



**COLOMBIAN BILINGUAL POLICIES: IMPLICATIONS OF A NATIONAL
PROGRAMME IN A PUBLIC EFL LOCAL SCHOOL**

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BUCARAMANGA**

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Para todos aquellos que permitieron que este viaje continúe.

Miguel Ruiz

**Aunque muchas personas no esperaban mucho de mí, tú depositaste tus
esperanzas y tu vida entera. Por todos los sacrificios hechos y las
necesidades sufridas**

Gracias Madre

Marlon H. Correa

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RESUMEN

TITULO: POLÍTICAS BILINGÜES COLOMBIANAS: IMPLICACIONES DE UN PROGRAMA NACIONAL EN UN COLEGIO PÚBLICO LOCAL *

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PALABRAS CLAVE: Bilingüismo, Políticas, Bucaramanga, Bilingüe, Educación.

CONTENIDO:

El Gobierno Colombiano ha propuesto una serie de metas en las cuales el Plan Nacional de Bilingüismo debe ser alcanzado, siendo el año 2010 un año coyuntural para que estudiantes y profesores alcancen ciertos niveles de inglés establecidos en el Marco Común de Referencia Europeo para las Lenguas MCRE. La implementación de políticas para lograr un modelo de educación bilingüe (Programa Nacional de Bilingüismo) nos llevó a una escuela en el contexto local para averiguar cómo estas políticas están afectando el aprendizaje de inglés en dos salones del grado décimo. Las opiniones de los participantes fueron de gran valor para esta investigación ya que sus experiencias y perspectivas ayudaron a clarificar el alcance que las políticas han tenido dentro de los salones de clase. Esta investigación es un estudio de caso cualitativo donde las muestras obtenidas de los cursos son un ejemplo de las realidades que muchas instituciones afrontan actualmente con respecto a las políticas de bilingüismo aplicadas por el país. Pudimos concluir que el programa y las políticas fueron valiosos para Colombia para la construcción de un modelo de educación pública. De otro lado aun hay muchos elementos faltantes por parte del gobierno para obtener los mejores resultados posibles, las escuelas y el gobierno hacen un gran esfuerzo para alcanzar las metas propuestas por el programa.

* Proyecto de Grado

** Facultad de Ciencias Humanas. Escuela de Idiomas. Directora: Luz Mary Quintero.

ABSTRACT

TITLE: COLOMBIAN BILINGUAL POLICIES: IMPLICATIONS OF A NATIONAL PROGRAMME IN A PUBLIC EFL LOCAL SCHOOL *

AUTHORS: Marlon Humberto Correa Ardila, Miguel Ángel Ruíz Benitez **

KEY WORDS: Bilingualism, Policies, Bucaramanga, Bilingual, Education.

CONTENT:

The Colombian Government has proposed a set of dates in which the National Bilingual Programme must be achieved, being 2010 a gap year for students and teachers to reach certain levels of English established in the Common European Framework of Reference for Languages *CEFR*. The implementation of the policies towards a bilingual education proposed by the government (National Bilingual Programme) took us into the context of a local school to find out how these policies are affecting the acquisition of a second language in two tenth grade classrooms. The opinions of participants were of great importance for this research since their experience and their points of views helped us to clarify the reach of the policies inside the classroom. This research is a qualitative case study where the samples obtained from the courses are a sample of the realities many institutions are going through at the moment of learning a foreign language. We could conclude that the program and the policies were valuable for Colombian education for the construction of public bilingual educational model. It could be stated that although there are still many elements pending from the government to obtain the best results possible from the policies, schools and government make a great effort to accomplish the aims proposed in the programme.

* Graduation Project

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INTRODUCTION

The Colombian government has implemented a program called “Bilingual Colombian Programme” (BNP), this initiative promotes the implementation of policies which foster the teaching of English as a foreign language *EFL* in public schools based on the experience and proposals that private education has had for the past twenty years.

Bilingual education in Colombia is associated principally with private bilingual schools set up to cater for the middle and upper-middle classes. These are found mainly in urban areas, particularly in the cities of Santa fé de Bogotá, Medellin, Cali, Cartagena, and Barranquilla and have increased greatly in demand over the last decade. (de Mejía 2003:2)

The government has also displayed a set of dates in which they expect to obtain results from the policies they have set in motion, 2010 and 2019, it is important to highlight 2010 because is one of the dates specified by the government to publish and inform about the advances of the programme in terms of teacher preparation, implementation of new technologies (TICs) and level of performance of the students. Taking into account the previous elements it would be healthy for the programme to be revised in a local context, to have an insight in the problematic and to perceive how policies affect reality, are teachers receiving any kind of preparation? How TIC's are being implemented in classroom preparation? What is the English level that students have after five years of the program? These questions are with the purpose of enquiring how reality is being affected by policies proposed by the government.

In order to obtain relevant information, the policies mentioned above were explored as well as their effects through observations in a public school that had been chosen based on results obtained in our teacher's practice, a group of students (two tenth grade classrooms) as well as teachers were interviewed to obtain

information related with the programme, information such as teacher preparation, students' English proficiency, schools resources, time spent learning English, and knowledge of the BNP that teachers may have.

This research includes a problem found and stated during our practitioner's term at that school. In the next chapters a question as well as the objectives of the research will emerge. In the next chapters a literature review is presented to clarify and contextualize the notions of bilingualism, bilingualism in Colombia and Bilingual National Plan. The following chapters are a summary of the research design, including relevant factors such as setting, population, instruments for data collection and data analysis. Finally findings are explained and supported with evidence to conclude with our conclusions and further recommendations.

1. JUSTIFICATION

The validity of this research study is founded in the premise that government should provide adequate policies for schools to reach bilingual standards, or at least, contextualized with the cultural and educational expectations of the country and also for schools to re-examine the application of these policies and how they need to improve their curriculums for an appropriate and coherent guidance of the bilingualism processes.

Taking into account the process of educational transformation that the country is going through, it is necessary to provide certain parameters in which the Bilingual Colombian Programme might be deficient or, at least, the aspects in which this programme needs to be adjusted to enhance the way English is taught and perceived by students. These adjustments need to be done by taking into account the local needs, resources and improvements required to successfully contextualize and apply them. On the other hand it is vital for these programmes to be revised to see if they fit in the socio-cultural profile of our city or if a revalidation of the purpose in which the real context is integrated may lead to an improvement in the results of the programme.

This research can also be used as a reference for future researchers interested on educational policies and their validity on local context, to see the importance of the context and how it works as an element of transformation in relation with policies.

2. STATEMENT OF THE PROBLEM

During the first term of the school on 2010 we were teaching classes at a local school in Bucaramanga as part of our teaching practicum in 9th semester of the English bachelor University program. While teaching and preparing material for the class, it was noticed the low level of English of a large number of students as well as the lack of materials the institution could offer to the students to improve their extracurricular assignments. Taking into account those elements, different issues related with material and resources, size of the classes, poor language knowledge and the lack of students' interest appeared. So, that, it was intended to link the previous issues with the BCP with the purpose of contrasting the policy versus the social reality.

At this stage it was decided to conduct a research in order to find out what could be needed for the PNB proposed by the government to be fully performed in those classrooms as well as some requirements the school should get to strength the teaching of English.

3. RESEARCH QUESTION AND OBJECTIVES

To find a way to help to solve all these issues as well as to provide guidance for the heads of the school and the community in general, it stated our research question which is: *To what extent can National Bilingual Policies be achieved in the real situation of a public EFL classroom in Bucaramanga?*

3.1. General Objective

This research has as a main goal to determine if the bilingual policies established by the government for education are being achieved in 10th grade classrooms in a public school in Bucaramanga. For this, it is essential to examine those policies implemented by the government , to compare them with the curriculum adopted by the school, to verify if they are successfully achieved by analyzing the output provided by the students and finally, to determine if those policies established by the government correspond to the reality of the classroom.

3.2 Specific Objectives

- To explore the bilingual policies established by the government in order to generate a conceptual foundation and a point of reference for our study.
- To analyze 10th grade students' proficiency level in contrast with the bilingual policies proposed by the government.
- To determine if the bilingual policies match the reality in which 10th grade students are learning English.

4. LITERATURE REVIEW

In this chapter different concepts related with the ideas of bilingualism are developed in the light of the creation of a common background of information that permits a clear understanding of the research topic.

The importance of these concepts lies in the fact that bilingualism is a multi-angle concept which is not static or permanent it changes according the culture, time and purpose. Therefore, it is not easy to understand at first, it needs interpretation to reach to the core of situation in which bilingualism is used.

What is bilingualism?

Understanding bilingualism is apprehending the overlapping relations of different disciplines, life experiences and ideologies that are part of this concept. Due to the variety of experts and disciplines that have researched and provided contributions in the field, different definitions depending on the perspective and approach can be given.

For the Colombian context, bilingualism can be understood as the psychological state of an individual who can use two different languages, first at a personal level and second at a social level. For example, ethnic communities who have preserved their own language and later on learn Spanish as a second language as the case of the *Paéz* ethnic group:

“Los paeces contemporáneos llevan vestido y vida muy similar a la de cualquier campesino de nuestra patria, diferenciándose en que además del español todavía mantiene su lengua nativa (...) La lengua nativa, que desde tiempos inmemoriales ha servido como medio de comunicación...” (Santiago, 2007:40–41)

It must not be forgotten that there exist an enormous variety of definitions in the field of bilingualism and education which tend to increase every day, these definitions reflect specific social events that expose a new perspective of the concept, among those, there is the Colombian experience which need to be interpreted as a new social event in which many elements are involved and have not been defined yet.

