

**Defining Pedagogical Management Actions for strengthening the Bilingualism Area  
Curriculum in a Higher Education Institution in Bogotá**

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## Abstract

This descriptive case study examines the specific features of an English as a Foreign Language (EFL) program within a hybrid education model at a Colombian higher education institution. It aims to identify how pedagogical management can better align bilingualism program goals with students' language proficiency needs, contributing to the achievement of the proficiency levels mandated by Colombia's bilingualism policy. Using a qualitative approach and Thematic Analysis, data was collected through surveys, interviews, and class observations. Findings suggest the need for a curriculum that aligns with students' academic and professional realities, increased instructional time, and enhanced integration of technology, such as the Altissia platform, to complement traditional learning methods. The study also stresses the importance of prioritizing communicative skills, particularly listening and speaking, and providing effective feedback in hybrid classrooms. Based on these findings, the study recommends adapting curricula, training educators, and using technology effectively to improve bilingual education. This research offers valuable insights for strengthening bilingualism programs and serves as a model for other institutions seeking to improve hybrid language education, emphasizing the importance of curriculum relevance, instructional time, appropriate use of technology, and effective pedagogical practices.

*Key words: curriculum relevance, higher education, hybrid learning, pedagogical management, pedagogical research.*

## Resumen

Este estudio de caso descriptivo explora un programa de Inglés como Lengua Extranjera (EFL) en un modelo de educación híbrida en una institución de educación superior colombiana. Su objetivo es identificar cómo la gestión pedagógica puede alinear los objetivos del programa de bilingüismo con las necesidades lingüísticas de los estudiantes, contribuyendo a los niveles de competencia establecidos por la política nacional de bilingüismo. Con un enfoque cualitativo y Análisis Temático, se recopilaron datos mediante encuestas, entrevistas y observaciones. Los hallazgos indican la necesidad de un currículo alineado con las realidades académicas y profesionales de los estudiantes, más horas de instrucción y mejor integración de la tecnología, como la plataforma Altissia, para complementar los métodos tradicionales. El estudio subraya la importancia de priorizar las habilidades comunicativas, especialmente la escucha y el habla, y proporcionar retroalimentación efectiva en las aulas híbridas. Con base en estos resultados, se recomienda adaptar los currículos, capacitar a los educadores y utilizar la tecnología adecuadamente para mejorar la educación bilingüe. Esta investigación aporta valiosas contribuciones para fortalecer los programas de bilingüismo y sirve como modelo para otras instituciones que buscan mejorar la educación híbrida en idiomas, destacando la relevancia del currículo, el tiempo de instrucción, el uso apropiado de la tecnología, y las prácticas pedagógicas efectivas.

*Palabras Clave: Aprendizaje híbrido, educación superior, gestión pedagógica, investigación pedagógica, relevancia del currículo.*

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## Introduction

Learning English as a foreign language (EFL) is a significant challenge for higher education students in Colombia, where English proficiency is often a graduation requirement. At many institutions, including those adhering to broad educational policies, students are expected to meet certain language standards. However, Mantilla et al. (2020), indicate that this expectation often clashes with the practical difficulties they face in achieving proficiency, particularly in the context of hybrid education models that blend online and face-to-face instruction.

As established on the Política Pública Nacional en Bilingüismo 2022 - 2026 (MEN, 2022) proposed by Racero (2022), all the professionals graduated from higher education institutions must evidence a competent EFL proficiency level (B1 or B2) in concordance with the Common European Framework of Reference for Languages (CEFR). National policies mandate English proficiency as a vital skill for graduates, which implies for higher education institutions to accomplish with these requirements.

With the purpose of getting closer to reach those requirements established by the current Colombian bilingualism policy since 2022, this research project aims to determine contributions through an action plan focused on pedagogical management for the English bilingualism program and the students' English language levels improvement in a higher education institution. Specifically, it seeks to:

1. Analyze students' perceptions of their English learning process in relation to the pedagogical management of the English program at the higher education institution.

2. Assess the effectiveness of the English language program’s hybrid model, including the use of the virtual platform Altissia at the higher education institution.
3. Develop recommendations for pedagogical improvements to address identified gaps and better support students’ learning.

The current EFL program executed at the higher education institution selected for this project implements a hybrid education model as it includes a virtual platform established within the bilingualism curricular guidelines of this institution. However, this program has not sufficiently addressed the students’ English language levels, as evidenced on the students’ results in both institutional and national level tests, going from 140.4 points of average score in the component of English of the SABER PRO tests in 2020 to 137.0 in 2023. Also, the internal English tests at the institution revealed that in the period of February and August 2024, 40.8% of students were classified at the -A1 level in contrast to the 5.39% of students who reached a B1+ level. The previous information was obtained from the institution’s internal statistics.

This study examines the specific features of this institution’s EFL program and its hybrid model to provide insights that can lead to more effective and responsive educational practices through appropriate pedagogical management, and thus, facilitate the achievement of the proficiency required by the Colombian bilingualism policy.

Considering the objectives of this research project, the question to be answered is:

- How to articulate the bilingualism program alignments of a higher education institution with pedagogical management to provide actions that contribute to the students’ language level proficiency in a hybrid education model?

## Literature Review

To evaluate the effectiveness of English language learning within higher education, it is essential to examine how bilingualism policies and programs are integrated into the curriculum. Understanding the interaction between these policies, the implementation of bilingualism programs, and curriculum management provides insights into educational outcomes, especially in virtual or hybrid learning environments. Then, this review focuses on the following key areas: the influence of bilingualism policy on curriculum design, the impact of hybrid learning methods on program effectiveness, the role of virtual platforms in English language acquisition, and higher education pedagogical management. By analyzing how these elements interact, the review aims to assess their contribution to improving English language learning outcomes. It will provide a comprehensive understanding of the effectiveness of these approaches and offer insights for optimizing curriculum and program implementation in higher education.

### Higher Education Curriculum with Strategic Pedagogical Management

To define and design a higher education curriculum it is important to consider multiple aspects involved, that's why, Aslam (2023) defines a curriculum that encompasses students' needs as social, economic, physical, environmental and identity factors to develop learning programs, methods, and content for professional development. Zuo & Wang (2021) expand on this by emphasizing that curriculum innovation is critical and not merely dependent on academic actors, such as students and teachers, but also on the students' interests and engagement in mastering the knowledge imparted. There it is where Aslam (2023), Zuo and Wang's (2021) ideas intersect, as both acknowledge the importance of

addressing external factors and individual engagement, but from slightly different angles, while Aslam's is focusing on the broader socio-environmental influences, Zuo & Wang (2021) center on how curriculum fosters students' mastery of knowledge. These perspectives together underline the significance of designing a curriculum that must be both contextually based and responsive to professional and academic growth.

