

**Disparities between the National Bilingual program policies and the teaching practices
at La Armonía School**

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Abstract

This paper studies the participants' experiences while teaching on eleventh and tenth grade at La Armonia school with the influence of the guidelines provided by the Ministry of National Education in Colombia on the National Bilingual program through three documents; the basic learning rights (DBA), pedagogical principles and guidelines (suggested curriculum) and basic standards of competence in English (EBC), leading to an identification of disparities between the ideas presented on these documents and the realities stakeholders face in classrooms in regards to methodology, English level, topics, class planning and assessment.

While facing theory and evidence this case study gives the readers an idea on the root problems that are causing the difficulties in carrying out the NBP under the guidelines provided to do so. Some of the difficulties are based on the low students' English level, the lack of teachers' knowledge about the methodologies, methods and processes suggested and its application in their teaching practices and the lack of training given on the documents use. This document presents the gap between the theory presented in the guidelines established by the MEN and real teaching practice. The conclusions present the current state of these disparities at Colegio La Armonía, since it is the first public school that intends to become bilingual.

Key words: disparities, EFL, national plan of bilingualism, policies, teaching practices.

Resumen

Este estudio estudia las experiencias de los participantes durante su ejercicio docente en los grados once y décimo del colegio La Armonía con la influencia de los lineamientos dados por el Ministerio de Educación Nacional de Colombia en el Programa Nacional de bilingüismo a través de tres documentos; los derechos básicos de aprendizaje (DBA), los principios y directrices pedagógicos (currículo sugerido) y los estándares básicos de competencia en inglés (EBC), lo que lleva a una identificación de disparidades entre las ideas presentadas en estos documentos y las realidades que enfrentan los docentes y estudiantes en las aulas con respecto a metodología, nivel de inglés, temas, planificación y evaluación de clases.

Al enfrentar la teoría y la evidencia, este estudio de caso brinda a los lectores una idea sobre los problemas fundamentales que están causando las dificultades de llevar a cabo el Programa Nacional de Bilingüismo bajo los lineamientos establecidos para ellos. Tales dificultades versan sobre el bajo nivel de inglés de los estudiantes, la falta de conocimiento de los docentes sobre las metodologías, métodos y procesos sugeridos y su aplicación en sus prácticas docentes y la falta de capacitación impartida sobre el uso de los documentos. Este documento presenta la brecha existente entre la teoría presentada en los lineamientos establecidos por el MEN y la práctica docente real. Las conclusiones presentan el estado actual en esas disparidades en el Colegio La Armonía, ya que, es el primer colegio público que tiene pretensiones de volverse bilingüe.

Palabras Clave: disparidad, inglés como lengua extranjera, plan nacional de bilingüismo, políticas, prácticas de enseñanza.

Contextualization

Many countries around the world have been working to have bilingual or multilingual citizens and Colombia is not the exception. This country located in South America has been straightening the educational processes to foster the acquisition of English starting in primary school, because having proficient people in this foreign language could mean a better economy as well as more profits from tourism and business such some Research shows that learning a foreign language increases students' ability in terms of problem solving and memory use improvements, functions, multitasking, among others, Abbott (2018).

To achieve that goal, it was necessary to create a plan which was called the National Bilingual Program (NBP) that began to be implemented between 2004 and 2005 with the purpose of focusing on three main branches, namely: Etnoducation (to promote the use of second languages in the native communities), Flexible models of teaching and Teaching English in rural schools to improve their English level, Cárdenas and Miranda (2014). Due to different issues, the plan has been modified and adapted according to the different contexts and nowadays its application has started to be noticeable in more schools, some of them have even been straightening the English teaching and learning processes to someday become a public bilingual school.

That is the case of the school in which this project is focused. This school is called “La Armonia” and it is located in Mosquera; it is an educational institution which was built in 2013 as a branch of another institution called “IE Roberto Velandia”, but later in 2015 the governor of Cundinamarca, the ministry of education and the -in that time- president Juan

Manuel Santos opened the new school with the objective of being the first national public bilingual school.

Since then, the school and its stakeholders have been trying to improve the teachers and students' English level by doing different activities, getting new resources and adding more hours to these classes (which is allowed due to the longer schedule that the school has) as well as using the foreign language in other subjects. Furthermore, the institution has included in its vision and mission the aim of becoming bilingual and they have been publishing on their social networks and their public blog the resources that they are using to straighten the English in the school.

Besides that, La Armonia School started to formally use the policies and documents given by the Ministry of Education to orientate their English subject plan (Celi, et al., 2020); those are: the Basic Learning Rights, the pedagogical principles and guidelines, and the Basic Competency Standards.

However, besides all those institutional attempts, it is hard to know what the reality inside the teachers' classrooms is and what the teachers' thoughts and perspectives about the English teaching and learning process in “la Armonia” school are. Also, there are not clear ideas about the possible support that teachers find in the resources, strategies and methodologies given by the Ministry of Education in the NBP. Hence, the objectives of this project will be achieved by discussing and approaching the 2 teachers of English in 10th and 11th grade (each grade has a teacher) perceptions and beliefs towards the implementation of those policies in their English classes.

Additionally, the information collected from the participants of this project through the data collection instruments will be compared with the guidelines given by the Ministry of National Education, to identify the gaps and matches between what has been written in the NBP documents and the realities inside the classrooms during the English classes in those grades.

This study is considered part of the Research field 2 “*The Study of the English Language and its contexts*”, proposed by the research guidelines of the LLEI program, because it intends to recognize the particular needs and characteristics of an educational community (10th and 11th grade teachers of “La Armonia School”) and reflect upon the perceptions that the participants of this study have towards the goals of becoming bilingual and the formal policies that guide them.

Research statement

Due to globalization and the increasing need of the acquisition of English as a second language, most countries in Latin America have been trying to straighten the teaching and learning process of this lingua franca, which is an important skill required in most professions.

Consequently, Colombia is not the exception, since 1994 when the first law of education was launched, it was established that a foreign language had to be taught in the public schools and most schools selected English. Later, in 2004 the Colombian ministry of education created the National Plan of Bilingualism (NPB), which adopted the CEFR (Common European Framework of reference) and started to provide some methodological guidelines for teachers to achieve the goal of having bilingual students and citizens.

Nevertheless, it took some time for the NBP to start to be applied in the English classes and lesson plans which caused different issues, mainly with the achievement of the goals planned, hence the NBP had to be modified and adjusted a couple of times, as well as the dates or years when was expected to notice the impact of the NBP in the results obtained by students in the ICFES Saber 11 (the final test for high school students).

Those delays in the implementation of the NBP have caused many students to not be able to enjoy the benefits of these methodologies and resources created especially for the people of this country. This is the case of the researcher since she studied in a public school between 2004 and 2011 and she could notice that her classes were planned by the teacher following the structure and activities of an English book only, and she just learnt some vocabulary even though English was her favorite subject.

Then, after getting familiar with those materials she noticed that those guidelines given by the Ministry of Education could not be used in her English classes when she was a student because at that time the Ministry of National Education had only published the basic competency standards (2006), even though the NPB was supposed to start between 2004 and 2005.

Thus, the late publication and implementation of the NBP has affected seriously its results, although some people think that the underachievement of the goals planned in the NBP are only the teachers' guilt because they do not have the enough English level, pedagogical knowledge or motivation to use the new resources in their classes, which can be true in some cases, but after many discussions the researcher had with her colleagues and classmates at university, she heard several times that teachers in different parts of the country

do not feel comfortable using those guidelines as well as the resources because they are hard or impossible to apply to their contexts.

That is why this project emerged with the idea of analyzing the teachers' voices about the guidelines given by the Ministry of National Education; whether they are using them in their classes, how and why, what kind of support they find on them and how it is affecting and guiding their teaching practices, focused on identifying the gaps that might exist between the information or the instructions given in the documents and the reality into the classroom.

It is important to highlight that usually what a project like this one does, is to identify the results of a process or the implementation of a new teaching methodology by checking the knowledge acquired. Nevertheless, what can be found in this study are the teachers' voices and opinions, because as they have been facing all the challenges and achievements of the NBP, they deserve to be heard and express their viewpoints about these documents and how they have modified their lessons and the teaching-learning process in the English classes.

However, as giving them a voice might not be enough to support the disparities they have found in the plan, it is necessary to go deeper on the documents they are using to develop their teaching practices in La Armonia and compare practice with theory by taking their experiences and matching them with what is said in the documents.

Additionally, this research attempts to go beyond the mere papers and policies but into understanding how the English teachers understand, use and approach those documents of the NBP; what the current difficulties and achievements are that they are facing and how the teaching and learning processes have been impacted with those new guidelines.

In that way, this project will help the researcher, teachers and pre-service teachers to see and understand how the NBP is being applied and adapted in a specific social and educational context.

Consequently, as it is impossible to collect in one paper the teachers' voices of all the teachers in the country, this study will focus on the perceptions and teaching practices of the two English teachers in charge of 10th and 11th grades at the school "La Armonía" in relation with the NBP, since they have been working for a couple of years in this institution and have been involved into the process of modification and adaptation of the subject plan and they are teaching the students who have been taking English classes in the school since 2015, then the classes might be orientated to the intermediate level of English as it is said in the NBP.

Based on all the above, the research question that guides this study is:

Research question

What are the gaps identified between the National Bilingualism Program and the EFL teaching practices in teachers from 10th and 11th grade at La Armonía School?

Main objective

- To analyze the gaps between the national Bilingualism Program and the teaching practices in teachers from 10th and 11th grade at La Armonía school.

Specific Objectives

- To identify how the teachers from La Armonía School perform their teaching practices.
- To determine how the national bilingualism program rules the teaching practices

-To determine the disparities between the National bilingualism program and the teaching practices.

Literature review

As it was mentioned above, this research aims at analyzing the gaps between the national Bilingualism Program and the teaching practices that are told to be guided under the documents from the NBP and the information found in those papers. For that reason, it is necessary to first explore how and why the Colombian NBP policies emerged for the English teaching as well as other authors' opinions or points of view about some key concepts, to build a theoretical framework for this project. Hence, concepts such as NBP policies, teaching practices and English as a foreign language will be developed below.

NBP Policies

The National Bilingual Program or NBP arose from the necessity arose from the necessity that “having a good English level facilitates access to employment and educational opportunities that help improve the quality of life” (Ministry of National Education, 2016) *and* as many governments of non-English-speaking countries want their citizens to be involved in the globalized world.

According to Gomez (2017), even though the English language was chosen as the foreign language to be taught in most schools many years ago, there was not clear criteria, levels, or objectives until the first plan was launched by the Ministry of National Education in 2004 through Law 1651.

As Gómez (2017) mentioned, although the NBP has been criticized because of the misconception of bilingualism, which leaves aside the other languages that are spoken in Colombia besides Spanish, such as the creoles or indigenous languages; the NBP keeps straightening the teaching of this foreign language because since the end of the second World War, English has had a huge importance in the economic relations among the countries and nowadays it is considered as a lingua franca, which gives “the international society an access to this new globalized world” (Ministry of National Education, 2016).

Also, the Colombian general law establishes that “the acquisition of elements of conversation and reading in at least one foreign language “and “the comprehension and capacity to express themselves in a foreign language” are aims of medium and high education (education Ministry of National Education, 1994).

Hence, due to the critics, the underachievement of the goals established at the beginning of the plan and the changes in the government, the policies have been modified and adapted a couple of times, with different names, such as: Program for Strengthening the Development of Competences in Foreign Languages (PFDCLE for its acronym in Spanish) in 2010, the Law of bilingualism in 2013, Colombia Very well 2015-2025 and four months later in the same year the Bilingual Colombia, which included a plan for just a few schools in the country.

In spite of those changes, some schools have decided to use some of the documents published by the Ministry of National Education during those years and use them to create their own curriculum designs and lesson planning adapted to their own contexts and students'

needs, as it is mentioned by the Ministry of National Education in the pedagogical principles and guidelines.

That is the case of “La Armonia School” where this research study is developed. This new educational institution that was founded in 2015, according to the subject plan (Celi et al.,2020) the school has as its core idea to straightening the English communicative skills of its students using as a basis the documents given by the Ministry of National Education; the Basic Learning Rights (BLR) (Ministry of National Education, 2016), the Pedagogical Principles and Guidelines and the Basic Competency Standards (Ministry of National Education, 2006).

Even though these documents mentioned above sound similar and include some guidelines to orient the schools curriculum and teaching practices, they are not the same. For example, the Basic Competency Standards is a document created by the Ministry of National Education in association with the British council in 2006, to clarify the communicative competences that students are expected to achieve in each school grade, starting from the first grade with A1 and finishing on eleventh grade with a B1 level.

