



**PERCEPTIONS OF THE EDUCATIONAL COMMUNITY ABOUT ENGLISH
TEACHING AND LEARNING IN CONTRAST WITH SABER 11° ENGLISH TEST
RESULTS (2019-2021) IN JAMUNDI CITY**

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Abstract

Since 2004, The Colombian Government has wanted to implement plans in order to improve the teaching and learning English as foreign language in our country. This proposal of the Government looks for being more competitive in a commercial and cultural global world. The objective of this research is to contrast the perceptions of students, teachers and administrators with English teaching and learning processes in comparison to the results of English test from 2019 to 2021 applied by ICFES.

The objective to do this analysis is not to give solutions or to say what is good or not. It is to contrast the desires and perceptions of all the participants through qualitative analysis and the quantitative data taken from the standard mandatory evaluation.

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Introduction

This research looks for contrasting the perceptions of the educational community about English teaching and learning of the public schools with the Saber 11° English test results (2019-2021) in Jamundí city.

What is said above is important because it could provide information to the local educational authorities, and with it, they can consider evaluating the National Bilingualism Plan in the city because the Colombian public policy aims for improving the Bilingual Education in the country as it is established in The General Education Law 1994. There, The Republic Congress recognized the importance of a foreign language learning in schools and it established the rights of Colombian people to receive instruction about it that allow them acquire communication skills of a different language to native tongue.

In its fundamental principles the National Policy Constitution recognizes the national linguistic wealth and the rights of people that have their own linguistic tradition to receive a bilingual education, such as indigenous, Raizal, Palenquera and Rom so they can recognize and use Spanish language in a functional way. For extension, also the rest of the population and Spanish - speaking should have access to other languages that allow them better possibilities for communication and knowledge access. For this, 115/94 Law defined “Humanidades lengua castellana e Idiomas extranjeros” as a mandatory area in middle and high school in Colombia.

It is clear that globalization process, network communication access, and international scientific communities’ configuration that work as a team for knowledge production and the consolidation of increasingly global markets, require people who are able to communicate in different languages of Spanish. There, the school finds a challenge that this epoch has conferred it.

As a result, and for the social, economic, and political influence of English - speaker culture in this western part of the world during the last three decades of the twentieth century, the implementation of teaching English as a foreign language in elementary, middle, and high schools began as a mandatory rule in Colombia. Then, the General Education Law promulgation in 1994, French language teaching was changed by English teaching as a dominant language as a universal language in the commercial and diplomatic field.

Recently, the last two governments in Colombia have insisted on implementation national politics can assemble with development programs of multilateral organizations as Organization Economic Co-operation Development OECD, the Inter-American Development Bank IDB, United Nations, Educational, Scientific, and Cultural Organization UNESCO among others in order to promote the bilingualism in Latin American, and Caribbean region for improving the competitiveness of workforce educated in these countries in developing.

Within the framework of this research, a survey will be shared with people who have been part of the bilingualism program in the city as a sample of teachers of primary, secondary, and high school levels in rural and urban areas in order to identify specific ideas and practices that support the development of bilingualism in Jamundí, as well as administrators (rectors and coordinators) tenth, and eleventh-grade students.

As an independent contrast variable, the result analysis of Saber 11° English Test during the last 3 years (2019- 2021) will be used in order to evaluate the training component of students and their performance through these standardized tests and also the contrast between student performance versus the perceptions of teachers, students and administrators.

This research could constitute an important resource so that the Secretary of Education of Jamundí city evaluates the development of the Bilingualism Program and can take decisions in order to progress to achieve its objectives.

Research Problem

The interest of this research is to relate the perceptions that several participants in the educational system have about English teaching and learning, specifically administrators, teachers, and students with the learning results that the State evaluates through the standardized SABER 11° Test. For this, the last three years' data were used.

Thus, the research question is:

What is the relationship between the perceptions of rectors, coordinators, teachers, and students about English teaching and learning, and the results of the SABER 11° test during the last three years in Jamundí city?

Main Objective:

To contrast the perceptions of the educational community about English teaching and learning process with the SABER 11° English test results during the last three years in Jamundí city.

Specific Objectives

- To revise the national public policy on Bilingualism from a historical perspective.
- To identify the most English teaching methods used, from the teachers' perspective in Jamundí city.

- To know the teachers, administrators, and tenth and eleventh students' perceptions about English Teaching and Learning.
- To register the alternatives and strategies teachers, administrators and students proposed to improve English teaching and learning.

Contextual Framework

An important part of the research process is linked to the review of other studies that have addressed similar topics at the national or regional level or to the analysis of common interests that can be related to the issues or objectives of this research.

In this context, the article written by Professor Jackeline Rangel Pereira (2019) was reviewed. Its title: Evaluation of the design of standardized tests in the Colombian educational system (Evaluación del diseño de las pruebas estandarizadas en el sistema educativo colombiano). A guide that allows knowing and comprehensively understanding the SABER 11° Test. The article reviews aspects of its design, methodology, interpretations of results, its value as a measurement instrument, and its importance for the monitoring and projection of educational public policy.

The study is descriptive. It begins with an extensive documentary review, concluding that the methodological design of the SABER standardized assessment applied in Colombia is pertinent but requires a more general national strategy, which the Ministry of Education should lead to allow the data obtained from the Saber test measurement to be used by institutions to positively impact educational quality. According to Rangel (2019), the Colombian perspective on evaluation is more closely connected to the atmosphere of the

classroom to the teacher-student relationship, and added to this, there is no culture of standardized evaluation in the daily practice of most teachers therefore many students are unaware of the standardized instruments when they face them at the end of their schooling in the Saber Test. Nevertheless, ICFES has been making important efforts to technically update the tests under curricular aspects and promoting the use of data to foster educational research based on them.

In contrast to the previous perspective, Professor Jorge Benavides (2015) of the Department of Linguistics and Languages of the Universidad de Nariño in his article entitled Standardized tests as a way of measuring the level of English in Colombian education (Las Pruebas Estandarizadas Como Forma de Medición del Nivel de Inglés en la Educación Colombiana) reviews the introduction in the country of this type of measurement instruments, to determine the level of knowledge and communicative skills in foreign languages of students enrolled in formal education programs (Elementary, Middle, and High school), according to the Common European Framework of Reference for Languages, as has been occurring in several countries in the world since the last twentieth century.

In this sense, Professor Benavides (2015) claims that given the existence in the world of several instruments of recognized suitability to measure the level of proficiency in English, such as the TOEFL tests (Test of English as a Foreign Language) Educational Testing Service, University of Cambridge U. K. (KET, PET, FCE, CAE, and CPE), and Oxford University such as the OPT (Oxford Placement Test), finds it reasonable that national government establishes intergovernmental agreements, and incorporate the use of these resources progressively.

This could help to measure better the level of proficiency of our students in foreign languages. He believes that by continuing to use local standardized tests such as the Saber

11 test, there will be no possibility of comparing the country's real level of bilingualism with international references. Only a valid comparison can allow us as a country to take actions that lead to the implementation of strategies for improvement.

In accordance with the above, Manjarrés (2005) describes the washback effect of the English Test in a public high-school classroom in a school in Barranquilla, Colombia in 2004. The author analyzes the results through the official documents data, class observation, and teachers' and students' interviews. The correlation between what the test evaluates and teaching, and evaluation practices in the classroom are linked. The author explains the concept Washback related to the effect of the exam on teaching and learning and decides to use it as an "impact" to support the research because it is a wide concept that covers not only the effect of examination in the schools but also all the whole educational system, even the society.

The study is developed in a public school with tenth-women graders of lower socioeconomic status in Barranquilla, Colombia. After analyzing the English Test results of the ICFES exam, the researcher makes an ethnographic observation during 5 lessons, and interviews three students, and 2 English teachers.

During the analysis of the foreign language test, the author finds that according to the law, the exam has linguistic competence (grammatical, textual, and coherence). 35 items of the test evaluate exclusively grammatical competence and 25 items evaluate textual competence. Also, it could be seen that the evaluation does not use authentic material which means, the language of real life. About the participants, there are two English teachers, with a relevant academic background. English class has been divided into two groups of 20 students each.

The main objective of English class is, students are able to have a conversation, understand others, write, and read compositions. Teachers say that usually do not use oral evaluation because the students have to prove their grammar ability in writing and this kind of evaluation allows students to practice and study grammar. About the ICFES test, they said that is very important. The students who were interviewed consider that they have improved their English skills. They can use it in context and according to their perceptions, they are good at grammar and pronunciation. Regarding the class observation, the researcher mentions it could be seen that the class is focused on grammar, translation, and oral practice is not the most important. Students memorize some dialogues or texts read aloud where poor intonation could be presented and most of the time, it was not understandable.

In conclusion, the researcher found that is important to improve teaching and learning English in this school, where some important decisions have been taken to achieve the goal, for example, the reduction of the class size. Their level of linguistic competence is low because they spent time-solving grammatical exercises and translations. The researcher considers that teachers should be aware of the importance of communicative competence and how it can be developed and evaluated.

Finally, the researcher concludes by saying that it is very important that the standardized evaluation should include authentic language even in the classroom because students should feel the need to learn a foreign language for their lives and not only to fill a requirement for finishing High school. In this context of the study, raising the standards of communicative competence in the country seems very slow in the correct way. nevertheless, there is no evidence about what it was done before the exam, for this reason, the researcher considers that to keep track of future changes in the test and of the ways in which the school and teacher react to them.

On the other hand, as many researchers have been interested in analyzing the public policies related to bilingualism in Colombia, Gómez (2016) presents her article where she reviews the background of bilingualism in the country and the public policies between 2004 and 2016.

Also she considers and analyzes the criticisms made by the academic community regarding the lack of continuity and understanding of bilingualism, the adoption of the Common European Framework, English language instruction and the lack of teacher involvement in these aspects. Academics have criticized the lack of continuity and coherence in public policy, as it has been focused on employability in international dynamics instead of social development, prioritizing English over other local languages and adopting a foreign frame of reference instead of adapting it to the context of the country.

Additionally, the researcher considers that promoting the learning of English increases and perpetuates social inequalities and omits the teachers' points of view in the planning and evaluation processes of bilingualism plans. Dissatisfaction with the conception and implementation of public policy and bilingualism plans is also mentioned in this research, as it is considered that more research should be done to determine what is more appropriate to teach in the Colombian classrooms, taking into account its diversity.

In conclusion, the author says that teachers should be more involved and that they should be strengthened in language skills to achieve the expected level in students. Also, the context of our country and local needs should be taken into account, in order to define the teaching methods in the classroom.

Also, in the documental review to establish this state of the art, it is important to mention the research of Sará Neira Alicia Gamero, Diana Forero, and Luz León (2015), who in their undergraduate monograph at the Universidad de la Salle studied "The implementation of the National Bilingualism Program in the local public policy of the municipality of Cota in the 2011-2013 administration"(La implementación del "Programa Nacional de Bilingüismo" en la política pública local del municipio de Cota en la administración 2011-2013).

It is a study that is very similar to this research because it reviews the political will and commitment of a local administration to one of the several guidelines of the national educational policy, such as the National Bilingualism Program.

The authors review several documents about bilingual education written by the national government and Cundinamarca department in contrast with the guidelines of the Cota city administration in its development plan (2011-2013). It shows the political will to invest economical resources to improve technological equipment and connectivity in two public schools in the city. It is, in order to improve the implementation of didactic strategies that strengthen English learning as a foreign language.

However, the authors report that the project to endow the institutions had difficulties related to the budget and timetable. It is common in the public sector in Colombia. At the end of their research, the classrooms were built. Those that would have the technology to support English teaching and learning in the two schools participating in their research.

The problem was that at that time, the schools had not yet received the equipment and materials, nor the connectivity or the contract of any entity to train teachers in the use of didactic resources. In sum, when the research finished, the smart classrooms for English teaching and learning in Cota city, continued without work for the educational community.

Therefore, it is necessary to review current studies that show if the following mayors in Cota accomplished the promise to support Bilingualism in the city.

Since it is a national public policy, not only public schools must comply with the Ministry of Education's guidelines on bilingualism, but also private schools of the country.

For this reason, the research report prepared by Professors Norbella Miranda and Ángela Echeverri (2011), entitled School Administration in the Implementation of the Bilingual Colombia Program in Private Educational Institutions in Cali (Colombia), was revised.

The report describes and analyzes the management process implemented by school administrators for the implementation of the National Bilingualism Program (NBP) in 22 private monolingual schools in 1 to 4 socioeconomic status in Santiago de Cali city. For this purpose, the authors conducted a descriptive research study that, through statistical analysis of information obtained through surveys, was correlated with information extracted from the Institutional Educational Projects (PEI Proyecto Educativo Institucional in Spanish) and the bilingualism policy itself.

It was found that at least 50% of the schools generated opportunities for participation with English teachers to define strategies to face the challenge of the bilingual policy; however, neither students nor parents were taken into account to discuss these aspects.

The curricular adjustments in the syllabus and the increased allocation of hours for English classes are the two main strategies implemented that have had a positive impact on the results of the students' learning of English as a foreign language. This is the perception of the administrators. Any of the educational institutions considered teacher training in the complement programs as an institutional strategy. Perhaps, it is understood that teachers already have the training, and in addition, a meaningful economical investment is required.

This situation is not easy for private institutions of intermediate socioeconomic status because they do not use for this, a specific investment in their expense budget. The study closes by calling the attention of the Secretary of Education of Cali to offer continuous and close support to private institutions to strengthen at the local level the implementation of educational strategies that allow better levels of knowledge and functional use of English.

Theoretical Framework

In order to expound on the main idea that it will be developed in this research, it is necessary to clarify some theoretical concepts following diverse authors. In the chapter will be developed Bilingualism, Language policy, Standardized Evaluation and Methods and Approaches. When these concepts are developed, the notions of English teaching and learning will be explained in the same way. Similarly, Different current laws and programs related to public policy will be mentioned. Also, it is necessary to know the general idea about the role of the Common European Framework of Reference in the National Bilingualism Program.

Bilingualism

The concept of Bilingualism could appear simple to define but there are different opinions about it. If a simple definition of Oxford dictionary is taken, it can be found bilingual as “a person who can speak two languages equally well”. This approach to the apparent simplicity of the definition of Bilingualism can be seen in Bloomfield (1933) who defined bilingualism as native-like control of two languages. This definition could be seen as limited because it does not include those persons who speak two or more languages but not like native but their communication is intelligibility. (cited by Liddicoat 1991, p.2). In

this point Haugen (1953) (cited by Liddicoat 1991, p.9) suggests that bilingualism begins 'at the point where a speaker of one language can produce complete, meaningful utterances in the other language'.

It is necessary to take into account that there are people who have the competence and the ability to communicate in another language different from their mother tongue although they do not dominate the four linguistic skills fully but they can communicate. Because of that according to the perspective of this research, those people could be considered as bilingual.

Therefore, in Colombia, there are several human groups who are considered bilingual due to in their territories they communicate with each other using native languages but they use Spanish as a majority language. It allows them interact with the authorities and people who are not part of their cultural communities. Such is the case with 115 indigenous communities that speak 65 different languages. The Gipsy community that speaks Romany that is divided in two recognized in Colombia: Romanes spoken by the Rom group located mainly in Barranquilla, Bogotá, Cali, Cartagena, Cúcuta, Girón, Itagüí, Pasto and Sogamoso; and the Rumeniaste language spoken by the Ludar people of Cúcuta and the Atlantic Coast.

The Palenqueros in San Basilio who speak Palenque (criollo Palenque). It is a special language that has a Spanish lexical base and African grammar component influenced by Kikongo and Kinbundu languages and the Raizales in San Andrés and Providencia Islands who speak Creole, that is an English-based language, and is part of a variety of Creoles from the Caribbean region. Many of them are functional bilingual speakers who are not in the idea of bilingualism that Bloomfield considers (1933) but they are in wider one as it is referred to by Haugen (1953).

English Teaching and Learning

According to Richards and Rogers (2014), during the last centuries, there have been different discussions related to the teaching of languages, particularly English, in which an important transformation has been taking place. This transformation has been due to the valuation of the needs of the learners, which has allowed a greater emphasis to be placed on oral proficiency rather than written comprehension as the objective of the language being studied, as well as on the nature and learning of language.

According to Richards and Rogers (2014), this transformation was accompanied by the study of different methods and approaches and their applications. On a social level, foreign languages have played an important role in the development of the needs present at each historical moment. Thus, 500 years ago, Latin played an important role in education, commerce, religion and government in the Western world. The teaching of Latin in schools focused on grammar and the perfection of its use, reaching the point of punishment if this was not reflected in the learners.

In the 18th century, when modern languages began to enter European schools, the form of teaching was equally mechanical. Single sentences learned by heart and out of context, literal translation from French to German and vice versa. This method was known as the Grammar Translation Method. This method was questioned and rejected since the middle of the 19th century, when the need to use modern languages, beyond the use of single written phrases. This need was seen in the communicative interaction linked to trade among Europeans at that time. New approaches to the teaching of modern languages began to appear. That is when some specialists like C. Marcel (1793-1896) appeared, who referred

to a child's learning as a model for teaching a language. He emphasized meaning in learning. He also proposed the teaching of reading before any other skill.

Another important and well-known specialist of the time was F. Gouin (1831-1896). He developed an approach to teaching a foreign language based on his observations of children's use of language. He believed that language learning was facilitated through using language to accomplish events consisting of a sequence of related actions. His method used situations and themes as ways of organizing and presenting oral language. (Richards and Rogers, 2014, p.7)

In their book, Richards and Rogers (2014) continue saying that, the Reform movement began to appear, born from the contributions made by Marcel and Gouin, who had done much to promote alternative approaches to language teaching but without much support. However, they helped a lot other specialists such as Henry Sweet in England, Wilhelm Viëtor in Germany, and Paul Passy in France, who led the reformist ideas, giving a place to the study of linguistics from other perspectives. Phonetics, scientific analysis and description of the sound systems of languages were established, providing new insights into speech processes.

Linguists emphasized that speech, rather than the written word, was the primary form of language. Therefore, the study of phonology came to the forefront. The International Phonetic Association was founded in 1886, and its International Phonetic Alphabet (IPA) was designed to allow the sounds of any language to be accurately transcribed. One of the association's first goals was to improve the teaching of modern languages. This is recounted by Richards and Rogers (2001) in their book *Approaches and Principles in Language*.

In closing this section, it is worth mentioning that as the countries of the world enter the context of globalization, they are gradually recognizing the urgent need for their inhabitants to learn to communicate in a foreign language. That is why the teaching of English has been transforming over the years, due to its importance as a facilitating mechanism for commercial, diplomatic, scientific, educational and intercultural dynamics and, in general, as a tool for the development and consolidation of communities of interaction at a global level.

It is necessary to say that English is considered the most widely used language in the world. It is because has become the international language for those who need to communicate among others, either native speakers or non native speakers. In this case, English acts as a Lingua Franca. That is why it has managed to position itself among the others, in social, cultural, economic, and educational fields. Sridhar (1992). Colombia has been no exception. The learning of English is part of the curriculum in the schools of the country. For this, the public policy defined by the Ministry of Education has been designing and implementing a national bilingualism plan for several years. One of the reasons that the government considers is, Globalization as an opportunity for the country and its population in order to open the international economic and labor doors. In this case, the language would be the channel to get business agreements.

Related to this, Vente, S and Ochoa, J (2013) says:

Globalization allows the creation of new contacts all over the world, which means that it is necessary to establish a common language as a first instance to communicate with each other in commercial aspects or simply to get to know new cultures. From this instance, there could be two or more contacts that speak a

common language to communicate with each other. This is because the contacts will have to establish another language in common agreement for communication to be possible, perhaps in addition to the language, they speak, since in this way, they will be able to have an effective communication. (p.14)

What the Ministry of Education wants with this plan is that students of public and private schools to achieve sufficient levels of proficiency in a foreign language, in order to get a labor competitiveness when they finish high school. Learning a foreign language (FL) refers to learning a language other than one's mother tongue (L1). It is not used in the daily routine of learners but it can be developed in a classroom. This is different from Second Language (SL) learning. This is used with L1 in all the aspects at the same time. Therefore, we should speak of learning a Foreign Language (FL) in the school context.

It is necessary to clarify that we can not separate teaching and learning. Both aspects are part of the training process of learners. Although they have different natures, in practice they are combined to the point of being confused and named as if they were the same process. Briefly, it can be established the difference between them in the following statements: Learning is an individual cognitive mental process within the individual. In contrast, teaching is a social practice that seeks the intention that another person learns something that has been planned. In other words, teaching is intentional. Although if there is teaching it is not necessary learning will happen.

