and Tuluá



Note. The figure shows a cake graph with the education level of the EFL teachers in Buga and Tuluá. The information was obtained in the web page Ministry of Information Technologies and Communications. (2021). PORTAL DE DATOS. Bogotá, Colombia. Portal de datos abiertos. www.datos.gov.co

In the statistical data found the cities of Buga and Tuluá have 13.248 teachers altogether, where 665 teach EFL in the secondary and high school cycles, as it is shown in Figure 2. Now, regarding their training level in public educational institutions, 97 teachers from those 525 have a bachelor's degree or postgraduate studies in education, 96 in other areas of knowledge, and 44 are *normalistas* (pedagogical high school graduates who graduated from “normal” schools) or they degree is not defined on the database. It can be observed that almost 60% of teachers own a bachelor’s degree in education with no post-degree education, and in total the 80% has some study expertise in education, while the 20% left has studies in other areas of knowledge. It can

be said the majority of EFL teachers have some training on education and it is important to know their awareness, conceptions, and perceptions towards the national bilingual policies.

Due to the necessity of going deeper in the problematic described in this work, a research question has emerged. That is why this work is aimed to answer: What are the conceptions and perceptions of English teachers from Buga and Tuluá regarding Colombian bilingualism policies? In order to give some light about this question a main objective and some specific ones have been proposed as it is shown hereunder.

General Objective

To analyze the conceptions and perceptions of English teachers from Buga and Tuluá in relation to the bilingualism policy in Colombia.

Specific objectives

- ✓ To characterize the current bilingualism policy in Colombia
- ✓ To identify English teachers' conceptions and perceptions about the current bilingualism policy in Colombia.
- ✓ To contrast English teachers' conceptions and perceptions regarding the bilingualism policy in Colombia.

Chapter II: Frame of Reference

In the following chapter the theoretical background is developed, here the research projects related to the purposes of this work are presented, eliciting the theories, purposes, methods, discussions, and conclusions. In the second section of the chapter, the definitions related to the study objects proposed in this research are presented with the intention of contextualizing the reader with the concepts developed. Finally, in the last section the legal framework related to the bilingualism policies in Colombia are elicited from the introduction of a foreign language in the education programs of the country until nowadays.

Background Framework

In this section the theoretical background of the research process is presented. For this purpose, eight research articles related to the problem stated are analyzed, three of them are international, other three national and the last two made in the region, while in the local level no research related to the object studies of this research was found. Those articles were selected after a thorough review of the research related to bilingualism or linguistic policies, considering the suitability of the research study objects and their purpose but also the period during they were published, not older than 2016, they must include bilingual policies in their study objects, and only articles written in English or Spanish were considered. To find the bibliography several national and international databases were consulted, such as Scopus, Research Gate, Dialnet, Scielo, Universidad del Valle repository, Universidad del Quindío Repository, Universidad de Antioquia repository, Universidad Pedagógica Nacional repository, Universidad Nacional a Distancia repository.

International background

The first research project was developed in Spain in the autonomous community of Cantabria by Lozano Martínez and Chacón Beltrán from Universidad Nacional De Educación a Distancia (UNED) in 2017. It is called “Legislation of Bilingual Programs in Infant and Primary Schools from the Teachers’ Perspective” where its main purpose is to analyze the perception of teachers about the legislation governing the bilingual programs in Spain trying to ascertain if they are in tune, and if teachers in bilingual and non-bilingual programs share perceptions.

The authors state English functions as a *lingua franca* in international and globalized contexts. Its predominance is indisputable, especially in the business environment and academia (Jenkins et al., 2011). And that is why, it becomes essential to analyze the bilingual education plans that have been progressively implemented in the educational centers of Spain and other non-anglophones countries. In recent years, the propagation of various plans and models of bilingual education for learning EFL in Spain has increased research on their distinctive characteristics and implementation results in each context. In consequence, in this research work it is considered that perception of teachers about bilingual education plans has been little studied and at the same time it is extremely necessary, because in addition to shedding some light on the situation, teachers are key agents in their implementation (Hüttner et al., 2013).

To achieve the main goal of the research project, a quantitative approach was used with a population of 80 active teachers from eight public educational centers in the Cantabria community. The main data sources were questionnaires with various questions related to timing, the teaching group and its organization, coordination, openness to the community, and teacher training. All to relate them to the provisions of current regulations on bilingual matters in Cantabria, as well as direct questions about said regulations through a Likert scale. Finally, a statistical and descriptive analysis of each one of the variables, along with an analysis of their

independence with respect to the “Bilingual” factors. To this purpose they used the non-parametric Mann-Whitney U test and with respect to the “Teaching” using the non-parametric Kruskal-Wallis test.

The research allowed authors to conclude teachers have a direct vision about the real application of what is established by the regulations regarding bilingual education plans in their educational centers. Authors also conclude there is a gap between the perceptions of bilingual and non-bilingual teachers suggesting that there is a need for discussion about legislation at school. The analysis made, also suggests that teachers do not feel their opinions and beliefs are represented by the current bilingual legislation.

These conclusions are closely related to the study object of the present research, since it gives some conclusions related to the perceptions about bilingual policies in a country and it is noticed the necessity of including teachers in the construction and evaluation of bilingual plans. Moreover, the theoretical framework in which they are based gives a lot of light around the problems raised when teachers take no part in the bilingual policy creation. Finally, the author concludes the key role teachers have on the policy making and implementation process which is a main concern in the present work.

The second international research article is called “*(De)legitimization: The Impact of Language Policy on Identity Development in an EFL Teacher*” by David Martínez-Prieto and Kristen Lindahl in the university of Texas at San Antonio but developed in Puebla, Mexico in 2020. The authors seek to explore the ways in which the professional identity development of a Mexican national English language teacher is ultimately legitimized (or not) by the social and institutional forces at play in the current Mexican English Language Teaching milieu by

examining how Mexican institutions may (de)legitimize the teaching expertise of an EFL educator by promoting a discourse of “native”-speakerism.

Based on Bourdieu's concepts of habitus, symbolic power, and legitimization, this study analyzes the identity of a language teacher. Developing the concept of legitimization to explain identity development among educators, especially those working in EFL contexts, since they speak a language other than English as their first language, their legitimization process may consist of constant identity negotiation, in order to be acknowledged as competent or qualified in comparison with native teachers (Bourdieu, 1990). According to Higgins (2017), the dichotomy between native and non-native English speakers has an impact on the identity of EFL teachers, since they may undervalue their competence as educators rather than embrace their own multilingualism and/or look at English in terms of the pluricentric ways it is used across the globe. Moreover, EFL educators may leave unexplored other aspects of their identity that contribute to their pedagogical practices because they center on who they are relative to English.

With the intention to address this problem and answer how do institutional language policies that prioritize “native speakerism” (de)legitimize the identity development of an English as a EFL teacher, the authors developed a qualitative design, with an in-depth and detailed using interviews of an individual teacher to better understand the way in which policies influencing the Mexican EFL context ultimately affected them as EFL teachers. The linguistic policies are a response of the Mexican government to the massive deportation of Mexicans from the United States where the governor of Puebla mandated that transnationals who could speak English would be hired as English teachers in public elementary and middle school institutions in the state.

After conducting coding cycles to analyze data, using individual analytic memos and coding schemes. Firstly, the analysis of the axial coding processes enabled them to group themes into relevant categories and subcategories, allowing them to conclude governmental, educational institutions and society in general seem to value language teachers solely for their language proficiency, not for their pedagogical skills. Secondly, English Teaching programs should emphasize the importance of pedagogical preparation as one of the main characteristics of language teachers. Finally, teacher preparation must include training for advocacy and language policymaking in order to empower individuals within their institutions. The conclusions found in this research are closely related to the aims of the present project using qualitative research and interviews as instruments to understand the phenomenon related to bilingual policies and identity of teachers. This research also addresses the problem of teacher not being part of the policy making process, finding a necessity of empowering teachers to be active part in the policy making process, proposing English teacher preparation programs should examine the ways in which they might empower the origins and cultures of those multilingual teachers, especially in EFL contexts, that is also a criticized characteristic of the bilingual policies in Colombia as stated in previous chapter, and highlights the necessity of listening to teachers regarding to the policy-making process and teachers as active actors in this process.

The next international research is called “Involving English Teachers in National English Language Policies in the GCC” by Hajar Mahfoodha and Shadiya al-Hashmib in 2020, in Bahrain a state of Arab States of the Gulf (GCC) countries. The authors establish there is a gap between national English language policies in theory and its implementation in pedagogical practices. As a response to this problem the objective of the research is to propose that education decision-makers of both Bahrain and the United Arabs Emirates (UAE) can constructively

involve teachers in developing national English language policies that cope with global trends of English Language Teaching (ELT) pedagogy.

Due to the significant role of English in academic and business sectors, students learn English as early as a preschool in most GCC states. Most of the states have developed strategic plans for Higher Education either by a five-year plan or a long-term strategy. These policies and strategic plans are usually set by quality assurance authorities that regulate the procedures of higher education. Consequently, the strategic plans have turned into procedures and measures of quality assurance rather than a national educational vision that seeks creativity and excellence. Such plans do reflect a national will to develop educational outcomes. The authors propose the policy endeavors would be more tangible and feasible if the realities of the classroom would be translated and integrated into these plans, and teachers are a focal point of decision making since the daily contact with students enables them to provide constructive feedback to policy decision-makers about the efficacies of learning outcomes. Those ones indicate that the clarity of national education policies has a significant role in standardizing education outcomes, and that is why teachers face problems in implementing new assessment or accountability procedures.

In order to present the proposal, the authors use a documentary analysis on the English language policies in UAE around what they call the two potentials of developing national English language policies in the UAE and Bahrain which are the curriculum and education of teachers. Regarding curriculum after the revision authors find that, since teachers are the active contributors to constructing policies (Ricento & Hornberger, 1996), language planning has the potential to shift from top to bottom to bottom-up. Thus, the teacher's role has become dynamic and vibrant, where teaching becomes a process that requires constant reforms according to the changes in both global conditions and the marketplace. On the other hand, regarding to the

training potential they find some problems; one is that training programs are mostly theoretical, another problem is that prospective teachers do not get sufficient feedback on their performance during training, and the third is the overlooking of the teaching programs affective side where some courses are offered in the native language of teachers rather than in English (Öztürk & Aydın, 2019).

After the analysis, it is concluded that Clarity of national English language policies is important in policy implementation in the GCC states following the examples of Singapore, China and Turkey. Regarding the above, national language policies can be developed in two ways: by enhancing partnerships between quality assurance authorities and teachers, which can be consolidated through more workshops and conferences to spread awareness of national policies. Another proposal is that teachers can provide further consulting by developing self-assessment procedures that measure the viability of national policies. And finally, both Bahrain and the United Arab Emirates should develop national English language policies that are tailored to their culture, heritage, and identity. At the same time, the rich and diverse experience of renowned countries can serve as a model that can be customized to match the social, political, and economic conditions of these two GCC-owned states.

This article also provides evidence about the important role of the teachers in the policy making process, and how it is necessary to include them in order to be successful in the implementation of language policies in a country. It is also important to notice how authors analyze the successful language policies implementation in China, Turkey, and Australia emphasizing the role teachers played in their construction and implementation. These conclusions are greatly related to the Colombian context, since as it has been mentioned before,

one of the principal criticisms towards the policies is the lack of adjustment to the Colombian context and the passive role of the teachers in their construction.

Regarding the international research articles addressed in this revision, all of them agree about the importance of teachers in the linguistic policies process, and how their participation and training are crucial for their successful implementation. It is also important to highlight the relevance it has given to the perceptions of people involved around the policy-making and implementation processes which is a common factor with the national research tendency.

National Background

On the other hand, the national research projects included in the review are directly related to the Colombian bilingualism policies. The first one is called "High School EFL Teachers' Identity and Their Emotions Towards Language Requirements" from Libre University in Bogotá, Colombia. In his study, Torres Rocha in 2017 develops an interpretive research approach, where the main purpose is to explore the influence of the Colombian NBP in the reconstruction of teacher identity and focuses on how language requirements associated with language policies affect EFL professional identity of teachers. For this purpose, the author establishes four objectives, that are: to explore the perception of High School EFL teachers about language requirements associated with the NBP; to determine participants' trajectories as language learners and teachers; to find out the positive or negative effects that the language requirements cause in teacher identity as language learners and professional language teachers; and to identify other aspects teachers perceive influence their identity besides language proficiency.

The article is mainly centered on two objects which are the identity of teachers and the low success of the Colombian policies. The author points out the strong relation between the

policies and the identity of teachers, since as agents of both the formation of social learning and of professional identities, they are essential for the design and implementation of any educational policy (Wenger, 2000). The research also addresses issues about the Colombian policies, such as a top-down approach of language policy without taking into account viewpoint of teachers; then, the implications of a national policy in terms of the scope of the NBP, and a lack of professional development of English teachers; and the inattention to indigenous languages in the Colombian territories, presuming the nation is a monolingual and mono-cultural society and therefore, denying the multicultural and multilingual nature of the nation-state (de Mejía, 2006).

Regarding the methodology, to develop this study, a three-stage case study with a qualitative and subjective approach was carried out, the first stage was a survey applied to 14 experienced high school EFL teachers to explore the perceptions of teachers about language requirements associated with the NBP. The second stage consisted in a narrative of the language process of teachers, to determine participants' trajectories as language learners; and the last stage consisted in an interview to go deep into their perception of the language requirement and how this language policy influenced their identities as learners and as professional language teachers in the past, at present, and in the future.

Then, the findings are presented, and after analyzing the results of the different stages the author infers that regards to language learning, teachers seemed to be more concerned about their own qualification and their students' improvement than they were about international standards, globalization, or internationalization and it could be an indication that either the language policy had not reached the target population or the high school EFL community of teachers had not appropriated it thoroughly. However, the role of language proficiency was seen

as highly determining in their identity. Another aspect elicited, is that through the teacher professional learning process their identities started shifting from the fixed conception of language proficiency to other defining aspects of their professional identity such as: awareness of context and limitation of working conditions, and regarding to the reflection about their future, professional identity of teachers has evolved throughout their trajectories but, they have been affected by the language policy in the time of its implementation.

In addition, the researcher concludes that being an English teacher was not the first choice of the participants, showing that identity is dynamic; teachers knew about the language policies and language requirements but most of them did not feel that they had access to opportunities for development, demonstrating that power relations shape identity. To the teachers, English is an essential part of their identities, but it is not limited to the subject, since there were many other factors that influenced the professional identity of teachers, confirming that identity is multifaceted. Finally, it is concluded that foreign language policy in Colombia through the NBP has entailed, a change or a reconstruction in of teachers identity as language learners as well as professional language teachers, the policy has also encouraged them to become better language users and reflective practitioners and therefore better language teachers, also they have evolved from being a below average language learner to becoming well prepared, well-informed, and critical professional language teachers.

Regarding the relevance of the research to the present study, one of the main factors is the problem analysis the authors make. It analyses the Colombian policies regarding bilingualism, and a short introduction of the rationale and the EFL Colombian context of study, highlighting they usually take into consideration competences of teachers or more specifically subject knowledge but not their experience and their knowledge of the sociocultural or socio-

political context. It is also very important the contributions that are made in the result analysis and conclusions about the perceptions of teachers on Colombian bilingualism policies and the way these affect their identity, since it has been concerned with a critical perspective of a language policy from the people that bear its implementation, it has also contributed new aspects to the understanding of the construction of teacher identity in a particular socioeconomic context.

The second national research is called “Educational and social factors of the National Bilingualism Program that affect the *Bosanovista* institution community” by Balaguera and Garzón in *Bosanova* school, located in Bogotá as the Master’s dissertation to become Master in Educational and Social development in 2019. Due to the difficult socio-economic conditions of the students in Bosa locality, added to the problems that arise within their neighborhoods, such as crime, drug consumption and sale, the presence of gangs, among others, do not allow an adequate environment for the comprehensive training of students limiting possibilities of training spaces outside of school, such as access to culture and training scenarios for life. This situation makes necessary the implementation of strategies that mitigate the consequences that the context offers in children and adolescents. Leading to the purpose of the research which is to analyze the incidence of the NBP in the educational and social spheres in the *Bosanovista* IED community.

Within the background analysis developed by the authors, it is recognized how educational institutions are a source of reproduction of an economic discourse that favors the learning of English, privileging this language over minor Colombian languages, in conditions that continue to generate inequality and inequity, raised from a total ignorance of the reality (Rodríguez, 2011). The tendency to research about the way the economic discourse permeates

pedagogical discourse is also identified, as well as the proclivity to move away bilingualism from humanistic training to prepare competitive human beings and not better humans, evinced in the PNB proposal to form human capital with communication skills to function in a globalized, competitive, and productive world (Ramírez & Redondo, 2014). Another research trend found in the analysis is the critical analysis between politics, curriculum, and reality, recognizing how pedagogical actions developed in schools compensate for the inequalities presented in public schools within the framework of the PNB, recognizing the importance of knowing and appropriating the proposal for success within the classrooms making it transversal in the institution and linking it to the entire educational community.

The methodological design for this research is qualitative, it defines its approach through the case study, carried out at the Bosanova IED school located in the locality of Bosa. The techniques designed to collect the data and analyze the information were document analysis, semi-structured interviews with students and teachers, focus groups, and field diary. Allowing to determine the objectives of the different alternative programs to the PNB, the conceptions students and teachers have regarding the concept of bilingualism, the communicative and linguistic competences the middle school students and graduates of the institution have acquired and how these have influenced their life quality.

After applying the instruments, and the results analysis, the authors conclude that related to the relevance of the NBP, the proposal was not intended for the Colombian context, implementing the NBP with a merely instrumental objective making states and citizens more competitive, hoping this will improve their quality of life, which means for NBP, quality of life has to do merely with better job opportunities that generate higher income. Moreover, in the ordinariness of the Colombian context of the educational institutions, there are no situations that

allow students to use English in different contexts, and according to the results teachers and administrators do not know the NBP, it is just a requirement for all schools.

The research above is relevant to the present study, since it highlights one of the most criticized aspects of the bilingual policies in the country in reference to the lack of contextualization. This case study demonstrates in a real environment, how the English programs proposed by the Mineducación can become in just requirements because of the lack of resources public and many private schools go through when implementing them. The absence of knowledge and consideration of the Colombian context in the proposal of the policies creates a gap between the ideal environment and the real circumstances EFL Colombian teachers must face daily in their classrooms. It also provides a methodological background related to the identification of the conceptions and incidence of the bilingual policies in the school community through a qualitative approach.

The last national research selected is called “*Speaking of language policy and teacher education: teachers’ voices draw their own portraits*” by Nelly Sierra and Elida Giraldo in 2020 and it is part of a multiple case study research, and its main purpose is to consider the research on foreign languages and language policies from different perspectives. In this research authors present the teacher’s experiences of in-service education programs offered within the framework of the National Program of Bilingualism in Antioquia. The result are narrative portraits of what teachers talk about their experiences and the way they relate to the in-service education strategies, also these portraits depict their presence, voices, and journeys along the implementation of the language policy.

Language policies are made or implicitly recognized and put into practice in different spheres of society, from a sociocultural perspective, language policy is thought as a mechanism

that impacts the structure, function, use or acquisition of a language. Furthermore, authors add that language policy involves various elements such as official regulations, which can influence economic, political, and educational opportunities. Also, implicit, or imposed mechanisms that determine the use of language and interaction in contexts such as the community, work, and school. Now, concerning training of teachers the critical perspective is the spotlight of this research, since teaching is a critical activity, in which the teacher is an autonomous professional who critically reflects on the exercise of it promoting the emancipation of those who participate in the educational process. Reflection is of great value as it seeks to improve teaching work and influence the construction of a more just and equitable society.

Due the research is part of a greater research of cases study. To be consistent with the case study methodology, the information generation methods included individual and group interviews and document analysis. Although these methods provided the framework for this project, the approach used is also based on the portrait method. The latter is described as a method designed to capture the richness, complexity, and multidimensionality of the human experience in a social and cultural context mediated by the perspectives of the people who are negotiating that experience. The resulting product of the research teachers tell about their experience and their relationship with the training programs offered within the framework of the NBP. It is found the presence, the voices, the trajectories of these teachers, which allowed the authors to approach that complex relationship between bilingualism policies and the actors and the context; sharing their experiences and the way each of them live, incarnate, and go through their daily lives in this relationship.

From the analysis of those portraits, it is concluded that regarding the strategies offered within the framework of the PNB, the experiences shared in these portraits indicate a deep

motivation to continue their training, as well as a positive assessment of this aspect of politics, without neglecting some shortcomings in the processes, such as lack of clear and timely information about the offers; little or no materialization of training programs in some municipalities; and the absence of training opportunities for teachers who have a good level of English. It is also highlighted the necessity to consider the situated training of English teachers, as well as how fundamental is the analysis of the context where teachers operate, when planning their own training, thinking about participatory strategies in which teachers have a central place in making decision-making in the training agendas. Finally, there is a feeling in the teachers because they have not been included in the processes of construction of the policy and sometimes or in those of implementation.

This research has a great importance when analyzing the bilingual policies in Colombia and regarding to this research project, because through the portraits it considers and describes the perceptions of teachers regarding to the training opportunities of the policies, but also it collects their impressions and opinions about the process of design and implementation of this policies to finally conclude and agree with other research mentioned. This is the lack of teacher agency and participation in all the implementation of the policies, but also the limited resources and the absence of training regarding the improvement plan.

Regional Background

At regional level the research leaves aside the perception and perspectives towards the bilingualism policies, and they are more centered on the analysis of their structure and framework. The first regional research presented was published in 2017 called “analysis of the referential of public policy of bilingualism in Santiago de Cali 2000 – 2015” by Beatriz Cecilia

Roldán. The purpose of the research is to analyze the global-sectoral referential of the public policy of bilingualism in Cali during the period 2000-2015.

In this master's dissertation, bilingual policies are presented as a continuous flow of decisions and procedures. This definition warns of a sequential, parallel, and self-enriched nature that determines future conditions for the development of the private sector. Similarly with respect to objectives, there is a consequential relationship between decisions and objectives: appropriate decisions have to do with the achievement of objectives. Therefore, the analysis carried out in the process of making such decisions, with respect to bilingualism, must be strategic to generate changes that are feasible and effective, in the regions and, therefore, in the country.

With the intention of achieving the main purpose of the research, authors are based on Pierre Muller (1997) theories who has developed an analysis outline based on the representations different actors make about reality. In this perspective, the actors develop an idea of the position and performance of the specific sector in which they are involved, thus, these ideas lead them to generate some "algorithms". Based on them, the problems are formulated, then, the possible answers are analyzed and the actions that will respond to the proposed objectives will be determined. It is this totality of resulting images that the French author calls the referential of a public policy. The referent of a public policy is the one that designates the set of standards where the criteria for State intervention and the public policy objectives are considered and defined. The sector referential is an image of the sector or the profession. The global referential is a general representation around the different sectoral representations will be ordered and hierarchized. It is composed of values that constitute the beliefs of a society. Finally, the mediator will be the actors who make the construction or transformation of the public policy

referential. Its function is to unify the spaces where political action takes place and where meaning is generated.

The research belongs to the qualitative approach, it is based on a documentary analysis of theoretical references and official documents that express the government position on the problem of Bilingualism in the country and the municipality of Cali. A documentary analysis is carried out to determine the transformations of the concept of bilingualism, both national and local, that led to the formulation of the local policy of Santiago de Cali 2015. Following three stages which are the collection of information around the approaches and theories of public policy analysis, linguistic theories, research, local, national and international normative documents; documentary review of secondary sources, and analysis and interpretation of the information collected; central and emerging analytical categories design; findings analysis and construction of the final document.

It is confirmed that the reference of the national bilingualism public policy has had three changes between 1994 and 2016 and these three references are transferred and accepted by the territorial entities. In general, it is about demonstrating that a school-market educational model helps Colombia to achieve competitiveness in favor of economic growth with results that allow it to appear before the economic bodies that generate standard policies for countries that want to join the elite of international cooperation. A second conclusion arises around the issue of quality. Thought as a policy, quality has generated great advances in the education sector. In the case of foreign language learning, little is said about research in this sector. Finally, in bilingualism programs and plans there has been a constant related to the suspension or reduction of such programs despite being designed for the long term. It is these decisions that reveal the short-term nature of policies that should be above one or the other government in power.

The second regional research is called “Elements that negatively affected the execution and development of the National Bilingualism program in Colombia” by Mauricio Antonio Castaño in 2020 as a dissertation thesis for the specialization in higher education from distance at Universidad Nacional a Distancia in Palmira City. The main objective of this research project is to determine the elements that negatively affected the execution and development of the NBP in Colombia.

To achieve the principal objective of the research, the author makes a background review with some critical elements about the bilingualism policies that have been a concerning topic to different authors. One concern is the definition of bilingualism, according to Mejía (2006) the fact of restricting the definition of bilingualism to the simple use of Spanish and English generates an unfocused concept of reality, since it does not contemplate in depth the link between the different Colombian languages and cultures. This is a repetitive concern when talking about bilingual policies in Colombia, as has been analyzed, different authors have raised concern about the shortsightedness of the policies around the pluricultural context in Colombia.

Now, regarding to the policies design and resources Cárdenas (2006) considers there are not favorable conditions to implement bilingualism in Colombia due to the lack of resources such as the reduced hour intensity, student overcrowding, little language preparation of teachers, limited resources, and the absence of an environment in which to establish real communication processes. Therefore, the best results in the matter of bilingualism do not depend on political factors or on standardized figures and elements but on a series of academic conditions related to teaching and learning from a different perspective. Another important aspect is teacher training and qualification, since according to Velez (2006) the English level of the teachers is very low,

most of them in A2, and in some regions where teachers have a good English level there is a failure in pedagogy and teaching strategies frustrating the achievement of the expected results.

After presenting some of the most critical elements around the bilingual policies in Colombia, the author proposes a qualitative approach based on the initial collection of existing data and documents related to the NBP, with the different actors of the Colombian educational sector involved in the issue, as well as the laws that support it. This hermeneutical exercise starts from the analysis and interpretation of the information that contextualizes the studied situation, its objectives, and characteristics, also obtaining measurable data on the results and consequences of a situation that involves political, academic, and socio-cultural aspects applied to education and where different disciplines converge, such as psychology, sociology and, pedagogy.

Firstly, it is concluded that, according to the referential analysis it was demonstrated the objectives and the theoretical foundation of the policies are focused on proving that a school-market educational model helps Colombia to achieve competitiveness in favor of economic growth with results that allow it to appear before the economic bodies that generate standard policies for countries that want to join the elite of international cooperation.

Additionally, despite the time and resources invested in the program, the Mineducación does not have information about the teachers training level around EFL teaching, resulting in a mistrust environment about the capability for the policies to achieve their purposes. Moreover, there is a necessity to change strategies that allow shaping the current way of thinking about languages, encouraging, and motivating new generations in the importance of acquiring, not only a second language such as English, but others used worldwide. A second conclusion arises around the issue of quality. Though as a policy, quality has generated great advances in the

education sector, however, research has not received the importance status it should have as a crucial element to improve quality in the educational sector. Moreover, there has not been much done to enhance the motivation and interest to show the successes and failures of such programs from the Mineducación and the Municipal education secretaries.

This last research gives a wider perspective around the implications of the bilingualism policies in Colombian education through the analysis of the referential, offering once again evidence about the short-term focus of the bilingualism policies, and these decisions have reduced efforts, budget, political will, and seriousness to many of its implementations and detract from the hard work of teachers who day by day have the best attitude in their classroom. In addition to the lack of participation of the teachers in order to construct an inclusive policy that considers the context and the research teachers have done in their learning environments.

Local Background

Lastly, at the local level the research is centered on the reflection about the bilingualism policies in teachers training programs and the rural area of the city Tuluá. The first local research is called “National English Program: Perceptions from an Educational Community in the Rural area of Tuluá, Valle del Cauca, Colombia” by Salamanca Sarmiento and Mondragón Quintero in 2021 develop in Unidad Central del Valle del Cauca. The main objective of this research is to Interpret the perceptions of the educational community (teaching director, teachers who teach English, students and guardians) regarding the Bilingual Public Policy, mainly the National English Program (PNI) 2015-2025, in terms of its implementation, pedagogical model and bilingual practices in basic secondary and secondary education in a rural Official Educational Institution of a municipality in Valle del Cauca, Colombia.