Additionally, in this document the school grades are divided in four groups and each one has a specific standard or goal on the top and some specific standards which belong to a skill category, such as: listening, reading, writing, monologue and conversation. Although there is a list of specific standards, those should not be followed in a specific order, the school and teachers should define the organization to work on them and adapt it as a spiral of learning where the standards are related and connected one to another.

Then, in the Basic Learning Rights written by the Ministry of National Education (2016), there are specific goals that the students should achieve in each grade, this one is not divided into groups, however it continues talking about the same 5 skills mentioned above with examples that make the comprehension of the standard easier and gives some ideas of what kind of activities can be done to reach the aim proposed.

Also, in the same year, the Ministry of National Education launched the Pedagogical Principles and Guidelines as a suggested English curriculum for grades from 6th to 11th, with the aim to give teachers more resources to achieve the goal of having students who “reach and English level which allow them to communicate, interact and share knowledge to enhance their human and professional capacities” (Ministry of National Education, 2016). Then, this document as well as the other mentioned above were created as a proposal which means that teachers and institutions can adapt it to their context taking into account the cultural and social diversity of the country.

However, this document is special because it was created with the support of 91 teacher assessors from different regions of the country as well as some national and international experts which assures its quality and pertinence for the Colombian educational settings (Ministry of National Education, 2016).

Teaching practices

Thus, as the guidelines and resources are used in the teaching practices according to the context, it is important to define what those are, due to the fact that many people think the teaching practices are only the time that the teacher is into the classroom giving a lesson and it can go beyond that.

For example, according to Ortiz et al (2020), the teaching practices can be understood as the relation between the planning and evaluation process, taking into account its development in the classroom, because the good teaching practices should go beyond the acquisition of a linear learning and have an impact on the students' life.

On the other hand, Rappoport & Echeita (2018) say that the teaching practices change according to the methodology, resources and tools used by the teacher, however all of them are focused on reaching successful results. It should be pointed out that teaching practices in Colombia, especially in EFL have been transformed based on the rules, laws, internal and external factors, new perspectives such decolonial issues and current approaches (Ortiz & Contreras, 2023). For example, there is a kind of teaching practice which is based on evidence and looks for using the data obtained from scientific research in the classroom and the whole teaching process, to avoid acting only from the experience and tradition.

Hence, for this project the teaching practices will be understood as the teaching-learning process that starts from the planning (subject plan goals and lesson plans), goes through the development of the class and ends with the evaluation of the knowledge acquired by the students (results observed by teachers). However, this research will not study the process or the results of it, because the teaching practices will be investigated to see how they are affected or influenced by the Ministry of National Education documents mentioned above and what are the teachers' perceptions about it.

English as a foreign language (EFL)

As the NBP policies emerged with the idea of designing a program or a guide to teach EFL in Colombia and modify the teaching practices on this subject to straighten the students'

skills in this foreign language, it is necessary to explain what it is and what will be understood as EFL in this project.

Due to the fact that many non-English speaking countries have found that the acquisition of this new language is a citizens' need, in order to be part of this globalized world by participating in international cooperation and business, the countries' contexts had been evaluated, because as Harmer (2018) said, the differences among the varied class arrangements and contexts have a considerable effect on how and what is taught.

Then, after identifying the colombian context as a population in which its “daily social conditions do not require its permanent use for communication” Ministry of National Education (2016), due to the fact that most colombian citizens speak Spanish all the time and English language will be necessary when “traveling or to communicate with other people, from whatever country, who also speak English” (Harmer, 2018); English was chosen as a foreign language or EFL.

In that way, as in Colombia the English language is “not spoken in the immediate and local environment” (Ministry of National Education, 2016), for this project EFL will be understood as the language taught and learnt in the colombian context where students will interact with the language mostly in their English classes and its teaching and learning process is guided by the NBP documents mentioned above.

Research Design

Among the research traditions that are commonly used in the English language teaching and learning investigations, the qualitative approach was chosen for this project since as said, this kind of research

Tends to focus on meanings and motivations that underlie cultural symbols, personal experiences, phenomena and detailed understanding of processes in the social world. In short, qualitative research centers on understanding processes, experiences, and the meanings people assign to things (Aspers, P. & Corte, U., 2019, p. 142).

This project was focused on how the process of using the NBP guidelines is influencing the teaching practices at La Armonia school, which was understood through the analysis of the teachers' experiences.

Additionally, as Aspers, P. & Corte, U., 2019, pointed out that qualitative research is about oscillation “between theory and evidence” which is the idea on this research, the comparison between the teachers' realities (evidence) and the information presented in the NBP guidelines and policies, such as: processes, contents, topics, activities, students level, etcetera

In that way, as evidence was studied and described in a real context to be matched with theory later, this research belongs to the second line of investigation: “The Study of English as a Foreign Language and its Contexts”. In order to deconstruct the paradigms established in the EFL education in regards to the disparities between the reality inside schools and the guidelines given by the Ministry of National Education in Colombia.

Then, the type of study chosen for this project will be the case study design (CSD) because “CSD is more likely to investigate narrowly defined topics or areas” Griffiee (2018), as it was mentioned above will be done through this project, the defined topic will be differences between evidence and theory and the phenomena in context will be the teachers’ experience while using the guidelines given by the Ministry of National Education in their teaching practices at “La Armonia school”.

Additionally, case studies increase the understanding of complex phenomena in the natural setting by narrowing it down into a manageable research question, Heale & Twycross (2018). For this reason, even though the phenomena and the setting were huge and might be difficult to cover, the research question emerged to be focused on two main topics. On one hand, the teachers’ perceptions or experiences in relation to the use of the NBP guiding their teaching practices and on the other hand, the requirements and goals set in the NBP documents used by La Armonia School, which later led to a triangulation of information and a better understanding of the phenomena.

Role of the researcher

Additionally, it is necessary to mention that even though the researcher was close to the context, she was not directly into it, because she used to live near the school and she knew some of the participants’ colleagues at La Armonia School who helped her to communicate with the English teachers of eleventh and tenth grade, while being careful to not to share relevant information about this project and its aim, as Wang (2018) “the researcher who is taking a qualitative approach must be careful so as not to influence the opinions and relevant data of the participants” (p.118).

Then, the researcher observed, gather information and analyzed it, eventually while being outside of the context or the setting, because as it was affirmed the idea of this kind of projects is

to see through the eyes of those studied to understand the reason they perceive reality in the way that they do. That is, it looks to understand things beyond what people say by also focusing on what they experience and why. (Wang, 2018, p.117).

Context description and participants

Mosquera is a town located in the center of Colombia which is considered as a metropolitan area of Bogotá, DC. Due to its proximity with the city and the construction of affordable housing, lots of people and companies have moved there in the last few years and many rural areas have disappeared to become apartment buildings. Currently, it has 107 sq. km, where most of its area is urban and it has a population of approximately 161 610 habitants.

In the northwest of Mosquera, there is a neighborhood called Ciudad Sabana which has several apartment buildings and a school. At the beginning, in 2013 the school was called “Siete trojes” (which was the name of this rural area before the apartments were built) and it was a branch of another institution called “Roberto Velandia”. Then, in 2015 the president Juan Manuel Santos, opened up the new school branch and it was separated from the other institution, to become “La Amonia” the first public school with an extended schedule in Colombia, which allowed them to create some projects like “Armonia bilingue”.

This institution offers all the grades from preschool to high school where students have the opportunity to take English classes for 4 or 5 hours a week and at least once a week they have an English class in the “bilingualism classroom”. Most teachers (including primary

ones) have taken additional English classes offered by the Ministry of education according to their English level, which have allowed them to start the students' preparation from the beginning of their educational process.

Even though the school's target is being the first bilingual public school in the country, this project will be focused on the teachers of eleventh and tenth grade, due to the fact that most of these students are who have been involved in the bilingual process since the school started in 2015 and because of this, they should have an intermediate level which allow teachers to plan and develop lessons which are not basic (A1).

Then, the teachers of these grades are; LC, she has a master's degree in education from Universidad Minuto de Dios and she has been a teacher for over 15 years, where 5 of them have been in La Armonia, she does not have an English certificate, however she considers that she has a B1 level, currently she is studying a Master's degree in Teaching English as a Foreign language.

The other teacher is NJ, she has been a teacher for 16 years and she has a degree in modern languages and currently is studying a master's degree in digital educational resources, as well she has been teaching in La Amonia for 3 years and she has a B2 English certificate. Both develop their teaching practices in the last two high school grades and they agreed to participate in this project and authorized the researcher to use their information by signing a consent form included in the questionnaire (see Annex A). Even though, they authorized the researcher to use their real names these have been replaced by nicknames (which will be created with their initial given name) to protect the teachers' identity.

The procedures to collect data

In this research, the procedure to collect data was based on the ideas of Griffiee (2018) who defined it as “the lifeblood of research” because “it allows us to look over the researcher's shoulder and see what he or she saw” (p.22), linking theory to practice while avoiding possible bias which allowed readers to confirm that the data obtained is properly related to the construct and presents enough evidence of the process followed by the researcher to get the information before analyzing it.

Questionnaire

In that way, the data collected for this project was qualitative, and it was obtained through three instruments; a questionnaire, chosen with the idea of giving the teachers enough time to answer the questions in a relaxing environment with no time frame. It was shared via WhatsApp using a google form link and the questions were related to their teaching practices, methodologies and experience in relation to the NBP guidelines used in their school and classrooms, because as Griffiee, D. T. (2018) said “data from questionnaires is self-report data” (p.134) which means teachers were able to voice their opinions and talk about their experience guided by the questions without the researcher's influence.

On the questionnaire (see Annex A), there was 28 questions; multiple choice and dichotomous questions, sometimes followed by open questions where participants could give further information about the topic; like the reason or reasons why they chose a previous answer or give some examples. It were sent to the participants on May 16th 2023 and they will have a week to send their answers. All the answers from questionnaire provided by the participants of this study were presented in a qualitative way to complete and support the narrative sequence used in the categorization.

Focus group

Besides the questionnaire, it was necessary to implement a focus group, in order to create an environment where the teachers could talk, listen and discuss the other teachers' opinions, for them to either complement or contradict what their colleagues say, because as Griffie, D. T. (2018) said this instrument that can be also known as a group interview can be used to “gather opinions” and as Rivera & Hernández (2022) said it is usually formed by a “number of people who are gathered because of previous common experience” (p.107), in this case teachers were the people and the experience is the influence of the NBP guidelines in their teaching practices at La Armonia school. Then, the group interview was held on a video call via Zoom which will be held on May 16th 2023 (before sending the questionnaire link) and the teachers answered some questions and talk about their experience in classrooms while using the NBP documents.

The questions for both the questionnaire and focus group were created by the researcher after reading the documents and identifying the process, methodologies and aims that should be guiding the participants' teaching practices and class planning according to the National Ministry of Education in Colombia.

Then, as it was mentioned above only one of the teachers had the English certificate and it was difficult to know how confident they felt speaking English in this context. For this reason, the two instruments applied to the participants were made and answered in their mother tongue: Spanish, for them to feel more comfortable and relaxed while sharing their thoughts and beliefs. However, during the data analysis the results of these instruments will be translated to respect the language that was used to write this paper and to report the findings.

These two instruments were chosen because as Griffiee (2018) said if a researcher uses a questionnaire and a focus group or group interview (see Annex B), he or she can know if the “members of a class do X” (with the questionnaire) and then ask them some questions “to probe for details and examples of X”. To collect various forms of data as a form of triangulation. This idea was also supported by other researchers who have applied this instrument combination, like Rivera & Hernández (2022) who implemented the focus group “as a final step of this research to gather outcomes and give validity to the data drawn from the questionnaires and journals” (p.108).

Document analysis

Additionally, to appropriately understand the resources that the teachers had been using in their teaching-learning process it is necessary to do a document analysis on these three papers given by the Ministry of National Education (the basic learning rights, the suggested curriculum, and the standards), because as the Indeed Editorial Team. (2023) said “document analysis is a qualitative research technique used by researchers” which allows them to “gain an understanding of their meaning and develop upon the information they provide” (p.1).