As can be seen, according to Fenstermacher, learning is, in essence, an internal phenomenon, since it occurs within a person's mind. It is, moreover, an individual process, regardless of whether it takes place in a group context. It is a task that is

executed and not a phenomenon that occurs spontaneously in the absence of a will.

From this perspective, learning is schematic, as it is understood as a purely individual matter that ignores the learning contexts studied by Vygotsky. (Paz 2013 p. 88)

That said, it is clear that the goal of all teaching is to be successful and, as a consequence, to produce as much learning as possible. In this sense, methods and approaches to foreign language teaching have evolved over time. This is always seeking to provide students with more and better tools for the proper use of the language and, in some cases, to know the formal structure of the language. This aspect will be described in more detail below. In summary: knowing the language and about the language. The communicative approach has gained special importance worldwide, as an option for the successful teaching of a foreign language. As Beltrán, (2017) mentions,

The great request of professionals with communicative competence in English and the permanent cultural exchange makes imperative the need for the application of new methodological processes that help to achieve the main objective of learning that this new society demands, the development of communicative competence. (p.8)

The main objective of the communicative approach is the development of students' skills in any formal and informal aspect of everyday life. This can be done through classroom activities that simulate that social reality. (Luna et al. 2014) cited by Beltran, (2017). A more advanced stage of learning a foreign language implies that the individual overcomes the barrier of communication with other people, to get to know the formal

structure of the language that is, the grammar, syntax, semantic, etc., which puts the learner on the level of linguistic comprehension, it means, knowledge about the language.

So, foreign language learning is a process that is complex and requires the development of high-level abstract skills. Thus, it should enable the learner to be able to use the language in a functional way, taking into account the context and interaction with other people. This can occur by a code that is not the learner's mother tongue and that obliges him to make himself understood and to understand his interlocutors. Up to this point, the learner would have a certain level of functional proficiency. About Communicative approach, Beghadid, H (2013) explains,

Bérard (1995) explains that the communicative approach is developed from a critique of audio-oral and audio-visual methodologies for language teaching. Its fundamental objective is to establish communication, taking into account the needs of the learners who determine the skills they wish to develop (oral comprehension and expression or written comprehension and expression) with the use of authentic documents from everyday life for a better and faster acquisition of the language. The knowledge acquired will be used in real-life situations, while respecting sociocultural codes. (p.118).

In conclusion, learning of a language should be reflected in the aware knowledge about the linguistic (grammar and vocabulary) and in the pragmatic aspect, taking into account the context, needs, likes and preferences of the participants. In this way, it could say that a meaningful learning is presented.

Methods and Approaches

Different methods and approaches to foreign language teaching have been proposed for a long time. Each of them has been developed with the needs of learners and teachers in mind. However, it cannot be said that one method or approach is better than the others. Teachers should be able to identify which one is best to adapt to teaching while supporting learning. Also, teachers could analyze how the methods could complement each other during the learning process. For this, it is necessary to know the differences between method and approach. According to Anthony's (1963) definition cited by Celce-Murcia, (2014)

An approach reflects a theoretical model or research paradigm. It provides a broad philosophical perspective on language teaching, such as found in the justifications for the direct method, the reading approach, or the communicative approach. A method, on the other hand, is a set of procedures. It spells out rather precisely in a step-by-step manner how to teach a second or foreign language. A method is more specific than an approach. (p.2).

Other linguists who have defined these concepts are Richards & Rogers, (2001). They present the method as the general concept and below it the approach, design, and procedure. As Celce-Murcia, (2014) clearly mentions,

Richards and Rodgers use method as the most general and overarching term. Under method, they have the terms approach, design, and procedure. Their use of the term approach is similar to Anthony's use, but their concept is more comprehensive and explicit. It includes theories of the nature of language (including units of language

analysis) and the nature of language learning with reference to psychological and pedagogical principles. (p.2)

As mentioned above, approaches have changed since Latin was the foreign language taught by repetition, memorization and translation in schools, monasteries and universities. The grammatical translation approach, characteristic of the 18th century, became very important at the beginning of the 20th century, as interaction between people in different commercial spaces became a communicative necessity.

The Direct Method was one of the methods used at the end of the 19th century. The main objective of it was to use the target language without focusing the effort on knowing and/or analyzing the structures of the language itself. Some characteristics of this method were the communication through dialogues that were used daily, non-use of the mother tongue, pedagogical material in order to support the target language, unconscious learning of grammar by use, textual readings without grammar analysis, among others. The Direct Method considered that phonology and everything related to the target language should be presented by a native teacher in order to obtain a perfect learning of the language.

Also, the Reform Movement appeared in the 19th century (it was mentioned before). “Thus, although the Reform Movement is not necessarily considered a full-blown pedagogical approach to language teaching, its adherents did have a significant influence on certain subsequent approaches”. Celce-Murcia, (2014, p.5).

At the beginning of the 20th century, other approaches appeared in America. The Reading Approach consisted of reading well-known literary works in the target language. Then, in 1945 the Audiolingual Approach appeared. It was because the American army needed to communicate with foreign people during the Second War. The repetition was an

important factor in this approach. Skinner -cited by Celce-Murcia- said about it “learning is based on getting learners to repeat behaviors (verbal or nonverbal) until they become fully learned habits” Later, as Bloomfield said, some other structural linguistics were added and it was taken into account for being more conscious about the target language,

Audiolingual approach drew on both the Reform Movement and the Direct Method but added features from structural linguistics and behavioral psychology. Structural linguistics begins with describing minimally distinctive sound units(phonemes), which then form lexical and grammatical elements (morphemes), which then form higher structures such as phrases and clauses/sentences. (Celce-Murcia, 2014, p.6).

In the 21st century, it is necessary to mention the latest approaches that have been developed. Among them are: Cognitive approach, Affective-Humanistic approach, Comprehension-Based approach and Communicative approach. The following table summarizes the most important principles of each one. Celce-Murcia (2014, p.9)

Approach	Central Principle
Cognitive approach	Language learning is rule-governed cognitive behavior (not habit formation).
Affective-humanistic approach	Learning a foreign language is a process of self-realization and of relating to other people.
Comprehension approach	Language acquisition occurs if and only if the learner receives and comprehends sufficient meaningful input.
Communicative approach	The purpose of language (and thus the goal of language teaching and learning) is communication.

It can be observed that each approach has contributed to the other through the years, taking into account the historical moment, the education necessity and learning styles that target language learners need to strengthen. It is necessary to recall some methods that have

been designed and tested in order to develop the Foreign Language teaching. These are supported by the approaches mentioned before. It should not be lost sight of the fact that the approaches are philosophical stakes on the general sense of teaching. Methods make it possible to fix that stake through didactic strategies that are designed following an order. This order facilitates the learning process and allows teachers to improve the teaching plan. In the 70's during the 20th century, the following methods appeared: Silent way, Community Language Learning, Suggestopedia. At the beginning of the 21st century Total Physical Response became popular.

Finally, it could be said that there is no teaching method that is better than others. Each one responds to students' needs and becomes an option for the teacher according to his/her skills and teaching styles. Neither are pure methods, because teachers often use strategies from one method and combine them with strategies from others. Even, there are teachers who use elements from these methods intuitively without theoretical knowledge about them. The most important is that the teachers always plan their teaching strategies in order to get the best learning results.

Language Policy

The National Ministry of Education considered since 1974, The importance to improve the educational quality. It presented a fundamental minimum plan of studies, taking into account the needs and tendencies of the moment. From there, the teaching of a foreign language is introduced as mandatory. The Ministry gave the option to schools to decide the foreign language they wanted to teach during three hours per week. (Decree 080,1974)

In 1979, The National Government considered that the foreign languages contributed to expand the cultural horizon of the students. In order to adjust to the fundamental plan

planned for middle school education, it began to offer two years of teaching English, two for French and two for an elective language. (Decree 1337,1979)

Later, a pedagogy educational program began. It was in 1980. It was planned for academic high school graders from San Andres Island. It was supported by different public sectors among them The Escuela Normal. The aim of this program was to formalize bilingual education. For this reason, the teaching of French in middle school was no longer mandatory. In that way, it helped to intensify teaching English and a bilingual project was driven for the first time in Colombia. (Decree 2347,1980).

Modern public policy on Bilingualism.

The Law 1651 of 2013 included some modifications to the Law 115 of 1994. These modifications were related to the importance of the four communicative skills in English in middle, and high school students. At that moment, the government gave importance to the development of the English language in public schools. It occurred without affecting the special education that should be guaranteed to indigenous according to the Political Constitution of 1991. It is in this Law that Bilingualism appeared. It was related not only to English as a Foreign Language but also to the importance of the sociolinguistic context that is part of this Bilingual country as the indigenous creole languages are, and existing in the territory and the attention to them in the school environment. As Mejia (2004) mentions,

A great boost was given to the status and use of the Amerindian and Afro Colombian (Creole) languages in the Colombian Constitution of 1991, where it was officially recognized, for the first time, that Colombia is a multi-ethnic and multicultural nation (Article 7) and that the languages of the minority communities would be co-official

with Spanish in the areas where these were spoken. Furthermore, the new constitution recognized bilingual education as the form of education to be implemented in these communities.

During the last few years, each government has presented its Bilingualism Program. This is done in order for students to improve their English skills. It is made by creating several programs in favor of the benefit of teaching and learning. This has been done by considering regional needs and market demands (globalization and competitiveness).

Therefore, the local government in the Development Plan of Jamundí City (2020-2023), in the strategic component number III titled “Jamundí con Oportunidades, primero la Educación y el Empleo” (Jamundí with Opportunities, First the Education and Employment) has the following objective that is in Spanish in its original version:

[...] to provide the population with opportunities for access to quality education and permanence at each educational level, [from preschool] to higher education, and in turn, to provide the necessary tools for access to dignified employment by supporting entrepreneurship, taking into account the desire for a more educated, commercial, Eco touristic, equitable and equitable Jamundí with greater opportunities, where a greater economy and the use of new technologies are promoted. (p. 105).

In the same document the local government establishes that, “Jamundí City will be leader [...] recognizing the ethnicity identity and culture of its population from schools, ensuring the rights of children and teenagers as important participants in order to transform our territory” (p.106).

To implement this strategic component, the local government designed ten programs and twenty-nine subprograms. One of the Programs was named *Educación con calidad para el desarrollo de ciudadanos y ciudadanas de excelencia*. (*Education with quality for the development of citizens of Excellence*). Next, the description of the program is transcribed, This program seeks to articulate the strategies and resources in order to improve the different educational levels with the pedagogy actions of the schools and all the educational system participants in the city. Also, it seeks to make inclusive education possible, considering local, regional, and national needs and opportunities.

It could be said that it would help to improve the achievement in SABER 11° Test. It would allow access to Universities, and the highest probability of social mobility. (p. 110). (Underlining is not in the original text).

The Development Plan includes another appropriate program with this research framework, which is transcribed below,

Program: Bilingual Education for intercultural, development, and competitiveness.

Program Description: The ethnicity wealth and city strengths require the educational and curricular proposals that allow developing of the potential of people and the local region in pro of the globalization and internationalization processes that benefit the commercial, productive and communicative dynamism offered by the foreign language command without losing the cultural identity.

3.3.1 Subprogram: Curricular transformation for a bilingual intercultural education that allows developing people and local region potential. Subprogram Description: Bilingual Education requests the configuration of scenarios and proposals that facilitate the training and immersion processes for the implementation of compliment or intensive training models that allow achieving the progressive skill levels of

foreign language command either each student or teacher to achieve bilingual schools in the future. (p.112).

The above references suggest a meaningful interest for the local government to inspire a local educational policy that can help Bilingualism development. The document written in 2019, was approved by the Concejo Municipal in May 2020. At this moment, the programs have not been developed yet.

Recently, meanwhile this final research report is being written, the Major's office signed an agreement with the Autónoma de Occidente University, in order to train forty elementary and thirty secondary teachers who decide to assist. This course is about Communicative, Pedagogy and Curricula aspects in basic competences of Foreign language. The Agreement name is: *Strengthening of complementary and intensive foreign language training in Jamundí city. (Fortalecimiento en formación complementaria e intensiva en lengua extranjera en el municipio de Jamundí)*. Surely, it is *Intensive* because it begins on October 7 2022 with a classificatory test and, finishes On December 2nd, 2022.

From a critical perspective, several teachers who were interviewed in this research, these kinds of short courses are insignificant for teachers' training, even though the Major's office uses to invest a lot of public economical resources.

National Bilingualism Program (NBP).

The National Government has implemented a National Bilingualism Program in order to achieve the objectives related to the improvement of English teaching and learning.

The objective of the first National Bilingualism Plan (2004) was to have citizens capable of communicating in English, with internationally comparable standards, who

would insert the country into universal communication processes, in the global economy, and in cultural openness. This plan was projected until 2019. Fandiño et al. (2012)

The next Bilingualism Plan was named Colombia Very Well MEN (2015). The main objective was to develop citizens' communicative skills. It was in order to assist the processes of insertion of Colombian human capital into the knowledge economy and the globalized labor market. For that occasion, the project was presented as a state policy.

At the beginning of this plan, different diagnoses were made. They gave as result that the public schools of the country had a low English level. This was reflected not only in students but also in teachers. For the improvement of these difficulties, a plan for teachers and students was planned.

Since 2018 until now, The NBP has continued. The country is recognized as a multicultural and multilingual country. It does not leave to see the foreign languages as a path for global citizens' training. The main objective of this plan is to strengthen foreign language teaching and learning in Preschool, Basic, Middle, and High school. This is in order to guarantee comprehensive training, and the development of skills of global citizens, and the 21st century and to encourage the generation of cultural, academic, social, and professional opportunities according to the needs of the educational institutions and regions. Alcaldía M. de Bogotá (2020)

It is necessary to emphasize that each plan has been drafted on the previous. It looks for accomplishing the needs that the world presents us. Languages are a fundamental part for cultural development and the achievement of a competitiveness and quality student's level facing the new opportunities offered around the world and in our region nowadays.

Common European Framework of Reference for Language.

As mentioned above, Colombia has implemented improvements in English teaching and learning to make students more competitive in a globalized world. These improvements have some aspects as the standards related to the language skills. The general concept of Standard is defined by Pan Hispanic Dictionary of Doubts Real Academia Española (2005) as “pattern or reference” to be followed. As far as education is concerned, standards are a “set global criteria for what teachers should teach, how they should teach and what students should know at a certain level and in a certain period of time”. (Ayala & Alvarez, 2005 p.9).

In addition, Colombia has decided to take into account the Common European Framework of Reference for Languages (CEFR) in its National Bilingualism Plan. (Plan Nacional de Bilingüismo PNB). It defines the proficiency level of students and gives some guidelines for planning syllabus taking into account the context of each location where it is adopted. It is mentioned in the document presented by European British council about Common Framework for Languages. European council, (2001),

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners’ progress to be measured at each stage of learning and on a life-long basis. (p.1)

The importance of adopting a common framework allows that the public policy about bilingualism to be aligned with the international community. In this way, Colombia can define a curricular and didactic guideline oriented towards the achievement of common objectives taking into account the context of the students, adopting the efforts of the European Council. This Council defined a common framework for language teaching, learning and assessment in a particularly multilingual continent.

Colombia is a country with ethnic and cultural diversity. It could talk about two groups where Spanish is the official language with all those diverse languages spoken by human groups that have their own linguistic customs: Amerindian and Afro-Colombian groups. This creates the need for an inwardly bilingual country. This is why ethno-education has an important challenge. Mejia, (2004). On the other hand, Colombia must be a country that presents itself without borders. For this, it is necessary for Colombian people to be able to communicate with other human beings in the world. Social and communication media could be taken advantage of in order to be connected easily with people in different places in the world. This requires the use of a common language such as English, which allows the worlds to meet.

There must be common points that allow the design of English teaching programs whose results are measurable and comparable (both in the country and abroad) in order to train Colombians in the use of English as a functional language that allows communication with the outside world. Hence the importance of adopting the Common European Framework as public policy for the teaching, learning, and evaluation of languages, with its different levels of competence in each of the four basic skills. The Common European Framework becomes a worldwide reference that facilitates the design and planning of effective education programs. On the other hand, Foreign Language Learning could become

an alternative that gives tools for the human development of those people who want to be in cultural, labor, academic, scientific, and artistic contexts in other places around the world.

Standardized Evaluation

For the purposes of this paper, standardized assessment is a central concept because it becomes a useful instrument for measuring and comparing learning performance and skills that allows authorities, managers, and teachers to obtain relevant information for reorienting and/or adjusting teaching processes.

Standardized assessment is always problematic. Through a single instrument, one seeks to assess a diversity of learning, which is the result of different types of teaching and, moreover, diverse cultural contexts. They can hardly be included when designing standardized assessment instruments. Nevertheless, standardized assessment is a useful resource for comparing large sectors of the population simultaneously and for making decisions on educational policy, investment, teacher training, etc. over time. (Benavides, 2015)

In each country, there is usually an institution in charge of designing, implementing, publishing, and analyzing the results of governmental standardized evaluation processes. This allows the reporting of official data that the authorities use to make decisions regarding educational public policy. In Colombia, this responsibility is in charge of the Colombian Institute for the Evaluation of Education (ICFES, in Spanish). It is a state company of a social nature, linked to the Ministry of Education, which offers education evaluation services at all levels (State Examinations). It conducts research on the factors that affect the quality of education and provides information that contributes to improving and making decisions on the quality of education. (Rangel, 2019 p.380).

The ICFES prepares standardized tests. The results allow the national government to establish a comparison of variables, while also allowing educational institutions to review the state of their own processes in order to assume improvement plans in terms of teaching conceptions and strategies and learning results. Finally, the results offered by the ICFES are used by public universities in the country as a selection criterion for the admission of applicants. (MEN, 2022)

Due to the above and given the importance of evaluation in general, the Colombian Ministry of Education (2006), has dedicated a good part of its institutional documents to this topic, in order to highlight the relationship that should exist between quality teaching, meaningful learning, and reliable evaluation.

The purpose of the evaluation is to determine to what extent the quality goals established in the standards are being met, associated with the learning that students are expected to achieve during their stay in school. Therefore, the evaluation provides feedback to educational institutions, territorial entities, and the Ministry of Education, detecting strengths and weaknesses, and assessing the impact of educational processes on the development of basic competencies by the students of the country. (MEN, 2006, p. 1).

The results of the standardized evaluation periodically carried out by the ICFES throughout the country through the Saber 11° tests are very important for this research. They allow us to contrast the perceptions of the educational community who participated in this research with the quantitative results in English achieved by the students in Jamundí during the last three years.

By means of the statistical analysis of the quantitative data provided by the ICFES, it is intended to establish a reference parameter that contributes validating the findings obtained in the qualitative research stage developed through the review of documents and interviews to personnel linked in different ways with the implementation of the National Bilingualism Program in the city of Jamundí, Valle del Cauca.

Methodology

Research methodology

This research has been designed from a mixed method (MM). The main characteristic is the combination of qualitative and quantitative perspectives (Hamun Sutton, A, 2013). The objective is to give a more in-depth analysis and understand better the relationship between the perceptions of rectors, coordinators, teachers, and students of the public schools in Jamundí about teaching and learning English as a foreign language in contrast with the institutional results achieved in the SABER 11° standardized test during the last three years.

MM allows expanding the questions and theories to address reality and have an impact on teaching and learning processes. The answers obtained through the application of MM is rich, meaningful, and contribute to the understanding of educational phenomena which in turn may raise new questions. The MM offer researchers the opportunity to discover new orientations, try varied strategies and ways that go beyond those derived from the use of a single method. (Hamui Sutton, A. 2013, p.212)

Mixed methods are supported by a variety of information sources that are combined to achieve comprehensive analyses (Creswell, J & Plano, V, 2011). In this case, a documental revision was used to form the theoretical framework and to know the public policy about Bilingualism, as its evolution during several decades in Colombia. Specific information was gathered from people belonging to different educational communities in Jamundí, including rectors, coordinators, teachers, and students.

In addition to the above, as indicated by Hamun Sutton (2013), the triangulation model is used in mixed research due to the quantitative and qualitative data can be produced simultaneously, almost always in short periods of time and with well-defined population groups, for example, members of the educational communities of the public sector in Jamundí.

In the case of this research, the quantitative data in English obtained from the standardized results in SABER 11° Test are included at the end to contrast the perceptions (qualitative data) given in this way an external reference (The ICFES). A triangulation is done that allows a higher degree of validity to the analysis, considering the variable *English Learning* can be compared. It is generated by the educational actors' perceptions, with the concrete results achieved by the students during the last three years (2019-2021).