This research was carried out under a qualitative approach, a descriptive and interpretive scope, and a multiple case study design. The population sample, selected by the convenience and voluntary participation method, consisted of 30 participants, distributed as follows: the school director, an English teacher, two teachers from other areas that guide English, 14 students and 12 guardians. The data collection instruments used were a sociodemographic information questionnaire, and a semi-structured interview.

The data collected were analyzed inductively, the authors found that the educational community considers that the National English Program is implemented in the rural context, despite the disadvantages that it entails. It was also evidenced by the need to align the National English Program with the possibilities and contextual needs of the educational community, in this case the rural area. It was also determined that with regard to the bilingual practices in the educational community, it was found that they can be improved through motivating activities for students. Finally, the authors concluded that, although some actions have been carried out in the Educational Institution to implement the National English Program, the particularities of the rural context make it difficult to carry out several of the proposals presented in said program. In addition, the situation is exacerbated by the lack of resources, both human and physical in this area of the city.

The second local research related to the bilingualism policies is called "Reflections on the foreign language teacher formation in Colombia " by Ramos Acosta in 2019 published in the magazine Boletín REDIPE. The article is the result of the research project entitled: "The concept of English teacher training in the framework of public policies on the formation of teachers in Colombia", developed in Unidad Central del Valle del Cauca (Uceva). The author states the study of teacher training is an essential task for the improvement of pedagogical and research

practices and the quality of education in any country. This research dealt with the description of the concept of training English teachers registered in public policies on teacher training and bilingualism that have been proposed between 1980 and 2014.

The methodological approach of this project is qualitative, and the methodology used to achieve the objectives proposed was the historical-hermeneutic method, since it allowed not only the tracing of the concept of formation from primary sources such as laws, decrees, plans and projects in the selected study period, but also gave access to the interpretation of said concept from the national government entities. The objective of the project was to identify the concepts of training that underlie the policy guidelines issued by government entities from 1980 to 2014 on teacher training and especially foreign language teachers. To achieve this purpose, an in-depth review of the standards, decrees, projects and educational plans was carried out, the above corresponds to a historical investigative approach with a documentary analysis technique.

In the second phase of the project, the ordering, analysis, classification and systematization of the training concept extracted from the documents consulted, in the emerging data grid, was developed. Finally, in the third phase, the data was triangulated in light of the theories formulated on the concept of training, thus identifying some categories. Regarding the results found, the author establishes there a marked predominance of training understood as training and qualification, updating or improvement from the 1980s to the first years of the 21st century. The foregoing allowed us to understand that the training of English teachers in Colombia has been influenced by speeches from international agencies that have permeated the country's educational system. Although at present, and with the formation of the Colombian System for Teacher Training and Policy Guidelines, it is sought that the training of teachers moves away from short-term proposals such as training.

In addition to this, it is found that these categories have instituted in the different educational institutions in charge of training foreign language trainers, some dynamics located in training and updating, but few have made possible an in-depth pedagogical reflection that configures a transformation of the didactics of a second language such as English. It is also concluded that these trends have influenced teacher training, they have generated actions aimed at the application and execution of thematic content without achieving profound changes in the teaching role, so it opens up future research that is directed to the search of these from the teacher's practices and their relationship with public policies.

The literature review developed in the first part of this second chapter, allows to give some light around the linguistic policies research not only in Colombia, but also in other countries. It is important to notice how international research is centered on the perceptions of teachers on the policies, how they feel towards them but also how has arisen the awareness about the importance of their participation not only in the implementation but also in the construction of those policies. In the national and regional research there is a tendency to describe the opinions and perceptions of teachers around the bilingualism policies and in congruence with international research, they highlight the importance of changing the teachers role in policies creation and implementation for a more active and participative one. It was evident a tendency to find the same difficulties and concerns around the implementation of the policies, such as the short-term character, lack of adaptation to the Colombian context, instrumental role of the teachers, the market-centered objectives of the policies, a focus on training instead of formation, and lack of resources for their implementation.

Theoretical Framework

In this section the theoretical references which guide this work are presented. They are also used in the construction of analysis categories, approach, methodology statement and development, and information collecting strategies with the purpose of expounding the references that have been proposed for the categories relevant to this research project. It is started with the definition of the study objects which are conceptions, perceptions, and bilingualism policies, to finish with the definition of the term bilingualism.

Conceptions of teachers

When researchers talk about conceptions and the way they help individuals to construct the way they interpret their context and make decisions. According to Simarra Obeso and Cuartas Lopez (2017) talking about conceptions refers to several ideas that are formed inside an individual's mind. This process allows to identify the way a person conceives something, and how it is taken to the daily life, and in the case of this work how it is taken to the pedagogical practice of teachers. In consequence, these conceptions partly build the world that surrounds the individual, including the way in which individual and social development occurs and the problems that the individual encounters.

Regarding to the way conceptions take part in the teacher practice and decision-making process, Porlán et al. (1997) refer to conceptions from an epistemological perspective as:

The set of ideas and ways of acting teachers have, which are more or less directly related to school knowledge and its process of construction and facilitation, being of a more epistemological, philosophical, strict, psychological, didactic-curricular level, experiential methodological, or manifested in a tacit or explicit way. (p. 161)

Simarra Obeso and Cuartas Lopez (2017) agree with Porlan et al (1997) about conceptions being an epistemological framework and the knowledge teachers have about pedagogy and their practices. The authors agree conceptions influence the practices of teachers inside the school, in agreement to this, it is stated that:

The conceptions of educators are linked to their ideas, thoughts, and theoretical judgments, which implicitly influence the teaching practice. When the teacher is based on solid theoretical foundations, with a clear pedagogical approach, his educational work will be better. When analyzing the teachers' thinking, we necessarily need to look at their practices from a reflective investigative process, in order to reveal their didactic actions inside and outside the classroom. To study the thoughts of teachers, pedagogical practice and its conceptions must be examined, which will allow defining how thinking influences action (Simarra Obeso and Cuartas Lopez, 2017, p. 206)

According to these definitions it can be stated a relationship between the conceptions of teachers about education practices and its requirements, and their behavior and decision-making process inside the classroom and their practices in general. On the other hand, Moreno (2002) offers a wider definition of conceptions viewed as social representations of reality. According to the author, these conceptions correspond to a mobilization of what has been acquired to carry out an explanation, a forecast and even a simulated or real action, from which an analysis of reality is constructed (Moreno, 2002).

In this way, the author stated conceptions are the type of experiential knowledge, represented in images or constructs, more or less schematic of an intersubjective, personal and situational nature.

According to Moreno (2002) some authors understand conceptions as social representations, recognizing representation as a form of knowledge elaborated and shared by a group, which builds reality, but at the same time expresses itself, becomes visible at certain times, especially in situations of conflict or crisis.

Social representations as social constructs allow a coherent configuration of the conception. Thus, the concept of conception is a set of coordinated ideas and coherent, explanatory images, used by people who learn to reason in the face of problem situations. That set translates an underlying mental structure responsible for these contextual manifestations. The word construct gives value to the essential idea of a motor element in the construction of knowledge, allowing the necessary transformations (Moreno, 2002, p. 109).

Perceptions of teachers

The definition of perception has evolved towards the implication of the experiences and internal thinking process of the individuals. One of the main disciplines that has overseen the study of perception has been psychology, defining perception as the cognitive process of consciousness that consists of the recognition, interpretation and significance for the elaboration of judgments around the sensations obtained from the physical and social environment, in which other psychic processes intervene, among which are learning, memory and symbolization (Vargas, 1994).

However, different from Vargas (1994) conceptualization, many authors agree perception is not a merely cognitive process, but it also involves more complex processes. In this sense, Allport (1974) states that:

Perception is something that includes both the capture of complex environmental circumstances and that of each of the objects. Although some psychologists are inclined to assign the latter consideration to cognition rather than perception, both processes are so closely related that it is almost not feasible, especially from the point of view of theory, to consider them in isolation from each other. (p. 7)

On the other hand, Merleau-Ponty (1975) has proposed a different philosophical point of view for the definition of this concept. This author shows perception as a partial process because the observer does not perceive things in their totality. Since the situations and perspectives in which sensations are variable and what is obtained is only one aspect of the objects in a certain moment. As a changing process, perception enables the reformulation of both experiences and perceptual structures. The plasticity of culture gives these structures the possibility of being reformulated if required by environmental circumstances. In this regard, Merleau-Ponty (1975) has pointed out that perception is not an addition of events to past experiences but a constant construction of meanings in space and time.

Therefore, the perception must be understood as relative to the historical-social situation since it has a spatial and temporal location, it depends on the changing circumstances and the acquisition of novel experiences that incorporate other elements to the previous perceptual structures, modifying them and adapting them to the conditions. Thus, a term said in the abstract can evoke different experiences, not necessarily alien to each other, and involve different levels of conceptual and symbolic elaboration of the same event, because in social reality the worldview is constituted by the integration of category systems of different levels in constant interaction. Even when the above-mentioned approaches to perception appear schematic and

detached, in social reality this is not the case. The separation shown here is an attempt to analyze perception as one of the important concepts in shaping the worldview of social groups.

In light of this evidence, it is crystal clear that conceptions are focused on the mental constructs that help teachers to understand their context and practices. Meanwhile, perceptions are affected by the experiences lived by each person, and they are a changing process. In this sense, the present research aims to explore and describe the perceptions of teachers regarding the bilingual policies. In this way it would consider not only the conceptions teachers have about the policies but also the way how different environmental aspects such as context, resources, training, knowledge affect the way policies conceive the bilingualism policies in their pedagogical practices.

Implications bilingualism policies

Public policies reflect the ideals and desires of a society. They express the objectives of collective well-being and allow to understand where development is guided, and how to do it. Policies evidence what is intended to be achieved with public intervention and how responsibilities and resources among social actors are distributed (Torres Melo & Santander, 2013). Therefore, public policies are not just documents with activities and budget allocations, their role goes further; they are the materialization of the action of the State, the visible bridge between the government and the citizenry (Torres Melo & Santander, 2013).

Moreover, public policies have a strategic role defining the parameters and modalities of interaction between the public and the private agents of the state. Medellín (2004) states public policies “specify the conditions to translate the principles of flexibility and autonomy into axes of selective, effective and efficient public action; define which are the issues that reach the rank of public interest, to be included in the government agenda” (p. 16).

At the national level, the 1991 Constitution required the production of a law that would regulate education (General Law of Education, Law 115, 1994), in the same way, the Law establishes the general norms to regulate the Public Service of Education as a social function and, it is based on the Political Constitution on the right to education. This principle materializes in the definition of ten-year education plans. The Ten-Year Education Plan is conceived as a set of proposals, actions and goals that guide the direction of education for the next ten years, and has as objective to generate a national agreement that commits the government, the different sectors of society and the citizenry in general to advance in the transformations that education needs (Figueredo et al., 2016). In order to achieve this objective, projects related to the restructuring of the educational system and to improve the quality of education have emerged. Among them are the different bilingualism programs proposed by Mineducación.

In Colombia different bilingualism policies have been implemented as explained in chapter 1. These policies have been changing depending on the government and the four-year national development plan, and other factors such as the results obtained and the current necessities of the society, industry, and education itself. The conceptualizations and guidelines used nowadays for EFL teaching in Colombia are the result of the different policies projected through the years since the proposal of the decennial education plan 2006-2016 of developing the communicative competences in the mother tongue and at least in one foreign language (Mineducación, 2007).

In response to this, in 2005 the new bilingualism program called “Colombia Bilingüe” (CB) was announced by the government. The essential guidelines of CB were the standardization, evaluation, and improvement with regency until 2010. Proposing the adoption of the CERF as the reference system for learning, teaching and advanced assessment processes

in Colombia through the ordinance 3870, and the proposal of the guide 22 “Basic Competence Standards of Foreign Languages: English” to constitute “clear and public criteria that allow establishing the basic levels of quality to which boys and girls in all regions of Colombia are entitled” (Mineducación, 2006, p. 3). These standards give the basic requirements students must achieve for each educational level regarding English communicative abilities. They also define and clarify some concepts related to the communicative competence that is expected to be developed with EFL teaching which are the basis for the implementation of this bilingualism program and the future bilingual policies proposed. These two concepts are presented below.

CERF and the Basic Competence Standards of Foreign Languages.

The National Bilingualism Program (Mineducación, 2005) aims to "achieve citizens capable of communicating in English, so that they can insert the country in the processes of universal communication, in the global economy and in cultural openness, with internationally comparable standards" (p. 36). This purpose implies a structured plan for the development of communicative competencies throughout the educational system.

In order to give coherence to this plan, it was necessary to adopt a common language that would establish the goals for the level of performance in the language through the different stages of the educational process. Therefore, the Ministry of Education chose the Common European Framework of Reference for Languages: Learning, Teaching and Assessment, a document developed by the Council of Europe, which describes the scale of gradual performance levels that a language learner achieves (Council of Europe, 2001). Table 1 shows how the Ministry of Education has adopted these levels as specific goals for the different populations of the educational system.

Table 1.

Ministry of education English levels expected for each educational level according to CEFR

NIVELES SEGÚN EL MARCO COMÚN EUROPEO	NOMBRE COMÚN DEL NIVEL EN COLOMBIA	NIVEL EDUCATIVO EN EL QUE SE ESPERA DESARROLLAR CADA NIVEL DE LENGUA	METAS PARA EL SECTOR EDUCATIVO A 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	• Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Educación Superior	• Nivel mínimo para docentes de inglés. • Nivel mínimo para profesionales de otras carreras.
C1	Pre avanzado		• Nivel mínimo para los nuevos egresados de licenciaturas en idiomas.
C2	Avanzado		

Note. The table displays the English levels according to the CEFR and the goals in each educational level in Colombia. Taken from the document Guide 22 “Basic Competence Standards of Foreign Languages: English” Mineducación, 2006

The Table 1 elicits the established levels for the educational levels. In this way, from first to third grade students are expected to achieve the A1 communicative level according to the CFER, fourth to seventh grade the expected level is A2, B1 for eight to eleventh grade, and for undergraduate education the level must be B2 or higher. The standards presented are articulated with these goals, establishing what students should know and be able to do to demonstrate a B1 proficiency level by the end of Grade 11.

Communicative Competence.

As in other areas, the English standards are clear criteria that allow students and their families, teachers and schools, the Secretaries of Education, and other educational authorities to know what should be learned. These ones also serve as a reference point for establishing what students are capable of knowing about the language and what they should know how to do with it in a given context. The set of knowledge, skills and individual characteristics that allow a

person to perform actions in a given context is what defines competencies (Mineducación, 2016b).

In concordance to the definition provided by Mineducación (2016b), after a theoretical review of the evolution of the concept of communicative competence, Savignon (2018) states that a definition of communicative competence appropriate for learners requires an understanding of the socio-cultural contexts of language use. It is an approach that understands language to be inseparable from individual identity and social behavior. The methodological approach is not concerned exclusively with face-to-face oral communication. Communicative principles apply equally to reading and writing activities that involve readers and writers in the interpretation, expression, and negotiation of meaning. The goals of learning depend on learner needs in a given context.

As a whole approach the development of the communicative competence also includes the linguistic, pragmatic and sociolinguistic competencies (Mineducación, 2016b). The linguistic competence refers to the knowledge of the formal resources of the language as a system and the ability to use them in the formulation of well-formed and meaningful messages. It includes lexical, phonological, syntactic, and orthographic knowledge and skills, among others. According to the Mineducación (2016b), this competence implies not only the theoretical handling of grammatical, orthographic, or semantic concepts, but also their application in different situations.

Pragmatic competence is related to the functional use of linguistic resources and comprises, in the first place, a discursive competence that refers to the ability to organize sentences in sequences to produce textual fragments. Secondly, it implies a functional

competence to know both linguistic forms and their functions, as well as the way in which they are linked to each other in real communicative situations.

Sociolinguistic competence refers to knowledge of the social and cultural conditions that are implicit in language use. For example, it is used to manage politeness norms and other rules that order relations between generations, genders, classes, and social groups. It is also handled when encountering expressions of popular wisdom or with differences in register, dialect, and accent.

The competencies defined to develop the communicative approach inside the classroom by Mineducación, are closely related to the definition provided by the Council of Europe (2018) where it is stated that communicative competence in the English language according to the approaches of linguists, psychologists and politicians includes three aspects: Linguistic competence which in turn includes a general range of the language, a range of vocabulary, grammatical precision, vocabulary control, phonological control and spell check. Sociolinguistic competence that refers to the appropriate use of language according to the context. And pragmatic competence that implies flexibility, turns to speak, thematic development, coherence, propositional precision and fluency in speech.

Communicative competence cannot be worked on in isolation because it implies a flexible know-how, which is updated in meaningful contexts and implies the ability to use knowledge about the language in various situations, both inside and outside school life. For this reason, the proposal also includes the development of skills and knowledge related to the ethical, aesthetic, social and cultural dimensions of the language being learned (Mineducación, 2016). Beyond the knowledge of an isolated code, it is important to offer children and young people real possibilities to understand and interpret their reality.

Strategic Competence.

Another competence defined in the bilingualism policies is the strategic competence, this is developed as part of the suggested curriculum for the implementation of the policies, that is explained further. In the definition of this competence, the document of the suggested curriculum (Mineducación, 2016b) clarifies how the **guide 22** is a basis for its definition, but the concept is also broadened. Apart from the linguistic, sociolinguistic, and pragmatic competences defined before, in the document the *strategic competence* is introduced. This refers to the ability to use different resources to try to communicate successfully, aiming to overcome possible limitations derived from the level of knowledge of the language. This competence is developed in different dimensions: *cognitive*, which refers to the ability to integrate new knowledge of the subject matter; the metacognitive dimension, which relates to the individual's ability to monitor and self-direct one's own learning; and the socio-affective learning, which includes the learner's perceptions of his or her process, language, and motivation.

Intercultural Competence.

This competence is also part of the suggested curriculum guidelines as part of the pedagogical and methodological approach for the learning of EFL. The definition of intercultural competence in the document is based on the one proposed by Malik (2003), defined as the knowledge, skills, and attitudes that the interlocutor or intercultural mediator must possess. Additionally, complemented by the values that are part of a given society and of the many social groups students belong to. In the proposal of Mineducación (2016b), the development of intercultural competence is proposed based on the students' experience, teacher mediation in the sociocultural reality in which they live, including internal, inter-, and intra-group conflicts, social and cultural encounters and misunderstandings that they confront.

Intercultural competence is later defined in a wider way as the set of values, attitudes, skills, knowledge, and understanding that are needed for understanding and respecting people who are perceived to be culturally different from oneself, for interacting and communicating effectively and appropriately with such people, and for establishing positive and constructive relationships with such people (Barrett, 2018). Barrett's (2018) definition is more inclusive, since is not only limited to the set of values and encounters with different cultures, but it also states people are perceived as members of another cultural group rather than as individuals, in this definition "the self is then also categorized as a cultural group member rather than in purely individual terms, with intergroup comparisons being made in an implicit way" (Barrett, 2018, p. 94).

Finally, Deardorff (2019) offers a more dynamic definition, establishing "intercultural competencies in essence are about improving human interactions across differences, whether within a society (differences due to age, gender, religion, socio-economic status, political affiliation, ethnicity, and so on) or across borders" (p. 5). The latter offers a more concrete definition of this competence closely related to the ones provided by the other authors mentioned in this section. It can be said that intercultural competence is a set of values, attitudes, skills, and knowledge an individual acquires by identifying themselves as a member of a group improving their interactions with people with diverse cultural characteristics.

Curricular Proposal of Bilingualism Policies.

After several changes on the bilingualism policies as stated in the first chapter of this project, the basic competence standards keep standing since 2006, and it is in 2015 with the "Bilingual Colombia 2014-2018" (BC) where curricular guidelines were developed in two series of documents developed by the Mineducación and the Universidad del Norte Foundation and

evaluated by several universities and Secretaries of Education in the country. The first was the "Basic English Learning Rights" (BLR) which describe the knowledge and skills that students should learn and develop in English. The second was the "Suggested English Curriculum" (Mineducación, 2016a), a flexible and open curriculum proposal that is intended to serve as an input for the planning, implementation, evaluation, and monitoring of the English curriculum in the institutions.

The BLR and the Suggested English Curriculum, according to the Mineducación (2016b), are basic tools that seek to provide teachers with clear and suggested curricular guidelines, contributing to improve pedagogical practices in the classroom and to help students reach the expected level of English in each grade. For this reason, different essential themes are integrated through English training, such as health, coexistence, peace, environment, and globalization.

Basic learning rights of English.

According to Mineducación (2016b), the BLR in English are a fundamental tool to ensure quality and equity in education for all children and young people in the country. These rights describe the knowledge and skills that students should learn and develop in the area of English at the transition and primary levels of the Colombian educational system and are structured in coherence with the Curricular Guidelines and the Basic Competence Standards, as well as with the Suggested Curriculum. They allow the identification of key aspects in the development of the students' communicative competence in the foreign language and, therefore, are defined in the skills of comprehension and oral and written expression.

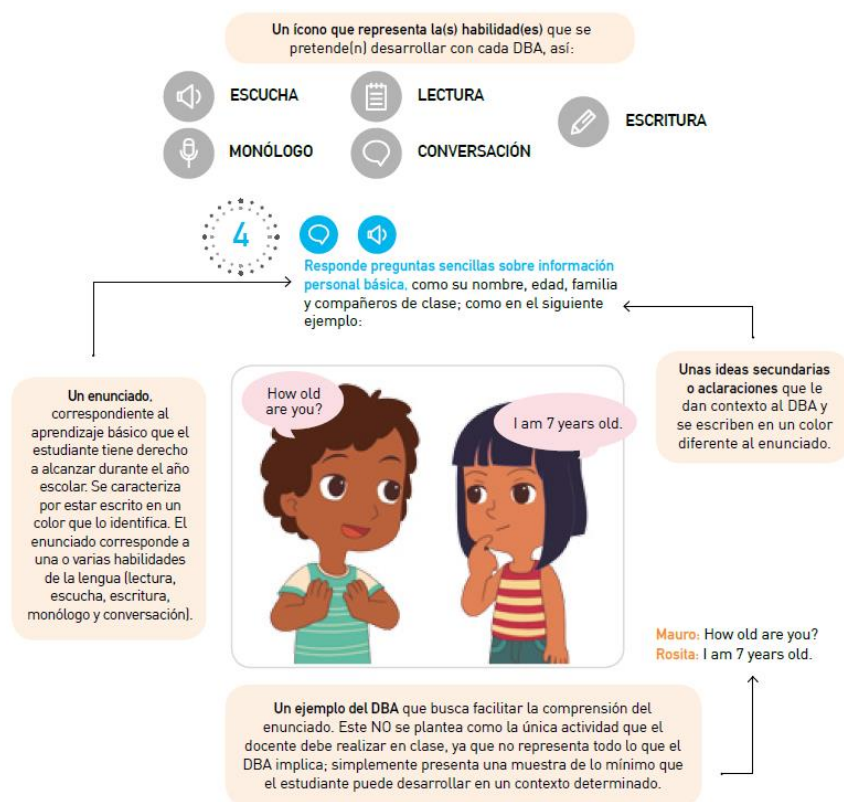
The BLR are a complement for the construction and updating of curricular proposals since they include some fundamental elements of the development of communicative

competence in English. On the other hand, they are not intended to replace the existing curriculum, since this is understood from a broader and more complex dimension as the set of criteria, study plans, programs, methodologies, and processes that contribute to comprehensive education and to the construction of national, regional and local identity, including human, academic and physical resources to implement policies and carry out the institutional educational project (PEI).

The importance of the BLR in the national educational context, lies in the fact that they propose fundamental elements for the construction of learning in each school year. As a result of this process, students achieve the goals set out in terms of the language proficiency expected. The BLR are used to support the development of curricular proposals integrated to the particular PEI, which take the form of area and classroom area and class plans of the institutions. For each grade, transition through eleventh, there is a list of BLR, they are structured as shown in the Figure 3 below.

Figure 3

Basic Learning Rights structure.



Note. The figure displays a BLR proposed for English and the correspondent explanation of each item. Taken from the Basic Learning Rights of English. Mineducación, 2016a

According to Figure 3 Each BLR is composed by one or several icons representing the abilities intended to develop with that BLR (reading, listening, speaking, writing, monologue); an statement in different color corresponding to the ability the students will be able to perform; secondary ideas given some context; an example of the performance students will have with that basic right in a determined context. The Mineducación (2016a) has proposed between four or five BLR for each grade in primary and between seven to eight in secondary and high school (Mineducación, 2016a) trying to achieve the basic goal which according to Guide 22 document is B1 in high school graduates.

Suggested curriculum.

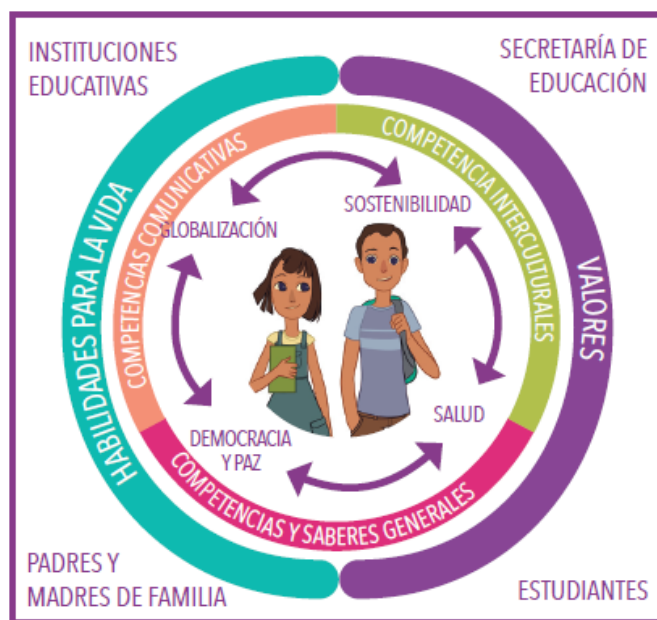
The second guideline of the BC program called suggested curriculum is composed of two documents, the “guidelines and pedagogical principles, suggested curriculum of English” and the “suggested curriculum structure from 6° to 11°” (Mineducación, 2016b). According to the Mineducación (2016b) the suggested curriculum seeks to provide the educational community and actors from different sectors of society with a flexible and open curriculum proposal that serves as an input for the planning, implementation, evaluation, and follow-up of the English curriculum in the educational institutions in the national territory. It represents a common basis for the articulated achievement of the goals established by the BC program and as a guide for making decisions to improve the conditions in which the teaching and learning of English takes place.

The document contains the theoretical foundation they are based on, but also the pedagogical and methodological guidelines teachers can base their curriculum and lesson planning process. As it is outlined below, the suggested curriculum proposes a curricular design that goes from the general aspects and principles to the specific guidelines such as methodological approaches based on the communicative competence, the suggestions for implementing them in each Colombian educational institution, to the assessment and evaluation principles.

Curriculum. This proposal defines the curriculum as a "whole in itself", a system, with components that relate to each other and at the same time to the larger context. It is also implemented simultaneously and openly, as proposed in the theories of Bertalanffy (1968), and Morin (2004), shown in Figure 4.

Figure 4

Curricular design proposed in the suggested curriculum.



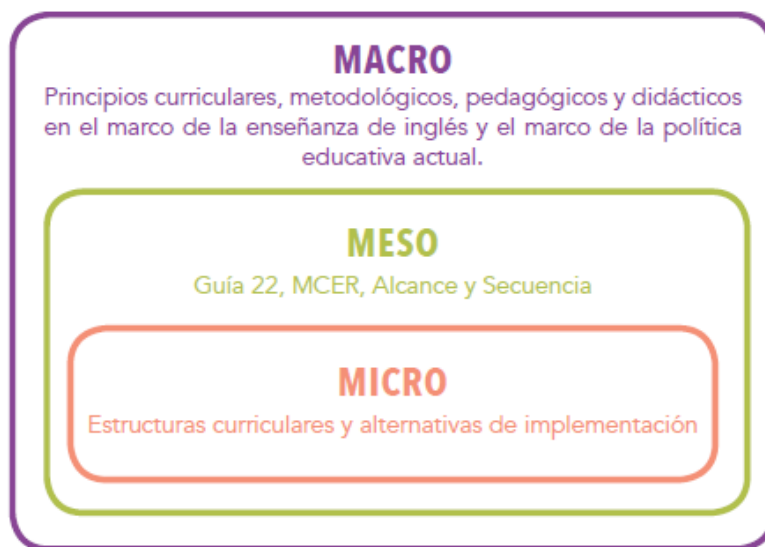
Note. The figure displays in a graphic way the synthesis of the curricular design proposed by the Mineducación in the suggested curriculum. Taken from the guidelines and pedagogical principles, suggested curriculum of English. Mineducación, 2016b

In Figure 4 are considered the educational institutions, the secretary of education, parents, and students the main actors of the curriculum. The latter is a continuous process in movement and dynamic englobed in the development of values and abilities for life. On a more specific level are the development of communicative competence, intercultural competence and competences and general knowledge around the topics of peace and democracy, health, sustainability, and globalization.