Moving now to an effective higher education curriculum implementation, it requires strategic pedagogical management. Narro et al. (2021) define pedagogical management as a structured set of processes within the educational system that helps to achieve social demands through coordinated action plans. Additionally, Meza et al. (2020) emphasize that pedagogical management is linked to optimizing educational quality, especially through teachers and students' development. In line with this, Alvarez et al. (2017) and De la O Casillas (2017) show the importance of the academic actors involved in pedagogical management, particularly the collaboration between educators, administrators and the other stakeholders. As De la O Casilla (2017) stresses, teamwork is essential for planning and evaluating educational actions, ensuring a strong contribution to improve learning outcomes. These steps directly support the innovation in higher education curriculum proposed by Zuo & Wang (2021), guaranteeing its successful implementation.

Fundamentally, strategic management must also incorporate ongoing evaluation to ensure that both curriculum and pedagogical practices remain effective over time. Lam (2022) accentuates the importance of evaluation curriculum design by comparing it with those from other institutions, making sure competitiveness and responsiveness to evolving academic methods. Educational management plays a vital role here, facilitating the continuous

assessment of educational processes to drive improvements in learning quality. This approach reflects Narro et al. (2021) and Meza et al.'s (2020) points about aligning educational management with society demands and students' needs, while also reinforcing Aslam's (2023) emphasis on creating programs that support professional development. Through consistent evaluation, institutions can ensure that curriculum remains dynamic, adaptable and lined up with fostering interdisciplinary skills and goals like problem-solving and critical thinking.

To conclude, the development of a higher education curriculum must be founded in a strategic approach to pedagogical management that ensures its relevance and adaptability, highlighting that a well-designed curriculum not only addresses academic needs but also supports professional development through innovative and evolving content. In addition, effective educational management must integrate processes that align the curriculum with social demands, ensuring that it is practical and dynamic among academic actors, who play a crucial role in keeping its quality, handling planning, execution and continuous improvement of educational actions. All those elements form a cohesive system where innovation, collaboration, and strategic oversight come together to create a curriculum that prepares graduates for challenges of an evolving global environment.

### **Policy-Curriculum Dimension**

Constructing on the important role of educational management in enhancing higher education curriculum development, it is necessary to examine how these principles are applied to language acquisition. The interaction between higher education curriculum and strategic pedagogical management, along with educational policies influence, creates a

comprehensive framework for understanding higher education. Through the integration of these dimensions, we can explore how a considerate designed curriculum for language acquisition can be effectively implemented in higher education institutions, especially within the Política Pública Nacional en Bilingüismo 2022 - 2026 (MEN, 2022).

After establishing the significance of curriculum development on higher education and its role in pedagogical management, it is needed to investigate language acquisition curriculum design. This involves understanding how curriculum can be tailored to fulfill higher education institutions needs in Colombia under current bilingualism policy. For that, the global importance of English language should be underrated. As Zhang (2024) points out, English has not only become a dominant language but also a current trend, which needs that higher education curriculum accommodates to its teaching. This curriculum adaptation needs to be able to address evolving competencies and foster both students and professional development. Also, curriculum should include aspects of language learning, including content-based instruction, grammar, speaking, listening, reading, and writing skills. Williams (2017) argues for a curriculum focused on language learning opportunities which includes language relationships, cultural contexts, and diverse global perspectives through English acquisition. Curriculum not only enhances linguistic abilities, but also, according to Williams (2017) it develops critical thinking, collaboration, creativity, and the use of information and communication technologies (ICTs).

To make sure pedagogical practices in higher education are aligned with international standards, it is needed to recognize and integrate various dimensions, cultures and study programs. According to Collazo (2022), these factors must be connected within a global

context to enrich learning and professional experiences, so a well-built curriculum is vital for this purpose. De Silva et al. (2024) highlights the importance of understanding four key elements in curriculum design: the structure and content of individual subjects, the overall program of study, the students' learning experience and a dynamic and interactive teaching and learning process. On the other hand, continuous study and research of these aspects are essential to create a strong and modern curriculum. Furthermore, establishing clear pedagogical objectives is needed. Samir (2023) emphasizes the need for these objectives to have detailed plans, intentions, activities and outcomes to be incorporated into course content, teaching methods, learning strategies, assessment practices and learning sources.

Identifying these processes requires understanding the political context in which the curriculum is developed too. Higher education curricula must align with national policies to address students' social and emotional needs and achieve curriculum goals. This alignment according to Racero (2022) guides how curricula is adapted to meet the current policies in Colombia. In that way, the current bilingualism policy articulates key values related to English learning and its integration into higher education institutions. Racero (2022) explains the huge need to revise objectives to increase English proficiency due to only a quarter of Colombian population speaks English by 2018. Part of that objective revision includes an updated English learning curriculum to enhance its relevance, standardizing assessment by incorporating continuous evaluation, teachers' training through advanced programs. These initiatives work to reduce gaps between private and public institutions, create a unified framework for policy implementation, and enhance employment opportunities for English speakers.

To finish, Racero (2022) promoted the bilingualism program, aligning it with each higher education institutions' pedagogical objectives. This program emphasizes cultivating professionals with ethical principles, creative skills, critical thinking abilities, and problem-solving capabilities. Through a transversal approach, the bilingualism policy ensures that all students, regardless of their program, acquire essential communicative skills in English. This policy promotes interculturality and bilingualism, improving students' communicative abilities and career prospects. Ultimately, the effectiveness of the institution's bilingualism program will be evaluated through its integration with national objectives, highlighting its role in fostering English proficiency among students.

### **Hybrid Education Management**

The integration of strategic pedagogical management and curriculum-policy dimensions naturally leads us to consider the hybrid education implications. As higher education institutions attempt to strengthen learning processes through a well-designed curriculum and policy alignment, the emergence of hybrid education presents new opportunities. This educational model blends face-to-face and online learning, fitting with institutional goals of accessibility, flexibility, and comprehensive curriculum development. The connection between strategic pedagogical management, curriculum and policy highlights how hybrid education can find students' needs, fostering critical thinking and innovative technology usage in learning environments.