Then, the information obtained from the documents were compared to the teachers’ experiences to understand the gaps between the reality and the paper, because as the Indeed Editorial Team. (2023) said “Researchers often use data discovered during document analysis in a process called triangulation, which occurs when researchers compare two or more sources of data in the same category to determine their similarities and differences” (p.2)

Then, the document analysis was done by reading the documents and gathering the main ideas which, as was mentioned above was related to the questions asked to participants

during the focus group and the questionnaire, so it was easier to identify the gaps and disparities between what is said about the teaching practices in public schools and what was really done.

Data analysis and discussion

Methodology for data analysis

As it was mentioned on the literature review this project is focused on the study of the NBP guidelines influence in the participants' teaching practices which starts from the planning (subject plan goals and lesson plans), goes through the development of the class, and ends with the evaluation of the knowledge acquired by the students.

For this reason, after reviewing carefully the documents which according to the Ministry of National Education should be guiding the participants' teaching practices and comparing the information found there with the opinions and experiences shared in the questionnaire and the focus group by the teachers, the researcher could identify three categories which cover the stages mentioned above; starting with the methodology and class planning; the students' English level and topics covered during the classes; ending with the evaluation process or methods used by the participants.

In this study, the method used to analyze data was grounded theory that by definition concerns with the generation of theory once the information from a group was systematically collected and analyzed. In addition, as this research is a qualitative one, the data were analyzed through qualitative analysis process to generate the categories or topics using as reference the model proposed by Hernandez, Fernandez and Baptista (2014) as follow: 1. Data collection (using the instruments aforementioned), 2. Check data gathered (this information was

checked using colors and state patterns which is also known as first coding), 3. Organize data and information (coding process depending on the stage of the analysis), 4. Prepare data for the analysis; 5. Find the analysis units (open coding); 6. Codification of units (axial coding); 6. Describing the emerging categories (selective coding).

According to Noble and Mitchell (2016) there are three stages to data analysis based on grounded theory open coding, axial coding and selective coding. In the first stage, line by line the concepts and key words identified in the data, in the second stage; relationships between data and categories and, in the third stage; identification of the core-categories from data gathered. For that matter, in this particular study, once the data were analyzed using codification from the previous three coding processes, three main categories emerge from these, namely: category 1: Gaps identified in the Documents use and methodology; category 2: Gaps identified Students' English level and topics and; category 3: Gaps identified in Evaluation process.

Categorization

Category 1: Gaps identified in the Documents use and methodology

The Ministry of National Education in Colombia with the goal of having bilingual citizens according to the NBP (National bilingual program) has created three documents that guide the teaching-learning process of teachers at public schools: the basic learning rights (DBA), pedagogical principles and guidelines (suggested curriculum) and basic standards of competence in English (EBC), as it was mentioned in the theoretical framework.

The Pedagogical principles and guidelines or suggested curriculum was created to “serve as a guide” which “supports teaching directors and English teachers in the definition of

what children learn, regarding the English language, in each of the grades; how they learn and how learning is evaluated.” Vélez et al (2016).

In that way, the suggested English curriculum presents a proposal on how to articulate the goals from “the Basic Learning Rights (DBA) of language which are the tool designed by the MEN for all the Colombian educational community” Vélez et al (2016) with the subject plan and English curriculum at schools, while having the opportunity to adapt them to their context.

Then, the Colombian educational institutions like La Armonia should use this document to create their English curriculum and make decisions about how, when and what will be taught at the school, as Vélez et al (2016) said “This document aims to provide the educational community and the different actors of society a flexible and open curriculum proposal that acts as input for planning, implementation, assessment and evaluation of the English curriculum in schools nationwide.” However, when the suggested curriculum was presented, the teachers said “LC: No, I do not know it” and “NJ: “I have checked it but I have not used it” (FG. May, 2023.)

Additionally, during the focus group discussion and the questionnaire the teachers talked about how the use of the DBA has modified their teaching practices, because on this paper stakeholders can find “a reference or start point to hold their curricular design, subject design and teaching practices” and they “are structured while keeping coherence with the EBC)” Vélez et al (2016).

Then, teachers agreed on the use of these “goals” that are also called DBA to create the modules and make decisions about the knowledge or the skills that students will have

when being promoted to the next grade, because when they were asked about the use of the EBC document they said “LC: it is in the planning, the standards and the DBA and “NJ: to be guided about the DBA that corresponds to each level”. Additionally, when they were asked about the documents that were used during the modules design both participants chose the “basic standards of competency related”. (Question 21, questionnaire).

Furthermore, the basic standards of competence and the suggested curriculum mention that the “proposal of a curricular structure per grade” must be “comprised by modules to be developed in each grade, the general learning goal, the basic standards of competences implied, the related performance indicators and the linguistic and discursive aspects” Velez et al (2016), which is also unknown by one of the participants who only takes into account “the basic standards of competences implied and the related performance indicators” (Question 2, questionnaire) for their teaching practices and knows the documents because “they were used for the subject planning” (FG., May, 2023.).

Additionally, when they were asked about how they understood the connection between the papers and its influence in their class planning they agreed on the idea that “these documents present the minimum things that students must approve to pass to the new cycle”. Then, they also talked about the influence that these documents have had in their class planning: “they have an impact in regards to the support which help teachers to guide our planning, based on what the country wants at this moment, that students reach their English level” (FG., May, 2023.), which is not aligned with the idea of the Ministry of National Education to use them not only as a guide for subject plan but “as a reference for class planning” Vélez et al (2016), which was never mentioned by the participants.

As a result, it is possible to identify that teachers took the DBA and EBC as a curricular guide just for two reasons: the first, to find the goals that should be achieved by their students on each grade and the second one, the skills that are expected from them. They have not used these documents again since the English teachers as a team organized the curriculum two years ago as LC said “in fact, we met two years ago. All the English teachers opened the documents to make the subject plan and on it says, for example, objective number one, DBA number two, objective number two, DBA number 4”. (FG. May, 2023.).

Then, we can start talking about the methodology that is used in the classes. According to the Vélez et al (2016) the suggested methodology changes gradually as the students start to become more independent learners because these are focused “on the development of tasks at the initial levels and in the gradual insertion of projects and problem solving in middle and high school grades.”, so the students had learnt through the task based learning and the problems based learning when they got to the tenth grade where the teachers should start using the projects based learning methodology.

Moreover, when the participants were asked about their methodologies they said: “NJ: I take into account three moments, the first one is like a warm up, the second one is the class development and the third one is like the class assessment and observations” and “LC: I do it similar to NJ” (FG., May, 2023.). In addition, during the questionnaire a list of methodologies was given and one of the participants chose the “Total physical Response (TPR) and the Communicative Approach” (Question 26, questionnaire) where none of the methodologies suggested are being mentioned and both participants also think that the methodologies that are being used agree with the suggestions of the Ministry of National Education (Question 27, questionnaire).

Although, the other participant chose four different methodologies including the problems based methodology and said that they were used because “ it was the base of their curriculum”(Question 27, questionnaire), when they talked about their methodologies they said “NJ: ...in the class development I like to use the technologies of information a lot... to make English more attractive to them” and “ LC: I work hardly on the verbs acquisition, then students always greet me with the verbs, they act them and each week we add two more”(FG., May, 2023.). So, it is noticeable that the teachers might be aware of the methodologies written in their curriculum, but they do not really use them, due to the fact that nothing similar to a problem-based learning was mentioned.

This study also reveals that teachers at this school are more focus on developing written skills than the others, although Vélez et al (2016) said that all the language skills should be worked on every class because they are directly related to the EBC where each goal is linked to either listening, writing, reading or speaking (monologue and conversation), due to the fact that the participants said: LC: “As I was saying I work on the four skills, however, it is necessary to be honest and sincere, on the “prueba saber”(an standardized Colombian test) students’ written skills are evaluated, then we are straightening this abilities in the school” and “ NJ: ... very similar to LC’s opinion, I also work on the writing, for the same reason, because it is what the “prueba saber ICFES” evaluates and it is the one we are focused on with the students” (FG., May, 2023.). . Additionally, when the participants were asked about the skills that students develop more during the classes none of them chose all the four and their reason for this was “the writing skill for the ICFES evaluation” and “Due to the requirements of prueba saber ICFES”. (Question 9, questionnaire).

On the other hand, when they were discussing the skills that are worked on their classes, they also said: “this school has an emphasis on the bilingualism and it is good that the students can communicate in English”(FG., May, 2023.), because as it was said before La Armonia has the goal to become the first public bilingual school in Colombia and according to Vélez et al (2016), it means that the school will be able to create “citizens capable to communicate in English, so they can insert the country in the processes of universal communication, the global economy...”, which is something that might be difficult to achieve when one of the skills is being straightened more than the others and when talking about listening and speaking the students “are very shy, they are afraid to talk...” and “the listening is a skill we need to develop a lot because even though it is worked on in class, they have a lot of difficulties with it” (FG., May, 2023.).

Then, a great way to straighten the students skills is through the transversal projects because “by encouraging transversality, a multidisciplinary approach of social, ethical and moral problems present in the context is promoted, and the school, family and sociocultural context is tied in a dynamic way to the comprehension of these dilemma” as it was said by the Vélez et al (2016) and participants agree on its importance because they said “in the institution we try to keep our students closer to the language on different ways”(Question 16, questionnaire) and when they were asked about the projects that are developed in the school they said: “NJ: In the English subject we have some interesting projects like: health things...a connection with the biology subject ...the spelling bee...and some business experiences” and “LC: other subjects like science also have some activities and project where they use English vocabulary... and the Ethic’s teacher also handles some terminology”, but when they were

asked about the transversal topics specifically, both of them chose the “sexual/health education” and one of them “globalization” (Question 22, questionnaire).

Thus, this project also reveals that even though teachers know the importance of transversal projects they are only developing the one about sexual and health education, jointly with the biology or science subject, which is one topic out of the four proposed by the Ministry of National Education and there are not any other projects, just activities that can help students to learn more words in English.

As a summary, it is evident that teachers do not know the suggested curriculum document and have never used it in their teaching practices or as a guide for class planning as it should be done. Likewise, when talking about the other two documents they only have used them as a list of goals to achieve on each grade during the subject plan creation without considering the suggestions regarding the methodologies connected to the DBA because nothing like a project-based learning was mentioned by the participants, which is the methodology that according to the Ministry of National Education should be used to encourage students to give their points of view and straighten their analytic and argumentative skills, instead they still working on grammar tenses or isolated vocabulary while thinking they are using the methodologies suggested by the Ministry of National Education.

Finally, regarding the students’ skills, the classes are focused on straightening the written one, leaving the others aside and from the topics proposed for the transversal projects only one from the suggested topics has been used.

Category 2: Gaps identified Students' English level and topics

As it was mentioned in the theoretical framework “the Common European Framework (CEFR) was adopted by the MEN as its reference to compare English learning in the country with international standards” Vélez et al (2016), then according to the documents of the NBP students must “demonstrate a B1 level proficiency at the end of eleventh grade” which is totally away from the reality that teachers face in the classroom.

To start, different examples of interactions and texts from the DBA document were taken and presented to the participants because, they “show an example of what a student can develop” which “correspond to the basic knowledge that a student has the right to reach during the year” Vélez et al (2016), and as it was said on the theoretical framework these DBA are aligned with the English levels expected to complete on each grade.

Then, according to the Ministry of National Education when students are promoted to the eighth grade they should have approved the beginner and basic level allowing them to be pre-intermediate learners, but the teachers were shown examples from the DBA for eighth grade and when a short conversation using the simple past and future was presented and they were asked if their students would be able to have an interaction like this, their opinions were; “they know some vocabulary and verbs, but a situation like this where you ask them a question and they answer it right away, no, the students' level is basic” and “...but something like this, a fluid conversation, that a person asks them whatever thing and they know to answer fluently, it is difficult for them”(FG., May, 2023.). Moreover, when a similar question was asked about a students' presentation they said: “...obviously with a lot of mistakes, because on the slide, there are not mistakes, but they can do it, they can communicate the idea, not really good, but they can do it” and “it will be difficult for them because... they have

a basic vocabulary, but yes, yes, logically with mistakes and pronunciation errors” (FG., May, 2023.). Additionally, when talking about the students’ speaking skills none of them chose the DBA linked to this example which was “I talk to my classmates and my teacher about past experiences and future plans” (Question 22, questionnaire) and when a similar interaction was presented on the questionnaire both of them agreed that their students are not capable to do this due to “a lack of vocabulary” and “lack of inferential skills” (Question 14, questionnaire).