To understand the suggested curriculum, it is necessary to visualize and understand three levels and understand the three levels that comprise each of the components. components. These are the macro-curriculum the mesocurriculum and the microcurriculum (Figure 5).

Figure 5

Proposed curriculum. Macro, Meso, and Micro.



Note. The figure displays the components of the curriculum proposed by the Mineducación. Taken from the guidelines and pedagogical principles, suggested curriculum of English. Mineducación, 2016b

The levels of the curriculum according to Mineducación (2016b) refer to different components. The Macro refers to the curricular and methodological principles and the theoretical orientations related to the vision of education, learning and language. The meso refers to the structure of scope and sequence of the general didactic progression of the English teaching-learning process by language levels, number of hours and macro competences. The micro refers to the proposed curriculum structure by grade level. The suggested curricular structure, in turn, is made up of modules that will be developed in each grade, the general goal each grade, the general goal, the basic learning rights, the basic competence standards, performance indicators, and related linguistic and discursive aspects. The micro level outlines

possible routes that can serve as a basis for the discussion of teachers and schools to establish their own map (Mineducación, 2016b).

The curricular proposal of Mineducación (2016b) has been conceived from the perspective that it must take into account the particular needs of the schools. In consequence, specific qualities have been defined to give it the opportunity to be integrated into school life in different contexts, but with the same objective of the teaching and learning process. These qualities are adaptability, flexibility, development of 21st century abilities, a cyclical and spiral structure, and proportional organization according to students' abilities and development.

Curricular approach. The curricular approach of this proposal responds to a contextual or ecological posture of Bronfenbrenner (1979, as cited in Mineducación, 2016b) in which the relationships of the actors and the environment are mutually configured during interaction. Reality is understood as changing and dynamic. Underlying this model is the idea that learning is achieved and deepened socially, i.e., through the interaction that takes place in the context and from individual experiences. This approach entails assuming as fundamental curricular axes transversality, sociocultural approach, diversity and equity. *Transversality* is conceived as the construction of dialogues among the disciplines, concretized in the different subjects in a holistic manner. By promoting transversality, it fostered a multidisciplinary approach to the social, ethical and moral problems present in the environment, school, family and socio-cultural context. To achieve this, the project proposes a bridge between the academic, the scientific and the daily life through some fundamental themes that guide the work and that are established in Art. 14 of the General Law of Education (Law 115, 1994) which are environmental education and sustainability; education for sexuality and health; citizenship, democracy and peace; and globalization.

The second axis is the *sociocultural approach* in the teaching and learning process. Based on the theories of Vygotsky (1978, as cited in Mineducación, 2016b) and Bandura (1992, as cited in Mineducación, 2016b), these privilege the construction of meaning by students through the explicit and structuring mediation of the teacher. Considering this vision, the curricular proposal of the Mineducación (2016b) is oriented towards the development of communication in situations of meaningful use of the language, by promoting the use of the patterns of the language they are learning. A curriculum for *diversity* implies the detachment of traditional and rigid teaching-learning processes. It implies the acceptance of diverse ways of living, learning, teaching, and broadening the ways of evaluating learning. Finally, *equity* in Human Rights is a factor that is promoted by the National Constitution of 1991. In the suggested curriculum and its derived components, it is materialized as a tool that will guarantee the effective enjoyment of the right to a quality education with equal opportunities that all Colombian students have.

International References. In the suggested curriculum, the English level proposed for each grade according to the CEFR is resumed. This time the Mineducación (2016b) proposes again the expected levels, but only from sixth to eleventh grade relating those levels to the denominations regularly used in Colombia, as shown in Table 2.

Table 2

Relation CEFR with school grades in Colombia.

GRADO	NIVEL DE LENGUA		HORAS ASIGNADA VS. HORAS RECOMENDADAS PARA EL APRENDIZAJE DE INGLÉS			
			NÚMERO DE HORAS A LA SEMANA Y AL AÑO	RECOMENDADAS	ACUMULADO	
6	A1		3 Horas X 36	90	108	
7	A2.1	A2	3 Horas X 36	200	108	216
8	A2.2		3 Horas X 36		108	
9	B1.1	B1	3 Horas X 36	375	108	324
10	B1.2		3 Horas X 36		108	
11	B1.3		3 Horas X 36		108	

Note. Adaptation of CEFR guidelines, proposed for each grade with the number of hours recommended for each one. Taken from the guidelines and pedagogical principles, in the suggested curriculum of English. Mineducación, 2016b

In table 2 it can be observed, the language level according to the CFER was reassigned. Moreover, the hour intensity for each grade was assigned, English in grades sixth to eleventh have on average three hours of class per week, and a school year is 36 weeks long so it will be 108 hours per year. According to Mineducación (2016b), 90 hours of instruction are recommended to achieve A1, 200 hours are recommended for the achievement of level A2, so this level with a total of 216 hours, while B1 is developed in 375 hours in grades 9, 10 and 11.

Methodological principles.

Task based approach. In the 1980s, curriculum design took a particular turn. Different perspectives appear based on the task approach. They are distinguished from the analysis of language or the use of language. Since then, the concept of tasks has transcended the conceptual

parameters as such to opt for a deeper development of research and applicability. Hence, the emergence of the task-based approach (TBLT, Task Based Language Teaching) has been well received, so much so that the European Framework of Languages and the American National Framework of Languages highlight its use widely (Flórez & Inzunza, 2011). This approach is based on the development of tasks that offer a variety of communicative activities that favor the use of English to communicate ideas, emphasizing fluency rather than grammatical accuracy. It has three moments: before the task, during the task, and after the task. The Task-Based Approach (TBL) is characterized by privileged communication over the form of language. That is, the production of oral or written texts is essential to carefully correct linguistic errors in said productions. This is because the TBL approach focuses on content-focused meaningful activities rather than addressing linguistic forms. For this reason, it is said that the TBL approach focuses more on an educational philosophy focused on meeting the communicative needs of students (Mejía, 2018).

Project based approach: In this type of approach, students work actively planning, evaluating, and developing a project that is related to the real world and in which the language is used as an instrument to carry it out (Martí, 2010). An advantage lies mainly in the fact that students develop communicative competencies by completing meaningful activities, since the use of the foreign language is required in an authentic way and in relatively real contexts.

Problem based approach. Problem-based teaching and learning is an approach that focuses primarily on the learner and his or her ability to apply their existing and acquired knowledge in solving problems that resemble everyday life situations (Barrows & Meyers, 1993). Through this approach, students use the language as they act, interact, and communicate.

Through this approach, learners develop a critical attitude towards life, as well as enhance their ability to relate to others as they seek solutions together. The importance of this approach lies in the use of the foreign language as a mediating and articulating instrument to solve a conflict, while developing communicative skills, which represent a primary objective. Problem solving focuses on the student who, by conducting the investigation of the conflict posed, integrates theory and practice, applies his own and new knowledge, and develops skills to face different obstacles.

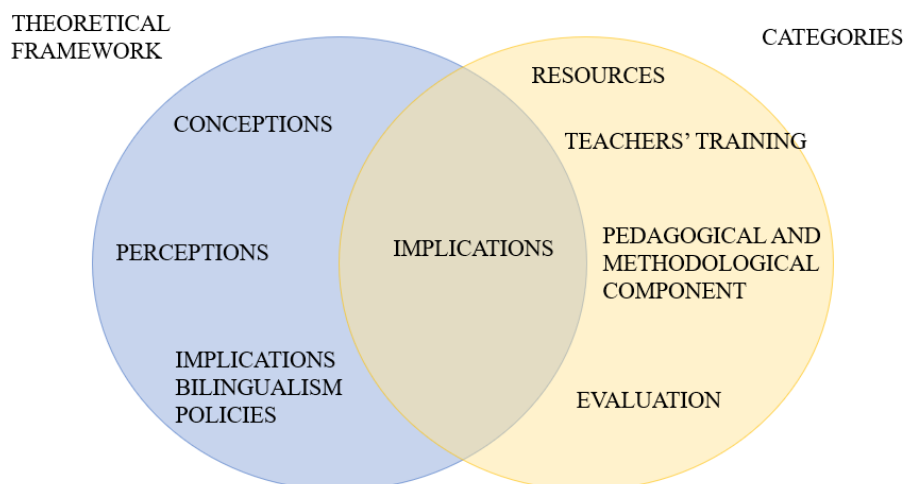
Evaluation and Assessment principles.

According to the Mineducación (2016b) the curricular proposal privileges diversity and access to opportunities for all. It proposes an evaluation model that promotes student learning and provides inputs for the teacher to make informed decisions on learning progress. This proposal suggests that assessment should not only focus on the evidence of what students are able to do (learning evaluation) but should go beyond, trying to follow up on what happens in the classroom (evaluation for learning), accounting for the achievement of the competencies being addressed (evaluation by competences).

To conclude this section of the chapter, figure 6 displays a graphic representation of the implications of the relation between the components of this theoretical framework, and the analysis categories proposed in this research project. These implications include the narrow link between the bilingualism policies and the curricular components defined in this chapter and the analysis categories that are defined and explained considering concepts and elements from the bilingualism policies that encompass characteristics related between them.

Figure 6.

Relationship between the theoretical framework and the analysis categories.



Note. The graphic shows the relation between the components of the theoretical framework and the analysis categories proposed in the methodology of the research project. Idárraga and Rayo (2022) Conceptions and perceptions of English teachers from Buga and Tulua towards Colombian bilingualism policy.

Legal Framework

The present legal framework is based on the analysis carried out by Bastidas (2021). It focuses on the educational linguistic policies of Colombia 1820-2020 where it begins in the year 1820 called the Baccalaureate Study Plan according to the Decree of July 5th where it is described as a plan of study decreed by President Bolívar in which English is officially introduced in high school (Cabarico 1952, as cited in Bastidas & Muñoz, 2017). In addition, in 1826 it changed its name to Baccalaureate Study Plan, Spanish was established as the official language in public schools and introduced French, English, German, Italian, Latin, Greek and the indigenous language of the closest community (Gómez, 1971, as cited in Bastidas & Muñoz 2017).

In 1991 was created the National Political Constitution of 1991, where it was stated Castilian as the official language of Colombian. The languages and dialects of the ethnic groups

are also official in their territories, and teaching is provided in communities with their own linguistic traditions. During the same year, the bilingual policy changed its name to the Colombian Framework for English Project, between Colombia and United Kingdom. Through the Mineducación, with advice from the British Council and with the participation of 26 universities, carried out the project that sought to improve the quality of the training of graduates in English and with the help of the common European framework of reference for English teaching in Colombia (Rubiano et al., 2000).

Three years later was created the General Education Law (Law 115, 1994), in which English is introduced in primary school. The creation of PEI in schools is also established. In 1996 the Curriculum Guidelines and Achievement Indicators were created under the Resolution 2343 of June 5th, 1996. In 1999, two sources were divided as Indicators of Curricular Achievements; Curricular Guidelines for Foreign Languages, documents that guide the teaching of foreign languages in more detail than in 1996. This series of publications attempt to promote interculturality and respect for Colombian ethnic diversity. After that, in 2005 the NBP Colombia 2004-2019 was created. The NBP Psought to promote English in colleges and universities. Its fundamental lines were those of standardization, evaluation, and improvement (Mineducación, 2016b). It was in force until 2010 and preceded the PFDCLE supported in the same year, the PNB covers actions in all development sectors of the country.

During 2006 it was called Decree 3870 by which the CFER(Council of Europe,2002) is adopted, which was issued by the Mineducación in which the organization, operation and quality of ETDH programs in languages are regulated and the CEFR is adopted for the teaching of foreign languages in the country. In 2010 was proposed the Program to Strengthen the Development of Competencies in Foreign Languages. This program tried to continue the work

carried out in the PNB. Its fundamental lines were those of teacher strengthening, pedagogical aspects, institutional strengthening and evaluation (Mineducación, 2016b). It was in force until 2014 and preceded CVW. In addition, in 2013 the Bilingualism Law was issued by the Congress of the Republic that modifies the General Education Law. This law specifies what communication skills are and adds writing in primary education. In 2014 CVW sought to improve school education in the international community. It was in force until 2015 and was reformulated as CB. Its fundamental lines were training, teaching and guidance materials, and monitoring and follow-up (Mineducación, 2016b). The CB was in force until 2018 and preceded the PNB 2018-2022.

During the last three years, two projects have been concluded, especially in 2016, a change was made focused on the BLR, which are documents developed by the Mineducación and advised and evaluated by various institutions that serve as a guide for institutions in the teaching of English. The BLR describe the minimum knowledge for each grade and the Suggested Curriculum proposes a route for planning, implementing, evaluating and monitoring the English curriculum in schools. Culminating with the year 2018 (PNB 2018-2022) National Bilingualism Program which is the current project in force in our country, seeks to strengthen English in the basic and secondary education while promoting interculturality with foreign and local cultures. Its fundamental lines are teacher training, educational innovation, teaching material and information and communication technologies.

In this last section of the frame of reference, a historical journey was intended. As it was displayed, bilingual policies have had a lot of changes through years trying to develop communicative competencies in the citizens. In 2006 with the adoption of the CFER (Mineducación, 2002) the methodological approaches changed obeying to an international

tendency to the communicative approach for foreign language teaching and learning processes.

In this sense, this section aimed to give a better understanding of the changes bilingualism policies have experienced according to the social, cultural, and economic international and globalized context.

Chapter III: Methodological Design

The purpose of this chapter is to describe the methodological path carried out to achieve the main purpose of this research project, which is to analyze the conceptions and perceptions of English teachers from Buga and Tuluá in relation to Colombian bilingualism policies.

Additionally, it defines the research approach, design, scope, information collecting strategies, and instruments employed to answer the research question and achieve the objectives proposed at the beginning of this work.

This study comes as a product of a permanent concern in the research community to analyze and understand the specific realities in different educational contexts. As well as the necessity to explore the conceptions and perceptions of teachers as essential factors that affect their teaching practices. In this sense, the motivation of the investigation is to gain an understanding of underlying reasons, opinions, and motivations. Helping to provide insights into the problem and uncover trends in thought and perception.

Methodological Approach

In order to achieve the objectives proposed in this research project a qualitative approach was used. It is aimed to understand the meaning teachers give to their professional pursuits by inquiring the representations they have about the different conceptions and perceptions towards the bilingualism policies in the country. This approach allows to focus the research on the participants' experiences and perceptions towards the objects of the study in a particular context (Heigham and Croker, 2009) with the intention to identify the conceptions of teachers, and their perception constructs to establish the relationships that emerge along with the perceptions they have towards the bilingualism policies.

The qualitative approach of this research allows the researchers to focus on the description and analysis of the current bilingualism policies in order to characterize them as part of the national context in the education sector. It also facilitates to identify the participants' experiences, their perceptions and conceptions, and analyze them taking into account the existent relationships between them and the national bilingualism policies. To finally contrast the information collected obtaining some insights about the conceptions and perceptions of teachers towards the bilingualism policies.

Scope

The scope of this research is determined by a descriptive design, due to the extent of analysis that seek to describe the subjective representations that emerge in a human group about a certain phenomenon (Ramos-Galarza, 2020). Descriptive studies are a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. Moreover, it is responsible for specifying the characteristics of the population that is studying. Sabino (1992) defines descriptive research as the type of research that aims to describe some fundamental characteristics of homogeneous sets of phenomena, uses systematic criteria that allow establishing the structure or behavior of the phenomena under study, providing systematic and comparable information with that of other sources (Guevara et al., 2020).

This design allows to establish the relationship between bilingualism policies and conceptions and perceptions of teachers about them. But also, it enables us to achieve a description and explanation about conceptions and perceptions of the participants, therefore, to understand the relations of the objects of study in the present research and the representations of the participants.

Research Design

For developing this research, a case study design was chosen. The purpose of applying a study case lies in the suitability of its rigorous methodology to investigate phenomena in which it is sought to give an answer to how and why they occur. In addition, it allows the study of phenomena from multiple perspectives and not from the influence of a single variable, as well as to explore in greater depth and obtain a broader knowledge of each phenomenon, which allows the appearance of new signals on the issues that emerge (Chetty, 1996).

For the case study, it is required to protocolize the tasks, instruments and procedures that are going to be executed. Yin (1989) additionally proposes a case study protocol as the main instrument to ensure its objectivity, both in terms of its reliability and its validity, this includes the definition of the sample, information collection process (interviews and daily of observation) and finally the analysis of the information. In this sense, a case study design would help to answer the research question proposed in this project, since it gives a thorough framework that allows to analyze in detail the information collected and triangulate the information through a contrastive analysis giving validity to the research process.

Population and sample characteristics

Regarding the participants of this research, the population englobes the EFL teachers from Buga and Tuluá public schools and a convenience sampling method was used to determine the subjects. This means that the members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (Sedgwick, 2013). In order to ensure ethical research, a written consent for the participants will be designed. It includes the

acknowledgement that they are participating in research, the purpose of the research, the procedures that will be carried out, the voluntary nature of research participation, and the procedures used to protect confidentiality (Groenewald, 2004).

For the sampling-size Creswell (1998) recommends from 5 to 25 participants, the instruments of this research will be applied to 6 teachers (3 from Buga and 3 from Tuluá) who have experienced the phenomenon, which means they are aware of the Colombian bilingualism policies and their role in EFL teaching.

Information collecting process and analysis instruments

In this section the instruments used for the information collecting process and its analysis are presented. Directed to answer the research question proposed, a general objective and three specific objectives were proposed at the beginning of this research project. For each specific objective proposed, it was defined a technique to achieve it, an information collecting mechanism, the instruments necessary for collecting the information, and the way these mechanisms and instruments were used. In the following table (Table 3), this process is shown in detail.

Table 3

Methodological techniques and data collecting instruments.

General Objective	Specific Objectives	Techniques	Information and Data Collecting Instruments	Aplication
To analyze the conceptions and perceptions of English teachers from Buga and Tuluá in relation to Colombian bilingualism policies.	To characterize the current bilingualism policy in Colombia	Documentary Review Peña Vera, T., & Pirela Morillo, J. (2007). <i>La complejidad del análisis documental</i> . Información, cultura y sociedad. Revista del Instituto de Investigaciones Bibliotecológicas, 15, 55-81.	Concepts Categorization Moreiro González, J. A., Morato Lara, J., Sánchez Cuadrado, S., & Rodríguez Barquín, B. A. (2006). <i>Categorization of concepts in content analysis: their indication from classical rhetoric to topic maps</i> . Investigación bibliotecológica, 20(40), 13-31.	Matrix Categories and Documents Analysis Chaves, C. R. (2005). La categorización un aspecto crucial en la investigación cualitativa. Revista de investigaciones Cesmag, 11(11), 113-118.

	<p>To identify English teachers' conceptions and perceptions about the current bilingualism policy in Colombia.</p>	<p>Interview</p> <p>Troncoso-Pantoja, C., & Amaya-Placencia, A. (2017). Entrevista: guía práctica para la recolección de datos cualitativos en investigación de salud. Revista de la Facultad de Medicina, 65(2), 329-332.</p>	<p>Semi-structured interview</p> <p>Borgobello, A., Sartori, M. y Sanjurjo, L. O. (2018). Concepciones de docentes sobre los estudiantes y sus prácticas pedagógicas. Educación y Educadores, 21(1), 27-48. DOI: 10.5294/edu.2018.21.1.2</p> <p>Design and Validation</p> <p>Robles, P., & Rojas, M. (2015). Validation by expert judgements: two cases of qualitative research in Applied Linguistics. Revista Nebrija de Lingüística Aplicada, 18.</p>	<p>Semi-estructured interview application. Ten questions in total, five of them focused on teachers' conceptions, and the other five on their perceptions.</p> <p>Each question was linked to an analysis category: resources, teachers training, pedagogical and methodological component, and evaluation.</p>
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	<p>To contrast English teachers' conceptions and perceptions regarding the national bilingualism policy.</p>	<p>Comparative Analysis Carazo, P. C. M. (2006). El método de estudio de caso: estrategia metodológica de la investigación científica. Pensamiento & gestión, (20), 165-193.</p>	<p>Interviews transcriptions Carazo, P. C. M. (2006). El método de estudio de caso: estrategia metodológica de la investigación científica. Pensamiento & gestión, (20), 165-193.</p>	<p>Matrix Narration teachers' conceptions towards bilingualism policies in Colombia Matrix Narration teachers' perceptions towards bilingualism policies in Colombia Matrix categories conceptions - teachers' narrations Matrix categories perceptions - teachers' narrations Matrix Contrastive analysis teachers' conceptions and perceptions, and documental analysis.</p>
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Note. The table displays the techniques and instruments used in order to achieve the objectives proposed in this research project, as well as the way they were applied. Idárraga and Rayo (2022) Conceptions and perceptions of English teachers from Buga and Tulua towards Colombian bilingualism policy.

The table above organizes in detail the specific objectives along with the techniques, information and data collecting instruments, record instruments, and the way they were applied. In order to characterize the current bilingualism policy in Colombia, a documentary review and analysis was made using the bilingual policies in Colombia and in Valle del Cauca region. Secondly, for the development of this analysis, four categories were defined in order to unify this analysis with the following objectives. Thirdly, for the identification of conceptions and perceptions of English teachers towards the bilingualism policies in Colombia, a semi-structured interview was carried out with six teachers from Buga and Tulua, the interview was designed according to the categories defined for the documentary analysis and the process explained in forward sections. Finally, for contrasting conceptions and perceptions of English teachers regarding the nation, a contrastive analysis was made considering the documentary analysis and the data obtained from the interview. It is important to highlight that the data obtained from the data collecting instruments was analyzed following the analysis categories defined, these are explained in the following section.

The instruments and techniques were determined based on the theoretical review taking research projects aligned to the objectives of the present research. Balaguera and Garzón (2019) used the documentary analysis, and semi-structured interviews with students and teachers to determine the objectives of the different alternative programs related to the PNB, and collect the conceptions students and teachers have regarding the study objects proposed. Roldan (2017) also used the documentary analysis to determine the transformations of the concept of bilingualism, both national and local, that led to the formulation of the local policy of Santiago de Cali 2015. The two research projects above demonstrate how useful the documentary analysis results in order to characterize the information and understand it in order to develop a thorough analysis.

In regard to the interview, as said Balaguera and Garzón used it to explore conceptions of teachers and students. Torres Rocha (2017) used this technique as well to go deep into perceptions of teachers about the language requirement and how this language policy influenced their identities as learners and as professional language teachers in the past, at present, and in the future. Demonstrating how useful are interviews to delve into perceptions and conceptions of teachers in the case of their research projects and how it can be used in the present one equally.

Analysis categories

In an effort to process and organize the information obtained on epistemic and contextualized topics. For this research, categorization constitutes an essential part for the analysis and interpretation of the results. According to Torres Mesías (2002), cited in Chavez (2005), the categorization process consists in the identification of regularities, outstanding topics, recurrent events, and patterns of ideas from data. It constitutes an essential mechanism in the reduction of the information collected. In consequence, for the information analysis four categories were defined, considering concepts and elements from the bilingualism policies that encompassed characteristics related between them.

Besides, the categories are the different values, alternatives is the way of classifying, conceptualizing or codifying a term or expression in a clear way that does not lend itself to confusion for the purposes of a certain research. In said alternatives, each one of the elements subject under study i.e. the units of analysis (Romero Chavez, 2005). In the present project the categories were defined under the criteria of relevance and specificity contemplating the possibilities or alternatives of variation depending on the reality of the study, but also having in mind a specialized and delimited area object of study (Romero Chavez, 2005).

The categories defined were resources, teacher training, pedagogical and methodological component, and evaluation, the table 4 displays each of the categories and its correspondent conceptualization according to authors definitions and the information given in the current NBP.

Table 4

Conceptualization of the Analysis Categories.

Category	Definition
Resources	<p>This first category refers to the educational resources proposed in the PNB, they are related with the physical and digital materials provided by the Mineducación in order to achieve the objectives proposed in the program. Morales (2012), defines educational resources as the “set of material that intervene and assist the teaching-learning process” (p. 13). The author states, these materials can be both physical and virtual, as a means to raise the interest of students, adapt to their physical and mental characteristics, in addition to facilitating the teaching activity by serving as a guide. In the same line the UNESCO (n.d.) defines this type of resources as didactic materials, directed to enhance learning or research, and are in public domain. According to the Mineducación, the resources of the PNB are a collection of support resources to foster the English teaching and learning process, they also pretend to develop, deliver, and accompany the use of different contents, pedagogical, and didactic tools that promote the learning of English inside and outside the classroom.</p>
Teachers’ training	<p>This category refers to one of the six basic components of the structure of the NBP. The component is called “accompaniment and teachers’ training” it has three initiatives: to strengthen English skills, motivate teachers, and strengthen their pedagogical abilities (Mineducación, 2014). According to Fandiño Parra et al. (2012), teachers training has been key in all transformations and efforts of training on a big scale. Training has been given in both the language and teaching methodologies, involving training plans, such as immersion plans, creation of groups of teachers, and accompaniment to them and schools.</p>

<p>Pedagogical and Methodological Component</p>	<p>This category is related to the theoretical foundations to carry out the design and curricular development, with the aim of achieving the objectives set out in the PNB. With the Bilingual Colombia Plan 2014-2018, a series of documents were developed, in order to establish a theoretical foundation for EFL teaching, its purpose was to offer teachers a tool that encompasses the pedagogical and methodological framework to teach EFL. The first document was the BLR which describes the knowledge and skills that students should learn and develop in English. The second was the Suggested English Curriculum, a flexible and open curriculum proposal that is intended to serve as an input for the planning, implementation, evaluation, and monitoring of the English curriculum in the institutions.</p>
<p>Evaluation</p>	<p>The evaluation category is understood as the set of mechanisms that allows teachers, school, and stakeholders to be aware about the level of achievement of the objectives proposed in the NBP. The category emphasizes broad, curricular-type processes that seek to determine the effectiveness and efficiency of educational events aimed at verifying the scope and fulfillment of goals, objectives, and standards. Johnson (1989) cited in Chaves et. al (2014) defines evaluation as the systematic collection and analysis of relevant information to promote the improvement of a curriculum and assess its effectiveness and efficiency, as well as the attitudes of the participants within the context of a particular institution. A complement to this definition is given by Kizlik (2010) who maintains that the concept of value is inherent in the idea of evaluation, since when evaluation is carried out it provides information that will help to judge a given situation taking into account objectives, goals, standards, procedures, etc. This process will lead to information about the value, appropriateness, benefits, validity, legality, etc., of that something on which a reliable assessment has been made.</p>

Note. The table displays the theoretical description of the categories defined for the analysis of the information collected. Idárraga and Rayo (2022) Conceptions and perceptions of English teachers from Buga and Tulua towards Colombian bilingualism policy.

Documentary Analysis of the Bilingualism Policies in Colombia

Table 5

Documentary Analysis Bilingualism Policies in Colombia.

DOCUMENTARY ANALYSIS BILINGUALISM POLICIES IN COLOMBIA			
Documents Categories	National Bilingualism Policy "Colombia bilingüe 2018-2022"	Departamental Bilingualism Policy "English Time 2020"	Analysis
Resources			
Teachers' training			
Pedagogical and methodological component			
Evaluation			

Note. The table displays the methodological proposal to develop the documentary analysis of bilingualism policies. Adapted from Institutional Documentation Analysis Grid, Toro and Paz (2021).

Having in mind the characterization of the current bilingualism policies in Colombia a documentary analysis strategy is used. This strategy aims to provide a critical synthesis of the accumulated knowledge and the level of understanding of the object of study (Jiménez, 2006). The review and analysis sought to compile all relevant information on the research topic.

This technique constitutes a process developed to organize and represent the knowledge register in different documents over time. The scope of this process is centered in the analysis and synthesis of data enshrined on them through the application of linguistic guidelines. The guidelines used to quarry substantial content facilitating the cognitive approximation of the researcher to the source of information (Peña Vera & Pirela Morillo 2007). The concepts categorization technique is useful to identify and represent the main concepts that the documents analyzed contain and that make up the results of the analysis. Furthermore, it allows to find

those central concepts around which the discourses obtain coherence, therefore we must identify that main information whose relevance deserves to be represented (Moreiro González et al., 2006).