Creswell, Fetters and Ivankova (2004) say that a potential problem in the triangulation model that appears frequently is, the discovery of contradictions between the qualitative and quantitative information. This situation makes new questions appear and can direct complementary research. In our case, the students' and teachers' perceptions use to be very optimistic. In general, they consider that what is done in English teaching and learning is good or at least it is well-oriented. However, the contrast with the quantitative data indicates clearly that the public schools' English learning results in Jamundí were below the

national average during the last three years. This is a meaningful opportunity for improvement.

Participants

For the development of this study, the information was gathered with ten rectors out of sixteen in Jamundí which means we count on the perceptions of 62,5% of people who lead the educational projects in the city (administrators). Among them, three rectors of the urban area participated (Jamundí has four urban schools) and seven from the rural area. From the above, it can be deduced that five rectors of rural area decided or could not collaborate with this research exercise.

In the case of coordinators, seven of them participated in the representation of three rural schools and four urban. Fortunately, three coordinators of three schools participated from which rectors did not join the research. It allowed to include the administrative perceptions of those schools.

In addition, the study wanted to collect information from teachers of all educational levels, since according to the 1651 Law 2013 (Bilingualism Law) where specific objectives were added to the General Education Law for Elementary and Middle Levels propose “To develop the communicative skills for reading, understanding, writing, listening, speaking, and express correctly in a foreign language” (art. 20). In the same manner, the description of the National Bilingualism Program published in National Ministry of Education webpage establishes “The objective of National Bilingualism Program is to improve teaching and learning foreign languages in the students from preschool, middle and high school levels”. Additionally, the educational projects of some public schools in Jamundí, include the

introduction of vocabulary, instructions, and expressions in English from early childhood education, as part of its formative component.

Therefore, the study included the perceptions and opinions of five preschool teachers, ten elementary teachers, and eight middle and high school ones. All of them are responsible to give instruction in English, although only the teachers who are in secondary are required to have received training in foreign languages or to have enough knowledge and certification of those skills.

Of this group of twenty-three teachers who are in charge of teaching English in eight public schools in Jamundí (three urban and five rural), 82.6% are women. This means that most of the teachers who have the responsibility of teaching English to the future generations of the city are women. Of the total number of teachers, a little more than 90% are between thirty-six and sixty-five years old and 83% of them have professional experience between eleven and thirty-five years working as teachers.

Only 30% of the teachers who participated in this study have training from a university with a Bachelor's Degree in Modern Languages (seven teachers) and from them, two people have achieved a Master's degree in Education. The other eight teachers have bachelor's degrees in different fields of English teaching and the other eight are pedagogical High School graduates or Normalista in Colombian term. some of them have short English courses offered by language institutes assumed by themselves with their own economic resources.

The last section that has the sample defined for this study is the 10th and 11th-grade students. These grades were defined because they are students nearing the end of their schooling, who can offer a retrospective look at their English training as a foreign language

and also express their perceptions of the skills they have attained and the teaching strategies used by their teachers.

The group of students included is equivalent to fifteen teenagers in tenth grade, and twenty-one in eleventh grade. 53% are enrolled in rural schools and 47% in urban ones. Almost unanimously, all of them value the need to learn English even 30% of them have participated in English courses out of school, in Language institutes, courses in National Learning Service (It is my translation) Servicio Nacional de Aprendizaje SENA or using digital applications as Duolingo to reinforce skills by themselves.

In this way, this research collected information and perceptions from seventy- six people connected to thirteen educative communities of the public sector in Jamundí, through the answer to a survey cautiously designed and distributed that included open and closed questions to collect accurate information but at the same time, offering the possibility to give opinions and complement information by the participants.

In statistical terms, the defined sample is considered representative because Jamundí has sixteen public schools. It means that this study collected information from the majority of them (81,25%).

Techniques and instruments for data collection

This research was developed in three stages. Each one was characterized by the use of one technique of collection of information: The first stage was a revision of bibliographic and documentary references; fundamentally to structure the theoretical framework with central concepts on bilingualism, English teaching and learning, methods and approaches. Also, it was necessary to revise the Colombian regulation that guide bilingual education in the country during the twentieth and twenty-first centuries. In this way, it could do a

historical route for the evolution of Language National Policy, National Bilingualism program, and Standardized evaluation.

The second stage consisted of designing, proving, and applying of instrument type survey with opened and closed questions to collect accurate information about teaching and learning English in Public schools in Jamundí. The survey was selected as an instrument because as García, Ibáñez and Alvira say (1993), it is about

[...] a technique that uses a set of standardized research procedures by which a series of data is collected and analyzed from a sample of cases representative of a larger population or universe, from which it is intended to explore, describe, predict and/or explain a series of characteristics. (p. 150).

In this second stage, three different surveys in Spanish were designed. Each one was aimed at a particular group: Administrative people (rectors and coordinators), teachers, and students.

The heading of the instrument was the same for all 3 groups and included an informed agreement in the following terms:

This survey is part of the research for the development of the thesis entitled: Perceptions of the Educational Community in contrast with SABER 11° English Test Results (2019-2021) in Jamundí city; made by the teacher Olga Lucia Quintero Castaño in the Master's Degree in Teaching English as a Foreign Language at ICESI University.

When you decide to fill out this instrument, your participation is assumed as free and voluntary. In any event, it is clarified that according to 1581 Law 2012 (personal data protection Law) sensitive personal information won't be collected, and it is a guarantee that the saved data will be used exclusively as an academic source and not for commercial or profit purposes.

To extend, rectify or delete information, you can write to olgaluciaqc@gmail.com who is the person responsible for the management and protection of the data.

The testing process of the instrument was accomplished by a volunteer group of three teachers, two coordinators, and four 10th-grade students. They contributed to improving the questions with important comments and suggestions such as the sequence and order of the questions, the survey design, etc.

The fact of including open-ended questions makes the design of this survey similar to a semi-structured interview. The difference is that the interviewer was not present because it was distributed via e-mail to a group of people previously determined when the sample size was defined.

It is important to clarify that the survey was addressed to sixteen rectors of which ten answered (62,5%). They were asked to share with the coordinators, and tenth and eleventh graders to the links of the survey. As result, the answers of seven coordinators, twenty-three teachers, fifteen tenth-grade students, and twenty-one eleventh-grade students were collected.

The following criteria were used to determine whether the responses obtained were representative of the sample to be analyzed: The same instrument was used for administrative personnel (rectors and coordinators), obtaining responses representing

thirteen of the sixteen public schools of the city, which is equivalent to 81% of the total number of schools. The same percentage of schools was represented in the responses of teachers and students, which is considered a sufficiently representative sample for this research since it slightly exceeds 80% of the schools.

The final forms that were used to conduct the surveys are included as annexes at the end of this report.

To close, in the third stage the analysis of the information collected through the surveys was done and it was crossed with the historical data published by the ICFES, corresponding to the results in English obtained by the students of public schools of Jamundí during 2019, 2020 and 2021 years. This last process corresponds to the triangulation because an external and independent variable is used (SABER 11° Test results) to contrast with the perceptions of participants collected in the above stage.

From this comparison, the information that allows for generating new questions and opportunities to do new research is obtained. For example, the possibility that the Secretary of Education decides to do a deep evaluation of the implementation of the National Bilingualism Program, articulating the goals achieved in bilingualism according to the Development Plan of Jamundí Local Government.

Data analysis method

For the data analysis collected by the surveys, the basic tools available in Excel Office were used. The answers of each group were uploaded in an individual Excel file. Then, each question was analyzed in a new spreadsheet in the same file to decompose the survey question by question and then tabular the results. In some cases, the totals, averages,

and percentages were calculated through simple arithmetic formulas. In addition, the graphs for each group of answers were designed according to their quantifiable nature.

In the case of open-ended responses, they were transcribed in the report textually (in Spanish) in order to expand, specify, complete, clarify, etc. the statistical information.

In this way, the treatment of the data was rigorous in order to convert them into valuable information that was subjected to analysis as a whole, comparing those variables that offered the possibility of recognizing continuities and/or gaps in the perceptions of administrators, teachers, and students.

The analytical exercise closed with a review of the historical data series provided by the ICFES viewer TuCOLE (<https://www.icfes.gov.co/web/guest/tucole>) on the web page of the institute. The option is Open data analysis, which is available for everybody at <https://www.icfes.gov.co/web/guest/analisis-de-datos>. There, using the search filters, the information corresponding to the years 2019, 2020, and 2021 of the public schools of Jamundí was selected.

The general available information about average by schools was taken. Also, the classification and results in English Tests. This information was registered in an Excel file, tabulated and the graphs were done to contrast the results with the perceptions collected in the surveys. In general, it can be verified that the results of English obtained by the public schools in Jamundí during the last three years have fluctuated between forty-three and forty-four points, finding below the national average that has been kept at fifty points approximately.

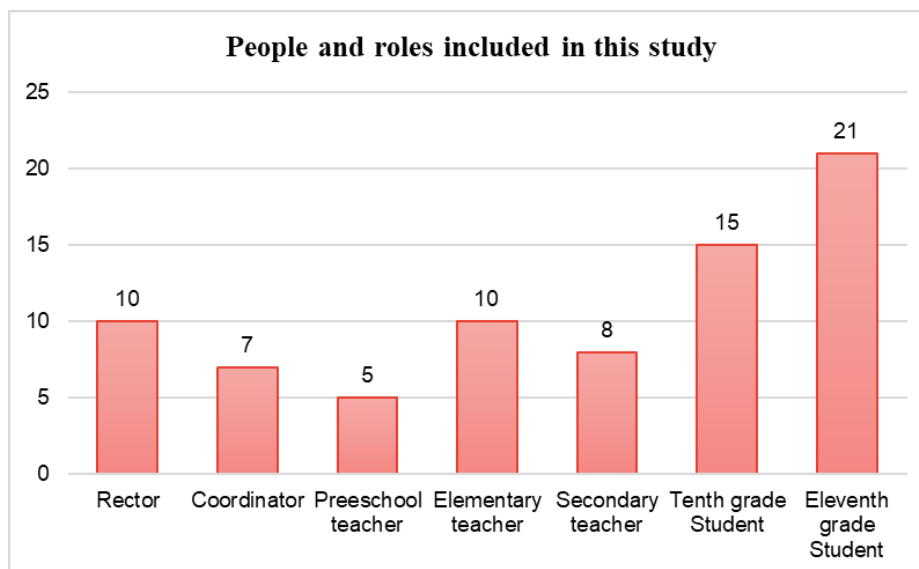
Results Analysis

Within the framework of this research, information was collected through semi-

structured survey directed to administrators, English teachers, and tenth- eleventh grades students of Official Educational Institutions (I.E.O. in Spanish) of Jamundí city. A representative sample was formed, consisting of ten rectors, seven coordinators, five pre-school teachers, ten Elementary teachers, eight High School teachers, fifteen tenth graders, and twenty-one eleventh graders. They represent thirteen public schools of the sixteen that Jamundí city has. It is equivalent to a coverage of 81% of the total of schools.

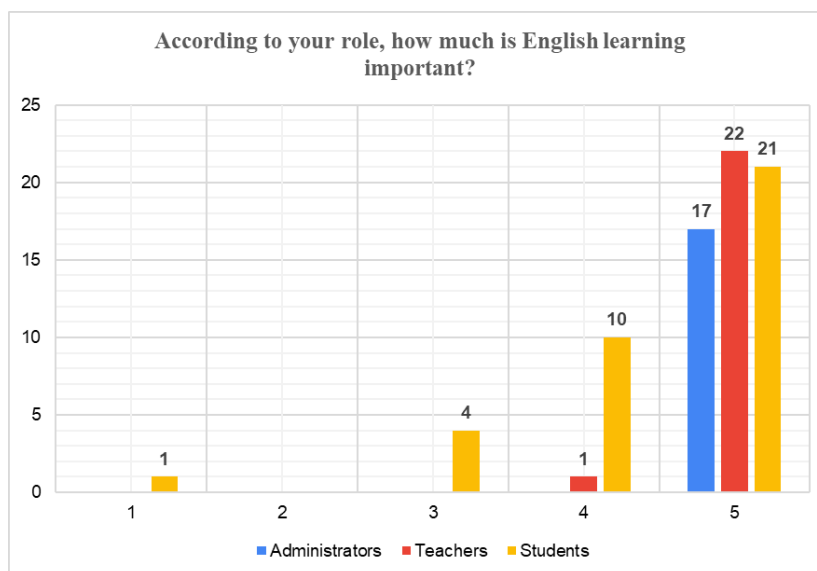
Public Schools included in this research

- | | |
|-------------------------------|---------------------------------------|
| 1. Alfonso López Pumarejo | 2. Alfredo Bonilla Montaña |
| 3. El Rodeo | 4. General Padilla |
| 5. General Santander | 6. José María Córdoba |
| 7. Luis Carlos Valencia | 8. San Antonio |
| 9. Sixto María Rojas | 10. Central de Bachillerato Integrado |
| 11. España | 12. Simón Bolívar |
| 13. Técnica Comercial Litecom | |



A first approach to the contextual understanding of the research problem implies knowing How important learning English is. When the answers are compared, it could be

seen that English learning is very important for most administrators, teachers, and students. One of the students considered that English learning is not important and ten of them classified this importance on 4 scales from 5.



Some complementary and/or clarifying comments made by study participants regarding the importance of learning English are transcribed below. The contributions are classified according to the role of the participant:

Administrators

- *Es de alta importancia, pero en muchas de las sedes los maestros no tienen formación disciplinar en el área del idioma extranjero inglés.*
- *Nuestros estudiantes serán ciudadanos de un mundo globalizado.*
- *El inglés amplía la comunidad, el proyecto de vida y las oportunidades a nuestros estudiantes.*
- *Es muy importante hablar una segunda lengua.*
- *En el caso de la I.E hemos implementado inglés técnico e inglés básico contando con más horas de inglés.*

- *Los jóvenes deben desarrollar al máximo sus competencias comunicativas en todos los idiomas posibles para estar a la vanguardia.*
- *El bilingüismo es una de las competencias que los estudiantes requieren para enfrentar el siglo XXI.*
- *El inglés es fundamental para ampliar el espectro laboral de los estudiantes.*

Teachers

- *Es importante desde mi punto de vista que los estudiantes desarrollen las cuatro competencias básicas del lenguaje en lengua extranjera dado que tener competencias en una segunda lengua.*
- *Puede abrir sus horizontes a nuevas oportunidades tanto académicas como laborales.*
- *Es esencial para nuestros estudiantes tener un manejo básico al salir del bachillerato.*
- *La formación de las nuevas generaciones debe estar enfocada, al manejo de las competencias laborales y comunicativas. El inglés hoy por hoy es fundamental en la formación.*
- *Es un idioma extranjero, que abre muchas puertas para desempeñarse en diferentes partes del mundo.*
- *Permite la facilidad para acceder a diversos campos laborales.*
- *Es muy importante porque ya es parte de la vida, es parte de las competencias comunicativas y sociales interpersonales.*
- *Es muy importante trabajar el inglés como la segunda lengua materna ya que es un requisito fundamental en las diferentes áreas de conocimiento en la actualidad.*
- *Porque en este momento, con la globalización el idioma inglés es de vital importancia para defenderse en el campo laboral.*

Students

- *Si quisiera ir a estudiar al extranjero muchas universidades piden un nivel de inglés alto.*
- *El inglés me parece importante ya que quiero estudiar comercio exterior y estoy muy mal en inglés y mi carrera me lo exige.*
- *Creo que aprender inglés es muy importante para mí pues lo que practico y quiero hacer a nivel profesional, requiere mucho de inglés.*
- *Además, el inglés es uno de los idiomas más hablado internacionalmente, lo cual nos da muchas más oportunidades.*
- *Hoy en día es muy importante saber hablar el inglés ya que muchas universidades en el exterior exigen un nivel alto de inglés.*
- *También para comunicarme con otras personas.*
- *Me facilita hablar con personas del exterior y hacer amigos de distintas partes.*
- *Aprender inglés me sirve para tener una mejor calidad de vida y aún más importante por la carrera universitaria que quiero estudiar.*
- *El inglés es el idioma universal, realmente me gustaría mucho mejorar el idioma en mi caso. El mundo, también se mueve a base de este idioma universal, así que considero indispensable adquirir conocimientos al respecto para tener mejores oportunidades.*
- *Me permite crecer como persona.*
- *El inglés sirve para muchas cosas y es una lengua necesaria para poder comunicarte con las otras partes del mundo.*
- *El aprender inglés es importante ya que al aprenderlo le puedo explicar a otra persona a hablarlo.*

Considering the additional comments that participants of this research made, it is necessary to say that learning a foreign language is vital for all of them, specifically English and that the national Government supports and promotes it through public policy. That is why the National Bilingualism Plan exists.

The adjustments made in this plan related to English Teaching during each government have been thought from the needs of an increasingly globalized world as Benavides (2015) says. Therefore, the Common European Framework was included in order to standardize the levels of communicative skills, and the effort to improve the student's performance in standardized tests. Nevertheless, the daily context that is lived in Colombian classrooms and the specific needs of the students in the country have been left outside. About this, Cárdenas (2006) says,

[...] The CEF advocates the overcoming of difficulties generated by the different European educational systems that limit communication among professionals working in the modern languages field and the necessity of acquiring one or more foreign languages for the adequate performance of people in the public and working domain, mainly as a response to the professional mobility requirements among the different countries.[...] both proposals are considered to fall within multilingual and multicultural contexts that are not necessarily similar to the general characteristics of our Colombian context[...] The reality established in the CEF would have to be contrasted with the conditions of Colombian educational institutions, namely, infrastructure, curriculum organization, use of foreign languages in the academic and cultural domains of the country, working hours and competences of language teachers.[...] Thus, tracing frameworks for the Colombian context would have cultural, logistic and economic implications (p. 4).

Finally, it is necessary to say that it is believed to learn a foreign language is important only for personal and labor development improvement for future students. Nevertheless, the most benefited economically are the enterprises that hire cheap bilingual labor.

This has been discussed in the different national English plans for many years emphasizing that, the purpose should be to improve the quality of life for bilingual students and the productivity of companies. The benefit should be for the social aspect and not only for the employers. On this, Bonilla Carvajal & Tejada-Sánchez, and Reyes, cited by Gómez (2017) say,

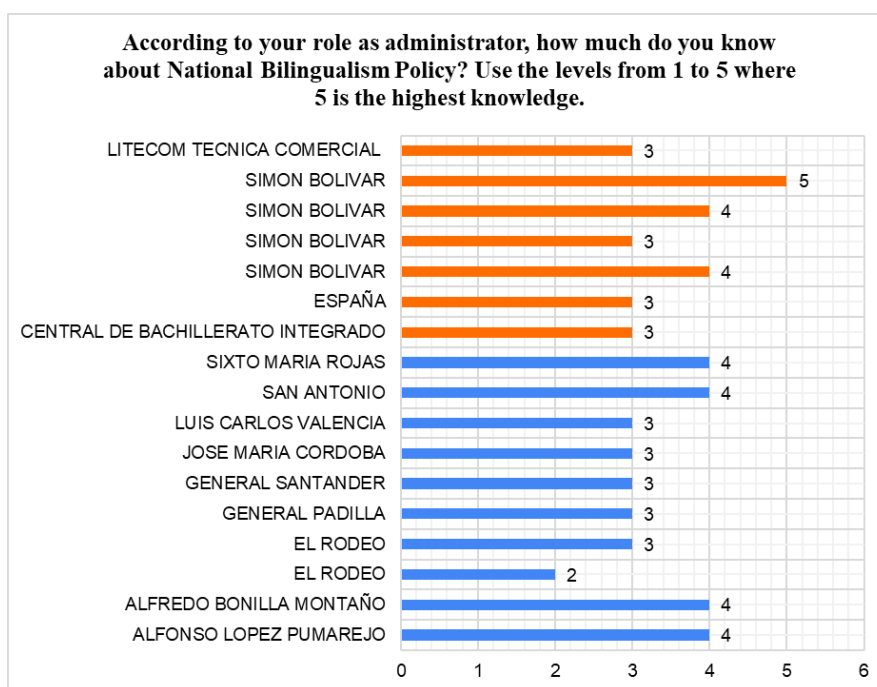
[...] a main reason to foster English language learning in Colombia the need of high school graduates and technicians with a B2 English level who can work in the customer service of tourism and software companies, as well as in business process outsourcing (BPO). This suggests that the PNI was born to attend to the needs of industries and elites who are in search of a cheap workforce able to communicate in English, rather than to the need to foster social development (p. 149).

Since all people who are involved in this research consider English learning important, what will be analyzed is, why this process is not successful.

Administrators (Rectors and Coordinators)

As mentioned above, in this research ten rectors and seven coordinators of thirteen public schools were involved. They were asked to rate on a 1 to 5 scale the knowledge that they have about the National Bilingualism Policy. In the following graph can be seen, the answers indicate a 3,4 average of knowledge.