As a result it is possible to infer that the students are not ready for the level and topics that are supposed to be taught in eleventh and tenth grade and it applies to all their skills, even the writing, the one that as it was said before is mostly worked on during the English classes. Due to the fact that when a text about “my last trip” was presented they said; “if they have an hour class they maybe can make a section of the text... it is because of their level, they have some knowledge about the verbs but something like what you are showing, no...” and “No, they can’t tell a story, chronologically, what they did on a trip, no” (FG., May, 2023.), moreover when they were choosing the objective that better describes the students writing skill, none of them chose “I write medium length texts with a simple structure” (Question 4, questionnaire) which is a tenth and eleventh grade DBA. On this way, when a similar text was presented on the questionnaire they said that their students are not capable of writing something like this because “they do not have the vocabulary needed”. (Question 15, questionnaire)

Besides that, as the Vélez et al (2016) says, when the students reach these grades with the use of problem solving based learning they “develop a critical attitude towards life, as well as potentiate their capacity to relate to others in the search for joint solutions.” but a discussion about a controversial topic taken from the DBA was presented and the question

about the students capacities emerged again and a teacher said, “No, as I said... these kind of vocabulary or speech where they communicate their point of view is really difficult for them, they usually make short sentences with the grammar tense we are working on...” (FG., May, 2023.). Consequently, the students' English level does not allow teachers or students to create and participate in activities where they need to be critical and explain their position.

On the other hand, it is necessary to mention the topics taught in the English classes because as it was said before, the NBP documents were used to create the subject plan, then the topics are supposed to be linked to these goals, but again it is not the case. According to Vélez et al (2016) in the last grades the idea is “to straighten the use of argumentative and analytic functions...” so teachers on these grades should be just guiding their students and presenting problems from the “daily life” for them to solve, instead of these they; “well, on tenth grade... we work a lot on the verbs... grammar and the tenses or connectors, so they can write coherently and currently we are with the perfect tenses...” and “it is similar in eleventh grade... we work on the same list of verbs... we have a review of all topics since sixth grade... present, past, future, passive and active voice...” (FG., May, 2023.). Additionally, when some options were given to the participants, they chose topics that are usually taught on basic levels like “how to introduce yourself and traveling vocabulary.” (Question 11, questionnaire).

Therefore, as it was said by the teachers even though they want to work on the school and the Ministry of National Education aims which say that during this stage the students should be analyzing and augmenting it is impossible because the students level will not allow them to do these kind of activities due to the fact that “ if they do not have the vocabulary needed they will not be able to do the activities coherently” and “if they do not have a basic

vocabulary and knowledge about the grammar tenses, it will be difficult to communicate appropriately...” (Question 13, questionnaire), this way they also said: “most students will find this difficult... on the moment when they need to infer, it will be difficult because the inferential part is difficult for them” (FG. May, 2023.)

As a summary, the disparity between what is said in the documents about the students’ level and communicative skills when they finish eleventh grade is huge, because according to the Ministry of National Education these teenagers should be close to the B1 level and they should be working on activities where they can develop their critical thinking and straighten the analytical or argumentative use of the language through activities like discussions about controversial topics, but as the students do not have the enough vocabulary, communicative and inferential skills teachers continue teaching isolated verbs, simple topics such as: daily routines or traveling and grammar structures, where students just learn how to create sentences following a pattern and even though the classes are mainly focused on straightening the written skills, students are not able to achieve the goal of writing a story.

Category 3: Gaps identified in Evaluation process

Another important aspect to look over is the assessment, because according to the Vélez et al (2016) their “proposal presents moments of summative and formative evaluation that together, allow defining the level of development of competences established by grade.” which is explained with a chart that divides the categories by type of assessment; by competences, of learning and for learning.

Due to its importance this model needs to be used completely, considering both summative and formative assessment, which allow teachers to make modifications along the

way to support their students' process to achieve the goals planned for them on each grade. According to Vélez et al (2016) the summative assessment is composed by “activities that allow evaluating the level of achievement and performance of students in a certain topic, to compare their results with the standards or learning indicators previously established...and are reported as grades” and the formative assessment “helps the teacher and the student to detect specific needs or lack in learning, which can lead to the necessary adjustments in the teaching practice”

But seems like the teachers are not conscious of its importance and use, because when they were asked about the evaluation process and different kinds of evaluation were presented, they disagreed on the assessment principles used because; one of the participants chose the “hetero-evaluation and co-evaluation” and said that she uses them because “it is what is required by the Ministry”; the other participant chose the “summative and formative assessment” with the aim to “contribute to the critical development of students” (Question 28, questionnaire).

Then, it is possible to say that some teachers know the kind of assessment they should be using but they still be more focused on obtaining grades than on modifying their teaching practices on the way to fulfill the students' needs as according to the Ministry of National Education should be done.

On this topic they also mentioned some of the specific activities they do like “oral activities, dictation... different activities, not just the typical exam choose a, b or c...” and the way how they use these principles to assess they students “...self-evaluation when students assign themselves a grade according to the abilities they have shown in class... and the rest is

the summative one when they get a grade as a result of the competences evidenced on the skill the class is focused on” (FG., May, 2023.), which seems to be aligned with the ideas presented in the NBP guidelines, however they did not mention any connection between these activities and their planning, making possible to say that these evaluation strategies do not influence their decisions about future class topics or reinforcement, they just stick to what was planned on the subject plan.

Also, teachers mentioned that the way how they see the formative assessment is more related to the way how students feel about “their process and what they have given in classes, investigated and understood...” to finally assign themselves a grade, instead of seen it as an opportunity for the students to “detect specific needs or lack in learning” as it said by Vélez et al (2016), which later “can lead to the necessary adjustments in the teaching practice”.

Finally, it is possible to say that although some teachers may be aware about the kind of assessment suggested by Vélez et al (2016), they have not gotten any training on this, which causes a misunderstanding and leads to an unappropriated implementation of the methods and consequently an assessment process more focused on the grades obtained, than on the students’ support and teaching practices adaptation.

Conclusions

As it was mentioned before Colombia as many other countries around the world with the intention of having citizens who are proficient in English has created different plans to straighten the students' skills by giving special guidelines which are supposed to be adapted and used in all public schools, this is the case of the National Bilingual Program or NBP, which is a plan compound by three documents; the basic learning rights, the suggested curriculum and the basic standards of competences in English.

According to the Ministry of National Education these documents are used to improve the teachers' practices and consequently, the students' English level. Then, this study was focused on understand some of the stakeholders' experiences while applying the plan suggestions, its influence on the different stages and the results they have observed to understand the possible disparities between what is said in the documents and what the school community lives on their English classes.

La Armonia school where this study was held is a special institution which has the goal of becoming the first public bilingual school in the country. On that way, it is possible to infer that they are working hard and putting an extra mile on the teaching-learning process to achieve this goal. However, this study proves that even a school with this kind of objectives is really far from the Ministry of National Education goals, starting from the English level expected because students from tenth and eleventh grade should be working on a B1 or pre-intermediate level and they still working on A1 or basic level goals like talking about their daily routine or traveling activities.

Following, as was said by the participants the students do not have the enough vocabulary, grammar, and inferential skills to have debates or conversations where they need to express their opinion and give arguments to support it as is said in the documents, instead they still working on learning most of the grammar structures as they learn mathematics, a bunch of ingredients to complete an idea without the practice in context, generating that students stick to the same vocabulary.

In addition, when asking about the individual skills, the participants explained that reading, writing, listening and speaking are worked in class but after further information was given they highlighted that due to the need of getting good scores in the standardized tests they are more focused on straighten the students' written skills than the others, being this one reason to keep using the old-fashioned methodologies which might help students to understand English structures and answer multiple-choice questions.

This is happening although the suggested curriculum document explains three methodologies which are planned to help the students not just to understand the grammar but to learn to communicate in different contexts, starting in the lowest grades with task-based learning to cyclically move through project-based learning and finish with problem-based learning, but according to this study the teachers know nothing about it, even one of them said that she have never seen it before.

Consequently, it is possible to say that either the documents are completely unknown, or they are used just to create the modules and make decisions about the knowledge or the skills that students will have when being promoted to the next grade, nothing related to the aims planned by the Ministry of National Education who created these documents with the

idea of giving stakeholders a tool for class planning and decision making through the teaching-learning stages.

Furthermore, regarding the assessment we keep finding gaps because some teachers may know the names of the methods, they are supposed to be using but they do not really understand how to implement them which leads to a confusion where they think they are doing it right and mixing both summative and formative, but they still focused on giving grades to students and never say how this process influences their decisions for future class planning.

As a summary, there are several disparities and gaps from the information and ideas presented in the NBP documents and the realities that teachers and students live in English classes, then neither the suggested methodology and assessment are being used appropriately nor the topics, transversal topics, activities, or goals suggested are taken into account for teaching practices modification or adaptation, because students are not ready for the activities they are supposed to be doing and the teachers believe that they are following the guidelines given.

This study gives the researcher and readers the opportunity to see some of the root causes of the NBP program failure and may encourage them to go further in the topic and motivate their partners to find ways to adapt the suggestions given by the Ministry of National Education to their own teaching practices, while understanding new strategies to teach English and consequently improve the students' proficiency in the language.

Additionally, this paper may motivate other pre-service teachers to do a similar research in other schools around the country, to give a better understanding on how

stakeholders see and use these documents in different contexts to finally understand whether the disparities are similar and as a result offer more insights on how to modify or straighten the English teaching-learning process in Colombia.

As this paper was focused on the gaps and disparities identification the case study design was chosen because it gave the opportunity to observe the participants experiences and understand a phenomena in a specific context while comparing theory with evidence, since the NBP documents influence in the teaching practices (understood as the evidence) was faced with the information contained in the documents (theory), giving the researcher the opportunity to avoid bias and give reliable results after the triangulation of the information.

Even though the instruments for data collection gave the researcher enough information to identify several disparities, there were some topics which could have been complemented with further information like happened with the assessment section, a topic where participants did not provide an insight as deep as expected, leading to some gaps in the understanding of the process which was identified as a lack of knowledge. Also, it could have been useful to include in the documents analysis a study on the written results given by teachers at the end of the year to have a better understanding of the development of the different stages, including the assessment.

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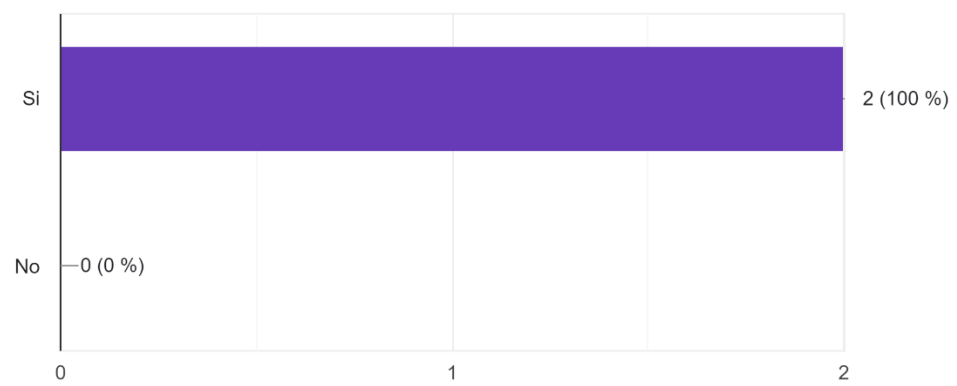
Annexes

Annex A

Questionnaire

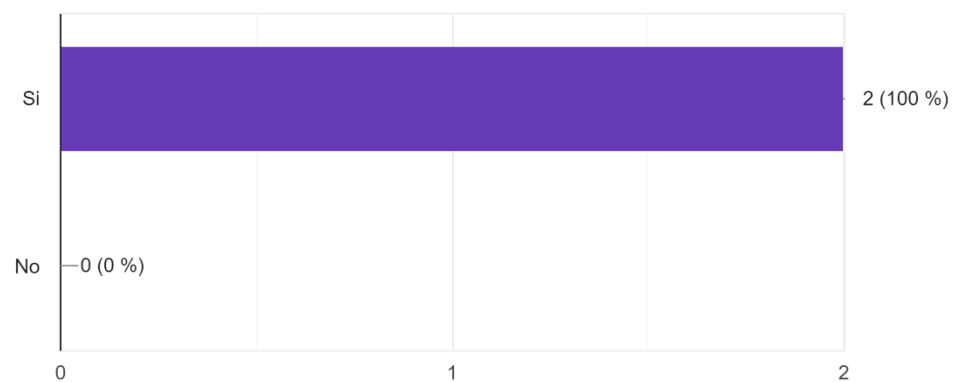
Marque con un ✓ su deseo de participación en la investigación:

2 respuestas



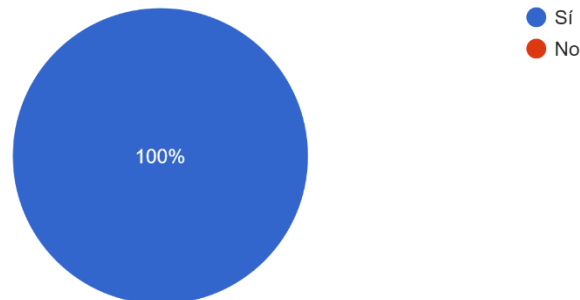
Autorización para el uso de su nombre real en la investigación:

2 respuestas



1. ¿Es usted profesor(a) de inglés en la institución educativa La Armonía?