The categorization can be started by three major groups which were proposed by de Mejía and Fonseca in the document *Orientaciones Para Políticas Bilingües y Multilingües en Lenguas Extranjeras en Colombia* where the authors propose different approaches to bilingualism from school structure to curriculum development (15). These proposals are, bilingual international schools, bilingual national schools and schools with intensification in the learning-teaching process of English, each one offers a different approach to the bilingual process taking into account socio-cultural factors plus their own perspective on how to approach to the second language.

De Mejía and Fonseca also explore other definitions of bilingualism taking competence as the main concept; these definitions are also a product of the reflection provided by other authors who also wrote about bilingual as a general concept. (27-29)

Maximalist Definition

Bilingualism is defined as the capacity that one individual has to communicate in two languages; this perspective was hold by Bloomfield 1935:56 qtd. in de Mejia and Fonseca: 28) who defined a bilingual individual as someone who has “native like control of both languages”. This means that the individual can reach very similar competences in both languages.

Minimalist Definition

This definition examines bilingual subjects taking into account the minimal competence in any of the abilities of the language such as listening, speaking, reading and understanding. (Macnamara, 45)

Functional Definition

This category differs from the others in the sense that the use of the language is more important than proficiency. For (Gorstein, 472 qtd. In de Mejía and Fonseca: 28) a bilingual person is defined as the one that uses the two codes on a daily basis, this person may have more proficiency in one language than in the other but as long as the codes are used the individual is considered bilingual.

Besides these categories there are other classifications which help us to understand the concept of bilingualism, Skutnaab-kangas and McCarty offer a very well constructed definition on the topic:

*“Bilingualism as an educational goal, a bilingual speaker who is able to **function** in two or more languages in monolingual or multilingual communities at the same level as native speakers and in accordance with the socio-cultural demands for communicative and cognitive competence by these communities and the individual, and who identifies positively with both (or all) language groups and cultures, or parts of them” (Skutnaab-kangas, 1984:90).*

From this definition it can be stated that bilingualism is a social phenomena that starts from the individual experience and then reaches other levels of socialization. After this development it becomes a goal for educational policies, which would be the case of Colombia, where the policies on bilingualism were thought as to create educational experiences where students are driven to use English as much as

possible until it becomes a second language. Given this, it must be stated that bilingualism is in its early childhood due to the relationship Colombian people have with English, if looked thoroughly most Colombians would have a discrete use L1 to learn L2 which would take us to an unbalanced relationship between both languages. Although not official, it would seem that the kind of bilingualism the government is proposing is a *weak form*, based on the conception that bilingualism, under the Colombian context, has acquired the connotation of English as a target language. In addition, this form of education, the majority language, aims for dominance while the L2 is seen as transitional.

What is bilingualism in Colombia?

In the case of Colombia there exists a concept of bilingualism related with private education versus public education which needs to be clarified. According to Anne-Marie de Mejía and Harvey Tejada in their document *Bilingual Curriculum Construction and Empowerment in Colombia* there exist a variety of conceptions in Colombian bilingual schools about what is, or what should be, the characteristics of bilingual education programmes. First, it is stated that schools which have an international orientation encourage their students to pursue higher education abroad, while schools which have a more nationalistic outlook concentrate on educating their students to work within the country. Second, it is mentioned that many bilingual schools in Colombia are not aware of current developments in the theory and practice of bilingual education.

It is also mentioned by the authors that most bilingual teachers have only an empirical knowledge of this type of educational provision and therefore have no firm basis on which to press for changes in school policy or practice. In addition, cultural aspects are not included in school's policies and practice because, in some cases, foreign cultural influence is seen as a threat to national identity. In others, cultural aspects are treated superficially, leading to a celebration of difference

without a deeper reflection as to causes and implications. So it can be said that although cultural aspects acknowledged in a generalised fashion, they do not often form an integral part of school policy and practice. Bilingual schools may have better results if they include a better cultural construction in their curriculums, being *glocal* seems like a reasonable option, meaning being able to explore foreign cultures without forgetting the importance of maintaining the foundations of our own culture. (39)

De Mejía and H. Tejada propose, from a sociolinguistic point of view, that Colombia may be divided into two main sectors: majority language contexts which include the teaching and learning of English, French, German, Italian and Hebrew as foreign languages to Spanish first language speakers; and minority situations, which involve the use of Spanish as a second language and minority community first languages, such as native Amerindian languages, English and Spanish-based Creoles, and Colombian Sign Language. In the case of majority language contexts, English is the foreign language which enjoys the highest status in the country, particularly in the domains of education, business and tourism (Zuluaga, 1996 qtd. In de Mejia, 2003: 38) North American English is generally the most favoured variety due to the 'overwhelming attraction of the USA by dint of historical connections, family and teacher connection, proximity and of sheer glamour image' (British Council, 1989: 10 qtd. in de Mejia and Tejada 2003:38)

Melba Cardenas in her article *Bilingual Colombia: Are we ready for it? What is needed?* Highlights one of the problems of the national "Bilingual Colombia Programme":

The BCP has been planned for the period 2004 to 2019 with the purpose of improving the quality of English language teaching at all educational levels. The goal is that by 2010 students should have a B1 or pre-intermediate level and

teachers a minimum of B2. By 2019, the students' school-exit level should be B2 or intermediate and their teachers should be at least in B2. (Cardenas: 1)

The target for this year two thousand and ten (2010) is students being in level B1, two phases have been proposed for the Programme. By the end of the first one, that is 2010, secondary school students should have a basic domain of English and those of higher education, a higher one. In the second phase, the full development of bilingualism in the 19th country is expected. To see this, emphasis will be placed on the teaching of English from pre-school. In view of what has been defined for the two phases of the programme, the preparation of qualified English teachers has been set out as a priority in the first phase.

The following table shows the levels expected in the target populations the Program has selected: (see table 1.)

Table 1

Population	Level expected in 2019
Teachers of English in levels 1-11	B2
Primary teachers and teachers of other areas	A2
Students who finish high school (11 th grade)	B2
Graduate language teachers	B2-C1
Students who finish higher education	B2

Levels expected in the target populations of the BCP.

According to the author, teachers need to be qualified to achieve higher levels of competence. That is why they need to parallelly manage and understand the Common European Framework which aims to place students regarding their sociolinguistic competences. But, how can they recognize such a scale if they are not prepared for this change in the way language is taught, assessed and evaluated? In addition they need to select the topics they want to teach as the Government's Standards suggest in the premise of an accurate contextualization of the students' needs and adapt to the situation they are immersed.

At this stage; teachers must be willing not only to follow but also to create their own standards that better adapt to socio-cultural contexts.

Given the different situations regarding language teaching and learning as well as the economical and multicultural environment that has been promoted by the government itself and the mass media through *Lineamientos Curriculares Idiomas Extranjeros* The National Bilingual Programme was created to, first, evaluate the existing teachers and optimize the human resource and second, to provide better educational policies to allow public school's students better conditions to compete in a globalizing world .

Although there is not an exact definition of *bilingualism*. Valencia (2005:1 qtd. in de Mejía 2007:37) observes that this term has acquired a different social connotation in the Colombian context where it is used most of the times to exclusively refer to English-Spanish bilingualism.

PNB

More than a decade ago the Colombian government proposed in the general education law "Schools must offer their students the opportunity to learn a foreign language from the most basic level" (law 115, 1994) due to the process of globalization and multiculturalism, English is considered nowadays a *lingua franca*, a language with worldwide acceptance used to communicate in different contexts and with different purposes.

What can be observed from the documents and the policies published by the Colombian government is a definition towards bilingualism regarding economical issues but educational reality proves contrary, as a consequence, the National Bilingual Programme was created, a programme that can offer public education the chance to transform a series of elements with the purpose of empowering population with the approach of a new language and a the opportunity of reaching

out others cultures. Nevertheless the government proposes policies that can be changed by the socio-cultural context. In other words, policies stated by the government but transformed by the context and culture.

According to Lineamientos Curriculares, Three elements were taken into account to configure the foundations of the programme, standards, assessment and improvement. In two thousand six the basic standards of competence were published, the main reference used to create these standards is the *Common European Framework of Reference for Languages CEFR* which is product of constant research in the field of language teaching. This project was developed for more than thirty years in Europe being consistent with the context, the educational needs and the political implications. The second element on the list is assessment, the government proposes two different types of tests that can be used to measure the performance of high school students as well as university students, the tests are ICFES and ECAES, both of these tests are supposed to provide relevant information about the overall capacity of the student to solve problems in the different subjects of education, each one attending the level of performance and education, including English. The final element is improvement; this means that the two previous elements are evaluated in order to recognize elements that can be enhanced leading to pertinent improvements in the program as well as in the results. (Lineamientos Curriculares).

So far the achievements seem small for the size of the project proposed. Teacher education, resources, school policies towards the use for L2 as well as clear L1 program that empowers students in the use and understanding of their own language system have been managed discretely, if the program is developed for the people to open o a whole new world of opportunities a new interpretation and direction must be taken before the deadline comes.

5. RESEARCH DESIGN:

a. Type of Research

A qualitative case study was conducted to explore an existing issue in our local context related with bilingualism in a local school, understand phenomena, found through observation along with data collection, and answer a question, seeking out the 'why', not the 'how' through the analysis of unstructured information.

Qualitative research is used to gain insight into people's attitudes, behaviours, value systems, concerns, motivations, aspirations, culture or lifestyles regarding their actual perception of bilingualism. According to Creswell (2009:4) "qualitative research is a means for exploring an understanding the meaning individuals or groups ascribe to a social or human problem."