It is worth indicating that the orange color in the graph, represents the Urban Public schools and the blue color are Rural schools. Some names of them are mentioned repeatedly because two or more administrators from the same school, participated with their answers.

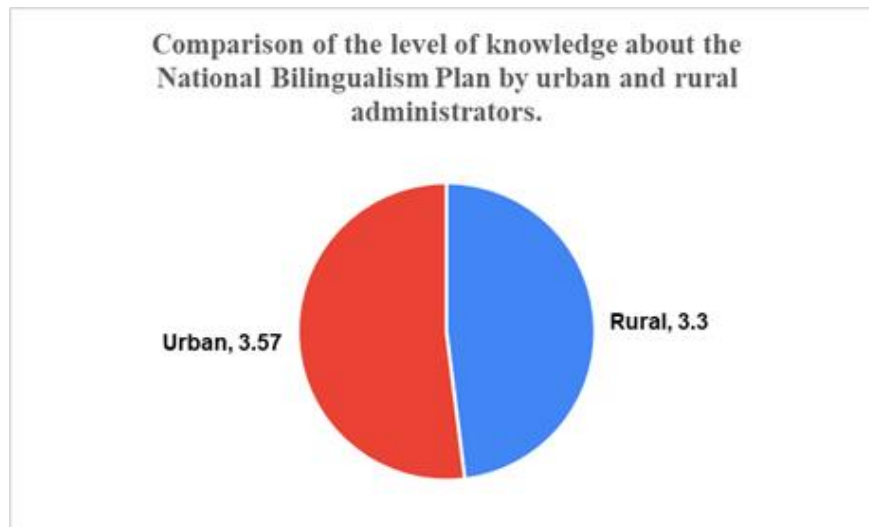


Complementing the previous graph, the answers of four administrators are transcribed about the knowledge they have about the National Bilingualism Policy. They said:

- *Tengo entendido la implementación de programas desde el MEN y la mesa de bilingüismo etc.*

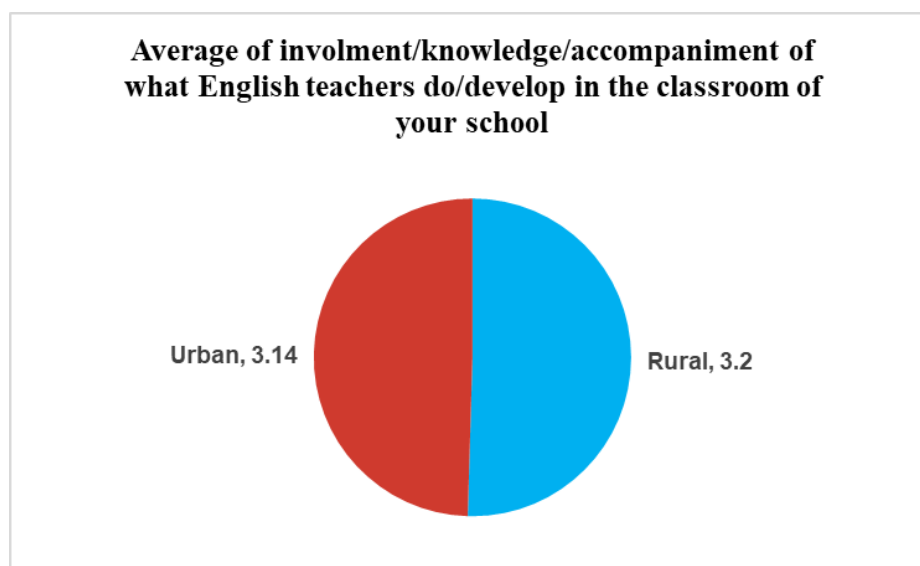
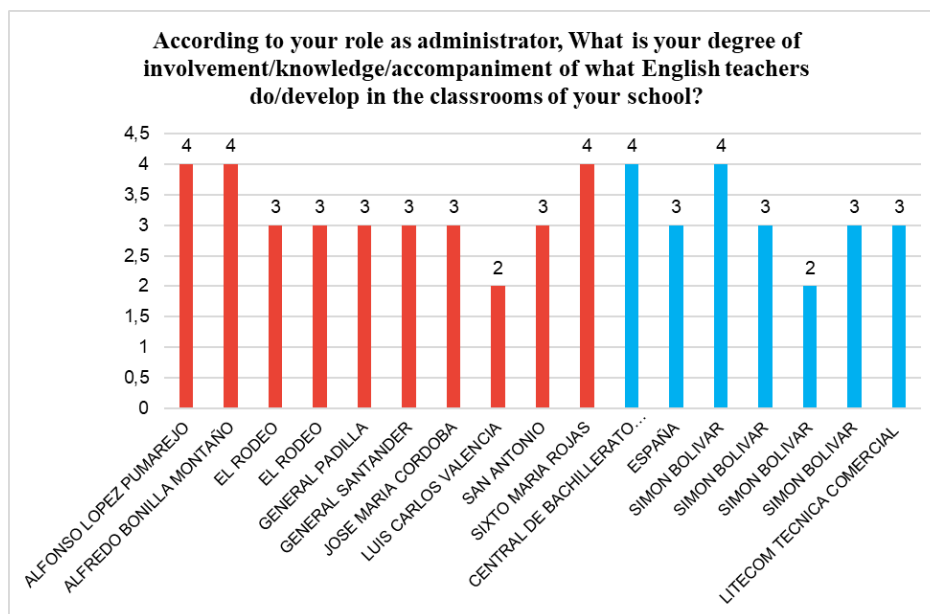
- *Las dinámicas institucionales muchas veces dificultan la apropiación de cuestiones importantes como esta.*
- *Me gustaba cuando llegaban los libros del Ministerio para fortalecer el idioma inglés. Pero con este gobierno [Iván Duque Márquez] se frenó el proceso.*
- *Una política que no tiene en cuenta la situación real y necesidades de la escuela.*

When the answers of urban and rural administrators are compared, it can be seen even though Jamundí city has the largest number of schools in the rural area, the knowledge average of the National Bilingualism Policy by the administrators in the urban area is slightly higher (3,57) in comparison to rural area (3,3).



Considering that is very important the articulation between administrators and the work of English teachers in the classroom, in order to strengthen teaching and learning, the administrators answered the following question: What is the level of involvement / knowledge /accompaniment about what English teachers do/develop in the classroom in

your school? for answering this question, they were asked to rate on a 1 to 5 scale, obtaining an average score of 3.18 (3.2 in rural areas and 3.14 in urban areas).



Complementing these answers, administrators said the following:

- *Nos hace falta un docente de inglés, afortunadamente contamos con un docente del área de humanidades muy apasionado con la enseñanza del inglés, lo cual ha subsanado un poco esta situación.*

- *Hemos estado acompañando y acercando a las estrategias que implementan los docentes, para conocer cómo van en sus procesos y apoyando en nuevas acciones, porque hay un compromiso en afianzar saberes.*
- *Cómo rectora considero que el inglés se debe fortalecer desde los primeros grados.*
- *No sé si hablar de bilingüismo con cero docentes de inglés en preescolar y primaria y máximo 2 horas d inglés en la semana para bachillerato.*
- *Conozco los lineamientos, estándares y Competencias. Además de la planeación organizada por el establecimiento Educativo.*
- *Falta mayor aporte en el presupuesto para fortalecer los instrumentos didácticos de los docentes de inglés.*
- *Tengo conocimiento de lo que se planea, pero el acompañamiento pudiera ser mayor.*

It is also worth clarifying that according to Colombian regulations, in the public sector, a single rector directs several seats, which are supposed to be articulated by a common Institutional Educational Project, but in reality, they usually respond to very different contexts, either by the seat population served, by the infrastructure conditions of each seat, by the particularities of the group of teachers, among many other factors.

Therefore, it allows us to explain why it is not easy that the rector assumes fully the leadership of the pedagogical process in the institution and why this function uses to be delegated to the coordinators (who are in contact with a specific seat permanently) as a consequence it usually does not exist a criterion of a pedagogic unit in the institution, but diverse experiences that are difficult to fit in with the educational model.

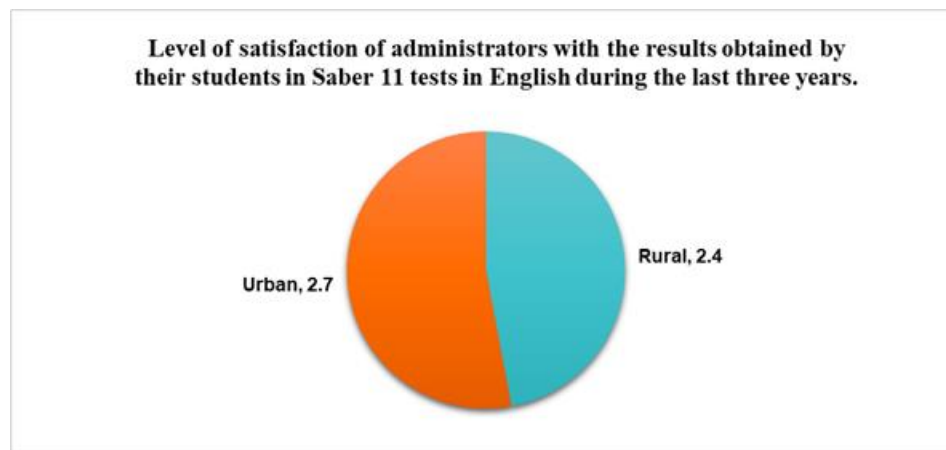
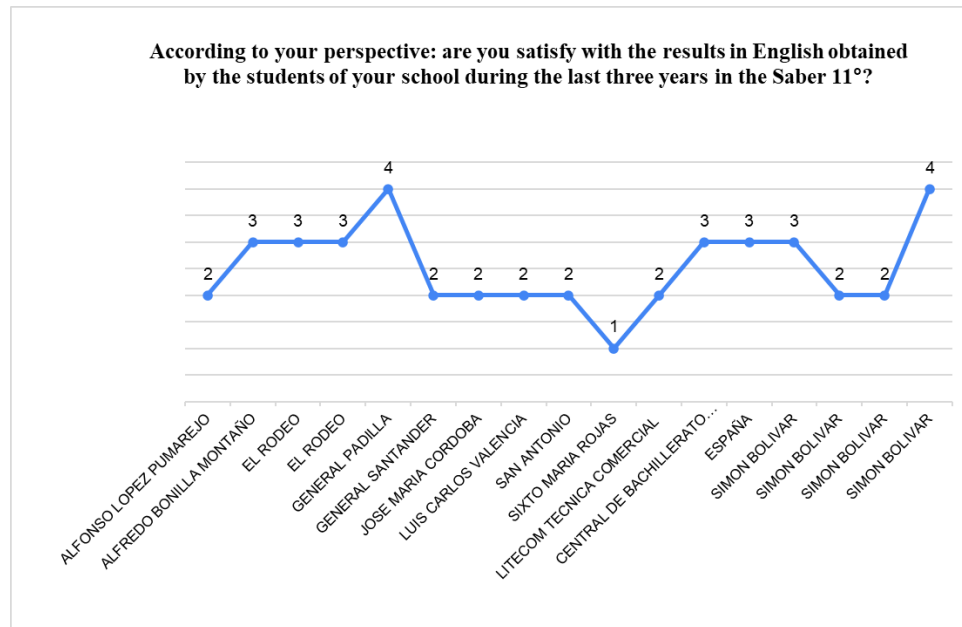
Obviously, Bilingualism is not different. The empirical evidence gathered by this research allows us to see efforts in each seat from the available human resources and the interest of the teachers to propose dynamics focus on the strategies implemented to improve English learning.

Regarding Bilingualism, a wrong idea exists among the participants of the educational system, that is necessary to know about the foreign language to implement improvements, progress, proposals, etc., related to the NBP and strengthen it in the institution. For this reason, this task uses to be done by language teachers of each seat often without the educational administrators knowing in depth what is going on. Because of this, some improvement proposals for English teaching and Learning remain mere initiatives that are difficult to prosper, especially if the Colombian Educational system prioritizes the development of Spanish language and Mathematics skills.

About this topic, Miranda, N & Echeverry, A. (2011) say that “[...] Given that the successful implementation of the NBP depends on the determined support and work of the head teacher, together with the efforts of the educational community, the lack of knowledge of the standard makes its implementation difficult. The first step for a successful implementation of the NBP in schools is the in-depth knowledge, approval, and action of the school administrator. (p. 86).

Considering that the results obtained by eleventh grade students in the Saber 11° tests are an important indicator because it is a national census test, administrators were asked if they are satisfied with the results during the last three years in this test, especially in the English subject. For answering, they were asked to rate their level of satisfaction on a number scale from 1 to 5. An average of 2,5 was obtained. It suggests a meaningful

challenge because the administrators find it possible and necessary to achieve successful results.



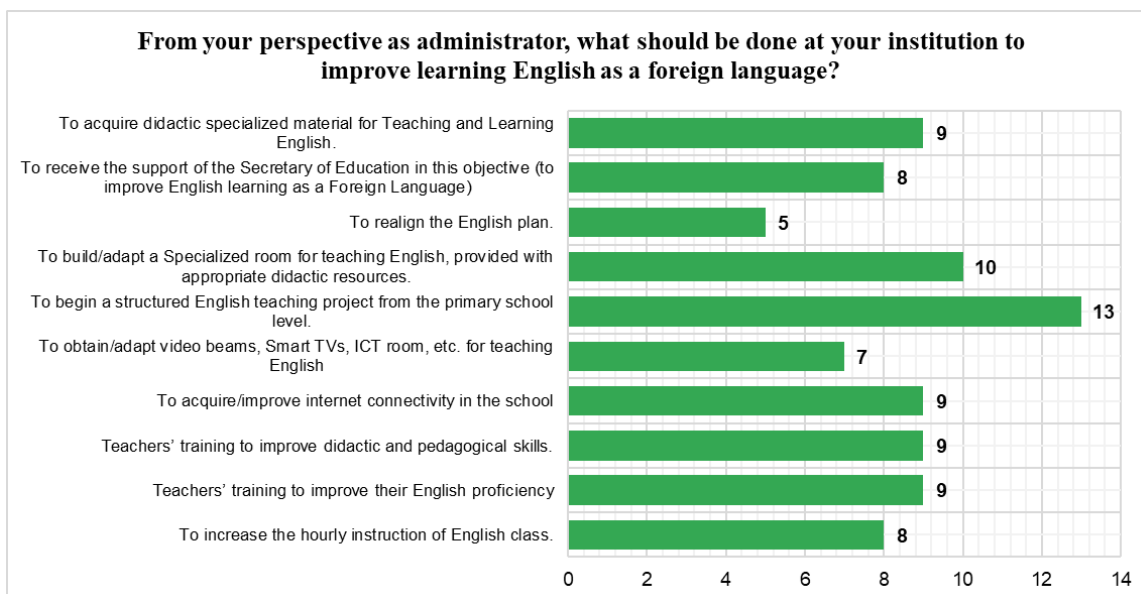
The administrators wanted to add the following comments:

- *Nuestra institución es nueva, por lo tanto, apenas este año nuestra futura primera promoción de bachilleres presentará la Prueba Saber 11.*
- *No tuvimos docente de inglés durante más de 15 meses.*
- *Aunque nos hemos sostenido, creo que al estudiante se le debe trabajar desde su integralidad y esto implica fortalecer el inglés*

- *Intensidad horaria insuficiente.*
- *Podemos avanzar más en los resultados.*
- *Estamos avanzando.*

In order to know the perspectives of administrators, they were asked: what should be done in your school to improve English learning as a Foreign Language? For this question, several options were given. They could choose two or three of them that they consider more significant. The options were:

- To increase the hourly instruction of English class.
- Teachers' training to improve their English proficiency.
- Teachers' training to improve didactic and pedagogical skills.
- To acquire/improve internet connectivity in the school.
- To obtain/adapt video beams, Smart TVs, ICT room, etc. for teaching English.
- To begin a structured English teaching project from the primary school level.
- To build/adapt a Specialized room for teaching English, provided with appropriate didactic resources.
- To realign the English plan.
- To receive the support of the Secretary of Education in this objective (to improve English learning as a Foreign Language)
- To acquire didactic specialized material for Teaching and Learning English.



Among the above options, thirteen of the seventeen administrators indicated “To begin a structural project in teaching English from Elementary school” as the most significant strategy (76%) in order to improve teaching English as a foreign language. In the same way, according to the opinion of ten of them, it is necessary “To build/adapt a Specialized room for teaching English, provided with appropriated didactic resources”.

In contrast to the above, it is noteworthy that for the administrators, "Restructuring of the area plan" would be the least effective strategy. They make it clear that a greater investment of economic resources in infrastructure, equipment, and training is required to positively impact in English learning.

Additionally, when answering the previous question, the following comments were made in addition:

- *La construcción/adecuación de espacios y la adquisición de material didáctico no son suficientes si no se da una mirada a la formación.*

- *Creo que se debe motivar a toda la comunidad educativa y el inglés debe ser política pública.*
- *Depende de los propósitos del PEI.*
- *En la I.E Simón Bolívar se inició el fortalecimiento de inglés con un personal especializado desde 3ro. de primaria y se hace necesario que sea desde Transición.*
- *Ya hay salones de bilingüismo en las sedes, ya se han aumentado las horas de inglés y se ha aumentado el % de la asignatura de inglés para el área de humanidades.*
- *Todas se requieren con urgencia.*

From the above responses, it is important to comment that while resources, infrastructure, and pedagogical projects are important for teaching and learning English, it is also necessary to have trained human talent to ensure the use of resources. Even a teacher trained in teaching English can achieve significant learning development without a large budgetary investment by making use of creativity and basic didactic resources.

Perhaps a major obstacle is to consider that the training of non-bilingual teachers is solved with short courses in universities to "educate" them as English instructors, and these universities "benefit" a large number of teachers, but in reality, the lack of trained teachers to teach English as a foreign language, particularly at the primary level, is not deeply solved.

Within the framework of this research, some English teachers reported concerns, doubts, and/or discomfort regarding the criterion that administrators use to spread the information in the schools and the process to select the teachers in order to be beneficiary. In their opinion, the training is concentrated on one or in a few teachers especially from secondary, without taking into account the elementary teachers.

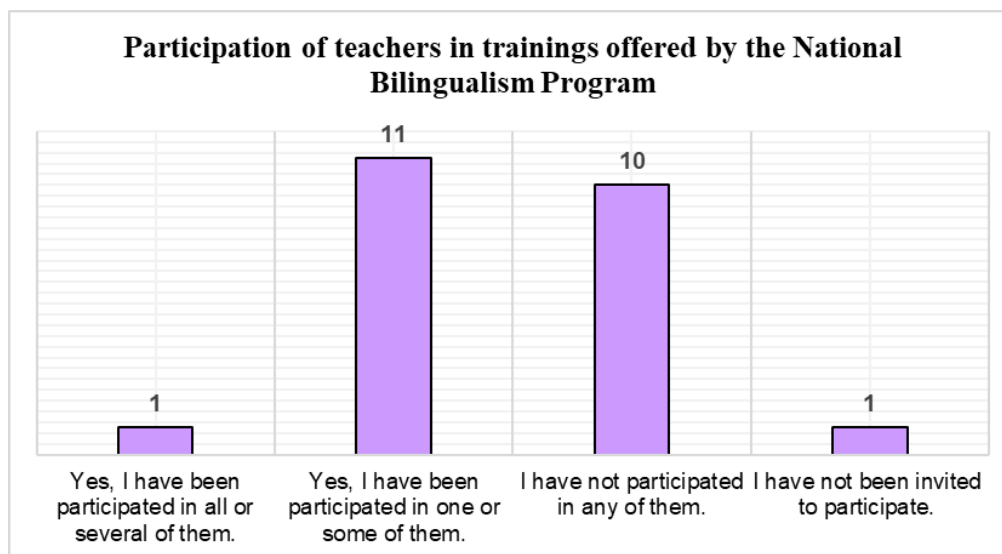
For this reason, the following questions were asked to the administrators: The Ministry of National Education (MEN in Spanish) offers several training programs for English teachers. These are immersed in the National Bilingualism Plan (Inspiring teachers, Master's scholarships, international assistantships, immersion programs, etc.) From your role as an administrator, how do you communicate these invitations to your English teachers? What criteria do you take into account to authorize/promote their participation? (Explain). The following answers were registered:

- *Can base a los resultados de las pruebas externas e internas.*
- *Se envían las convocatorias a los docentes y estos se postulan si cumplen con los requisitos.*
- *Las convocatorias se divulgan a través de los distintos canales institucionales de comunicación interna y se motiva a los maestros para su participación.*
- *Socializamos la información, compartimos el link y los motivamos a participar.*
- *Se brindan los espacios de formación cuando los docentes lo requieren.*
- *En circulares, por medio del WhatsApp. Primero, que sean del área y los de Primaria que realmente demuestran interés.*
- *Las convocatorias son muy limitadas.*
- *La asignación académica y la formación profesional del docente.*
- *Se apoya a todos los docentes que deseen aprovechar estas oportunidades.*
- *Se envía al correo y se motiva a los docentes para que asistan. No sólo los que tienen la formación disciplinar, sino que también todos los de primaria.*
- *Se hace la difusión y se ha integrado a la evaluación de desempeño docente como un punto extra del mejoramiento en el dominio de una segunda lengua.*

- *Compromiso, dedicación.*
- *Por medios digitales y se tiene en cuenta el interés de los docentes.*
- *Se brinda el espacio para que el docente participe de toda actualización que pueda estar.*
- *A través de grupos de WhatsApp, reenvío de invitaciones, etc.*
- *Según las directrices de la SEM.*

According to the answer of administrators, in general, the teachers receive the information about the opportunities for training and they are who decide if they take it or not voluntarily. It could be said that some teachers do not have an interest in the training, lack of democratization of training opportunities within the institutions and/or poor quality of the training offered by the educational authorities.