To the present research, various sources of documentary information were considered, in order to obtain relevant information related to the analysis categories defined, for two types of policies: the bilingualism policy in Colombia “Bilingual Colombia 2018-2022” (Colombia Aprende, 2021) as the national policy analyzed, and the regional bilingualism policy “Valle speaks 2020” (Valle del Cauca Education Secretary, 2021). Although the latter policy is not national, it was chosen for the analysis because the sample of this research are teachers from Buga and Tuluá, belonging to Valle del Cauca Region, and because this policy was based on the national guidelines developing different strategies at a regional level. To execute the documentary analysis a comparative chart was created, as shown in Table 5. Here the information is compiled, classified, and analyzed according to specific strategies defined for this purpose.

The table 5 has four columns in the first one is the analysis categories defined in the section above. The second and third column are the bilingualism policies chosen for the analysis, and the last column was designated to the analysis of the policies in relation to the categories defined. The design of this matrix allowed the authors to do the documentary analysis of the policies in order to characterize the bilingualism policies in Colombia. The characterization was an input for the design of the semi-structured interview, also very useful to contrast the information collected in those interviews with the information related the bilingualism policies.

Semi-Structured Interview

For the accomplishment of the second objective to analyze the conceptions and perceptions of EFL teachers towards the bilingualism policies in Colombia, a semi-structured interview with the participants was carried out. The interview is one of the most used data collection tools in qualitative research. It allows data or information to be obtained from the study subject through oral interaction with the researcher. It also facilitates the access to the cognitive aspects, the perception of social or personal factors that condition a certain reality of a person. Thus, it is easier for the interviewer to understand what the subject of study has experienced (Troncoso Pantoja, C., & Amaya Placencia, A, 2017). In the classification of the interviews, there are three types of interviews, the structured, semi-structured, and no-structured interviews. The structured interviews pose questions beforehand and have a defined structure that is maintained at the time of being asked. This could limit the opinion of the subject studied; for this reason, they are less recommended for this type of research. There are also semi-structured interviews, which are more flexible because they start with a question that can be adapted to the responses of the interviewees. The no-structured interviews do not have any questions defined and are conversations held with the only purpose of collecting information for the research. For this research, a semi-structured interview was designed with the aim of identifying the conceptions and perceptions of the teachers participating in this study.

The semi-structured interview was selected to enable the participants to address the questions from clear positions by adjusting to their speech. In this sense, the interview was designed with ten open questions divided into two sections. The first section with five questions related to conceptions, and the second section with other five questions related to perceptions. At the same time, each of the questions was related to one of the analysis categories (Appendix 1)

defined in previous sections with exception of the first question that was designed to contextualize the interviewee with the main topic of the interview, related to their knowledge about NBP. Regarding the resources category the participants were asked about the resources proposed in the NBP, and their perception about having enough resources to develop the NBP exploring the conceptions and perceptions related with this category.

To identify the conceptions about training participants were asked about the training strategies proposed in the NBP, and the way they had been trained to perform the NBP in order to know their perceptions. They were also asked about the methodological and pedagogical component and how it is related to EFL intending to explore their conceptions, but also, they were asked about their experience implementing these components to know their perceptions. Finally, to investigate the evaluation category they were inquired about how the NBP posed the evaluation process, and their opinion about the reasons why they consider or not the NBP facilitates the evaluation process to discover their perceptions about this last category.

For the purpose of assuming ethical positions, the researchers provided the participants with an informed consent (Appendix 2) in which they were able to learn details about the purpose of the work in which they participated and the information collection process necessary for the analysis. The consent specifies that participation of teachers in the project does not represent any danger at the labor level, nor does it affect their image before the academic program. The information provided will be used only for research purposes, in addition, the participants have the right to request additional information about the project when necessary. Finally, it is specified that your identity will be protected in all cases.

The interview was validated by expert judgements, according to Robles Garrote and Rojas (2015) the evaluation through this method consists of asking a series of people to demand

a judgment of an object, an instrument, a teaching material, or its opinion regarding a specific aspect. It is a technique whose proper implementation from a methodological point of view is an indicator of content validity of the data or information collection instrument, hence, it is very useful in assessing radically qualitative aspects (Robles Garrote & Rojas, 2015).

The interview designed to carry out the present research project was revised by two professors from the Unidad Central del Valle del Cauca, intending to give validity to the way information was going to be collected. For this purpose, a validation rubric was designed (Appendix 4) and professors received the interview questions in order to give proper feedback. When adjustments were made the interview was applied and recorded. After the collection of narrations about the conceptions and perceptions towards the bilingualism policies in Colombia, it proceeds the recordings transcription. With the transcriptions done, the following step is to analyze the information and data collected. For this process, Strauss and Corbin (1990) recommend making a reading and re-reading of the transcriptions with the purpose of being familiar with data.

Then, the structuring and organization of data starts, and the information collected is organized within categories that facilitate the comprehension of the research problem (Strauss & Corbin, 1990). To this end two matrix were designed, table 5 shows the matrix related with conceptions of teachers, and table 6 displays the matrix related to their perceptions.

Table 6

Narration teachers' conceptions towards bilingualism policies in Colombia.

NARRATION TEACHERS' CONCEPTIONS TOWARDS BILINGUALISM POLICIES IN COLOMBIA					
Questions Interviewees	What do you understand by NBP*?	What are the resources the NBP offers to its understanding and development?	What teaching training strategies does the NBP* propose?	What is the pedagogical and methodological component of NBP*? How does it relate to the subject you teach?	How does the NBP* approaches the evaluation process?
Interviewee 1					
Interviewee 2					
Interviewee 3					
Interviewee 4					
Interviewee 5					
Interviewee 6					

Note. The table displays the methodological proposal to analyze the narrations of the teachers respect to their conceptions towards bilingualism policies. Adapted from Grid of Stories of Teachers' Conceptions, Toro and Paz (2021) Perceptions and conceptions of the teachers of the Degree in Foreign Languages with Emphasis in English of the UCEVA from the process of construction and evaluation of the RAC.

Both tables have the same structure, the top row displays the questions asked in the interview, in table 6 the questions related to conceptions, and in table 7 the questions referred to perceptions. The first column allows to organize the answers given by each interviewee, for each of the five questions made in the interview regarding conceptions (table 5) and to perceptions (table 6), and the rows present the answers of each interviewee.

Table 7

Narration teachers' perceptions towards bilingualism policies in Colombia.

NARRATION TEACHERS' PERCEPTIONS TOWARDS BILINGUALISM POLICIES IN COLOMBIA					
Questions	How has your experience been in the execution of the NBP* within your teaching practice?	What do you consider have been the advantages and limitations of linking the NBP* in the planning of your course?	Do you consider that the institution has provided you with the necessary training and resources to understand and develop the current NBP? Why?	How have you been trained to develop the NBP?	Do you consider that the PNB enables or facilitates the evaluation process? Why?
Interviewees					
Interviewee 1					
Interviewee 2					
Interviewee 3					
Interviewee 4					
Interviewee 5					
Interviewee 6					

Note. The table displays the methodological proposal to analyze the narrations of the teachers respect to their perceptions towards bilingualism policies. Adapted from Grid of Stories of Teachers' Conceptions, Toro and Paz (2021) Perceptions and conceptions of the teachers of the Degree in Foreign Languages with Emphasis in English of the UCEVA from the process of construction and evaluation of the RAC.

Organizing the information collected in the matrixes designed, allowed to identify in an organized way the conceptions and perceptions of the teachers towards the bilingualism policies, identifying the analysis categories in which the interview design was based. Along with the documentary analysis, the matrixes were the input to develop the contrastive analysis of the information.

Contrastive analysis of data

In qualitative research, the main intention is to generate an understanding of the research problem, instead of forcing the data into a deductive logic derived from categories or

assumptions. Therefore, it is important that data are analyzed inductively, guided by the literature inscribed in the theoretical framework of the research. Although there is no formula considered the best way or the most correct way to perform the inductive analysis of qualitative data (Yin, 1994), some authors suggest a series of recommendations, as a way to contribute to the development of the qualitative paradigm and to provide a guide to researchers interested in implementing this type of methodology. These recommendations, also followed in the present research, include reading and rereading the transcripts and field notes, to organize data collected through the use of codes, to constantly compare the codes and categories that emerge with data collected and literature, and to search for relationships between the categories that emerge from the data (Carazo, 2006).

Once the previous stage has been developed, an in-depth analysis of the information is carried out, to interpret the relationships found between the categories established based on the theoretical framework (codes) and the data obtained and trying to explain why said relationship exists which leads to the understanding of the phenomenon studied leading to a contrastive analysis between the theoretical framework and the data collected.

For the purpose of this research the contrastive analysis allows to compare the information obtained from the documentary analysis and the data collected from the interviews. The knowledge obtained from these two information sources is compared based on the analysis categories defined to contrast the conceptions and perceptions with the bilingualism policies in Colombia, and the matrix displayed in Table 8 was designed to this objective.

Table 8

Matrix Contrastive analysis teachers' conceptions and perceptions, and documentary analysis.

CONTRASTIVE ANALYSIS TEACHERS' CONCEPTIONS AND PERCEPTIONS, AND DOCUMENTARY ANALYSIS.				
Information Collected	Teachers' Conceptions	Teachers' Perceptions	Documents	Analysis
Categories				
Resources				
Teachers' training				
Pedagogical and methodological component				
Evaluation				

Note. The table displays the methodological proposal to develop the contrastive analysis of the conceptions and perceptions of teachers and the documentary analysis of bilingualism policies. Adapted from Comparative Grid Conceptions, Perceptions and Institutional Documentation, Toro and Paz (2021). Perceptions and conceptions of the teachers of the Degree in Foreign Languages with Emphasis in English of the UCEVA from the process of construction and evaluation of the RAC.

The matrix in Table 8 shows the instrument to elaborate the contrastive analysis of the information collected. The columns display the information collected, the conceptions, the perceptions of the participants, the documents characterized through the documentary analysis, and the last column shows the contrastive analysis made, this contrastive analysis is divided into the categories of analysis used through all the data analysis of this study. The organization of the information by categories allowed the analysis by categories to triangulate the information. This means to consider previous research findings, the findings of the present research project, and the theoretical references to uncover relations between them.

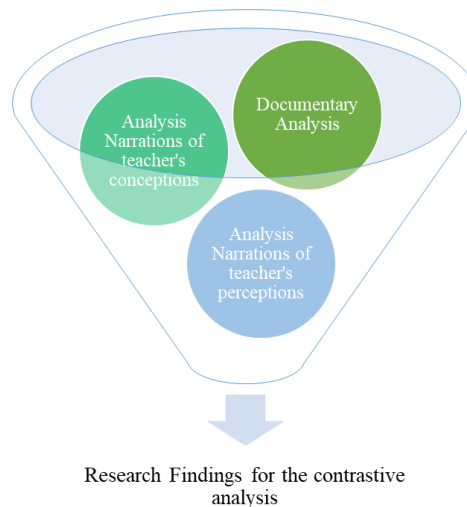
Chapter IV: Results Analysis and Discussion

This chapter presents in a descriptive way, the results found from the data collecting process. As established in the previous chapter the analysis is conducted through different matrix design according to the objectives proposed in this research project. In this sense, in this chapter the matrixes designed are presented. Then, a reading and interpretation of them is made to finally discuss the results found compared with the theory related to the research objects.

In the first section of this chapter, it is presented the matrix of the documentary analysis, in the second a third section is presented the analysis of the narrations of the teachers about their conceptions and perceptions respectively. The findings of these three sections are the input for the contrastive analysis and data triangulation as shown in figure 6.

Figure 7.

Findings analysis to contrast and triangulate the information.



Note. The graphic displays the way findings are analyzed to contrast the data collected and triangulate the information to the results discussion. Idárraga and Rayo (2022) Conceptions and perceptions of English teachers from Buga and Tuluá towards Colombian bilingualism policy.

Documentary Analysis Matrix

To accomplish the first specific objective proposed in this project, which is to characterize the current bilingualism policy in Colombia a documentary analysis was made. The documents analyzed were the current bilingualism policy “Bilingual Colombia 2018-2022” (Colombia Aprende, 2021), and the regional bilingualism policy “Valle speaks 2020” (Valle del Cauca Education Secretary, 2021). Although the latter policy is not national, it was chosen for the analysis because the sample of this research are teachers from Buga and Tuluá, belonging to Valle del Cauca Region, also because this policy was based on the national guidelines developing different strategies at a regional level. Table 8 shows the Matrix with the documentary analysis where the information the policies offer is classified in each of the analysis categories defined (resources, teachers’ training, pedagogical and methodological component, evaluation). Then, in the last column, the information is analyzed by categories, allowing to characterize the bilingualism policies on a national and regional level.

The main objective of the National Bilingualism Policy “Colombia bilingüe 2018-2022” is to strengthen the teaching and learning of foreign languages in Preschool, Basic and Secondary Education, in order to guarantee comprehensive training, the development of skills of global citizens, the 21st century competencies, and promote the generation of cultural, academic, social and professional opportunities according to the needs of Educational Institutions and regions (Colombia Aprende, 2021). On the other hand, the objective of the regional policy is to Strengthen the communication skills in English of children, teenagers and young people who attend official educational establishments in the department of Valle del Cauca. Both policies are centered in strengthening competencies, however, the national bilingualism policy has not only centered in the communication skills of the students but also in the development of global

citizens and 21st century competencies with students. Additionally, different from the regional policy, the national policy is not limited to communication skills but is also focused in the cultural and social opportunities a foreign language domain offers.

Table 9

Matrix Documentary Analysis Bilingualism Policies in Colombia.

DOCUMENTARY ANALYSIS BILINGUALISM POLICIES IN COLOMBIA			
Documents Categories	National Bilingualism Policy “Colombia bilingüe 2018-2022”	Departamental Bilingualism Policy “English Time 2020”	Analysis
Resources	Bunny Bonita Read in English to learn and dream. Way to go English, Please! Fast Track English for Colombia-ECO Be (the)1: Challenge	Bunny Bonita Read in English to learn and dream. Way to go English, Please! Fast Track English for Colombia-ECO Be (the)1: Challenge	The National bilingualism policy proposes several tools to help teachers in the EFL teaching process. Each tool has been created with different objectives such as being reference material for the EFL teaching and learning process; encourage English learning through literature; create a real context for English learning; promote English language learning while exploring different fields of knowledge; promote the strengthening of English and familiarization with the type of questions in standardized tests in a gamified environment. These resources can be found on internet to be used by teachers and students, the bunny Bonita, English please, and way to go are also distributed physically in some educational institutions in the country, and at the same time available online. In the departmental policy the same resources are used to implement the bilingualism project, but they specify that in Valle del Cauca 100 of educational institutions are going to be the beneficiaries of the projects and training programs for instance the socialization of the project to principals, teachers, and educational community; the first bilingualism agents’ approach; support visits to the educational institutions.

Teachers' training

<p>Inspiring teachers – innovation clubs Inspiring teachers – Masterclasses Talkativ-E ELT influencers</p>	<p>Continuing Education Certificate in communicative and intercultural English (120 hours) Curricular focus workshops (20 hours) Immersion camp (7 days – 6 nights)</p>	<p>As part of the program to strengthen the competencies of teachers in English language and their teaching practices, the national bilingualism policy offers these teachers' training programs all of them are virtual programs, but Inspiring teachers and the Talkative-E programs are exclusive for teachers from public schools. Teachers have the opportunity to be part of the program doing the inscription process through internet. At regional level, apart from the tools offered by Mineducación, the teachers from the 100 schools selected had the opportunity to access to continuing education certificate, as well as an immersion camp to improve the English skills of teachers. Finally, around Valle del Cauca there have been focus workshops where teachers from different schools are invited to participate. It can be said that the access to the training programs is more limited, since not all the teachers around the country and the region have the possibility to participate in these programs for the different limitations and coverage of the different programs.</p>
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**Pedagogical and
methodological
component**

Basic Learning Rights Suggested English Language Curriculum Basic competencies standards in foreign languages: English	Basic Learning Rights Suggested English Language Curriculum Basic competencies standards in foreign languages: English	Both policies have the same pedagogical aspects, the national bilingualism policy proposes the basic learning rights, standards of competences, and the suggested curriculum which are the basis for the development and implementation of the English program in the schools. On the other hand, the regional policy is not focused on changing any of these aspects, but it oversees the training of teachers around the use of those components, as well as disseminate the content and materials related to the pedagogical and methodological aspects of English teaching and learning processes in Colombia.
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<p>Evaluation</p>	<p>Pruebas Saber 11°</p>	<p>Cambridge Placement Test Pruebas Saber 11°</p>	<p>As part of the continuous improvement process, and the necessity to measure the progress of the bilingualism project towards the objective's achievement. Bilingual Colombia results are measured compared with the Pruebas Saber 11° made by ICFES. This test is designed along with the British council considering the pedagogical and methodological component. In the different documents are defined the competences and skills students must achieve at the end of eleventh grade when they graduate from high school. This test at the end of the school life of the students define their English level within the CEFR. The results are also used to measure how well the resources, training programs, pedagogical and methodological aspects proposed within the policy are working towards the goals proposed. Additionally, the regional policy uses the results of Prueba Saber 11° to determine the result or advance of the actions proposed. However, it also uses the Cambridge Placement Test to evaluate the progress of teachers and students from the 100 schools selected for the special programs proposed.</p>
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Note. The table displays the documentary analysis developed regarding the bilingualism policies in colombia. Idárraga and Rayo (2022) Conceptions and perceptions of English teachers from Buga and Tulua towards Colombian bilingualism policy.

Table 9 offers a detailed characterization of the bilingualism policies. It is evidenced how similar the national and regional policies are, regarding to the four analysis categories proposed. As analyzed in the matrix, the policies offer the same resources, the Mineducación provide them via internet with the intention to make them available for teachers all over the country, and the regional policy offers the same resources but some as Bunny Bonita, Way to go, and English, Please! Fast Track, are also distributed physically in schools. In the matrix the resources are named, but here it is offered a broaden explanation regarding to each resource offered:

Bunny Bonita

Bunny Bonita is a project developed by the NBP, and its objective is to teach basic English with useful language for everyday communication to children between 4 and 8 years old. The program emphasizes the usefulness of language, while delving into grammar, pronunciation, and vocabulary. This resource aims to accompany the teacher and the student in a calm, meaningful and fun learning process that allows them to use the English language in a confident and effective way inside and outside the classroom. Its lessons are characterized by starting from the context of the students turning the process into meaningful learning. Bunny Bonita is a reference material in the development of the skills set out by the standards of the Mineducación for first to third grades of basic primary: level A1 according to the CFER (Colombia Aprende, 2021).

Read In English to Learn and dream

This resource is a collection of literature adapted by the Mineducación in partnership with Pearson to promote the learning and teaching of English for all Colombians. These books present readings according to the language level (CFER) and education level of students, with

comprehension and listening exercises that are fundamental to learning English (Colombia Aprende, 2021).

English Texts Series

Way To Go is a series of language texts designed for sixth, seventh, and eighth grade. This series of contents for the teaching and learning of EFL aims to create a pleasant and real context for students, in which they can develop their English skills, not only in terms of grammar but also at a communicative level.

English, Please! Fast Track is a series of language texts designed for grades 9, 10 and 11.

This series of texts is formulated as a language level acceleration strategy for those adolescents and young people in ninth to eleventh grade who are at levels A0 or A1, regardless of their school level (Colombia Aprende, 2021).

ECO Radio

ECO Radio is part of the ECO 2.0 Universe which is a strategy by the Mineducación, in alliance with the British Council to promote English Learning. It is based on two radio programs: ECO Kids for primary students and ECO teens for secondary students. It is an educational radio program designed to promote English language learning while exploring different fields like technology, tourism, arts, and sports. Teachers can use this program to plan their lessons, and study specific parts of language such as vocabulary, functional language, and pronunciation. It also includes a learning guide that can be used in class or assigned as homework (Colombia Aprende, 2021).

Be (the) 1: Challenge

This online resource is a strategy to strengthen English learning consisting of a digital game (App) for Android and iOS mobile devices aimed at students from fourth to eleventh grade, and a support for teachers, which promotes the use of this application as a formative evaluation tool and fosters a culture of continuous improvement. It aims to promote the strengthening of English and familiarization with the type of questions in standardized tests in a gamified environment. They promote opportunities to learn English outside the classroom, guidelines for English teachers in the formulation of pedagogical action plans, and guidelines for territorial entities in the formulation of action plans towards the culture of improvement (Colombia Aprende, 2021).

Regarding the second category, teachers' training, the policies have almost the same strategies, but the regional policy has also implemented curricular focus workshops and immersion programs, those strategies are elicited in the national bilingualism policies, but they are taken to practice by the regional entities. It is important to highlight that these two strategies mentioned, are not available for all teachers, they were only offered to EFL teachers from the 100 schools selected in the region (Valle del Cauca Education Secretary, 2021).

Talkativ-E

This group of resources are Intercultural Conversation Clubs in English. Its objective is to promote the intercultural practice of English, which is a fundamental requirement in strengthening the teaching and learning processes of a foreign language. This practice is generated through dialogue spaces created aiming to offer 1,300 teachers from public educational institutions the possibility of interacting with other teachers in Colombia and abroad. Through this strategy, the National Government seeks to strengthen the training of Teachers and

favor the cultural and linguistic exchange of Colombian educators with their peers in other countries (Colombia Aprende, 2021).

Inspiring Teachers – Masterclasses are part of a continuous professional development plan called Inspiring Teachers 2.0. The purpose is for English teachers to strengthen skills and update pedagogical knowledge, while impacting and promoting classroom practices that facilitate English language learning for students from the Colombian public school system (Colombia Aprende, 2021). The program offers English teachers the opportunity to transform their pedagogical, curricular, and assessment practices in order to improve their students' learning and respond to the needs of rural and urban educational contexts.

In the category related to the Pedagogical and Methodological Component of the policies, it was found both have the same components such as the basic competencies standards in foreign languages: English, the BLR, and the suggested curriculum, the whole theoretical foundation these documents offer to the EFL teaching and learning process was explained and detailed in the theoretical framework section.

The last category, is evaluation, as can be seen in the analysis in table 8, both policies evaluate their level of achievement through the Saber 11° evaluation which is aligned with the CFER(Council of Europe,2002), BLR (Mineducacion, 2016), and basic competencies standards, in order to determine the level of achievement and development of competencies in students who are finishing schooling period. The results obtained in this evaluation are the basis for the decision-making process related to bilingualism policies at a regional and national level.

Narrations of teachers

Aiming to accomplish the second specific objective that is to identify the conceptions and perceptions of teachers about the current bilingualism policy in Colombia a semis-structured

interview was designed. As it was explained in the methodology section, the interview was composed of ten open questions divided into two sections. The first section with five questions related to conceptions, and the second section with other five questions related to their perceptions. At the same time, each of the questions was related to one of the analysis categories (Appendix 1). The analysis of the narrations collected was also divided into two sections (conceptions and perceptions) and the analysis of them was recorded in the matrixes, one for conceptions and one for perceptions. Hereunder, the analysis is presented.

Narrations About Conceptions

With the intention of systematizing the information collected in the semi-structured interviews, table 10 displays the matrix with analysis of the narrations under each question. As explained before each question is related to an analysis category. The first question “What do you understand about National Bilingualism Program (NBP)?” was created with the intention of contextualizing the interviewees with the topic of the interview and exploring their conceptions about the policy. The second question “What are the resources the NBP offers to its understanding and development?” pretended to inquire about the knowledge and awareness of teachers about the resources proposed in the NBP. Then, they were asked “What teaching training strategies does the NBP propose?” to identify the conceptions they have about training strategies for teachers. The fourth question explores the understanding of the pedagogical and methodological component, by asking “What is the pedagogical and methodological component of NBP? How does it relate to the subject you teach?”. Finally, the last question “How does the NBP approaches the evaluation process?” was created in order to identify the conceptions about the evaluation process of the NBP.

The questions created for the interview allowed it to fulfill its purposes, to identify the conceptions toward the bilingualism policies in Colombia, but also to organize the conceptions into categories of analysis directly related with the characterization of the policies. The narrations identify and organize in Table 10 are an input to develop the contrastive analysis in the following subsections. The matrix helped to organize the information in a synthesized way with the specific information concerning each analysis category. The full transcripts of the interviews are presented in Appendix 3.

Table 10.

Narration teachers' conceptions towards Bilingualism Policies in Colombia.

NARRATION TEACHERS' CONCEPTIONS TOWARDS BILINGUALISM POLICIES IN COLOMBIA					
Questions	What do you understand by NBP*?	What are the resources the NBP offers to its understanding and development?	What teaching training strategies does the NBP* propose?	What is the pedagogical and methodological component of NBP*? How does it relate to the subject you teach?	How does the NBP* approaches the evaluation process?
Interviewees					
Interviewee 1	The document states that PNB is the entire compendium of policies and strategies that the Ministry of National Education has established and has been establishing for years regarding the promotion of bilingualism in the nation.	The teacher states that as a resource he knows the platform of the British council, bunny Bonita and guide 22, he also states that in recent years one of the biggest efforts has been experienced from the ministry of education, which is the reformulation of curricula, in general, some suggested curricula became the basis for the creation of foreign language	The teacher mentioned that through invitations to the national bilingualism tables (mesas de bilingüismo), which have been particularly launching of the departmental bilingualism plans that are the correlation with the PNB and that they have always been concerned with presenting the programs to the	The teacher expresses that from the methodological and pedagogical component of the ministry, it is to establish the guidelines that after all they are to reinforce from those suggested curriculum, but the teacher believes that there is still a lack of a first space of control regarding to the correct application of the suggested curriculum	For the evaluation, the teacher states that it is proposed from the work around the different competences. It refers to prueba SABER 11, which is the culminating evaluation element, not only of the bilingualism process but of the entire educational process, however, it states that the SABER test is only evaluating a specific competence, which is reading comprehension for both... in the basic secondary and middle school process and also in the bachelor's degree process.

		area plans in all the institutions of the country and that allows to be flexible when adapting them for the institutions, apart from that, he mentioned “Colombia Aprende” that it is the platform of the national education ministry that has been developing for some years as well	teachers, which at the end, are the ones in charge of making the NBP a reality.		
Interviewee 2	For the teacher, the PNB is the effort that the government is making and a big investment to improve the processes of speech and all the skills that learning the language has, in this case English. The teacher understands that there are also some in terms of some indigenous tribes’ languages and or at least that	The teacher states that he is not sure but says that there are advertisements and commercials through emails about what the National program intends and adds information about las mesas de bilingüismo as a resource that are formed in each municipality to set up some workshops that can be carried out with teachers	The teacher expresses that the program has not provided him as a teacher something that nurtures him or helps him with bilingualism, he states that what they have done mostly is to take them to bilingualism tables where they propose what they can do to help teachers who have students in lower grades, that is, primary school	For the teacher, the methodological and pedagogical component refers to the use of skills, through the four skills as the main part of the program, but each one of the schools ends up reducing it to reading comprehension due ICFES, and although bilingualism tries to get several skills, the other part (Icfes) goes against what the NBP proposes.	The teacher states that he has not seen a planning as how to evaluate, however, what is being done from the ministry is giving the first steps to be able to improve English at the national level to focus on the four skills and for its part to be able to take Bilingualism forward.

	was what he has read.	who have shortcomings in teaching English.	teachers so that they can raise English rates from primary school and thus improve in high school		
Interviewee 3	The teacher understands by PNB all those strategies carried out by the Ministry of National Education to promote bilingualism in educational institutions in the country, not only in public institutions but also in private and higher education.	The teacher expresses that he does not know very well but that he is aware of the support provided by the National Bilingualism Plan, within the link with the “British council”, some congresses to train teachers of different levels of education. He adds that he knows the suggested curriculum but when it is a very advanced level according to the specific level of his students, he must make modifications to it or not use it.	The teacher states that he knows about "inspiring Teachers" and some Teachers Trainers (where they explain how to update teaching practices, methodologies, didactics and the teacher concludes by mentioning the platform “Colombia Aprende”	For the teacher, the methodology is correct since it works with active methods, playful methods of involving the student as the center of the class and in terms of pedagogy, they say that different roles are seen, for example, the role that teachers play in the classroom, taking into account the phases of the class and the different resources that can be used in the classroom.	Regarding the evaluation of the National Bilingualism Plan, the teacher expresses that due to changes in government, sometimes the bilingualism policies change, but he has been working with some texts. Ex: bunny Bonita bilingualism platform for primary and "way to Go" for 6th to 9th and 9th to 11th “English Please”
Interviewee 4	For the teacher, NBP is a program or a plan to accompany students that can	The teacher knows about the training called "inspiring teachers" and the	The teacher states that she knows about teacher training in Cali and	The teacher expresses knowledge about the methodological and pedagogical components	The teacher states that it is done through the ICFES, however, it does not take into account

	increase or strengthen their knowledge of performance in the subject of English focused on primary and high school.	digital resources through a laptop which has the books for each year right there.	its digital material on the computer, in addition to that, they have the physical book "way to go"	through the curriculum, the basic learning rights and the guide 22 and in connection with her subject, it is related through hard work since the level of English of the students is not the expected one.	Speaking and Writing, which generates an imbalance.
Interviewee 5	The teacher states that it is the program that is focused on ensuring that all students in all schools in Colombia have a standard for learning the foreign language.	The teacher expresses that he knows the guide 22 and the books Way to go & English Please	The teacher does not know about the training provided to promote the NBP	For this question, it is stated that it is based on working on the four skills of a language, everything from a communicative approach but specially working on the four skills, however, the evaluation purposes only the ICFES.	Regarding the evaluation, the teacher expresses that for the 11th grade students, the program is focused more than anything to have good results in the Prueba Saber Pro test.
Interviewee 6	The teacher expresses that she/he is aware of the national bilingualism program and says that it was designed in the year 2015-2016 with the purpose of leading Colombia to become a bilingual country (English and Spanish). The	As resources, the teacher states that the activities and approaches that have been given to her are through the targeted schools where they begin to provide didactic and pedagogical material created by the Ministry of Education. Ex: The British council &	The teacher knows about the bunny Bonita, the Immersion program, the fellowship program, she states that on some occasions they bring some natives people for training and some mesas de bilingüismo that are for pedagogical	For this question, the teacher states that all skills are taken into account, working by projects and the teacher mentions the Project based learning that is used within Way to go books and mentions an example of the books under the common European framework of reference.	The teacher expresses that the evaluation is handled through a peer assessment, self-assessment and that Checklist is used a lot for reflection on their own process, so that they work from metacognitive approaches

	teachers adds that this project was proposed based on the need to consolidate only one language as a foreign language and then what they did was due to economic exchange and the issue of globalization, choosing English as the most favorable for the country.	Bunny Bonita. The teacher adds that they have books like way to go & English please. The teacher expresses that the PNB has an intercultural approach based on projects	reflection and adds that there are bilingualism coordinators in each certified municipality who invites the teachers for meetings		
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Note. The table displays the narrations of the teachers towards their conceptions on the bilingualism policies collected through the semistructured interview. Idárraga and Rayo (2022) Conceptions and perceptions of English teachers from Buga and Tulua towards Colombian bilingualism policy.