According to Creswell et al (2007) in their article of "*Qualitative Research Designs: Selection and Implementation*" It is mentioned that the focus in case study research is not predominantly on the individual (and their stories) but on the issue with the individual case selected to understand the issue. Also, in case study research, the analytic approach involves a detailed description of the case, the setting of the case within contextual conditions (Yin, 2003 qtd. in Creswell et al 2007)

According to A. Strauss and J. Corbin in their book "*Basics of qualitative research*" qualitative research is defined as a type of research about persons' lives, lived experiences, behaviours, emotions, and feelings as well as about organizational functioning, social movements, cultural phenomena, and interactions between nations.

It has been decided to conduct a case study for its nature:

“It tries to illuminate a decision or set of decisions: why they were taken, how they were implemented and with what result.” (Schramm, 1971 qtd. In Yin 2009)

b. Research Question

The research question selected is: *To what extent can National Bilingual policies be achieved in the real context of a public EFL classroom?*

c. Objectives

- To determine if the bilingual policies established by the government for high school education are being achieved in 10th grade classrooms of a public school in Bucaramanga.
- To find out what is needed for the school to implement the educational policies as well as resources to enhance second language learning.

d. Setting

The local school selected for our research is a public school of Bucaramanga in service of low-income childhood and youth of popular classes. More than 60 years present in the city

The local school is located near Bucaramanga’s downtown, it was founded in 1945, Originally it was build to cover the educational needs of the people of the surrounding neighbourhoods; nowadays it covers most of the neighbourhoods in Bucaramanga and its surroundings areas.

e. Population

The selected population was the 10th grade students who were taking English classes (two hours per week). They can be considered as an underprivileged population. Most of them live near the area of the school; others come from Floridablanca, Girón and other areas.

f. Instruments for data collection and data collection process

Data were collected systematically each one of the 8 weeks. It was focused in the way the class was developed and oriented regarding the National Bilingual Policies and the way it was being achieved in the class itself.

Different perspectives were required so that, different instruments were developed and used to triangulate, validate and verify the data: **Field notes** were taken to write descriptive evidence of our observations. As participant observers, we took notes at the school and wrote comments after each session. We used a format in which the date, place, time, research question and number of observation were included for further citation. **Transcriptions of the interviews** provided us the possibility of having material evidence of the words and interactions generated during a **semi-structured interview** piloted first in 11th grade students and then performed to ten randomly-selected students 5 of each of the two courses observed. **Teacher's interviews** were also developed and then performed for a better understanding of the phenomena observed in class. To reinforce our instruments **Results of the "Pruebas Saber"** were facilitated by the school to compare and contrast our results.

6. DATA ANALYSIS PROCEDURE

Based on the data and Using Creswell et al (2007) "*Qualitative Research Designs: Selection and Implementation*" we started the analysis process by reading and re-reading the data gathered through the different instruments – observations, comments, audio-tape transcriptions of interviews and literature review. Always referencing the research question, and taking into account the similarities between issues. A constant process of evaluation and revision was carried out.

Observations were the first unit of analysis for this study, After finishing our period of observation further notes or comments were made aside of the observations. These comments were product of our reflections after reading the comments and compared with the sources chosen as reference.

Our next step was the transcription of the interviews which was divided into teachers' and students' interviews. Each researcher transcribed a part and then commented what he could infer from the transcription and vice versa. Finally, researchers exchanged documents to read the other part of the transcriptions.

After this step, the information found in the sources needed to be classified in order to generate a taxonomic analysis. Therefore, colour coding was used to categorize the data and also to differentiate issues found in each source, we looked for ways to classify data, for this purpose colour coding was used to make it visually accessible.

A chart was constructed to triangulate and therefore generate internal validity as well as patterns (see Appendix 1). In addition, the research question was posted in a wall along with the patterns previously stated from the coding. A colour chart was also posted to differentiate each pattern. A first chart was constructed to find out

the relationships between patterns and consequently find sub-categories which could belong to mayor categories able to answer our research question.

The groups that arise as the data analysis was completed were later on grouped in hierarchical order to establish a category. The two main categories that emerged were:

- *Teacher educational experience.*
- *Opportunities to learn.*

Subsequently, the chart was analyzed to obtain findings which answered our research question and will be developed in the sections to come.

7. FINDINGS

Due to the nature of the data and the analysis obtained the findings showed a set of patterns that we grouped in order to build higher order categories, these were used to contrast the reality of the institution towards the achievement of the policies of the PNB in the classroom. The data obtained from the data collection instruments showed a variety of factors that affected the development of the class such as waste of time, overuse of L1, low students motivation, low concerning, and lack of attention these were grouped under the domain of *teacher educational experience* in addition a second set of issues were found, negative perception of the class and opportunities to learn these were grouped under the domain of *institutional commitment*.

The observation provided us with an insight of the issues that occurred inside the classroom regarding teacher role and students attitudes, from this observations our reflections led us to one of cornerstones of the PNB , teacher preparation, how this element has influenced the preparation and development of the class, since teacher preparation is such an important part of the PNB we realized of the importance of this element to provide the teacher with the appropriate tools to influence the environment, the classroom, if this element was not functioning correctly the output of the policy was not consistent with what they have proposed.

Another issue that called our attention was the lack of opportunities to learn, this issue was relevant because the students showed a lack of resources and time which could be considered the negative aspect of the category on the other side, the positive side of the issue can be defined as the way resources and time affects the students performance providing the student with the possibility to approach the target language.

Table 2 Taxonomic Analysis

Research Question	Categories
<p>To what extent can National Bilingual Polices be achieved in the real situation of a public EFL classroom in Bucaramanga?</p>	<ul style="list-style-type: none"> 1. Teacher educational experience. <ul style="list-style-type: none"> 1.1. Adaptation of the policies. <ul style="list-style-type: none"> 1.1.1. Class preparation. <ul style="list-style-type: none"> 1.1.1.1. Overuse of L1. 1.1.1.2. Motivation. 1.1.1.3. Attention 1.1.1.4. Students' English proficiency level 2. Opportunities to learn <ul style="list-style-type: none"> 2.1.1. Resources <ul style="list-style-type: none"> 2.1.1.1. Books 2.1.1.2. Computers 2.1.1.3. Time 2.1.1.4. Platform

1. Teacher educational experience.

During the observations a pattern that called our attention was the difficulty teacher had managing different aspects of the class, these issues were then revised and classified as different problems teachers experienced every day in the classroom when they try to apply the policies of the NBP to the classroom activities, these difficulties were produced by the absence of educational experience teacher presented. As presented in the following extracts:

...para decir la profesora no tiene buen método de estudio solo da trabajo para que nosotros los investiguemos, solo da actividades, evaluaciones, una clase libre y se repite... (Students' Interview N.3)

Teacher is providing instructions in L1. If this is an English class, teacher shouldn't provide instructions in L1. T should opt for L2. (Observation 1, Aug 6th 2010).

The worksheet seems to be complicated, dense and oversaturated of information so Ss were not only distracted but also bored. (Observation 2, August 9th 2010)

This issue also refers to the training that the government provides to the teachers in order to update the knowledge teacher have about their profession.

...nos dieron dos profesoras de la UIS, buenas nos dieron como quince apenas por la mañana y por la tarde nos tocó ir no solo por la tarde , pero era como de dos a seis de la tarde pesadísimo pues... (Interview Prof. 2 Q. 2)

...nos hicieron quedar en vacaciones una semana y nos trajeron una gringa que era sobre fonética... (Interview Prof. 2Q. 2)

...ellos intentan pues nos dan capacitación a nivel de profesores pero es una capacitación que la dan por ejemplo este año y el siguiente año no la dan o quieren preparar a mucha gente y a veces se olvidan del resto (Interview Prof. 2 Q. 9)

1.1 Adaptation of the policies.

When teachers of this institution approached to the different situations that can be found in a classroom it was evidenced at several moments how their knowledge in terms of pedagogy, class preparation, strategies among other elements were not appropriate to solve or deal with the emerging problems in class. Although teachers are not only experienced, but also qualified it is vital for them to continue the educational process in order to achieve what was proposed by the PNB.

The teacher is using neither methodology nor sequence, therefore students perceived this lack of organization, in the end the class turns boring and has no meaning for them. (Observation 10, September 9th 2010)

T sits in her desk and starts looking at Ss but they still continue without knowing what they have to do. (Observation 13, September 16th 2010)

1.1.1 Class Preparation

Class preparation was one of the aspects that could be evidenced during the different moments of the research, this issue could be referenced in several observations, where the teacher could not manage the class as a result students were distracted in other subjects' assignments or simply socializing with their peers
Constant use of L1 seems one of the obstacles to teach English. (Observation 2, Aug 9th 2010)

...teachers are not concerned about the dynamic of the class itself they just hand in a worksheet and then the T expects Ss to study it without any S – S interaction. (Observation 9, September 2nd 2010)

Teacher copied an exercise she solved in class and she didn't notice that. It shows lack of class preparation. It is also noticeable that students are in improvised classes rather than an educational process (Observation 13, September 16th 2010)

1.1.1.1. Overuse of L1

Most of the times teacher used L1 to provide the students with the instructions for the activities of the class, other reason why the teacher use L1 was to deal with discipline problems found when teaching the English class.

Again teacher is losing the focus because the class is being developed in L1, in a bilingual context situation Ss approach L2. (Observation 1, Aug 6th 2010).

The class is being developed in English in a first stage, but Students seem not to understand so their classmates translate what the teacher said; then, the teacher repeated in Spanish (Observation 3, August 12th 2010)

L1 is used almost all the time in classes, although T tries to talk in English students don't want to provide answers in L2, It seems T gives up trying so she starts to talk in L1. (Observation 13, Sept 16 2010)

1.1.1.2. Motivation

Students did not feel motivated towards the English class because they did not perceive the content of the class as something valuable for their lives, some of them thought the English class is a simple subject they needed to achieve only to get their diploma, it was not perceived as an opportunity to explore a new cultural content or to learn a different language apart from the L1.

