



Perceptions of Institutional Strategies to Improve English Performance in the ICFES through
Bilingual Environments.

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ABSTRACT

Keywords: Institutional strategies, ICFES, English performance, Bilingual environments, Educational management.

This research analyzes the perceptions of institutional strategies implemented to improve English performance in the Saber 11 (ICFES) exam through bilingual environments at Colegio Colsubsidio Ciudadela in Bogotá. The study is justified by the persistent gap between national bilingualism goals and the actual results obtained in standardized assessments, which often highlight difficulties in reading comprehension and vocabulary. The primary objective is to interpret the coherence between these management strategies and the real learning needs of the school community.

Methodologically, the study adopts a qualitative descriptive approach. Data collection involved three instruments: a researcher-designed observation grid applied during mock exam sessions, a questionnaire administered to 22 eleventh-grade students, and semi-structured focus group interviews with five English teachers and academic administrators. The information was processed using thematic analysis, which allowed the identification of five analytical codes: the role of mock exams, the development of reading skills, the use of ICFES-based materials, the impact of feedback, and the monitoring of academic progress.

The findings reveal that the institution prioritizes high-fidelity simulations, such as the "Milton Ochoa" mock exams, to replicate real testing conditions. While students acknowledge these strategies as useful for familiarizing themselves with the exam format, they also perceive them as "tedious" and high-pressure. A significant gap was identified in feedback processes; although mock exams provide numerical data, they often lack the pedagogical mediation

necessary for students to understand their errors and improve their communicative competence. Teachers expressed tension between fulfilling administrative mandates for higher scores and fostering meaningful language learning.

The research concludes that institutional strategies are perceived as effective tools for standardization and statistical improvement, validated by the school achieving its highest results in seven years, but at the cost of a "hijacked curriculum" that favors mechanical training over authentic bilingualism. Finally, it is recommended that the institution balance its approach by integrating formative feedback, differentiated instruction to address varying proficiency levels, and more contextualized materials that connect English learning with students' life projects and digital realities.

RESUMEN

Palabras clave: Estrategias institucionales, ICFES, Desempeño en inglés, Ambientes bilingües, Gestión educativa.

Esta investigación analiza las percepciones sobre las estrategias institucionales implementadas para mejorar el desempeño en inglés en el examen Saber 11 (ICFES) a través de ambientes bilingües en el Colegio Colsubsidio Ciudadela de Bogotá. El estudio surge de la necesidad de cerrar la brecha entre las políticas nacionales de bilingüismo y los resultados obtenidos en pruebas estandarizadas, donde se evidencian dificultades persistentes en comprensión lectora y manejo de vocabulario. El objetivo central es interpretar la coherencia entre las estrategias de gestión educativa y las necesidades reales de aprendizaje de los estudiantes.

Desde el punto de vista metodológico, el estudio se enmarca en un enfoque cualitativo descriptivo. Para la recolección de datos se utilizaron tres instrumentos: una rejilla de observación aplicada durante los simulacros, un cuestionario a 22 estudiantes de grado undécimo y entrevistas de grupo focal con cinco docentes y directivos del área de inglés. La información se examinó mediante un análisis temático que permitió categorizar los hallazgos en cinco códigos: el uso de simulacros, el desarrollo de habilidades de lectura, el uso de materiales tipo ICFES, la retroalimentación y el seguimiento del progreso académico.

Los resultados indican que la institución prioriza simulacros de alta fidelidad, como los de "Milton Ochoa", para replicar las condiciones reales del examen. Aunque los estudiantes valoran estas prácticas para familiarizarse con el formato, también las perciben como actividades de alta presión y agotamiento físico. Se identificó una debilidad crítica en los procesos de retroalimentación; los simulacros ofrecen datos numéricos, pero carecen de una mediación pedagógica que permita al estudiante comprender sus errores y mejorar su competencia comunicativa. Los docentes manifestaron una tensión constante entre cumplir con los mandatos administrativos de resultados y fomentar un aprendizaje profundo del idioma.

La investigación concluye que las estrategias institucionales se perciben como herramientas eficaces para la estandarización y la mejora estadística, logrando los resultados más altos de la institución en siete años, pero a costa de un "currículo secuestrado" que privilegia el entrenamiento mecánico sobre el bilingüismo auténtico. Finalmente, se recomienda equilibrar la preparación para el examen con procesos de retroalimentación formativa, instrucción diferenciada para atender diversos niveles de suficiencia y el uso de materiales motivacionales que conecten el inglés con los proyectos de vida de los estudiantes.



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INTRODUCTION

In Colombia, the Colombian Institute for the Evaluation of Education (ICFES) is the national entity responsible for administering standardized assessments aimed at measuring the quality of education across the country. One of its most important evaluations is the *Saber 11* exam, which is taken by students in their final year of high school and serves as a key requirement for access to higher education. This exam assesses competencies in several areas, including critical reading, mathematics, natural sciences, social and civic studies, and a specific section on English.

Within this framework, the continuous improvement of ICFES scores—particularly in English proficiency—has become a central goal for many academic institutions. The growing national emphasis on bilingualism and global competitiveness has led schools to adopt institutional strategies focused on strengthening English language skills. These strategies often include curricular adjustments, teacher training programs, targeted resource allocation, and the implementation of bilingual learning environments that aim to enhance student performance on standardized assessments like the ICFES.

The role of educational management is fundamental in this process. As noted by Connolly, James, and Fertig (2019), “Educational management in practice entails delegation, which involves being assigned, accepting and carrying the responsibility for the proper functioning of a system in which others participate in an educational institution, and implies an organizational hierarchy” (p. 3). This perspective emphasizes that the improvement of ICFES results is not the responsibility of a single actor, but a collective effort that requires well-structured management, shared responsibilities and coordinated actions at different institutional

levels. Effective delegation within educational management ensures that leaders, teachers, and support staff work collaboratively toward the common goal of strengthening students' English language competencies.

Through specific institutional strategies, such as reinforcing English language instruction, integrating technological tools, and creating immersive language experiences, Colombian schools can foster environments that better prepare students for success on the ICFES exam. In this way, educational management and strategic planning become vital components in achieving sustainable improvements in language skills and overall academic performance.

The starting point for this research was one institution, a private school located in Bogotá, named Colegio Colsubsidio Ciudadela, with 240 students in 11th grade divided as follows: 11a, 11b, 11c, 11d, 11e, 11f, and 11g. During the observations carried out at this institution, it was identified that many students had difficulties with English language skills, based on the results they obtained during mock exams in preparation for their ICFES test. This situation highlighted the need to develop pedagogical strategies to address this problem and improve students' academic performance in this area.

Furthermore, this research could be applied to the entire Colsubsidio network which includes four other schools: Colsubsidio Norte, Colsubsidio Maiporé, Colsubsidio Chicalá, and Fundación Colombia School as well as other educational institutions in Colombia. This is because the educational challenges identified in this study, use of the grammar and pragmatics of the English language, difficulties in developing reading comprehension, lack of student engagement, and some learning lacks, are not unique to one school. On the contrary, they are common across many educational settings with similar socio-academic characteristics.

Therefore, the strategies and findings proposed in this research could contribute to improving teaching practices and student outcomes in a broader educational context.

THEORETICAL FRAMEWORK

Previous studies

The first previous study of the present study is entitled “*Análisis de una estrategia pedagógica basada en pruebas ESOL Cambridge en un colegio bilingüe*” by Madroñero, Pachón, and Urrego (2023), analyzes a pedagogical strategy based on Cambridge ESOL tests in a bilingual school. This qualitative, descriptive study was conducted at a bilingual school in Bogotá to analyze the impact of the “Testing” pedagogical strategy on students’ communicative skills in English, particularly in preparation for Cambridge ESOL exams. Data collected through questionnaires and surveys revealed positive perceptions and improved student performance and confidence.

While this study shares similarities with our research—such as the implementation of training strategies, the use of mock exams, and the inclusion of both student and teacher perspectives—it also presents key differences. Their focus was on Cambridge ESOL tests, conducted in a fully bilingual school with 10th-grade students, whereas our study targets ICFES English performance in a school that promotes a bilingual culture but is not officially bilingual, and involves 11th-grade students. Despite these differences, both studies underscore the importance of ongoing evaluation and context-based strategies to enhance outcomes in standardized assessments.

The second previous study of the present research, titled *Results of standardized government tests: An educational quality indicator* by Barragán and Marcelo (2023), examined, through a mixed-method approach, the influence of Saber 11 test results on educational policies and quality in Colombia between 2012 and 2022, focusing on Bogotá. Despite policy efforts, a persistent gap was found between government goals and actual outcomes. Although Bogotá

scored above the national average, overall results—especially in English—remained low, with students performing at the lower CEFR levels. The study reaffirms the importance of measuring educational outcomes through standardized tests and offers valuable insights into how these assessments shape public policy.

While it does not focus on a single institution, its district-level analysis and historical data provide a broader context for understanding the impact of research like ours. By highlighting the role of ICFES and aligning results with national and international standards, the study supports the relevance of institutional improvement strategies aimed at enhancing student performance on standardized assessments.

The third previous study of the present study is entitled *The implementation of an integrated language skills method to improve standardized test results* of the author Steve Hernando Alzate Hernandez (2022). This thesis project proposes an instructional design to improve English performance on Colombia's Saber Pro and Saber 11 tests. Although these exams assess English skills, they do not cover all four core language areas. The design, based on the CEFR and piloted with students from Gimnasio de los Cerros, integrates elements from international exams like TOEFL iBT and Cambridge, and emphasizes the need to develop all four language skills.

This approach highlights how structured instructional design can impact test outcomes, complementing our research, which focuses on understanding perceptions within bilingual schools. The comparison reveals the importance of aligning institutional strategies not only with curricular goals, but also with the real experiences and needs of students and teachers. It reinforces the idea that listening to those directly involved in the learning process is essential to fostering meaningful and effective change in bilingual education.

The fourth previous study of the present research, titled *The effectiveness of a virtual learning environment on the perceptions of 11th-grade students about their preparation for the ICFES Saber 11 test in English*, by Córdoba Mosquera (2024), examines the impact of virtual learning environments on students' perceptions of their exam preparation. This study explored how using a Virtual Learning Environment (VLE) impacted 11th-grade students' perceived readiness for the English section of the ICFES Saber 11 test at Instituto Técnico Jorge Gaitán Durán. Through a qualitative approach including classroom observations, focus groups, and open-ended questionnaires, the research analyzed students' experiences and perceptions of the VLE compared to traditional methods.

Findings showed that students accepted the VLE strategy and felt it improved their self-efficacy and confidence in preparing for the exam. This study helped us reflect on how institutions can support English learning for the ICFES, highlighting the role of Virtual Learning Environments in building student confidence. Our research, focused on broader bilingual strategies, reinforces that tools like VLEs are effective only within well-structured, supportive systems. It reminded us that successful classroom practices depend on strong institutional plans that address students' needs and foster real language progress.

The fifth previous study of the present study is entitled *Implementing reading strategies and ICFES mock exams as a tool to improve reading comprehension on 11th grade students at the INEM Jorge Isaacs School in Cali* of the author Leidy Jhoana Alomia Hurtado (2020). Alomía (2020) designed a project to improve reading comprehension for 11th-grade students at a public school in Cali, aiming to enhance their performance on the Saber 11 exam. The proposal included skimming and scanning strategies delivered through both in-person and virtual workshops.

Although full implementation was hindered by the pandemic, digital materials were prepared for future use. The project emphasized reflective teaching, social engagement, and institutional involvement as key aspects of teacher training. This study reaffirmed the importance of reading comprehension for success in the ICFES exam, highlighting students' difficulties and the effectiveness of skimming and scanning strategies for efficient reading under time constraints. The inclusion of lower grades as part of social engagement is notable but not directly relevant to our research. The study's emphasis on self-evaluation and teacher reflection is valued for improving pedagogical practice and professional development.

Main concepts that guide this study

For this research, **perceptions** refer to the cognitive process through which an individual receives information and forms a mental image of the surrounding reality (Santos, García & Vallelado, 2011). The author highlights that perception is the active process by which individuals interpret information and construct their own view of reality. In educational settings, this means that teachers, students, and school leaders may perceive institutional strategies differently. Understanding perception helps reveal how these strategies truly impact them.