Analyzing data organized in table 10 about teachers' conceptions, it was noticed teachers apply the various resources provided by the NBP and indicate they are significant and useful in their teaching process. Most teachers clearly define the PNB resources, curriculum, the Bunny Bonita platform, and the series of books Way to Go and English, please! They also mention the agreement with the British Council to develop different materials. However, interviewees 2 and 3 mention not knowing very well about the resources that are provided. In addition, they express the resources used from their own search. Related to training, most of the interviewees listed the different training strategies they have been part of within the program, such as *mesas de bilingüismo*, inspiring teachers –masterclasses, and immersion programs and fellowship programs. While interviewees 2 and 5 are unaware of the teacher training provided by the program since they have not been invited to any.

Teachers illustrate the methodological and pedagogical component highlighting language skills through the four language skills. On the methodological and pedagogical component of the NBP, teachers carry out planning from their own experience rather than from theory. Additionally, they state that they have less time for class designing since they have few hours per week and the topics are very advanced for the context and knowledge of their students. Lastly, teachers manifest they evaluate with the suggested evaluation tools of the NBP, which are based on tests similar to Pruebas Saber 11°. They also create peer assessment and self-assessment strategies during the classes, articulating them with the four language skills. They also state there is little weekly time to evaluate all the topics. They also point out that due to constant changes in government bilingualism policies lead to a lack of knowledge of updates related to evaluative strategies.

Narrations About Perceptions

With the aim of categorizing the information collected in the semi-structured interviews table 11 displays the matrix with analysis of the narrations under each question. As explained before each question is related to an analysis category. The first question “How has the experience been in the execution of the National Bilingualism Program(Mineducacion, 2016) under the pedagogical and methodological approaches that it proposes?” was created with the intention of exploring about experiences of teachers with the pedagogical and methodological component of the bilingualism policy. The second question “What do you consider have been the advantages and limitations of linking the NBP* in the planning of your subject?” pretended to inquire about the opinion of the pedagogical and methodological component of NBP.

Then, interviewees were asked “Do you consider that the institution has provided you with the necessary resources for the understanding and development of the current NBP? Why?” to identify the perception they have about the resources provided by the school in order to achieve the objectives proposed in the NBP. The fourth question explores the experience related to the training strategies proposed in the bilingualism policy, by asking “How have you been trained for the development of the NBP?”. Finally, the last question “Do you consider that the NBP facilitates the evaluation process? Why?” was created to identify insights of teachers about the evaluation process of the NBP.

Table 11.

Narration teachers' perceptions towards Bilingualism Policies in Colombia

NARRATION TEACHERS' PERCEPTIONS TOWARDS BILINGUALISM POLICIES IN COLOMBIA					
Questions	How has the experience been in the execution of the National Bilingualism Program under the pedagogical and methodological approaches that it proposes?	What do you consider have been the advantages and limitations of linking the NBP* in the planning of your subject?	Do you consider that the institution has provided you with the necessary resources for the understanding and development of the current NBP? Why?	How have you been trained for the development of the NBP?	Do you consider that the NBP facilitates the evaluation process? Why?
Interviewees					
Interviewee 1	The teacher states that within his experience there have been shining moments, there have been moments in which it is very gratifying to find all the resources that the national bilingualism program has established and is granting, they are accessible, and all are mounted within of a web page, and all are being dynamized from	In terms of advantages, the teacher states that the suggested curriculum is positive and another of the positive elements that has been linked and has been an achievement is the incorporation of digital strategies that allow entering the 21st century from the foreign language, working with students who are digital natives, who learn much more easily through	The teacher emphatically affirms yes and states that more than the institution, he has the fortune of having the support of a Departmental Secretary of Education that, in the midst of the limitations and in the midst of all the criticism that may exist around bilingualism, it has been possible to incorporate efforts around the	The teacher adds that the Ministry of Education always sends them trainers and courses. One of the characteristics of the NBP is that it not only establishes guidelines but also establishes a premise and is to strengthen the teacher's skills, that foreign language teachers from the national bilingualism program have been trained around the teaching	The teacher considers that no, since the program does not tend to promote holistic evaluation, to evaluation from all competencies. but the immense dissimilarity is with the standardized evaluation that is the ICFES evaluation, he says that this generates a shock because it ends up forcing him as a teacher to incorporate strategies in the classroom that are only focused on reading and writing skills and

	the same actions of the ministry.	information and communication technology, and in the National program that is increasingly being sought. And at the level of limitation, he states that there is a disparity in the process and that is that initial education needs to be accompanied by graduates in languages or at least by teachers trained in the language and unfortunately that does not happen, the teacher reiterates and clarifies that, Primary teachers do their work with a lot of love, with a lot of care but not with the professionalism of teaching a foreign language.	bilingualism committee	processes and even some teachers around it have strengthened the language	ends up leaving aside the additional and essential skills to know a language that are listening, speaking and all these efforts, document creation, digitization end up being ineffective if they do not change the evaluation strategy.
Interviewee 2	Within his experience as a teacher, he states that to counterbalance the forgetting of the 2 skills that are not taken into account in the ICFES (speaking	As an advantage, the teacher postulates the bilingualism tables since it serves to give support to the teachers who at this moment need to know how to	The teacher flatly denies and states that during the beginning of the program the standards, the suggested curricula, the number of primers	The teacher expresses that he has not received any training and that, on the contrary, the bilingualism tables are not learning spaces for	The teacher considers that this is one more obstacle on the way, it prevents working on more strategies on issues of a different order, suddenly it is not so

	and listening) they have created a project to counterbalance the fact that the main need of the school is to get a good place in the ICFES but that they also go hand in hand with teaching all other skills such as singing, appearing in public and that this balance, from his experience, helps to level the interest of the students.	work on daily tasks, mostly multitasking teachers, who is only one in charge of everything. And as a disadvantage within that same aspect, the teacher says that he is working too hard, that is, one more effort has to be made to teach others and the government does not bring North American or British speakers or people who are experts in teaching bilingualism. Add as a disadvantage the number of hours per week and the fact of having many students per classroom, in each classroom there are at least 40 students.	and programs came to him. but at no time has there been a specialist to train them.	themselves but only for primary school teachers. The teacher considers that there is a lack of support from the ministry.	much the problem of the PNB, but rather that in all the institutions they are governed by an ICFES score and They seek to be the best at this.
Interviewee 3	Regarding the experience, the teacher expresses that he likes working with the material that has been provided, but that a more controlled follow-up on the	In terms of limitations, he states that the hourly intensity is minimal, he only has three hours a week and states that he is not able to review all the topics in that period and adds the	In relation to the institution, the teacher states that yes, the institution has provided him with the guide texts (from “English Please”). However, he mentions	The teacher states only knowing and having received the “inspiring teachers” training.	The teacher says that all the efforts made in secondary school will almost fail because around five years of language learning in primary school have been lost.

	material is lacking, to verify that all teachers are using it.	grammatical flaw due to ignorance of his tenth-grade students. In addition to this, he mentions in favor that due to the media, due to the influence of the United States and the media, students see the importance of English more strongly.	the need and lack of audiovisual equipment to enrich and strengthen the very content of the book.		It is for this reason that it states that the NBP has shortcomings in the evaluation.
Interviewee 4	The teacher comments on her experience before and after covid, since during the virtual classes it was very difficult in relation to the low demand that could be had with them, and that now in person it has been possible to take up certain NBP topics that for the virtual classes left a certain void. It exposes the case of the ninth grade since face-to-face listening is better accepted.	On a positive level, he mentions the books proposed by the PNB. Ex: way to go. And as a disadvantage, the teacher mentions the time factor, since two hours of English classes a week are not enough since there are 14 subjects that they see in eighth and ninth grades, and for 10th and 11th grade they see 24 subjects. Adds as a disadvantage the lack of video beams	The teacher expresses that through the creation of guides, also on how to work the activities of the books with work guides, that is, how to take activities from the books, edit them and be able to create the guide to your liking. In addition to that, two years ago Be the One Challenge was presented.	The teacher reiterates her attendance at “inspiring teachers”	Regarding the evaluation, he states that he has both answers. Yes, because it allows the student to have a more comfortable access, that he can get easier in the acquisition of a foreign language because there are the exercises. And, as a teacher, you are free to adjust it according to the needs of the students but not due to the disadvantages of the lexicon that is too high for the students. there are texts that are too long for grades.
Interviewee 5	Based on the experience of the teacher, he states that	A positive aspect is the material "way to go" and "English, please!".	The teacher expresses discontent in relation to the few resources	For the teacher, what he remembers is not having received any	The teacher expresses that in 50% and 50%, since some things are

	<p>the fact that there is a kind of content, that there are guides, makes the teaching task much easier. However, I believe that much work still needs to be done to give much more importance to the language and this is evident in the intensity of the hours in the classrooms. The teacher expresses that English is within the fundamental areas and comparing it with Spanish, which is five hours a week, English is given two or three hours maximum, inquiring how it can be a fundamental area and have so little value, concluding all comes from the regulations.</p>	<p>However, as a disadvantage, the hourly intensity stands out and adds that there is only one room for audiovisuals. For this reason, the use of sound for listening and video-beam is not appropriate.</p>	<p>that the institution has been able to provide him because there is no laboratory, speakers. and when it is required, it must be requested through forms because there is not something specialized for the English classroom.</p>	<p>training or having attended one. He only has in mind having attended a bilingualism table.</p>	<p>useful, but there are others that are outside of what the ICFES evaluates. For example, already very complex grammar topics, understanding that they are there because they are the bases and the BLR, along with the achievements that must be managed, but a college student, under the level of education of a public institution, does not receive everything proposed</p>
Interviewee 6	<p>The experience of the teacher manifests itself to be good and to have adapted step by step to the process,</p>	<p>At the level of advantage, it states that it stands out that there is a structure and an organization to follow.</p>	<p>The teacher says that yes, her institution is a focused institution, so they receive all the material, and apart</p>	<p>The teacher states that she receives training regarding the SABER tests, and the opportunity to be part</p>	<p>Regarding the evaluation, the teacher states that nothing is an obstacle, that the program cannot be an obstacle because it</p>

	<p>first she began with her own practice, analyzing the content of the books and observing what worked and what did not. (Trial and error) That's how he discovered that the book "way to go" is a book with grammatical tenses out of context for his students. It is for this reason that the entire institution from sixth to ninth grade handles the same book "English please" since it has all the characteristics and consistent grammatical tenses for each grade.</p>	<p>So, if a teacher appears and empowers himself with the material and observes its context and the intelligences of his students, he will give good results. On the other hand, it indicates as a disadvantage the lack of motivation on the part of many teachers. In relation to the hourly intensity, the teacher states that despite having 3 hours a week, she does not rush to see topics lightly, but on the contrary, she takes all the relevant time for the topics since there is no eagerness and no there is one person who controls what the 40 weeks focus on.</p>	<p>from the material, they send Pearson and Oxford reading books that are very good, depending on the level.</p>	<p>of the bilingualism tables.</p>	<p>is something created with multiple purposes and that the benefit is given by the teacher.</p>
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Note. Idárraga and Rayo (2022) Conceptions and perceptions of English teachers from Buga and Tulua towards Colombian bilingualism policy.

From the information synthesized on table 11 some appreciations on perceptions of teachers can be made. Regarding the resources provided by the Mineducación to accomplish the objectives of the NBP most of the teachers analyze that the resources provided by their schools have been sufficient for the process of incorporating the NBP into their classes. However, some of them express the lack of teacher training to use those resources during the classes. They also express the necessity of more technological resources such as video beams, speakers for audio books, and other spaces in the school to develop different activities, such as an English laboratory.

Interviewees agree the only purpose of attending the different training programs as inspiring teachers and *mesas de bilingüismo* is helping primary school teachers with their English practices which they do not complain about. Nevertheless, they analyzed something was failing at primary school level because although primary teachers carry out English teaching with love, they do not have the expertise on the subject and language knowledge required to teach children. It is there where teachers convey there should be exclusive training for primary teachers, so high school teachers could receive their own training. In this way, Mineducación could be centered on promoting discussion spaces where teachers can be listened to, to propose and make their discussion and reflection about NBP, and bilingualism policies in general.

About the pedagogical and methodological component, interviewees argue the quantity of English hours per week is not enough to develop the expected competencies with students. They suggest that like Spanish or Mathematics, English must be given the same importance and number of hours since it is part of the fundamental subjects. As an advantage of the pedagogical and methodological component, interviewees mention the suggested curriculum gives teacher a

guide to follow and it empowers teachers to develop students' skills through the different contents and strategies. And it gives a basis to contextualize contents.

Regarding evaluation, most teachers report that the NBP does not facilitate the evaluation process since it does not include a holistic evaluation and teacher's time is lost when focusing their classes on the four skills because ICFES just takes two of them that are not considered (listening and speaking). In addition to this, it is judged by some interviewees as an obstacle since it prevents working on more strategies focusing only on the score of the exam SABER 11. Among the perceptions supporting this conclusion, Interviewee 1, said "The SABER tests are only evaluating a certain competence, which is literacy or even reading comprehension, ..., there is a very large dissimilarity because you end up evaluating throughout the journey during the teaching exercise of the student, ..., you are evaluating him in different skills but ultimately, he is going to face a test that completely exempts him from the other skills" (Full scripts in Appendix 3).

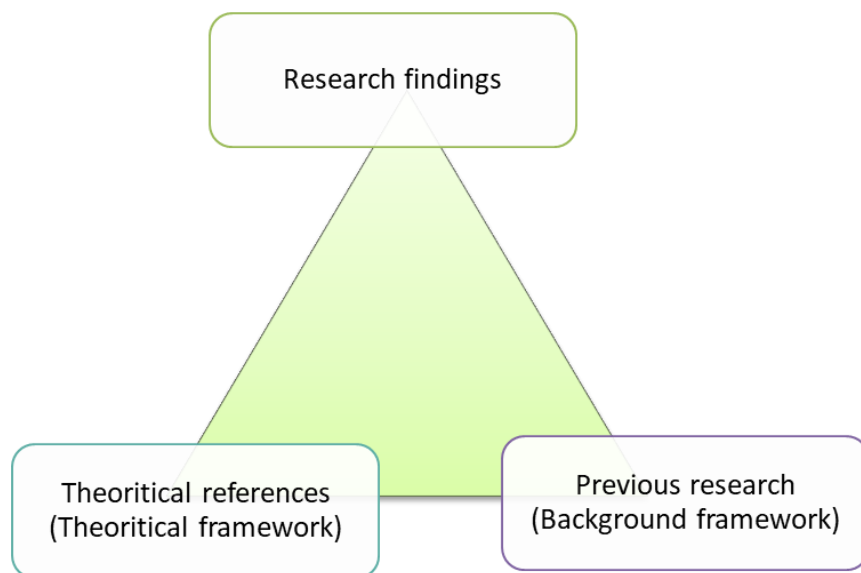
Another Interviewee stated that "the results of the ICFES tests determine the entire educational exercise, the entire institutional exercise, the ICFES tests establish a score and that score tells you that you have to establish an improvement plan and the improvement plan has to go here to improve the ICFES tests so there let's say a dislocation between what is proposed by the National program but what is evaluated by the Ministry of National Education" (Interviewee 2, full scripts in Appendix 3). The narrations evidence, the teachers perceive the evaluation process of Pruebas Saber, not only as an obstacle but also a discrepancy with what is proposed in the NBP.

Contrastive Analysis and Discussion

After analyzing separately, the conceptions and perceptions of teachers, a contrastive analysis is made in this section. The analysis juxtaposes conceptions, perceptions, and the documentary analysis, and relates the information with the category analysis defined with the previous research revised and the theoretical references of this research. The figure 8 explains this juxtaposition that is the triangulation of the information and results basis of this project.

Figure 8.

Triangulation of the information.



Note. The figure displays the explanation of the triangulation process with the research findings, the theoretical references, and previous research considered in the theoretical framework. Idárraga and Rayo (2022) Conceptions and perceptions of English teachers from Buga and Tulua towards Colombian bilingualism policy.

As input, this matrix integrates the analysis made in the characterization of the bilingualism policies (table 9), it also uses the analysis obtained from the narrations about their

conceptions towards the NBP (table 10), and the narrations about their perceptions (table 11).

The resulting information was organized in the matrix table 12 and is analyzed along this section which displays the matrix with the contrastive analysis of the findings of the previous sections of this chapter. As this is the final stage of the results analysis, the discussion is made with the contrastive analysis resulting from the analysis of the information collected as explained before.

It is organized by the categories established in order to continue with the same analysis structure of the chapter.

Table 12

Matrix Contrastive Analysis Teachers' Conceptions and Perceptions, and Documentary Analysis.

CONTRASTIVE ANALYSIS TEACHERS' CONCEPTIONS AND PERCEPTIONS, AND DOCUMENTARY ANALYSIS.				
Information Collected	Teachers' Conceptions	Teachers' Perceptions	Documents	Analysis
Categories				
Resources	Teachers recognize and manifest they apply the various resources provided by the National Bilingualism Program and indicate that they are significant and useful in their teaching process, most teachers clearly define the PNB resources, thus mentioning guide 22, the suggested curriculum, the BLR and the Bunny Bonita platform and mentions the agreement with the British Council. However, interviewees 2	Most of the teachers analyze that the resources provided by the institution have been sufficient for the process of incorporating the NBP into their classes, however, some of them express the lack of teacher training and add that they need more technological resources such as video beams, speakers for audio books and other spaces such as an English laboratory.	The documentation defines the resources as: * Way to go for grade 6,7 and 8 *English, please! Fast Track for grades 9,10 and 11 * Read in English to learn and dream. *English for Colombia-ECO *Be (the)1: Challenge *Bunny Bonita which objective is to contribute to the development of communication skills in English in children between 4 and 8 years old	Teachers express resources are an important element in the planning structure and allow students to be monitored continuously, however, some of them consider that time is insufficient to address everything proposed by the NBP, a part of it, the number of students per classroom and the different levels that students have, makes it impossible to advance according to their needs. They also manifest the lack of teacher training to implement those resources.

	and 3 mention not knowing very well about the resources that are provided. In addition, they added that the resources used are from their own search.			
Teachers' training	On one hand, most of the teachers listed the different training they have received from the program, such as: <i>Mesas de bilingüismo</i> , inspiring teachers, immersion program and fellowship program. On the other hand, interviewees 2 and 5 are unaware of the teacher training provided by the program, since they have not been invited to any.	Teachers are repetitive, analyzing that they constantly only attend "inspiring teachers" and <i>Mesas de bilingüismo</i> to help primary school teachers with their English practices, but they mentioned that there is something failing from primary school because we all know primary teacher carry out English teaching work with love but not with the expertise of the subject and it is there where should be exclusive primary training, in this way high school teachers could receive their own training to promote spaces for been listened, to propose	Regarding teacher training, the documentation refers to: *Inspiring teachers – innovation clubs *Inspiring teachers – Masterclasses *Talkativ-E *ELT influencers	Most of the teachers only recognize the accompaniment from the assistance to <i>mesas de bilingüismo</i> , which, according to the documentation referring to the NBP, these tables are not part of the training for high school teachers, these tables only referred as help hand for primary teachers who do not have a degree in language teaching but who must teach English as part of their basic primary work. This situation leaves no space for English teachers to be trained neither have the space to discuss about the policies, and the way they are implemented. On the other hand, only two teachers mentioned inspiring teachers training and highlight that during 10 teachers only in one or two occasions they have

		and make their discussion and reflection about NBP		been summoned to it, saying that they do not receive constant training from NBP. However, some of them deny having received any teacher training. What tells us that there is a lack of teacher's knowledge from the different trainings provided by NBP- Making it impossible to discuss and reflect on their learning practices.
Pedagogical and methodological component	<p>Teachers illustrate the methodological and pedagogical component highlighting language skills through the four abilities.</p> <p>*On the methodological and pedagogical component of the NBP, teachers carry out planning from their own experience rather than from theory.</p> <p>Additionally, they state that they have less time for its design, since they have few hours per week and that the topics are very advanced for the context of their students.</p>	<p>Faced with this component, most teachers argue the quantity of English hours per week is not enough to develop the expected competencies with students. They suggest it is necessary that English is given the same importance and number of hours as Spanish or Mathematics.</p> <p>As an advantage of the pedagogical and methodological component, interviewees mention the suggested curriculum gives the teacher a guide to follow and it empowers teachers</p>	<p>The documentation defines the pedagogical and methodological components, such as:</p> <ul style="list-style-type: none"> *Task-based learning approach *Project based learning *Guide 22 *Basic learning rights *Suggested curriculum 	<p>Teachers first discuss the lack of monitoring of educational processes along with the lack of a space for continuous control. As well as the reduced amount of English hours per week is not enough to develop the expected competencies with students.</p> <p>It should be noticed that only one teacher mentioned what is stipulated in the documentation of the NBP. It is for this reason that it can be deduced that teachers are unaware of the pedagogical and methodological component proposed by NBP. That include the teaching approaches and competencies to be developed in the students, in addition to all the theoretical framework and guidelines to</p>

		to develop students' skills through the different contents and strategies. And it gives a basis to contextualize contents.		implement the NBP in their contexts.
Evaluation	Teachers evaluate with tools suggested for the evaluation of the NBP, which are based on tests similar to ICFES, peer assessment and self-assessment, thus carrying out their planning from experience and articulating it with the four language skills. Despite this, they state that they have little weekly time to evaluate all the topics. They also point out that due to constant changes in government, bilingualism policies also change, and this leads to a lack of knowledge of evaluative updates.	Most teachers report that the NBP does not facilitate the evaluation process since it does not include a holistic evaluation and that teacher's time on focusing their classes on the four skills is lost when two of them are not taken into account in the ICFES (listening and speaking). In addition to this, it is considered by some as an obstacle since it prevents working on more strategies because they are focused only on the test score at SABER 11.	Regarding the evaluation of the NBP, the documentation refers to: *ICFES test. Saber11	Only some teachers express agreement with the suggested approaches to evaluate, because each teacher must adapt and propose their own evaluation process from their experience to help in their context for the level their students are at, but at the end, they all present the same test, without adaptations to the particular contexts that are lived in Colombia. Additionally, the ICFES does not take into account all language skills, limiting the diverse abilities of some students. On the other hand, teachers mention that the resource provided for the evaluation of (Prueba Saber 11), is not significant since it is only quantitative, and it do not include a holistic evaluation.

Note. Idárraga and Rayo (2022) Conceptions and perceptions of English teachers from Buga and Tulua towards Colombian bilingualism policy.

This research Project permitted an approach to perceptions and conceptions of teachers towards the bilingualism policies in Colombia. This approach led to the characterization of the bilingual policies, the identification of conceptions and perceptions of teachers, and the contrastive analysis of the information. The results obtained through the contrastive analysis presented on table 11 coincide with research projects about bilingualism policies at an international and national level. Therefore, a triangulation of the results obtained with the framework of reference and the theoretical framework is made, drawn from the analysis categories defined. First, the analysis regarding resources is made, then teachers' training, the methodological and pedagogical component, and finally the evaluation category is discussed.

Resources

Regarding resources, teachers express they are an important element in the planning structure and allow students to be monitored continuously. However, some teachers consider time is insufficient to address everything proposed by the NBP. They also express the number of students per classroom and the different English levels that students have, makes it impossible to advance according to their needs. They also manifest a lack of training to explore the use and benefits of the resources, even though most of them are not aware of the variety of digital resources to apply in English classes.

In this respect, the results presented by Burgos Garzón and García Montaña (2015) demonstrate information technologies are becoming an indispensable instrument in school. These new technologies allow access to new information sources and new possibilities for the teaching and learning process. The authors found that even though teachers comprehend the importance of using information technologies in the EFL learning process, it is necessary to carry out training strategies such as updates in technology use, with the purpose of exploiting the

resources offered by the NBP. In this way, it can be said more training in technologies is necessary in order to use them in the classroom, but it is also necessary to train teachers in relation to the different resources offered by the NBP, and the way they can be used to improve the learning process of the students.

Taking also into account the vision of Mineducación (2016b) where the components from the curriculum are referred to as everything that allows its movement and its dynamism. These components organize a curricular framework that accounts for macro, meso and micro relationships that include among many others the resources used to develop the educational programs. Therefore, if teachers do not have a complete understanding of this resources and the way they can be used, a part of the curricular proposal to stimulate particular adaptation processes and that the concrete experiences in the classroom would be missing.

Teachers' Training

Concerning the training strategies for teachers proposed by the NBP, most of the teachers only recognize and mention the invitations and attendance to *mesas de bilingüismo*. These meetings are not part of the training for high school teachers, they are described as a help hand for primary teachers who need help developing EFL teaching strategies but not as a training strategy for EFL teachers. This situation leaves no space for English teachers to be trained nor have the space to discuss the policies, and the way they are implemented. On the other hand, only two teachers mentioned their participation in inspiring teachers training a few times, but the widespread feeling is that they do not receive constant training from the NBP or even not training at all. This evidence shows there is a lack of teacher's access to the different training strategies proposed by the NBP, making it impossible to discuss and reflect on their learning practices.

In relation to what teachers know and express, Lozano Martínez and Chacón Beltrán (2017) developed research in bilingual schools from Spain, concluding a language learning process implies a great time and money investment, and it is necessary the government invest in training for teachers in order to benefit the society as a whole. They also state the results of policies implementation reflects the necessity to improve the government programs aimed to train teachers in learning methodologies. This conclusion is suitable compared with the Colombian context since the results of the bilingual policies implementation evidence a necessity on improving training for teachers. However, this situation is not strange to policy makers, and that is why they have proposed different strategies to train teachers, but the problem rests in their coverage gap with teachers unaware of their existence or not able to access because they are not directed to all teachers or school, for example the immersion camp.

