



CRITICAL AND DESCRIPTIVE ANALYSIS OF PUBLIC PRIMARY ENGLISH
TEACHERS' NEEDS IN SANTIAGO DE CALI

YENNY BETANCOURTH
IWINZA SANCHEZ

SUPERVISOR: HECTOR FABIO BIANCHA

UNIVERSIDAD ICESI
MASTER'S DEGREE IN TEACHING ENGLISH
AS A FOREIGN LANGUAGE
SANTIAGO DE CALI

MAY 2022

CRITICAL AND DESCRIPTIVE ANALYSIS OF PUBLIC PRIMARY ENGLISH
TEACHERS' NEEDS IN SANTIAGO DE CALI

DEDICATION

We dedicate this project to God because he has crossed our paths to work together and study for a Master's degree. He has given us the strength and ability to finish it successfully. We thank our family for their unconditional encouragement. To the tutor, Hector Fabio Biancha for his guidance, patience, and kindness during this process. Also, we dedicate this work to all the professors that were part of our personal and professional growth, especially Professor Diana Diaz for her professionalism and support.

ACKNOWLEDGEMENTS

The path has been long and full of obstacles, but only this has led us to true success. Two years have passed since we started our Master's educational project in which we had the opportunity to be part of a great place called Icesi University. We met invaluable people including fellows, students, teachers, and administrative staff. We made new friends. We owe each one of them a lot of thanks for their support, patience, and collaboration during those long academic days.

We particularly thank the director of the School of Education of Sciences, Dr. Margarita Diaz. Dr. Hector Fabio Biancha our theses Advisor, Dr. Tim Mar, JoEllen Simpson, and Cristina Peñafort. We carry you in our hearts for your teachings and contributions to our personal and professional life.

Thank you all.

ABSTRACT

Teaching English in the public sector in Colombia is an important but challenging task, as there is a significant lack of qualified teachers to meet the growing demand for English language education. With the globalization of the economy and the increasing importance of English in the job market, there is a strong need for students in Colombia to develop their English language skills. However, many public schools in Colombia lack the resources and support needed to provide high-quality English instruction, leading to a significant gap in educational opportunities for students. As a result, there is a pressing need for qualified teachers who are willing to work in the public sector and help bridge this gap. In this qualitative research, we critically analyzed the needs and wants of 10 primary English teachers in the public sector in Santiago de Cali, as well as their experiences, challenges, and perceptions of their important role during their English learning process, professional development, and teaching practices.

keywords: Critical analysis, needs, English learning process, professional development, teaching practice, primary English teachers, public sector.

TABLE OF CONTENTS

CRITICAL AND DESCRIPTIVE ANALYSIS OF PUBLIC PRIMARY ENGLISH TEACHERS' NEEDS IN SANTIAGO DE CALI	2
DEDICATION	3
ACKNOWLEDGEMENTS.....	4
ABSTRACT	5
TABLE OF CONTENTS	6
INTRODUCTION.....	7
PROBLEM STATEMENT, RESEARCH QUESTION, GENERAL AND SPECIFIC OBJECTIVES.....	8
JUSTIFICATION	8
PROBLEM STATEMENT	10
CONTEXT.....	12
RESEARCH QUESTIONS	12
GENERAL OBJECTIVE	12
SPECIFIC OBJECTIVES:	12
RESEARCH METHODOLOGY.....	13
DATA COLLECTION	17
LITERATURE REVIEW & THEORETICAL FRAMEWORK.....	18
Teacher Professional Development	18
English Proficiency in Teachers at the primary level in Colombia.....	20
Speaking skills	3
Learning strategies for the development of Speaking	3
RESULTS AND DATA ANALYSIS.....	5
CONCLUSIONS AND REFLECTIONS	16
REFERENCES:.....	19

INTRODUCTION

One of the closest realities in Colombia to a clear view of the education system is the daily life in public institutions, specifically, the daily life of English teachers in the public sector. The ministry of Education has established different laws about how to become a bilingual nation, the most important of them is the “National plan of Bilingualism” (2024), which must be carried out in every public school in Colombia.

However, how much of this program is being accomplished in English classes in primary? Are teachers professionally prepared to assume these demands? Are students achieving the English level goals proposed by the ministry of education? Do they have the proper conditions and resources to do it?

It is known that teachers in the public sector constantly face many difficulties, nevertheless, it is necessary to appreciate this reality from the principal characters of the story: primary English teachers. Some of the previous concerns will be discussed in this qualitative research throughout the narrative of ten primary English teachers, collected in an interview. Teachers shared information about their personal and professional backgrounds. Teachers described their own English learning processes: How did they learn English? How much time did they spend studying? their professional development: What did they study? Does the school provide them with training? including current studies and how this training has influenced their teaching practices: What strategies do they use in their classes? What resources do they use? Is translanguaging applied in the classes? How is the environment in the classroom? How many students do they have? What are teachers' and students' expectations of the English class?

This research addresses ten perspectives about the needs of public sector primary English teachers and the possible implications of teaching English to primary students in Teachers' speaking skills.

PROBLEM STATEMENT, RESEARCH QUESTION, GENERAL AND SPECIFIC OBJECTIVES

JUSTIFICATION

The National Ministry of Education in Colombia establishes a series of requirements to be an English teacher. In the first place, finishing an undergraduate study in foreign languages is required to achieve and certify the knowledge in a series of communication skills in the different levels of English established in the European Framework. In the second place, it guarantees a specific knowledge in specific didactics in the teaching of English as a foreign language.

This determines that any professional should have a minimum level of B2 proficiency, and English teachers should fit in the C1 level in order to teach at Elementary, Intermediate and Advanced levels. A B2 and C1 level user is considered as an **Independent User - Proficient user in the Common European Framework (see CERF table)**, which certifies that a speaker reliably masters all communication skills in English. The main objective of this process is to transmit those same skills to students in school or other educational environments. In such a way, the student acquires this skill and applies it in real-life interactions.

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Taken from: <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>

In the previous table, it specifies the different classifications established by the Common European Framework.

Public schools constantly need more teachers with qualified proficiency in English. Teacher who do not have an English language teaching degree are placed in the primary school level and as part of their workload they have to teach English even though if they do not have the professional knowledge to work on the field (Cárdenas, 2001).

This is the reason why this masters report focuses on exploring the needs these

teachers experience in their everyday practices when teaching English, to go to new areas, we decided to direct this thesis report to a direction which has not been fully explored and it has to do with the needs, lacks and wants English teachers with a degree in the teaching of English as a foreign language face when teaching in primary. We decided to explore their perspective around their needs, since most research studies have exclusively focus on teachers who do not hold a degree in applied linguistics.

In summary, this research will focus on teachers who, even with a Foreign Language degree, do not feel an adequate English proficiency to fulfill students' needs during their classes. As pointed out by Correa & González, (2016), this is how in 2012 in the Program for International Student Assessment (PISA), Colombian students got the lowest score in mathematics, reading, and science (OECD, 2012b). These low numbers also apply to English. According to the English Proficiency Index, which evaluates the English level of 70 countries worldwide, in 2015, Colombia occupied the second to last position in South America after Venezuela, and the 57th in the world, with an overall level of too low (English First, 2015).