E6: La clase de Inglés no es que me guste mucho porque no se aprende casi, es como más seria, pues no aprende en realidad inglés es como para matar, como para rellenar hora. (Interview Student 6)

A student went to talk to her in order to show he had finished the exercise, she replies "Congratulations" in a very sarcastic way because she had graded the exercise before and he finished late because he was one of the students who wasn't doing the exercise. The S gets mad and replies out loud with rude words... (Observation 10, September 9th 2010)

Talking to Ss in a sarcastic way is "enlowering" their low motivation. (Observation 10, September 9th 2010)

... pese a que se trabaja plataforma, pese a q se trabaja en clase ellos no tienen interés, no hay motivación, el apoyo externo por parte de padres de familia y otros es prácticamente nulo (Interview Prof. 1 Q.5)

1.1.1.4. Attention

Based on the previous finding students showed little interest for the topics developed in the English class, at the same time this issue reinforces the notion that students perceive English as a mere subject to cover their requirements, but never as meaningful process of learning.

...yo veo que la mayoría no , como no les interesa entonces por eso no trabajan porque la mayoría son de barrios aquí como pobres y no para nada , por ejemplo hoy me dijo un chino , “ay a mi no me gusta”... (Interview Prof. 2 Q. 6)

Ss show lack of interest and importance towards the class; as a result they do other assignments in class. (Observation 2, August 9th 2010)

It is evident the lack of interest showed by students, they complete the exercises just to get a grade. It reveals an apparent low importance of English in students. (Observation 7, August 27th 2010)

Since students had a low level of motivation their attention span was weak during English class, therefore they preferred to spend the time of the class in others activities rather than paying attention to the topic developed during the class. As a consequence teacher had to stop the development of the class several times to call the attention of the students.

Although she is explaining in English and Spanish Ss are focused in other things. They are just distracted. (Observation 1, August 6th 2010)

Ss are not being told about what they have to do, clear instructions are not being given and perhaps it is producing not only lack of attention but also low performance in class. (Observation 10, September 9th 2010)

T wrote structures of sentence formation on the board but she remarked the lack of attention and interest showed by Ss in previous classes. (Observation 3, August 12th 2010)

1.1.1.6. English proficiency level

The patterns mentioned above, led us to state a new category regarding the proficiency level of students at school and it was understood that the lack of motivation, attention and concern have a direct incidence over the students' proficiency level. It also enriches the notion of English as a mere academic achievement displacing the possibility of learning the language as a mean of communication and a possibility to enrich their life experience as well as the economic connotation proposed by the government.

Por lo mismo y tanto, en el bachillerato en el colegio no he aprendido nada, lo que se lo sé por ese curso que estoy haciendo. De resto en el bachillerato apuradito y he aprendido lo del verbo to be nada más. (Entrevista Estudiante 1)

E3: lo básico para mi es pronombres, verbo to be, presente simple y se repite todos los años desde sexto, séptimo, octavo, en noveno no se vio mucho por lo que no había profesor de inglés y en décimo lo que ya se vio en años pasados un repaso. (Entrevista Estudiante 3)

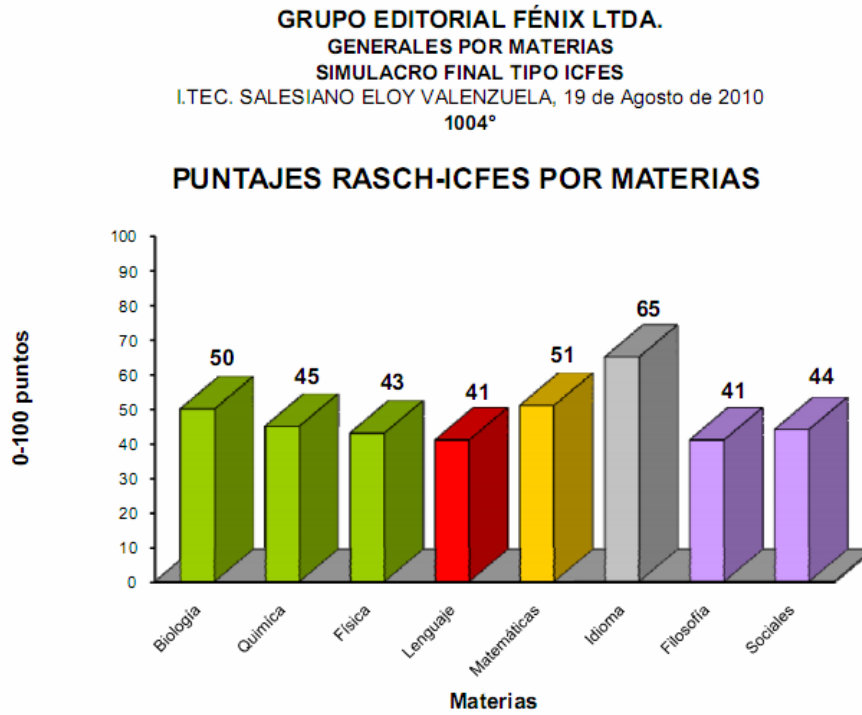
¿Qué ha aprendido de inglés en lo que lleva del bachillerato?

E6: En realidad muy poco, lo que ha sido, lo más el verbo to be y eso por encimita. (Entrevista Estudiante 6)

In addition "Pruebas saber" were paramount to demonstrate that although students obtained low scores in other subjects, they obtained 65 and 66 out 100 questions, which was the highest score among the other subjects evaluated in the test, it must

be stated that teachers as well as the work of the platform were crucial for these results. (See tables 3 and 4)

Table 3 Pruebas saber results grade 10-4

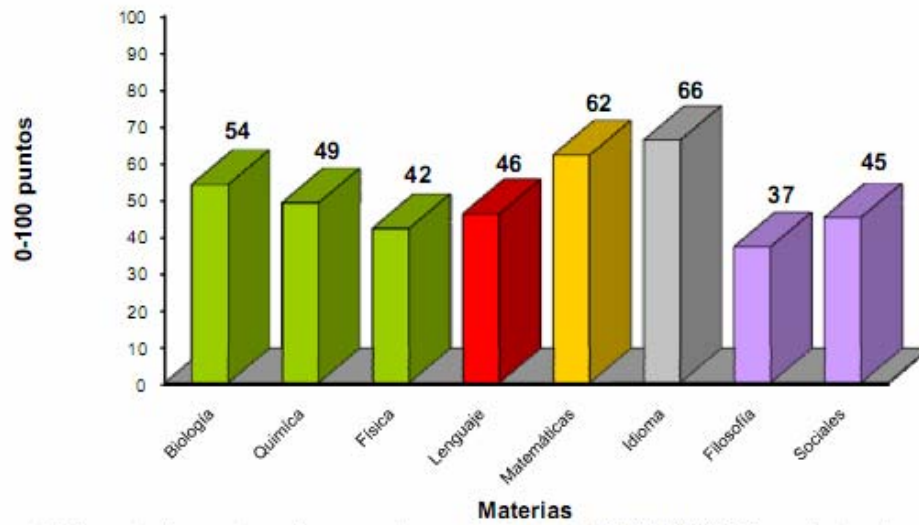


Las cantidades mostradas en estas gráficas son valores equivalentes a la PUNTUACIÓN ICFES, semejantes a las que se obtendrán en la prueba de estado Icfes.

Table 4 Pruebas saber results grade 10-5

GRUPO EDITORIAL FÉNIX LTDA.
GENERALES POR MATERIAS
SIMULACRO FINAL TIPO ICES
I.TEC. SALESIANO ELOY VALENZUELA, 19 de Agosto de 2010
1005°

PUNTAJES RASCH-ICES POR MATERIAS



Las cantidades mostradas en estas gráficas son valores equivalentes a la PUNTUACIÓN ICES, semejantes a las que se obtendrán en la prueba de estado Ices.

2. Opportunities to Learn

The second major finding was stated as the relations of the commitment that the institution had developed towards the English class; this relation provided an insight of the application of the policies of the PNB because it deals with the resources and the time the institution provided for the progress of the students in this subject.

...aprendido, varias cosas, pero de no ponerlo en práctica entonces se olvidan... (Students' Interview N.8)

Pues ahorita estamos utilizando un sistema que es con la UNAD, una universidad de Estados Unidos y pues eso por medio de internet nos pone guías, trabajos y ahí vamos aprendiendo. Pero también vamos perfeccionando lo que vemos en clase. (Interview Student 7)

...la plataforma consiste en unidades que nosotros tenemos que desarrollar, y son preguntas no muy difíciles porque ya que alguna nos llega a quedar mal tenemos la posibilidad de devolvernos y volverlas a corregir. (Interview Student 4)

En la formulación de los estándares se tuvieron en cuenta, tanto las etapas de desarrollo cognitivo de los estudiantes, como los estadios de desarrollo de la lengua materna en cada edad... Si el estudio del inglés se inicia a una edad más avanzada, será necesario que cada institución ajuste los estándares a la edad y al nivel cognitivo de sus alumnos. (Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés)

2.1 Resources

Students showed a negative perception of the class due to the lack of internal resources such as books, access to internet and teacher's assessment, without these resources the students lost any interest they had regarding the class, it also showed a lack of motivation as follows:

¿Qué recursos le ofrece el plantel para aprender el idioma?