Apart from coverage, another focal point is the lack of reflection scenarios to discuss pedagogical practice, experiences, and enhance research practices of the teachers, also about the issues that arise about teaching and learning processes. In the Colombian context researchers have focused their attention on this problem. During her research, Roldan (2017), concludes, there is no materialization of training programs in some municipalities and the absence of training opportunities for teachers who have a good level of English. In her research, it is also highlighted the necessity to consider the training of English teachers, as well as thinking about participatory strategies in which teachers have a central place in the decision-making process of the training agendas.

Pedagogical and Methodological Component

When teachers were asked about their conceptions and perceptions towards the pedagogical and methodological component of the PNB, most of them expressed a concerning

about the lack of monitoring of the educational processes that are carried out inside the classroom, and the inexistence of a continuous control over their practices. According to teachers, there is not any entity that controls what they plan, the approaches and methodologies they use or whether they are teaching what is expected according to the general guidelines of the Mineducación.

As well as the reduced number of English hours per week is not enough to develop the expected competencies with students. It should be noticed that only one teacher mentioned what is stipulated in the documentation of the NBP. It is for this reason that it can be deduced that teachers are unaware of the pedagogical and methodological component proposed by NBP. That includes the teaching approaches and competencies to be developed in the students, in addition to all the theoretical framework and guidelines to implement the NBP in their contexts. This reflection exercise made by the teachers, coincides with the literature analysis by Bastidas Muñoz and Jimenez Salcedo (2021), when they manifest a strict monitoring to ensure the implementation of the NBP has not been done, leading to badly executed actions and bad results despite the planning process. They also establish that although the goals of the NBP are clearly defined there has not been clarity in the way the program must be executed in the different schools of the country, and this lack of clarity is also due to the reprehensible absence of social, economic, and educational contextualization, the deficiency in the monitoring and evaluation process of the program, and the exclusion of academic voices in the policy-making process.

From the contrastive analysis made, it was noticed only one interviewee mentioned some of the pedagogical and methodological principles stated in the NBP. From this, it can be deduced teachers are unaware of the pedagogical and methodological component proposed by NBP, that include the teaching approaches and competencies to be developed in the students, in addition to

all the theoretical framework and guidelines to implement the NBP in their contexts. In relation to this, Balaguera Valero and Garzón Acosta (2019) evidence in their research the imprecise proposal of the NBP in relation to the conceptualization and implementation methodologies. The authors express that teachers and schools have no precision about the conceptualization of the policy and the way of aligning their own educational objectives with the external ones. Consequently, the absence of understanding and awareness of the methodological and pedagogical component of the NBP might lead a curricular design detached from the main goals of the NBP and therefore, unable to achieve the objectives proposed in the policy.

Evaluation

Regarding the evaluation process proposed by the Mineducación in the NBP. Only some interviewees express agreement with the suggested approaches to evaluate because although they must adapt and propose their own evaluation processes and strategies according to their experience and students' contexts, at the end of the schooling period all students are evaluated with the same test, without adaptations to the particular contexts of the country. Additionally, teachers express their concern about the limitations of Prueba Saber 11° to evaluate the communicative competencies of the students. The standardized test they take does not take into account all language skills, limiting the diverse abilities of the students. Additionally, teachers mention that the results provided by the evaluation is not significant since it is only quantitative, and it does not allow a holistic analysis of the results.

According to the conceptions and perceptions of teachers regarding to the evaluation strategies proposed in the NBP, it can be deduced teachers disagree with the way it evaluates the competencies and abilities developed by the students, and at the same works as a tool to evaluate the efforts of the teachers to develop the communicative skills of the teachers. Regarding this,

the research of Herrera Moreno (2018), supports perceptions of teachers in this analysis. The author states, the Saber 11° proposal does not evaluate in a holistic way the communicative skills of the students, therefore its results can be considered as legitimate only in the reading comprehension skill. This involves teachers in a dilemma about what perspective they should adopt to guide their teaching processes, since strengthening communication skills in an integral way can be considered unnecessary work.

Another concern of the teachers are the constant changes in bilingualism policies, leading to a lack of knowledge of evaluative updates creating a disinformation environment where teachers do not really know the regency of the policies and documents related to the NBP. This perception is supported by Roldán (2017) who states that in bilingualism programs and plans there has been a constant related to the suspension or reduction of such programs despite being designed for the long term. It is these decisions that reveal the short-term nature of policies that should be above one or the other government in power

The discussion about evaluation uncovered the discontent of teachers towards some aspects of the NBP. The lack of opportunity for teachers to participate in discussion spaces leaves unheard the voices of teachers regarding what they live inside the classroom, and the way this policy adapts to the necessities of the context. As Castaño (2020) states, it is necessary the participation of the teachers in order to construct an inclusive policy that considers the context and the research teachers have done in their learning environments. In addition, the Mineducación has no information about the teachers training level around EFL teaching, resulting in a mistrust environment about the capability for the policies to achieve their purposes.

Conclusions

The research project carried out allows to give insights about the conceptions and perceptions of teachers towards the bilingualism policies in Colombia. Through this qualitative design it was possible to analyze the perceptions of the participants by identifying and describing the way they feel, their opinions, and needs towards these dispositions and the manner policies are designed. Furthermore, to contemplate and favor the vision of teachers from Buga and Tuluá towards the bilingualism policies, since they are the ultimate executors of the legislation and key pieces in the effectiveness of bilingual education programs.

The policies characterization analysis allowed to highlight the relation between these two policies, where the regional has the same theoretical basis as the national policy. However, while the national policy elicits the general aspects of the NBP and determines what must be done in order to achieve the objectives, the regional policy has a less broad objective and is centered in planning the strategies closer to teachers in terms of their training and the resources offered to develop the guidelines drawn in the national policy. It was also noticed how most of the Mineducación initiatives regarding the bilingualism policies remain in force, especially since 2006 with the creation of the basic competencies standards. In the end, the analysis of the two policies allows to sharpen the study bringing it to the context where the regional policy is applied.

The identification of conceptions and perceptions of teachers about the bilingualism policies, made it possible to give account of their narratives through their analysis and categorization. This analysis demonstrated teachers have a lot to say regarding the policies, because they are the ones in the context, they have a direct vision about the real application of what is established by the regulations regarding bilingual education plans in their educational

centers. Therefore, it is proven the relevance of analyzing their conceptions and perceptions about it.

The study of conceptions revealed teachers know, in a general way, the guidelines, components, resources, the training strategies, and the evaluation process the NBP proposes. However, they do not know all the resources available and how to implement them. Teachers are also aware of the documents that constitute the pedagogical and methodological component of the program, but most of them do not cope with their application in their practice. These results raise some concern regarding the way NBP is being implemented and how the curricular design and pedagogical practices in the classroom are in agreement with the Mineducación in order to achieve the objectives stated. On the other hand, the perceptions of teachers provided extensive information about the feelings, opinions, and how reality is interpreted by teachers being primary input for the contrastive analysis.

The contrast of the documents related to the bilingualism policies, conceptions and perceptions, enabled researchers to identify the stances of teachers about the different aspects the NBP encompasses. This reflection exercise along with the triangulation of the information collected and the theoretical framework leaves some important insights into resources, training strategies, methodological and pedagogical components, and the evaluation process of the national bilingualism policy. It has been clear, there is a necessity of spreading awareness about the different resources disposed for enhancing and facilitating the teaching and learning process inside and outside the classroom, but this process it can be just isolated, it is necessary to give some training to the teachers, so they can use properly and efficiently these resources. Moreover, the training must be available for all teachers, not only a sample or specific group.

In this sense, it is clear the necessity of promoting spaces for teachers to be trained in different methodological and language aspects, but these spaces cannot be limited to one-way instruction. Since teaching is a critical activity, in which the teacher is an autonomous professional who reflects on the exercise of it promoting the emancipation of those who participate in the educational process, it is evident the fundamental role of reflecting about their exercise. Reflection is of great value as it seeks to improve teaching work and influence the construction of a more just and equitable society (Sierra & Giraldo, 2020).

It is evident teachers are unaware of the theoretical foundation the NBP offers in order to develop the expected competencies in EFL. This situation could lead to badly executed actions and bad results since the teaching process is not planned on a clear and agreed basis to the achievement of the expected results. Finally, deficiencies were found in the method used to evaluate the scope of the NBP, while the Mineducación discourse and pedagogical foundation speaks of the importance of evaluation for the monitoring, support, and improvement of educational processes, in the actions carried out they do not offer appropriate tools to assess the true language level of Colombians and the communicative skills developed by the students. The triangulation between the analysis of conceptions and perceptions of teachers, and the research done around this issue, allowed to conclude under these conditions it is impossible to monitor the project and detect the weaknesses that allow the successful implementation of the national bilingual policy in Colombia.

Recommendations

The categories analyzed take in a general way the main concepts and guidelines of the bilingualism policies, it would be interesting to go in depth with the different aspects of the bilingualism policies. Furthermore, because the current bilingualism policy is composed of the

different documents and initiatives of the different bilingualism programs since 2006, so there is a great amount of information that is not collected in only one document.

The present project considered the conceptions and perceptions of teachers from Buga and Tuluá, these teachers belonged to public no-rural schools. It could be interesting to consider the conceptions and perceptions of teachers who perform their activities in a rural area where resources are scarce and not easily available for all schools. These would allow to go further in the analysis of the contextualization of the policies and the suitability they have to the Colombian context.

The contrastive analysis evidenced teachers are not aware of the pedagogical and methodological component of the NBP. However, this result does not imply teachers have a misconception of the proper methodologies of EFL teaching, or they are not using the methodologies proposed by this program. For this reason, it becomes important to explore the way teachers plan and design their curriculum and whether it is aligned to the NBP goals, whether teachers use the resources the program offers and how they do it, or whether their evaluation processes are designed to account for the communicative competencies developed in the students.

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APPENDIX 1

SEMI-STRUCTURED INTERVIEW

Con el fin de dar respuesta al objetivo dos de este estudio de *identificar las concepciones y percepciones de los docentes de inglés sobre la actual política de Bilingüismo en Colombia*, se realizó una entrevista semiestructurada, las cuáles, según (Corbetta, 2003, pp. 72-73) es un instrumento capaz de adaptarse a las diversas personalidades de cada sujeto, en la cual se trabaja con las palabras del entrevistado y con sus formas de sentir, no siendo una técnica que conduce simplemente a recabar datos acerca de una persona, sino que intenta hacer hablar a ese sujeto, para entenderlo desde dentro.

De acuerdo con lo anterior, este instrumento fue seleccionado para posibilitar a los participantes abordar las preguntas desde posturas claras al ajustarse al discurso. En este sentido, la entrevista cuenta con diez preguntas abiertas, cinco (05) para percepciones y cinco (05) para concepciones, las cuales fueron:

Concepciones

1. ¿Qué entiende por PNB*?
2. ¿Cuáles son los recursos que brinda el PBN para su comprensión y desarrollo?
3. ¿Qué estrategias de capacitación docente propone el PNB*?
4. ¿Cuál es el componente pedagógico y metodológico del PNB*? ¿Y cómo se relaciona con su asignatura?
5. ¿Cómo plantea el PNB* el proceso de evaluación?

Percepciones

6. Dentro su práctica docente ¿cómo ha sido su experiencia en la ejecución del PNB* bajo los planteamientos pedagógicos y metodológicos que este propone?
7. ¿Cuáles considera usted que han sido las ventajas y limitaciones de vincular el PNB* en la planeación de su asignatura?
8. ¿Considera usted que la institución le ha brindado la formación y los recursos necesarios para la comprensión y desarrollo del actual PNB? ¿Por qué?
9. ¿De qué manera ha sido usted capacitado para el desarrollo del PNB?
10. ¿Considera usted que el PNB posibilita o facilita el proceso de evaluación? ¿Por qué?

APPENDIX 2

CARTA DE CONSENTIMIENTO INFORMADO

Yo _____, identificado con cédula de ciudadanía número _____ de _____, declaro que se me ha explicado que mi participación en el estudio sobre “CONCEPTIONS AND PERCEPTIONS OF ENGLISH TEACHERS FROM BUGA AND TULUA TOWARDS COLOMBIAN BILINGUALISM POLICIES”, consistirá en responder una entrevista que pretende aportar al conocimiento, comprendiendo que mi participación es una valiosa contribución. Acepto la solicitud de que la entrevista sea grabada en formato de audio para su posterior transcripción y análisis, a los cuales podrá tener acceso parte del equipo docente de la maestría en educación y bilingüismo de la Unidad Central del Valle, que guía la investigación. Declaro que se me ha informado ampliamente sobre los posibles beneficios, riesgos y molestias derivados de mi participación en el estudio, y que se me ha asegurado que la información que entregue estará protegida por el anonimato y la confidencialidad. Las investigadoras responsables del desarrollo del estudio Natalie Rayo Suárez y Juliana Andrea Idárraga, se han comprometido a responder cualquier pregunta y aclarar cualquier duda que les plantee acerca de los procedimientos que se llevarán a cabo, riesgos, beneficios o cualquier otro asunto relacionado con la investigación. Asimismo, la entrevistadora me ha dado seguridad de que no se me identificará en ninguna oportunidad en el estudio y que los datos relacionados con mi privacidad serán manejados en forma confidencial. En caso de que el producto de este trabajo se requiera mostrar al público externo (publicaciones, congresos y otras presentaciones), se solicitará previamente mi autorización. Por lo tanto, como participante, acepto la invitación en forma libre y voluntaria, y declaro estar informado de que los resultados de esta investigación tendrán como producto un informe, para ser presentado

como parte del trabajo de grado para optar por el título de magister en educación y bilingüismo de las investigadoras.

He leído esta hoja de Consentimiento y acepto participar en este estudio según las condiciones establecidas.

Se firmó el día ____ del mes de _____ del año _____

Participante

Investigadora

APPENDIX 3

Interviewee 1 – Tuluá

Researcher: Profe, primeramente, agradecerle el espacio, que nos sintamos tranquilos de conversar durante este tiempo. Iniciaremos con la pregunta ¿Qué entiende por PNB?

Interviewee 1: Inicialmente es todo el compendio de políticas y estrategias que el ministerio de educacional nacional han establecido y vienen estableciendo desde hace años ya en torno al fomento de del bilingüismo en la nación. hay que entender que para el Ministerio de Educación nacional bilingüismo no solamente se retrotrae el ámbito educacional, el ámbito de las instituciones educativas, sino que ellos lo han planteado a través de los diferentes programas porque la... digamos es que metamorfoseado en el tiempo entonces se ha restablecido o sea reformulado ya ella ha buscado aglomerarse dentro de diferentes ámbitos evento diferentes espacios, obviamente teniendo en cuenta que uno de los más importantes es el ámbito de las instituciones educativas desde el área de lengua extranjera.

R: profe, gracias. vámonos entonces con relación a los recursos que este mismo programa nacional de bilingüismo ha brindado, ¿cuáles son estos recursos que han sido planteados y si estos brindan digamos algún apoyo para la comprensión y desarrollo del programa?

I1: sí, bueno, ahí el PNB como te decía ahora, desde su historicidad siempre ha propendido por realizar una inversión de carácter estatal, alrededor de que estas propuestas o estos elementos planteados se hagan efectivos, todos los objetivos que se han planteado se vuelvan efectivos. Dentro de los elementos que yo he podido vivenciar y que se han estado proyectados allí han habido capacitación para docentes, entonces hemos vivenciado varios segmentos de capacitación desde el mismo Ministerio de Educación nacional la reformulación de las políticas y la reformulación de todo lo que es el carácter documental que también hace otra de las herramientas, en los últimos años nosotros vivimos uno de los esfuerzos más ingentes desde el ministerio educación que es la reformulación de los currículos, en general unos currículos sugeridos que se convirtieron en bases para la creación de los planes de área de las lenguas extranjeras en todas las instituciones del país y que permiten desde su mismo diseño ser flexibles a la hora de adaptarlos dentro de las instituciones educativas, aparte de eso Colombia aprende que es la plataforma del ministerio educación nacional ha venido desde hace algunos años

también, siendo alimentada con elementos maravillosos grandísimos de parte del ministerio de educación. Otro de los elementos, incluso ya entrando a las tecnologías de la información y la comunicación que recuerdo y acaba de suceder hace muy poco es la creación incluso de estrategias de plataforma o estrategias para ser manejadas con los dispositivos electrónicos, como los iPad o las tablets. Se creó una aplicación que es una especie de como un reto para que los estudiantes se jorquen alrededor del conocimiento, la responsabilidad y el responder en la prueba ICFES en el segmento de inglés.

R: profe, respecto a lo que estábamos hablando, ¿cuál podría ser entonces el componente pedagógico y metodológico del programa nacional de bilingüismo y cómo este puede estar relacionado a su asignatura?

II: bueno, yo creo que te comenté ahorita un poco del valor del programa nacional de bilingüismo, obviamente no todo es un camino de flores, por eso yo te agradezco que me permitas hacer la exposición aquí desde el componente metodológico del ministerio establecen los lineamientos al fin y al cabo los está estableciendo desde esos currículos sugeridos pero creería yo que todavía falta un espacio primero de control al respecto de la correcta aplicación de los currículos sugeridos, sé que se viene haciendo desde algunas secretarías educación por ejemplo la secretaría educación del departamento del Valle del cauca ha venido haciendo un acompañamiento a través de un convenio de cooperación con una institución, con una entidad con una organización que acompañó a las instituciones educativas de los municipios no certificados en esta reformulación de los planes de área a partir de los lineamientos del ministerio pero allí hay una falencia y la otra falencia es que si bien, estos lineamientos estos elementos ministeriales se han establecido no todos han sido simultáneos. Es decir, se vivieron primero los segmentos de la de la básica secundaria y la media vocacional, luego los grados de primaria y por último los de preescolar y allí es donde está una de las principales falencias porque de hecho no las principales falencias en que los programas de bilingüismo en nuestro país no tengan éxito es que la educación inicial no está haciendo acompañada por licenciados. La educación inicial en lenguas en bilingüismo está haciendo acompañada por el docente de aula que es un docente que lo hace con todo el cariño, lo hace con toda la responsabilidad pero no lo hace con toda la sapiencia que podemos llegar a tener los licenciados en lenguas extranjeras.

R: Profe y en relación a la evaluación que es propuesta por el programa nacional de bilingüismo ¿cómo es plantea la evaluación?

I1: La evaluación se plantea desde el trabajo alrededor de las diferentes competencias, aquí hay otra disimilitud porque la evaluación si bien es sugerida desde diferentes ámbitos del aprendizaje de la lengua que todos sabemos que bueno son múltiples aparte de las cuatro diferentes habilidades que existen que son naturales, hay una disimilitud en el momento de culminar el proceso educativo, al menos en la media vocacional e incluso cuando se culmina proceso educativo en los en estadios de pregrado porque la prueba, la pruebas SABER que es lo que nosotros todos conocemos que es el elemento culminante evaluador no solamente del proceso de bilingüismo sino de todo el proceso educativo, la pruebas SABER solamente está evaluando una competencia determinada que es la competencia lectoescritura o incluso la de comprensión lectora, tanto en el proceso de la básica secundaria y media y en el proceso de pregrado, allí hay una disimilitud muy grande porque tu terminas evaluando durante todo el recorrido durante el ejercicio de enseñanza del estudiante tanto del colegio como el pregrado lo estás evaluando en diferentes competencias pero en ultimas, el se va a enfrentar a prueba que le exige de las otras habilidades totalmente.

R: entonces digamos que dentro de las pruebas que usted realiza dentro de la evaluación, usted incluye un enfoque hacia las pruebas ICFES?

I1: Sí y tristemente nos toca que hacerlo porque de porque...porque te digo tristemente porque al fin y al cabo nosotros somos sometidos como institución educativa a los resultados de las pruebas ICFES y las pruebas nos determinan todo todo el ejercicio educativo, todo el ejercicio institucional, las pruebas ICFES te establecen un puntaje y ese puntaje determinado te dice tu tienes que establecer un plan de mejoramiento y el plan de mejoramiento tiene que ir en camino aquí a subir las pruebas ICFES entonces ahí digamos una dislocación entre lo propuesto por el programa Nacional pero lo evaluado por el ministerio educación nacional que también está alineado con el con el programa Nacional, es de decir tienen que estar concatenados pero desafortunadamente no lo están en el ejercicio de evaluar completamente y en las pruebas se pueden, se pueden incorporar, nosotros conocemos que es una prueba internacional y los otras pruebas incluyen las otras habilidades.

R: Vamos entonces a pasar con las de percepción y nos vamos a enfocar dentro de su práctica docente en ¿cómo ha sido la experiencia en la ejecución del programa Nacional de Bilingüismo bajo los planteamientos pedagógicos y metodológicos que el mismo propone?

I1: Bueno, desde la misma experiencia, digamos que han habido momentos, yo diría que en los últimos años, han habido momentos destellantes, han habido momentos en los que es muy gratificante encontrarnos con todos los recursos que el programa nacional de bilingüismo ha establecido y está otorgando, que son accesibles y todos están montados dentro de una página web y todos están siendo dinamizados desde las mismas acciones del ministerio, el ministerio en todo momento nos está enviando capacitadores, nos está enviando cursos, nos está enviando momentos porque eso es uno de las características del PNB que no solamente establece lineamientos sino que también establece una premisa y es fortalecer las competencias del docente, que los docentes de lenguas extranjeras desde programa nacional de bilingüismo hemos venido siendo capacitados alrededor de los procesos de enseñanza e incluso algunos docentes alrededor del mismo fortalecimiento de la lengua, de la competencia porque pues desafortunadamente mucho licenciado no la tiene muy desarrollada pero porque te digo que ha sido agri dulce porque es que las políticas del programa nacional de bilingüismo que tienen que ser retomadas por las secretarías de educación muchas veces se estrellan con la falta de empatía de los diferentes momentos pues de gobierno que existen dentro de las dentro de las secretarías, particularmente mi secretaría educación ¿que está sucediendo en estos momentos? estamos viendo ahorita un glorioso momento de acompañamiento de fortalecimiento Bilingüismo pero anteriormente nos convocan a mesas regionales de bilingüismo, estuve también en una mesa Nacional de bilingüismo, tuve la oportunidad y en cada una de ellas durante todos estos años siempre hemos propuesto lo mismo y nunca existe digamos un impacto sobre los sugeridos, sobre lo propuesto y sobre los cambios de realidades. Solamente ahorita es que estamos lo observando pero como te digo son esfuerzos aislados que se toman o se retoman desde la Secretaría de educación a partir de lo que el PNB plantea

R: En relación con lo usted profe recién menciona y lo que ahorita decíamos de unas ventajas y limitaciones ¿cuales podrían ser digamos las más fuertes en esta? ¿cuales considera entonces profe que han sido las ventajas y limitaciones de vincularla dentro de la planeación de su asignatura?

I1: yo creo que uno de los mayores logros del programa Nacional ha sido el establecimiento de los currículos sugeridos, el currículo sugerido prácticamente te determina a ti no solamente el camino a seguir, al fin y al cabo es el currículo sino que incluso te trabaja con los tiempos y te hace el acompañamiento con material auténtico generado por el Ministerio de Educación, con algo maravilloso que se incorporó qué son los derechos básicos de aprendizaje, que fuimos algunos de los pioneros del programa Nacional de bilingüismo en establecer incorporar los derechos básicos de aprendizaje al ejercicio de la enseñanza, yo creo que el currículo sugerido es algo positivo y otro de los elementos que te digo que se ha vinculado y ha sido un logro es la incorporación de estrategias digitales que te permiten entrar al siglo 21 desde la lengua extranjera que al fin y al cabo estamos nosotros hablando de una población y de unos estudiantes que son nativos digitales que te van a aprender muchísimo más fácil a través de tecnología de la información y la comunicación y en el programa Nacional se está pretendiendo cada vez más a eso. Contrario de lo que está sucediendo con otros procesos de otras asignaturas pero pues es la que uno conoce y es la que la que uno vivencia y la que uno compara tristemente, termina comparando con los otros colegas y tal vez no han recibido estos logros o estas producciones.

R: profe y a nivel de limitaciones ¿cuál podría ser las que usted más resalta?

I1: El limitante más grande ha sido y es que desafortunadamente nos estamos encontrando con una disvariedad en el proceso y es que la educación inicial necesitas ser acompañada por licenciados en lenguas o por lo menos por maestros formados en la lengua y desafortunadamente eso no sucede, como te decía ahorita en las mesas regionales nacionales de bilingüismo siempre se ha puesto esa problemática en el tablero y siempre se le ha sugerido al PNB que incorporen talento profesional para capacitar ya que son los momentos fundamentales, esenciales para que el estudiante se acerque a la lengua, tal vez es muy tardío que el estudiante llegue ya a la básica secundaria a encontrarse con un verdadero Licenciado en lenguas extranjeras porque se han perdido ya cinco o seis años esenciales, de nada sirve crear el material que es muy atinado, inclusive convenido con el British Council que acompaña los procesos de los estudiantes pero de nada sirve este esfuerzo cuando el licenciado en educación básica que está acompañando los niños no lo maneja a fondo, que te reitero, lo realiza con mucho amor con mucho cariño pero no

con la profesionalidad del caso están tomando la responsabilidad de enseñar una lengua extranjera.

R: profe, ¿considera usted que la institución le ha brindado los recursos necesarios para la comprensión y el desarrollo del programa nacional de bilingüismo?

I1: Sí, total y cómo te decía...más que la institución, nosotros tenemos la fortuna en estos momentos de tener el acompañamiento de una Secretaría de educación departamental que obviamente en medio de las limitantes y en medio de todas las críticas que se pueden existir alrededor del bilingüismo, se ha logrado y se ha atinado en incorporar esfuerzos alrededor del comité del bilingüismo, en estos momentos creería yo que la inversión que se hace de esta concatenación de programa Nacional de bilingüismo con un proyecto que se llama Valle Bilingüe que tiene esa relación directa es inmensamente grande y tiene incluso diferentes segmentos o diferentes campos de acción desde la formación docente, la reformulación documental y el impacto agrado porque están también haciendo capacitaciones a grados específicos tanto del desarrollo de la competencia lingüística- idiomática y alrededor de las competencias de resolución de la prueba ICFES.

R: Profe y a usted cómo lo han capacitado? esta información que usted conoce, ha sido usted capacitado?

I1: Hemos recibido en la sido charlas , han sido encuentros ha sido convocatorias a las mesas nacionales de bilingüismo, ha sido invitaciones particularmente a lanzamiento de los planes departamentales de bilingüismo que son la correlación con el PNB que tiene que reflejarse directamente desde la Secretaría, siempre se han preocupado como por presentarnos a nosotros como docentes que al final cabo vamos a ser los encargados de hacer el PNB una realidad es de plantearnos y de contarnos cuáles cuales han sido como los logros y las acciones que se van a llevar acabo.

R: profe y por último...¿considera usted con todo lo que hemos hablado que este programa nacional le facilita a usted el proceso de evaluación?

I1: Como te decía yo el programa tiende a fomentar la evaluación holística, la evaluación desde todas las competencias pero la disimilitud inmensamente grande con la realidad de la evaluación estandarizada que es la evaluación ICFES, genera un choque porque termina obligándonos a nosotros como docentes a incorporar en el aula estrategias que solo van enfocadas hacia la competencias lectora escritora y terminamos dejando a un lado las competencias adicionales y esenciales para conocer una lengua que son listening, speaking, todos estos esfuerzos, la creación documental, la digitalización terminan siendo inefectivas si no cambian la estrategia evaluadora ultima que esta concatenada, no las estrategias del PNB propiamente pero a nosotros nos fuerzan solamente lo que el ICFES está determinando y ahí hay una incoherencia grandísima

R: bueno profe no queda más que agradecerle toda su ayuda por el apoyo que usted acaba de dar.

Interviewee 2 – Tuluá

R: Profe, primeramente agradecerle el espacio, que nos sintamos tranquilos de conversar durante este tiempo.. Iniciaremos con la pregunta.. ¿Qué entiende por PNB?

I2: Bueno, el programa de Nacional de Bilingüismo para mí es el esfuerzo que está haciendo el gobierno y un inversión grande para mejorar los procesos del habla y de todas las destrezas que tiene el aprendizaje de la lengua, en este caso inglesa, entiendo que también hay unos en cuanto al habla de algunas tribus indígenas como que también está contemplado dentro del PNB o al menos eso fue lo que pude yo leer pero pues lo que a mi compete por ser docente de inglés pues obviamente las mesas de Bilingüismo que están conformadas en cada uno de los municipios, en el caso para mí, Tuluá.