On the other hand, another important concept is **educational management**, defined as “Educational management is all about factual application of management principles in education fields” (Abdalla and Ali, 2017). The authors emphasize how applying management principles, such as planning, organizing, and evaluating—can enhance the functioning of schools. Additionally, another author defines English language teaching in Colombia as a process influenced by several historical, theoretical, and practical factors, highlighting key points such as historical influence, teacher training, and critical reflection (Durán, 2024). While this perspective

offers valuable insights into the complexities of English teaching in Colombia, we differ somewhat in the emphasis placed on historical factors.

In our view, although history shapes the context, current educational management practices, policies, and institutional leadership have a more direct and significant impact on the quality and outcomes of English instruction. This reinforces the importance of effective educational management that blends contextual understanding with strategic actions to improve English teaching nationwide.

In addition to educational management, it is important to consider **bilingual environments**, which are defined as settings that exemplify greater complexity and unpredictability. Acquiring multiple languages requires understanding a wider and more diverse range of sounds, vocabulary, grammar rules, social language use, and more intricate connections between language and real-world references (Singh, Barr, Quinn, Kalashnikova, Rocha-Hidalgo, Freda, & D'Souza, 2024). This definition highlights the complexity of bilingual environments, as students must simultaneously manage many language aspects. Therefore, schools need strong, comprehensive strategies to support students in handling this complexity and succeeding in English and the ICFES exam.

Another essential concept to consider in this context is **English performance**, which refers to students' ability to demonstrate their English language knowledge and communicative skills effectively in real or simulated contexts through meaningful tasks and assessments (Espinosa, 2015). This concept expands from the teacher's point of view ideas and recommendations to improve the teaching and evaluation of English in learning contexts, adaptive to the skills that the student must have for an adequate performance in the language.

In this regard, a study by another author explored the pedagogical strategies used by an English teacher in a bilingual classroom, employing a linguistic ethnographic approach (Silviyanti, Waluyo and Alya, 2023). The findings showed that intra-sentence translanguaging was the most frequently used strategy, followed by the use of gestures, while translation was seldom applied. The study also identified challenges such as students' preference for the local language and time constraints in classroom instruction.

While this study provides valuable insight into classroom-level strategies and teacher practices, our research emphasizes a broader perspective: the role of institutional strategies in improving English performance. We argue that the effectiveness of English teaching, especially when aiming to enhance ICFES outcomes, cannot rely solely on individual teacher efforts. It requires comprehensive institutional support, including curriculum design, leadership, bilingual education policies, and systemic assessment tools. Without these structural elements, even well-intentioned classroom strategies may fall short of achieving sustained and measurable progress in students' English proficiency.

Building on the concept of English performance, it becomes essential to examine how institutions contribute to enhancing students' language outcomes through broader organizational efforts. This brings us to the notion of **institutional strategies**. According to the IGI Global definition (Elçi, 2019), institutional strategies comprise a set of institutional actions designed to manage institutional structures. In the source's university context, this involves initiatives or plans specifically aimed at maintaining or transforming regulations, norms, and practices that influence the competitiveness and funding of the educational institution. Although Elçi (2019) focuses on a university context, his approach is valuable for understanding how institutions can plan strategic actions to address internal and external challenges. His emphasis on infrastructure

and teacher training is relevant to our study, as 11th-grade students also need institutional strategies that combine pedagogical, technological, and organizational components to support their transition to higher education.

In a related vein, a study on bilingual education in Bogotá by Martínez (2023), using the results of the Saber 11 test as a key performance indicator, highlights persistent challenges despite various governmental programs. It points to limitations such as insufficient teacher training, lack of resources, poorly defined educational objectives, and an overemphasis on exam preparation rather than meaningful language use.

These findings reaffirm the importance of comprehensive institutional planning to ensure that policy initiatives translate into tangible improvements in classroom practices and student outcomes. However, we take a critical stance on the study's strong disapproval of standardized testing as a tool for evaluating learning. While we recognize that exams like Saber 11 may not capture all dimensions of student ability, especially in under-resourced environments, we see evaluation as a formative tool within the teaching-learning process. Properly contextualized, such assessments can help reveal strengths developed by students in challenging contexts and guide the refinement of both teaching practices and institutional strategies.

Research Question

The growing emphasis on bilingualism and the need to improve English performance in Colombia's Saber 11 (ICFES) exam, many schools have implemented institutional strategies aimed at strengthening English instruction, based on that: What are the perceptions about institutional strategies implemented to improve English performance in the ICFES exam through bilingual environments perceived in the context of Colegio Colsubsidio Ciudadela?



OBJECTIVES

General Objective

Analyze the perceptions of institutional strategies implemented to improve English performance in the ICFES exam through bilingual environments at Colegio Colsubsidio Ciudadela.

Specific Objectives

1. Characterize the institutional strategies used to promote English language improvement for the ICFES exam through bilingual environments.
2. Explore how these strategies are perceived by students.
3. Interpret the coherence between institutional strategies and the English learning needs of the school community.
4. Propose recommendations to strengthen the implementation of bilingual strategies aimed at improving English performance in ICFES.

METHODOLOGY

Methodological Approach

The study was framed within a qualitative approach, since it sought to analyze the perceptions, opinions, and evaluations of the school actors (students, teachers, and administrators) regarding the institutional strategies. Qualitative research referred to a group of approaches that focused on examining data expressed through natural language and the representation of human experiences, such as social interactions or artistic forms (Levitt, Bamberg, Creswell, Frost, Josselson, and Suárez-Orozco, 2018). This approach allowed for an understanding of the meanings and experiences that individuals attributed to the pedagogical actions implemented in the school, providing a deep and contextualized perspective that could not be reduced to numerical data.

Figure 1

Methodological steps

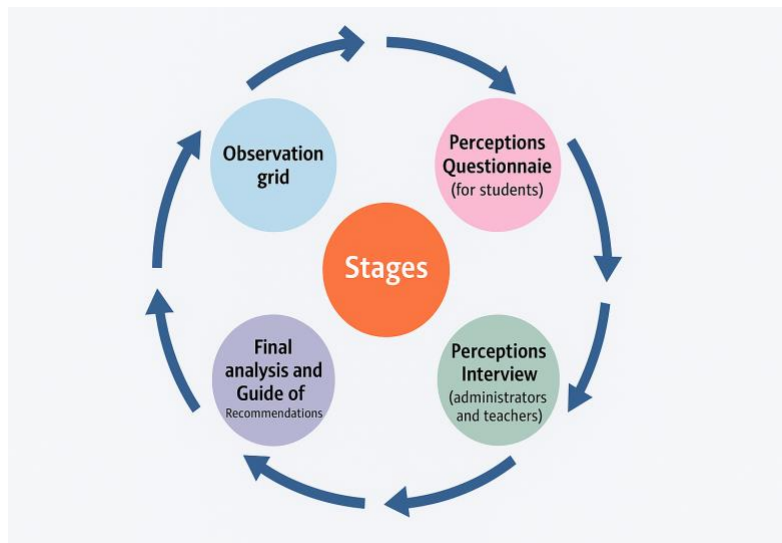


Figure 1 Methodological step

***Note:** This figure represents the methodological phases for this project, created by us with the assistance of Artificial Intelligence, specifically ChatGPT.*

Type of Study

This research project was framed within a descriptive study, since its main purpose was to analyze the perceptions of the institutional strategies aimed at improving English performance in the ICFES exam. According to Hernández, Fernández-Collado, and Baptista (2014), descriptive studies aim to detail the qualities, traits, and profiles of individuals, groups, communities, processes, objects, or analyzed phenomena, without attempting to determine causal or correlational relationships among them. Therefore, this study described in detail the actions and perceptions of the educational community with respect to the implemented strategies, providing a clear picture of how they were manifested in practice and how they were valued within the school context.

To conduct a descriptive study, four phases had to be followed in a systematic manner. The first phase involved the definition of the problem and the objectives, where the researchers specified the phenomenon to be described, formulated the guiding questions, and set the scope of the study. This was carried out in the first part of the project. The second phase corresponded to the design of the methodological strategy, which included reviewing the relevant literature, selecting the participants, and defining the instruments that were used to collect the information, such as observation grids, questionnaires, or interviews. In this study, it was explained how this process was developed in the methodological chapter.

The third phase was the data collection and analysis process, where the instruments were applied in the selected context to gather detailed information about the phenomenon under study.



In a qualitative descriptive study, this implied coding, categorizing, and interpreting the collected material to identify patterns and relevant findings. Once the instruments had been applied, the information was analyzed using a thematic analysis method in order to understand the perceptions.

Finally, the fourth phase corresponds to the presentation of results and formulation of recommendations. At this stage, the researchers report the descriptions obtained and links them to the objectives of the study, while also developing a practical guideline of recommendations that consolidates the main findings and offers concrete strategies to strengthen institutional practices and improve English performance in the ICFES exam.

Context and Participants

The study was conducted at *Colegio Colsubsidio Ciudadela* in Bogotá, a private institution that offers primary and secondary education and places particular emphasis on the development of bilingual competencies. This school is part of the larger Colsubsidio network, which promotes bilingualism as a central component of its institutional project, aiming to strengthen English proficiency as both an academic skill and a tool for global competitiveness. The secondary-level student body consists of approximately 240 learners, distributed across several eleventh-grade classes. For this research, a purposive sample of 22 eleventh-grade students was selected, given that they are in the final stage of schooling and represent the group most directly preparing for the national ICFES exam.

The selection criteria included their availability and willingness to participate, as well as their status as active candidates for the Saber 11 assessment. Participation was voluntary and



carried out with full awareness of the scope of the study, through assent signed ([Appendix 1](#)) by both students and their parents, in accordance with institutional ethical guidelines and considering their status as minors. The students, aged between 16 and 18, had all received continuous English instruction throughout secondary school, including exposure to mock exams and bilingual learning environments promoted by the institution.

Moreover, four English teachers participated in the study. All of them hold professional degrees in Foreign Languages or English. In addition, one of them is a polyglot and another is a master's student. All of them with more than four years of teaching experience, these teachers are responsible for the tenth- and eleventh-grade courses and thus play a central role in leading the institutional strategies designed to strengthen English proficiency and improve performance in external assessments. Their participation was also voluntary and formalized through informed consent ([Appendix 2](#)), reflecting their interest in contributing to the study and gaining insights into how their own practices and institutional strategies are perceived. Each teacher contributes differently: while some are more involved in designing and applying mock exams, others focus on classroom strategies, communicative activities, or providing individualized feedback to students.

Finally, the academic administrators also took part, specifically the Head of the English Area. These roles are fundamental to the institutional management of bilingual education. The Head of the English Area supervises curricular coherence, teacher performance, and the incorporation of pedagogical innovations. Her participation ensured that the study included not only classroom-level perspectives but also those related to academic planning, resource allocation, and institutional leadership.



The combination of students, teachers, and administrators provided a broad and comprehensive understanding of the institutional context and the efforts implemented to strengthen English preparation in relation to standardized testing within a bilingual environment. By combining these different perspectives, the study was able to capture how strategies are designed, applied, and experienced at multiple levels of the school system, ranging from student learning experiences to teacher practices and institutional planning.

Instruments

Observation grid

To address the objective of characterizing institutional strategies, a self-designed **observation grid** ([Appendix 3](#)) was developed in line with general principles for constructing qualitative instruments, which emphasize the need for systematic recording to ensure that the information collected can be properly organized and analyzed. As Flick (2007) points out, qualitative observation requires predefined categories and structured procedures to transform individual perceptions into comparable and meaningful data. This rationale guided our choice of the observation grid as the first instrument for the study.

In addition, Angrosino (2007) highlights that instruments such as observation guides and grids provide a systematic framework that prevents the researcher from relying on scattered impressions, ensuring methodological rigor instead. In this sense, the observation grid designed for this project allows the systematic recording of the actions implemented by the institution during the ICFES preparation sessions and the Milton Ochoa mock exams. The grid is structured around three main dimensions (Design and administration of the mock exams, Pedagogical

strategies in bilingual settings and Feedback and follow-up processes) and applied in person during one of the Milton Ochoa mock-exam sessions scheduled by the institution.