E3: sólo guías, fotocopias, más fotocopias y la ayuda de un profesor que siempre está ocupado. (Interview Student 3)

Infelizmente en el colegio hemos tenido una dificultad y es que no contamos con los equipos o con las aulas para que los muchachos puedan acceder a ellas durante los tiempos clase, así q nosotros manejamos nuestra clase a nivel normal, dos horas a la semana, y ellos hacen el ejercicio de trabajo sobre plataforma en casa... (Interview Prof. 1 Q. 3)

Due to the lack of resources that could support the process of the class, students were able to identify this problem and bring it as topic which concerns them when talking about the English class.

...en noveno no se vio mucho por lo que no había profesor de inglés... (Interview Student 3)

2.1.1.1 Books

In some of the interviews of the students they brought the issue of not having access to English text books, this issue is not only a concerning of the students but also from the teachers since they are the ones who plan the activities based on the resources they have.

...no tenemos libros, escasamente unos cuanto diccionarios, no hay salones apropiados para poder ejercer audio, no contamos con equipos y el apoyo apenas se está viendo en este momento porque anteriormente uno pedía algo para inglés y era como si no existiéramos. Y aun nos siguen manteniendo en eso. (Interview Prof 1 Q.6)

...pues en biblioteca los libros, pero hay poquitos de inglés, o sea y deben haber poquitos porque no creo que deban haber tantos... (Interview Student 10)

2.1.1.2 Computers

Students had little access to this resource of the institution therefore they perceived that the institution was not providing a different setting to work on the topics of the English class.

...sólo que ellos nos dieron unos computadores hace unos años nos dieron como 25 computadores que se llamaban las salas de bilingüismo pero las dejaron morir después no dieron dinero para mejorarla (Interview Prof. 2 Q. 1)

... aquí en el colegio nosotros tenemos problemas porque no nos dan los computadores, no nos dan una sala especial donde podamos trabajar con los muchachos la hora de clase con la plataforma que es lo que se quiere, a nosotros nos ha tocado es que ellos trabajen por fuera y nosotros es trabajar en clase otras cosas, sólo es motivándolos y motivándolos para que ellos trabajen así hemos logrado avanzar... (Interview Prof. 2 Q. 3)

2.1.1.3 Time

This issue was relevant during the whole process because teacher as well as students were aware about the importance of time they spent in English , which was not much, and needed to be expanded in order to get better results from the English class.

Students have been missing to their English classes. They not only have two hours a week, but they also miss the majority of them. (Observation 6, August 26th 2010)

Ss are wasting time that can be better used for their learning. Teacher is not previewing these type of activities that is employing their few time that can be used for learning. (Observation 11, September 9th 2010)

La relevancia del proyecto si es muy alta, especialmente por las dificultades que tenemos nosotros en cuanto a locación, elementos, tiempo, escasez de recursos. Realmente es muy valioso. (Interview Prof. 1 Q. 4)

...los currículos a nivel público q solo incluyen dos horas no cubrían las expectativas planteadas inicialmente por el ministerio de educación nacional. (Interview Prof. 1 Q. 1)

2.2.1.1 Platform

This resource is provided by the local government, it is a electronic environment where students can find different exercises, with these it is expected to broaden the experience as well as the interest from the students towards the English class.

¿Qué recursos le ofrece el plantel para aprender el idioma?

E9: Estamos trabajando en una página virtual que tiene el colegio con una universidad, en la cual nos enseña también a repasar los de clase. (Interview Student 9)

E6: bueno pues la plataforma si es, hay información bacana, y encima si aprende uno hartas cosas, pero como dice no hay quien le explique a uno pa' que uno entienda mas. (Interview Student 6)

...la gobernación nos otorga todo lo que tiene que ver con la plataforma, incluye también estímulos para los mejores Students, contamos con apoyo externo,

vienen profesores cada 6 meses a trabajar con los Students, realmente es un tiempo es muy reducido pero vienen hablantes nativos para trabajar con ellos, igualmente en la plataforma es totalmente... sus audios y todo son hablantes nativos. (Interview Prof. 1 Q. 3)

...sólo que ellos nos dieron unos computadores hace unos años nos dieron como 25 computadores que se llamaban las salas de bilingüismo pero las dejaron morir después no dieron dinero para mejorarla (Interview Prof. María Victoria Q. 1)
¿Qué recurso le ofrece el plantel para aprender el idioma?

E2: el plantel, aparte de las clases del horario normal común, en la plata (Abrev. plataforma) de internet, de inglés. En la plataforma es una. Bueno en realidad porque no mucho por no lo realizan ellos sino lo hacen otras personas, usted entra y ahí le dan textos y unidades y los ponen a escuchar algunas oraciones y varias de esas lo ponen a desarrollar. (Interview Student 2)

...el proyecto inicial de inglés y virtualidad es trabajar en un programa virtual en inglés para fortalecer el uso del idioma desde aspectos tales como la producción y las habilidades reflectivas. El programa cuenta con pronunciación, speaking, writing, Reading, grammar, vocabulary y todos los elementos anexos q se pueden necesitar para el trabajo en aula. (Interview Prof. 1 Q. 3)

8. CONCLUSIONS AND RECOMMENDATIONS

From the evidence gathered and the analysis applied we concluded that policies applied in a local school in Bucaramanga do not fit into the context of our city as well as the context of the country because of an absence of code usage generated by the context in to the academic and cultural domains.

The National Ministry of Education decided to lead the definition of national standards for our country with The Common European Framework for languages - learning, teaching, and evaluating (Council of Europe, 2001). Voices from academic communities have expressed that because of contextual reasons; the Common European Framework (CEF) does not suit the Colombian reality ... (Cardenas, 2006: 2)

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. English is not the natural code to mediate communication in Colombia, (Cardenas 2006: 3)

Taking into account that the standards provided by this programme were conceived for a different culture and context where the studies about bilingualism and the relation they have with education have been present for a longer period of time. It does not mean they are not worthy but it could be valuable for Colombian education to develop their own standards along with a formal recognition of bilingualism as a richer and wider category.

Si Colombia pretende promulgar el bilingüismo como política de estado en un futuro próximo, es importante que ésta sea una política inclusiva, que reconozca la

larga tradición del país como nación multilingüe y pluricultural... (De Mejía 2007:38)

Another important fact to highlight is the notion of teacher as the cornerstone of the programme. We firmly believe that government must invest in teacher education and schools need to provide not only spaces, but material to generate better educational processes.

Teacher training is also another aspect to be considered; experienced teachers need to be updated with new trends and conceptions of education and should be a requirement for teachers working with the government: *If the government requires qualified teachers, it needs to train teachers with quality as well.* This motion must be also promoted among young teachers with the purpose of building a new generation of educators able to combine their local context with up-to the-date knowledge capable to overcome the weak form of bilingualism the government has promoted.

Finally, Universities need to invest more in research and publication of researches as well as promote research spaces in novice teachers to provide the proper elements for these teachers to be researchers and teachers. The aim is to observe and propose possible solutions for the deficiencies present in the Colombian educational context.

When schools and university departments work together in the area of language education in Colombia, it is generally through a process of consultancy. In these cases, university professors are usually seen as outside experts, who are brought in to carry out an analysis. They observe interview key personnel and write a report, detailing the results and recommendations for future implementation. They then leave and often have no further contact with the institution. The findings and recommendations contained in the report may be difficult to interpret without expert

knowledge, and power and control are kept firmly in the hands of the consultants. Thus, there is an intervention, which may bring about some positive results, but there is generally little opportunity for learning on the part of the participants. (de Mejía 2003:42)

Despite all the evidence that shows how English is considered as a mere academic requirement and sometimes a difficult subject to approach; it showed the effort teachers have done through the classes and the impact of the use of the platform. It is necessary to mention that although there is a negative conception about the class from students, the use of the platform as well as teachers' labour throughout the academic year led to an improvement of the performance of students in "Pruebas Saber" which was the highest score in comparison with other subjects.

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10. APPENDIXES

10.1 Pattern-Issues Chart

<i>Issue</i>	Observations	Comments	Student's interviews	Teachers' interviews	Documents
Overuse of L1 in an EFL class	<p>...T is providing instructions in L1. (Observation 1, Aug 6th 2010)</p> <p>The whole class is being developed in L1. (Observation 1, Aug 6th 2010)</p> <p>...the class is developed in Spanish... (Observation 2, Aug 9th 2010)</p> <p>...teacher started to study the worksheet with them in Spanish. (Observation 2, Aug 9th 2010)</p> <p>...the teacher explained in English and felt the necessity of translating what she was saying so</p>	<p>Teacher is providing instructions in L1. If this is an English class, teacher shouldn't provide instructions in L1. T should opt for L2. (Observation 1, Aug 6th 2010).</p> <p>Again teacher is losing the focus because the class is being developed in L1, in a bilingual context situation Ss approach L2. (Observation 1, Aug 6th 2010).</p> <p>The class is developed in Spanish. This does not foster bilingual culture in the classroom. (Observation 2, Aug 9th 2010)</p> <p>Constant use of L1 seems one of the obstacles to</p>		<p>Ha sido un proceso muy duro porque los estudiantes son totalmente negados a aceptar q la clase sea en inglés y el apoyo de los padres de familia es nulo, por el contrario llegan a pelear porque se les habla en inglés</p>	