These observations appear when the information given by the administrators is crossed and contrasted with the teachers' answers. The following graph corresponds to the answers of twenty-three English teachers of the public sector specifically in the Secretary of Education in Jamundí city. They were asked to a similar question: The MEN offers several training programs for English teachers in the National Bilingualism Plan (Inspiring teachers, Master's scholarships, international assistantship, immersion programs, etc.) Have you ever participated in these programs?



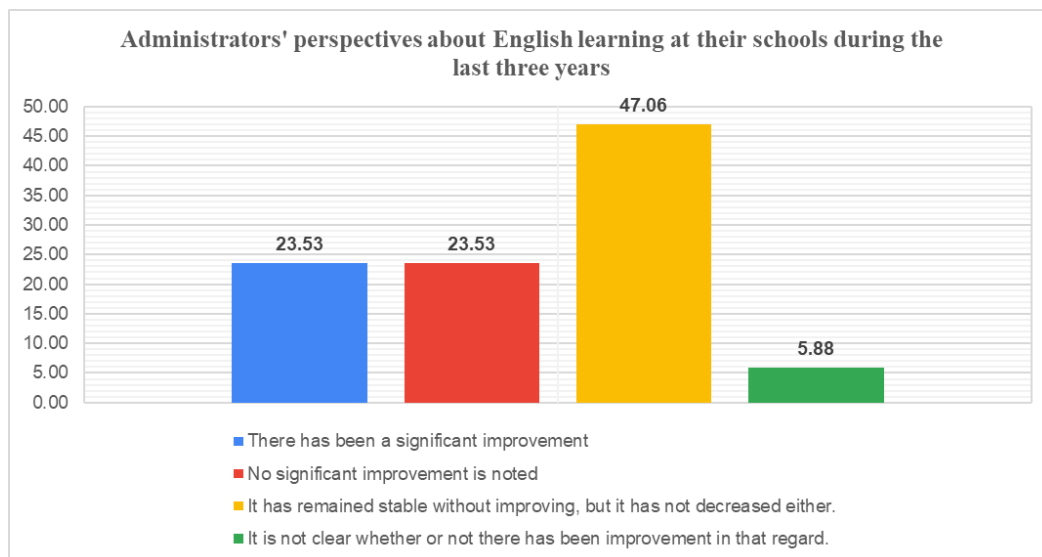
As it could be seen, just one teacher (4,35%) refers that has participated in all or several in teaching trainings. Eleven of them (47,83%) indicate that have attended to one at least. it calls the attention that ten teachers (43,48%) inform not to have gone to any training. At the same time, one person (4,35%) informs not to have received an invitation for participating.

Adding the last columns is found that almost the half of teachers have been apart from the training processes offered by the National Bilingualism Program. This situation should generate an alarm for the Secretary of Education and the administrators in Jamundí, in order to revise and design strategies that strengthen the participation of the teachers so that they can find better conditions of balance and coverage for all. Obviously, taking into account the Elementary teachers too.

Training for elementary school teachers use to be exclusively for Spanish language and Mathematics through the Program Todos a Aprender (Everybody to Learn. It is my translation) PTA. It looks to improve teaching strategies for the development of students in reading comprehension and to achieve the objectives of both subjects. On the other hand, most of the elementary teachers in public schools in Colombia do not have training in

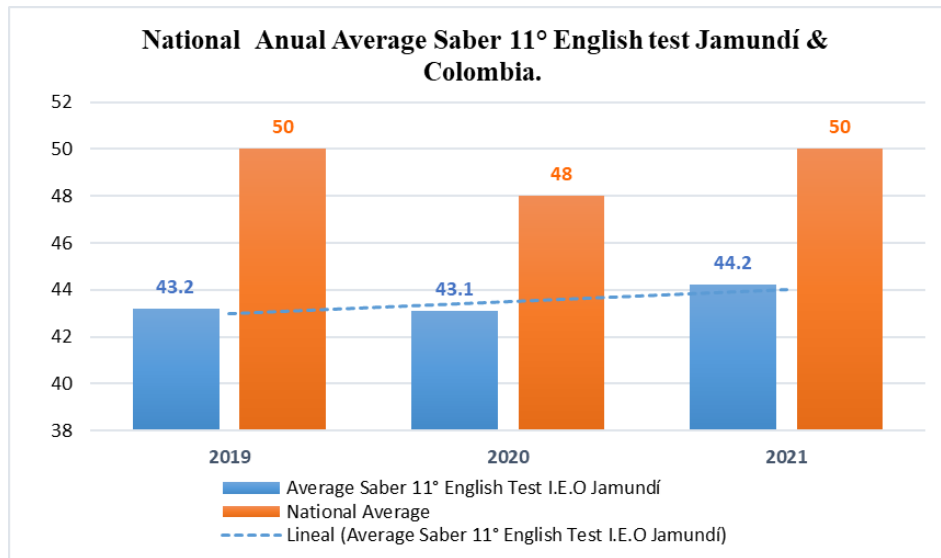
foreign languages. For this reason, they do not have the motivation for teaching English not even by personal interest, and they simple transcript lists of vocabulary and basic expressions in English on the board, most of them decontextualized that students have to memorize without guaranteeing knowledge level and their use in several contexts. Many of these teachers are also reluctant to participate in the training since, in general terms, they are planned almost exclusively for high school English teachers, who do have university training in English teaching.

Continuing with the survey, a question related to the English learning by the students in their schools during the last three years was asked. Four answer options were presented. among them, they should select the alternative answer closer to their criterion. The following graph shows the results obtained, expressed them as percentage:



The most perception of the administrators related to the English learning in their schools during the last three years, correspond in an appropriate manner with keeping a regular average that are around to 43 and 44 points. This is according to the results of English in the Saber 11° Test. It shows that the average in public schools in Jamundí is still

below the national average, which is approximately 50 points, as shown in the following graph:



Three administrators added to the above answer the following considerations:

- *Por ser una institución nueva, apenas desde este año contamos con el maestro de inglés, razón. por la cual el proceso de esta área específica está actualmente en una fase inicial y se han identificado muchos vacíos en los estudiantes.*
- *Si bien es cierto, se han mantenido en el mismo rango, pero este no es el idealizado.*
- *Tenemos estudiantes que han accedido a programas como el Colombo y otros están haciendo cursos en otros institutos.*

It is very important to know if the public schools in Jamundí, The Secretary of Education and/or school administrators have implemented some specific learning English program in the Elementary level. For this reason, they were asked the following question: Does your school currently have a formally structured English teaching project at the elementary school level?

Among the thirteen public schools from which information was collected, only three administrators reported that in their school (23%) some structured program is being advanced for teaching English in the Elementary level. As a result, the majority of public schools in Jamundí (77%) do not have this initiative, mainly due to the lack of teachers trained to teach English in this level.

Some comments given by the administrators who are trying to keep a Teaching English program in Elementary school are:

- *Con la docente que llegó este año se está trabajando por proyectos de aula aterrizados al contexto y a los lineamientos del MEN.*
- *Articulación con accedo, ingles técnico y básico.*
- *Se han iniciado rotaciones a partir de 3° para recibir las clases con la docente que domina el inglés.*

Along the same lines, it is important to know the opinion of the administrators about the possible obstacles that should be over in each school in order for the students to achieve a higher level in English skills. Next, the answers about it were written:

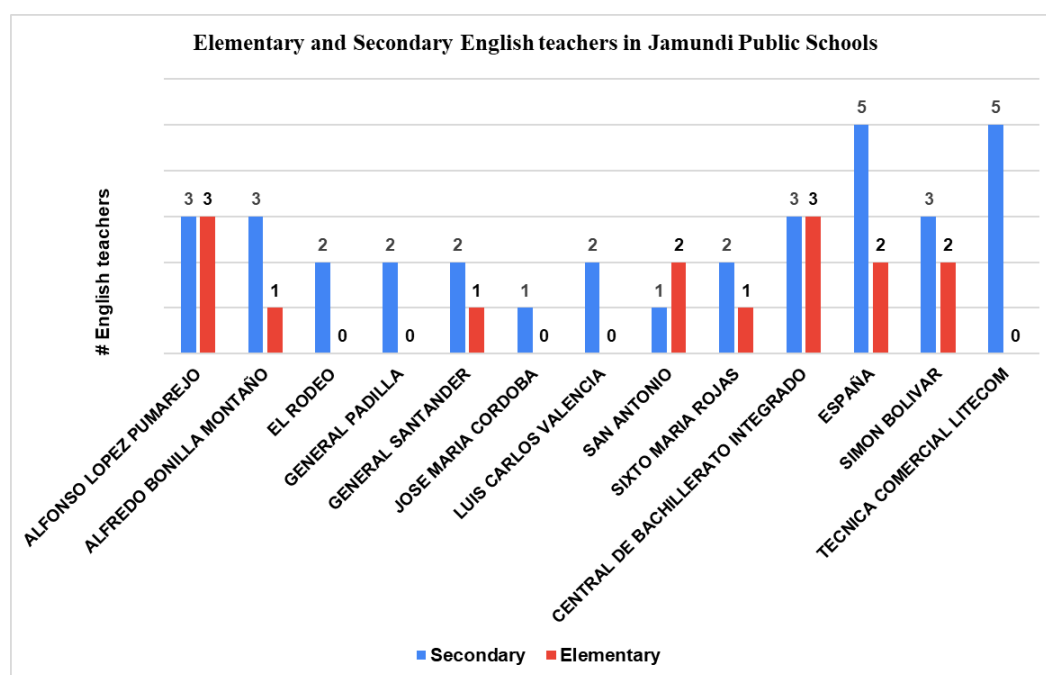
- *Las docentes deben estar bien capacitadas*
- *La formación de los maestros en preescolar y primaria para sentar las bases de un mejor proceso en bachillerato. Una verdadera solución estructural (y utópica) sería que el MEN nombrará profesores de inglés para estos dos niveles/ciclos educativos.*
- *Falta motivación tanto x docentes como por estudiantes...no tienen dónde practicarlo e implementarlo.*
- *El nombramiento en la institución de un docente con formación en el área.*

- *Algunos estudiantes de primaria llegan a secundaria con mínimos saberes en inglés, quizás, porque a veces no se respeta la intensidad horaria, ya sea porque el maestro (a) no cuenta con bases o porque se privilegia otras áreas y/o asignaturas, entonces no se crea un hábito o interés.*
- *Otro obstáculo, puede ser el cómo se enseña, olvidando las especificidades de cada individuo.*
- *No se cuenta con dotación de equipos en el aula de sistemas, el aula no ha sido adaptada para la enseñanza del idioma extranjero.*
- *Los estudiantes deben apropiarse de los procesos de enseñanza -aprendizaje de su lengua materna para poder comprender y aprender la complejidad de un segundo idioma.*
- *La falta de docente que tuvimos durante mucho tiempo.*
- *En preescolar se enseñan 5 horas y desde primero a once se ha aumentado a 4 horas semanales. El inglés es necesario que se motive lúdicamente a los educandos, a fin de generar confianza.*
- *Hacinamiento, Recursos tecnológicos, metodología.*
- *Bajo nivel de dominio de la lengua inglés en primaria.*
- *Más práctica.*
- *Se requiere mayores herramientas pedagógicas.*
- *Falta de material didáctico iniciando por diccionarios.*
- *La resistencia de algunos docentes para capacitarse en inglés, disponerse a dar las clases de inglés, etc.*
- *Multifactorial.*

Finally, the administrators were asked about the number of teachers in their schools who have received training and/or have the English language skills in order to assume English teaching in Elementary and secondary school.

It is clear that of the thirteen schools where the information was collected, the largest number of teachers with English training is in Secondary school (69,4%) and the teachers who have less training/knowledge about the English language, are at the Elementary level (30,6%). This is an important aspect that the educational authorities in Jamundí, should have to take into account.

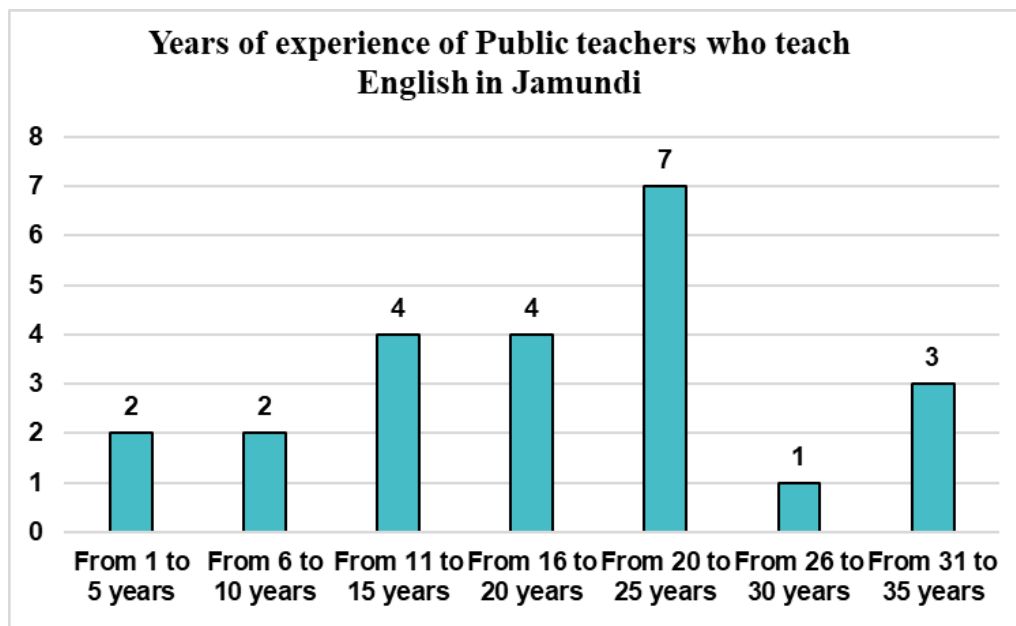
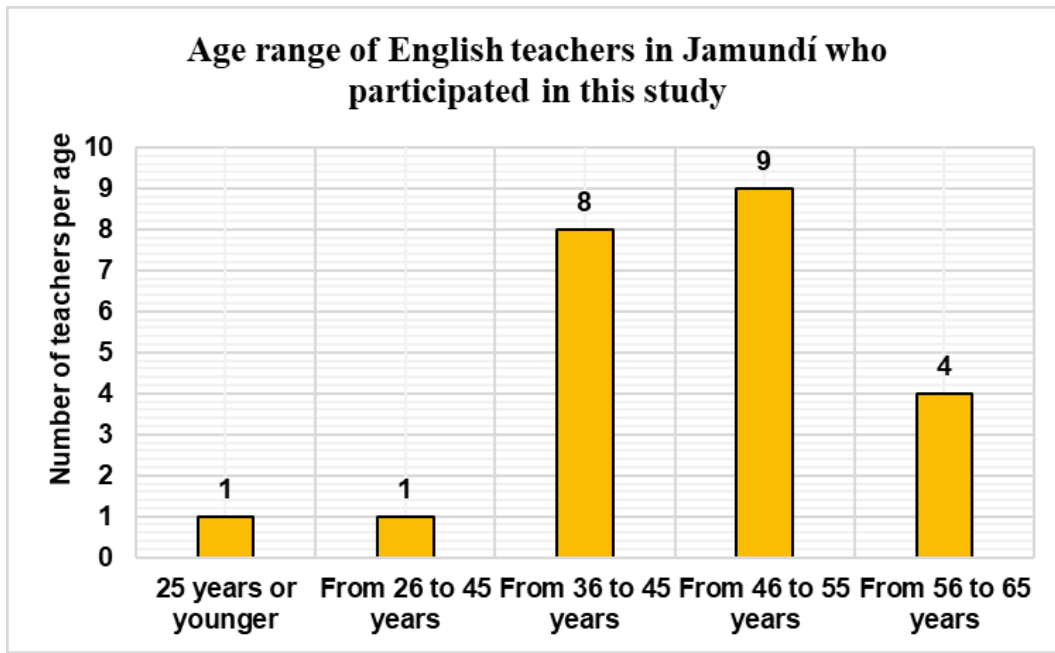
The following graph is a summary of the administrators' answers:



English Teachers

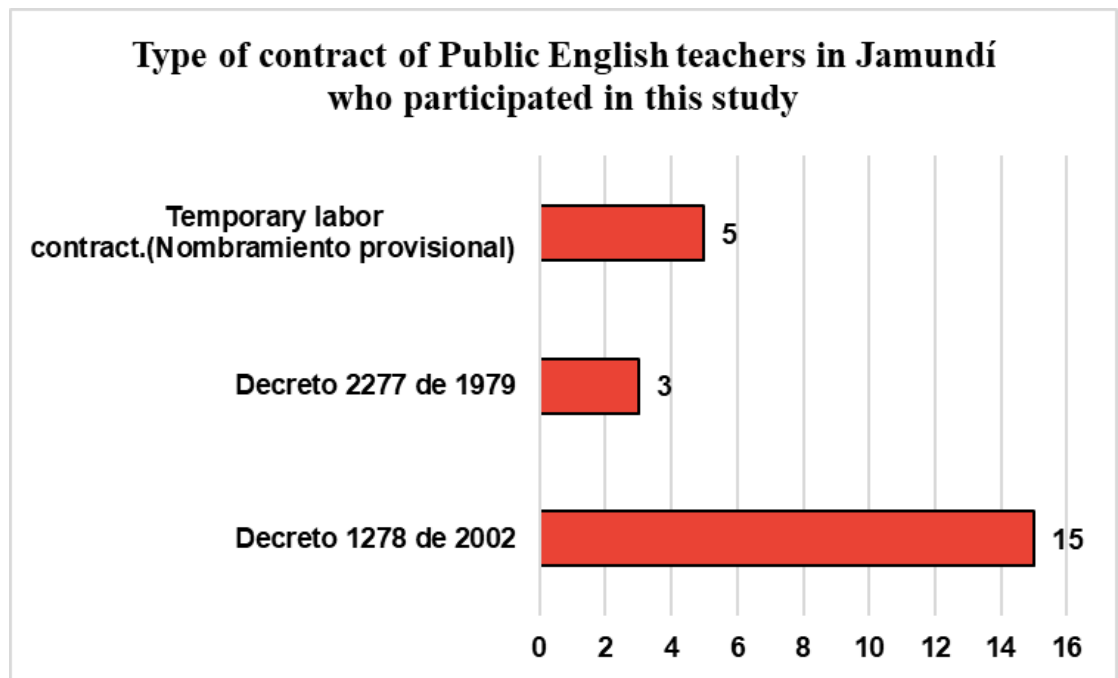
As it was said at the beginning of this research, twenty- three teachers of Jamundí public schools participated. Of them, nineteen were women and only four were men. This allows concluding that the teaching of English is fundamentally in the hands of women.

Of this group of teachers, around 90% are between thirty-five and sixty-five years old. It lets to infer that it is a group of teachers with wide experience since 90% of them accumulates a working experience between six and thirty-five years as teachers.