1. **Design and administration of the mock exams:** aimed at observing how simulations are scheduled, their alignment with ICFES standards, and their frequency, based on the institutional perception that practice under real conditions enhances English performance.
2. **Pedagogical strategies in bilingual settings:** focused on recording the extent to which students are exposed to meaningful use of English, under the assumption that authentic contexts foster the development of the skills later assessed by the ICFES.
3. **Feedback and follow-up processes:** intended to capture how results are communicated and whether subsequent improvement actions are implemented, reflecting the shared belief that continuous support is key to student progress.

Each dimension includes observable indicators, such as the frequency of English-language materials used, the type of practice activities targeting critical reading skills, and the mechanisms applied to analyze results. Each dimension includes a specific recording criterion adapted to the type of evidence expected.

Dimension 1 (Design and application of mock exams): The criterion uses a Yes/No scale to determine whether the mock exams are applied and whether their contents align with ICFES competencies. This binary scale ensures clarity in identifying compliance.

Dimension 2 (Pedagogical strategies in bilingual environments): The criterion is based on frequency (Always, Frequently, Sometimes, Rarely, Never) to capture the recurrence of using

meaningful English materials and activities. This allows the observer to measure not only presence but also intensity of use.

Dimension 3 (Feedback and follow-up): The criterion ranges from very detailed to not observed, and from consistent actions to not observed, depending on the indicator. This graded scale makes it possible to evaluate the depth and quality of feedback and follow-up provided to students.

By tailoring the criteria to the nature of each dimension, the instrument ensures that data collection is systematic, reliable, and sensitive to variations in practice.

The construction of this grid was guided by the specific objective of characterization. After reviewing the literature and the institution's guidelines, three key dimensions were defined: (a) design and implementation of simulations, (b) pedagogical strategies in bilingual environments, and (c) feedback and follow-up. For each dimension, observable indicators were formulated, and a mixed format was adopted to combine a Yes/No scale with qualitative notes. Finally, the instrument was validated through its application during the Milton Ochoa mock exam sessions, which confirmed its pertinence and relevance for capturing the institutional strategies under study.

Questionnaire

To address the objective of exploring students' perceptions regarding institutional strategies, a self-designed **Questionnaire** ([Appendix 4](#)) was applied. This instrument collected students' opinions and experiences regarding the classroom strategies and their perceived impact on learning. According to Arias (2012), although questionnaires are mainly associated with

quantitative methodologies, they can also be used in qualitative studies to investigate students' perceptions and opinions, allowing relevant information to be gathered about their experiences and beliefs regarding their learning environment. This explains why a perception questionnaire is a good tool as a second instrument in our research work.

A questionnaire is a structured data collection tool consisting of a set of questions designed to obtain systematic information from the subjects involved in the study. Arias (2012). Within the framework of our research, this questionnaire has been designed to allow students to openly express their perceptions regarding the strategies implemented in the English area to prepare them for the ICFES exam. In this way, the instrument not only captures quantifiable responses, but also valuable narratives, as it allows participants to express in their own words their opinions, experiences, and assessments of which strategies they have found useful, problematic, or in need of improvement. Consequently, the questionnaire acts as a bridge between the empirical dimension of the study and the student's voice, allowing us to see how pedagogical decisions impact their learning processes and preparation for the standardized test.

The data collection instrument consisted of a questionnaire designed through Google Forms, with the purpose of facilitating students' access and participation. This digital format was chosen considering that, at the time of its application, students were nearing the end of the school year, which could have affected their willingness to respond to handwritten surveys. The use of an online platform optimized the data collection process, prevented writing or legibility errors, and simplified data analysis through digital tools.

The questionnaire was structured in two sections:



- The first included a closed multiple-choice question aimed at identifying the pedagogical strategies implemented in the English area during preparation for the ICFES exam. This question also included an “other” option, allowing participants to mention any additional strategies not initially listed by the researcher.
- The second section consisted of eight open-ended reflective questions, designed for students to express, in paragraph form, their perceptions and evaluations of the strategies used. Additionally, name and age were requested voluntarily, ensuring that this information would not affect the authenticity of their responses.

This structure allowed the collection of rich qualitative data about students’ experiences, opinions, and perspectives, offering meaningful insights into the institutional strategies implemented for English learning and exam readiness.

The questionnaire was sent via email to the **22 students** selected as the study sample, all of whom had previously signed the informed consent form confirming their voluntary participation. Participants were able to complete the form at their own convenience, ensuring comfort and autonomy in their responses. The completed questionnaires were automatically sent to the email account of one of the researchers, who was responsible for organizing and analyzing the data. This procedure guaranteed both the confidentiality of participants and the systematic management of the collected information.

Interview in focus group

The development of the focus group for teachers was guided by the qualitative descriptive approach of this study, which aims to explore how institutional strategies correspond to students’ real learning needs within the English area. Rather than seeking to measure variables statistically, the purpose of this instrument was to gain a deep and collective understanding of

teachers' experiences, perceptions, and reflections regarding their everyday pedagogical practices and their role in implementing institutional strategies.

The focus group was conceived as a dialogic and reflective space that encourages the interaction of multiple perspectives, allowing participants to share and contrast their experiences while collectively constructing meaning. In line with Krueger and Casey's (2014) definition, a focus group is understood as a structured and carefully planned discussion that seeks to gather participants' perceptions and insights about a specific topic within a comfortable, open, and non-threatening environment. This methodological choice allowed the study to capture the richness of group dynamics and to identify both shared patterns and divergent viewpoints that emerge from real classroom contexts.

The session was conducted with a total of six participants — four English teachers and two institutional directors — whose professional roles provided complementary insights into how institutional strategies are designed, implemented, and experienced within the English area. Their participation allowed the discussion to address both pedagogical and administrative perspectives, enriching the analysis with a holistic view of the institutional process.

To achieve this, the focus group was designed with open-ended guiding questions, providing the flexibility necessary to explore emerging themes and unexpected insights that might arise during discussion. This structure ensured that the conversation could evolve naturally while remaining aligned with the main research objectives. The questions were intended to explore key dimensions such as the relevance and coherence of institutional strategies, the challenges teachers face in their implementation, the perceived impact on students' learning outcomes, and the teachers' proposals for improvement based on their classroom realities.

The wording of the questions was deliberately clear, simple, and neutral to avoid influencing participants' responses and to promote authentic, thoughtful, and reflective answers. Each question encouraged participants to express, in their own words, how they interpret the relationship between institutional planning and the real needs, motivations, and learning gaps of their students. This approach reflects the principle that qualitative inquiry prioritizes participants' voices and the contexts in which their experiences occur. As Creswell and Poth (2018) explain, qualitative research seeks to construct a comprehensive understanding of a phenomenon by capturing multiple perspectives and situating them within their natural environment.

The entire process of designing and refining the focus group instrument was carried out to ensure consistency, clarity, and alignment with the study's objectives. Thus, the instrument became more than a set of questions; it served as a bridge between institutional decision-making and teachers' lived experiences, enabling the research to capture meaningful and contextually grounded insights about the coherence between educational strategies and students' actual needs. Through this tool, the study was able to highlight not only how teachers perceive the institutional efforts to improve English learning but also how they adapt these strategies to meet the realities of their classrooms.

The following guiding questions were used to facilitate the focus group discussion:

- How do you think the current institutional strategies in the English area respond to your students' real learning needs?
- What challenges have you faced when implementing these strategies in your classroom?
- In your experience, which strategies have been most effective in helping students improve their English performance?
- How does the institution support teachers in adapting or improving these strategies?

- What changes or improvements would you suggest to make the strategies more aligned with students' expectations and learning styles?
- *Objective 4:* Propose and recommend strategies.

Data Collection Methods

The first instrument employed for data collection was a researcher-designed observation grid ([Appendix 5](#)) aimed at systematically identifying and documenting institutional strategies implemented to strengthen students' English performance in the ICFES within bilingual learning environments. The design of the grid was theoretically informed by literature on standardized assessment practices, formative feedback, and bilingual pedagogical frameworks, previously defined in the conceptual framework.

Data were gathered through direct, non-participant classroom observation during officially scheduled ICFES preparation sessions and during the administration of mock exams developed by Milton Ochoa with upper-grade students. The researchers adopted an external, non-interventionist stance to minimize reactivity and preserve the authenticity of institutional practices. Observations were conducted in real time, and the grid was completed concurrently without interfering with the teaching or testing process. Each observation covered the full school day (8:00 a.m. to 5:00 p.m.), structured according to the segmented format of the national examination, which allowed for a comprehensive record of institutional procedures from initial briefing to final session closure.

The observation grid was structured around three analytical dimensions. The first dimension examined the design and administration of the mock exams, focusing on the teacher in charge of test implementation. Indicators included punctuality, clarity and standardization of

instructions, logistical organization, adherence to testing protocols, and potential procedural limitations. Particular attention was given to how closely the simulation replicated the conditions of the national high-stakes examination.

The second dimension explored pedagogical strategies and the overall evaluative environment. This dimension documented classroom organization, material restrictions, interaction patterns, and behavioral norms during testing. The emphasis was placed on identifying whether the institutional approach privileged procedural fidelity over pedagogical mediation. Observational evidence consistently indicated a highly controlled environment characterized by strict silence, minimal teacher-student interaction, and standardized seating arrangements, reinforcing the high-stakes testing atmosphere.

The third dimension assessed feedback and follow-up processes, including the presence, depth, and structure of teacher feedback, the articulation of improvement plans based on mock results, and institutional monitoring mechanisms. Notably, no formative feedback practices were observed during the sessions. The institutional focus remained on the completion of the test booklets, with no allocated time for performance analysis or instructional adjustment. This finding suggests a predominantly procedural orientation toward assessment implementation rather than a data-informed pedagogical approach.

To enhance methodological rigor, the grid incorporated differentiated measurement scales tailored to each type of indicator. Dichotomous items verified the presence or absence of institutional practices, frequency scales captured the regularity of pedagogical actions, and qualitative depth scales assessed the level of detail in feedback mechanisms. Throughout the

process, the researchers ensured minimal disruption to normal school activities and upheld confidentiality standards, using the collected data exclusively for academic purposes.

The second instrument employed for data collection was a questionnaire addressed to eleventh-grade students, 22 in total, with 100% of participation, designed to gather their perceptions regarding the institutional strategies implemented to strengthen English performance in the ICFES within the bilingual learning environment. The instrument was developed using Google Forms, which enabled digital distribution and systematic response collection.

Prior to completing the questionnaire, students were informed about the voluntary nature of their participation and the confidentiality of their responses. Initially, some students assumed that the questionnaire would be written in English, which could have limited the depth and spontaneity of their answers. For this reason, its research purpose was clarified once again, and the instrument was administered in Spanish to ensure greater precision in the expression of their perceptions. Students were also reminded that there were no right or wrong answers and that honest opinions were encouraged. The form allowed participants to optionally provide personal information such as name and age; however, several responses were submitted anonymously.

The administration process consisted of sending the questionnaire link to students via institutional email and providing in person reminders to confirm receipt. Participants were given full autonomy to complete the questionnaire at a time and place of their preference. Some responded from home, while others completed it during free periods within the school day. This approach ensured natural conditions and avoided any form of teacher intervention during completion. Most students completed the form in a single sitting using digital devices.



The questionnaire included a combination of closed and open ended questions. Closed questions allowed for the collection of structured information regarding general tendencies, while open ended questions enabled students to elaborate on their responses and express their perceptions in their own words, thereby enriching the qualitative analysis.

Once submitted, responses were automatically recorded in the Google Forms database. The research team subsequently exported and organized the data using coded identifiers to protect participants' identities. The collected data, included in ([Appendix 6](#)), were stored in a restricted-access digital repository. Throughout the process, ethical principles such as confidentiality, voluntary participation, and respectful handling of information were strictly upheld.