2 respuestas



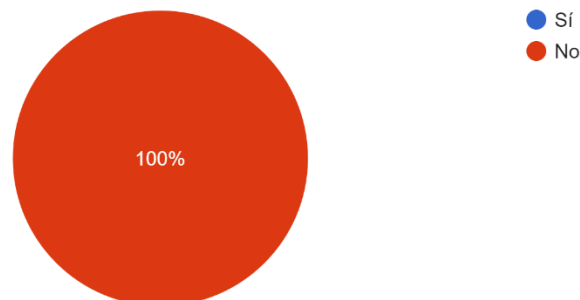
2. ¿En que cursos dicta actualmente inglés?

2 respuestas



3. ¿Considera usted que la cantidad de horas de inglés es apropiada para alcanzar los objetivos planteados por el ministerio de educación?

2 respuestas



Justifique su respuesta ¿Por qué?

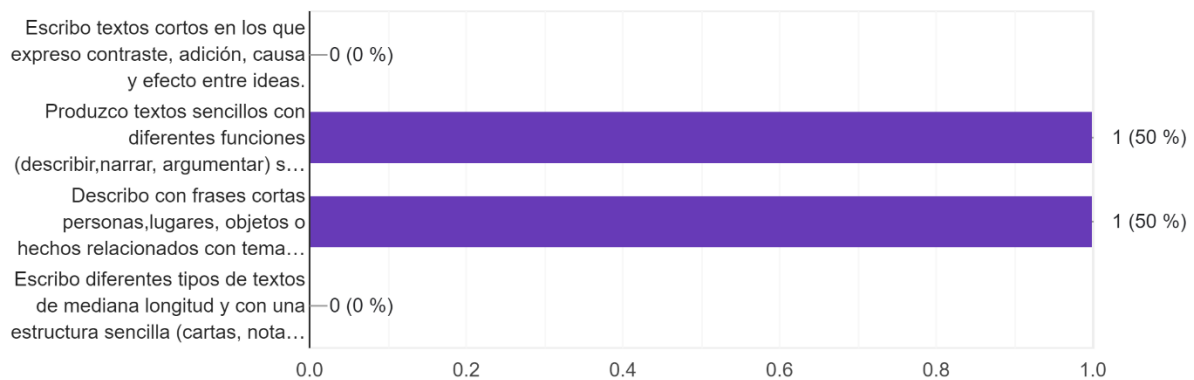
2 respuestas

La institución actualmente esta en proceso de convertirse en institución bilingüe. Contar con 4 horas es muy poco para lograr ese objetivo.

Los estudiantes necesitan incrementar su nivel de inglés, razón por la cual es importante que tengan más tiempo de aprendizaje del idioma en el colegio.

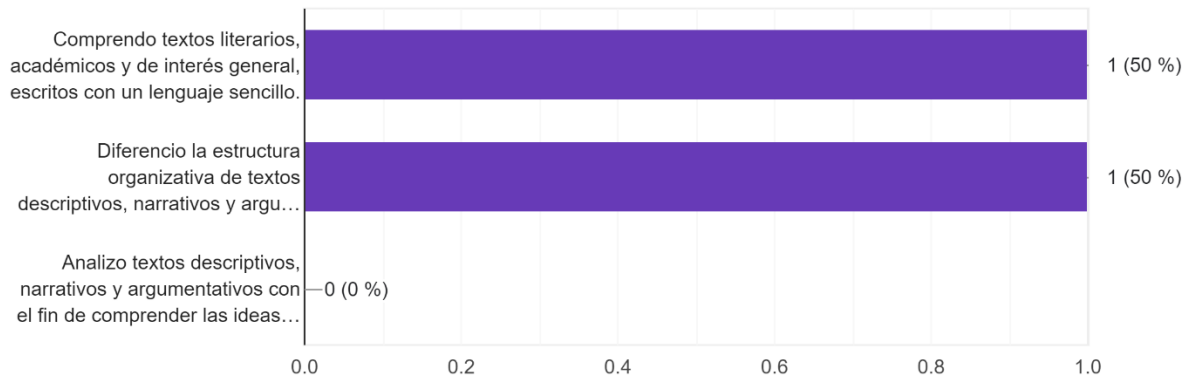
4.¿Cuál de los siguientes enunciados representa mejor la habilidad de escritura de sus estudiantes?

2 respuestas



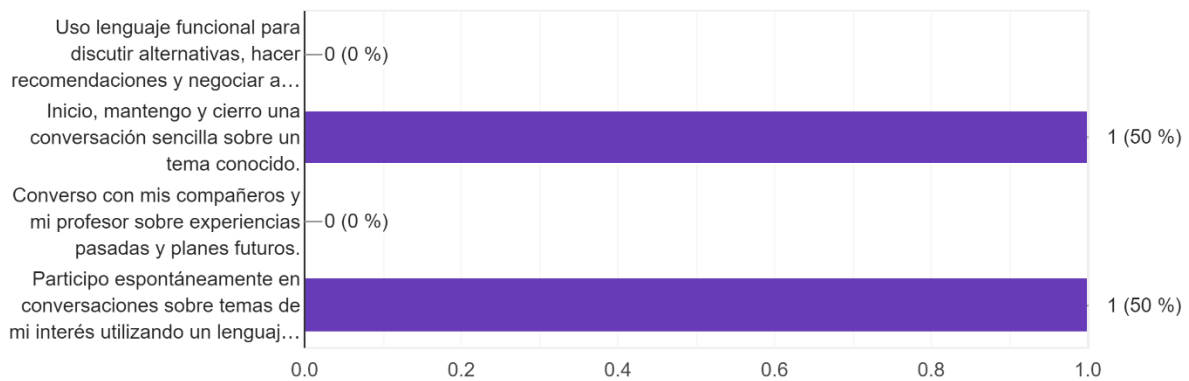
5. ¿Cuál de los siguientes enunciados representa mejor la habilidad de lectura de sus estudiantes?

2 respuestas



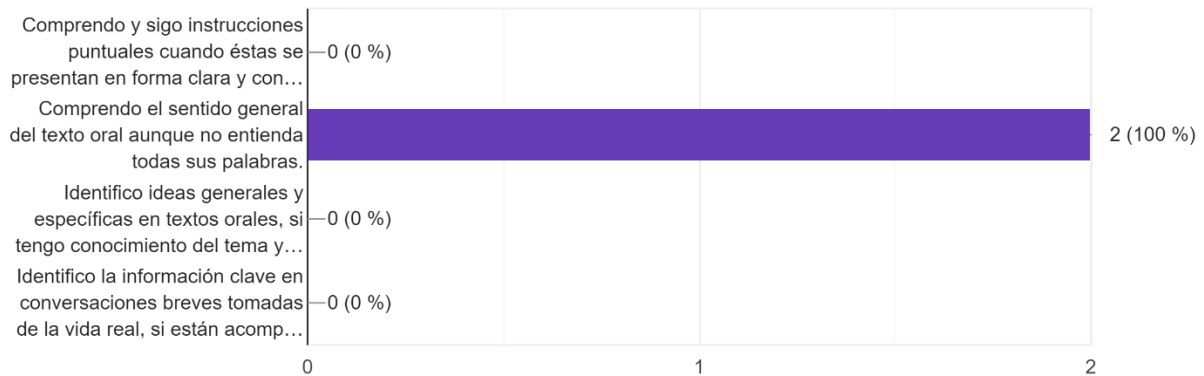
6. ¿Cuál de los siguientes enunciados representa mejor la habilidad de habla de sus estudiantes?

2 respuestas



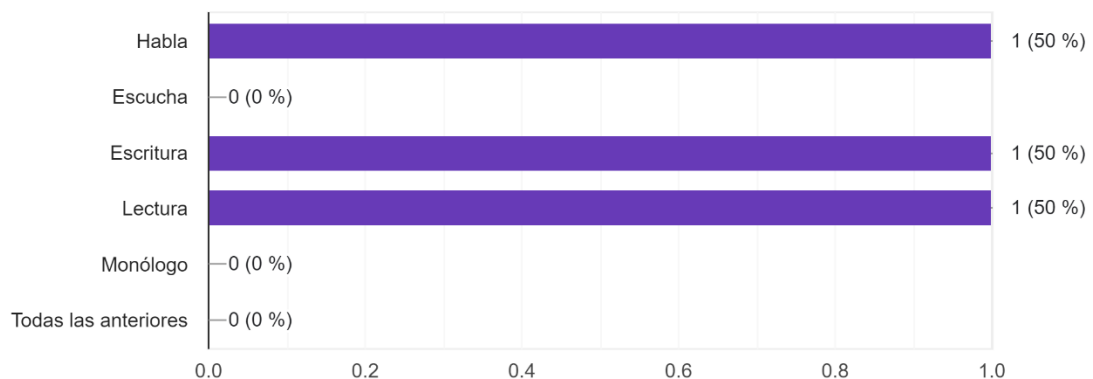
7. ¿Cuál de los siguientes enunciados representa mejor la habilidad de escucha de sus estudiantes?

2 respuestas



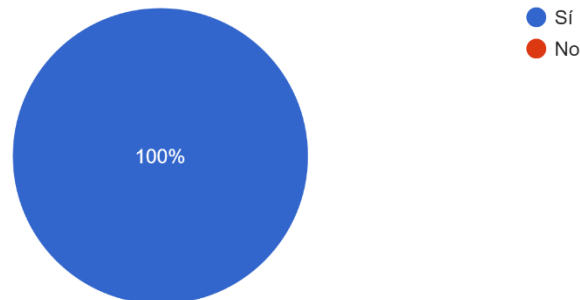
8. ¿Cuáles de las siguientes habilidades los estudiantes desarrollan más en clase? (Marque una o varias opciones)

2 respuestas



9. ¿ Considera que en sus clases es necesario trabajar más una habilidad que las otras?

2 respuestas



¿Por qué?

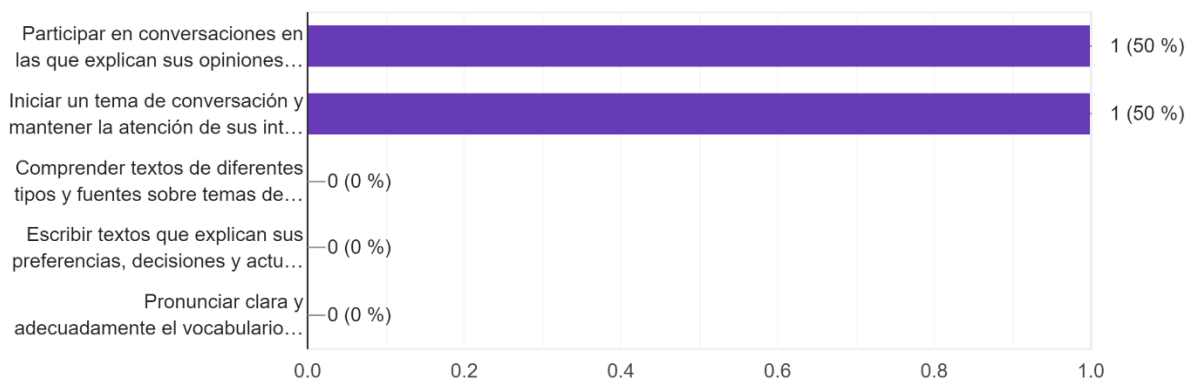
2 respuestas

La habilidad de writting por la evaluación de Icfes

Debido a los requerimientos de la prueba Saber Icfes

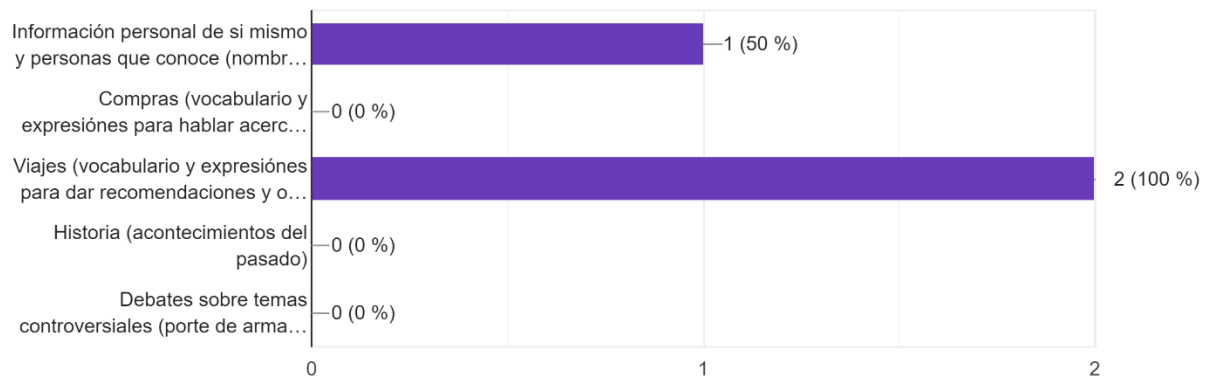
10.¿ Cuáles de los siguientes objetivos considera han sido alcanzados por los estudiantes en este ciclo? (grados décimo y undécimo) Actualmente los estudiantes pueden...