Hybrid education has evolved in response to technological advancements and changing learners' needs. Bagriacik & Banyard (2020) states that hybrid education permits students to engage with learning without being physically present daily. This model blends

virtual tools usage with traditional classroom methods, allowing students to self-monitor their learning. Moreira & Schlemmer (2020) highlight hybrid education as a flexible model too, where technology works as a facilitator in learning activities, being Torres (2021) who argues that hybrid education provides comfort, reducing pressure and lowers educational costs, making it an interesting option for both students and institutions.

Hybrid education's effectiveness depends on the academic actors' involvement, especially teachers and students, within a well-structured learning environment. Ochs et al. (2024) shows that teachers in hybrid learning environments should be more flexible and adaptable to their students' contexts. The disconnection that can happen in hybrid environments, due to digital distractors or communication issues, states an emphasis on teachers' roles in keeping students' engagement. Similarly, Chang et al. (2024) emphasize that hybrid learning in higher education should appear in-person instruction with technology, using it as a mediator to enhance the learning environment for language acquisition.

The role of information and communication technologies (ICTs) is important in hybrid education. Alcalde & Santamaría (2021) stress the importance of integrating effective ICT tools, which help develop students' communicative skills by innovative tasks like storytelling and digital platforms such as Movie Maker, Storyboards and Canva. Bączek et al. (2021) note these technologies permit students to manage their own learning processes, strengthening both engagement and learning outcomes. ICTs are not only supportive tools but essential components of the hybrid education model, giving this technological backbone for both in-person and online elements of curriculum.

Despite the advantages of hybrid education, it faces some challenges. Mantilla et al.

(2020) identify issues such as inadequate preparation of teachers for the hybrid model and the underuse of online tools in face-to-face sessions. The acceptance of hybrid education requires not only the availability of technological tools but also a thorough understanding and implementing hybrid strategies. Effective hybrid education depends on the continuous adaptation of educators, ensuring both digital and face-to-face components of the curriculum work to maximize learning outcomes.

In conclusion, hybrid education represents a significant change in how teachers approach teaching and learning in higher education. By mixing face-to-face instruction with online learning flexibility and innovation, this model supports both the strategic management of curriculum and institutional policies alignment. Hybrid education enhances accessibility and personalization in learning experiences, while it highlights ICTs integration importance. As institutions continue evolving in learning environments, hybrid education stands out as a valuable approach to meet different students' needs and learning dynamics, becoming relevant to contemporary challenges. In the next section, we will investigate the role of virtual platforms' importance in strengthening students' engagement and success in hybrid educational environments.

### ***Virtual Platform Mediation***

The integration of information and communication technologies (ICTs) has become crucial in implementing hybrid education. Over the time, these technologies have emerged as needed tools for knowledge acquisition, particularly in the field of English language learning as a foreign language. Parra et al. (2024) states how the use of technologies, such as virtual platforms, has evolved from traditional reliance on written papers and magazines to platforms

that adapt printed materials. This evolution supports the acceptance of new teaching methods and models, including hybrid education, involving all academic participants, such as teachers, learners, instructional materials, technological support, educational management, and quality evaluations.

When referring to English language learning, virtual platforms must encompass specific features to ensure meaningful and adaptive learning experiences for students. Mahmoud & Nadjat (2024) identify several essential features: First, virtual platforms should propose innovative research and pedagogical interventions that implement new models of English language learning. Second, they should promote a digital culture that focuses on language knowledge processes through effective technology management. Third, these platforms should enhance thinking and language learning processes by facilitating direct feedback among all participants. Fourth, they should provide a diverse range of multimedia materials and designs, allowing learners to interact with various tools and content. Finally, virtual platforms must be adaptable and inclusive, ensuring full access for students from any device or location while accommodating all language learning content.

Moreover, a significant connection exists between virtual platforms such as ICTs within the framework of hybrid education. Huynh et al. (2024) emphasize that while virtual platforms are often utilized in asynchronous sessions (meaning online sessions), they can also serve as interactive tools in face-to-face classes, making them effective in both learning environments. Hybrid education is mediated by these virtual platforms, facilitating transitions between online and in-person instruction. This mediation permits educators to adapt various digital tools and resources to enhance engagement and personalize learning experiences.

Furthermore, Botezatu & Nicolae (2024) underscore the necessity of a strong curriculum where virtual platforms function as instruments for meaningful English learning. This also includes continuous training of teachers or tutors in technology, software, and other devices to support effective English language learning.

To conclude, it is important to mention that the platform used in the studied institution is known as Altissia, which is a digital tool that offers online language courses and supports language teachers. This platform organizes the topics to study into “missions” that contain “lessons” students must complete. These lessons include exercises of diverse kinds such as grammar explanations, vocabulary activities, listening exercises, and reviewing tests.

## Method

### Research approach

This research project employs a qualitative approach, based on Creswell (2018), aiming to explore and understand a specific situation through the interpretation of collected data in alignment with the project's objectives. The study uses a descriptive model, which, as Creswell (2018) explains, seeks to accurately represent the characteristics of a population or phenomenon, focusing on the "what" rather than the "why." Furthermore, this study also incorporates a Case Study defined by Yin (2017) as an empirical inquiry that investigates a contemporary phenomenon or the case in depth and within its real-world context. For this study, researchers collaborated with members of a specific higher education institution in Bogotá to assess their current state in relation to the project's goals.

To develop this study, it was necessary to consider the results obtained by the students of this institution on the English component from the SABER PRO tests over the last four years. This period is particularly relevant since the Bilingualism Area at this institution was officially established in 2020. According to the test results, initially, the students obtained an average score of 140.4 points in 2020, which decreased to an average of 137.04 points in 2023, a decline of 3.4 points. Additionally, internal English test results from February to August 2024 revealed that 40.8% of students were classified at the A1- level, while only 5.39% achieved a B1+ level. This data provided valuable insights for researchers related to the project's main objective.

The method for this project involves aspects of both a Case Study implementing a Descriptive Study approach, as it utilized several sources of evidence such as interviews,

surveys, and observations. This allows to provide a detailed account of a particular situation and description of the specific analyzed context to offer comprehensive insights to fulfill the main objective of the study which is to determine contributions through an action plan focused on pedagogical management for the bilingualism program and the students' English language levels improvement in a higher education institution. According to this, the researchers followed these steps:

- Defined the research question, problem and objectives.
- Selected a representative sample, the instruments to be applied and the participants.
- Implemented the selected collecting data instruments.
- Analyzed the data obtained to interpret the results.
- Discussed the results obtained to establish conclusions of the study.