The third instrument for data collection was implemented through semi-structured interviews conducted with five teachers during the fieldwork phase ([Appendix 7](#)). The interviews were intentionally scheduled at the end of the academic year, once classes had concluded, and the school environment was free from the presence of students. This timing allowed for a calmer and more reflective setting, enabling participants to adopt a broader and more analytical perspective on the practices developed throughout the year, without the pressure associated with daily school dynamics. The session was scheduled in advance and conducted in an appropriate space within the institution, ensuring both participant comfort and clear audio recording.

Before beginning the session, teachers were informed about the voluntary nature of their participation and the confidential handling of the information provided. Verbal consent was obtained, and permission was requested to audio-record the conversation for research purposes. The teachers expressed genuine interest in participating in the study, noting that the institution

does not frequently provide formal spaces for academic reflection on evaluative processes of this kind. Their positive disposition facilitated the development of a deep and reflective dialogue aligned with the objectives of the research.

During the session, the interviewer provided participants with a printed version of the guiding questions that would structure the conversation, allowing them to become familiar with the thematic focus in advance. This strategy enhanced transparency and encouraged more structured and thoughtful responses. A previously designed semi-structured interview guide was followed, ensuring thematic consistency while maintaining flexibility to ask follow-up questions when clarification or expansion was needed. The interview was conducted in a conversational tone, fostering openness, trust, and depth in participants' responses.

After completion, the audio recording was securely stored in the research database and later prepared for transcription and analysis. Throughout the entire process, ethical principles such as confidentiality, voluntary participation, and respectful interaction with participants were strictly upheld, strengthening the credibility, consistency, and integrity of the collected data.

The use of semi-structured interviews enabled the collection of in-depth professional perspectives and contributed to a more comprehensive understanding of institutional strategies from the teachers' experiential standpoint. This methodological design ensures coherence between the research objectives and the instruments applied, facilitating a holistic understanding of institutional strategies and the perceptions of the educational community.



ANALYSIS OF DATA

The data collected in this study were examined through thematic analysis, a qualitative approach that enables researchers to systematically identify and interpret recurring patterns within textual information. Thematic analysis is defined as a method for identifying, analyzing, and reporting patterns (themes) within data (Braun & Clarke, 2006). This analytical approach was selected because it offers a flexible yet rigorous framework for organizing participants' responses into meaningful themes. Through an iterative process of coding, thematization, and findings aiming for the proposal. The researchers moved from raw data toward analytically significant themes that reflect participants' perspectives. The following section outlines the specific analytical procedures implemented to conduct the thematic analysis in this study.

In the first phase of the analysis, the researchers conducted an initial coding process using the data collected from the three research instruments: the observation grid, the student questionnaire, and the semi-structured interviews with teachers. All the information obtained from these instruments was carefully reviewed and read several times to achieve familiarity with the data and to identify relevant segments related to the research topic. During this stage, the researchers examined the responses and observations in detail, highlighting key ideas, recurring expressions, and significant statements that emerged from the participants' contributions.

This process allowed the researchers to generate preliminary codes from the three data sources, organizing the information in a systematic way. By comparing and reviewing the data across the observation grid, the questionnaires, and the interview transcripts, the researchers were able to identify common elements and emerging patterns that would later contribute to the development of broader analytical themes. This initial coding stage served as the foundation for the subsequent phases of the thematic analysis.

Following the initial coding process, ten recurring codes were identified across the three data sources: the observation grid, the student questionnaire, and the semi-structured interviews with teachers. The identification of these codes was supported through the use of an artificial intelligence application, ChatGPT, which assisted the researchers in organizing and comparing the qualitative information from the three instruments. This tool facilitated the identification of common patterns and thematic connections across the datasets, allowing the researchers to systematically link the information obtained from observations, student responses, and teacher perspectives.

Through this process, ten preliminary codes emerged that reflected recurring strategies, practices, and perceptions related to English learning and exam preparation. After reviewing and refining these codes, five of the most representative and analytically significant ones were selected to guide the results section. These codes were chosen because they consistently appeared across the three instruments and provided meaningful insights into the strategies implemented to support students' English learning and preparation for the national examination.

The selected codes were organized into five main analytical codes: Mock Exams as a Preparation Strategy, Reading Comprehension Development, Technology Supported Learning, Feedback on Learning Results, and Monitoring Students Progress. The following subsections present a detailed analysis of each category based on the evidence collected from the different research instruments.

Code 1: Use of Mock Exams for ICFES Preparation

This code analyzes the implementation of mock examinations as a predominant institutional strategy for familiarizing students with the Saber 11 national standardized test. Evidence from the observation grid confirms that *"Si. Se aplican simulacros de inglés*

de forma periódica durante el año escolar." The institution prioritizes high-fidelity simulations to replicate real exam conditions. During these eight-hour sessions, students interact with booklets from Milton Ochoa, strictly aligned with the English component's structure. This logistical rigor is consistent with the principle of test-wiseness, which, in contemporary educational contexts, is viewed as a necessary cognitive alignment to reduce the cognitive load during high-stakes assessments (Rezaei, 2015). The observed "absolute silence" and organized environment indicate a focus on administrative fidelity; however, this structural strength contrasts with the pedagogical gaps identified in the other instruments.

Data obtained from the student questionnaire reinforces the central role of these mocks but reveals tension regarding their instructional value. While some students value the practice, others critique the lack of mediation. For instance, student (S15) mentioned: *"milton ochoa no fue tan util porque eran jornadas muy largas sin instrucciones solo lo que respondieramos y ya"*, highlighting a perception of the activity as a mechanical task rather than a learning opportunity. This aligns with recent studies on the washback effect in Latin American bilingual contexts, which suggest that an over-reliance on standardized formats can lead to "teaching to the test," potentially limiting the development of communicative competence (Sánchez & Rios, 2021). Conversely, student 6 (S6) expressed a more positive view of the utilitarian benefit: *"Simulacros Milton Ochoa ya que siento que nos preparan más para obtener un mejor Icfes y demás evaluaciones a nivel Nacional"*, showing that students often internalize the test's importance as a gateway to higher education.

The tension between mechanical practice and meaningful learning is further explored by the student 1 (S1), who noted that the intensive implementation of these systems in eleventh grade led to a sense of being *"pressured"* to acquire knowledge in a short time. This experience

is consistent with the notion that effective preparation should be a longitudinal process that integrates language proficiency with strategy building (Green, 2021). From the teaching perspective, the focus group confirmed that educators see the diagnostic potential of mocks but struggle with their implementation. The teacher Jonathan S argued in the interview that these strategies help mitigate the *"vocabulary deficit"* in English. However, Teacher Nicol O. warned that without proper mediation, the process loses its pedagogical value: *"si no brindamos la retroalimentación adecuada eso se queda en un resultado de un número más y ya"*.

Finally, the researchers triangulated these findings, noting that students and teachers specifically criticize the absence of a deep feedback process. The lack of opportunities to analyze questions after each simulation reveals a gap in the instructional cycle. This is consistent with modern theories of Assessment for Learning (AfL), which posit that for testing to improve performance, it must move beyond data collection to provide "actionable feedback" that guides the student's next steps (Wiliam, 2018). Therefore, the effectiveness of Code 1 depends on moving beyond logistical simulation toward a reflective model where mock exams serve as a platform for critical analysis and language development.

Code 2: Development of Reading Skills in English

This code refers to the emphasis placed on reading comprehension as a fundamental strategy to support students' English learning and preparation for the ICFES examination. Evidence for this code emerged from the three research instruments: the observation grid, the student questionnaire, and the focus group interview with teachers.

Through the observation grid, researchers identified that reading comprehension is included within classroom practices. Specifically, it was observed that: *"las actividades de práctica se enfocan en las competencias de lectura crítica y comprensión de textos en inglés"*,

which indicates that reading activities are part of the instructional process. This observation is consistent with the notion that reading comprehension requires students to understand, interpret, and evaluate written texts (OECD, 2018), as these competencies are reflected in the type of activities implemented in the classroom. The observation also showed that reading tasks were consistently present as part of classroom instruction. These activities included reading texts followed by comprehension questions aligned with exam-type formats. However, it was also noted that the level of student engagement varied across activities, particularly when texts were more complex or included unfamiliar vocabulary.

In a similarly way, the information obtained from the student questionnaire reinforces this finding, as reading activities were also identified by students as a key component of their English learning process. Many students reported that reading exercises were frequently used in class to help them practice for the ICFES exam: for example, student 21 (S21) mentioned: *“La principal diferencia fue el enfoque. En las clases regulares se trabaja vocabulario, gramática y temas generales del idioma, mientras que en las sesiones de preparación para el ICFES todo está orientado a desarrollar habilidades de comprensión de lectura y análisis de textos”* which confirms that students perceive reading comprehension as a central strategy during exam preparation. Similarly, student 2 (S2) mentioned *“ Si, porque me ayudaron a conocer como estaban organizadas las preguntas en las pruebas ICFES y que suelen preguntar, ademas que mejoraron mi comprension lectora y mi vocabulario, haciendo que poco a poco fuera teniendo mejores resultado ”* highlighting that students associate reading activities not only with understanding texts but also with becoming familiar with exam structures and improving their performance overtime.

These kinds of practice activities oriented toward critical reading and text comprehension, allow students to engage with written materials and develop strategies for identifying main ideas, interpreting meaning, and understanding vocabulary within context. These activities often involve reading passages followed by comprehension of questions similar to those found in standardized assessments. This is consistent with the idea that critical reading requires readers to analyze, interpret, and evaluate information presented in texts rather than simply understand it (Afflerbach et al., 2017).

In line with this, the information obtained from the focus group interview with teachers also reflects the presence of reading-based activities in classroom practices, while highlighting some of the challenges associated with their implementation. Teachers pointed out that reading tasks can be difficult to manage due to differences in students' language proficiency levels. As Teacher Damian Q. mentioned, *“una actividad de lectura y eso es un es complicado, es complicado para uno como docente manejar eso porque hay estudiantes que tienen muy buen vocabulario, buenas estructuras, buenas bases, mientras que otros pues no tanto”*, indicating that variations in vocabulary and language skills influence how students engage with reading comprehension activities. This is consistent with research indicating that differences in learners' vocabulary knowledge and language proficiency significantly affect reading comprehension performance (Jeon & Yamashita, 2016).

Overall, the analysis of the three instruments demonstrates that reading comprehension is a consistent and central component in students' preparation for the ICFES examination. Evidence from classroom observations, student responses, and teacher perspectives shows that reading activities are regularly implemented and recognized as part of the learning process, although certain challenges related to students' proficiency levels remain present.



Code 3: Use of ICFES-based instructional materials in English classes

This code refers to the use of instructional materials in English as part of strategies implemented to support students' learning processes and preparation for the ICFES examination. Evidence for this code emerged from the three research instruments: the observation grid, the student questionnaire, and the focus group interview with teachers.

Through the observation grid, researchers identified that meaningful instructional materials in English are incorporated into classroom practices. Specifically, it was observed that *“se utilizan materiales significativos (textos, audios videos) en inglés durante las clases en pro de las pruebas, frecuentemente”*, which indicates that different types of materials, including texts, audio resources, and structured activities, are used during lessons. These materials were selected to support students' understanding of the language and to provide opportunities to practice skills related to the ICFES examination. The presence of varied instructional materials suggests that classroom activities are supported by resources designed to facilitate comprehension and engagement with English content. This is consistent with the idea that the use of multimodal instructional materials enhances language learning by providing diverse input and supporting comprehension (Tomlinson, 2016).