PROBLEM STATEMENT

It is known that when learning a foreign language, it is necessary to put into practice all the skills and to be regularly in contact with the target language to become a competent user of the language; at least, this is the argument teachers give to their students, but what happens when foreign language teachers are not constantly exposed to the interaction within the language after several years? How do English teachers can keep up updated in terms of didactics and English proficiency under this context where English is not very often used? How does this reality affect the current and future policies?

A study carried out by Cardenas & Chavez (2013), cited by Buendía & Macías (2019:65), in which different teachers participated in language tests, self-rating, and professional development programs revealed that it is necessary to "recognize the need of understanding proficiency at other levels and incorporating teachers'

perceptions of their proficiency" and that there are "significant differences of teachers' language proficiency between high school and elementary school. Lower levels in the public sector, especially at primary school"

This reality of many English teachers in Colombia at elementary, public, and even in non-bilingual private schools' evidence that the barely English oral interaction they have is during their classes; some primary teachers have expressed that they feel like their ability to communicate in English has changed since the interaction is very limited to what happens in their classes with their students.

In our experience as elementary teachers, we have observed that at this level, it is necessary to adapt or reduce the usage of English in the class, use code-switching, and sometimes use more Spanish than the target language to teach students. Therefore, this does not allow us to interact constantly in English, and consequently, there is a decrease in our English-speaking proficiency. This research attempts to find those needs, lacks and wants in order to think of possible strategies to help elementary language teachers improve their English proficiency as well as their practices.

CONTEXT

This research focuses on ten (10) English teachers of different ages and distinct years of experience. These teachers work at public institutions in Cali, teaching elementary grades (1st to 5th grade). They are titled with an undergraduate degree in Foreign Languages Teaching, certified by a Colombian University. The teachers shared with us their experiences in in-depth interviews and told us their perceptions about teaching elementary school students and their views about their English-speaking level.

RESEARCH QUESTIONS

The previous information brings to our pedagogical setting a research question that places elementary English teachers as the main target of this research, which attempts to find:

- What are the needs, lacks, and wants of public primary English teachers in Cali?
- How do these needs, lacks, and wants affect English teaching and learning processes in public elementary schools?

GENERAL OBJECTIVE

- To critically analyze public school English teachers' needs, lacks, and wants concerning English teaching practices.

SPECIFIC OBJECTIVES:

- To identify teachers' perspectives, beliefs, and opinions about their needs, lacks, and wants in their English teaching practice.
- To describe teachers' needs, lacks and wants in their English teaching practices.

RESEARCH METHODOLOGY

In the first place, this thesis report used the research methodology of an environmental and needs analysis to identify teacher's needs, lacks and wants. A need analysis identifies the gap between the current state and the desired state of a person, group, or organization (Nation, 2005). They are typically used in educational environments to determine an individual or group's specific training or development needs. The purpose of a need analysis is to identify areas where improvement is needed and to prioritize those needs to develop an effective action plan.

A need analysis includes some steps such as:

- Define the problem; means identifying the problem that needs to be addressed.
- Identify the stakeholders: Determine who will be affected by the problem and gather their input.
- Gather data: Collect data through various methods, such as interviews, surveys, focus groups, and more.
- Analyze the data: Analyze the data to identify patterns, trends, and areas for improvement.
- Develop a plan of action to address the identified needs and prioritize them based on importance.
- Implement a plan: Implement a plan of action and monitor progress to ensure that the needs are met.
- Evaluate the results of the needs analysis and monitor progress to make adjustments needed.

The needs analysis results can be used to develop training programs, design an educational curriculum and improve organizational processes (Nation, 2005).

As a second input, the narrative research principles approach to qualitative research and a methodology based on the reflection of human experiences was also used. These narratives are transmitted by storytelling (Bamberg, 2006; Freeman, 2006). They usually combine different versions of a specific topic in different times and

spaces but share relationships between the characters and the general situation (Cobley, 2001; Czarniawski, 2004).

This research studies how humans interact and perceive the world and their reality. The outcome of every single story is what narrative researchers collect to write narratives of experiences (Gudmundsdottir, 2001).

In accordance with Bolívar, Segovia, Fernández (2001) cited by Huchim and Reyes (2013:34)"...la investigación biográfica-narrativa se ha legitimado como una forma de construir conocimiento en la investigación educativa y social". Narrative research has become stronger during the last few years. Many researchers in psychology, sociology, and education, use this approach to enrich their investigations with life stories. As mentioned by Huchim and Reyes (2013), citing (Bolívar et al., 2001), narratives "allow researchers to interpret issues and actions told by teachers."

Derik (2011:245) states, "A narrative inquiry design promotes an open discussion by the participants of their perceptions of issues and concerns in the field of investigation and their thoughts on causes about it." In this research, the use of interviews, discussions, and an exploration of previous experiences, will help us find some exciting matters about the Teachers' oral interaction in and outside the classrooms. In the same way, we will identify teachers' feelings, beliefs, thoughts, perceptions, behavior, and identity as English speakers regarding their oral skills to communicate in English.

There are two types of the most common instruments used in this approach, stated by Huchim and Reyes (2013) with the data of Bolívar et al. (2001), Flick (2004), Appel (2005) y Pujadas (1994):

- **PERSONAL DOCUMENTS:** Autobiographies, personal diaries, letters, photographs, videos and movies, yearbook.
- **BIBLIOGRAPHY REGISTER:** Storytelling, interviews, autobiography interviews, conversations, field notes, Biograms.

Lastly, the data collection tools used in this thesis report were selected according to the instruments in the narrative research, during our research, we

will implement the following:

- A bio gram about teachers' professional backgrounds will be created to provide a closer look at the teachers' context and historical events related to their English learning process.
- A Semi-structured interview will be applied, where the participants will be exposed to a discussion through a Serie of open questions. Participants' voices will be recorded with a particular recording device, and the transcription of these interviews will be available for further consultation.
- Surveys will be a handy tool because they will facilitate the diagnosis and the view of the teachers' progress in the strategies applied in the research.
- The last tool that will be considered is a consent letter for all participants, intended to have their permission to use their information for academic purposes in the present research. Participants will read this letter and sign it at the beginning of the implementation of the research.

ELEMENTARY TEACHERS' PROFILE

Name	Age	Teaching experience	Academic background	English proficiency	Context
Teacher 1	40	15 years	Master's degree	B2	Public school
Teacher 2	39	10 years	Master's degree	B2	Public school
Teacher 3	30	7 years	Master's degree	B2	Public school
Teacher 4	38	12 years	Master's degree	B2	Public school
Teacher 5	47	13 years	Master's degree	C2	Public school
Teacher 6	28	5 years	Bachelor's degree	B2	Public school
Teacher 7	35	10	Master's degree	B2	Public school
Teacher 8	30	6	Bachelor's degree	B2	Public school
Teacher 9	50	25	Bachelor's degree	B2	Public school
Teacher 10	45	27	Master's degree	B2	Public school

Some of the participants were chose while we as researchers were coursing the Master's degree. Teachers were receiving the training in the same classroom and constantly talked about the difficult environment they use to live day by day in public institutions. The others were chosen because they availability to participate in the research.