It is important to specify that the institution where this project was implemented explicitly allowed its participation through informed consent. (See annex A).

### **Selected Participants**

This study was conducted at a higher education institution in Bogotá, which serves students from various regions of Colombia studying through both online and traditional face-to-face modalities. For selecting the participants of this study, researchers considered the intentional sample strategy which, according to Cresswell (2018), allows to choose individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study.

The following table shows the participants selected for this study, and the criteria for being chosen. It also displays the dates of implementation of the instruments.

**Table 1**
*Selected participants and criteria for selection*

Participants	Criteria for selection	Date of Implementation
<b>30 students:</b> 5 of each of the 6 English levels. (Virtual modality)	Live in different regions. Provide diverse perspectives for the project.	From Oct 10 <sup>th</sup> to Oct 18 <sup>th</sup>
<b>60 students:</b> 10 of each of the 6 English levels. (Face to face modality)	Included to represent in classroom modality perspectives.	From Sept 16 <sup>th</sup> to Oct 1 <sup>st</sup>
<b>3 teachers</b>	Over 3 years of experience in the bilingualism area at the institution.	
<b>2 teachers</b>	Have taught courses in both modalities offered by the institution.	From May 20 <sup>th</sup> to May 24 <sup>th</sup> .
<b>1 coordinator of area.</b>	He oversees management actions and provides key insights into the study.	
<b>6 teachers:</b> 1 for each of the 6 English levels (Face to face modality).	Allowed an overview of the class dynamic differences among the six levels of English established in the area curriculum	From Sept 16 <sup>th</sup> to Oct 1 <sup>st</sup> .

*Note:* The table above was designed by the members of this research project.

### Applied Instruments

During this research project, the instruments used to collect data were selected considering the objectives and the type of study. Following this, the instruments applied to gather the initial data were a) surveys, b) semi-structured interviews, and c) non-participant class observations.

#### a) *Surveys*

This instrument was selected to gather information linked to the first specific objective of this project, which is: *To analyze students' perceptions of their English learning process in relation to the pedagogical management of the English program at the higher education institution.*

These surveys were conducted during the last two weeks of September and the first two weeks of October, as the students of the institution started their classes for the second term of the year. The students selected for this specific instrument were chosen based on their enrollment in both virtual and face-to-face modalities.

The selected students were asked to complete a survey with 10 questions (8 multiple choice questions, and 2 open-ended questions), plus an additional section for comments (see annex B). The choice of the type of questions to apply was determined to gather not only closed questions' answers, but also open-ended questions since surveys, as Bryman (2016) states, surveys can be used to explore participants' thoughts, beliefs, and experiences which can be analyzed thematically, suitable for qualitative inquiry. These surveys included students from each of the six English levels in the current bilingualism curriculum (10 students per level). Surveys for virtual modality students were administered during the second and third weeks of October.

#### **b) *Semi-Structured Interviews***

As a second collecting data instrument, the researchers selected the semi-structured interviews on some of the teachers of the Bilingualism Area as the second specific objective was *to assess the effectiveness of the English language program's hybrid model, including the use of the virtual platform Altissia at the higher education institution.*

This instrument is particularly relevant, as Patton (2015) emphasizes that semi-structured interviews allow researchers to address specific topics while probing deeper based on participants' responses. To gather detailed and insightful data (Seidman, 2023), interviews were conducted with six participants, (five teachers and one area coordinator) from the bilingualism area during one week in May 2024 (see annex C). The interviews, which consisted of seven open-ended questions, were audio-recorded with participants' consent and transcribed using TurboScribe, an app that streamlined the transcription process. One researcher conducted two interviews, while the other conducted four.

### ***c) Non-Participant Class Observations***

The last instrument implemented to gather data was non-participant class observations since the third specific objective of this project was *to develop recommendations for pedagogical improvements to address identified gaps and better support students' learning.*

It was important to implement this instrument for this project as it allowed the researchers to detect the articulation between the teachers' classes and the established current curriculum of the bilingualism area. As Creswell (2018) states, non-participant observations enable researchers to capture data without directly engaging with the participants, which can minimize observer influence on the setting.

As the curriculum of the bilingualism area at the studied institution covers six levels of English (A1.1, A1.2, A2.1, A2.2, B1.1, and B1.2), the observations were carried out to answer the following questions or aspects: How effectively are teachers addressing the bilingualism curriculum objectives in their lesson plans and classroom activities? What teaching strategies are being used to enhance students' bilingual skills, and how are they

adapted to address potential gaps in the curriculum? And how do teachers evaluate and provide feedback on students' progress in bilingualism, and how does this align with the goals of the curriculum?

These observations were in six different classes (one of each level), to see the class dynamics of each one of the levels included in the institution's bilingualism program, they were done during the last two weeks of September and the first week of October 2024. There was a format filled out with the observed information (see annex D).

**Table 2**

*Summary of technics and instruments applied for data analysis*

<b>Technic:</b>	<b>Instrument:</b>	<b>Objective:</b>	<b>Participants and number of applied instruments:</b>
Surveys	Survey with 10 questions (8 multiple choice questions, and 2 open-ended questions), plus additional section for comments.	To analyze students' perceptions of their English learning process in relation to the pedagogical management of the English program at the higher education institution.	30 students belonging to the 6 levels of English on the online modality. (5 students of each level).
			60 students belonging to the 6 levels of English on the face-to-face modality. (10 students of each level).
Interviews	Semi-structured interview with 7 open-ended questions.	To assess the effectiveness of the English language program's hybrid model, including the use of the virtual platform Altissia at the higher education institution.	5 teachers of the bilingualism area of the institution.  1 coordinator of the bilingualism area of the institution.

Observations	Non- participant class observation format with 3 items to check.	To develop recommendations for pedagogical improvements to address identified gaps and better support students' learning.	6 teachers of the bilingualism area of the institution (1 for each of the six levels of English in the face-to-face modality).
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*Note:* The table above was designed by the members of this research project.

The table above provides a general overview of the instruments used in this study, highlighting their alignment with each specific objective and indicating the participants selected for each instrument.