Consistently, the information obtained from the student questionnaire reinforces this finding, as students reported working with ICFES-based instructional materials during their English classes. Several participants mentioned that they use texts, exercises, and other resources specifically aligned with the ICFES exam as part of their learning process. For example, S1 stated: *“Preparación dentro de las clases con material del ICFES, puesto que todos estamos concentrados y los profesores tienen un muy buen material y conocimiento sobre las pruebas que nos pueden dar a conocer”*, which highlights that students recognize the use of ICFES-based



materials as a relevant component of their exam preparation. Similarly, Student 3 (S3) mentioned: *“Los ratios y la preparación con material ICFES dentro de las clases, ya que los ratios permite que el estudiante lleve un proceso más personalizado al estar en grupos pequeños de estudiantes, el material ICFES permite familiarizarte con el formato de la prueba y el tipo de preguntas a resolver”*, emphasizing that students associate these materials with both personalized learning processes and familiarity with the exam structure. In addition, Student 20 (S20) stated: *“Si, considero que las estrategias respondieron a mis necesidades y si influyeron en mis resultados. Los simulacros y el material del ICFES me ayudaron a familiarizarme con el tipo de preguntas y a mejorar mi velocidad y comprensión lectora. Además, las explicaciones durante las clases me permitieron entender mejor como analizar textos y descartar opciones incorrectas”*, highlighting that students perceive these materials as contributing to improvements in reading comprehension and exam performance. As noted by McGrath (2016), exposure to structured instructional materials supports the development of reading comprehension and enhances learners’ performance in language assessments. These responses indicate that ICFES-based instructional materials are a consistent element in classroom activities and are perceived by students as a key component of their preparation for the exam. Additionally, students associated these materials with opportunities to practice vocabulary, reading, and comprehension skills.

Similarly, the focus group interview with teachers also reflects the use of instructional materials as part of teaching practices. Teachers mentioned the use of books, digital O. resources, and reading plans as part of their instructional strategies. For example, Teacher Nicol O. explained that instructional materials are not only used in traditional formats, but can also be adapted into interactive activities, stating: *“dando material, ehh a mi por ejemplo me funciona*

mucho a través del juego brindarles la oportunidad de conocer el examen, entonces yo no les daba la pregunta a, b, c, sino hagámoslo a manera de juego de competencia espera lograr, en once específicamente". This is consistent with the idea that interactive and game-based learning environments support student engagement and improve their understanding of learning content (Deterding, 2017). These materials are used to guide classroom activities, provide structured content, and support students' learning processes. Teachers also indicated that these resources help organize lessons and provide students with consistent exposure to English language input.

Based on the analysis the researchers considered that instructional materials in English are consistently used within the institution as part of the teaching and learning process. The observation grid confirms their presence in classroom activities, the student questionnaire reflects students' interaction with these materials, and the teacher interview highlights their role in structuring instructional practices. These findings indicate that instructional materials are a key component of English learning and contribute to students' preparation for the ICFES examination.

Code 4: Feedback on student performance

This code refers to the role of feedback as part of the strategies implemented to support students' learning processes and preparation for the ICFES examination. Evidence for this code emerged from the three research instruments: the observation grid, the student questionnaire, and the focus group interview with teachers.

Through the observation grid, researchers identified that feedback is present within classroom practices, particularly after the implementation of mocks exams. Specifically, it was observed that "*Los docentes brinda retroalimentación individual o grupal posterior a cada simulacro. No observada*", which indicates that although feedback is considered part of the



instructional process, it was not consistently evidenced part of the instructional process. This suggests that feedback is incorporated at a theoretical or planned level, but its implementation may vary in practice. As noted by Winstone and Boud (2020), feedback helps students understand their performance and guides them toward improvement, highlighting the importance of its consistent application in educational contexts.

Based on the analysis of the student questionnaire, this finding is further supported by students' perceptions of feedback during their learning process. Some participants acknowledged that feedback is provided after activities. However, they also expressed the need for more detailed and consisted explanations. For instance, S15 mentioned: *“mas retroalimentacion en las Milton Ochoa, mas variedad en actividades, no solo responder cartillas”*, highlighting the need for more diverse and detailed feedback practices. Similarly, Student 17 (S17) stated: *“Todas las estrategias son muy buenas ya que nos dan una educacion un poco mas personalizada, al tener simulacros los profes los socializan en clase y asi podemos preguntar y retroalimentar”*, indicating that feedback spaces are valued when they allow interaction and clarification. In addition, S20 expressed: *“Recomendaria incluir mas sesiones practicas con retroalimentación inmediata, para corregir errores de manera mas rapida. También seria util trabajar con textos mas variados y un poco mas extensos, similares a los del examen real, y reforzar estrategias de lectura como identificar ideas principales, conectores y deducción del vocabulario”*, emphasizing the importance of timely and detailed feedback for improving learning processes. These responses indicate that, in some cases, feedback is limited to providing results without sufficient clarification of correct and incorrect answers. As highlighted by Winstone and Boud (2020), feedback is most effective when it helps students engage with their performance and use it to improve their learning. Overall, these findings suggest that while feedback is present, its

depth and consistency may vary, affecting how students understand their performance and learning progress.

Likewise, the focus group interview with teachers also reflects the importance of feedback in instructional practices. Teachers emphasized that explaining correct answers and reviewing mistakes is a key component in helping students understand exam-type questions. They highlighted that feedback allows students to identify errors and improve their strategies when answering questions. For example, Teacher Nicol O. stated: *“Yo no se si lo eliminaria, pero para mi los mock test perderian un poco de relevancia cuando no se hacian una retroalimentacion del mismo, es decir sientese usted en su computador, entregue el forms, luego miremos que queso bien, que quedo mal, pero no le brinde al estudiante esa oportunidad de decirle vea, fue esto, esto, y esto lo que paso, miremos que mas podemos hacer, si no quedo fue en un resultado”*, emphasizing the importance of providing detailed feedback beyond simply reporting results. She further added, *“pero si no brindamos la retroalimentación adecuada eso se queda en un resultado, un numero mas y ya”*, highlighted that the absence of meaningful feedback limits students’ understanding of their performance. This aligns with the idea that effective feedback requires providing information that helps learners understand their errors and how to improve (Winstone & Carless, 2019). At the same time, teachers recognized that providing detailed feedback can be challenging due to time constraints and classroom conditions, which may limit the depth of the feedback process.

Based on the analysis, researchers consider that feedback is present within classroom practices: however, its implementation is not always consistent or sufficiently detailed. These findings indicate that, although feedback is recognized as a relevant component of the learning

process, there is a need to strengthen its application in order to better support students' understanding and performance.

Code 5: Monitoring Academic Progress

This code describes the systematic tracking of student performance across various institutional strategies. The fundamental objective of this monitoring process was to foster a progressive improvement in results, utilizing simulations that were intentionally designed to be more challenging than the actual ICFES exam. This "high-pressure" institutional strategy aimed to over-prepare students, ensuring that by the time they reached the national assessment, their proficiency and test-taking stamina exceeded the standard requirements. Evidence from the observation grid reveals that while the immediate execution of the mock exams is purely administrative focused on attendance and supervision by proctors who may not belong to the eleventh-grade faculty the true monitoring cycle occurs asynchronously. Results are typically published within five to eight business days via the Milton Ochoa platform, where both teachers and students use personal credentials to track scores. This digital access facilitates a culture of comparison and goal-setting, where the institutional mandate is to maintain scores above 70 points and demonstrate consistent growth throughout the academic year.

Data from the student questionnaire highlights that this repeated practice and the subsequent monitoring of results significantly bolstered student confidence. S6 affirmed that these mocks *"nos preparan más para obtener un mejor Icfes y demás evaluaciones a nivel Nacional"*, suggesting that the monitoring process serves a predictive and preparatory function. Similarly, Student S (S7) noted that the strategy was vital because it exposed him to complex vocabulary that was even more demanding than the real test, effectively "leveling up" his



performance. This is consistent with the theory of Deliberate Practice (Ericsson et al., 1993), which posits that rigorous, repeated, and monitored practice is essential for achieving expert-level performance in high-stakes domains. Furthermore, S17 emphasized the social dimension of monitoring, stating that when results are discussed in class, it allows for collective feedback: *"los profes los socializan en clase y así podemos preguntar y retroalimentar"*.

The monitoring process, however, extends beyond mock exams to include a synergy of strategies such as "Ratio" indicators and intensive English sessions. S2 observed that while some strategies were *"tediosas y exigentes"* they collectively contributed to improving vocabulary and reading comprehension. This holistic view is echoed by S1, who noted that the combination of knowledge-based classes and format-based preparation made them feel supported, despite the pressure of a late-stage implementation in eleventh grade. In the focus group, Teacher Nicol O. reinforced this by explaining that starting the recognition of the exam format from earlier grades (9th and 10th) leads to a gradual but steady improvement in students' command of the test.

Researchers triangulated these findings by noting that progress is not only a result of teaching but also of group dynamics, observing that *"un ratio de una persona no subió lo mismo que la otra o viceversa"*. This variability highlights the importance of Assessment for Learning (AfL), where monitoring data is used to adjust instructional pace (Wiliam, 2018). The success of this multi-layered monitoring system was ultimately validated by the institution's rector, who reported that these combined strategies led to the school's highest ICFES results in seven years. Thus, Code 5 demonstrates that systematic monitoring, when aligned with high-expectancy simulations and classroom socialization, transforms standardized testing from a mere measurement into a powerful driver of academic excellence.

Based on the analysis and coding process, three main themes emerged from the most recurrent and significant patterns identified across the data. These themes were constructed by grouping related codes that reflect key aspects of students' English learning and preparation for the ICFES examination. Specifically, the themes are: ICFES preparation Strategies for Students' Performance in Standardized English tests, Reading Comprehension Development for Enhancing Students' English Language Performance, and Feedback and Monitoring Practices for Supporting students' Learning and Performance.

These themes provide a structured framework to understand how different instructional strategies, classroom practices, and assessment processes interact within the educational context. In order to deepen the analysis, each theme is examined through three levels: macro, meso and micro. The macro level addresses broader educational implications within the Colombian context, the meso level focuses on institutional practices within the school, and the micro level explores implications for teaching practices and professional development. This approach allows for a comprehensive understanding of the impact of these themes on students' learning processes and academic performance.

Theme 1: ICFES Preparation Strategies for Students' Performance in Standardized English Tests

From the coding process, this theme emerges as one of the most relevant, as it encompasses key practices such as mock exams and the use of ICFES-based instructional materials. These strategies are implemented to prepare students for standardized testing and to improve their performance in the English component of the ICFES examination. This theme can be understood across three levels: macro, meso, and micro.

At a macro level, the use of ICFES preparation strategies reflects broader educational practices within the Colombian context, where standardized testing plays a central role in evaluating students' academic performance. The emphasis on mock exams and exam-oriented materials aligns teaching with test requirements, which may support familiarity with the exam format but can also limit the development of broader language competencies if not balanced with other pedagogical approaches (McGrath, 2016). This raises critical concerns about whether standardized assessments adequately consider diverse educational contexts and students' individual learning needs.

In addition, access to preparation resources such as mock exams is not always equitable, as not all institutions have the financial capacity to implement these strategies. As a result, better-resourced schools are more likely to provide structured exam preparation, while others rely on more basic approaches. This situation reinforces educational inequalities, as students' performance may be influenced as much by access to institutional resources as by their own abilities, raising concerns about fairness and equal opportunities within the educational system.

At a meso level, within the institutional context, these strategies appear to support students' preparation for the ICFES exam. The implementation of mock exams and the use of ICFES-based materials provide students with structured opportunities to practice exam-type questions and become familiar with the format of the test. As reflected in the findings, students recognize these strategies as useful for improving their understanding of the exam and their performance. This is consistent with the idea that practice with test-like tasks helps learners become familiar with assessment formats and improves their performance (Green, 2017). In this context, mock exams not only help students understand the structure of the test but also support

the development of strategies for responding to questions under conditions similar to those of the actual examination.

However, the reliance on these practices raises critical questions about how teaching and learning processes are shaped within educational institutions. While standardization may improve ICFES results, it also promotes a homogenized approach that may not address students' diverse realities. Consequently, classroom time is often redirected toward repetitive exam-oriented tasks rather than the development of communicative competence. Additionally, this focus places pressure on teachers to meet institutional expectations while addressing individual learning needs. Given limited instructional time and workload, teaching may prioritize efficiency over depth, reducing opportunities for explanation, reflection, and adaptation. As a result, pedagogical practices may become narrowed, focusing on test performance at the expense of a more comprehensive and contextualized language education.