R: Profe, ¿cuáles son los recursos que brinda el programa Nacional de bilingüismo para la comprensión y el desarrollo del mismo?

I2: recursos me imagino porque la verdad es que no estoy seguro de cuantos ni como son pero pues obviamente hay más que todo no propaganda y comercial sobre qué es lo que pretende el programa Nacional, esa es una y la segunda pues en correos información que nos llega a nosotros y en las mesas de ella son las que pues cada tanto se forman en el municipio y que no llaman a los nosotros para ser parte pues de la misma y armar algunos talleres que se puedan

llevar a cabo con los profesores que tienen digamos las falencias en el la parte de la enseñanza del inglés.

R: ¿Estaríamos entonces hablando que estas mesas de bilingüismo entran como estrategias de capacitación docente o cuáles son las estrategias que le que usted como profe el público le ha dado el programa Nacional de bilingüismo?

I2: en realidad el programa no nos ha entregado a nosotros como profesores de público programas que nos nutra o que nos ayuden con el bilingüismo, lo que han hecho es mayormente llevarnos a mesas donde nosotros propongamos...qué podemos hacer para ayudar a los profesores que tienen estudiantes en grados menores es decir, las profesoras de primaria para que puedan entonces subir esos índices de inglés desde primaria y obviamente mejorar en bachillerato, ¿por qué se hace eso? porque se supone que en un principio hubo unas mesas en las cuales primero revisamos cuál los puntos álgidos de necesidad del inglés en cada una de las partes de nuestro sistema educativo y llegamos a la conclusión que al ya tener varios licenciados que no solamente licenciados en lengua si no que también tienen maestría, que tiene grande la cantidad de una experiencia de trabajar en inglés con la mayoría de las destrezas entonces estos docentes hacen un buen trabajo pero llegan estudiantes que simplemente no tienen bases entonces toca trabajar con ellos desde cero ya en un nivel muy alto, entonces la idea es proveer de ese conocimiento a las profesoras de primaria y ayudar con los procesos para que nos lleguen mejor en el bachillerato.

R: profe, ¿cuál es el componente pedagógico y metodológico del PNB? y ¿cómo se relaciona con su asignatura?

I2: Se refiere al uso de las destrezas, ellos pretenden que uno tenga las cuatro habilidades como parte pues principal del programa pero cada uno de sus colegios yo creo que todos ya terminamos y solamente reduciéndolos a lo que sería la comprensión lectora. ¿por qué comprensión lectora? porque el ICFES es lo que apunta a eso y aunque el bilingüismo trate de sacar una cantidad de destrezas, esto va en contra de lo que el ICFES necesita y a últimas no hay ni siquiera procesos hablados en el ICFES, entonces es difícil tratar de nutrir en un año estudiantes que se están preparando para un ICFES con también destrezas del habla y destrezas del oído puedes con todo sabiendo que muy probablemente lo que más necesiten va a ser poder

comprender textos e irnos a la parte técnica del inglés que sería en especial lograr traducciones rápidas.

R: Allí nos adentramos entonces al proceso de evaluación, ¿Cómo plantea el PNB* el proceso de evaluación?

I2: Pues la verdad es que, no he visto que haya una planeación en cuanto a cómo evaluar, lo que se está haciendo, lo que hace el ministerio es dando los pinitos o el inicio de planes para poder mejorar el inglés en el nivel nacional para enfocar a las cuatro destrezas y por el poder sacar el Bilingüismo adelante. El problema está en que nosotros como docentes de bachillerato en grados públicos, a parte de tener demasiados estudiantes, estamos enfrentándonos a la necesidad de las pruebas ICFES y el imperativo de las directivas en sacar unas buenas puntajes y si obviamente nos vamos en sacar las cuatro destrezas por solo sacar un ICFES, ahí si no estamos haciendo mucho contrapeso en lo que supuestamente debería tener el Bilingüismo, que supuestamente son todas las 4 habilidades. La verdad es que se queda corto, por ejemplo en el caso mío, yo tengo la bondad de que ya me aumentaron a cuatro horas, cada grados 10º y 11 tienen no tres, si no cuatro horas de inglés, tiene nuevas horas de inglés, podemos hacer mucho más sí pero entonces en que nos enfocamos aparte de tener algunos ejercicios en el listening y Speaking, el fuerte sigue siendo la comprensión lectora, el avanzar en el contenido de léxico, en el conocimiento del vocabulario y de cómo funciona la prueba porque pues eso es lo único que no logra nosotros subir puntajes a nivel institucional

R: Vamos a pasar a las de percepciones y tocar entonces profe Camilo, en su práctica docente ¿cómo ha sido la experiencia que usted ha tenido para ejecutar este programa nacional de bilingüismo, teniendo en cuenta los planteamientos metodológicos y pedagógicos?

I2: OK lo que más pensamos nosotros es bueno, si el enfoque debe ser el ICFES y el más comprensión lectora y énfasis en vocabulario y técnicas para traducción entonces ¿cómo hacemos para mejorar la parte del habla y el escucha? hay un proyecto en el colegio que hago parte, donde estoy mencionado, con mi equipo de trabajo somos una cantidad de profesores que hacemos lo mismo entonces tenemos el proyecto de Bilingüismo que hace parte ya directa en un enfoque total al Listening y Speaking, entonces tenemos un producto del proyecto que es la canción en inglés, el festival de la canción en inglés del colegio María Antonia Ruiz, lleva más o

menos unos 10 -11 años trabajando con este proyecto y es implementando a los muchachos dentro del ámbito de la presentación de canciones o monologos o cualquier otro tipo de presentaciones que les permita a ellos expresarse, sea canción, sea poesía y obviamente está más enfocado a la parte hablada parte de la expresión oral, cultural. Creemos que por ese lado le podemos hacer un poquito de contrapeso al hecho de que la necesidad principal de nuestro colegio está en sacar buen puesto en el ICFES. la necesidad principal de nuestro colegio está en poder sacar puntajes, así que pues nos vamos por el lado con la enseñanza pero el proyecto entonces está basado listening y Speaking, esperando o buscando la respuesta de quienes están más interesados por eso, que obviamente son algunos jóvenes porque no todos tienen la habilidad de poder cantar, presentarse en público, hay quienes se atreven a hacerlo por primera vez pero yo diría que la mayoría de ellos son chicos y chicas que ya tienen pues con más gusto por el arte, por al menos cantar, pronunciar en inglés y que pues tienen también enfoque más a ese tipo de actividades. El proyecto con esos grados 10° y 11 para poder sopesar entonces digámoslo así, para no olvidar para no dejarlo así de lado para que no quede como si algo que si es imposible y ahora podemos hacer algo, la verdad es que dentro de las clases también hacemos ejercicios con diálogos y de repetición que solamente de inglés y de expresiones y oraciones pero considero que el proyecto es más significativo porque de pronto hay chicos y chicas que les gusta llevar al acabo una canción completa, creo que de pronto hay más en la utilidad del idioma.

R: Profe, cuando nos vamos para las ventajas y las limitaciones, ¿qué me podría decir de esto lo veo yo como una ventana y esto lo veo como una limitación bajo su experiencia?

I2: Pues a ver primero que todo lo que sirve es el hecho de qué bueno hay un apoyo a las profesoras que en este momento necesitan saber cómo trabajar en tareas diarias, mayor mente las profesoras multitareas, que es una sola a cargo de todo, muy probablemente no tiene la capacidad para trabajar el inglés entonces se le puede dar apoyo a través de las mesas de bilingüismo y pues con talleres que hacemos con ellas, normalmente que son creados por nosotros que tenemos una experiencia pero en ese mismo sentido dentro de ese mismo aspecto yo diría que también pesa que uno está trabajando demás, literalmente, es decir, hay que hacer un esfuerzo más por enseñarle a otros y el gobierno no vemos pues que nos esté trayendo en cantidades o cada momento expositores norteamericanos, británicos o gente que traiga tema de

la nueva enseñanza del bilingüismo, no sé, avances en el en el en el proceso pues de enseñanza aprendizaje del mismo. Tenemos y si he visto que me han llegado el correo una que otra reunión por Meet, mayormente se dio dentro de la pandemia pero ya ahora ha vuelto a aminorar y nunca ha sido digámoslo.... de fácil acceso por tiempo más que todo por compatibilidad con horario de trabajo

R: Y respecto a la institución en la que actualmente está trabajando, ¿ellos le han brindado algún tipo de recurso para comprender y desarrollar esta parte? hay algún facilitador que les haya explicado los textos o que les haya hablado en la guía 22 o del currículo sugerido?

I2: para nada, dentro de los principios del programa a nosotros nos llegaron los estándares, los currículos sugeridos, la cantidad de cartillas y programas que fueron parte de la propaganda pero ningún momento ha llegado el especialista que podamos decir. De hecho yo, te confieso es que la idoneidad de las personas que incluso están en la alcaldía manejando el programa de Bilingüismo, pues tu ya sabes quien es, estamos hablando de personas que no son idóneas, es más, ni siquiera hablan inglés... desfasados.

R: ¿y en cuestión de una ventana, cuál podría ser?

I2: pues podría ser el hecho de qué podemos ayudar a profesoras y hay algunos que otros estudiantes en el proceso porque pues los estudiantes que sean tocados por las personas que si están interesadas en conocer porque las de las mesas de Bilingüismo son cortas, son reducidas tampoco es que estemos hablando de que logren abordar a todos los profesores y tampoco son una obligación, o sea que por lo tanto si somos un grupo de profesores de seis de inglés, muy probablemente a la mesa del mismo solamente lleguen dos o uno solamente, entonces el profesor le va tocar multiplicar y obviamente a él le va tocar más pesadas las horas de trabajo, los ejercicios con los profesores.

R: El proceso con la intensidad horaria, cómo le va con esa parte, ¿si va acorde a lo que plantea con el currículo sugerido?

I2: yo diría que en el momento ya en este año que estoy comenzando con las cuatro horas que obviamente si hay más comodidad en el trabajo de los temas y la posibilidad de evaluarlos si es que tienen dudas, si es que presenta problemas con el tema, puedes repetirlo diferentes tipos de

temáticas para lograr mejorar el afianciamento de diferentes estudiantes que tengan problema pero en general pues aparte siendo pues la problemática de las cuatro horas y aumenta mucho el trabajo, es muy posible mejorar pero yo diría que el contrapeso de esas horas es el hecho de tener muchos estudiantes por salón, en casa salón hay 40 estudiantes como mínimo, entonces es una locura.

R: Profe, ¿ha tenido usted otro tipo de capacitación para el desarrollo del programa aparte de las mesas de bilingüismo?

I2: De hecho el problema con eso, es que las mismas mesas de bilingüismo no son lugares de encuentro para nosotros aprender, si no para nosotros dar, dar ayuda con el proceso a otros profesores, a los profesores en este caso de primaria que tienen dificultades y que si lograron llegar a esa mesa de Bilingüismo, entonces a ellos se les ayuda, se les ponen ejercicios, se le dan los insumos por ejemplo: haga esto así para que lo puedan hacer y replicar en clase pero considero que soy un de un equipo de seis meses y durante los años que tenemos, yo solamente estuve en las primeras mesa, porque hemos ido intercambiando pero vemos que pues los procesos son exactamente segmentados, limitados. Sí consideramos que si falta mucho apoyo en el ministerio.

R: ¿Considera profe que el PNB facilita el proceso de evaluación?

I2: Yo diría definitivamente más que facilitarnos abre la posibilidad para lograr hacer uso de las cuatro habilidades para lograr que Colombia sea Bilingüe y de hecho muchos de los estudiantes ni siquiera lo leen o lo escriben, así que las mesas de bilingüismo en el sentido de la evaluación, creo que de pronto son otras piedrita en el camino que impiten trabajar más estratégica en temas que serían pues de diferente orden, de pronto no es tanto el problema del PNB si no más bien que en todas las instituciones a ultimas nos regimos por un puntaje de ICFES y de ser los mejores en ese sentido, no solamente en inglés si no en todas las áreas. Obviamente el PNB podría ser un apoyo si tuviésemos en los insumos que debe tener... el dinero y toda la entrada que debe tener su rubro, me imagino pues si al menos nos dieran capacitaciones en las nuevas técnicas de enseñanza de bilingüismos o nuevos procesos, o bueno traer a un conferencista que nos permitan ampliar nuestro espectro de conocimiento que veamos que son personas que también son de nivel.

R: ¿Dentro de las clases ustedes manejan profe sus propios textos? O ellos le mandan material en esa parte de los recursos?

I2: Recursos para bilingüismo están solamente los estándares, DBA, currículos sugeridos pero ya dentro de tu clase, ya lo buscas tú, o sea que ahí no hay nada más. De hecho según el ministerio pues nosotros no deberíamos pedir libros pero hay unos libros que están allí montados y no hay una actualización de los mismos.

Interviewee 3 - Tuluá

R: ¿Qué entiende profe por el programa Nacional de Bilingüismo?

I3: Bueno muy buenas noches, el plan nacional del bilingüismo se entiende por todas aquellas estrategias que hace el ministerio de educación nacional, para promover de hecho pues el bilingüismo en las instituciones de educación en el país, no solamente en las instituciones públicas sino también privadas y en educación superior.

R: ¿Y cuáles son los recursos que el programa Nacional de bilingüismo le brinda para la comprensión y el desarrollo?

I3: Bueno como yo tengo dos ocupaciones, soy profesor del sector público del Ministerio de Educación en la media (décimos y onces) y también soy profesor universitario, conozco diferentes apoyos que hace el Plan nacional de bilingüismo que es de pronto a veces contratar con el “British council”, con unas empresas internacionales; algunos cursos, algunos congresos para capacitar a los docentes de diferentes digamos niveles de educación. Entonces, conozco desde esa parte algunas partidas económicas en cuanto a capacitación, no conozco pues de pronto más a fondo.

R: ¿Y qué estrategias de capacitación conoce que el programa Nacional de bilingüismo proponga?

I3: Bueno, hace poco estuve involucrado en una que se llamó “inspiring Teachers”, que entiendo que es del Ministerio de Educación y pues a través de Teachers Trainers (entrenadores de profesores) se llevaron a cabo algunas sesiones en donde se capacitó a docentes de diferentes regiones del Valle del Cauca en este caso, pero entiendo que fue nacional, en cómo actualizar las prácticas de enseñanza, las metodologías, las didácticas, fueron talleres muy prácticos y se

subieron a la plataforma de “Colombia Aprende” algunas sesiones, algunas experiencias significativas.

R: ¿Y cuál es el componente pedagógico y metodológico del programa Nacional de bilingüismo y cómo lo relaciona usted con su asignatura?

I3: Bueno desde la pedagogía, hablo por ese curso en el que estuve, fue una metodología bastante acertada ya que se trabajó mucho los métodos activos, lúdicos, de involucrar al estudiante como centro de la clase en cuanto a pedagogía. En cuanto a metodología, se vio los diferentes roles que juega el docente en el aula, teniendo cuenta las fases de la clase y los diferentes recursos que se pueden utilizar en el aula. Entonces pues si al menos esas sesiones fueron enriquecedoras.

R: ¿Cómo plantea el programa nacional de Bilingüismo que sea evaluado los estudiantes, como es ese proceso de evaluación? ¿Cómo plantea el programa nacional de bilingüismo el proceso de evaluación?

I3: El proceso de evaluación del plan Nacional de bilingüismo. A ver, yo tengo aquí una crítica pues en el sentido de pronto de que, por gobiernos de acuerdo al cambio de gobierno, a veces las políticas de bilingüismo cambian. Desde Bogotá tienen unas directrices y a los departamentos y municipios llegan pues como se dice tarde, o entonces llegan a medias, cuando en unos departamentos ya se han llevado algunas evaluaciones a los profesores, de cómo llevar a cabo algunas prácticas o algunos congresos y se evalúan como les fue, en otro municipio ni siquiera llega, eso he escuchado. ¿Cómo se evalúa el Plan Nacional de bilingüismo a los estudiantes? Bueno, he conocido que el gobierno brindó unos textos por lo menos o una plataforma de bilingüismo buena y bonita para primaria y “way to Go” para sexto a noveno del sexto octavo perdón, y noveno a once “English Please”. Tengo la fortuna de que puedo decir de que, si llegaron esos textos y son textos muy apropiados para la enseñanza, de hecho, los estoy usando, entonces yo si veo que si funcionan creo que la plataforma ofrece los recursos descargables. De pronto en esas sesiones que estuve, se hizo un seguimiento a cómo está haciendo efectivo el “English Please” o el material que el bilingüismo o el programa de bilingüismo está ofreciendo, pero creería yo que falta mucho más seguimiento al proceso, teniendo en cuenta que se pierden prácticamente los cinco años de primaria y los chicos llegan, el libro está a un nivel de qué pronto el material está a un nivel de que los chicos no son capaces. Esta a un nivel más alto al que los chicos lo pueden

tomar, entonces necesita muchos ajustes el plan de bilingüismo para que los textos que están proveyendo a los chicos de secundaria los puedan utilizar asertivamente o efectivamente.

R: En relación con las percepciones ya dentro de su práctica docente, ¿Cómo ha sido su experiencia con la ejecución del programa Nacional de bilingüismo? ¿Usted como docente del sector público, cómo ha sido su experiencia con los de bachillerato, teniendo en cuenta el planteamiento pedagógico y metodológico?

I3: Bueno, como lo mencione antes, siento que se han hecho algunos aportes significativos en el plan nacional de bilingüismo y entre las practicas, puedo decir que si ha colaborado el gobierno en ese sentido. Está brindando el material, está brindando la capacitación, pero falta un seguimiento mucho mas continuo a ese material que se esta dando, porque algunos profesores que ingresan al sector de pronto no conocen su uso. Creo que el material está, falta un seguimiento más controlado.

R: ¿En cuanto a la intensidad horaria, en cuanto a su experiencia, es acorde con lo que se plantea en la metodología?

I3: La intensidad horaria en las instituciones debido a tantas asignaturas que se ven en Colombia, siempre en Ingles hay instituciones que tienen una intensidad horaria diferente. En el caso mío, tengo una intensidad horaria de tres horas a la semana y la verdad, viéndolo muy juiciosamente, el modulo o el libro que brindó el plan nacional de bilingüismo tiene cuatro módulos y se alcanzan a ver tres. Entonces está corta la intensidad horaria, mínimo se necesitarían cuatro o cinco horas.

R: ¿Cuándo nos ponemos a pensar en ventajas y limitaciones, cuáles considera usted que han sido las limitaciones con sus estudiantes de decimo y once o las ventajas al vincular el programa nacional de bilingüismo cuando usted planea su asignatura?

I3: Bueno, las desventajas, yo creo que en casi todo el sector público es los vacíos inmensos desde la lingüística que tienen los estudiantes en cuanto a gramática, en cuanto a todas las habilidades, llegan muy débiles en todas las habilidades, en la parte de Speaking, en la parte de Reading. Entonces, hay muchos vacíos, entonces como se dice folclóricamente hablando, “hay que cuadrar caja”. En decimo toca hacer un ajuste, en el primer periodo llenar esos vacíos que se tienen de los tiempos gramaticales, de las cosas esenciales. Esas son las grandes limitaciones.

R: Y en cuestión de ventajas, ¿Cuál podría ser alguna de ellas?

I3: Ventaja es que cada vez debido a los medios de comunicación, debido a la influencia que tiene Estados Unidos y los medios de comunicación (valga la redundancia), hace que los estudiantes vean con más fuerza la importancia del inglés. Entonces noto que hay un poquito más de interés en los estudiantes, un poquito más de apertura.

R: Profe, ¿considera usted que la institución en la que actualmente labora le ha brindado los recursos necesarios para la comprensión y el desarrollo? ¿Por qué?

I3: Si, la institución me ha brindado los textos guía (del “English Please”). De pronto, en algunos salones no se cuenta con salones de bilingüismo, entonces algunos salones carecen de equipos audiovisuales para enriquecer y fortalecer el mismo contenido del libro. O los audios y todo esto. Entonces con recursos propios se fortalece esa parte. Pero si falta un poquito de apoyo en cuanto a tecnología para poder impartir esos conocimientos.

R: Vámonos entonces en relación a las capacitaciones, ¿Ha recibido usted alguna capacitación para el desarrollo del programa nacional de Bilingüismo? Alguna conferencia, alguna charla acerca de este programa.

I3: Si, lo mencioné antes cuando participé del programa “inspiring teacher”. Fue una capacitación bastante acertada, puedo decir que sí. Me ha servido para las practicas, las practicas de clase, del aula.

R: ¿Usted considera que el programa Nacional de bilingüismo le facilita el proceso de evaluación, teniendo en cuenta que va enfocado para la preparación de las pruebas ICFES, le facilita el programa Nacional de bilingüismo el proceso de evaluación con sus estudiantes?

I3: Bueno, se ha avanzado en un sentido, han facilitado los textos, unas capacitaciones. Si se necesita trabajar fuertemente en los grados inferiores, en la primaria. En las mesas de bilingüismo he participado y hemos hecho actas y hemos enviado cartas al ministerio educación nacional en todo el comité de bilingüismo en el cual he participado, en donde solicitamos al ministerio educación que fije una política para fortalecer los procesos de primaria en bilingüismo, porque

sabemos que en primaria el 99% de los profesores no saben inglés y enseñan un mínimo por ciento. Entonces esa es la gran falencia que se presenta. Todos los esfuerzos que se hagan en secundaria van a ser casi casi que fallidos porque se han perdido cinco o seis años de aprestamiento al aprendizaje.

R: Profe para culminar, me surge algo. El currículo sugerido, ¿usted lo implementa dentro de la planeación su clase como recurso brindado dentro del Programa Nacional De Bilingüismo?

I3: Lo conozco e implemento gran parte de ello, cuando se ajusta al nivel de los estudiantes. Cuando como le decía ahorita, cuando está bastante arriba del nivel de los estudiantes no se puede aplicar. Como se trata de ajustar y se trata de seguir aquello que sugiere, pero como te mencionaba el nivel de los estudiantes debido a los vacíos que presentan desde la primaria se imposibilita en algunos casos seguir esas sugerencias del Ministerio de Educación.

Interviewee 4 - Buga

R:¿Qué entiende profe Ruby por el programa Nacional de Bilingüismo?

I4: Listo, con el programa Nacional de bilingüismo, como a nosotros nos lo presentaron los docentes de inglés es un programa o un plan de acompañamiento a los estudiantes para que puedan aumentar o fortalecer el conocimiento del desempeño de asignatura de inglés, en una lengua extranjera, en un dominio como tal

R:¿ enfocado en bachillerato solamente o también primaria hace parte?

I4: Primaria y bachillerato

R: ¿relacionado con esto, brinda algún tipo de recursos el programa Nacional de bilingüismo para que sea comprendido y desarrollado o cómo fue la presentación de este? ¿qué tipo de recursos involucra?

I4 personalmente como tal, yo conocí el proyecto nacional de bilingüismo a través de una capacitación que el mismo rector nos asignó a nivel de Buga seleccionaban dos docentes de por cada institución pública y con esos docentes del grupo de jugar y también a nivel del Valle porque conocí el curso de “Inspiring teachers” de docentes inspiradores , en este momento ya está en la segunda edición, a mí me tocó la primera edición y ahí conocimos más a fondo los

recursos del PNB. También a raíz de ese curso nos entregan material de apoyo para poder trabajar con los muchachos, como tal...recursos digitales fue lo que se nos entregó y recursos también por ejemplo físicos...el portátil con los programas que los tienen ya ahí mismo y los libros que vienen cada año.

R: ¿Son libros que les brindan y un programa virtual?

I4: Viene el portátil, lo entrega el ministerio educación con los proyectos para educar y pues vienen diferentes recursos digitales para todas las asignaturas, yo me voy entonces para la de inglés y ahí encontramos pues entonces los dos materiales “Way to go” que es para sexto séptimo octavo y “English now” que es para 9no, 10 y 11.. Ahí están con la plataforma, los juegos, los link...ya está todo ahí.

R: listo, vámonos con la tercera que es ¿qué estrategias de capacitación docente propone el programa Nacional de bilingüismo o los envían a algún lado a Cali o vienen hasta acá?

I4: pues yo tengo dos forma: me ha personalmente, me gustó la que me asignó el rector el rector confió en mí y creo que los dos maestros que el destinó, creo que yo fui la única que hizo el curso, del otro compañero no lo vi en el curso por ningún lado entonces creo que yo fui la única que lo hizo y como yo soy jefe de área les compartí a los muchachos más o menos como era la cuestión del plan nacional de bilingüismo y pues afortunadamente como nos llegó el material digital pues...no sé si Julián lo está usando, o sea yo si lo trato de utilizar y sé que los profesores de la mañana también lo usan. Me cuesta mucho con la parte de las profesoras de primaria pues porque ellas no dan inglés, ellas reciben el apoyo de agentes externos que manda la Secretaría educación municipal que es del plan del bilingüismo municipal y ellas son las que orientan inglés, entonces nos queda un desfase un poco incómodo cuando llegan a los grados quintos, que ya a partir de grado quinto, ya es una sola docente para todos ellos y con ella siempre intentamos de que lo que ven en quinto, pasan a 6to con esas bases. Por ejemplo en sexto sería “Way to go”. Este material es gratuito porque los entrega el ministerio de educación nacional y ellos a la secretaria y la secretaria ya se encarga de entregarlo a la institución pero desde pandemia no hemos vuelto a recibir material.

R: ¿Los profes que enseñan en primaria y en sexto ellos no son licenciados en lenguas extranjeras?

I4: A partir de quinto en adelante si son docentes de inglés, sé que la profe de primaria es normalistas pero ella hizo una especialización y maestría en enseñanza de lenguas extranjeras, ya el resto de sexto en adelante todos los que estamos aquí pues por concurso 1178, todos somos licenciados y ya magister.

R: Profe, ¿cuál es el componente pedagógico y metodológico que propone el programa nacional de bilingüismo y como se relaciona con su asignatura?

I4: Componentes metodológicos y pedagógicos empecemos de qué están todos los manuales y componentes prácticos, está la malla curricular, los derechos básicos de aprendizaje, está el plan de lineamiento entonces con base en todos los documentos que nos comparte el ministerio y en la parte de bilingüismo, la guía 21 o la guía 22, ¡ay a mí se me olvida! que son los componentes básicos de aprendizaje, todos los estándares entonces con esa mezcla es que tenemos más que todo el apoyo metodológico, ya el apoyo pedagógico lo hacemos nosotros en si cuando hacemos la reuniones, hacemos los acuerdos, temáticas, DBA, que podemos abstraer que podemos utilizar, que podemos decir nosotros definitivamente con la población que tenemos ya como los hemos conocido decimos...sé que no lo vamos alcanzar entonces tratamos de que sea el reto para el siguiente año y lo que te digo ahorita, este año tenemos un rato duro después de esos dos años de quietud la estamos sintiendo duro en inglés porque los muchachos no quieren hablar, no quiere decir nada, están perezosos entonces para el componente pedagógico nos ha tocado un reto bastante grande y tratar de usar diferentes estrategias y metodologías, técnicas y con los recursos que tenemos para poder trabajar con los muchachos.

R: Profe ¿cómo plantea el programa Nacional de bilingüismo el proceso de evaluación?

I4: Nosotros siempre decimos cuando llegamos a la parte de decimos y onces que es un reto, empezamos de qué aquí en la institución la asignatura con mayor puntaje en ICFES siempre ha sido inglés pero en el año de pandemia no la tiramos...¿ cuál es el reto de aquí en adelante? y empezamos el año pasado y lo vimos....fue empezar otra vez a subir. Virtualidad nos alejó mucho de ciertas actividades o procesos que llevábamos con los chicos, algo muy curioso que tiene el PNB es que intente de que los chicos puedan trabajar más Speaking, que los chicos se

puedan desenvolver en diferentes situaciones cotidianas pero utilizando idioma extranjero y enfocado a un contexto Colombiano, en relación a la cultura Colombiana. En nosotros, en la signatura nosotros hemos visto trabajamos de todo, si hay algo muy práctico que tiene el inglés es que podemos poner cualquier tema para poder aportar con los muchachos pero ¿qué pasa? cuando ellos llegan al ICFES, el ICFES no es Speaking ... es Writing y comprensión de lectura entonces hay un desequilibrio en el momento en que uno piensa ¿En qué me pongo a hacer?