## Data Analysis

This chapter presents the data analysis conducted in this study, which follows the characteristics of both a descriptive study and a case study, aimed at determining contributions through an action plan focused on enhancing pedagogical management for the bilingualism program and improving students' English language proficiency in a higher education institution. This study, based on Braun & Clarke (2021) employed a Thematic Analysis as a qualitative research method, chosen for its ability to identify themes that offer insights into participants' experiences, perceptions, and social phenomena. This approach was particularly proficient in identifying patterns in how pedagogical management practices impact the bilingualism program and student outcomes. As proposed by Braun & Clarke (2021), this data analysis combined both deductive and inductive perspectives. The data was organized by identifying similarities, shared aspects, and significant patterns. This approach was particularly proficient in identifying patterns in how pedagogical management practices impact the bilingualism program and student outcomes.

To conduct this analysis, a deductive approach was adopted, deriving codes from existing theories and perspectives. This process involved three main steps:

- **Identification of A Priori Codes:** A set of a priori codes was established based on the theoretical constructs: 'Higher Education Curriculum with Strategic Pedagogical Management,' 'Policy-Curriculum Dimension,' and 'Hybrid Education Management.'

This step resulted in nine initial codes; as to know:

1. Context-Based Responsive Curriculum Design-
2. Quality Focus for Pedagogical Management
3. Ongoing Evaluation for Society Demands
4. Higher Education Bilingualism Program and Colombian Bilingualism Policy

Alignment

5. Pedagogical Objectives and Preparation
6. Culture-Inclusion Language Learning
7. Hybrid Education and Technological Support Challenges and Advantages
8. Adaptative Teaching in Hybrid Education
9. Flawless Virtual-Physical Learning Integration

- **Definition of Codes:** Each code was defined in alignment with the corresponding theories, thereby creating a solid theoretical foundation.
- **Application of Codes Manual:** These codes were then applied to relevant excerpts from the collected data, facilitating initial interpretations. It is important to inform that for this study there was no use of any coding software.

In the second part of the analysis, an inductive approach was employed to generate codes directly from the data collected through the study's instruments. This process also involved three steps:

- **Organizing Information from Excerpts:** The interesting information obtained from instruments excerpts was analyzed to be contrasted with the literature review.
- **Definition of Emergent Codes:** Each data group was defined according to the literature review, supporting the findings derived from the collected information. This resulted in eleven emergent codes, facilitating based interpretations. These codes were:

1. Curriculum Revision - Assessment & Tutoring Needs
2. Instructional Hours - Increase Needed
3. Curriculum Focus - Communicative Skills Gap
4. Curriculum Relevance - Student Context & Platform Alignment
5. Platform Adaptation - Student & Institutional Needs
6. Curriculum Structure - Lesson Planning Confusion

7. Platform Accessibility & Syllabus Flexibility
  8. AI Integration - Curriculum Enhancement
  9. PAC Update - Curriculum Alignment
  10. Platform Role - Complementary Tool for Activity Diversification
  11. Evaluation Percentages - Review and Update Needed
- **Comparison and Analysis:** A comparison and analysis of the deductive and inductive codes were conducted, considering their relevance to the pedagogical objectives, alignment with the theoretical framework, and insights from preliminary interpretations.

After implementing the instruments and completing the deductive/inductive coding process, a noticeable connection emerged among the resulting codes. This integrative process ultimately allowed them to be sorted, analyzed, and classified into three main categories.

Each category was linked to a specific objective of this study:

**Table 3**

Relationship between the main categories and the specific objectives of the study.

Specific Objective	Main Categories	Subcategories	Number of Code Topic Repetition
1. To analyze students' perceptions of their English learning process in relation to the pedagogical management of the English program at the higher education institution.	Adapting Instructional Time and Content to Cover Students' Language Demands.	Timing and Course Intensity	16
		Curriculum Alignment with Professional and Market Needs	17
2. To assess the effectiveness of the English language program's hybrid model, including the use of the virtual platform Altissia at	Enhancing Curriculum through User Engagement with Altissia.	Altissia Platform Content Relevance and Engagement	22
		Challenges with Technology usage in Hybrid Education	48



the higher education institution.

3. To develop recommendations for pedagogical improvements to address identified gaps and better support students' learning.	Improving Communicative Skills and Language Practice in the Classroom	Lack of Communicative Skills Integration	16
		Comprehensive Feedback on Student's Language Skills	27

*Note:* The table above was designed by the members of this research project.

The above table shows the connection between the specific objectives of the study and the main categories established after analyzing the collected data. It also shows the subcategories linked to each of the categories as well as the number of repetitions where the tendencies or codes were evidenced (see annex E).

## Data Analysis Results

As part of this research project, three main categories were defined, as previously mentioned. These categories allowed for the observation of how time and content must be adjusted to meet students' needs, how the implementation of a virtual platform transforms and modifies methods within a hybrid learning model, and how language skills are mediated and incorporated into feedback processes. Each of these aspects contributes to the development of robust pedagogical management within the higher education institution where this research was conducted. In the following section, we will examine each category in detail, exploring how the findings and participants' contributions address the research objectives, and the questions raised throughout this study.

### **Category I: Adapting Instructional Time and Content to Cover Students' Language Demands**

This first category was obtained after finding out that some participants expressed their perceptions about how important the bilingualism program and curriculum from the higher education institution must fit and be completely aligned to current professional needs, as Aslam (2021) explained, it causes an imperative curriculum update, being concord with the global and current market. At the same time, these participants' perceptions gave a clearer view regarding pedagogical management processes, as they could be the course intensity, which according to Narro et al. (2021) is a particularly relevant aspect for their knowledge success. In this order, all those aspects from this first category can be subdivided into the next two sub-categories:

#### **1. Sub-Category 1: Timing and Course Intensity:**

To set up the importance of timing in English learning process, it is necessary to define an important aspect from the pedagogical management which is planning, specifically on course planning, which according to Narro et al. (2021) a well-structured plan is basic and

indispensable for a solid pedagogical management, and part of this planning relies on class planning, which is directly affected by the number of classes and hours of instructed teaching, as an example, participants express their perceptions regarding course timing: “Para aprender un idioma se requiere tiempo y constancia, de nada sirve escuchar una clase en inglés por 2 horas a la semana” (Surv. ST2, September 2024). Considering what is stated in the previous excerpt, there is a need of having a higher intensity in the number of hours English learning is taught at the higher education institution based on participants’ perceptions, aside from the fact, there is not a minimum of time for English teaching in the current Colombian bilingualism policy stated by Racero (2022), having two hours a week seems to be no the correct way for fulfilling with the purposes of the Colombian Bilingualism policy and the Bilingualism alignments of the higher education institution.