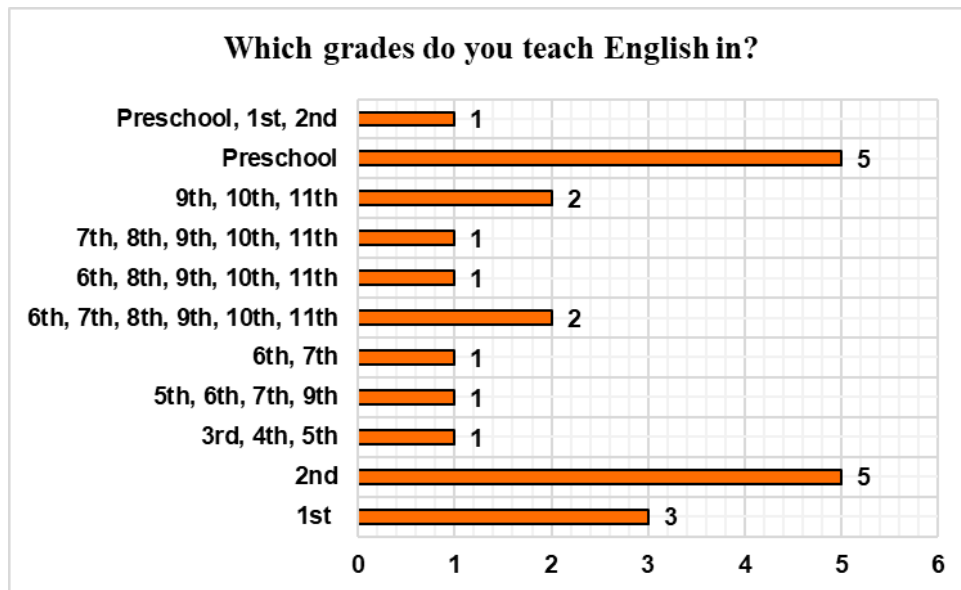


21% of the teachers who answered the survey, have a temporary labor contract (Nombramiento provisional in Colombia's term). This aspect must be analyzed by the

Ministry of Education and the Secretary of Education in Jamundí to revise its effect on the National Bilingualism Program development. This is because many of these teachers have had this kind of contract for many years, therefore, they are at a disadvantage over those who have indefinite-term contracts. (Contrato en propiedad in Colombia's term).



In the previous graph, it can be observed that there are a few teachers of this sample (13%) that are bound through Decree 2277 of 1979, meanwhile, the majority of them (65%) are bound through Decree 1278 of 2002. They obtained their official designation (nombramiento en propiedad) through their successful results in the merit based competition process regulated by law. It could be concluded that the majority of teachers in charge of teaching English in Jamundí are people who meet the requirements of experience, training, and pedagogical knowledge.

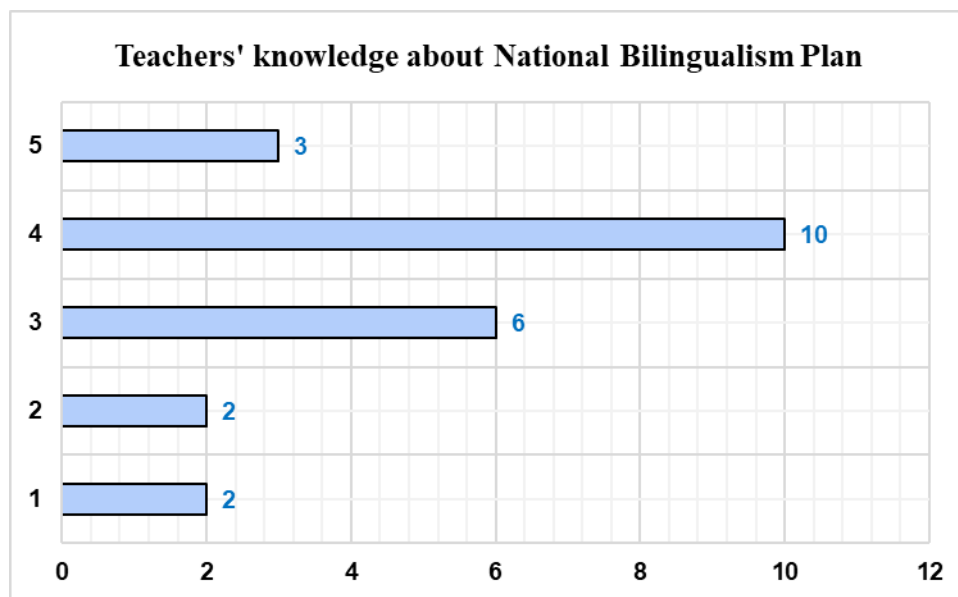


As can be observed in the graph above, the teachers who teach English in public schools in Jamundí, have three action fields many different: Five of them work at the Preschool level, ten of them at the Elementary level, and eight of them at the Secondary level.

The teachers of Preschool and Elementary levels have the responsibility to teach all the subjects including English, even if they do not have the training. In some cases, they have had to study in English institutes as will be seen below. At the Secondary level, the teachers teach English in several groups. These teachers use to teach in five or six groups of thirty or forty students each one with two or three hours per week.

Nevertheless, this outlook reflects the complexity of the implementation of the National Policy of Teaching English, calling the attention that the teachers who participated in this study, referred to a wide knowledge of the Bilingualism National Plan as can be seen

in the following graph. These teachers should use a scale from one to five to indicate the level of knowledge about the Bilingualism National Plan and these were their answers:



Several teachers made some comments in order to complement their answers about it:

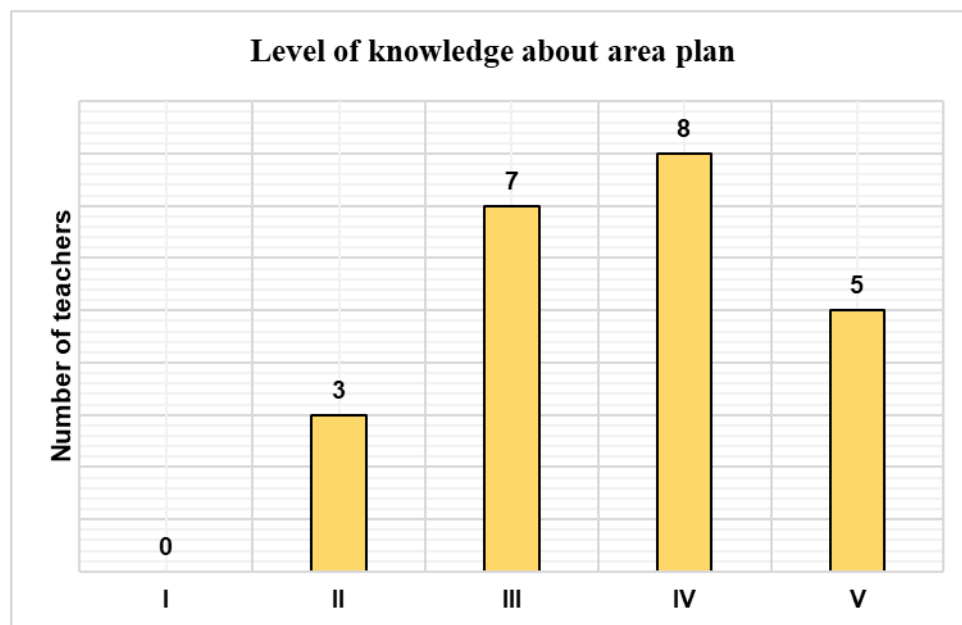
- *He participado en inmersiones y hago parte de la mesa de bilingüismo de Jamundí.*
- *Me parece muy bueno el programa.*
- *Estuve participando en sus inicios y es muy bueno.*
- *Se inicia un proceso de bilingüismo, pero se corta por falta de tiempo y otras capacitaciones que se manejan en el año lectivo.*

The information above is very meaningful if it is considered that out of the twenty-three teachers who participated in this study, five of them have a Bachelor's degree in Modern Languages. The rest of them have to teach English without training in a university. That is the reason some teachers have made complementary courses. Next, a chart is shown that is a summary of teachers' training:

Academic Education of Public English Teachers In Jamundí

Bachiller pedagógico	1
Normalista superior	1
Bachiller pedagógico + Lic. en Educación con énfasis en otra área	1
Normalista superior + Lic. en Educación con énfasis en otra área	1
Normalista superior + Cursos/ niveles de inglés en instituto de idiomas	1
Cursos/ niveles de inglés en instituto de idiomas	2
Cursos/ niveles de inglés en instituto de idiomas + Lic. en Educación con énfasis	2
Licenciado en Lenguas Modernas/extranjeras/afines	5
Licenciado en Educación con énfasis en otra área	5
Licenciado en Educación con énfasis en otra área + Posgrado en campo distinto	1
Lic. en Lenguas Modernas/extranjeras/afines + Magister en algún campo de la	2
Otra	1
Total	23

Considering that this research is evaluating the implementation of public policy that guides English teaching in public schools in Jamundí, it is very important to know if the teachers know and participate in making the English plan at their schools. At this point, they were asked to indicate on a scale from one to five their level of knowledge about the English plan of their schools. The following graph shows their answers:

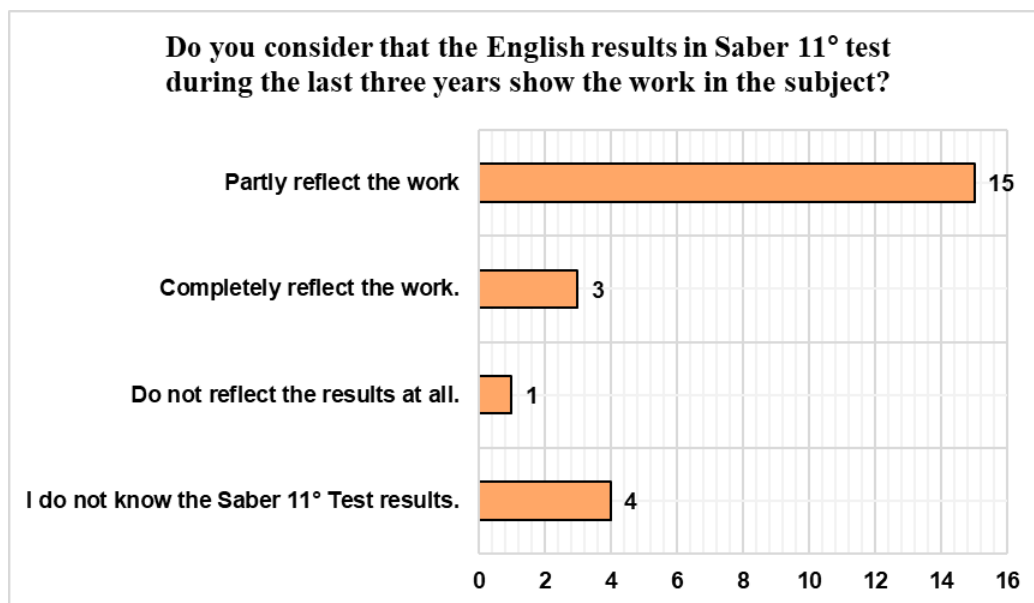


As it can be observed 13% of the teachers reported a level 2 in knowledge and appropriation, 30% level 3, 35% level 4, and 22% in level 5. It means that more than half of teachers have a good level of knowledge and appropriation (level IV and V) of English plan. During the interview, this group of teachers is basically at the Secondary level and less at the Elementary level.

These are some comments of the teachers, in order to complement their answers:

- *Mi plan está basado en la planeación del MEN y el uso de English Please and Way to go.*
- *Como docente del grado transición tengo un nivel inicial en el área. Se requiere afianzar y profundizar más en este tema.*
- *Se me dificulta mucho el aprendizaje tanto en la vocalización y escritura.*
- *Manejo lo básico.*
- *Muy comprometido con mi labor como docente.*
- *Se debe fortalecer más en este campo no solo a nivel personal sino colectivo (municipal).*
- *Porque lo he construido junto a los compañeros del departamento de idiomas.*

In Colombia, the way to measure learning in all the subjects is done at the end of High school, through the Saber 11 Test. Teachers at this level are directly linked to the results of their students. For this reason, the teachers participating in this study were asked if they considered that the results obtained in English by the students of their schools during the last three years reflected the work done by the teachers of the area. Their answers were summarized in the following graph:



Also, they were asked about the possible strategies that should be implemented in their schools in order to improve English learning as a foreign language. The next chart gathers their answers:

Possible strategies to improve English language learning in your school	#	%
Teachers' training to improve their English proficiency.	14	60,9
To increase the hourly instruction of English class.	12	52,2
To begin a structured English teaching project from the primary school level.	12	52,2
Teachers' training to improve their didactic and pedagogical skills.	9	39,1
To build/adapt a Specialized room for teaching English, provided with appropriate didactic resources.	8	34,8
To acquire didactic specialized materials for teaching and learning English.	5	21,7
To receive foreign volunteer teachers at the schools whose native language is English.	5	21,7
To acquire/improve Internet connectivity at the school.	4	17,4
To obtain/adapt video beams, Smart TVs, ICT room, etc. for teaching English.	4	17,4
To realign the English plan.	2	8,7
To receive the support of the Secretary of Education in this objective (to improve English learning as a Foreign Language)	1	4,3

As well as the administrators, the teachers consider that an important strategy is to create a structured and formal plan for teaching English from the Elementary level. It should

be accompanied by high-quality training for the teachers, in order to improve their proficiency level and also, increase the class hours per week to get more students immersion in the language.

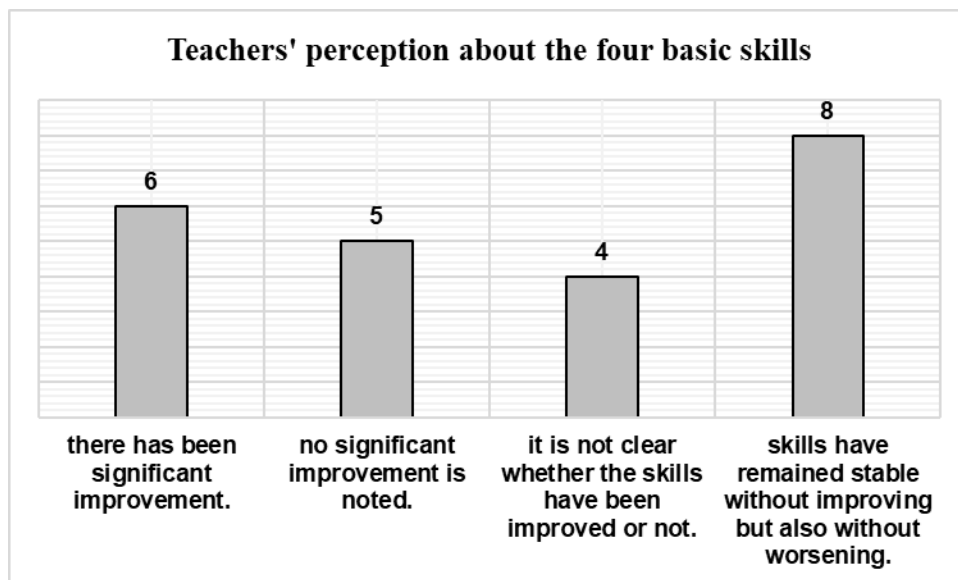
Even though the teachers consider that is a necessity the economical investment by the local and national authorities in education for adapting specialized spaces for teaching, according to their answers, they do not consider that it is a priority.

The following is a transcription of significant contributions from the teachers as a complement to the previous question:

- *En la I.E El Rodeo se cuenta con un espacio para llevar las clases de inglés. No obstante, no está siendo usado en el momento, dado que no se cuenta con el mobiliario (sillas), no se cuenta con proyector o Smart-TV, parlantes, conexión estable. No hay materiales de apoyo tanto para el docente como para los alumnos (libros de texto, libros literarios en lengua extranjera, diccionarios, entre otros).*
- *Es totalmente necesario capacitar a los docentes de preescolar y básica primaria en habilidades comunicativas en inglés para que lo planteado por el MEN en términos de progresión del nivel de inglés sea veraz. En muchas IE el docente titular de primaria no tiene la competencia para la enseñanza del inglés, aunado a la falta de interés de algunos. O en su defecto, nombrar docentes competentes en lengua extranjera-inglés para orientar los procesos en básica primaria.*
- *En el área de inglés es esencial el laboratorio o salón especializado.*
- *Sueño con tener en cada sede de las IE un salón amplio dedicado sólo al área de inglés, con material didáctico, y recursos audiovisuales que ayuden a motivar a los estudiantes a aprender y a mejorar su nivel de proficiencia.*

- *Se debe aumentar la intensidad horaria.*
- *Capacitarnos cada día para fortalecer nuestros saberes.*
- *Ofrecer cursos o convenio con la Universidad del Valle u estudiantes de universidades que brinden apoyo no solo a los educandos sino también a los docentes.*

The possible strategies that teachers propose to improve the English level are related to the perception they have regarding the improvement or not, about the four basic skills (Speaking, reading, listening, and writing) during the last three years.



Similar to other questions, teachers wanted to complement their opinion with the ideas transcribed below:

- *Debido a que la institución es nueva y a los procesos burocráticos, dificultaron el nombramiento de un docente tiempo completo, los estudiantes durante dos años tuvieron poco o nulo contacto con el idioma, por lo tanto, no se puede evidenciar una mejora. El proceso apenas inicia este año en forma, y se ha evidenciado pocas competencias lingüísticas en el idioma.*

- *En el período pre-pandemia parecía ir mejorando no de manera agigantada, pero si sostenida. En los dos años de educación remota en pandemia y en la actualidad, percibo desmejora respecto al desarrollo de las cuatro habilidades.*
- *En términos generales percibo desmejora en lo que respecta la experiencia de escuela formadora de seres responsables, comprometidos en íntegros.*
- *A pesar de que la Pandemia retraso mucho el proceso de los estudiantes, ha habido una recuperación con la vuelta a la presencialidad.*
- *Llevo un año como docente del sector público. El año pasado pude trabajar de manera presencial e intensiva con 2 grados: 10 y 11. En el ICFES obtuvieron resultados satisfactorios y el 10o que ahora es 11o tienen muy buenas bases este año y me siento bien trabajando con ellos. Los estudiantes que hoy no reflejan mejoría son los que no asistieron a clases esa época.*
- *Algunas palabras las manejan.*

In the context of this research, is very important the teachers' point of view. For this reason, they were asked to identify the obstacles that should be overcome for students to get a high level of English proficiency. Their valuable opinions were transcribed below:

- *Considerando los consabidos (clases numerosas, poca intensidad horaria, falta de recursos, falta de docentes cualificados) se suma las pocas, casi nulas oportunidades de uso real del idioma en nuestro contexto inmediato. También la dificultad que supone trabajar en un mismo salón con estudiantes de diferentes niveles de proficiencia. Sería más eficiente, eficaz y efectivo, en términos de enseñanza y aprendizaje de lenguas*

extranjerías, si se pudiera llegar al punto de organizar los grupos de estudiantes de acuerdo con el nivel de cada uno.

- *Es necesario que primaria tengan docentes especializados en inglés.*
- *En el poco tiempo que llevo en esta institución he podido identificar algunas dificultades, que seguramente son comunes a otras: falta de disposición / motivación de los alumnos, miedo y/o apatía hacia el aprendizaje de una nueva lengua, falta de recursos para la enseñanza y aprendizaje, falta de recursos tecnológicos que apoyen la enseñanza y el aprendizaje.*
- *Las clases de inglés deben ser orientadas en inglés.*
- *Se debe organizar la planeación, pero para ello es necesario que los rectores ofrezcan tiempo y espacio suficiente para hacer ese trabajo.*

Since 2004, the National Bilingualism Plan has had changes. These changes have been made based on the ideas or development plans of the Governments. It could be said that the lack of continuation, the different difficulties that are mentioned in this study, and the few awareness of the student's needs according to their context, it has seen reflected in the results of the SABER 11° test. As it is mentioned by Piekari and Tietze cited by Benavides (2021),

[...] have reminded us of the difficulty, if not the impossibility, to dictate general policies for language use and rather recommended a sensibilization process before setting any policy implementation. It seemed that this process was made to appear somewhat easy to achieve or it was intended to be perceived as too simplistic, without having considered the complexity of contextual aspects: needs, interests,

motivations, the programs (form, duration, and orientation), coverage, participants, institutions, students, and teachers at the regional and national levels. Therefore, the introduction of language policy should have been for the most part an integration of the many factors, actors, and conditions of the process in the country as a precondition to its successful implementation, without neglecting any of the complexities while considering most issues at stake (p. 61).

Also teaching successful of a language is very related to the pedagogy and didactic that the teacher uses. For this reason, the twenty-three teachers were asked about the characteristics of their teaching practices. The following chart gathers the answers and the frequency that indicate the didactic tendency in Public classrooms in Jamundí.