DATA COLLECTION

STAGE I

In the first stage, it was necessary to identify the problem that was about to be explored. In this opportunity, we found the factors that affected teachers' English level and teaching practices, and, in the same way, we researched about some strategies to help teachers improve their oral proficiency in class.

STAGE II

In the second stage, we considered a group of 10 teachers with Master's degrees who work at Public and Private schools in Cali at the elementary school level. We explored whether their profile matches the purpose of this research following the following requirements:

- English teachers in Elementary grades are teaching in a public school.
- Teachers who have noticed a relevant change in their Speaking level.
- Teachers with six or more years of experience in teaching English.
- Teachers with five years or less of experience in teaching English.

STAGE III

In the third stage, ten private and public elementary school teachers were contacted and asked about their voluntary participation in our research. Also, the participants that accepted to contribute to this research read and signed a letter of consent about the acceptance of using their experiences, voice record, and comments as a part of the data collection.

STAGE IV:

In the fourth stage, researchers met the participants virtually or face to face, depending on the teacher's agreement, to conduct an interview in which participants' voices were recorded to collect their experiences, feelings, and thoughts.

STAGE V:

In this fifth stage, researchers took the interviews, retold the individual's story, and transcribed them into a script. We collected all the notes and papers related to the data collected.

STAGE VI

The Analysis of the data was done at this stage. We analyzed the answers and comments made during the interviews and the notes taken in the field diary with different research studies, we also made comparisons with our own experiences as primary English teachers in order to get a full picture of what was said and shown during this process.

STAGE VII

In this last stage, we organized the information and wrote the final paper, containing the results, conclusions, and ideas for further research.

Considering the seven steps in the Narrative research, the schedule of the activities was designed (See Annexes 1).

LITERATURE REVIEW & THEORETICAL FRAMEWORK

Teacher Professional Development

Celce-Murcia & Olshtain (2000) believe teachers must develop professional knowledge and expertise in their specific field. This process becomes meaningful when it is done through research, reflection, and self-analysis. They reflect on their acts, behaviors, decisions, and performance. Based on experiences, teachers can develop personal and professional beliefs that empower and encourage growth in their teaching practices, approaches, attitudes, and methods.

Additionally, it is crucial to understand that effective teacher professional development includes training, practice, and feedback, which is to say, they must count on adequate support during the process. In language teachers, one of the principal activities is developing everyone's skills, and oral production is what most teachers focus on. The reflection in own performance and the perception of every teacher's proficiency allows us to determine what strategies can help them reach a proficient English level.

For this reason, The Ministry of Education has planned a series of encounters with secondary English teachers from 2018 to 2022 called "Inspiring teachers" to provide them with tools for improving their teaching practices and, at the same time, their language knowledge. Even though the responsibility of growing language skills is not only a task of the government, teachers need to develop and look for strategies to become more efficient in using the target language.

English Proficiency in Teachers at the primary level in Colombia

To speak another language and make oneself understood, achieving a perfect level of competence and control is not necessary. In fact, people can communicate with very little linguistic knowledge. They can use body language, demonstration repetition, and various other strategies to make themselves understood, even though foreign language teachers must be the exception to this rule. They should show significant effectiveness and properness in communicating in specific environments. It is to say they should be competent enough to perform in the target language.

As stated in *The National English Program* presented by Cely in 2009 in the *Simposio of Bilingüilism* in Armenia, since 2004, the Colombian Ministry of Education has developed different policies to reach particular political interests and educational goals in the personal, social, and economic environment considering the country needs. The English teachers' profile is a crucial basis for developing these goals. Consequently, the Ministry of education has established a specific profile for English language teachers to be competent professionals and users of the language.

Bastidas et al. (2015) mentioned that a series of diagnostic tests were applied to English teachers in 11 territories in Colombia in 2005, Altablero journal. Three thousand four hundred twenty-two teachers participated in determining their English level. Results showed that 64,4 % of the teachers in the country were in basic levels: pre-A1, A1, and A2 level (See CERF table levels), 32.8% were in intermediate level: B1 and B2, and only 8.7% reached the goal proposed that is B2, and 1.2% of the population were between C1 and C2 level, which means they are advance users of the language.

Cárdenas & Chaves (2013) reports that by the Common European Framework of Reference (2001), The target is to have in-service teachers with a level of B2 and those teachers who graduated from Language Programs with a level of C1. Teachers need to demonstrate the ability to understand demanding texts, imply meaning, show themselves fluent and spontaneous, and be able to use language for social, academic,

and professional purposes showing control of well-structured use of the language.

Globalization is a phenomenon that affects every country in the world. It could be defined as a process of interaction in which there are phases of integration and flow between all countries in areas such as trade, culture, science, technology, etc. A particular aspect of this phenomenon is that as it is built, it progressively changes the environment. For example, a need to consider laws and aspects related to education, training, and training of societies. Aiming to achieve labor-trained societies to face the new challenges demanded by globalization.

According to (Cárdenas, 2008), "The evolution of societies in the last decades of the last century and what has elapsed since this one has shown a growing trend towards globalization. This phenomenon affects all components of life in society, and education has not escaped its effects. In this way, when educational legislation is enacted in many countries, incompatibilities and inconsistencies are generated between the standardizing norm and the reality of the country: competencies are homogenized, foreign models are adopted without taking into account the socio-cultural reality, the national character is lost, regional and, incidentally, their own identity vanishes."

In Colombia, education is regulated through the general education law (law 115 of 1994). and somehow responds to the challenges of globalization through article 21. This Law is projected as a result of new goals and challenges for the National Education System. Some of its characteristics are that it has coverage on all levels of training (Preschool, primary, secondary, and higher) of students in the area of Bilingualism, generating this that the national administration must develop, formalize and adapt public policies that guarantee the acquisition of a second language in all public and private training institutions nationwide.

Therefore, in Colombia, the National Bilingualism Plan (PNB) began in 2004, and its objective is to strengthen the competencies in English proficiency of students at all levels of formal education.

According to (Cárdenas, 2008), "Bilingualism is a social phenomenon that has existed since the beginning of the history of contact between human communities and of growing interest in the globalized world. It escapes a clear definition accepted by all. Broadly, we can define it as the acquisition, learning, and use of more than one language by an individual or a group of individuals. There is a wide diversity in the way the concept of Bilingualism is approached; There are elements of psychological, sociological, and linguistic order, among others, that support points of view about the level of competence, the needs, and the use made of languages, the contexts in which they are used, the acceptance that the speakers have for part of the community, etc., that determine the definitions of this phenomenon."

In this way, and in order to project credibility in the educational training process that has been launched, it is essential to bring the issue of quality to the fore. The question would be how to verify a quality process on GNP? For the above, defining the concept of standard is a priority. In the case that interests us, it is the standard of competence in the management of English. It is therefore a goal and the way in which we measure that goal (Cárdenas, 2008, p82)

For the case that interests us (National Bilingualism Plan) and being aware that it is part of this global educational trend, it is vitally important to have a perception about the way in which it is developing in the country and if it is compatible with our reality. National. For this, we take the study by Cárdenas and Hernandez, 2008 entitled Implementation of the National Bilingualism Program in Cali Colombia: Profiles of English teachers. Study in which the author tries to determine the program's evolution in some educational institutions of public and private sectors of the city of Cali, Colombia. The program in some educational institutions of public and private sectors of the city of Cali, Colombia.