2 respuestas



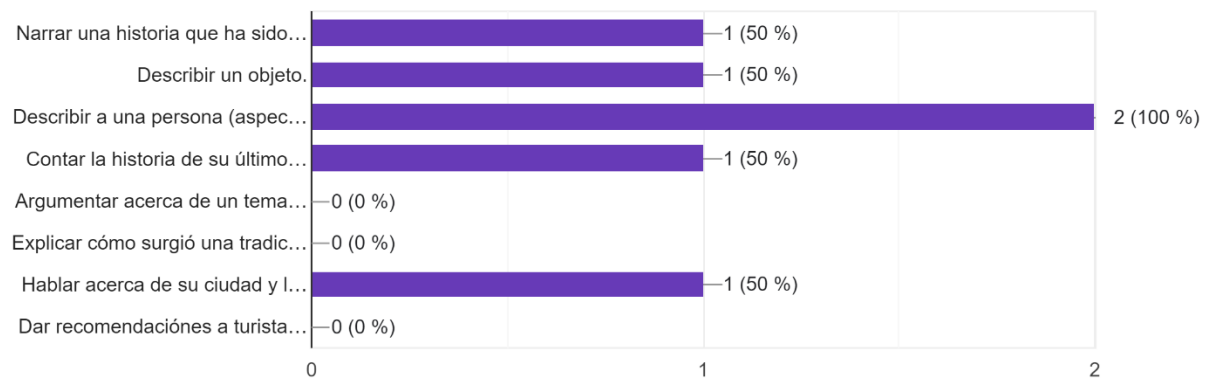
11. ¿Cuáles de los siguientes temas han sido trabajados en sus clases con los grados décimo y undécimo?

2 respuestas



12. ¿Cuáles de las siguientes metas cree usted que sus estudiantes alcanzarían fácilmente en una clase? (marque una o más opciones)

2 respuestas



¿Por qué considera que ellos podrían alcanzarla o alcanzarlas?

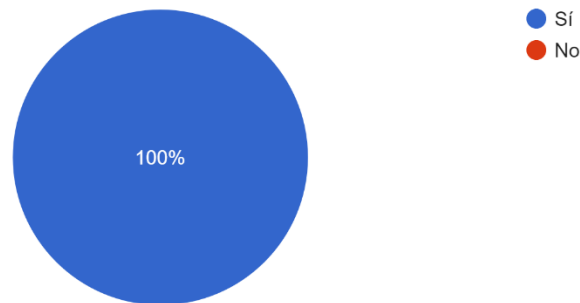
2 respuestas

Vocabulario

Por el vocabulario que han aprendido y los tiempos gramaticales que ya manejan.

13. ¿Considera usted que el nivel de inglés de los estudiantes influye en la realización de actividades que requieren analizar y argumentar?

2 respuestas



¿Por qué?

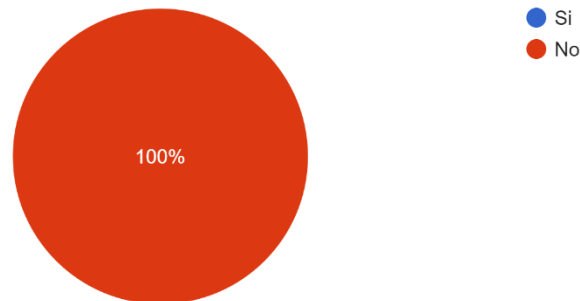
2 respuestas

Sino tienen vocabulario no podrán realizar las actividades de manera coherente

Porque si no cuentan con un vocabulario básico, conocimiento de los tiempos gramaticales, se les va a dificultar expresarse de forma asertiva en el idioma.

14. ¿Considera que los estudiantes al comenzar los grados décimo y/o undécimo podían tener una interacción como esta?

2 respuestas



¿Por qué?

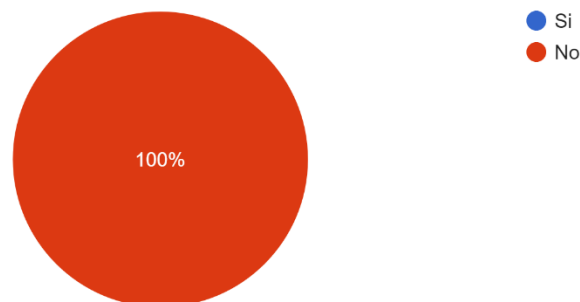
2 respuestas

Falta de vocabulario

Se les dificulta el nivel inferencial.

15. ¿Considera que los estudiantes al comenzar los grados décimo y/o undécimo podían producir un texto como este?

2 respuestas



¿Por qué?

2 respuestas

Falta de vocabulario

No, porque no tienen el vocabulario correspondiente.

16. Dentro de los objetivos de la institución se encuentra ser una institución pública bilingüe, lo cual mostraría los resultados de los diferentes recursos brindados por el MEN para el fortalecimiento de la enseñanza de inglés en este tipo de instituciones. ¿Cómo definiría usted el concepto de bilingüismo? ¿Cómo orienta esta definición sus clases?

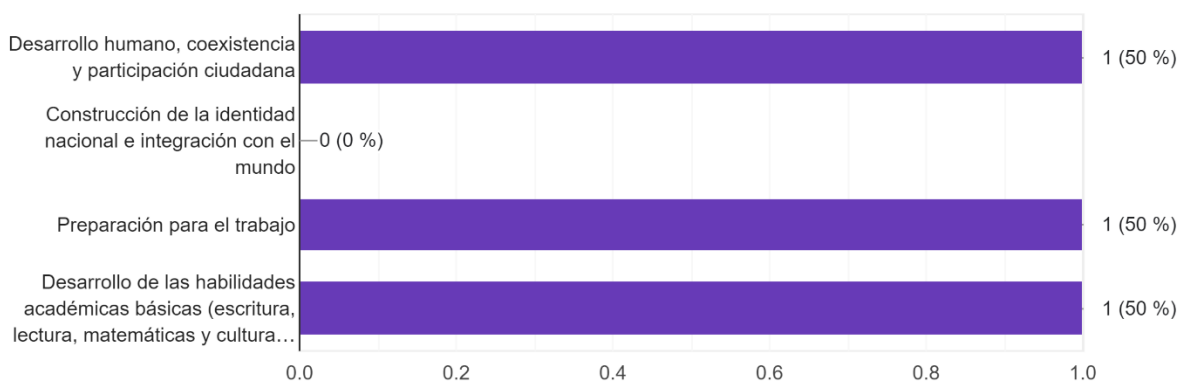
2 respuestas

Bilingüismo es la habilidad que tienen los estudiantes para utilizar una segunda lengua en determinado contexto

Es la aprehensión de una segunda lengua, por esa razón se procura en la Institución acercarlos al inglés de diferentes maneras.

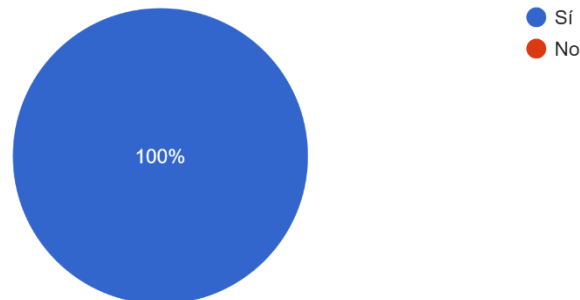
17. ¿Cuáles de los siguientes temas se encuentran dentro del currículum de inglés en la institución?

2 respuestas



18. ¿Ha trabajado alguno de estos temas en sus clases?

2 respuestas



19. ¿Cuáles temas? ¿Cómo se trabajaron?

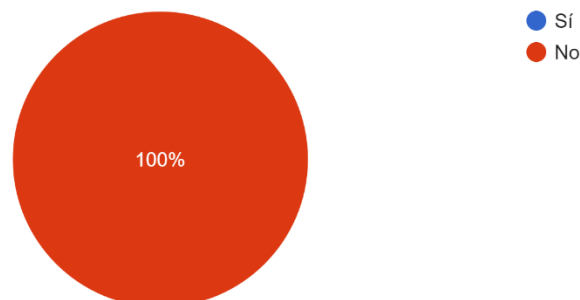
2 respuestas

Temas de interés de los estudiantes.. Viajes etc

Se trabajan por medio de la asignatura de emprendimiento que hace parte del área de inglés.

20. ¿Considera que para alcanzar los objetivos de tener ciudadanos bilingües es necesario tener un curriculum unificado?

2 respuestas



¿Por qué?

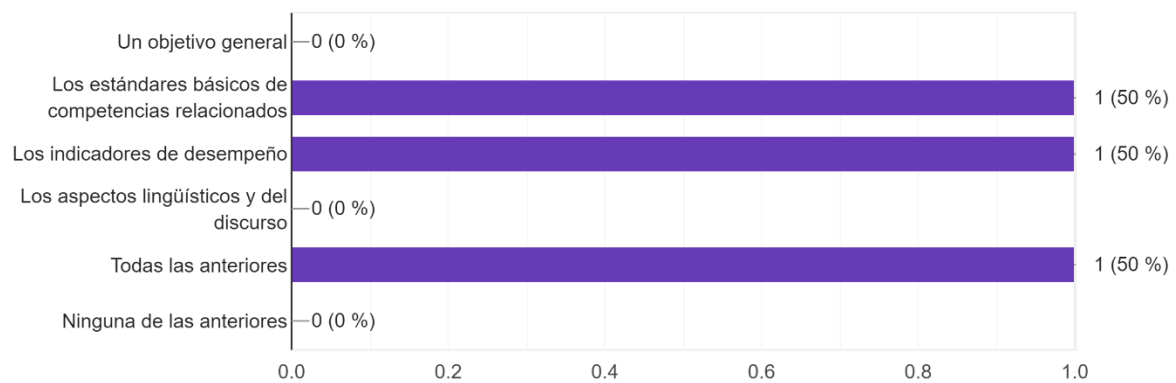
2 respuestas

Las necesidades son diferentes

No es necesario.

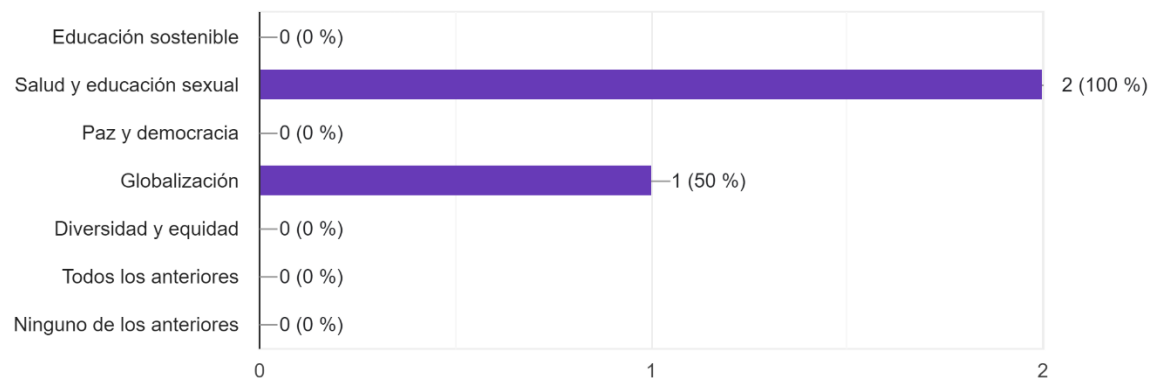
21. ¿Qué se necesitó para crear los módulos a ser desarrollados en cada grado?