Additionally, this timing necessity is connected to another aspect to develop a proper English learning process which is student’s progress, as Meza et al. (2020) stated as part of the pedagogical management, it is crucial to have a minimum of hour of knowledge practicing, but that practicing has to be totally connected to students’ daily, so, this projects came out with this perception related to this practicing and mastering of knowledge: “El tiempo que tenemos de práctica me parece que es poco, ya que para mí el inglés es de mucha práctica y cotidianidad” (Surv. ST4, September 2024). In this way, we could highlight how participants seems to be aware of not only the importance of that minimum practice, but also of having a meaningful hours or practicing, totally linked to their contexts, then Samir (2023) purposed the creation of strategies that contributes to English language teaching and learning, where students could feel they have a control in their English process with a demand of practical hours.

## 2. *Sub-Category 2: Curriculum Alignment with Professional and Market Needs:*

According to Aslam (2023) curriculum is defined as a set of steps to be taken to fulfill a specific knowledge, taking into account social, economic, physical and environmental aspects of learners to make language learning effective and meaningful for them, for that reason, Aslam (2023) stated the importance of having a bilingual curriculum, one which has to be continuously updating and aligning to students' needs, which tend to change frequently according to the market needs as well. In this order, we could notice in this project how participants perceive their current bilingualism curriculum as it is reflected in this excerpt: "Considero que tal vez merece unos ajustes para adaptarse un poquito más a la demanda... cómo los estudiantes deberían estar capacitados" (Int. T1, May 2024). In this excerpt and based on Collazo (2022), curriculum must support students' projects, making a solid knowledge development for them, making continuous adjustments according to the global market needs which are entirely connected to the global importance English learning has on them, in this way, participants expressed: "Considero que está muy bien estructurado, pero se debería de tener en cuenta cosas que nos pueden ayudar en momentos de acción" (Surv. ST21, October 2024).

This previous excerpt showed a particular aspect which is that no matter how well structured a curriculum looks like, it is always possible to implement different actions to improve it, as De la O Casillas (2017) stated, the importance of implementing actions to improve curriculum must come from all academic actors, since learners to teachers, but all those actions must work on strengthening knowledge, which is another perception from participants, as the following excerpt follows: "Siento que tal vez habría que fortalecer más esta parte de inglés, evidentemente no sólo con los resultados que quiere la universidad en los exámenes de Saber-Pro sino también a nivel general" (Int. T2, May 2024). And then with this excerpt, we notice in participants the urge need of strengthening English curriculum but

not only to fulfill a test or a degree requirement, but also and as Zuo & Wang (2021) said for being innovative and master knowledge, in this case, English language learning.

## Category II: Enhancing Curriculum through User Engagement with the Platform

### Altissia

This second category emerged from the participants points of view and the need of assess how hybrid education and technology usage is implemented in the higher education institution classes, which according to Bagriacik & Banyard (2020) presented some specific features and challenges for its correct development, especially when the higher education institution, as part of its strategies of English learning processes, enables a virtual platform usage, as for this project, it is Altissia Platform, and as Mahmoud & Nadjat (2024) stated, there must be a relevance and a congruent usage for academic actors, that's why, some participants expresses how this platform is relevant and resent a concrete engagement to the learning actors. Additionally, participants stated how technology usage presents challenges, especially when intending to use it as a part of the hybrid education instruction, therefore, generating the following categories:

#### 1. *Sub-Category 1: Altissia Platform Content Relevance and Engagement:*

Based on Parra et al. (2024) there is an evolutionary material usage, where papers and physical materials are replaced and adapted to virtual materials which at the same time are meaningful and improve language learning, specially in hybrid learning environments, where materials can creatively and adaptatively designed by teachers, however, the implementation of technologies in English classes can find some challenges to sort out as it could see in the next excerpt: “Altissia me parecio completa pero el tiempo para cada lesson fue corta ya que cada nivel tiene subniveles y esos recapitulaban aun mas ejercicios, demanda demasiado tiempo y genera desmotivación de ver que entre mas haces menos avanzas.” (Surv. ST11, September 2024). - “Son muy largos los contenidos de Altissia” (Surv. ST10, September

2024). As it is noticed in these excerpts, participants indicate the usage of the virtual platform Altissia for their English learning processes as something inconvenient, due to the amount of time the activities take to be developed, creating an overwhelming and useless learning environment, so Mahmoud & Nadjat (2024) explained the importance of using a virtual platform that promotes language learning direct and meaningful, making long exercises not optimal for English language learning.

On the other hand, Mahmoud and Nadjat (2024) highlighted the importance of a dynamic virtual platform, which enhances and picks students' attention and tasks production, unfortunately, the following excerpt assesses a non-dynamic virtual platform currently used at the higher education institution: "Mucha información y talleres que responder en Altissia, tanto que se vuelve monótono y agotador, no es un aprendizaje dinámico." (Surv. ST13, September 2024). - "Considero que la plataforma Altissia... se convierte solo en una responsabilidad completar los niveles" (Survey, ST15 September 2024)

Finally, participants assess as part of the English learning processes mediated by a virtual platform the importance of having a more interactive platform but above all, a more contextualized platform, which permits learning meaningful and related to learners' contexts, we could see that in the following excerpt: "Pueden ser más detalladas e interactivas relacionadas con la vida real y entorno de la vida cotidiana." (Surv. ST25, October 2024). According to the previous excerpt, Botezatu & Nicolae (2023) stated the importance of defining and selecting a virtual platform that fulfills students' needs which are extremely connected to students' contexts, opening a wider view for assessing Altissia platform's engagement and relevance for learning processes and actors.

## **2. Sub-Category 2: Challenges with Technology usage in Hybrid Education:**

As Bagriacik & Banyard (2020) highlighted the disrupting model hybrid education could be, in the way it allows students to be totally engaged with technologies that serve as

tools for their learning processes, including English learning, however, the implementation of this technologies in classes with a hybrid model present some difficulties or challenges to be sort out, for instance in the following excerpt we could see how this difficulties in connection can affect the learning processes: “La difícil conexión de internet. Está nula donde vivo” (Surv. ST14, October 2024). In this cases, participants evaluated the implementation of hybrid learning with some shortcoming, then Mantilla et al. (2020) stated how the lack of connectivity, specially for some contexts, is a really demanding issue to be solved, due to and according to Mantilla et al (2024) without connection or an appropriate usage of technologies in classes, hybrid education model is not able of fulfilling with academic knowledge instruction and practice.