The study starts from a problem: More evidence must be found between the reality of teaching foreign languages and the Law that gives life to the SNB.

Product of the previous approach, the author structures the following question: ¿What are the profiles of English teachers in charge of the academic implementation

of the national Bilingualism program in public and private institutions in the city of Cali, Colombia?

Concerning the above, the author considers that one of the ways to have an idea about the progress of the GNP in Colombia is to focus on the measurement of an educational variable that in theory should reflect the state of the program. The profile of the English teacher in the institutions subject to study in the city of Cali, Colombia.

Intending with the above to assess the implementation of educational policies, particularly the teaching of foreign languages in scenarios that reflect the real conditions of the public and private educational sectors that cover medium and low strata.

For this, the author focuses on a methodological design based on surveys that allow mixed-type studies (qualitative and quantitative variables). Focus group interviews, competency tests, and desk studies were also used. The survey was designed in a semi-structured way with binary (yes/no) and open questions with five sections: General information, demographic profile, socioeconomic profile, academic profile, and linguistic profile.

For the description of the linguistic profile, the author focuses on two tests: the English language test, and the Quick Placement Test (QPT), and classifies in levels from A1 to C2 of the Common European Framework of Reference and the QPT2 and the Oxford Online Placement Test. (OOPT) as a reliability test

Area plans, course programs, and evaluations were also collected. The data collection time was one year.

As a result of this study, it was obtained that:

Public sector:

- 23.16% were qualified with level A1
- 30.48% level A2
- 29.26% level B1
- 15.85% level B2
- 1.21% C1 level

Most of the teachers surveyed in public schools have a level of English that varies between A1 and B1.

Private sector:

No record of teachers located in A1 was found	20% B2
24% A2 level	16% C1
36% B1	3.77% C2

The previous results indicate that most teachers surveyed have a level that varies between A2 and B2. Results indicate that teachers from private institutions have a better level of English than those from public institutions

The study also shows that secondary school teachers are better informed about the existence of the CEFR than primary school teachers. According to the author, one of the fundamental axes of the program is the English teacher. Suppose we adhere to the government projection of the program. In that case, the leading English teacher of bilingual training processes should have above-average competence and proficiency in the language, but reality clashes with what is desired.

According to multiple authors, the proficiency in the English language in the majority of the professors of public institutions is below the required level and in relation to the professors of private institutions it is barely higher than that of the public professors.

Carrillo, Castañeda, Forero, and Hernandez (2009) consider that teachers show weaknesses in language training and consider that there are areas with more significant weaknesses, such as student motivation, the use of technology in the classroom, and mastery of the tongue.

Similarly (Sanchez Jabba, 2013) establishes that according to the English language tests administered to public teachers in 2011, a low level of performance in the competencies required by the evaluation can be evidenced.

From the preceding, it is clear that there must be institutional policies that lead to solving the problems encountered. For this reason, the GNP established a series of actions to strengthen teachers' profiles.

According to (Cárdenas, 2008) "In addition to the constant verification/diagnosis of the English levels of students and teachers in the country, another of the fields in which actions have been carried out within the GNP are the following:

Teacher training. Teacher training has been working on two fronts: language and methodology. As far as language is concerned, English immersion programs are being implemented on the island of San Andrés for teachers in the official sector. Additionally, and in conjunction with the Colombian Institute of Credit and Technical Studies Abroad (ICETEX), the English without Borders program was created. A program that helps official and private school teachers obtain discounts according to their socioeconomic status to allow them to access language courses in certified institutes. Teachers can choose the language and the language institute where they want to study within those that are attached to the agreement

Regarding teacher training on methodology, the Fullbright Commission has been linked to the PNB through regional English workshops. On the other hand, the National government summoned 2005 teachers from official and private universities in the country who took an intensive preparation course for the ICALT (In-Service Certificate in the English Language 54 Teaching) offered by the British Council in agreement with the MEN

(Cárdenas, 2008) also says that in public institutions, the teachers in charge of teaching English to children have training in different academic areas, and only a low percentage have training in the teaching of a foreign language; they have limited resources in the classroom, the resource The board is the most used (Hernandez & Faustino, 2006), most of the class the teacher uses it for organizational activities, to give instructions or to make discipline recommendations.

Therefore, the time allocated for the class is limited, and the use of English within the class needs to be longer. He also says that the contents of the class are mainly focused on vocabulary, pronunciation, and grammar.

Speaking skills

All humans need to communicate with each other, and this is where language plays a fundamental role in people's interaction.

Language comprises four skills: speaking, listening, reading, and writing. Each skill allows learners to communicate in their mother tongue or target language. Although, in a target language, the acquisition of Speaking skills is one of the crucial parts of the language-learning process because it is fundamental to adjust our mental system to fit the new language and culture.

Therefore, Speaking skills enable learners to express feelings, emotions, beliefs, ideas, and attitudes. In other words, they can convey meaning through oral interaction in a social or cultural context.

Other elements are put into action whenever language is used, such as the phonological, grammatical, and lexical resources, as illustrated by Cook in 1989, which play a crucial role when communicating in another language. Same as vocabulary, intonation, articulation, formal and informal expressions, and gestures stated by Dincer and Yesilyurt (2013), make part of an interactive process to produce, receive, and process information to construct meaning. This performance in a particular language means that learners have successfully mastered the target language and have reached adequate proficiency.

Learning strategies for the development of Speaking

The skills to speak a foreign language or second language depends on multiple factors among the strategies used to strengthen skills, in this case, the Speaking skill.

In this regard, multiple researchers have contributed to the knowledge of the subject. Samad (2021) highlights the three strategies used in settings for adult learners of English as a foreign language that focuses on the oral communication process. Samad classifies as cognitive, in which students can practice what they have learned in metacognitive plan tasks to gather and organize materials and spaces. Here, students can apply processes such as organization planning and monitoring. Socio-affective: identifying factors such as mood and anxiety situations and using positive dialogue to connect knowledge with cooperation techniques with their classmates intending to strengthen their oral fluency.

In his article by Limerantoa (2022), "Exploring EFL Graduate Students' Perspectives and Strategies to Improve English-speaking Skills," he mentions factors associated with the limited fluency of English as a foreign language. He describes some characteristics as lacking vocabulary, limited pronunciation, and motivation. Some teaching strategies suggested by the author include using an online dictionary and watching movies without English subtitles.

In 1990, the University of Oxford designed a system to strengthen language learning called the inventory of strategies for language learning (SILL Oxford). This system used to date in linguistic research was divided into two groups and six areas.

The indirect strategies in the first group focus on the affective and social metacognitive areas. The second group is the direct strategy, which focuses on cognitive and compensatory memory.