At a micro level, from a pedagogical perspective, these strategies have important implications for teaching practices. Teachers play a key role in mediating the use of mock exams and instructional materials, guiding students not only in answering questions but also in understanding the competencies being assessed. As highlighted in the findings, instructional materials can be adapted into interactive strategies that support students' engagement and understanding of exam content, which aligns with the idea that interactive learning approaches can enhance students' engagement and comprehension of academic tasks (Deterding, 2017).

However, the findings also reveal that the effectiveness of these ICFES preparation strategies is constrained by their strong orientation toward performance in standardized tests. In practice, feedback is often reduced to the verification of correct and incorrect answers, with limited explanation, which restricts students' understanding of their responses. As a result, these

strategies tend to prioritize short-term performance over deeper learning. Additionally, the lack of adaptation to students' proficiency levels suggests that these strategies are applied in a standardized manner, focusing on improving test results rather than addressing individual learning needs. While students may become more familiar with the exam format and improve their ability to respond to test items, this does not necessarily lead to a comprehensive development of English language competence.

Overall, these findings highlight a tension between improving performance in standardized tests and fostering meaningful language learning, suggesting that exam preparation strategies must be critically implemented to balance both objectives.

Theme 2: Reading Comprehension Development for Enhancing Students' English Language Performance

From the coding process, this theme shows a fundamental component for understanding students' English language performance, as it encompasses the development of reading comprehension skills required to engage with standardized English tests such as the ICFES successfully. Reading comprehension is not only a linguistic skill but also a cognitive and socio-cultural process that allows students to interpret, analyze, and respond to written texts. (Snow, 2002). Within this study, this theme can be understood across three interconnected levels: macro, meso, and micro, each of which reflects broader educational, institutional, and pedagogical implications.

At a macro level, the definition of "Critical Reading" in Colombia is dictated by top-down national policies that prioritize standardized metrics over the genuine literacy of each student. As explored in Module 1 (Rodríguez, 2022), this creates a profound tension where reading is treated as a commodity for global competitiveness rather than a tool for social

empowerment. However, this macro-structural demand ignores a critical reality: the development of reading comprehension is currently clashing with a contemporary socio-digital context where students are immersed in fragmented, fast-paced consumption.

In the Colombian context, the normalization of "scrolling" talking about social network practices has transformed reading into an act of forced obligation rather than comprehension. As argued by Carr (2010), digital environments are reshaping how individuals process information, leading to distracted and less reflective patterns. Similarly, Wolf (2018) highlights that the brain's reading circuits are being rewired, potentially weakening the capacity for deep analysis.

The critical point at this level is the systemic hypocrisy: while the national educational system (ICFES) continues to demand high-level critical analysis, it fails to account for the evolving cognitive habits of learners deeply influenced by digital culture. Furthermore, the system places the entire burden of this cognitive gap on the teachers. We are constantly demanded to "re-think" and "innovate" our practices to solve a crisis of attention that is structural, not pedagogical. As educators, we find ourselves as mere parts of the machinery, pressured to produce results for a standardized survival metric, yet we are denied the structural tools and the systemic support needed to compete against the dopamine-driven immediacy of social media. This raises a fundamental question: how can educational policies demand "excellence" while ignoring the precarious conditions and the lack of tools provided to those who must execute these top-down mandates?

At a meso level, within the institutional context, reading comprehension is positioned as a key strategy for improving students' performance in the English component of the ICFES exam. In some schools, especially those oriented toward standardized test preparation like the ICFES Saber 11, activities such as reading workshops, guided exercises, and exposure to test-like texts

are implemented to strengthen specific reading skills. However, while these strategies aim to develop essential academic skills, they often operate within a framework that prioritizes exam performance over meaningful engagement with texts. As reflected in the codification, students perceive reading comprehension activities as necessary but sometimes disconnected from their interests and real-life experiences. This situation suggests a possible mismatch between institutional strategies and students' reading practices outside the classroom. Moreover, in a context where students are constantly interacting with multimodal and visual content, traditional text-based approaches may not be sufficient to sustain attention and motivation. This aligns with the perspective that literacy in the 21st century should integrate multiple modes of communication and adapt to learners' contexts (Kress, 2010). Therefore, educational institutions, especially private ones, face the challenge of designing reading strategies that not only prepare students for standardized tests but also respond to their digital realities and promote deeper cognitive engagement.

At the micro level, the labor of the teacher is often downgraded from a mediator of meaning to a "test proctor," leading to a thinning of pedagogical practice. Students are trained in mechanical decoding and option elimination rather than in the interrogation of texts. As García and Kleifgen (2020) argue; literacy should involve the construction of meanings through the students' diverse linguistic repertoires; however, the current focus on standardized survival often leads to student exhaustion and disinterest.

However, the findings also suggest that achieving this level of engagement is particularly challenging in current educational contexts, where students' attention is often fragmented and influenced by digital distractions. This highlights the need for pedagogical approaches that are not only cognitively demanding but also engaging and contextually relevant. Interactive

strategies, the incorporation of digital texts, and the connection between academic content and students' everyday experiences may contribute to bridging this gap. Additionally, the effectiveness of reading comprehension strategies depends on the quality of teacher mediation, including the provision of meaningful feedback, the adaptation of materials to students' proficiency levels, and the creation of supportive learning environments.

In this sense, a holistic understanding of reading comprehension development implies recognizing that it is not solely the responsibility of students or teachers; a truly meaningful posture acknowledges that literacy should not be a mechanical individual task, but a shared process that involves institutional planning, pedagogical practices, and broader socio-cultural influences. It requires aligning educational expectations with the realities of contemporary learners, rethinking traditional approaches to literacy, and promoting critical, sustained, and meaningful engagement with texts. Only by bridging the gap between standardized requirements and these meaningful practices can we transform reading from a survival skill into a tool for personal and collective empowerment. In this sense, this perspective challenges institutions to move beyond a purely instrumental view of reading as a tool for test performance and to embrace it as a fundamental component of students' academic, cognitive, and social development.

Theme 3: Feedback and Monitoring Practices for Supporting Students' Learning and Performance

Based on the analysis, this theme appears as a contradiction in daily school life: although we all know it is vital for learning, in reality, it often becomes neglected and mechanical. Feedback should not just be about correcting with red ink; it should be a real dialogue that requires time and commitment to help students improve. In this study, we analyze monitoring at

three levels (macro, meso, and micro) to show how systemic pressures strip this work of its human and transformative essence.

At a macro level, the way feedback is provided in Colombia, especially in private schools, such as Colsubsidio, is deeply marked by the coloniality of knowledge. As mentioned in Module 1 (Londoño, 2021), the educational system operates under a labor logic that prioritizes numbers and standardized tests like the ICFES over personal development. This creates a model where quality is valued only through figures and international competitiveness. In this scenario, feedback stops being a form of support and becomes a mere formality to comply with top-down orders, leaving teachers with a workload so heavy that it is almost impossible to dedicate time to real interaction with the student.

At a meso level, within the context of private schools, monitoring is often tied to the fear of losing one's job. There is constant tension because a teacher's contract renewal for the following year often depends on students performing well on tests, which turns monitoring into surveillance rather than support. This reflects a labor logic that slows down the social growth of students to focus only on results that can be measured immediately. Even if the school asks for innovation, it fails to look at the emotional or social situation of the students. As Ortiz et al. (2018) state, education must start from the students' reality; however, the rush of lesson planning and the demands of private institutions cause the human sense to be lost amidst so many statistics.

At a micro level, this is where the teacher's effort clashes with the students' lack of attention and digital distractions. It is essential to mention here that, due to these heavy work dynamics, many teachers have lost their sense of belonging and their original intention when teaching. That enthusiasm has been fading, leading in many cases to ignoring the students'



realities just to get through the workday. Following the holistic vision mentioned before, monitoring should be a shared process, but the current survival model causes teachers to defend themselves from the system instead of transforming their classrooms. For feedback to work, a trusting environment is needed where students are not afraid to fail, but when monitoring is only about pressure, learning is blocked.

In conclusion, for monitoring and feedback to truly work, we must move away from old formulas. A change is needed where evaluation is not just about filling out Excel spreadsheets, but a human encounter that understands who the student is and how they feel. Only by recognizing how difficult teaching is today and the complex realities of our students can we turn feedback from a boring administrative task into a tool that truly helps students grow.

Findings

Based on the findings obtained from the analysis of institutional strategies, it is evident that schools have implemented significant efforts to improve students' English performance in the ICFES examination. These strategies, such as the use of mock exams, ICFES-based instructional materials, and reading comprehension activities, have contributed to familiarizing students with the test format and improving specific academic skills.

However, the results also reveal opportunities to strengthen the implementation of these strategies, particularly in terms of consistency, feedback processes, and alignment with students' learning needs. In this sense, the following recommendations are proposed as practical actions to enhance bilingual strategies aimed at improving English performance in the ICFES exam.

1. Systematic Implementation of Mock Exams and Strategic Use of ICFES-Based Materials

It is recommended that institutions ensure the regular and progressive implementation of mock exams throughout the academic year, rather than concentrating them only in the final

stages. In the context of Bogotá, where mock exams are frequently offered by private external providers and often involve additional costs, their implementation should consider both financial and institutional realities.

For institutions with sufficient resources, it is possible to establish agreements with specialized providers (such as Milton Ochoa or similar organizations), which offer structured mock exams, aligned materials, and performance reports that support preparation for the Saber 11 examination, also they have the opportunity to train their teachers in order to focus on these kinds of tests. These resources can help standardize evaluation processes and provide valuable data on students' progress.

However, reliance on external providers should not replace internal pedagogical processes. Institutions are encouraged to integrate these materials into classroom practices, ensuring that teachers guide students in understanding question types, analyzing texts, and developing strategies rather than simply completing practice tests. In this way, mock exams become a tool for learning, not only for assessment.

For institutions with limited financial capacity, mock exams can be designed and implemented internally using freely available ICFES-based resources, such as sample tests, past exam questions, and online materials. This approach allows schools to maintain consistent preparation practices without depending exclusively on paid services.

Additionally, mock exams should be scheduled at key moments of the academic year (for example, at the end of each academic period), ensuring gradual exposure without overloading students or disrupting regular instruction. These assessments should replicate real test conditions as closely as possible, including timing and question formats, to provide a meaningful preparation experience.

By combining external support, when available, with internally developed or freely accessible materials, institutions can implement a more flexible, sustainable, and context-responsive approach to exam preparation, while also reducing gaps between schools with different economic capacities.

2. Strengthening Feedback and Reflective Learning Processes

It is essential to strengthen feedback practices following mock exams by ensuring that students receive clear, detailed, and timely explanations of their results. In the context of Bogotá, where classroom time is often limited and teachers manage large groups, feedback is frequently reduced to reporting scores or indicating correct and incorrect answers. This limits students' ability to understand the reasoning behind their responses and to improve their performance in a meaningful way.

To address this, institutions are encouraged to implement structured feedback moments after each mock exam, either within regular class time or through designated review sessions. These sessions may include the analysis of common mistakes, explanation of correct answers, and discussion of strategies for approaching different types of questions, particularly in reading comprehension tasks. This approach allows students to actively engage with their results rather than passively receiving them.

Additionally, feedback processes should incorporate opportunities for student reflection. This can be achieved through short self-assessment activities, error logs, or guided discussions where students identify their strengths and areas for improvement. These practices promote greater awareness of learning processes and help students develop strategies to approach future assessments more effectively.

Given the time constraints in many institutions, it is also recommended to prioritize quality over quantity by focusing feedback on key questions or competencies rather than reviewing entire exams superficially. This makes the process more manageable for teachers while maintaining its pedagogical value.

By strengthening feedback and reflection processes, institutions can ensure that mock exams function not only as evaluation tools but as meaningful learning opportunities that support both improved students' performance in this scenario.

3. Differentiation of Instruction According to Students' Needs

Institutions are encouraged to adapt bilingual strategies to students' different proficiency levels, recognizing that in many classrooms in Bogotá there is a wide variation in students' English skills. This diversity often makes it difficult to implement uniform strategies, as some students are able to understand texts and respond to questions with relative ease, while others struggle with basic vocabulary and comprehension.