Mantilla et al. (2024) stated as another challenge that has to be solved the autonomous learning processes all learner should face in hybrid models, due to the current nature of this model, students do not have a continuous interaction with teachers that can handle or manage language acquisition, so it could causes in students a feeling of misunderstanding and solitude regarding to language learning and autonomy: “La educación virtual requiere de bastante autonomía del estudiante, generalmente no hay una interacción tan directa con esos estudiantes.” (Int. T3, May 2024). Finally, Bączek et al. (2021) promoted the importance of having a strong communication path, and a clear curriculum that permits to keep a track on every single learning process, that includes feedback and interaction among academic actors through the usage and mediation of technologies of information and communication. It is also important to reflect on the completeness and level of detail that should be presented in the content, instructions and activities to facilitate a better understanding and autonomous work.

### Category III: Improving Communicative Skills and Language Practice in the

#### Classroom

To finish, this last category surged from participants' viewpoints and recommendations which are entirely connected to the teaching practice, as it is the language and communicative skills. Zhang (2024) stated the significant importance of developing communicative skills as contextual speaking in English classes. In this way, participants suggested on how communicative abilities in English language are often taken aside, reducing its importance and practice at the higher education institution, additionally, and connected to that lack of communicative skills, they expressed the urgent need of a significant feedback on their English language skills, it seems to be non-comprehensive feedback, and according to De Silva et al. (2024) it could cause a reduction on their English proficiency. All those points of view are integrated in the next two sub-categories:

#### ***1. Sub-Category 1: Lack of Communicative Skills Integration:***

It is extremely important to understand how important the English language skills are for its proper learning then, Zhang (2024) stated that English as a dominant language required a complete teaching and learning from all academic actors, prioritizing dynamism and meaningfulness and how those aspects have to be intermingled with communicative skills like speaking, English for specific purposes and constant adaptation to students' needs. Unfortunately, in our project we found out some worries from participants, and as it could be seen in the next excerpt: "Considero que esta plataforma nos ofrece un enfoque un poco más lingüístico, más grammatical y nos hace falta un poco la práctica comunicativa." (Int. T1, May 2024). There we could observe an unbalanced of language teaching and learning skills, giving a spotlight to a strong grammar focus but neglecting communicative practice, then, participants recommended to include a better communicative practice to get a competitive English language proficiency.

Additionally, and highlighting the importance the virtual platform and technologies have for English learning processes, there is a lack of communicative interaction with these technologies: “There was no speaking tasks or games for students to practice the topic of the lesson” (Class Obs. 3, September 2024). In here, we could highlight how grammar skills are totally attached to the teaching practice, causing in participants to have this perception, fortunately,, Racero (2022) recommended to have a significant usage of technologies to practice not only grammar skills, but also to practice communicative skills, suggesting teachers to get more involved with students processes and take an active role on the creation and management of content for communicative skills.

## 2. *Sub-Category II: Comprehensive Feedback on Student's Language Skills:*

De Silva et al. (2024) argued the importance of a meaningful feedback as part of the evaluation process, which is a significant feature of the pedagogical management, in this order, we could noticed a lack of parameters to identify students mistakes or language proficiency: “No hay parámetros específicos que realmente nos permitan saber cómo estamos desde el principio y cómo terminan los estudiantes.”(Int. Coord, May 2024) then, De Silva et al. (2024) recommended to have continuous evaluation, that includes a continuous follow up from every student, since the beginning of their English learning process to the end of this, ensuring a logical a accumulative feedback. Therefore, we found in the next excerpt a solid recommendation regarding how feedback should be present to learners: “Creo que se puede seguir utilizando esta herramienta externa para hacer unas variaciones de los porcentajes que tenemos actualmente para que el estudiante y este sea evaluado en diferentes habilidades” (Int. T5, May 2024). There, De Silva et al. (2024) recommended something alike to the participants’ recommendation which is to establish parameters from the beginning of the learning process, extremely important to keep a track a have an accurate view on language learning processes.



Finally, a common aspect which has been in participants' recommendations is the lack of feedback for learners' communicative aspects as it could be pronunciation aspect, observable in this excerpt: "The teacher gave feedback on the students' presentations but didn't correct or check their pronunciation mistakes." (Class Obs. 5, September 2024). It was a really common situation at the higher education institution to omit feedback on communicative aspects as the pronunciation can be, in this way, Mahmoud & Nadjat (2024) stated that it could be a common shortcoming in hybrid education model, but as part of this model, it is necessary to implement strategies through the usage of technology to make this feedback for communicative skills direct but appropriate for learners.

## Action Plan for the Institution

Considering that this research project aims to address the research question: *How to articulate the bilingualism program alignments of a higher education institution with pedagogical management to provide actions that contribute to the students' language level proficiency in a hybrid education model?* For this chapter, there will be a set of actions recommended for the institution to implement focused on three aspects related to Pedagogical Management: curricular planning, curricular implementation by the teachers, and evaluation process within a hybrid model. These actions are thought to be developed specifically by the bilingualism area of this institution:

### Curricular Planning

For this aspect, the recommendations are related to some changes that can be made in the curriculum by the coordination and curricular area of the institution. Changes such as:

- a) Updating the PACs (Planes Analíticos de Cursos) where there is an increasing of weekly hours assigned for synchronous English instruction in both online and face-to-face modalities, going from 2 to 4 hours of instruction per week.
- b) Adapting the current syllabus content to better align with students' interests and the diverse real-life professional contexts they are likely to face. This can be done by checking the contents and analyzing the programs (careers) where the students belong so that some of those contents can be focused on those programs.
- c) Reassessing the number of “missions” or units that students must complete on the Altissia platform, as it has become a less enjoyable task for them. Additionally, if feasible, consideration could be given to switching to a more user-friendly platform.

### Curricular Implementation by the Teachers

Here, the recommended actions focus on what the teachers of the bilingualism area could consider when developing both online and face-to-face sessions.

- a) Enhancing the practice of communicative skills (listening and speaking) during the sessions so that the students have more opportunities to develop and improve their proficiency, further than just reading texts or working on grammar exercises.
- b) Promoting the implementation of constructive and effective feedback to support the development of students' communicative skills throughout the course.
- c) Including the adapted contents from the curricular planning recommendations to catch the students' interest and promote higher moments of participation and practice of the language.

### Evaluation Process Within a Hybrid Model

Regarding the evaluation aspect, these are the recommendations suggested:

- a) Reevaluating the weighting of the Altissia platform in instructional practices.