Alfarisy (2022) illustrates this in The Use of SILL Oxford on Understanding the Speaking Learning Strategies. The author describes the use and understanding of classroom learning strategies used by the population under study through a Sill Oxford questionnaire. The author finds that 72,7% use metacognitive strategies and 56,7% use practical methods. It also finds that most of the population under study uses techniques such as attention, using resources to receive messages, strategies for sending messages, and using the target language outside the classroom.

RESULTS AND DATA ANALYSIS

A sample of 10 English teachers who teach in elementary school classrooms in public institutions in the city of Santiago de Cali were used for this research work. For the collection of experiences, an in-depth interview and survey was designed covering three areas: Experiences within their own English learning, experiences in academic formation processes or training and experiences in the classroom. The following results were found and organized according to the research questions of this master's report that aimed at identifying what were teachers' needs, lacks and wants in their English teaching practices:

Process of learning English

When asking the group of questions that tried to describe the experiences of the ten Elementary teachers interviewed within their process of learning English as a foreign language, several trends were found.

Six of the ten interviewees (60%) declared that they acquired basic learning in the first years of high school. However, the other 40% said "I feel that I learned more on my own than in the course I received", "I consider myself self-taught because I always use online applications such as Duolingo", another teacher said "For me, English music was always my companion. Another thing I used to do was to write short sentences in English". This means that the teachers were divided into strengthening of the second foreign language was developed in a self-taught way through experiences or contact with Native language forms, as is the music, tv shows, and learning English in language institutes. The answer reflects in a way the limited importance that the educational system has given to teaching English and keeping improving teachers' proficiency English competency in the professional context of society.

It is also important to highlight that with respect to the question, what skill was easiest for you and most difficult for you to learn? Eight out of ten respondents (80%)

answered that the skill that was most facilitated in their first years of learning English as a foreign language was writing and grammar: “ The one that was easiest for me was the writing skill because the writing processes at that time were centered on grammatical commands”. This could be possible considering the results of (Gutierrez 2005 p5), a study in which the author describes the preferences of a student population for written language because oral language implies more skills and vocalization as mention by some teachers “the one that was difficult for me was speaking English”, “The one that was most difficult for me was speaking because this skill requires much more practice and more dedication in hours of immersion” “ because it is the skill that requires the most investment in time and effort”, in addition to the possibility of committing more errors, or make them more visible. These results could be because English was always taught based on the grammar and writing components in the traditional educational system during the teachers’ English learning process.

It is also important that when asked the question, how did you feel in general about the content of the English course you received? The ten respondents (100%) agreed that, in their initiation course in English as a foreign language, the content of the course was considered basic and elementary for the acquisition of the four English skills. Teachers said "The truth is that I think I learned very little in my basic course. I think that I was able to strengthen myself at the University and later in my job role", “I think I learned a few things. I learned the basics. I have learned the most through experience and years of immersion in English”, “At the beginning, I learned very little because I only could identify some words in English”. The previous coincides with what was determined by Correa (2016), where assures that among the many difficulties faced by immersion programs in English as a foreign language directed by the Ministry of Education are those that refer to inadequate content or essential.

In relation to the question, what strategies did you use to strengthen your learning? Seven of the ten teachers (70%) answered that they used the exercise of listening to music in English on their own time as a personal learning strategy. The foregoing is understandable because (Gutierrez, 2005, p.5) found that among the topics that were most facilitated for the study population to generate communication in English were music, movies, and stories. Areas of interest in the student population and consequently of easy incorporation as didactic strategies in the process of

learning English as a second language. One of the teachers mentioned “I had the opportunity of making a cultural exchange to become more competent in English”.

Respecting the question, are you doing any courses or studies to strengthen your English? Six of the ten (60%) interviewees teachers answered that they have just finished a Master’s degree or they are currently doing postgraduate or institutional training. All the six teachers expressed their satisfactory feeling about the training they received on the master with comments such as “ I feel that my English level is better after finishing the Master” “I am not afraid of talking to someone in English” “I feel more confident about my English level” .The remaining three still need to receive institutional training. The preceding is consistent with what was stated by (Buendía & Macias, 2019), a study in which it is ensured that the knowledge that teachers obtain through teacher training programs and courses becomes insufficient and may not always coincide with the reality of the school context in which they have to start teaching.

These results show the need for coherence between governmental policies to materialize bilingualism processes in our country and the investment in human resources to achieve the proposed objectives.

In relation to the question, do you speak another language? Only one of the ten Teachers (1%) answered that he spoke more than one language as a foreign language since he also speaks French in addition to English. The rest of the respondents answered that they only speak English as a foreign language. This could indicate a possible crack in the interest of teachers, language demands or in the Colombian educational system when informing people in general about offers about other languages courses, if they already exist and at the same time the little importance given to the intercultural communicative process in our educational system.

When we decided to explore the process of learning English for these ten teachers, we wanted to identify the experiences they went through in order to understand one the most common English language teaching needs: keeping a C1 proficiency level when teaching English after several years in primary. The need for constant code switching, the need for making your speech slower and basic in order

to facilitate students understanding and also the need to use Spanish to complete school demands are all factors that influence teachers' proficiency level.

Professional development

Subsequently, when focusing on the group of questions whose objective was to determine the experiences of the respondent within their professional training process. The following questions were addressed:

Have you received training or support for teaching English? eight of ten teachers (80%) established that they had received some institutional training, but that it was not enough. When asked about why was it not enough, respondents expressed most of these training were very short which did not allow them to constantly improve on their flaws, besides schools' policies sometimes focus on aspects completely different to what these training focus about.

It is important to note that of the ten teachers, eight reported having a professional degree in teaching English as a foreign language certified by a university recognized by the Colombian Ministry of Education. The foregoing is consistent with Cárdenas, 2001, since the study in which the training standards for English teachers in Colombia were exposed. On the other hand, eight of the ten interviewees (20%) declared that his professional title differed from that of a degree in languages, stating that they were assigned the position of teaching English at the school due to their educational title as an elementary teacher. The foregoing is consistent with what was stated by Correa (2016) who he assures that a good part of the teachers in English in Colombia does not have a professional degree in languages or foreign languages.

When asked about how do you feel about your own command of the language? Seven of the ten respondents (70%) stated that they perceived the need to strengthen their level of English proficiency because they are immersed constantly in an environment that does not help them be in constant contact with the language, because most the time their classes are given in a high percentage in their mother

tongue. The other three stated that they recognized that their English level is not perfect, but they feel satisfied with their command of the English language. The foregoing understood can be considering in what Cárdenas & Hernandez (2008) state where most of the teachers surveyed belonging to public schools have a level of English that varies between B1 and B2, according to some tests they have taken in the past.

Connected with the above, it is important to highlight the contribution of Correa, 2016 in which the author assures that, in the training processes designed by the Ministry of Education, a good part of the courses have to be taught in Spanish because the population of teachers who apply is very heterogeneous. As mentioned by some teachers, they perceive that a good part of secondary school teachers has a better command of English than elementary teachers. When teaching courses in English, teachers can observe certain difficulties in students to understand instructions, commands, and the class itself. Therefore, it is necessary to teach the courses in Spanish, and in this way, the course does not contribute to strengthening communication in English.