2 respuestas



22. En clases de inglés para grados decimo y once se incluyen temas transversales como:

2 respuestas



22. ¿Considera que los temas de la pregunta inmediatamente anterior son pertinentes para el contexto y la apropiada articulación con otras materias?

2 respuestas



¿Por qué?

2 respuestas

Son temas transversales

Porque se contextualiza el aprendizaje de la lengua.

23. Aparte de las clases de inglés, ¿qué actividades se desarrollan en el colegio para fortalecer la competencia en dicha lengua?

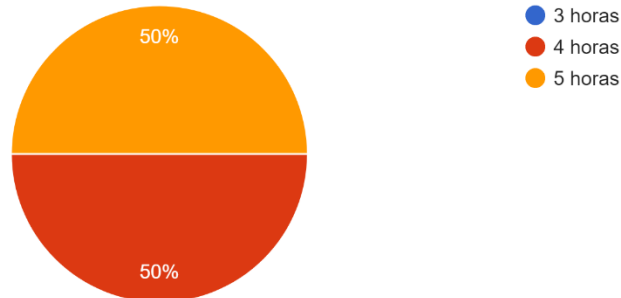
2 respuestas

Actividades transversales

Articulación con algunas actividades interdisciplinarias.

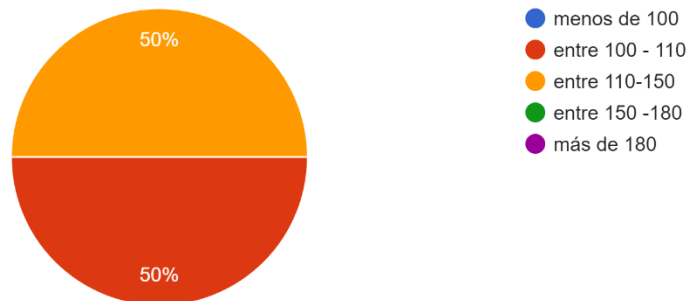
24. ¿Cuántas horas de clase de inglés tienen sus estudiantes a la semana?

2 respuestas



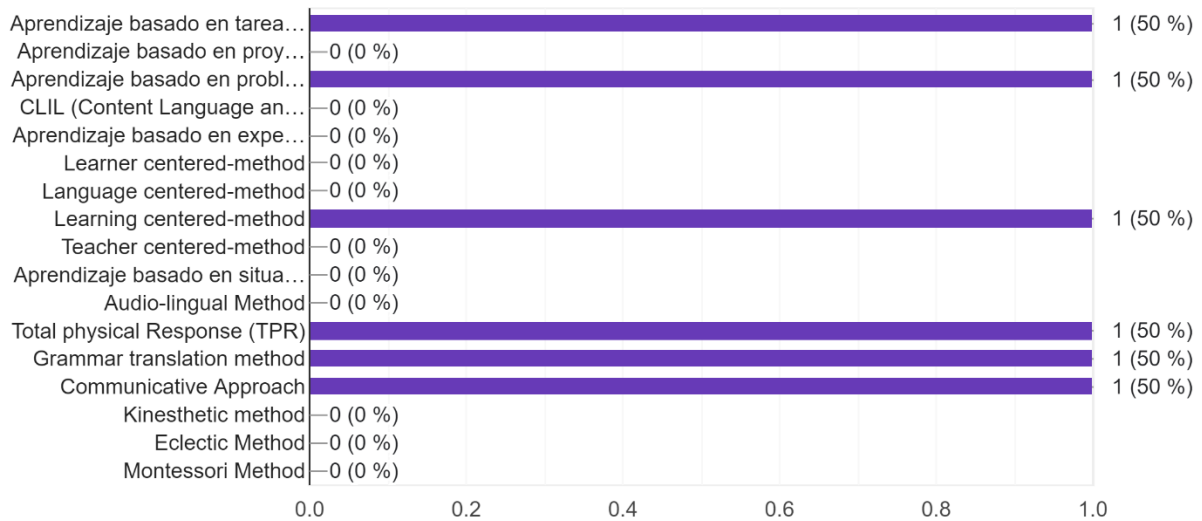
25. ¿Cuántas horas de clase de Inglés son dictadas en promedio por año?

2 respuestas



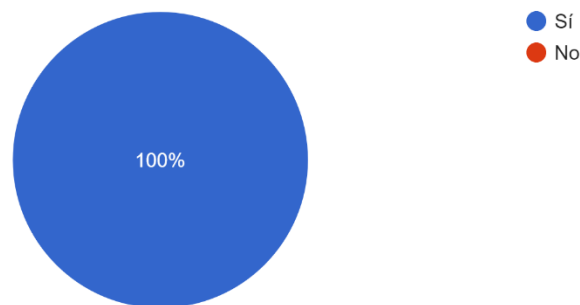
26. ¿Cuál de las siguientes metodologías utiliza en sus clases con los estudiantes de grado décimo y undécimo?

2 respuestas



27. ¿Considera que su metodología está en concordancia con el curriculum sugerido por el ministerio de educación?

2 respuestas



¿Por qué?

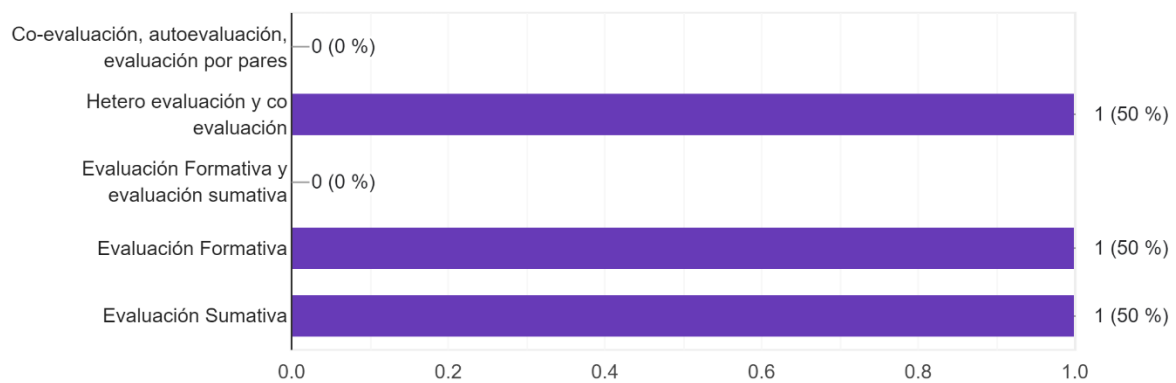
2 respuestas

Trabaja los temas requeridos

Porque es la base de nuestro currículum.

28. ¿Cuáles de los siguientes principios de evaluación usted aplica en sus clases?

2 respuestas



¿Por qué aplica esos principios?

2 respuestas

Son los requeridos en el SIE

Con el fin d contribuir al desarrollo crítico de los estudiantes.

Annex B

Focus group transcription

Tannia: Se les indica a los docentes que se presenten y se comienza la grabación.

Mireya: Muy buenos días, mi nombre es Mireya Jimenez y laboro en la institución La Armonía desde hace 3 años, estoy con el área de inglés. Actualmente oriento la asignatura en décimo grado.

Leidy: Buenos días, mi nombre es Leidy Celis llevo 5 años trabajando en la institución y este año estoy trabajando con el grado once en inglés.

Tannia: Ok muchas gracias. Bienvenidas al grupo focal del proyecto de investigación a cargo de mi persona: Tannia Garcia.

Bueno, vamos a empezar hablando de los documentos que el ministerio de educación, nos ha dado a los docentes de inglés para desarrollar nuestras prácticas educativas. Entonces, vamos a empezar con este ¿Conocen este documento?

Mireya: Sí señora.

Leidy: Sí señora

Tannia: ¿Alguna vez lo han utilizado? En caso de que sí, ¿En que parte de sus prácticas de enseñanza lo han utilizado? y ¿Cómo?

Mireya: Para guiarnos acerca de los DBA que corresponden a cada nivel.

Leidy: De hecho la planeación del área está enfocada en los DBA

Mireya: Exactamente

Tannia: Ok, excelente. Listo, vamos con el siguiente, ¿Conocen este documento?.

Mireya: Sí señora, también.

Leidy: Sí señora. También está en la planeación, los estándares y los DBA.

Tannia: Ok, el último, ¿Conocen este documento?.

Leidy: Yo no.

Mireya: Eso no está en la página de Colombia aprende? disculpame.

Tannia: Si, ese también está ahí.

Mireya: Entonces sí.

Tannia: Ok si lo conoces. ¿Alguna vez lo has utilizado? ¿Sabes qué ideas o temas se plantean en este documento para nuestra práctica educativa?

Mireya: No, en el otro colegio donde yo estaba sí lo vimos en algún momento, porque recién llegada acá también. Pero no lo he utilizado. Si lo he ojeado pero no lo he utilizado.

Tannia: Ok, me gustaría saber ¿cómo entienden ustedes la conexión entre estos tres documentos? Los derechos básicos de aprendizaje, los estándares básicos de competencias en Lengua extranjera Inglés y el curriculum sugerido.

Leidy: Yo entiendo que son los lineamientos mínimos requeridos que deben tener los estudiantes, los objetivos para el aprendizaje de una segunda lengua. Es como la guía básica que se da en Colombia a las instituciones.

Tannia: Ok, entiendo. Muchas gracias. ¿Qué piensas tú profe Mireya?

Mireya: Yo opino lo mismo que la profe Leidy es como la base, los mínimos que debe pasar un estudiante en cada ciclo y por el cual nosotros nos debemos orientar para planear y para realizar toda nuestra parte de planeación.

Tannia: Ok, esa es la siguiente pregunta ¿Cómo han afectado las planeaciones de clase estos documentos?

Leidy: Pues más que afectar yo pienso que tienen un impacto. Si, tienen un impacto en cuanto a que nos ayudan a los docentes a guiarnos en cuanto a esa planeación, a lo que quiere en este momento el país que es que los chicos alcancen su nivel de inglés.

Tannia: Ok. En la pantalla les estoy presentando un ejemplo de como se explican los derechos básicos de aprendizaje. Estos se explican de esta forma para que los docentes tengamos una mejor comprensión de los mismos o que los usemos como guía para realizar nuestras propias actividades, ¿Alguna vez han utilizado estos ejemplos?

Mireya: Si

Leidy: Si. De hecho nosotros hace dos años, nos reunimos todos los profes de inglés y abrimos los dos documentos para hacer la planeación y en la planeación de nosotros por ejemplo dice: Objetivo número uno, DBA número 2; Objetivo número 2 DBA número 4. Así nosotros lo planeamos.

Tannia: Ok, entiendo, gracias. Ahora vamos a comenzar a hablar un poquito acerca de las metodologías. ¿Cuál o cuáles metodologías utiliza en sus clases?, profe Mireya.

Mireya: Bueno, yo tomo en cuenta tres momentos, el primero es como el “warm up” (calentamiento), el segundo momento ya es el desarrollo de la clase y el tercer momento ya viene a ser como la evaluación de la clase y las observaciones. En el desarrollo me gusta mucho utilizar la parte de las TICS en la medida que sea posible ya que pues aquí tenemos muchos problemas con el internet, pero en la medida que es posible nosotros en el área de

inglés utilizamos muchas herramientas digitales, a medida que nosotros podamos con el fin de los chicos se acerquen más al inglés y lo vean más motivante. Pero en síntesis sería como eso. Ese sería el proceso en la metodología.

Tannia: Ok, muchas gracias. Profe Leidy ¿Cuál o cuáles metodologías?

Leidy: Bueno, yo también parecido a la profe Mireya también hago un “warming up activity” que es conectando los temas anteriores. Yo en la clase de inglés trabajo fuertemente lo que son la adquisición de los verbos. Entonces los chicos siempre me saludan con los verbos, hacen la mímica, cada semana vamos aumentando dos verbos, entonces partiendo como de ese paso que vamos haciendo semana tras semana le voy agregando dos verbos y así mismo voy implementando con las cuatro habilidades “speaking, reading, listening, writing” lo voy involucrando a lo largo del proceso.

Tannia: Ok, excelente. Precisamente esa es mi siguiente pregunta, ¿Qué habilidades trabaja? ¿Considera que en sus clases es necesario trabajar más una habilidad que las otras? Profe Leidy.