Consider reducing its evaluation percentage to give greater emphasis to other activities reflected in the syllabus, applicable to both online and face-to-face modalities.

- b) Designing and developing additional tests to be implemented at both the beginning and end of each level. This would provide a more comprehensive measure of students' progress. Currently, testing is only conducted at the beginning of each level.

The previous actions are recommendations that the institution's bilingualism program can consider with the goal of improving the students' language level proficiency, as stated in the research question of this study.

## Conclusions

This study set out to research about the contributions that can be made to the bilingualism program of a higher education institution through an action plan focused on some pedagogical management aspects to improve its students' English language proficiency. This chapter synthesizes the key findings of the research, discusses their contributions, limitations, and recommendations for further research, involving the importance of pedagogical management within the English learning process in a hybrid education model.

### Interesting Findings

This study identifies several key areas for improvement in the bilingualism program of the studied higher education institution, focusing on aligning instructional time, course content, and the integration of technology with students' needs and professional demands.

The first category found emphasizes the importance of adapting instructional time and curriculum to better align with students' language demands, stressing the need for more hours of English instruction and a curriculum that is relevant to current market and professional needs. Most participants indicated that the current instructional time is insufficient for achieving the expected levels of English proficiency. Additionally, participants expressed concerns about the relevance of some of the curriculum contents, stating that they do not reflect their realities or align with their academic programs. This disconnect diminishes the perceived applicability of the English language to their studies and professional contexts.

The second category highlights the role of technology in enhancing language learning, particularly through the Altissia platform, while also acknowledging the challenges it establishes in terms of engagement, content relevance, and user experience.

Participants appreciated the role of a technological tool in their learning process but felt that this tool should complement, rather than being the core of the instructional practices. Feedback suggested that while the virtual platform is a valuable resource for the bilingualism

program, it requires improvements to make it more user-friendly and less of a perceived obstacle. Strengthening the syllabus and adapting the platform to align with students' needs would promote a more engaging and effective learning experience.

Lastly, the third category addresses the critical need for improving communicative skills integration in the classroom, emphasizing the importance of a balanced focus on speaking, listening, and grammar, along with the provision of comprehensive and constructive feedback to support students' language development. Classroom tasks are predominantly focused on reading and writing, with limited emphasis on listening and speaking. This disparity highlights a pedagogical gap that needs to be addressed. Additionally, during the observation of classes, teachers often failed to provide clear or constructive feedback to help students improve their grammar, pronunciation, or overall communication skills. The observations highlighted the need to prioritize communicative skills alongside reading and writing tasks to create a more balanced and effective language learning environment.

Together, these findings underscore the need for a complete approach to curriculum development and pedagogical management that incorporates more interactive and contextual relevant learning experiences, alongside effective use of technology and enhanced teacher-student engagement.

It is important to mention that this project offers valuable contributions related to the implementation of pedagogical management strategies aimed at improving English proficiency in higher education institutions with similar characteristics. One key contribution is the emphasis on aligning syllabus content with students' academic and professional realities. By making learning more relevant and applicable, this approach can promote student motivation and engagement, enhancing retention and the real-world application of English skills.



Another significant contribution is the recommendation to increase synchronous instruction hours, particularly for communicative skills like listening and speaking. This adjustment can provide students with more opportunities for active engagement and meaningful language practice.

The project also underscores the need to reevaluate the role of technological platforms, such as Altissia, in language learning. Ensuring these tools are user-friendly and functionally relevant can transform them from potential barriers into supportive aids that enhance the learning experience.

Additionally, the findings serve as a model for strengthening hybrid education frameworks in bilingual programs. Institutions can draw on these insights to adopt better practices and refine their hybrid learning models to support bilingual education.

Also, the project highlights the importance of training educators in communicative skills and the delivery of effective feedback. Such professional development initiatives can improve teaching effectiveness and, consequently, student results. Together, these contributions provide a guide for enhancing bilingual education in hybrid higher education contexts.

On the other hand, it is important to acknowledge the limitations encountered during the development of this research study. The most notable limitation was the challenge of accessing class observations, as the schedules of the selected classes were not always convenient for the researchers. However, this issue was resolved through an agreement with the area coordinator, allowing the observations to proceed.

Another limitation involved the need for continuous follow-ups with students in the virtual modality to complete the online surveys. Many students required more time than anticipated, necessitating multiple email reminders. Fortunately, the required number of



students eventually completed the surveys, enabling the data collection process to continue as planned.

Taking into consideration the findings, contributions, and limitations encountered in this study, there are some suggestions for possible further research to be carried out. For instance, future studies could explore how English curricula can be designed to reflect students' academic and professional realities across various disciplines. Collaborative efforts with different faculties may enable the development of interdisciplinary approaches that make English instruction more relevant and effective.

Another possible further research could examine how different technological tools (beyond Altissia) can enhance the bilingual learning process. This might include testing alternative platforms or apps and assessing their usability, effectiveness, and ability to complement traditional pedagogical practices.

Additional further research could investigate the role of student motivation and perceptions in bilingual hybrid education models. This could include studying how curricular relevance and user-friendly technologies influence student engagement and attitudes toward language learning.

Finally, there could be further research on possible teaching approaches that focus on the development of communicative skills, particularly speaking and listening, in hybrid learning environments. Research could explore the effectiveness of specific approaches in promoting these skills.

To conclude, this research project highlights the important relationship between aspects of pedagogical management and bilingualism programs in higher education, particularly within a hybrid learning environment. The findings emphasize the need for an adaptive curriculum that aligns students' academic and professional contexts, the importance of increasing instructional time, the optimization of technology to enhance learning, and the



vital role of evaluation for this articulation. By prioritizing communicative skills and incorporating actionable feedback, institutions can create a more balanced and effective language learning experience. While the research encountered certain limitations, its outcomes offer practical recommendations that can guide future improvements in similar research.

Ultimately, it is important to mention that this study provides valuable insights for enhancing bilingual education and can serve as a model for other institutions seeking to improve their hybrid language model programs.

## Annexes

**Annex A:** Higher education institution consent.

Link: [Click here to access.](#)

**Annex B:** Instrument 1 Surveys.

Link: [Click here to access.](#)

**Annex C:** Instrument 2 Interviews.

Link: [Click here to access.](#)

**Annex D:** Instrument 3 Class Observations.

Link: [Click here to access.](#)

**Annex E:** Analysis matrix Sample

Link: [Click here to access](#)

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