The results represent uncertainty in the process of proficiency in the use of English as a foreign language, provoking a low interaction in the target language for both teachers and learners.

Teachers stated that the ministry education together with the Bilingualism program provides them certain training focused on English teaching strategies, but they mention that those preparation courses are promoted for high school teachers and most of the time they do not have the opportunity to receive training due to lack of information about them or because the schedule these courses are programmed.

Teaching practice

In the same way, when focusing on the group of questions whose objective was to determine the experiences of the respondents with respect to their teaching practice, we found that:

When asked the question, why do you teach your English course? The ten respondents (100%) agreed that they did it because they liked to teach English, and one responded that it was a family tradition. In contrast to what one might think, the results corresponding to this question go against the popular theory that suggests that those who teach do so because they did not have the opportunity in another area with better social and professional representation.

When asked, how do you see the importance of learning the content of English in the course? We got a very diverse set of responses. Six respondents (60%) consider that the content is important because through it the skills in English proficiency are achieved, four consider that it is important because it is the mandate of the Ministry of National Education, another respondent thinks that the norm of the Ministry and reality in the classroom do not go in the same direction. This confirms the commitment of teachers to the guidelines and goals set by the country's educational authorities.

Concerning the question, how do you see the importance of using English in your course? All respondents (100%) consider using English in the course to be very important since this strategy allows students to acquire English proficiency skills more effectively and faster.

In relation to the question, what part of your course do you teach in English in terms of percentage? Two of the respondents (40%) consider that the course they taught was in English above 70% and the rest varies between 40 and 50%. Regarding the question, how do you feel about your experience teaching your English course? All those surveyed (100%) consider that they feel good because it is what they like but that it is also a professional challenge because not all students like English, and particular situations arise, such as assuming groups of lots of students and few hours of English. This coincides with what he found (Gonzalez and Sierra 2002 p11). Study in which the authors ensure that in the study population, some obstacles were evident to assume an influential role within their teaching practice, such as the excessive size of the groups that constitute the primary classrooms and the reduced time spent intended for the teaching of English in primary education.

These responses centralize the teacher's challenge around the shortcomings

of the educational system. This means that there are many things to be corrected within the educational system and policies in the country.

In relation to the question, do you include a linguistic objective in your course? Four respondents (40%) consider that they have included communication in English as a linguistic objective in class. A response that is consistent with the findings of Gutierrez (2005, p.5) in which the author described the importance of communicating orally in English to strengthen English as a foreign language. The other respondents have given answers related to the guidebook or the classroom project.

When asked what strategies do students use to manage and support learning? Six of the teachers (60%) stated that students who like English strengthen their English learning through dynamics such as listening to listening material in English (songs). Others paraphrase in English in home settings. Findings coincide with what he exposed (Samad, 2021:49, 51). Results in which the author highlights that three strategies are used in school environments to strengthen English, among which we find the cognitive and socio-affective, in which students have the possibility of strengthening their knowledge and at the same time connecting them with their socio-affective part.

These responses show that in the classrooms of educational institutions, the tools that students have to support their learning process are very basic and that they have to resort to improvised methods to strengthen their process of learning English as a foreign language.

About the question, do your students achieve the objectives of the course? All those surveyed agreed that only some succeed and that this depends on multiple factors, such as the availability of technological support, academic tools at home, and each student's interest. Findings are coincident with what he found (Correa, 2016, p17). This study conducted in 24 public and private schools in Cali between 2003 and 2004. Finding that despite the fact that there are resources to work, the number of students exceeds the number of resources and that for this reason, it is not possible to fully reach the proposed objectives, including the motivation process. This confirms the gap that exists between educational policy and the reality of the classroom context.

In relation to the question, what do your students do in English in your English course? They speak, read, listen, etc. six respondents (60%) answered that their students focus mainly on writing and listening. Four teachers said they work on all four skills, mainly speaking skills. This evidence teachers will develop students' full competency in English focusing on a variety of cognitive and linguistic elements.

When asked, what have been the challenges of your students? We found a wide variety of responses that revolved around factors such as mindset, motivation, and fear of the difficulty of the learning process. Findings coincide with what he exposed (Limeranto, 2022:30, 31). Study in which the author exposed the motivation process in students as a factor associated with the use of limited English. When asked teachers to go deeper into this aspect, we found they feel most of their students' needs are a product of the limitations when it comes to have more than 2 hours of English at week or that English is not given enough importance. Responses that may be associated with the low level of importance culturally and socially given to education in Colombia. Mainly to the acquisition of English as a second foreign language.

Respecting the question, have you taught this course in Spanish before? Seven of the teachers (70%) stated that they had taught the English course but in Spanish, due to situations such as the low level of comprehension of their students in the English language because they are students of initial courses. This coincides with the findings of (Correa et al., 2014) in which the author emphasized that the high heterogeneity in students' English proficiency forces teachers to teach a significant part of their class in Spanish. This affects primary English teachers.

Concerning the question, did you use translanguaging in this course? All of the teachers (100%) stated that they had used translanguaging in their classes due to multiple factors. For example, because the course they are teaching has a deficient level or because the students demand it.

In response to the question, have you noticed any difference in student performance when giving part of the class in Spanish? All those surveyed (100%) teachers considered that giving the class in English allows them to acquire the skills

in command of English faster but that the obstacle is in the willingness of the students and parents. These responses represent the limited support and accompaniment in academic processes by parents towards teachers that currently exist in our society.

About the question, how do you evaluate your students' learning in your course? Three respondents (30%) stated they used referenced evaluation strategies such as formative and summative evaluation, rubrics, checklists, observation, self-evaluation, peer evaluation, and other evaluations. The rest of the respondents stated that they used less conventional evaluation strategies, such as using existing environmental elements to evaluate the different skills and qualitative methods. The above coincides with what he exposed (Cárdenas, 2013 p4)—a study in which the significant variability, acceptance, and use of conventional and non-conventional evaluation were exposed.

In relation to the question, what does it evaluate in the rubric? Six respondents (60%) assessed language skills, and four (40%) assessed grammar, vocabulary, and writing.

If you were to teach this course again, would you do something differently? Two of the respondents stated that they want to incorporate strategies and tools based on state-of-the-art technology and particular conditions of the English classroom into their classes. Another respondent expressed willingness to focus on what students like and work around that.

In relation to the question, what language level do you think students should have to take this course? Three of the respondents stated that an A1 level would be necessary, and two of the respondents stated that this depends on the skills acquired in the level immediately preceding the course. The foregoing agrees with the results of Gonzalez (2015, p. 8). In which the author ensures that, according to the standards of the national bilingualism plan, primary school students must acquire the A1, and A2 proficiency levels.

Respecting the question, do you feel that your students have learned in your course? All participants (100%) answered affirmatively because they presented

learning indicators such as trying to speak English when asked or responding positively to an evaluation. The results given by the participants show that the indicators of proficiency in English as a foreign language that the teachers surveyed have are more oriented toward specific factors than the process of communication and comprehension in a foreign language.