Leidy: Si, como te decía yo trabajo las cuatro habilidades sin embargo hay que ser honestos y sinceros que pues a los chicos en la prueba saber les evalúan pues la habilidad escrita, entonces pues ahorita en el colegio estamos fortaleciendo esa parte con evaluaciones trimestrales que es la competencia escrita. Entonces pues le doy mucha importancia sobre todo “speaking” y pues fortaleciendo y preparando a los chicos pues para el examen que en realidad es el que los evalúa y les abre el paso pues a la universidad.

Tannia: Ok, muchas gracias. Profe Mireya

Mireya: Bueno, pues muy similar a la profe Leidy, también trabajo la parte de “writing”, por lo mismo, pues es lo que evalúa la prueba saber ICFES que es a la cuál estamos nosotros enfocados con los muchachos. Pero se trabaja mucho el “speaking” porque pues en este colegio viene un énfasis en bilingüismo y pues es bueno que los muchachos se expresen y sepan comunicarse en el inglés. Sin embargo, se les dificulta bastante porque ellos a veces son muy tímidos, les da miedo hablar, bueno, más que todo como eso.

El “listening” considero que es una habilidad que nos toca desarrollar bastante porque aunque se trabaja en clase hay muchas dificultades con esta habilidad.

Tannia: Ok, muchas gracias. Listo, ahora vamos a hablar de los temas ¿Que temas son trabajados con los estudiantes de estos cursos? Profe Mireya.

Mireya: Bueno, con grado décimo, que es el curso con el que estoy actualmente nosotros trabajamos mucho la parte de verbos porque es una de las falencias que uno ve en los chicos y pues cuando se van a comunicar pues no saben cómo hacerlo, de igual forma también trabajamos mucho la parte gramatical, los tiempos, los tiempos verbales que es importante y también lo estamos viendo.

Por otro lado también los conectores textuales, con ellos, con eso ellos pueden realizar, escribir textos de forma coherente. Entonces ahorita estamos trabajando eso de los conectores textuales este tema, junto con los tiempos verbales, ahorita estamos con los tiempos perfectos,

pasado, presente perfecto y pues de igual forma los verbos. Esos son los temas que se han abordado hasta el momento con grado décimo.

Leidy: Y así parecido también en grado once, es una planeación continua. Nosotros estamos trabajando de hecho algo desde grado sexto hasta grado once. Es la idea trabajar un mismo listado de verbos pero cada año agregarle veinte o treinta más, entonces es muy parecido a lo que decía la profe Mireya y pues anexo a eso en grado once es un repaso que se hace como de todo bachillerato, entonces se empieza a ver presente pasado futuro, “passive” y “active voice”. Es una mezcla de como todos los temas

Tannia: Ok, entiendo. Listo, ahora yo les voy a mostrar algunas imágenes con interacciones. Entonces, vamos a ponerle cuidado a esta conversación y ¿consideran ustedes que sus estudiantes en grado décimo y once podrían tener una interacción como esta? Si, no ¿Por qué?.

Leidy: Bueno, una interacción básica. Si, si la logran tener pues teniendo en cuenta que los chicos manejan un vocabulario hasta el momento de verbos y algunas palabras pero no, como te digo, que esporádicamente le pregunten y el de una vez, no, debe ser más que todo planeado que se les de el tiempo, que lo hagan así como espontáneamente, no, el nivel es poco, el nivel de los chicos es básico.

Tannia: Ok, profe Mireya

Mireya: Si, igualmente. Los chicos de décimo en estos momentos pueden entablar una conversación pero básica con los tiempos. Aunque se están viendo los tiempos perfectos todavía a ellos les cuesta. Más que todo pues los tiempos simples los manejan y los continuos pero así, una conversación así fluida, que una persona les pregunte cualquier cosa y ellos sepan responder fluidamente, se les dificulta.

Tannia: Ok, entiendo. Muchas gracias. Acá tenemos otra situación, un estudiante realiza una presentación que él mismo preparó acerca de un tema. ¿Creen ustedes que sus estudiantes con preparación podrían hacer una exposición como esta? Profe Leidy

Leidy: Con preparación si lo pueden hacer de hecho el proyecto final que se llama “speak up” pues los chicos toman el tema gramatical que se esté viendo durante ese periodo y deben hacer una presentación. Entonces, pues obviamente con muchos errores, porque ahí estamos viendo en la diapositiva, no hay errores, pero si lo logran hacer, por lo menos logran comunicar, no lo hacen tan bien, pero si lo logran hacer.

Tannia: Ok, se nos va a terminar el tiempo en esta reunión así que por favor se vuelven a unir con el mismo enlace, gracias.

Continuamos, profe Mireya. La misma pregunta ¿Creen ustedes que sus estudiantes con preparación podrían hacer una exposición como esta?

Mireya: Mmm si, con preparación si, se les dificultaria un poquito porque pues ellos todavía depronto no tienen algunos, pues manejan vocabulario básico, pero si, si, con errores lógicamente, con desaciertos de pronto en la pronunciación, pero creeria que si.

Tannia: Ok, muchas gracias. Vamos con la siguiente. Acá esta chica explica la opinión que se presenta en la carta. ¿Creen que sus estudiantes serian capaces de leer, comprender la idea y luego explicarla? Profe Mireya.

Mireya: Bueno, yo creería que no, no muchos, de pronto algunos de ellos. En el curso vemos un diez por ciento que tal vez logra como entender ideas de textos, como tener una comprensión lectora en inglés asertiva pero a la gran mayoría se le dificultaria, osea ellos leen pero son más literales, en el momento de inferir ahi si, se les dificulta esa parte inferencial, si, se les dificultaria.

Tannia: Ok, muchas gracias.

Mireya: Con base en esta carta si ellos pueden leerla y dar una opinión personal.

Leidy: Podría leerla con tiempito, con ayuda del diccionario o en su defecto el traductor. Osea no lo podrían hacer así como tan de corrido y darte una opinión así. Yo creo que muy poquitos, porque acá hay estudiantes que incluso están haciendo curso de inglés y hay niños que, son muy poquitos no son más tres o cuatro por salón que pueden de pronto lograr algo, algo más.

Tannia: Ok, muchas gracias. Vamos con el siguiente, ¿sus estudiantes podrían hacer un escrito como este? acerca de su primer viaje. Profe Leidy.

Leidy: No, lo que te decía con, si se les da por ejemplo una hora de clase, pueden lograr tal vez hacer una parte del escrito, pero en una hora de clase no, no lo logran hacer con tanta coherencia.

Hay que ser honestos que bueno, es cuestion de nivel y pues ellos tienen de pronto algunos conocimientos, con el tema de los verbos pero así como lo estás mostrando no.

Tannia: Ok, muchas gracias. Profe Mireya.

Mireya: Pues yo creería que no. No, ellos realmente así como relatando, cronológicamente, lo que los hicieron en una salida, no, se les dificulta precisamente por el vocabulario que ellos tienen el uso correcto de los verbos en que momento ellos deben utilizar el verbo en pasado simple en qué momento el verbo en pasado continuo, ahí a ellos se le dificulta bastante, lo que dice la profe Leidy, depronto en una hora de clase estando ahí al lado de ellos guiandolos mira borra aqui corrige acá, de pronto ahí con dificultad podrían acercarse

Leidy: Si, una cosita. Si, la profe acaba de decir algo muy importante los chicos muchas veces cuando hacen escritos o cuando hacen alguna actividad se enfocan solamente en el tiempo gramatical que se está viendo y olvidan el tiempo. Por ejemplo si estamos viendo presente continuo, en un escrito todo es presente continuo, pero no tienen en cuenta que de pronto una historia puede llevar presente y pasado. Se les dificulta mucho, como que en su cabecita aun

ellos no logran aún entender eso, eso que se puede hacer en español que se puede contar una historia usando todos los tiempos gramaticales.

Tannia: Ok, muchas gracias. Ahora si, aqui tenemos a dos estudiantes discutiendo un tema un poco controversial, aceptar diferencias ¿creen ustedes que sus estudiantes podrían tener una interacción como esta?, profe Mireya

Mireya: No mucho, ellos de pronto lo que te decía ahorita depronto ese vocabulario, ese tipo de “speech” en el que ellos pueden como hacer oraciones en la cual emitan o den a conocer su punto de vista se les dificulta bastante, ellos son muy dados a hacer frases y oraciones cortas con el tiempo que se esté trabajando y ya cuando uno les dice vamos a hacer una oración completa, complementar la oración hacer como diferentes cláusulas a ellos se les dificulta y más aún si ellos van a hablar de su punto de vista se ven cortos en vocabulario, no pueden expresar realmente los que ellos quieren decir.

Tannia: Ok, muchas gracias. Profe Leidy.

Leidy: sisisi, la última parte que tocó la profe es muy importante los chicos cuando hacen sus composiciones se enfocan mucho como en el mismo vocabulario que todo sea “apple banana, house, horse” , entonces a veces sacarlos de esa estructura es complicado, nos toca utilizar diferentes herramientas para que ellos tengan ese tipo de producción. Por ejemplo, ahí en la imagen, ahí hay vocabulario que ellos conocen como hay otro que a ellos se les dificulta y no, no quieren salir de ahí, les cuesta mucho depronto usar el diccionario, entonces voy a hacer una oración con lo que ya se.

Tannia: Ok, muchas gracias. Listo, entonces ahora vamos a pasar a otro tema; los proyectos transversales. ¿han realizado proyectos transversales en la institución? ¿cuales proyectos? ¿que tal fue la experiencia? profe Mireya

Mireya: Bueno, pues realmente el area de ingles si tenemos algunos proyectos transversales muy interesantes como el de “health things”, en el cual pues también tenemos como una interacción ahí, una unión con el área de biología y pues ha sido un proceso interesante porque pues los chicos ven aplicado el inglés a su vida cotidiana, a lo que ellos viven y además eso lo ven complementado con otra, con otras áreas. Tenemos además aquí el spelling bee en el cual pues también hay participación de los chicos y también pues se ve como la participación de ellos ya ha nivel interinstitucional y así. Son buenos los proyectos transversales.

También con la parte de emprendimiento porque emprendimiento aquí en el colegio pertenece al área de inglés, también ellos ven enriquecido el manejo del idioma con algunas experiencias empresariales.

Leidy: Si, también las demás áreas, como la de ciencias también trabajan en sus clases diferentes actividades y proyectos donde utilizan el vocabulario de inglés en sociales pero más que todo aquí se fortalece es en el área de ciencias y pues la profe de ética también pues maneja algunas terminologías, finalmente nos ayudan a fortalecer lo que es el proyecto grande de inglés.

Tannia: Ok, muchas gracias y vamos con la última pregunta acerca de la evaluación ¿Cuáles métodos de evaluación son usados en sus clases? y ¿Cómo los utilizan? Profe Leidy.

Leidy: Bueno, cómo les evaluó a ellos. Bueno, yo les evaluo de diferentes maneras. Por ejemplo, cuando hacemos actividades orales pues tienen el proyecto “speak up”, en actividades escritas, también les hago dictados, bueno, les hago diferentes actividades para evaluar no solamente que sea la típica evaluación de escoja a, b o c, no, si no les trato de hacer como evaluaciones diferentes.

Tannia: Ok, muchas gracias. Profe Mireya. ¿tú cómo evalúas a tus estudiantes? ¿cuales métodos de evaluación usas?

Mireya: Bueno, pues, igualmente. Igual que la profe Leidy también utilizo varios tipos de evaluación, de acuerdo al objetivo que pues yo tenga planteado para ellos, a veces la evaluación es más formativa en la cual pues ellos se autoevalúan y de acuerdo a su proceso, de acuerdo a lo que ellos han dado en clases, lo que han investigado, lo que han entendido, ellos también pues proponen una nota. También por otra parte, esa es una parte de la evaluación que yo tengo en cuenta, lo que abarca lo demás es la evaluación sumativa, en la cual se tiene en cuenta el tipo de habilidad que se esté trabajando, entonces, los conocimientos adquiridos, la competencia evidenciada en “speaking, listening, writing”, entonces de ahí teniendo en cuenta la habilidad que ellos han demostrado, esa competencia que ellos han evidenciado pues ahí iría la nota sumativa, todo eso pues lo tengo en cuenta para pues darles a ellos su valoración final.

Tannia: Muchísimas gracias profes por su asistencia y su participación en el proyecto. Que tengan un excelente día.

Mireya: Muchas gracias.

Leidy: Muchas gracias.