	<p>she was talking in English and immediately translated the word or sentence she previously said. (Observation 2, Aug 9th 2010)</p> <p>The class is being developed in English in a first stage, but Students seem not to understand so their classmates translate what the teacher said; then, the teacher repeated in Spanish (Observation 3, August 12th 2010)</p> <p>Teacher was using L1 for instructions almost all the time. (Observation 7, Aug 27th 2010)</p> <p>T starts to ask if they have finished in L1. (Observation 8, Sept. 2nd 2010)</p> <p>...A group of Ss is talking loudly in L1 but it seems not to be</p>	<p>teach English. (Observation 2, Aug 9th 2010)</p> <p>teacher find resistance from the students to communicate or use L2 (Observation 2, Aug 9th 2010)</p> <p>When the teacher translate, Ss just avoid the necessity of understanding what is said in L2 because they will generate a norm which is to wait the teacher to repeat that in L1(Observation 2, Aug 9th 2010)</p> <p>Class being translated, still language is a problem (Observation 3, August 12th 2010)</p> <p>L2 knowledge is built in L1(Observation 3, August 12th 2010)</p> <p>their lack of motivation is forcing the teacher to excessively teach through L1 (Observation 3, August 12th 2010)</p>		<p>en la clase. (Entrevist a Prof. Andrea Rosas, Q. 7)</p>	
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	<p>relevant for the teacher. The small group is having a long conversation but now more and more students are getting involved. The class ended and students were almost all the class talking while a small part of them did the bell work. (Observation 9, Sept. 2nd 2010)</p> <p>T takes role and tells them about their platform grades. The class is being developed in L1 but she is writing in L2. (Observation 10, Sept. 9th 2010)</p> <p>T starts to correct the exercise she is asking in L2 but only few students provide answers in L1 (Observation 10, Sept. 9th 2010)</p> <p>The class starts in L1 while some Ss are shouting and talking</p>	<p>...it can be observed how the teacher does not foster the use of English in the classroom... (Observation 7, Aug. 27th 2010)</p> <p>...in addition L1 is used almost all the time... (Observation 12, Sept 10th 2010)</p> <p>...the fact that instructions are given in L1, teacher should spend a little more time providing activities in L2 with the purpose of motivating students towards the use of English during the class... (Observation 12, Sept 10th 2010)</p> <p>L1 is used almost all the time in classes, although T tries to talk in English students don't want to provide answers in L2, It seems T gives up trying so she starts to talk in L1. (Observation 13, Sept 16 2010)</p> <p>...a class instruction in L1</p>			
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	<p>loudly...][...Ss are out of their seats, listening to music, talking loudly in L1 while T is calling them by list order again. (Observation 12, September 10th 2020)</p> <p>T takes role and starts talking about the platform. She constantly employs L1 to talk to her Ss. Ss are complaining because of the platform's grades in L1 while the teacher is listening to them.</p> <p>Teacher keeps on attending Ss individually and the rest of the class is talking in L1, some of them are out of their desk...][...T is again talking to her Ss in L1. (Observation 13, Sept. 16th 2010)</p>	<p>is not a good way to start English class... (Observation 13, Sept 16 2010)</p>			
<p>Lack of attention</p>	<p>Although she is explaining in English and Spanish Ss are focused in other</p>	<p>...It seems teacher is unprepared to get students attention... (Observation 3, August</p>			

	<p>things. They are just distracted. (Observation 1, August 6th 2010)</p> <p>T wrote structures of sentence formation on the board but she remarked the lack of attention and interest showed by Ss in previous classes. (Observation 3, August 12th 2010)</p> <p>Ss are not being told about what they have to do, clear instructions are not being given and perhaps it is producing not only lack of attention but also low performance in class. (Observation 10, September 9th 2010)</p>	<p>12th 2010)</p> <p>It is noticeable that Ss are not focused on what they are intended to do in English class. They also show a complete lack of attention, it is a sign of teacher lack of creativity to prepare classes (Observation 4, August 12th 2010)</p>		
Low concerni ng	<p>The teacher is checking their pronunciation, (individually) while the rest of the class is chatting. (Observation 1, Aug 6th 2010)</p>	<p>Ss show lack of interest and importance towards the class; as a result they do other assignments in class. (Observation 2, August 9th 2010)</p> <p>The worksheet seems to</p>	<p><i>¿Para usted como bachiller, porque es importante el inglés?</i> E1:En este momento realmente no lo</p>	

	<p>...They are working with a worksheet but they don't want to work... (Observation 2, August 9th 2010)</p> <p>They were doing other subject's assignments and the teacher was continuously stopping the class to call misbehaving students' attention. (Observation 2, August 9th 2010)</p> <p>Although she is explaining in English and Spanish Ss are focused in other things. They just are distracted. There were yawning... (Observation 2, August 9th 2010)</p> <p>Students start to complete the worksheet without any instruction, they start to cheat and talk in class (Observation 4, August 12th 2010)</p> <p>Students took their mobile phones out to</p>	<p>be complicated, dense and oversaturated of information so Ss were not only distracted but also bored. (Observation 2, August 9th 2010)</p> <p>It is evident the lack of interest showed by students, they complete the exercises just to get a grade. It reveals an apparent low importance of English in students. (Observation 7, August 27th 2010)</p> <p>...the students have no purpose and commitment towards the class... (Observation 7, August 27th 2010)</p> <p>Actually, Ss are not reading, they are drawing and copying the reading task while teacher is grading the exercise to some Ss (Observation 8, September 2nd 2010)</p> <p>It is evident that students are not interested in the subject. (Observation 9, September 2nd 2010)</p>	<p>hago así por una necesidad, sino por más que todo porque me vaya bien en el colegio , no por que necesite o algo así (Students' Interview N.1)</p> <p>...en general, bueno en momentos me parece aburrida, porque realmente desde sexto hemos venido trabajando verbos y el verbo To Be y diferentes verbos que siguen llevando la misma temática desde sexto hasta once y no me parece un avance para nada, ehh y ya. (Students' Interview N.1)</p> <p>Como bachiller</p>	
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	<p>listen to music; they were talking and doing other things. At the end of the class they started to complete the exercise... (Observation 7, August 27th 2010)</p> <p>T hands out some exams and one Ss says: "Ja saqué 4.1 y eso que se lo copié a varios". Teacher seems not to pay attention to this. (Observation 10, September 9th 2010)</p> <p>Ss start to copy because most of them haven't done anything different from talking. (Observation 10, September 9th 2010)</p> <p>Ss are doing other subjects' assignments. All the Ss are out of their desks copying the exercise or comparing questions they haven't understood. (Observation 10,</p>		<p>solo es una, un puntaje más, una nota mas no en el colegio no se que el profundismo, no hay, no hay solo son notas, solo son clases, no es tanto interés o conocimiento sino un trabajo más. (Students' Interview N.3)</p> <p>Bueno y dentro de esas muchas cosas <i>¿qué es lo que más le gusta de las clases?</i> E3: No,no hay, pero es una clase, no hay gusto en la clase. (Students' Interview N.3)</p> <p>Para mí la clase de Inglés en salón es pues, no es muy buena porque la profesora...][...n os coloca</p>	
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	September 12 th 2010)		<p>muchas , muchas guías y no me parece a mí que es como justo porque no es que nos explique cómo es la parte correcta sino muchas , muchas guías y muy largas , muy extensas. (Students' Interview N.4)</p> <p>...pues no es que este mal, pero como uno no aprende es lo que me aburre. (Students' Interview N.6)</p> <p>Pues yo creo que para la mayoría es importante para pasar bien el año...][...para la universidad...][... para pasar....][...para mí pues no es</p>	
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			que me guste el inglés mucho...][...me da pena, no cojo nada.	
Inefficient Class preparation	<p>...they are confused, so the teacher started to study the worksheet with them in Spanish. (Observation 2, August 9th 2010)</p> <p>The topic is "Let's correct the <i>Pruebas Saber 10^o</i>..." [... After copying in half of the board T provides instructions in L2, Ss seem not to pay attention again Ss asked about their final grades. T goes out of the classroom to have some copies of the final grades. (Observation 10, September 9th 2010)</p> <p>One S tries to answer the meaning of a word. T provides a wrong pronunciation and surprisingly the S pronounced better than her! (Observation</p>	<p>Oral exam based on which information? Are Ss ready for oral production? Have all the stages been covered to come to an oral production? (Observation 1, August 6th 2010)</p> <p>The worksheet seems to be complicated, dense and oversaturated of information so Ss were not only distracted but also bored. (Observation 2, August 9th 2010)</p> <p>They also show a complete lack of attention, it is a sign of teacher lack of creativity to prepare classes. (Observation 4, August 12th 2010)</p> <p>...teachers are not concerned about the dynamic of the class itself they just hand in a worksheet and then the T expects Ss to study it without any S – S</p>	<p>para decir la profesora no tiene buen método de estudio solo da trabajo para que nosotros los investiguemos, solo da actividades, evaluaciones, una clase libre y se repite (Students' Interview N.3)</p> <p>para mí la clase de Inglés en salón es pues, no es muy buena porque la profesora de Inglés , la profesora nos coloca muchas , muchas guías (Students' Interview N.4)</p>	