About the question, what challenges does the course face regarding language? The five respondents structured different responses. Some centered their answer on achieving a process of motivating the student. Others speak of achievements in communication skills, and others speak of understanding audiovisual material in English. Challenges that contrast with the goals of the national bilingualism program for 2010. Students must have a B1 or pre-intermediate level according to (Cardenas, 2006 p2).

What do you do when your students make language mistakes in class? All respondents stated that they communicated positively with the students and the importance of not making them feel bad and allowing positive feedback. A response that highlights the willingness of the teachers surveyed to conduct a feedback process in a positive manner in which the process contributes to meaningful student learning.

About the question, does your course develop intercultural competence in your students? All five respondents (100%) said their course developed intercultural competence. Some interviewees said that the objective was achieved because in the material of subject, in addition to specifying a foreign language, a series of external cultural factors, such as clothing, typical food, etc., are also incorporated into the material. In addition, all this is Interculturality. Other respondents talk about idioms and accents.

Some interviewees said that the objective achieved was because in the subject material, in addition to specifying a foreign language, a series of external cultural factors, such as clothing, and typical food, into the material are also incorporated and that all this is Interculturality. Other respondents talked about idioms and accents.

This is consistent with (Dincer & Yesilyurt, 2013). The author assured that

Linguistic and non-linguistic factors shape oral communication, such as a person's gestures, intonation, and the particularities of body language. Elements that are markers of a certain culture. Therefore, the mere fact of addressing communication in English intrinsically carries many processes of Interculturality.

The previous response shows the perception of the connection that the teachers surveyed have between the objective of learning English as a second language and the processes of Interculturality. For them, it is clear that English proficiency allows communication and communication allows cultural, commercial, economic, and technological exchange between countries, allowing and enhancing globalization processes.

In relation to the question: Is intercultural competence developed if the course is taught in English? Nine of the ten respondents (90%) considered that by teaching the subject in English, this element contributes to Interculturality because it generates a need to assume, even momentarily, another different culture and assume another role.

The previous Results agree with the findings of (Gonzalez, 2010 p11) in which the author considers that this strengthens competitiveness and promotes processes of interaction with the world. The other participant (10%) considers that it does not contribute because assuming a language other than the native one slows the process.

Respecting the question, what kind of activities do you design to develop intercultural competence? The answers were different for all respondents. One said that he focuses on artistic activities such as painting and sculpture, another said that he tries to engage students in conversations with foreign natives when the opportunity arises, another said that he does it through games. Another assured that he works with technological resources.

Improvised processes in the classroom by the teacher replace responses that reflect the absence of strategies proposed by the educational system and the national bilingualism plan to strengthen Interculturality and.

Concerning the question, do you think addressing intercultural competence in your course is important? All the participants (100%) considered the topic of intercultural competence important because this allows efficient communication in foreign environments.

CONCLUSIONS AND REFLECTIONS

During this research about the needs, lacks, and wants of elementary English teachers in the public sector it was found that from three perspectives: Their learning process, their teaching development, and their teaching practices, teachers have very similar positions.

In their **process of learning English**, most of them started at a very early age, however, most of those first experiences were not enough. English courses in schools or language institutes did not fulfill teachers' expectations about the promised English level they were supposed to have at the end of the course. The main focuses of these courses were on grammatical structures, reading, and translation methods. Communicative competence was left behind most of the time; therefore, most teachers struggled with oral production skills. Consequently, one of the teachers **needs** was to develop different strategies to improve their English proficiency level, specifically their speaking skills, with interchanges and self-taught methods.

According to the teachers' testimony, the way to access the public education sector is through a national contest in which the most important requirement is to have a degree and pass an exam that proves the ability of a professional in certain competencies and skills. It is to say that in many cases any professional can access to teach English in the public sector even though they do not have a language teaching degree.

This information was confirmed in the research showed that 2% of the sample taken were teachers who did not have a language teaching degree but who has an elementary teaching degree in which they teach all the subjects including English, then, learning and improving their English became a personal goal more than a

requirement from the school. Even though some teachers **lacked** a language degree and the preparation for the environment they are in. Most of them had a Master's degree in Teaching English as a foreign language, due to the facilities provided by the ministry of education to do postgraduate studies. Although, the efforts of the ministry of education in providing different courses and training in teaching strategies to English teachers, there is no evidence of a good plan **professional development program** in which they are consequent to the courses they offer for English teachers and the timing for elementary teachers to be able to participate in them **(lack)**.

The denotation of all these needs and lacks is reflected in the interviewees' **teaching practices**. The number of standards, competencies, and skills teachers must help develop in students at the end of a school year are very promising but the shortage of resources **(lack)**, the number of students in one class, their problematical contexts, and the fact that English classes have to be taught in Spanish, do not contribute to an environment where learning can happen in the best conditions **(lacks)**. Despite all the difficulties presented in the public sector, all the teachers agreed to be very satisfied at the end of the school year with students' performance. Losing fear of speak, doing their best to sing a song, recite a poem or even introduce themselves in English is a big step they highlight in their students **(wants)**.

One of teachers **wants** expressed during the interviews was the idea of the perfect classroom. In their perspective they do not ask too much to have it, they just would like to have fewer students in the classroom, to be able to develop a more humanized class, not saying they do not give it now but according to teachers believe this would reduce the wide gaps in English teaching and learning processes at elementary public schools.

To conclude this reality shows that there is a fragile line in the Colombian Educational system at the moment of establishing educational goals most of the time very hard to reach **(lack)**, same as detailed, specific, and strict recruitment of professionals specialized in specific fields such as it is English teaching in all levels and the coherence in the teaching training **(need)**, timing to be part of them and better quality in resources and learning conditions in teaching and English language learning processes.

Here we offer some key summarized conclusions this thesis report offered us:

Professional Development needs: Many teachers require more opportunities for ongoing professional development to enhance their English language proficiency, pedagogical skills, and knowledge of current best practices in English language teaching.

Resources and Materials lacks: Teachers face challenges in accessing appropriate English language teaching resources and materials, such as textbooks, multimedia, and authentic materials, which are essential for effective instruction. But among all, time is the resource Colombian primary English teachers do not have.

Multilingual Pedagogy needs: Teachers require training and guidance on how to effectively incorporate translanguaging and other multilingual pedagogical approaches in their English language classrooms to accommodate the linguistic diversity of their students and promote inclusive language learning environments.

Assessment and Evaluation - want: Teachers want guidance on effective ways to assess and evaluate students' English language proficiency, progress, and achievement using appropriate and valid assessment tools and practices.