To address this, it is recommended that teachers differentiate materials, tasks, and instructional approaches according to students' needs and learning pace. For example, reading activities can be adapted by providing texts with varying levels of complexity, offering vocabulary support for lower-level students, or including more challenging analytical questions for advanced learners. This allows all students to engage with the same objective while working at an appropriate level of difficulty.

Additionally, grouping strategies can be implemented to support learning. Flexible grouping—such as pairing students with different proficiency levels or organizing small groups for targeted instruction—can help create more personalized learning opportunities without requiring significant additional resources.



Given the constraints of large class sizes and limited instructional time in many institutions, differentiation should be implemented through manageable strategies, such as using tiered activities, guided worksheets, or optional support materials, rather than creating entirely separate lesson plans. This makes the approach more feasible for teachers while still addressing diverse learning needs.

By incorporating differentiated instruction, institutions can create more inclusive learning environments that support all students in developing the skills required for the ICFES exam, while also promoting more meaningful and equitable language learning processes.

4. Integration of Meaningful, Contextualized, and Motivational Learning

It is recommended that institutions balance exam-oriented practices with communicative and contextualized language activities that promote meaningful learning. In many schools in Bogotá, English instruction tends to focus heavily on preparing students for the ICFES exam, which may lead to repetitive practice and reduced student engagement. As a result, students may perceive English as a subject limited to test performance rather than a useful tool for real-life communication.

To address this, it is important to incorporate activities that connect language use with students' real contexts and interests. For example, reading and discussion tasks can be linked to topics relevant to students' daily lives, social realities, or future aspirations. This helps students see the practical value of English beyond the exam and supports deeper comprehension and critical thinking skills.

Additionally, institutions should promote student awareness by connecting English performance with their life projects. Creating spaces for dialogue—such as workshops, advisory sessions, or classroom discussions—can help students understand how a strong English level

may open opportunities for scholarships, international mobility, access to higher education, and professional development. This shift in perspective can transform the exam from an external requirement into a meaningful personal goal.

Given that student motivation varies widely, especially in contexts where English may not be perceived as immediately relevant, it is also recommended to incorporate interactive and engaging strategies, such as project-based learning, collaborative activities, and real-world tasks. These approaches can increase student participation and foster intrinsic motivation.

By integrating meaningful, contextualized, and motivational learning experiences, institutions can enhance both students' engagement and their performance in the ICFES exam, while also contributing to the development of long-term language skills and personal growth.

5. Continuous Teacher Training and Institutional Support

Institutions should promote ongoing, in-situ teacher training focused on assessment strategies, bilingual methodologies, and student engagement. In the context of Bogotá, where teachers often manage large groups, diverse proficiency levels, and significant administrative responsibilities, professional development needs to be practical, context-based, and directly applicable to classroom realities.

Rather than relying exclusively on isolated workshops, it is recommended to implement long-term training courses within the institution, such as collaborative planning sessions, peer observations, and guided reflection spaces. These practices allow teachers to share strategies, analyze classroom challenges, and adapt instructional approaches based on students' needs.

Additionally, effective implementation of bilingual strategies requires strong institutional support. School management should provide clear guidelines, consistent follow-up, and pedagogical backing, ensuring that teachers have the necessary conditions to carry out their

work. This includes allocating time for planning and feedback, supporting classroom management processes, and aligning institutional expectations with realistic teaching conditions.

By strengthening both teacher training and institutional support, schools can create a more coherent and sustainable framework that enables educators to balance exam preparation with meaningful learning, ultimately improving students' performance and overall language development.

These recommendations aim to strengthen the implementation of bilingual strategies in a way that is both context-responsive and pedagogically meaningful. By integrating structured exam preparation with reflective teaching practices, differentiated instruction, and student-centered learning approaches, institutions can move beyond a solely performance-driven model and promote more equitable and effective English learning processes. In this sense, improving students' performance in the ICFES exam should not be understood as an isolated objective, but as part of a broader commitment to fostering meaningful language development and expanding students' academic and professional opportunities.



CONCLUSIONS

The present research concludes that perceptions regarding institutional strategies for the ICFES (Saber 11 exam) at Colegio Colsubsidio Ciudadela are characterized by a tension between the need to meet national standards and the pedagogical reality of the classroom. In response to the research question, it is determined that these strategies are primarily perceived as a standardization mechanism necessary for academic success and competitiveness. However, they simultaneously foster a perception where English language learning is tilted toward mechanical training rather than comprehensive communicative competence.

Regarding the first specific objective, aimed at characterizing institutional strategies, it is concluded that these consist of a structured training model based on mock exams and test-taking technique workshops. These actions, though administratively and circularly organized, are identified as tools that prioritize statistics and immediate results. This characterization reveals an approach that privileges the correct answer over the depth of learning, setting an environment where English is taught under a logic of pressure and compliance.

In relation to the second specific objective, which sought to explore students' perceptions, it is concluded that learners view these strategies as useful resources for their academic future but associate them with feelings of exhaustion and disconnection. Students perceive a gap between what is taught for the exam and their personal interests, leading to instrumental motivation: the language is not seen as a communication tool, but as a mandatory requirement to pass a national test.

Concerning the last specific objective, which was intended to interpret the coherence between strategies and learning needs, evidence shows that the alignment is only partial. There is

coherence with the demands of the external educational system (ICFES), but a clear desynchronization exists regarding the students' need for meaningful learning. Institutional strategies, being mostly traditional and focused on the exam format, fail to fully respond to the dynamics of contemporary learners or to the teacher's role as a mediator of meaning, reducing their labor to that of an executor of institutional mandates.

Despite the findings, the study presented limitations related to the timeframe of data collection and the access to a sample that would allow observing the impact of these strategies at different stages of the school year, which limits the perspective to a specific period of the preparation process.

For future studies, it is suggested to investigate how to integrate formative feedback more effectively within mock exams to reduce student anxiety. Additionally, it would be valuable to explore the creation of didactic materials that, while meeting ICFES standards, connect more genuinely with the students' social context.

Finally, it is expected that this study encourages institutions to balance the scales between standardized test preparation and authentic bilingual education. The challenge for the future is not to eliminate exam training, but to rethink it as a shared process that does not sacrifice teacher autonomy or learner interest, transforming bilingualism from a statistical obligation into a true component of social and academic development.



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APPENDIXES

[Appendix 1.](#) Informed assent form



Proyecto de grado: Perceptions of Institutional Strategies to Improve English Performance in the ICES through Bilingual Environments

FORMATO ASENTIMIENTO INFORMADO
Padres de familia y participantes menores de edad

A través de este formato de asentimiento informado, contextualizamos el proyecto titulado, *Perceptions of Institutional Strategies to Improve English Performance in the ICES through Bilingual Environments*, el cual, se desarrolla en el marco de la maestría en ambientes bilingües de aprendizaje de la Universidad Santo Tomás para optar al título de magíster. El equipo investigador está conformado por los maestrantes: Laura Nathalia Escobar Orjuela y Yairi Paoli Machao Lopera.

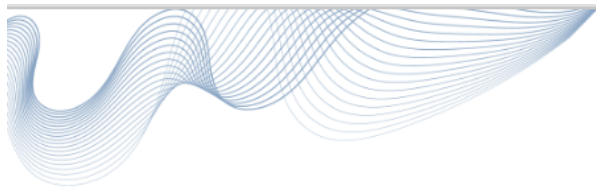
A continuación, se presenta la contextualización del proyecto, dirigida a los padres de familia o tutores y al estudiante: Este proyecto de investigación busca comprender cómo los estudiantes perciben las estrategias que el Colegio Colsubsidio Ciudadela utiliza para mejorar su desempeño en inglés en el examen ICES Saber 11. El objetivo es identificar qué funciona bien y qué se puede mejorar, para que la institución pueda tomar decisiones más informadas y ofrecer una mejor preparación a sus estudiantes. Su participación es valiosa porque sus experiencias y opiniones nos ayudarán a construir un programa de inglés más efectivo, que prepare a los jóvenes no solo para el examen, sino también para desenvolverse en un mundo cada vez más globalizado.

Asimismo, se explica seguidamente, que la participación de su hijo/a en el estudiante es pertinente porque Como estudiante del Colegio Colsubsidio Ciudadela, su hijo/a tiene experiencia directa con las estrategias institucionales que estamos investigando. Sus opiniones y perspectivas son esenciales para comprender el impacto real de estas estrategias y para proponer recomendaciones que mejoren el aprendizaje del inglés en la institución. Su participación permitirá que su voz sea escuchada y que sus experiencias sean tenidas en cuenta en la toma de decisiones sobre el futuro de la educación bilingüe en el colegio. Esto es especialmente importante para asegurar que las estrategias implementadas respondan a las necesidades reales de los estudiantes.

Con base en la contextualización previa acerca del proyecto, a continuación, se explicitan los términos del formato de asentimiento:

Yo,manifiesto que he(ras) sido informados acerca del proyecto titulado, *“Perceptions of Institutional Strategies to Improve English Performance in the ICES through Bilingual Environments”*, el cual, es liderado por los maestrantes, Laura Nathalia Escobar Orjuela y Yairi Paoli Machao Lopera, en el marco de su proyecto de grado para el programa de maestría en Ambientes Bilingües de Aprendizaje de la Universidad Santo Tomás.

- Asimismo, fue explicado el objetivo del proyecto, y la justificación, mediante la cual, se invita a nuestro hijo/a para participar en el mismo.
- Igualmente, se me explicó el procedimiento metodológico del proyecto y de qué manera la recolección de la información involucra la implementación de instrumentos, a través de los cuales, mi hijo/a será participe. Tengo claro que los instrumentos responden a un diseño



metodológico mixto (cualitativo y cuantitativo) y que la información que se recopilará se focaliza únicamente en el objetivo y propósitos del estudio.

- *También, se aclaró en términos de los **resultados esperados**, las contribuciones y aportes del proyecto a la comunidad educativa y el campo del conocimiento, ya que el proyecto:*
 - *Identificará las estrategias institucionales más efectivas para mejorar el desempeño en inglés en el examen ICFES Saber 11 en el Colegio Colsubsidio Ciudadela.*
 - *Analizará las percepciones de los estudiantes sobre estas estrategias, proporcionando información valiosa para la toma de decisiones en la institución.*
 - *Propondrá recomendaciones para fortalecer las estrategias existentes y mejorar los resultados de los estudiantes en el examen ICFES Saber 11.*
 - *Contribuirá al campo del conocimiento sobre el bilingüismo y la enseñanza del inglés en Colombia, al proporcionar un estudio de caso detallado sobre las estrategias institucionales y su impacto en el desempeño de los estudiantes en una prueba estandarizada.*
- *Conozco los **beneficios** para mi **hij@** al ser participante del proyecto, en términos del avance del conocimiento, el bilingüismo y los ambientes de aprendizaje.*
 - *Oportunidad de reflexionar sobre su propio proceso de aprendizaje del inglés y las estrategias que le resultan más efectivas, lo que podría contribuir a mejorar su desempeño en el examen ICFES Saber 11.*
 - *Participación en un proyecto de investigación que busca mejorar las prácticas educativas en su colegio, contribuyendo a crear un ambiente de aprendizaje más efectivo y equitativo para las futuras generaciones de estudiantes.*
- *He recibido la información acerca de los riesgos posibles, previstos por el equipo investigador, sin identificarse ninguno en particular. En caso de identificarse algún tipo de riesgo, este me será comunicado y mitigado focalizando el proceso de recolección de la información, sin afectación. También, soy consciente de que el proyecto no implica riesgos de sustancias peligrosas, químicas, y otros materiales. Tampoco, implica un riesgo en el área ambiental y/o ecológica.*
- *He sido informado el **protocolo de manejo de datos y habeas data**:*
 - *Se me ha indicado el propósito, el procedimiento del proyecto investigativo y el tipo de muestra, así como, de qué manera mi **hij@** participe en la recolección de la información, según los instrumentos del proyecto, a través de los cuales, otorgo consentimiento.*
 - *Se me especificó, de qué manera se almacenará la información, y cómo se garantiza el manejo responsable de dichos datos, mediante su ordenamiento en carpeta OneDrive de Microsoft, la cual, tendrá uso restringido, únicamente, el equipo investigador conformado por los maestrantes, su director@ y el docente del curso, opción de grado de la maestría, a través de las cuentas de correo institucional de la Universidad Santo Tomás. La carpeta será compartida como material de lectura con el jurado del proyecto.*
 - *Los **resultados del proyecto** serán divulgados únicamente para fines académicos y publicados en el repositorio institucional digital de la universidad para consulta del reporte*