	<p>10, September 9th 2010)</p> <p>... T handed out, without any instruction, a worksheet...(Observation on 12, September 10th 2010)</p> <p>T sits in her desk and starts looking at Ss but they still continue without knowing what they have to do. (Observation 13, September 16th 2010)</p> <p>bell rings and she asks Ss to write the definition of some words she has written on the board. She had copied them and also answered the exercise in a previous class but she didn't notice that. (Observation 13, September 16th 2010)</p>	<p>interaction. (Observation 9, September 2nd 2010)</p> <p>...she doesn't do it in an organized way because it might be helpful the use of worksheets. (Observation 10, September 9th 2010)</p> <p>It is evident that T did not prepare properly the class because Ss were telling her or, at least, suggesting the teacher what to do or what they want to do. (Observation 10, September 9th 2010)</p> <p>The teacher is using neither methodology nor sequence, therefore students perceived this lack of organization, in the end the class turns boring and has no meaning for them. (Observation 10, September 9th 2010)</p> <p>Teacher is not previewing these type of activities that is employing their few time that can be used for learning. (Observation 11, September 9th 2010)</p>		
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		<p>If there was previous knowledge of this kind of activities, teacher should have planned something for the students not to lose time.</p> <p>(Observation 11, September 9th 2010)</p> <p>It is seen that students are not receiving practical instruction by the teacher... (Observation 12, September 10th 2010)</p> <p>Teacher copied an exercise she solved in class and she didn't notice that. It shows lack of class preparation. It is also noticeable that students are in improvised classes rather than an educational process (Observation 13, September 16th 2010)</p> <p>...not realizing about what activities you have been doing through the week is a clear lack of professionalism from the teacher. (Observation 13, September 16th 2010)</p>		
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		<p>...it would be positive if the teacher used or proposed some kind of activity using the second language while she provides the feedback. (Observation 14, September 16th 2010)</p>		
<p>No communicative scope</p>	<p>...then T started to explain the topic but she focused it on grammatical rules and then reminded them the importance of paragraph comprehension through context as well as sequence analysis. T wrote structures of sentence formation on the board (Observation 3, August 12th 2010)</p> <p>...while the teacher continues the exam. She starts to evaluate the worksheet orally but without any</p>	<p>Anyway communicative and speaking skills were not evaluated properly by the teacher who had a sort of multiple choice questions as a speaking resource. (Observation 1, August 6th 2010)</p> <p>Students are learning L2 without any communicative scope. (Observation 3, August 12th 2010)</p> <p>Language can't be taught as a simple structure, there is no concern about the communicative aspect. (Observation 4, August 12th 2010)</p>	<p>En lo que llevo del bachillerato pues, aprendí a defenderme.</p> <p>M: ¿Qué es defenderse para usted?</p> <p>E2: para mi defenderme es que cuando otra persona hable inglés o un medio de comunicación o alguien diga algo en inglés poder entender que es lo que trata de decir.</p> <p>M: y ¿usted</p>	

	<p>communicative purpose. (Observation 4, August 12th 2010)</p>		<p>entiende lo que dicen? E2: pues no todo pero entonces con unas palabras se relacionan. (Students' Interview N.2)</p> <p>...aprendido, varias cosas, pero de no ponerlo en práctica entonces se olvidan... (Students' Interview N.8)</p>	
<p>Classroom management</p>	<p>...T is checking a worksheet writing answers in the board with no feedback... (Observation 3 August 12th 2010)</p> <p>Students start to complete the worksheet without any instruction... (Observation 4, August 12th 2010)</p>	<p>Teacher explaining first in English and then in Spanish shows lack of classroom management. (Observation 2, August 9th 2010)</p> <p>No instruction is a sign of classroom management. (Observation 4, August 12th 2010)</p> <p>Ss are not being told about what they have to do, clear</p>		

	<p>... Ss are doing other subjects' assignments. All the Ss are out of their desks copying the exercise or comparing questions they haven't understood. (Observation 12, September 10th 2010)</p>	<p>instructions are not being given and perhaps it is producing not only lack of attention but also low performance in class. (Observation 10, September 9th 2010)</p> <p>A Student is shouting and taking role. T hands out, without any instruction, a worksheet. Ss are talking loudly so the atmosphere of the classroom is not appropriate for getting concentrated. (Observation 12, September 10th 2010)</p>		
Low Motivation	<p>A student went to talk to her in order to show he had finished the exercise, she replies "Congratulations" in a very sarcastic way because she had graded the exercise before and he finished late because he was one of the students who wasn't doing the exercise. The S gets mad and replies out</p>	<p>Students are not motivated in class (Observation 1, August 6th 2010)</p> <p>Students show no motivation in regards to the English class. (Observation 4, August 12th 2010)</p> <p>Talking to Ss in a sarcastic way is "enlowering" their low motivation. (Observation 10,</p>	<p><i>¿Que recursos le ofrece el plantel para aprender el idioma?</i></p> <p>E3: sólo guías, fotocopias, más fotocopias y la ayuda de un profesor que siempre está ocupado. (Entrevista</p>	

	<p>loud with rude words... (Observation 10, September 9th 2010)</p>	<p>September 9th 2010)</p> <p>Although is very valuable to correct the activities related to the ICFES it is also much more valuable to motivate students. (Observation 10, September 9th 2010)</p>	<p>Estudiante 3)</p> <p><i>¿Cómo es la clase de inglés en general para usted?</i></p> <p>E6: La clase de Inglés no es que me guste mucho porque no se aprende casi, es como más sería, pues no aprende en realidad inglés es como para matar, como para rellenar hora. (Entrevista Estudiante 6)</p>	
<p>Waste of time</p>	<p>There was no class because students were attending an event organized by the departmental government. (Observation 6, August 26th 2010)</p> <p>Students arrive to class and teacher asks students to start a</p>	<p>Students have been missing to their English classes. They not only have two hours a week, but they also miss the majority of them. (Observation 6, August 26th 2010)</p> <p>Ss are fulfilled with readings and when they are starting to read they</p>		

	<p>reading. It's 7:40am and Ss are supposed to be reading but they are not doing that. (Observation 8, Sept 2nd 2010)</p> <p>T starts to grade axiological aspect (Discipline) so they stopped reading to tell her the grade they deserved "self-evaluation" (Observation 8, Sept 2nd 2010)</p> <p>There wasn't class because of Evaluation Committee. (Observation 11, September 9th 2010)</p> <p>The class is supposed to start at 7:30 am but T starts at 8am. (Observation 13, September 16th 2010)</p> <p>There was no class because teacher decided to spend the hour on giving grades' informs to Students. (Observation 14,</p>	<p>are being distracted, the lack of time is becoming a big problem for their learning and the understanding of the topics. (Observation 8, Sept 2nd 2010)</p> <p>Ss are fulfilled with readings and when they are starting to read they are being distracted, the lack of time is becoming a big problem for their learning and the understanding of the topics. (Observation 8, Sept 2nd 2010)</p> <p>Ss are wasting time that can be better used for their learning. Teacher is not previewing these type of activities that is employing their few time that can be used for learning. (Observation 11, September 9th 2010)</p> <p>Although it is important to provide a feedback to Ss, T is not managing her time properly so that the class is wasting time. (Observation 13,</p>		
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	September 16 th 2010)	September 16 th 2010) Another day without class they have 2 hours per week and there's no class. It reflects the time students use to study a foreign language is not being managed in an adequate way. It also reflects that the amount of hours they use for learning a second language is not enough to reach the levels proposed by the government. (Observation 14, September 16 th 2010)		
Institutional lack of commitment		...it can be perceived the lack of commitment from the institution towards the learning of a second language. (Observation 6, Aug, 26 th 2010)	...en noveno no se vio mucho por lo que no había profesor de inglés... (Entrevista Estudiante 3)	En la formulación de los estándares se tuvieron en cuenta, tanto las etapas de desarrollo cognitivo de los estudiantes, como los estadios de desarrollo de la lengua materna en cada edad ... Si el estudio del inglés se inicia a una edad más avanzada, será necesario que cada institución ajuste los estándares a la edad y al nivel

				cognitivo de sus alumnos. (Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés)
Lack of Internal Resources			<p><i>¿Que recursos le ofrece el plantel para aprender el idioma?</i></p> <p>E3: sólo guías, fotocopias, más fotocopias y la ayuda de un profesor que siempre está ocupado. (Entrevista Estudiante 3)</p> <p><i>¿Qué recursos le ofrece el plantel para aprender el idioma?</i></p> <p>E4: Pues hasta el momento, algunos diccionarios que podemos encontrar en la biblioteca o el internet que presta el</p>	<p>Teaching English poses seven challenges for teachers and teacher educators in the new millennium: language proficiency, diversity of contexts, access or lack of access to resources, implementation of classroom-based research, professional development, networking, and education of teacher educators (González , 2000 qtd. In Cardenas 2006)</p>

			<p>colegio...][...</p> <p>Pues la profesora habla con el profesor y nos dan quince minutos de la clase para que nos podamos meter por ejemplo a la plataforma que es lo que en este momento estamos haciendo.</p> <p>(Entrevista Estudiante 4)</p> <p><i>¿Qué recursos o materiales le ofrece el plantel para aprender el idioma?</i></p> <p>El plantel pues , la clase de Inglés nada mas de resto y la biblioteca pues casi no le veo utilidad para eso</p> <p>(Entrevista Estudiante 6)</p> <p>y <i>¿el plantel le</i></p>	
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			<p><i>brida internet?</i></p> <p>E6: de vez en cuando.</p> <p><i>¿Por qué de vez en cuando?</i></p> <p>E6: Porque es en la clase de informática que hay un internet así porque uno necesite cuando o sea no. (Entrevista Estudiante 6)</p> <p><i>¿Qué recursos le ofrece el plantel para reforzarle el idioma extranjero?</i></p> <p>E7: las guías, los trabajos. (Entrevista Estudiante 7)</p> <p>...pues en biblioteca los libros , pero hay poquitos de inglés, o sea y deben haber</p>	
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			<p>poquitos porque no creo que deban haber tantos...</p> <p>(Entrevista Estudiante 10)</p>	
External Resources		<p>It seems the platform work encourages students to take part in the activity, there is a connection between technology and this generation of students, (Observation 8, September 2nd 2010)</p>	<p>¿Qué recurso le ofrece el plantel para aprender el idioma?</p> <p>E2: el plantel, aparte de las clases del horario normal común, en la plata (Abrev. plataforma) de internet, de inglés.</p> <p>En la plataforma es una. Bueno en realidad porque no mucho por no lo realizan ellos sino lo hacen otras personas, usted entra y ahí le dan textos y unidades y los</p>	