Method	#	%
Communicative method (It is based on the simultaneous and natural development of skills: Speaking, reading, listening, and writing).	19	82,6
Grammatical lexical method (correlation with the mother tongue. The teacher uses both Spanish and English in the class, seeking to make the student understand the context, the general idea of a dialogue, text, etc.).	9	39,1
Total Physical Response (It links the use of the body and playfulness in learning).	7	30,4
Audio lingual (Listen and repeat to memorize).	6	26,1
Immersion method (An artificial monolingual environment is created to generate the student's communicative need).	5	21,7
Traditional grammatical Method (translation).	1	4,3
Multimodal, interactive method that uses the student's environment as a learning reference.	1	4,3
Silent method (Teacher uses color coding with phonetic equivalence but does not speak).	0	0,0

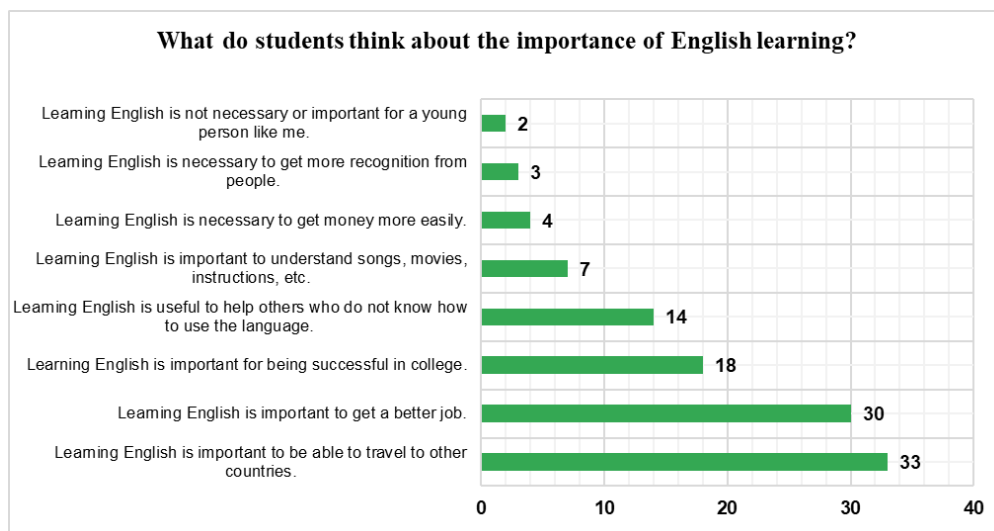
Perceive that the communicative method is the favorite didactic option for 82,6% of English teachers. It is based on the simultaneous and natural development of four language skills: Speaking, reading, listening, and writing. This methodological option deserves a wide and sufficient discussion by English teachers of Jamundí by comparing the results obtained

by students during the last three years in the Saber 11 test. It is possible that with the limitations of infrastructure and teaching resources, it is pertinent to define a methodology that concentrates on the in-depth development of one or two skills instead of focusing on all four. This is a significant point to be pedagogically debated by educators.

[...] Despite having theories and authors that support the importance of the integration of the four skills during the teaching of English as a second language, students in public schools in Colombia do not show improvement in the correct acquisition of English as a foreign language. There are several types of strategies to develop learning spaces that create relevant knowledge, which are not taken into account in the instruction of students, distorting the comprehensive acquisition of the same, even when the country is currently facing modifications in curricula and pedagogical approaches aimed at achieving such improvements and forging a high-quality bilingual education [...] Aldana, 2018, p.134

Students

As mentioned at the beginning, this research had the participation of fifteen tenth students and twenty-one eleventh grade of public schools in Jamundí city. A group of statements was presented to them and they were asked to select from levels 1 to 3 in order to indicate the importance or not English learning. The following graph shows the frequency of the answers:



As can be observed, of the three highest frequencies, 92% of the students interviewed consider that learning English is important to travel to other countries, 83% consider it a necessity to get a better job, and 50% to succeed at the university. From the above, it can be inferred that students from public schools in Jamundí have important motivations for wanting to learn English as a tool to improve their living conditions in the medium and long term.

60% of the interviewed students rate the highest score (4 and 5) when they were asked about their link and enjoyment of English class. This chart summarizes their answers:

Level of enjoyment for English class	# students	%
1	2	5,6
2	4	11,1
3	8	22,2
4	11	30,6
5	11	30,6
Total	36	100

An interesting fact is the number of hours for English classes during the week. According to students' information, 72% said to receive four hours per week, meanwhile, 20% said three hours per week, and 8% said two hours per week. Worthwhile to cross this information related to the study load per week and the results in Saber 11° Test. This is for identifying if exists a direct relation between them.

The interest of the students in the English language and the desire of several families for offering complementary alternatives to their children for learning a foreign language have allowed that 30% of students said to have done complimentary English studies outside of their schools. They have gone to English institutes located in Jamundí such as World English and McArthur Academy, virtual courses offered by SENA, and Technological tools such as Duolingo App. Obviously, this percentage contrasts with 70% of teenagers not having had the opportunity to do complementary training processes.

Another aspect to be taken into consideration related to foreign language learning is intrinsic motivation. It is related to wishes and personal aspirations. If this kind of motivation does not exist, it is difficult that a student finds sense to learn a Foreign Language as English is in our case. As mentioned by Tipon et al (2021) “Moreover, students' success is mainly determined by their past knowledge, instructor and teaching quality, access to opportunities, socioeconomic status, and effort. The Intrinsic Motivation of pupils causes and contributes to their learning habits” (p. 2937).

Also, it is very interesting the students' perspectives when they were asked to propose a strategy that would allow for improving the English Teaching and Learning in their schools. 50% of them consider that is necessary to get didactic and specialized material for teaching English meanwhile 44% consider that it is necessary, to begin with, a structured project for teaching English at the Elementary level. The same percentage thinks that it is

strategic to bring foreign volunteer English teachers to support the English teachers in their classes.

The following chart summarizes other strategies considered by interviewed students:

Strategies for improving English teaching and Learning in your School	#	%
To acquire specialized materials for teaching and learning English.	1	50
To begin a structured English teaching project from the primary school level.	1	44,
Bring in volunteer foreign English teachers to support the school's teachers in	1	44,
To acquire/adapt projectors, Smart TV, ICT room, etc., for English Teaching.	1	30,
To increase the hourly instruction of English class.	1	30,
Teacher's training to improve their English Teaching.	1	27,
To acquire/improve Internet connectivity at the school.	8	22,
To realign the English plan. (The goals and contents that teachers teach)	8	22,
To build/adapt a Specialized room for teaching English, provided with appropriate	4	11,
To receive the support of the Secretary of Education in this objective (to improve	4	11,
Teachers' training to improve their English proficiency level.	3	8,3

In general, it could be seen that the students identify as an obstacle the lack of didactic resources that limits the English teaching and learning in the public schools in Jamundí. These resources could be used by teachers in order to make the classes different, and at the same time, the students consider that English should be taught in a formal way at the Elementary level.

Also, they consider without more intensive hours, it is difficult to achieve more ambitious learning goals, and for that reason, they feel that what they are taught in English is very basic and does not allow for functional use of the language.

On the other hand, the students were asked to characterize the didactic strategies that teachers use for teaching English. Some examples were offered. Also, they had the opportunity to include other strategies. From their answers, classification was done as can be seen in the order in the following chart. At the top is the most used strategy and at the end the less used by English teachers.

Teaching strategies most commonly used by your current English teacher.	#	%
When explaining the class, the teacher speaks in English, but also in Spanish to make sure the students understood the instruction..	30	83,3
The teacher asks to the students to practice speaking English in front of the class or with their classmates.	19	52,8
When a student makes a mistake, the teacher interrupts him/her to make the correction.	17	47,2
The teacher asks them to read texts in English without translating them word by word in order to understand the general idea from the context.	16	44,4
The teacher asks them to memorize vocabulary lists that will later be evaluated.	16	44,4
The teacher proposes that they write their own texts using the grammatical structures and vocabulary that were taught.	15	41,7
The teacher asks them to translate dialogues, songs, texts, etc. using the dictionary.	14	38,9
The teacher explains in English, but makes gestures, movements and dramatizations with the body to make himself/herself understood, without speaking in Spanish.	14	38,9
The teachers speaks English all the time during the class.	11	30,6
When a student makes a mistake, the teacher allows the student to move on and makes the correction at the end.	8	22,2
The teachers speaks Spanish all the time.	4	11,1
The teacher brings songs in English for everyone to sing together while reading the lyrics.	4	11,1
The teacher proposes imaginary scenarios where students have a specific role and must speak in English. For example: At the airport, at the restaurant, etc.	3	8,3
Students watch movies in English with Spanish subtitles.	1	2,8
The teacher prepares workshops to be answered by the students by writing.	1	2,8
The teacher plans the photocopied material for class work.	1	2,8
The teacher schedules group presentations	1	2,8
The teacher proposes writing texts in English for feedback and rewriting.	1	2,8
The teacher encourages reading texts aloud to practice pronunciation and correct mistakes.	1	2,8
Students watch movies in English with English subtitles.	0	0,0

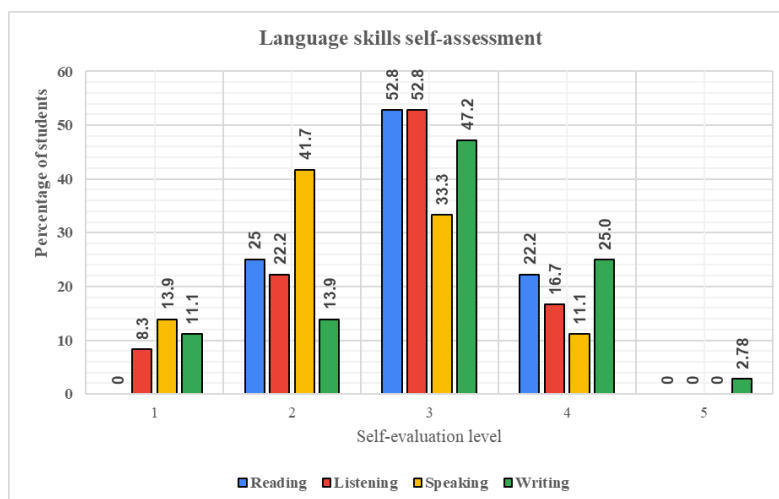
As can be seen in the chart above, 83% of the tenth and eleventh graders interviewed said that the strategy more commonly used is the give instructions and explanation in both languages (English and Spanish) for being sure about comprehension. 52% of students said that the second strategy is to speak in English in front of the class or with other partners in order to practice.

The complete list of strategies is an excellent material for study and didactic analysis which could discuss by the public English teachers in Jamundí, in order to evaluate the less and the highest impact of these strategies in the English learning process as a foreign language.

In relation to the above, the students were asked to indicate their perception according to their own development level of the four skills in the English language. The results are summarized in the following chart:

Self-perception of basic language skills (English)				
Level	Reading	Listening	Speaking	Writing
1	0	8,3	13,9	11,1
2	25	22,2	41,7	13,9
3	52,8	52,8	33,3	47,2
4	22,2	16,7	11,1	25,0
5	0	0	0	2,78
	100	100	100	100

Can be seen that most of the students who participated in this study, self-perceived themselves to be level 3 with respect to their reading skills (52,8%), listening (52,8%), and writing (47,2%). The language skill related to oral production seems to be the most challenging one, with the highest percentage (41.7%).



Since English became a mandatory component in the SABER 11° test, the communicative competence of students is evaluated. It is trying to verify the knowledge acquired during the learning process during the school years and also the use of the language in a context. This is clarified by Manjarrés (2005) “Theoretically, the foreign language test sets out to measure how the student can unconsciously use the rules of the language, understand the meanings expressed through the language in different contexts” (p. 3).

As seen in this research through the perceptions of rectors, coordinators, teachers, and students, there is a desire to have better results in English as a foreign language. Personal and institutional efforts are made to achieve these goals. However, it could be said that there is still a long way to go for this to happen.

Conclusions

After developing this research, the conclusions of this study are presented in a concise manner.

About the objective to revise in historical perspective of national public policy on bilingualism, it can conclude that Bilingualism has been a progressive goal included in the public education policy in Colombia since the last decades of the twentieth century. The intention of the governments to include foreign language learning has been related to the need of improving the competitiveness of the country. The workforce has been trained and qualified to communicate in foreign languages, especially English and French. This has been due to the country's economic and political relations with the United States, France, and England.

French Teaching faded gradually. This led to the paradigm of English as a universal language. It happened due to the development of the Cold War, the Neocolonialism in Latin America and the consolidation of a Western economic block led by English-speaking countries. In consequence, Colombia adopted Bilingualism limited to the relation Spanish – English.

The promulgation of the Constitution of Colombia in 1991, expanded the picture to include ethnicity, cultural and linguistic diversity of the country called cultural enrichment. It should be protected and driven by the State. In this context, ethno-education emerged and broadened the view of Bilingualism, including the own linguistic tradition of the ethnic minorities. English remains the formula for Bilingualism for the majority population.

The Development Plan of Jamundí City (2020-2023) includes the drive for Bilingualism as an option for labor competitiveness for local young people. Opening the free trade Zone America offers several labor alternatives for bilingual young people from

Jamundí City. Nevertheless, the real and specific efforts of the local administration to support the programs presented in the Development Plan are not meaningful.

Between October and December 2022, the Major office of Jamundí promoted a training program in foreign languages. This training program was oriented by Autónoma de Occidente University for training forty Elementary and thirty Secondary teachers. Surely, it was an expensive contract that, did not contribute enough to training teachers in Jamundí because of its short time. Several teachers who were interviewed for this research complained that the investment of public economical resources is done, without a more technical criterion to take into account the real needs of teachers' training.

One of the objectives proposed is to identify the most used teaching English methods from the teachers' perspective in Jamundí city. Most of the teachers say that they use the communicative approach. Nevertheless, this is contrasted with the opinion of the students. They said that their teachers speak in Spanish during the class to explain the instructions, and in several cases, present it as a class learning activity the literal translation. The question will be if the English teachers know the theoretical and methodologic characteristics of the communicative approach which suggests that students are exposed to real-life situations in different contexts through a foreign language. This is the proposal of the Ministry of Education for developing the National Bilingualism Plan. Additionally, this approach takes into account the development of the four communicative skills. According to the results of the Saber 11° Test, at least the Reading skill is not strengthened which it could be asked on the level of development of the other three skills that are not evaluated in this test.

Revising the methodology strategies that English teachers reported, it can be seen that it is necessary to develop a high-level program of teachers' training in pedagogy and didactic aspects, clarifying the methods and approaches, so that teachers acquire theoretical

and epistemological criteria that will allow them to make decisions consciously and not simply incur in an application without reflection. It would be important that English teachers learn and recognize some valuable sociolinguistic aspects such as the use of the foreign language as Lingua Franca because they still keep the Direct Method as a frequent practice in the classrooms.

Regarding the objective of presenting the alternatives and strategies proposed by teachers, administrators, and students to improve English teaching and learning systematization of information given by interviews applied to administrators, teachers, and students at several public schools in Jamundí City, lets to evidence that there is a common and real interest to improve the teaching and learning of English processes as a foreign language. Nevertheless, their initiatives are particular, and located in schools depending on teachers' choices. It is because that articulation is not always evident between schools and the Local Secretary of Education. It makes neither the efforts do not consolidate nor produce results.

In relation to the above, at the end of this research, two Elementary teachers of Simón Bolívar School presented a proposal to the Board of Directors of the school. it was approved. The objective of this proposal is to implement a plan in order to improve English Learning in third, fourth, and fifth grade through Science and Arts. These classes will be oriented by bilingual teachers. This project will be evaluated year after year to do adjustments if it is necessary. This is an initiative of the teachers, and at this initial stage, it is not articulated with the Secretary of Education.

Also, a group of teachers from several schools who participate in the Bilingualism Local Table is working on the design and production of the Teaching English Guide for Elementary students in Jamundí. The Secretary of Education knows about this initiative.

Implementing a Teaching English Program that begins from the Elementary level is one of the solutions that administrators, teachers, and students consider very important. Some schools are trying to promote this strategy, but they face too many administrative obstacles that could be overcome with the support of the municipal authority. One of the solutions could be to include specialists in English teaching for Elementary level.

The English teaching classrooms, technology, bibliographic resources, and connectivity improvement among other suggestions, indicate that economical investment is very important in Jamundí city to improve the educational infrastructure. In this regard, it became evident in many cases that it is the teachers themselves, with their own resources, who maintain, adapt, and equip their workspaces: painting walls, repairing ceilings, facilities, desks, projectors, televisions, speakers, fans, books, didactic cards, photocopies, etc. in order to offer a better learning experience to their students.

Jamundí city can achieve meaningful developments in English Learning just with a serious policy, that is led and planned by the Secretary of Education with teachers. Several of the strategies that have been implemented are the same as the past governments. It is, to contract short courses directed by locally recognized universities that let to use significant economic resources, but they do not represent necessarily, an important impact on the quality of bilingualism education in Jamundí city.

This research allowed to demonstrate that Jamundí city has committed administrators and teachers who want to help to strengthen Bilingualism. The problem is that is necessary a solid, wide, and democratic articulation with the local educational authorities. Teachers said

for example that, the Local Bilingualism Table¹ should have plural leadership and not depend on the management of just one person.

Training should involve especially elementary teachers who do not have formal education in English. this training should be in postgraduate courses (specializations and/or masters) offered by universities with a meaningful epistemological and pedagogic component that let English teachers assume themselves as intellectuals who reflect on their praxis, and that they are not simply operators of the curriculum. the training strategies that are paid by the government through short courses offered by local universities will not contribute significantly to the problem solution because it is a risk that teachers become in didactic strategies “applicators” without reflect about the sense of foreign language teaching.

About the objective to contrast the administrators, teachers, and students’ perceptions with the results achieved in Saber 11° Test during the last three years, it can be concluded that they are optimistic because they consider everything is doing well and therefore the Saber 11° Test results will improve.

Nevertheless, what the empirical evidence can confirm is that at least during those last 3 years analyzed (2019, 2020, and 2021), the results of the public schools in Jamundí have been even below the national average in English. This contrast is noteworthy because it reflects the urgent need to make adjustments to the Bilingualism Program within the city if it is to significantly improve and achieve deeper and more functional learning by the students.

The above may be associated with a certain “denial” by the educational actors, particularly by the administrators whose English teaching is used to be a distant issue because most of them do not have training in foreign languages, and this generates the

¹ Urban and rural English Teachers’ group of work convened by Local Secretary of Education.

image that it is the specialist teachers who have the possibility of pedagogically guiding the English teaching process.

In addition, in the public sector, teachers are evaluated year after year by rectors. At times, this provokes a kind of "activism" that seeks to comply with the requirement to present evidence of class work.

These activities can call the attention of parents, teachers, and students because the belief of learning a foreign language is difficult exists, and it is used to overvalue each little goal achieved as a demonstration of it is improving and in that way, the Saber 11° test results should reflect that improvement.

This is not necessarily correct because, for example, the fact that a group of students sings a song in English or perform a dramatization in English does not necessarily guarantee that there is a complex and comprehensive development of deep learning skills about the foreign language and its use in everyday communication contexts.

Finally, the general objective of this research about to contrast the perceptions of the educational community about English teaching and learning as a foreign language with the Saber 11° Test English results during the last three years in Jamundí city, it can be concluded that there are many opportunities for improvement.

It is because of the diverse of participants coincide that English learning is very important and valuable. They demonstrate a plenty willingness and wish to progress in the bilingualism perspective in the city as a development human and economic factor that could benefit graduated teenagers in public schools. The highlighted optimism of teachers, administrators, and high school students, indicates that if a strong leadership of the local government emerges, surely the city will progress meaningfully according to the objectives of the National Bilingualism Plan.

If this leadership is not assumed in a serious and responsible manner, and there is no good planning, Jamundí could lose a valuable opportunity for alternative development that could deepen the socioeconomic inequalities of young high school graduates from less favored sectors.

Annex 1

Encuesta para Directivos Docentes del Sector Oficial de Jamundí

Esta encuesta hace parte de la investigación para el desarrollo de la tesis titulada: Percepciones de las comunidades educativas en contraste con los resultados de inglés en las Pruebas Saber 11o (2019-2021) en el municipio de Jamundí; adelantada por la profesora Olga Lucía Quintero Castaño, en el marco de la Maestría en Enseñanza del Inglés como Idioma Extranjero de la Universidad Icesi.

Al aceptar diligenciar este instrumento, se asume que su participación es libre y voluntaria. En todo caso, se aclara que de conformidad con la Ley 1581 de 2012 (Ley de Protección de Datos Personales) no se recaudará información personal sensible y se garantiza que los datos guardados tendrán un uso exclusivamente académico sin fines comerciales ni de lucro. Para ampliar, rectificar o dar de baja información, puede escribir al correo electrónico olgaluciaqc@gmail.com quien es la persona responsable del manejo y protección de los datos.