REFERENCES:

- Alfarisy, F. (2022). The Use of SILL Oxford on Understanding the Speaking Learning Strategies. *International Journal of Linguistics, Literature, and translation*, 91-99.
- Appel, Michael. (2005). La entrevista autobiográfica narrativa: Fundamentos teóricos y la praxis del análisis mostrada a partir del estudio de caso sobre el cambio de los Otomíes en México. <http://www.qualitativeresearch.net/index.php/fqs/article/view/465/995>.
- Bastidas A., Jesús A., Benavides B., Jorge E., & Muñoz I., Gaby. (2015). Nivel de Inglés y su Relación con Algunas Variables Demográficas de los Docentes de Primaria y Secundaria del Departamento de nariño. En J. A. Bastidas A. & G. Muñoz I. (Eds.), 2ª. Edición.
- Buendía, X. P., & Macías, D. F. (2019). The professional development of English language teachers in Colombia: A literature review. *Colombian Applied Linguistics Journal*, 21(1), 98-111.
- Cadavid, C., McNulty, M., & Quinchía, D. (2004). Primary English language instruction: Colombian teachers' classroom practices. *PROFILE Issues in Teachers' Professional Development*, 5, 37-55.
- Cárdenas, M. L. (2006). Bilingual Colombia: Are we ready for it? What is needed? Paper presented at the 19th Annual English Australia Education Conference, Perth, Australia.
- Cagla, A. (2016). English Teachers' Perspectives about Stakeholders and Inspection*. *Çukurova Üniversitesi Eğitim Fakültesi Dergisi*, 766-788.
- Cardenas, m., & Alvarez, J. (2010). In Service English Teachers' Professional Development: *folios*, 49-68.
- Castro, S. (2018). *The perceptions of English teachers on English varieties & English language*. Cali Colombia: Icesi University.
- Cárdenas, R. (2001). Teaching English in primary: Are we ready for it? *HOW Journal*, 8(1), 1–9.
- Cárdenas, R., & Chaves, O. (2010). Who are the English teachers in Cali? Who is implementing the NPB in the classrooms? Profiling English teachers in

- Santiago de Cali. Paper presented at the 45TH ASOCOPI Conference, Barranquilla.
- Cárdenas, R., & Chaves, O. (2013). English teaching in Cali: Teachers' proficiency level described. *Lenguaje*, 41(2), 325-352.
- Cárdenas, R., & Hernández, F. (2011). Towards formulating a proposal for opportunity-to-learn standards in EFL learning and teaching. *Íkala Revista de Lenguaje y Cultura*, 16(28), 231-258.
- Cely, R. M. (2007). Programa Nacional de Bilingüismo.
- Celce-Murcia, M., & Olshtain, E. (2000). *Discourse and context in language teaching: A guide for language teachers*. Cambridge University Press.
- Cely, R.M. (2009, septiembre). Perfil del docente de inglés. MEN. Presentación en el I Simposio de Bilingüismo. Armenia.
- Chung Chen, c. (2011). *Factors affecting high school teachers. Social behavior and personality*, 993-1008.
- Cook, G. (1989). *Discourse*. Oxford: Oxford University Press.
- Correa, Doris, & González, Adriana (2016). English in Public Primary Schools in Colombia: Achievements and Challenges Brought about by National Language Education Policies. *Education Policy Analysis Archives/Archivos Analíticos de Políticas Educativas*, 24(),1-26.[fecha de Consulta 14 de Marzo de 2021]. ISSN: 1068-2341. Disponible en: <https://www.redalyc.org/articulo.oa?id=2750/275043450124>
- Council of Europe. (2001). *Common European Framework of Reference for Languages*. Cambridge: CUP.
- Derik, A. S. (2011). *Experiencing Attrition of Special Education Teachers Through Narrative Inquiry*. Valparaiso University.
- Dincer, A., & Yesilyurt, S (2013). Pre–Service English Teachers' Beliefs on Speaking Skills Based on Motivational Orientations. *English Language Teaching*, 6(7), 88 - 95
- Dominguez de la Ossa, E., & Herrera Gonzalez, J. D. (2013). Narrative inquiry in psychology: *Psicología Desde el Caribe*.

- Donnelly, G. (2005). Developing Oral Skills through Communicative and Interactive tasks. *Profile* 6, 83–96. Horváthová, I. (2018). Professional Competencies of English Kindergarten Teacher. *Multidisciplinary Academic Conference*.
- “Evaluacion: Punto De Partida Para El Mejoramiento.” *Altablero*, vol. 37, no. Ministerio de Educacion, Oct. 2005, www.mineducacion.gov.co/1621/article-97594.html.
- González, A. (2006). On materials use training in EFL teacher education: Some reflections. *PROFILE Issues in Teachers' Professional Development*, 7, 101–115.
- González, A. (2007). Professional development of EFL teachers in Colombia: Between colonial and local practices. *Ikala: Revista de Lenguaje y Cultura*, 12, (18). 309-332.
- González, A. (2008). English and English teaching in Colombia: Tensions and possibilities in the expanding circle. In A. Kirpatrick (Ed.), *The Routledge handbook of world Englishes* (pp. 332– 351). London: Routledge.
- González, A. (2015a). English teachers and policymakers: two parallel lines? Paper presented at the 7th International Colloquium on Research in Foreign Languages. Veracruz, Mexico. June 25th.
- González, A. (2015b). ¿Nos han desplazado? ¿O hemos claudicado? ¿El debilitado papel crítico de universidades públicas y los formadores de docentes en la implementación de la política educativa lingüística del inglés en Colombia [Have they displaced us? Or have we claudicated? The weakened critical role of public universities and teacher educators in the implementation of the Colombian English educational policy]. In K. Aparecido, M. Mastrella, & C.A. Pereira (Eds.), *A formação de professores de línguas: políticas, projetos e parcerias*. (p.33 – 54). Brasil: Pontes Editores.
- González, A., Montoya C., & Sierra, N. (2001). EFL teachers look at themselves: Could they grow together? *HOW Journal*, 9, 27- 33.
- González, A., Montoya C., & Sierra, N. (2002). What do EFL teachers seek in

professional development programs: Voices from teachers. *Ikala: Revista de Lenguaje y Cultura*, 7(13), 29-50.

González, A., & Montoya, J. C. (2010). Who are our EFL teachers? A demographic and professional profile of EFL teachers in Antioquia. Paper presented at the 45TH Annual ASOCOPI Conference, Barranquilla, Colombia. Grosjean, F. (2010). *Bilingual life and reality*. Cambridge, MA: Harvard University Press.

Huchim Aguilar, Donaldo, & Reyes Chávez, Rafael (2013). LA INVESTIGACIÓN BIOGRÁFICO-NARRATIVA, UNA ALTERNATIVA PARA EL ESTUDIO DE LOS DOCENTES. *Revista Electrónica "Actualidades Investigativas en Educación"*, 13(3),1-27. [fecha de Consulta 17 de marzo de 2021]. ISSN: <https://www.redalyc.org/articulo.oa?id=447/44729878019>

Limerantoa, J. T., Limerantoa, B. B. (2022). Exploring EFL Graduate Students' Perspectives and Strategies to Improve English Speaking Skills. *Surakarta English and Literature Journal*, 26-38.

Ministerio, Educacion Nacional, Republica de Colombia (2004). Programa Nacional de Bilingüismo. https://www.mineducacion.gov.co/1621/articles-132560_recurso_pdf_programa_nacional_bilinguismo.pdf

Samad, P., & Kafryawan, W. (2021). Strategies in learning Speaking skills used by the Adult EFL students. *Karyawan smart: Journal of Education Based on Local Wisdom*, 1(2), 49-57. <https://doi.org/10.53491/kariwarismart.v1i2.46>