			<p>ponen a escuchar algunas oraciones y varias de esas lo ponen a desarrollar. (Entrevista Estudiante 2)</p> <p>E3: esa plataforma no es tanto de la institución sino más del gobierno, del departamento, eso no entra dentro de los recursos del plantel. (Entrevista Estudiante 2)</p> <p>la plataforma consiste en unidades que nosotros tenemos que desarrollar, y son preguntas no muy difíciles porque ya que alguna nos llega a quedar mal</p>	
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			<p>tenemos la posibilidad de devolvernos y volverlas a corregir. (Entrevista Estudiante 4)</p> <p>E6: bueno pues la plataforma si es, hay información bacana, y encima si aprende uno hartas cosas, pero como dice no hay quien le explique a uno pa' que uno entienda mas. (Entrevista Estudiante 6)</p> <p>Pues ahorita estamos utilizando un sistema que es con la unad, una universidad de estados unidos y pues eso por medio de internet nos pone guías,</p>	
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			<p>trabajos y ahí vamos aprendiendo. Pero también vamos perfeccionando lo que vemos en clase. (Entrevista Estudiante 7)</p> <p><i>¿Qué recursos le ofrece el plantel para aprender el idioma?</i></p> <p>E9: Estamos trabajando en una página virtual que tiene el colegio con una universidad, en la cual nos enseña también a repasar los de clase. (Entrevista Estudiante 9)</p>	
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Students ' English proficiency level			<p>Por lo mismo y tanto, en el bachillerato en el colegio no he aprendido nada, lo que se lo sé por ese curso que estoy haciendo. De resto en el bachillerato apuradito y he aprendido lo del verbo To be nada más. (Entrevista Estudiante 1)</p> <p>E3: lo básico para mi es pronombres, verbo To be, presente simple y se repite todos los años desde sexto, séptimo, octavo, en noveno no se vio mucho por lo que no había profesor de Inglés y en</p>	<p>Heurística viene de <i>eureka</i> y se describe como el arte del descubrimiento y de la invención. Esta posibilidad de resolver problemas mediante la creatividad, contribuye al aprendizaje del inglés. He aquí algunas estrategias heurísticas:</p> <ul style="list-style-type: none"> • Si no se entiende una palabra, es posible deducirla por el contexto. • Si no se sabe cómo decir algo, se busca apoyo en el lenguaje gestual. • Si hay un problema abstracto, se puede examinar un ejemplo concreto. (Estandares: 13)

			<p>décimo lo que ya se vio en años pasados un repaso. (Entrevista Estudiante 3)</p> <p>Bueno, para usted ¿Qué es defenderse?</p> <p>E4: para mi defenderme es que me pregunten cosas, que me pregunten cosas sobre el Inglés por ejemplo, y que yo las sepa responder y que me quede mudo a la misma palabra. (Entrevista Estudiante 4)</p> <p>¿Qué ha aprendido de inglés en lo que lleva del bachillerato?</p> <p>E4: pues no tanto, pues</p>	
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			<p>como lo mas por encima, no mucho.</p> <p>¿Qué es lo mas por encima, defíneme eso?</p> <p>E4: Como, como lo que se utiliza en el presente simple, el presente continuo, los verbos regulares y hacer algunas que otras oraciones. (Entrevista Estudiante 4)</p> <p><i>¿Qué ha aprendido de inglés en lo que lleva del bachillerato?</i></p> <p>E6: En realidad muy poco, lo que ha sido, lo más el verbo to be y eso por encima. (Entrevista Estudiante 6)</p>	
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			<p>¿Qué ha aprendido de inglés en lo que lleva del bachillerato?</p> <p>E7: Pues en bachillerato he aprendido lo básico más que todo porque casi nunca enseñan cosas nuevas y siempre casi son nuevos tiempos, los modos de uso, los verbos y bueno todo eso</p> <p>(Entrevista Estudiante 7)</p>	
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10.2 CONSENT FORM

Bucaramanga agosto 2010-08-10
Colegio Salesiano Eloy Valenzuela
Grado 10°

Carta de Consetimiento

(Consent form)

Title of Project: “Exploring the realities of Bilingual Policies at a Local Public School in Bucaramanga”.

Name of Researcher:

Yo _____, identificado con el documento de identidad numero _____ de _____ doy mi autorización para que mi hijo _____ sea parte de este proyecto de investigación.

Entiendo que toda información recolectada ya sea por observaciones, entrevistas o recopilada en medios magnéticos será manejada con total discreción y anonimidad. Los resultados de la prueba aplicada serán manejados de manera estadística por lo que se mantendrá la anonimidad de los resultados individuales.

Comprendo y entiendo las condiciones bajo las cuales se realizaran esta investigación.

Es mi decisión retirarme en el momento en que así lo decida sin que mis derechos fundamentales sean afectados.

Nombre del estudiante

Firma del acudiente

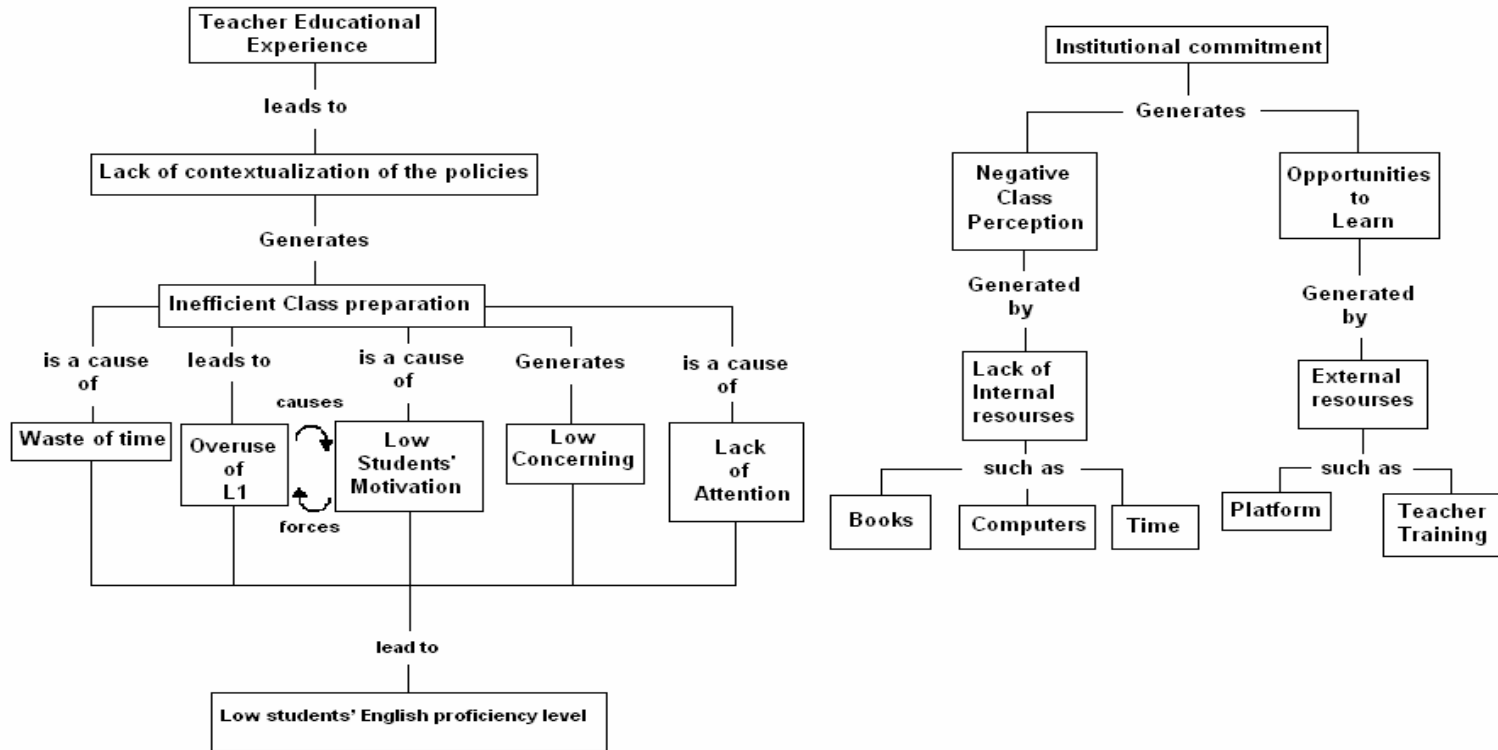
fecha

Firma de los investigadores

fecha

10.3 1st CHART FOR ESTABLISHING CATEGORIES

To what extent can National Bilingual policies be achieved in the context of a public EFL classroom?



10.4 STUDENTS INTERVIEW FORMAT

1. Para usted como bachiller ¿Por qué es importante el inglés y que tan útil es para usted?
2. ¿Cómo es la clase de inglés en general?
Extra question: usted ¿Cómo la percibe?
3. ¿Qué es lo que más le gusta de la clase?
4. ¿Cree usted que ha aprendido inglés en lo que lleva del bachillerato?
5. ¿Qué recursos adicionales le ofrece el plantel para reforzar el inglés?

10.5 TEACHERS INTERVIEW FORMAT

¿Qué sabe usted del plan nacional de bilingüismo?

¿Usted ha sido beneficiada por los planes de capacitación ofrecidos por el ministerio de educación?

¿Qué tipo de trabajo se hace con la plataforma?

¿Qué tan valioso ha sido el trabajo en la plataforma para los estudiantes?

¿Han mejorado los estudiantes el nivel de Inglés a partir del trabajo en la plataforma?

¿Usted como docente de Inglés como ve el nivel de inglés de los estudiantes de acá?

¿Usted cree que la institución ofrezca las condiciones necesarias para que los alumnos aprendan inglés?

¿Usted como integra el plan nacional de bilingüismo a las clases?

¿Cree usted que el plan nacional de bilingüismo a cumplido con las metas propuestas?