Preguntas:

1. Su cargo en la Institución Educativa es
 - Rector(a)
 - Coordinador(a)
2. La Institución Educativa Oficial con la cual usted está vinculado(a) es

<ul style="list-style-type: none"><input type="radio"/> Alfonso López Pumarejo<input type="radio"/> Alfredo Bonilla Montaña<input type="radio"/> Central de Bachillerato Integrado<input type="radio"/> El Rodeo<input type="radio"/> España<input type="radio"/> General Padilla<input type="radio"/> General Santander<input type="radio"/> José María Córdoba	<ul style="list-style-type: none"><input type="radio"/> Luis Carlos Valencia<input type="radio"/> San Antonio<input type="radio"/> Gabriela Mistral<input type="radio"/> Presbítero Horacio Gómez Gallo<input type="radio"/> Rosa Lía Mafla<input type="radio"/> Simón Bolívar<input type="radio"/> Sixto María Rojas<input type="radio"/> Técnico Comercial Litecom
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3. Desde su perspectiva como directivo docente ¿qué tan importante es que los estudiantes de su institución aprendan inglés? (Marque 1 para indicar muy poca importancia y 5 para indicar alta importancia).

① ② ③ ④ ⑤
4. Utilice este espacio si desea ampliar, comentar, explicar, etc. algo con respecto a la pregunta anterior.
5. Desde su rol como directivo docente ¿Qué tanto conoce usted sobre la política nacional de bilingüismo? (Use la escala de 1 a 5, siendo 1 el nivel más bajo y 5 el más alto)

① ② ③ ④ ⑤

6. Utilice este espacio si desea ampliar, comentar, explicar, etc algo complementario a la pregunta anterior.

7. Desde su rol como directivo(a) docente ¿cuál es su grado de involucramiento / conocimiento / acompañamiento de lo que hacen / desarrollan los profesores de inglés en las aulas de su institución? (Marque 1 para un nivel bajo y 5 para un nivel alto).

① ② ③ ④ ⑤

8. Utilice este espacio si desea ampliar, comentar, explicar, etc. algo complementario a la pregunta anterior.

9. Desde su perspectiva como directivo(a) docente ¿está satisfecho(a) con los resultados obtenidos por los estudiantes de su I.E en los últimos tres años en las Pruebas Saber 11 en el área de inglés? (Marque 1 para indicar muy insatisfecho(a) y 5 para indicar muy satisfecho(a)).

① ② ③ ④ ⑤

10. Utilice este espacio si desea ampliar, comentar, explicar, etc algo complementario a la pregunta anterior.

11. Desde su perspectiva como directivo(a) docente ¿qué debería hacerse en su institución para mejorar el aprendizaje del inglés como lengua extranjera? (Marque por favor solo dos o tres opciones que usted considere más significativas).

- Aumentar la intensidad horaria de Lenguas Extranjeras -inglés-
- Capacitar a los profesores para que mejoren su nivel de proficiencia en inglés.
- Capacitar a los profesores para que mejoren sus habilidades didácticas y pedagógicas.
- Adquirir / mejorar la conectividad de Internet en la Institución Educativa.
- Adquirir / adecuar proyectores, Smart tv, Sala de sistemas, etc. para la enseñanza del inglés.
- Iniciar un proyecto estructurado de enseñanza del inglés desde el nivel de primaria.
- Construir / adecuar un salón especializado para la enseñanza del inglés, dotado con recursos didácticos adecuados.
- Reestructuración del plan de área.
- Acompañamiento de la Secretaría de Educación en este objetivo.
- Adquirir material didáctico especializado para la enseñanza y el aprendizaje del inglés.

12. Utilice este espacio si desea ampliar, comentar, explicar, etc. algo complementario a la pregunta anterior.

Annex 2

Encuesta para Docentes de inglés del Sector Oficial de Jamundí

Esta encuesta hace parte de la investigación para el desarrollo de la tesis titulada: Percepciones de las comunidades educativas en contraste con los resultados de inglés en las Pruebas Saber 11o (2019-2021) en el municipio de Jamundí; adelantada por la profesora Olga Lucía Quintero Castaño, en el marco de la Maestría en Enseñanza del Inglés como Idioma Extranjero de la Universidad Icesi.

Al aceptar diligenciar este instrumento, se asume que su participación es libre y voluntaria. En todo caso, se aclara que de conformidad con la Ley 1581 de 2012 (Ley de Protección de Datos Personales) no se recaudará información personal sensible y se garantiza que los datos guardados tendrán un uso exclusivamente académico sin fines comerciales ni de lucro. Para ampliar, rectificar o dar de baja información, puede escribir al correo electrónico olgaluciaqc@gmail.com quien es la persona responsable del manejo y protección de los datos.

Preguntas:

1. ¿Se desempeña usted como profesor(a) de inglés en una institución educativa oficial del municipio de Jamundí? (Tenga en cuenta que los docentes de aula de primaria están a cargo también del área de inglés, entonces ellos(as) deben marcar SÍ)
 - Sí
 - No

2. La Institución Educativa Oficial con la cual usted está vinculado(a) es
 - Alfonso López Pumarejo
 - Alfredo Bonilla Montaña
 - Central de Bachillerato Integrado
 - El Rodeo
 - España
 - General Padilla
 - General Santander
 - José María Córdoba
 - Luis Carlos Valencia
 - San Antonio
 - Gabriela Mistral
 - Presbítero Horacio Gómez Gallo
 - Rosa Lía Mafla
 - Simón Bolívar
 - Sixto María Rojas
 - Técnico Comercial Litecom

3. Usted se auto reconoce como
 - Hombre
 - Mujer
 - Prefiero no contestar

4. Su rango de edad es
 - 25 años o menos.
 - 26 a 35 años.
 - 36 a 45 años.
 - 46 a 55 años.
 - 56 a 65 años.
 - 66 a 75 años.
 - 76 años o más.

5. Su vinculación con el sector público se rige por

- | | | |
|--|--|---|
| <input type="radio"/> el Decreto 2277 de 1979. | | <input type="radio"/> Nombramiento provisional. |
| <input type="radio"/> el Decreto 1278 de 2002. | | <input type="radio"/> Otro. |

6. ¿En cuál grado usted enseña inglés?

- | | | | | |
|-----------------------------------|--|--------------------------|--|---------------------------|
| <input type="radio"/> Transición. | | <input type="radio"/> 4o | | <input type="radio"/> 8o |
| <input type="radio"/> 1o | | <input type="radio"/> 5o | | <input type="radio"/> 9o |
| <input type="radio"/> 2o | | <input type="radio"/> 6o | | <input type="radio"/> 10o |
| <input type="radio"/> 3o | | <input type="radio"/> 7o | | <input type="radio"/> 11o |

7. La formación que lo(a) acredita a usted como profesor(a) de inglés es: (puede marcar varias)

- Cursos/Niveles de inglés en Institutos de Idiomas.
- Bachiller Pedagógico.
- Normalista Superior.
- Licenciado en Lenguas Modernas / Lenguas Extranjeras o afines.
- Licenciado en Educación con énfasis en otras áreas.
- Profesional en áreas distintas a Educación.
- Especialista en la enseñanza del Inglés o en otros campos de la Educación.
- Magister en la Enseñanza del Inglés o en otros campos de la Educación.
- Doctor(a) en la Enseñanza del Inglés o en otros campos de la Educación.
- Posgrado(s) en área(s) distinta(s) al campo de la Educación.
- Otra.

8. El total de años de su experiencia como docente tanto en el sector privado como en el público es

- | | | | | |
|--|--|--|--|--|
| <input type="radio"/> de 1 a 5 años. | | <input type="radio"/> de 16 a 20 años. | | <input type="radio"/> de 31 a 35 años. |
| <input type="radio"/> de 6 a 10 años. | | <input type="radio"/> de 20 a 25 años. | | <input type="radio"/> de 36 a 40 años. |
| <input type="radio"/> de 11 a 15 años. | | <input type="radio"/> de 26 a 30 años. | | <input type="radio"/> 41 años o más. |

9. ¿Qué tan importante es para usted que sus estudiantes aprendan inglés? (Marque 1 para indicar poco importante y 5 para indicar muy importante).

- ① ② ③ ④ ⑤

10. Utilice este espacio si desea ampliar, comentar, explicar, etc. algo con respecto a la pregunta anterior (opcional).

11. ¿Qué tanto conoce usted sobre la política nacional de bilingüismo? (Use la escala de 1 a 5, siendo 1 el nivel más bajo y 5 el más alto)

- ① ② ③ ④ ⑤

12. Utilice este espacio si desea ampliar, comentar, explicar, etc. algo con respecto a la pregunta anterior (opcional).

13. Como docente de inglés de una I.E ¿Cuál es su nivel de conocimiento y apropiación del Plan de Área? (Marque 1 para un nivel bajo y 5 para un nivel alto)

① ② ③ ④ ⑤

14. Utilice este espacio si desea ampliar, comentar, explicar, etc. algo con respecto a la pregunta anterior (opcional).

15. Teniendo en cuenta los resultados obtenidos por los estudiantes de su I.E durante los últimos 3 años en las Pruebas Saber 11 en el área de inglés ¿Considera que reflejan el trabajo del área?

- Sí reflejan plenamente el trabajo del área.
- Sólo en parte reflejan el trabajo del área.
- No reflejan para nada el trabajo del área.
- No conozco los resultados de las Pruebas Saber 11o.

16. Utilice este espacio si desea ampliar, comentar, explicar, etc. algo con respecto a la pregunta anterior (opcional).

17. ¿Qué debería hacerse en su institución para mejorar el aprendizaje del inglés como lengua extranjera? (marque por favor sólo dos o tres opciones que usted considere más significativas).

- Aumentar la intensidad horaria de Lenguas Extranjeras -inglés-
- Capacitar a los profesores para que mejoren su nivel de proficiencia en inglés.
- Capacitar a los profesores para que mejoren sus habilidades didácticas y pedagógicas.
- Adquirir / mejorar la conectividad de Internet en la Institución Educativa.
- Adquirir / adecuar proyectores, Smart tv, Sala de sistemas, etc. para la enseñanza del inglés.
- Iniciar un proyecto estructurado de enseñanza del inglés desde el nivel de primaria.
- Construir / adecuar un salón especializado para la enseñanza del inglés, dotado con recursos didácticos adecuados.
- Reestructurar el plan de área.
- Recibir acompañamiento de la Secretaría de Educación en este objetivo.
- Adquirir material didáctico especializado para la enseñanza y el aprendizaje del inglés.
- Recibir en la institución profesores voluntarios extranjeros cuya lengua materna sea el inglés.

18. Utilice este espacio si desea ampliar, comentar, explicar, etc algo con respecto a la pregunta anterior (opcional).

29. Dado el siguiente listado de métodos, seleccione aquel o aquellos que, según su experiencia, usted considera más potentes/útiles/efectivos para la enseñanza del inglés (puede marcar de 1 a 3).

- Método gramatical tradicional (traducción) Direct Method.
- Método comunicativo (Se basa en el desarrollo simultáneo y natural de habilidades: Hablar, leer, escuchar, escribir).
- Total Physical Response (Vincula el uso del cuerpo y la lúdica en el aprendizaje).
- Audio lingual (Escuchar y repetir para memorizar).
- Método silencioso (El profesor usa código de colores con equivalencia fonética pero no habla).
- Método de inmersión (Se crea un ambiente artificial monolingüe para generar la necesidad comunicativa del estudiante).
- Método léxico gramatical (correlación con la lengua materna, el profesor utiliza en la clase español e inglés, busca que el estudiante comprenda el contexto, la idea general de un diálogo, texto).
- Ninguno de los anteriores / Otro.

30. Utilice este espacio si desea ampliar, comentar, explicar, etc. algo con respecto a la pregunta anterior.

Muchas gracias profesor(a) por su tiempo, su disposición y su colaboración decidida para hacer posible la realización de este ejercicio investigativo.

Annex 3

Encuesta para Estudiantes del Sector Oficial de Jamundí Grados 10o y 11o

Esta encuesta hace parte de la investigación para el desarrollo de la tesis titulada: Percepciones de las comunidades educativas en contraste con los resultados de inglés en las Pruebas Saber 11o (2019-2021) en el municipio de Jamundí; adelantada por la profesora Olga Lucía Quintero Castaño, en el marco de la Maestría en Enseñanza del Inglés como Idioma Extranjero de la Universidad Icesi.

Al aceptar diligenciar este instrumento, se asume que su participación es libre y voluntaria. En todo caso, se aclara que de conformidad con la Ley 1581 de 2012 (Ley de Protección de Datos Personales) no se recaudará información personal sensible y se garantiza que los datos guardados tendrán un uso exclusivamente académico sin fines comerciales ni de lucro. Para ampliar, rectificar o dar de baja información, puede escribir al correo electrónico olgaluciaqc@gmail.com quien es la persona responsable del manejo y protección de los datos.

Preguntas:

1. ¿Eres estudiante de grado 10o u 11o de una institución educativa oficial del municipio de Jamundí?

- Si | No

2. Indica cuál es el nivel educativo más alto alcanzado por tu madre

- | | | |
|---|--|--|
| <input type="radio"/> Primaria incompleta | | <input type="radio"/> Universidad incompleta |
| <input type="radio"/> Primaria completa | | <input type="radio"/> Universidad completa |
| <input type="radio"/> Bachillerato incompleto | | <input type="radio"/> Posgrado |
| <input type="radio"/> Bachillerato completo | | |

3. Indica cuál es el nivel educativo más alto alcanzado por tu padre

- | | | |
|---|--|--|
| <input type="radio"/> Primaria incompleta | | <input type="radio"/> Universidad incompleta |
| <input type="radio"/> Primaria completa | | <input type="radio"/> Universidad completa |
| <input type="radio"/> Bachillerato incompleto | | <input type="radio"/> Posgrado |
| <input type="radio"/> Bachillerato completo | | |
| <input type="radio"/> | | |

4. Indica la Institución Educativa Oficial en la cual te encuentras matriculado(a) actualmente:

- | | | |
|---|--|--|
| <input type="radio"/> Alfonso López Pumarejo | | <input type="radio"/> España |
| <input type="radio"/> Alfredo Bonilla Montaña | | <input type="radio"/> General Padilla |
| <input type="radio"/> Central de Bachillerato Integrado | | <input type="radio"/> General Santander |
| <input type="radio"/> El Rodeo | | <input type="radio"/> José María Córdoba |

- | | | |
|--|--|---|
| <input type="radio"/> Luis Carlos Valencia | | <input type="radio"/> Rosa Lía Mafla |
| <input type="radio"/> San Antonio | | <input type="radio"/> Simón Bolívar |
| <input type="radio"/> Gabriela Mistral | | <input type="radio"/> Sixto María Rojas |
| <input type="radio"/> Presbítero Horacio Gómez Gallo | | <input type="radio"/> Técnico Comercial Litecom |

5. Indica el grado que estás cursando actualmente

- | | | |
|---------------------------|--|---------------------------|
| <input type="radio"/> 10o | | <input type="radio"/> 11o |
|---------------------------|--|---------------------------|

6. Tu Vivienda se ubica en el sector

- | | | |
|------------------------------|--|-----------------------------|
| <input type="radio"/> Urbano | | <input type="radio"/> Rural |
|------------------------------|--|-----------------------------|

7. ¿Cuántas horas de inglés a la semana recibes en tu colegio?

- | | | |
|-------------------------------|--|-----------------------------------|
| <input type="radio"/> Ninguna | | <input type="radio"/> Tres |
| <input type="radio"/> Una | | <input type="radio"/> Cuatro |
| <input type="radio"/> Dos | | <input type="radio"/> Cinco o más |

8. Muy honestamente ¿Qué tan importante es para ti aprender inglés? (Marca 1 para indicar poco importante y 5 para indicar muy importante).

- ① ② ③ ④ ⑤

9. ¿Qué tanto disfrutas tu clase de inglés en el colegio? (Marque 1 para muy poco y 5 para mucho)

- ① ② ③ ④ ⑤

10. ¿Estudias o has estudiado inglés en un lugar distinto al colegio?

- | | | |
|--------------------------|--|--------------------------|
| <input type="radio"/> Sí | | <input type="radio"/> No |
|--------------------------|--|--------------------------|

11. Sólo si tu respuesta a la pregunta anterior fue Sí, Explica: ¿Dónde estudiaste? ¿Cuándo? ¿Qué tal fue la experiencia?

12. Elige tres estrategias del siguiente listado, que consideres que podrían ayudar a mejorar en tu colegio la enseñanza y el aprendizaje del inglés.

- Aumentar la cantidad de horas semanales de inglés.
- Capacitar a los profesores para que mejoren su nivel de nivel de inglés.
- Capacitar a los profesores para que mejoren su manera de enseñar inglés.
- Adquirir / mejorar la conectividad de Internet en el colegio.
- Adquirir / adecuar proyectores, Smart tv, Sala de sistemas, etc. para la enseñanza del inglés.
- Iniciar un proyecto estructurado de enseñanza del inglés desde primaria.

- Construir / adecuar un salón especializado para la enseñanza del inglés, dotado con recursos didácticos adecuados.
- Reestructurar el plan de área (las metas y los temas que enseñan los profesores).
- Recibir acompañamiento de la Secretaría de Educación para que mejore la enseñanza.
- Adquirir material didáctico especializado para la enseñanza y el aprendizaje del inglés.
- Traer profesores voluntarios extranjeros de inglés que acompañen a los profesores del colegio en las clases.

13. Desde tu rol de estudiante ¿identificas algún obstáculo en tu institución que deba superarse para que los estudiantes aprendan más y mejor el inglés?

14. Selecciona del siguiente listado aquellas estrategias que más utiliza tu actual profesor(a) de inglés (puedes marcar varias).

- Les pide traducir diálogos, canciones, textos usando el diccionario.
- Al explicar en clase, les habla en inglés todo el tiempo.
- Explica en inglés, pero hace gestos, movimientos y dramatizaciones con el cuerpo para hacerse entender, sin hablar en español.
- Al explicar en clase, habla en inglés, pero también en español para asegurarse de que entiendo la instrucción.
- Al explicar en clase, sólo habla en español.
- Lleva canciones en inglés para que las canten entre todos mientras van leyendo la letra.
- Miran películas en inglés con subtítulos en español.
- Miran películas en inglés con subtítulos en inglés.
- Les pide leer textos en inglés sin traducirlos palabra por palabra con el objetivo de que procuren comprender la idea general a partir del contexto.
- Les pide memorizar listados de vocabulario que luego serán evaluados.
- Les propone que escriban sus propios textos usando las estructuras gramaticales y el vocabulario enseñados.
- Les pide que hablen en inglés delante de la clase o con otros compañeros para practicar.
- Cuando un estudiante comete un error, el profesor permite que siga adelante y al final hace la corrección.
- Cuando un estudiante comete un error, el profesor lo interrumpe para hacer la corrección.
- Se proponen escenarios imaginarios donde los estudiantes tienen un rol específico y deben hablar en inglés. Por ejemplo: Un aeropuerto, un restaurante, etc.
- Otra(s).

15. Sólo si en la pregunta anterior marcaste la opción Otra(s), explica cuáles son esas estrategias que usa tu profesor(a).

16. Utilizando la siguiente escala, en la que 1 es el nivel más bajo y 5 el más alto ¿Qué tanto comprendes cuando lees un texto en inglés?

Muy poco, casi nada ① ② ③ ④ ⑤ Comprendo totalmente

17. Utilizando la siguiente escala, en la que 1 es el nivel más bajo y 5 el más alto ¿Qué tanto entiendes cuando escuchas una conversación en inglés?

Muy poco, casi nada ① ② ③ ④ ⑤ Entiendo totalmente

18. Utilizando la siguiente escala, en la que 1 es el nivel más bajo y 5 el más alto ¿Qué tanto logras comunicarte cuando hablas en inglés?

Muy poco, casi nada ① ② ③ ④ ⑤ Me comunico muy bien

19. Utilizando la siguiente escala, en la que 1 es el nivel más bajo y 5 el más alto ¿Qué tanto logras escribir correctamente en inglés?

Muy poco, casi nada ① ② ③ ④ ⑤ Escribo muy bien

20. Selecciona del listado siguiente, las opciones que más se acerquen a tu opinión (puedes marcar hasta 3)

- Aprender inglés es importante para conseguir un mejor trabajo.
- Aprender inglés es importante para tener éxito en la universidad.
- Aprender inglés es importante para poder viajar a otros países.
- Aprender inglés es importante para entender las canciones, las películas, las instrucciones, etc.
- Aprender inglés es necesario para conseguir dinero más fácilmente.
- Aprender inglés es necesario para tener más reconocimiento por parte de la gente.
- Aprender inglés es útil para ayudar a otras personas que no conozcan el idioma.
- Aprender inglés no es necesario ni importante para un joven como yo.

21. Utiliza este espacio si quieres aclarar, ampliar o explicar algo con respecto a la pregunta anterior (opcional).

Muchas gracias por su tiempo, su disposición y su colaboración decidida para hacer posible la realización de este ejercicio investigativo.

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