Esto es lo que los mide a ellos y nos miden a nosotros como colegio, ahí yo pienso que el PNB tiene que ser un poquito... listo, si se pone que con los resultados de la prueba ICFES y sabiendo de que tiene una medida diferente a las otras asignaturas. En la escala de inglés te miden con el marco común europeo y eso que aquí en Colombia, Colombia yo no sé cómo se sacó un nivel más bajo que el A1, se sacó el -A, empezamos por ahí entonces y empieza a sacar niveles de escala de MCE y deja un lado Speaking y listening. Yo en 11 manejo inglés técnico con los 11, no doy gramática, doy temas comerciales en inglés con ellos, con ellos trato que sea, comprensión de lecturas, exposiciones, trabajos de forma articulado con la asignatura de financiera, entonces lo que ven en financiera, tratamos de hacer lo mismo en inglés técnico, ellos ven conmigo términos de negocio, como hacer una hoja de vida en inglés, cómo hacer una entrevista en inglés porque es el énfasis de la institución. Entonces con Julián nos encargamos de que en el segundo periodo, él y yo nos encargamos un poquito, no tanto de salirnos del tema, si no de explicarles las 7 sesiones, a ellos les subieron las preguntas a partir del año pasado, aumentaron 10 preguntas más a la prueba, entonces ya son 55 preguntas pero con el mismo tiempo... una hora y 5 minutos. Y siempre para ellos en la sección 5,6 y 7 son las complicadas pero son las que más puntos dan en el ICFES. Lo más triste que también es algo que si en algún momento yo era la oportunidad la queja al ICFES, inglés es siempre la última la prueba de cierre, ya están agotados, ya están mentalmente aburridos, lectura crítica de por sí tiene textos muy extensos y les dejan inglés de ultimo y se cogen de tiempo y la mayoría estudiantes terminan haciendo al azar. Quiero añadir que el PNB, lo conocí más por el curso de “inspiring teacher”. Por lo menos a mí me gusta asistir a los laboratorios de mesa de bilingüismo, no sé si has escuchado esos

R: ¿Y allá que hacen profe, en esa mesa de la bilingüismo?

I4: lo que hace es que diferentes instituciones o universidades en la cual el lado fuerte es inglés, lo que hace es que trata de capacitar a nosotros los docentes con diferentes estrategias o técnicas para tratar con los muchachos, entonces cada vez que hay capacitación, es un tema en específico, ejemplo como trabajar Speaking, writing listening. Lo bueno que tiene esos cursos pequeños, pues aparte es que no duran mucho, son laboratorios, son un número limitado de docentes y lo que hacemos es que nosotros nos metemos en esa situación, nos proporciona el material, nosotros mismos podemos crear actividades y pues de eso que nosotros vemos allá yo trato de aplicarlo acá, yo modifico mis guías, yo tengo mis libros pero resulta que yo los libros también yo lo puedo hacer modificaciones que hay algo que también podemos hacer dependiendo de la población que tenemos y pues también el ritmo que ellos manejan con el aprendizaje en inglés, yo edito mis guías y yo saco esto yo sacó o aplico una actividad porque también tengo que ser realista con que tipos de estudiante tengo.

R: Profe, ya dentro de su práctica docente, en su contexto como tal acá en la institución en la ejecución con el programa?

I4: ¿Antes de covid o después de covid? Aquí hay que hacer esa diferencia porque durante Covid, virtual, una cosa loca porque teníamos que mirar diferentes actividades o estrategias de que los muchachos detrás de la pantalla en la casa si quisieran hacerlas porque el reto que teníamos todos era que los chicos si quisieran participar activamente y pues eran muy pocos. Uno los podía contar, quienes eran los que si participa, agradezco que ahora en presencial ya ellos ya se están dando en cuenta y están cayendo en cuenta que el relajó que tenían ellos de la virtualidad, y a lo tienen que dejar un lado pero me ha tocado devolverme a ciertas cosas, con los chicos de noveno yo estoy haciendo más listening y hasta el momento pues he recibido buena percepción de parte de ellos porque les ha ido bien en el ejercicio, no has ido tampoco tan duro en esa parte. Speaking si ha sido lo más difícil porque que ellos intenten hacer un Speaking natural, la piensan mucho. Seguimos con comprensión de lectura, writing y algunos chicos han mejorado un poquito. Yo por ejemplo en grado noveno, comienzo a meter sección del ICFES, avisos, vocabulario, donde pueden ver esos avisos.

R: Si tuviéramos que hablar y usted dijera una ventaja del programa nacional de bilingüismo es esta pero al mismo tiempo tiene esta limitación cuál podría ser la limitación y la ventaja dentro de la planeación?

I4: La primera es el tiempo, dos hora de inglés a la semana no bastan, aquí en la institución sólo tenemos dos horas de inglés con los muchachos, son 14 asignaturas que ellos ven. En octavo y noveno, 10º y 11 ven 24 asignatura.

R: ¿Dos horas de inglés a la semana solamente?

I4: Con los 11 que es inglés técnico solamente tengo una hora a la semana pero con inglés básico tienen 2, o sea cuando se suman tienen tres horas inglés. Los décimos y onces pero los octavos y los novenos desde preescolar, primero y segundos ven una hora a la semana. Tercero, cuarto, quinto, sexto, séptimo, octavo y noveno dos horas a la semana. Decimo y once 3 pero divididas, 2 horas en inglés básico y 1 de inglés técnico.

R: ¿Y durante ese tiempo entonces con el currículo, con la guía 22, cree usted que es apropiado para la cantidad de horas que tienen?

I4: No!! es una conclusión a la que todos llegamos cuando hacemos la reunión el tiempo, siempre decimos que el tiempo es limitado.

R: ¿los libros que usted me decía ahorita y las temáticas se alcanzan a abordar?

I4: Todas...no. por lo ejemplo cuando nosotros hacemos el empalme a inicio de año siempre presentamos el documento al profesor que sigue entonces yo le coloco al docente lo que se alcanzó a ver y lo que faltó.... casi siempre inicia el primer periodo para todos casi siempre es... volver a repasar.

R: Vamos a pasar entonces con algo que usted lo había comentado ya, hablamos de las limitaciones pero que ventaja podría tener el programa Nacional de bilingüismo?

I4: Me gusta mucho el material que ofrece, me gusta que trae audios, me gusta que trae espacios donde podemos proporcionar al estudiante momentos de que puedan ellos intercambiar opiniones, me gusta que tiene actividades donde ellos no la piensan mucho sino que ya tiene como las pistas y que ellos simplemente sea unir y que ellos mismos propongan, este tipo de ejercicios, no digamos que toda la parte mala pero una desventajita que de pronto también se me olvidó mencionar es que hay algunas lecturas que yo digo son muy elevadas para el grado entonces yo digo que ahí también se puede, se podría hacer como un ajuste.

R: ¿Considera usted que la situación le ha brindado la información y los recursos necesarios para la convención y desarrollo del actual PNB?

I4: En la parte digital si porque el rector nos entregó pues a cada uno, por lo menos yo estoy compartiendo con una profesora el equipo y ella trabaja español y ella tiene el material de español ahí y cuando yo paso por la tarde pues tengo el de inglés ahí mismo, es un computador que tiene los programas de ahí y esos computadores no se pueden comprar así en cualquier sitio sino que ya de una vez el ministerio los hace y los entregas directamente a la institución y ya las instituciones se encarga de asignarlo a los profesores. Si tengo un problema grande con el recurso y es que no tengo televisor, hay que hablar hasta con la tesorera pero me defiende con el video beam como puedo.

R: Profe, ¿De qué manera ha sido usted capacitado para el desarrollo del PNB?

I4: Creación de guías, cómo trabajar las actividades de los libros con guías de trabajo, es decir cómo tomar actividades de los libros, editarlas y poder crear a su gusto la guía y también nos presentaron hace dos años el be the One Challenge pero aquí fue muy difícil aplicarlo porque como el Be the One Challenge se trabaja con la matrícula que hay en el sistema de SIMAC, eso no está actualizado. Pero es chévere, son retos, juego, entonces hay un persona principal y tiene que cumplir retos y cada uno de los retos cumple con una sesión del ICFES.

R: Culminando con las preguntas...¿considera usted que el programa Nacional de Bilingüismo posibilita o por el contrario pues no ayuda con el proceso de evaluación?

I4: Tengo ambas respuestas...tengo la sí y tengo la no por lo que mencioné ahorita. La sí porque permite que el estudiante pueda tener un acceso más cómodo por decir así a que pueda llegar más fácil en la adquisición de una lengua extranjera porque están los ejercicios, uno como profesor tiene libertad de ajustarlo de acuerdo a las necesidades de ellos, me parece muy chévere. La evaluación también la podemos editar, nosotros no estamos amarrados una camisa de fuerza con la evaluación, en el único momento donde están sentimos la presión es cuando ya los chicos llegan a 11 a presentar la prueba, es la única tensión que sentimos. Y no debido a las desventajas que te dije, hay léxico que es muy alto para los muchachos, vocabulario, hay textos que son demasiado extensos para los grados también y pues dependiendo también de los recursos que tengamos.... yo por ejemplo soy muy afortunada que cuento con mi equipo , tengo

los programas, los libros pero hay otras instituciones públicas donde no llega eso entonces ese sería el límite pero nosotros como profesores hay algo que tenemos y es que si nos gusta lo que hacemos y hacemos nuestro trabajo con amor, buscamos cualquier recurso o alternativa para poder hacer las cosas.

R: Profe no queda más que agradecerle por dedicarnos ese tiempo pues realmente compartimos la parte que usted sabe en relación al inglés lo que usted hace entonces agradecemos de corazón su ayuda.

Interviewee 5 - Buga

R: ¿Qué entiende profe por el programa Nacional de Bilingüismo?

I5: Vale, digamos que es el programa que va a vocalizado en que todos los estudiantes de todos los colegios en Colombia tengan un estándar de aprendizaje de la lengua extranjera por ejemplo nosotros que somos los que trabajamos en el campo público, tenemos que manejar unos DBA, que son una especie de logros que maneja el ministerio educación con el PNB con el objetivo que cada nivel, de cada grado para cumplir con esos y de acuerdo con esos DBA yo puedo saber si el estudiante cumple o no cumple y pues todo eso contextualizado con todos los programas de bilingüismo...con digamos todos los programas de la Secretaría, de la gobernación, crea el paquete entero de lo que sería como el proyecto del gobierno

R: Profe y ¿cuáles son los recursos que brinda el programa Nacional de bilingüismo para la comprensión y desarrollo? Usted me mencionaba ahora los DBA, pero ¿qué otro recurso se brinda?

I5: Bueno, digamos que en estos momentos nosotros manejamos una guías y son de grados sexto a octavo que son los libros Way to go y está English Please que es de grado noveno a 11, que digamos que eso es como la guía principal, el recurso principal con lo que los maestros debemos trabajar en las aulas de clase que eso es lo que está exigiendo ahora los contenidos que están en ese libro es lo que está exigiendo el ministerio educación para que nosotros apliquemos en las clases

R: ¿y qué estrategias de capacitación docente propone el programa Nacional de bilingüismo?

I5: La verdad no tengo mucho conocimiento acerca de capacitaciones porque han sido muy pocas las que se nos ha brindado a nosotros, hay veces tenemos digamos reunión entre los maestros de inglés y hacemos digamos los ajustes pertinentes a lo que a nivel municipal de todo lo que se refiere a los planes de aula, planes de curso, nuevas metodologías etc. pero digamos que si como una estrategia que se está implementando digamos estrictamente para capacitación de los docentes, la verdad desconozco, no sé si se la aplican.

R: ¿Profe, cuáles son los componentes pedagógicos y metodológicos que propone el programa nacional de bilingüismo?

I5: Digamos que se basa en trabajar en las cuatro habilidades entonces todo desde un enfoque comunicativo pero trabajando las cuatro habilidades, los estudiantes tienen que, digamos que... el colegio tienen que sacar a los estudiantes con un nivel básico creo que es con un A1+ o A2 entonces la preparación que se tiene que realizar es para que los estudiantes obtengan buenos resultados en el ICFES y pues que puedan cumplir con ciertos logros en cada habilidad.

R: ¿y cómo plantea el PNB el proceso de evaluación, ¿va relacionado a las cuatro habilidades o cómo lo plantea?

I5: Sí, o sea siempre va digamos que...se supone que al enseñar una lengua extranjera se debe trabajar las cuatro habilidades pero dependiendo del grado digamos que por lo menos los estudiantes de grado 11 en este momento, el programa está focalizada más que todo para que ellos tengan buenos resultados en las pruebas saber pro, vale? En los otros estaría las cuatro habilidades aunque si te soy sincero no conozco mucho de digamos a profundidad lo que es en si lo que se está manejando, actualizando el PNB porque digamos la falta de capacitaciones, la verdad tu me hablas de PNB y pues sé como lo estándar pero ya entrar a profundidades de todo lo que me estás hablando no... ya es desde lo que uno sabe realmente porque las capacitaciones no se han llevado

R: Vamos a pasar profe con las de percepción que es ya dentro de su práctica como tal, ¿cómo ha sido su experiencia en la ejecución del programa Nacional de bilingüismo teniendo en cuenta lo pedagógico y metodológico?

I5: Digamos que el hecho que haya una especie de contenidos, que hayan guías, hace que la tarea de enseñanza sea mucho más fácil, sin embargo, creo que todavía hace falta, hace falta trabajar mucho en darle mucha más importancia a la lengua y eso se evidencia en la intensidad horaria de los salones de clase, desde las horas de inglés, en este momento se supone que inglés está en una de las habilidades que evalúa en las pruebas saber pro, de las de las áreas fundamentales y comparando lengua castellana que son cinco horas semanales, inglés se le dan dos máximo tres horas entonces como puede ser un área fundamental y tener tampoco valor y eso viene desde la normatividad.

R: ¿Profe, Cuáles considera usted que han sido las ventajas y limitaciones de vincular el PNB* en la planeación de su asignatura?

I5: Una limitación sería lo que te mencionaba de las horas y una ventaja podría ser brindar un aula especializada en inglés, no tengo salón en inglés, aquí yo utilizo audiovisuales pero me toca reservarlo y tengo video beam, tengo acceso internet pero tengo que correr con suerte que otro docente no la haya reservado, entonces estar así como de allá para acá pero si yo tengo un salón de inglés donde esté todo personalizado, donde se hacen todos los libros de inglés, donde este el video beam porque sabemos que enseñar inglés no es como antes ya todo ha cambiado y estamos utilizando las tics y las nuevas tecnologías entonces mis clases son así entonces sería una ventaja poder tenerlo.

R: ¿Considera usted que la institución le ha brindado los recursos necesarios para la comprensión y el desarrollo de la actual programa Nacional?

I5: Yo creo que ha sido muy poco, muy poco lo recursos que me ha podido brindar la institución porque como te decía antes, no tengo laboratorio, no tengo parlantes, todo me toca solicitarlo por formatos porque no hay algo especializado para el aula de inglés y eso es gastadera del tiempo, mover los estudiantes de un lugar a otro entonces, los hay pero no puedo contar con ellos.

R: ¿Profe, de qué manera si usted capacitado para el desarrollo del programa Nacional de bilingüismo?

I5: estamos hablando que los cinco años que llevo trabajando, dos fueron pandemia y presencial apenas llevo 3, de esos tres, dos años he pedido dos licencias de de tres meses cada uno o sea

que son seis meses que estado ausente, entonces la verdad no recuerdo haber recibido capacitación o de haber asistido a una. No sé si tienes algún nombre de alguna que haya pasado?

R: Inspiring teacher, alguna mesa de bilingüismo.

I5: De pronto alguna mesa de bilingüismo pero sí he asistido a una, sería mucho. Yo creo que el PNB podría ser exitoso si hay una mayor dedicación y profundización darle la mayor importancia lo que es el idioma porque es que... existen muchos programas, conceptos pero de ahí aplicarlos en la vida real, está complejo.

R: Por último profe, ¿considera usted que el programa Nacional de bilingüismo facilita el proceso de evaluación?

I5: Yo creo que en 50 y 50, algunas cosas si sirve como pero hay otras que están fuera de lo que evalúa el ICFES.

R: ¿por ejemplo?

I5: Por ejemplo temas de gramática ya muy complejos... hay que ser claros que un estudiante de grado 11, no va a manejar report speech, o sea como yo le voy a enseñar a un estudiante de 11 que tienen bases, ¿cómo le enseño report speech? entiendo que están ahí porque son las bases y los DBA, los logros que se debe manejar pero un estudiante jamás en la vida, a menos de que esté estudiando en un instituto.

R: ¿Y en relación a la cantidad de horas que tiene usted con ellos alcanza usted a abordar las temáticas que son propuestas?

I5: Es complejo, toca de manera superficial porque solamente hay tres periodos, contar que siempre hay actividades extracurriculares, que día de la celebración de la madre, entonces eso se reduce mucho, entonces no puedo profundizar en cada temática porque no hay tiempo y yo tengo que cumplir con un plan de área y temáticas de cada periodo.

Interviewee 6 - Buga

R: ¿Qué entiende profe por el programa Nacional de Bilingüismo?

I6: ¡ Bueno, conozco que el programa nacional de bilingüismo fue diseñado más o menos en el 2015- 2016 o por allá, con el propósito, supuestamente llevar a Colombia a convertirse en un país bilingüe (inglés y español). Ese proyecto lo proponen a partir de la necesidad de consolidar solamente un idioma como lengua extranjera y entonces lo que hicieron fue pues obviamente por todas las relaciones de intercambio económico y el tema la globalización pues y entendiendo que el inglés es la lengua franca pues obviamente era como la más propicia para el país.

R:¿profe y cuáles son los recursos que brinda el PNB para su comprensión y el desarrollo?

I6: Bueno, ellos tienen varias pues varias como actividades y enfoques que se le ha dado, conozco lo que se empezó hacer a través de los colegios focalizados en donde empiezan a proveer de material didáctico y pedagógico creado pues por el ministerio de educación y el British council en donde buscan a través de una contextualización de contenidos crear guías que motiven a los estudiantes, lo veo como...tenemos varios libros como el way to go, el inglés Please, también hacerte eso en cuanto al bachillerato...son libros como lo digo que se muestran como un enfoque de interculturalidad basado en proyectos, en Task based learning también, me encanta esos libros... me encanta el English Please Me parece que es el que fundamenta el más básico en la fundamentación que necesita cualquier estudiante inglés, también conozco el Bunny bonita, hay otro que sacaron para la del sector rural que se me olvida cuál es el nombre. Bunny bonita es excelente garantiza un mínimo de A1 para una excelente primaria, en realidad que uno lo cogiera en sexto con una excelente nivel, pero lamentablemente nuestros profes de la primaria no hablan inglés pues ahí está el tema.

R: ¿Qué estrategias de capacitación docente propone el PNB*?

I6: A nosotros nos han capacitado con distintas actividades, bueno, son como programas que hacen, han hecho el de Immersion program, creo que así se llama, también un aporte que han hecho es el fellowship program, nos traen los nativos acá, ¿que más han hecho? Hmmm. alguna mesa de bilingüismo que son de reflexión pedagógica, hay coordinadores de bilingüismo en cada municipio certificado pues que nos convoca a reuniones. nos brindan capacitaciones de pruebas saber (Muy buenas) capacitaciones sobre el uso de los y alternativas de viaje por ejemplo con concursos que abren para ir a la india, concursos para hacer maestría y mejorar sus prácticas. Una compañía de toda la oportunidad de ir a Inglaterra estuvo como tres o cuatro semanas sino

que yo no aplicaba porque yo estaba en periodo de prueba, sólo podían ir los que ya estaban nombrados más de cierto tiempo.

R: Profe y ¿cuál es el componente pedagógico y metodológico que propone ahorita el programa nacional de bilingüismo?

I6: Bueno no sé y yo tengo entendido que el programa ha tenido pues distintos cambios y trata de buscar cómo...contextualizar en realidad las necesidades del país en torno a ese idioma; yo te puedo decir lo que he visto en los libros... no tengo como una capacitación en donde me hayan este es el programa de bilingüismo y usted debe seguir esto para lograr este fin, si no lo de los libros como te dije el enfoque metodológico es más bien desde...fortalecer la competencia comunicativa, teniendo en cuenta todas las habilidades, trabaja por proyectos entonces tengo entendido que es Project based learning que usan en el Way to go, por ejemplo. Está pues basado en el marco común europeo de referencia. Y promueven la interculturalidad, por ejemplo hay chicos en los audios que son del país, hay otros de la india, hay multiculturalidad en los audios del libro y también en lo que propones, por ejemplo en los lecturas chicos que dicen “I am from Cúcuta” entonces el libro denotan las características de Colombianos y también de otros países.

R:¿Profe y cómo plantea el programa Nacional Bilingüismo el proceso de evaluación en Colombia?

I6: Pues ellos manejan un peer assessment, self assessment, utilizan mucho Checklist, la reflexión sobre tu propio proceso, entonces ellos trabajan desde enfoques meta cognitivos.

R:Y en el libro de décimo, que ya se acercan al ICFES, ¿cómo lo evalúan?

I6: En el libro de décimo que es el English Please, no tiene un enfoque al Icfes, en lo que conozco es una continuidad del libro de noveno para fortalecer unas cuantas competencias pero no hay un enfoque al ICFES, no sé, no lo he visto así en lo que conozco, no sé en 11 porque no manejo ese grado pero es el mismo English Please.

R: Dentro su práctica docente ¿cómo ha sido su experiencia en la ejecución del PNB* bajo los planteamientos pedagógicos y metodológicos que este propone?

I6: Bueno, a mi me ha ido muy bien y me he adaptado paso a paso el proceso, primero empecé con mi propia práctica entonces empecé a analizar el contenido de los libros a observar qué me funcionaba y que no. La prueba y error, bueno entonces descubrí que el Way to go me parece un libro muy bueno pero está muy fuera del alcance que tienen nuestros estudiantes, tiene muchas pretensiones el libro way to, niveles exagerados, aunque tiene contenidos regionales está por fuera del alcance de cualquier estudiante Colombiano, inclusive para algunos docentes, parece tener más nivel del B2. Así se dosifiquen los textos, en ocasiones son tan avanzados que es difícil modificarlos para el grupo de uno tiene. En ese sentido, el inglés please es el mejor libro disponible para poder iniciar desde cero el proceso y hacerlo bien hecho porque way to go 6, es más avanzado que English Please 9, entonces es absurdo que uno en nombre empieza a ver “telling the time” y en sexto pasado, con oraciones en futuro en un mismo texto, no es un libro que sea agradable para niños que no tienen ni idea. Por el tema pandémico y demás, lo que hice este año fue proponer a todo el equipo de trabajo fue que empezáramos english please porque nos dimos cuenta que los dos años pandémicos fueron completamente perdidos y con respecto a la primaria yo me he dado a la tarea de analizar los DBA y organizando bien los planes de área de la primaria y viendo como cada profe hace lo mejor que puede dentro de lo que sabe porque enseñan inglés con las uñas, algunos buscan un profesor que les hagan esa clase, eso no se debería hacer pero pues qué otra alternativa hay, no los capitán y así los capaciten muchos no lo hacen.

Dentro de todo esto me di cuenta que el mejor es el Bunny bonita, que es el que cumple con el mínimo de A1 y que siguiendo todas las cápsulas podríamos lograr que los estudiantes en la prueba ICFES, esos niños de primaria logran la parte numero en la prueba ICFES completa que es vocabulario porque hay algunos estudiantes que no pueden ni con la parte 1. En inglés es chistoso que uno piense esto pero hay que modificar todo, por lo menos si desde sexto no arrancamos de cero, no vamos a tener los resultados esperados en 11.

R: ¿Cuáles considera usted que han sido las ventajas y limitaciones de vincular el PNB* en la planeación de su asignatura?

I6: Las ventajas es que hay una estructura y una organización la cual seguir, entonces si un docente se apersona y se empodera del material y observa su contexto, las inteligencias de sus estudiantes y utiliza de manera efectiva, el libro es muy bueno, por lo menos el English Please.

Yo pienso que el programa funciona a media de los docentes quieran que funcione, esto no son solamente, esto no son sólo cosas gubernamentales y decir “nooo es que nos mandan a hacer esto y nosotros no estamos capacitados pero bueno, ¿usted qué ha hecho, ¿cómo puede usted fortalecer eso que ellos están haciendo macro, ¿cómo usted desde su espacio en clase lo puede poner en práctica? Entonces más bien la desventaja ahí es la falta de motivación por parte de muchos docentes, la falta de direccionamiento también, ¿porque no solo sirve “ahí vea este es el programa” No! debe haber un seguimiento mayor pero no a nivel de evaluar al docente, si no de evaluar la pertinencia del programa y como este docente está aportando. Deberia existir un grupo a nivel nacional de docentes de decir “vea esto sirve, esto no” pero no a nivel de criticar si no de fortalecer.

R: ¿Usted alguna vez ha escuchado profe de las mesas de bilingüismo que se realizan?

I6: Sí, las mesas de bilingüismo se hace lo que acabo de decir pero de todas formas no es un espacio tan apropiado, pocas horas para que todos los docentes den sus pensamientos y lo hacen por allá cada cuanto.

R:¿Considera usted que la institución le ha brindado los recursos necesarios para la comprensión y desarrollo del actual PNB? ¿Por qué?

I6: Sí, mi institución es una institución focalizada entonces nosotros recibimos todo el material, a parte del material que te mencioné nos enviaron libros de lectura de Pearson y de Oxford, muy buenos. Dependiendo el nivel, material fotocopiable, afiches de superhéroes.

R:¿De qué manera ha sido usted capacitado para el desarrollo del PNB?

I6: Sí, lo que te digo del manejo del libro, capacitaciones sobre las pruebas SABER, y las mesas de bilingüismo.

R: ¿Considera usted que el PNB facilita el proceso de evaluación? ¿Por qué?

I6: Pues, para mi nada es un obstáculo, el programa no puede ser un obstáculo porque es algo creado con múltiples propósitos tendrán pero el beneficio se lo da es el docente, si yo recibo una cantidad de libros y le encuentro el propósito, ejemplo cuando recibí el way to go dije “cómo abarco todos estos temas, cómo hago con estos textos tan complejos” entonces comprendí que

no podía ser como ellos esperaban, en últimas yo no doy Way to go, no lo puedo usar porque mi contexto no me da, si estoy en un contexto que si lo pueda hacer, es un libro maravilloso pero eso ya está en el docente saber elegir el material, el way to go está a un lado por ahora, solo manejamos english please 9, todos ven el mismo libro, así esperamos que cuando los niños de sexto, estén en noveno, tengan un nivel muy bueno si la profesora de sexto ha hecho su respectivo trabajo.

R: ¿Y con la intensidad horario profe, alcanza a abordar lo que es propuesto en el currículo sugerido?

I6: Dependiendo el grupo, tenemos 3 horas, depende el avance, todo lo mío es contextualizado, todo lo que yo hago es sin afán y a nosotros no nos controlan en el colegio eso, somos completamente libres, nosotros proponemos las 40 semanas de trabajo pero si yo veo que ese grupo necesita que nos devolvamos, yo me devuelvo las horas que sean necesarias, en ese sentido se pone en el planeador y ya, sin problema.

R: Profe, no queda más que agradecerle por su tiempo y ayuda.

APPENDIX 4

Table 13.

Validation Rubric Semi-structured interview.

Unidad Central del Valle del Cauca											
Maestría en Bilingüismo y Educación											
Proyecto de investigación: Concepciones y percepciones de los docentes de inglés de Buga y Tuluá hacia las políticas colombianas de Bilingüismo											
Diseñado por: Juliana Andrea Idárraga y Natalie Rayo Suárez											
Rúbrica de validación de Contenido. Cuestionario ad hoc docentes											
Componentes	Categorías	Preguntas	Redacción			Pertinencia			Estructura		
			Insuficiente	Suficiente	Satisfactorio	No necesario	Útil pero no esencial	Esencial	Deficiente	Regular	Excelente
Concepciones	Esta pregunta no se clasifica dentro de una categoría, ya que es introductoria y pretende contextualizar al entrevistado sobre el tema.	1									
	Recursos	2									
	Capacitación docente	3									
	Componente pedagógico y metodológico	4									
	Evaluación	5									
Percepciones	Componente pedagógico y metodológico	6									
	Recursos	7									
	Capacitación docente	8									
	Evaluación	9									
		10									

Note. The table displays the validation rubric that was sent to experts in order to evaluate the validate of the interview designed. Idárraga and Rayo (2022) Conceptions and perceptions of English teachers from Buga and Tuluá towards Colombian bilingualism policy.