- final investigativo. También, se me aclaró que puedo solicitar información sobre el proyecto y sus resultados en cualquier momento, si otorgo mi consentimiento.*
- *Se me aclararon los términos de confidencialidad acerca del almacenamiento de datos, el cual, estará bajo la responsabilidad del equipo investigador; se me informó que, dicha información no se compartirá con terceros, y que, en caso de divulgarse los resultados, se hará una selección de datos representativos, que no involucren información sensible o personal de quienes participan en el proyecto.*
 - *Se me indicó que para efectos de confidencialidad y habeas data, mis datos serán anónimos, en términos de protección de mi identidad, mediante asignación de seudónimo o codificación definida por el equipo investigador; por lo tanto, no se hará mención explícita de mi nombre u otros aspectos sensibles respecto a mi información personal.*
 - *Se me explicó que como participante del proyecto y para el momento de recolección de la información, mi hij@ puede tener hasta dos testigos, y dar los datos de contacto en caso de emergencia, si así lo considero, sobre lo cual defino: _____ (Sí/No) requiero testigo(s) y (sí/no).*
 - *Proveo contacto de emergencia para la recolección de información: _____ (información de contacto de emergencia del menor).*
 - ***Sobre la participación voluntaria de mi hij@:***
 - *Comprendo que la (nuestra) participación de mi hij@ es completamente voluntaria, y que, se puede retirar en cualquier momento, solicitar rectificación y/o cancelación de la información, a través de las actividades pedagógicas y demás información recolectada para la investigación.*
 - *Entiendo que para efectos de preguntas e inquietudes relacionadas con el proyecto puedo contactar a los maestrantes investigadores, Laura Nathalia Escobar Orjuela, laura.orjuelaesc@usantotomas.edu.co, +57 3123364948 y Yairy Paoli Machaga Lopera, yairy.loperamac@usantotomas.edu.co, +1 3038858435.*
 - *Recibo igualmente, un duplicado de este formato de consentimiento informado.*
- En consecuencia, **doy mi consentimiento** para que mi hij@ participe en el proyecto; asimismo, autorizo el tratamiento de datos personales, de acuerdo con los términos expresados en este documento. A continuación, se incluyen mis datos y los de mi hij@:*

Firma

Nombre del padre de familia y/o acudiente responsable del menor
C.C

Nombre de mi hij@:

Tarjeta de identidad (si es mayor de 12 años)



Appendix 2. Informed consent form



Perceptions of Institutional Strategies to Improve English Performance in the ICFES through Bilingual Environments

SANTO TOMÁS
—SEDE PRINCIPAL BOGOTÁ—

FORMATO CONSENTIMIENTO INFORMADO PARTICIPANTES

Yo..... con número de cédula manifiesto:

Que he sido invitado a ser participante en el proyecto investigativo titulado: **Perceptions of Institutional Strategies to Improve English Performance in the ICFES through Bilingual Environments**, el cual, es liderado por las maestras Laura Nathalia Escobar Orjuela y Yairy Paoli Machao Lopera, el marco de su proyecto de grado para el programa de maestría en Ambientes Bilingües de Aprendizaje de la Universidad Santo Tomás. Se me explicó que el objetivo principal del proyecto es: Analizar las percepciones de las estrategias institucionales implementadas para mejorar el rendimiento en inglés en el examen ICFES a través de entornos bilingües en el Colegio Colsubsidio Ciudadela.

1. Se me informó sobre el problema de investigación, el cual, está centrado en la siguiente pregunta
¿Cuáles son las percepciones sobre las estrategias institucionales implementadas para mejorar el rendimiento en inglés en el examen ICFES a través de entornos bilingües percibidas en el contexto del Colegio Colsubsidio Ciudadela? Esta investigación busca comprender cómo los estudiantes del Colegio Colsubsidio Ciudadela perciben las estrategias que la institución implementa para mejorar su desempeño en inglés en el examen ICFES. El estudio es relevante para esta comunidad educativa porque permitirá identificar fortalezas y áreas de mejora en las estrategias implementadas. Su participación es importante porque sus experiencias y perspectivas son fundamentales para comprender el impacto real de estas estrategias y proponer recomendaciones que beneficien a los futuros estudiantes.
2. Se me ha indicado el propósito y el procedimiento del proyecto investigativo y de qué manera involucrará la recolección de la información mediante la implementación de instrumentos, a través de los cuales, seré participe y otorgo consentimiento. Estos instrumentos responden a un diseño metodológico mixto (cualitativo y cuantitativo)
3. Se me aclaró en términos de los **resultados esperados**, las contribuciones y aportes en la comunidad y el campo del conocimiento, ya que el proyecto:
 - Se me aclaró en términos de los resultados esperados, las contribuciones y aportes en la comunidad y el campo del conocimiento, ya que el proyecto:
 - Identificará las estrategias institucionales más efectivas para mejorar el desempeño en inglés en el examen ICFES Saber 11 en el Colegio Colsubsidio Ciudadela.
 - Analizará las percepciones de los estudiantes sobre estas estrategias, proporcionando información valiosa para la toma de decisiones en la institución.
 - Propondrá recomendaciones para fortalecer las estrategias existentes y mejorar los resultados de los estudiantes en el examen ICFES Saber 11.
 - Contribuirá al campo del conocimiento sobre el bilingüismo y la enseñanza del inglés en Colombia, al proporcionar un estudio de caso detallado sobre las estrategias institucionales y su impacto en el desempeño de los estudiantes en una prueba estandarizada.
4. Se me informó qué, **los resultados del proyecto serán divulgados**, a través del reporte, y la presentación oral derivada del mismo para su evaluación, y se me aclaró que resultados parciales y finales probablemente, se divulguen en eventos educativos, académicos e investigativos, así como revistas o **Journal(s)** relacionadas con la temática y el objetivo de la investigación,



respetando los términos de confidencialidad y habeas data que se presentan en este formato de consentimiento.

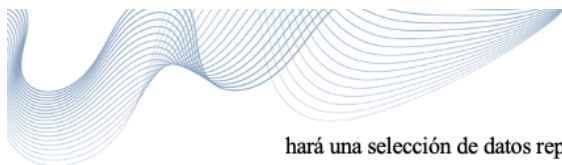
5. Se me contextualizó que, en tanto que el proyecto forma parte del proceso investigativo y formativo de la maestría en ambientes bilingües de aprendizaje de la Universidad Santo Tomás, los resultados del proyecto estarán igualmente, visibles en el Centro de Recursos para el Aprendizaje y la Investigación, CRAI, respetando los términos de confidencialidad y habeas data que se presentan en este formato de consentimiento.
6. Que he sido contextualizado acerca de **los beneficios** al ser participante del proyecto:
 - (i) El proyecto beneficiará el avance del conocimiento, en términos de los saberes del programa de la maestría y sus núcleos, el bilingüismo y los ambientes de aprendizaje.
 - (ii) La información que suministre será parte de la reflexión y el análisis que realice el equipo investigador en virtud de su posicionamiento crítico e interpretación de la información como aporte para el conocimiento, la formación posgradual, y el avance educativo, según las dinámicas educativas actuales, así como el fortalecimiento pedagógico y epistemológico.
 - (iii) Oportunidad de reflexionar sobre su propio proceso de aprendizaje del inglés y las estrategias que le resultan más efectivas, lo que podría contribuir a mejorar su desempeño en el examen ICFES Saber 11.
 - (iv) Participación en un proyecto de investigación que busca mejorar las prácticas educativas en su colegio, contribuyendo a crear un ambiente de aprendizaje más efectivo y equitativo para las futuras generaciones de estudiantes.

Que he recibido la información acerca de los **riesgos del proyecto investigativo**:

- (i) El equipo investigador ha evaluado los riesgos posibles psicológicos, físicos, comunitarios y psicosociales, sin identificar alguno, explícitamente. Sin embargo, en caso de identificarse algún tipo de riesgo, este me será comunicado y mitigado focalizando el proceso de recolección de la información únicamente en la información pertinente al objetivo del proyecto, mencionado previamente, sin ningún tipo de afectación.
- (ii) Soy consciente de que el proyecto no implica riesgos de sustancias peligrosas, químicas, y otros materiales. Tampoco, implica un riesgo en el área ambiental y/o ecológica.

7. Que he sido informado **el protocolo de manejo de datos y habeas data** con las siguientes aclaraciones sobre el procedimiento:

- a. Se me ha indicado el propósito, el procedimiento del proyecto investigativo y el tipo de muestra, así como, de qué manera será participe en la recolección de la información, según los instrumentos del proyecto, a través de los cuales, otorgo consentimiento.
- b. Se me especificó, de qué manera se almacenará la información, y cómo se garantiza el manejo responsable de dichos datos, mediante su ordenamiento en carpeta OneDrive de Microsoft, la cual, tendrá uso restringido, únicamente, el equipo investigador conformado por los maestrantes, su director@ y el docente del curso, *opción de grado* de la maestría, a través de las cuentas de correo institucional de la Universidad Santo Tomás. La carpeta será compartida como material de lectura con el jurado del proyecto.
- c. Se me aclararon los términos de confidencialidad acerca del almacenamiento de datos, el cual, estará bajo la responsabilidad del equipo investigador; se me informó que, dicha información no se compartirá con terceros, y que, en caso de divulgarse los resultados, se



- hará una selección de datos representativos, que no involucren información sensible o personal de los participantes.
- d. Se me informó que, tengo derecho a conocer los resultados del proyecto, así como también, a retirar mi consentimiento para el uso de muestras y datos en cualquier momento, mediante solicitud escrita vía email enviada al equipo investigador. Recíprocamente, el equipo investigador me informará cuando el proyecto esté terminado y me compartirá la presentación que sintetiza el desarrollo de este, vía email; como participante tengo derecho a solicitar el acceso desde el repositorio CRAI o el reporte escrito, si así lo solicito. También, se me especificó que, puedo solicitar aclaraciones sobre los resultados a los integrantes del equipo investigador.
- e. Se me indicó que para efectos de confidencialidad y habeas data, mis datos serán anónimos, en términos de protección de mi identidad, mediante asignación de seudónimo o codificación definida por el equipo investigador; por lo tanto, no se hará mención explícita de mi nombre u otros aspectos sensibles respecto a mi información personal.
- f. Se me explicó que como participante del proyecto y para el momento de recolección de la información puedo tener hasta dos testigos, y dar los datos de contacto en caso de emergencia, si así lo considero, sobre lo cual defino:

_____(Si/No) requiero testigo(s) y (sí/no) proveo contacto de emergencia para la recolección de información y desarrollo del instrumento al que se me invitó a participar.

- g. Comprendo que mi participación es completamente voluntaria y que puedo retirar mi participación en cualquier momento, así como puedo solicitar rectificación y/o cancelación de la información, que suministre como participante y su respectiva divulgación.
- h. Entiendo que para efectos de preguntas e inquietudes relacionadas con el proyecto puedo contactar al maestrante investigador, Laura Nathalia Escobar Orjuela, laura.n.escobar@gmail.com, +57 3123364948 y Yairy Paoli Machao Lopera, paolilopera05@gmail.com, +13038858435
- i. Recibo igualmente, un duplicado de este formato de consentimiento informado.
- j. En consecuencia, **doy mi consentimiento** para participar en el proyecto; asimismo, autorizo el tratamiento de datos personales, de acuerdo con los términos expresados en este documento.

Nombre participante

Firma



Appendix 3 Observation grid



Observation grid

To characterize the institutional strategies, an observation grid was designed based on qualitative principles that emphasize systematic and structured data collection. The instrument allowed for organized recording and interpretation of observable actions during the ICFES preparation sessions and the Milton Ochoa mock exams.

The guide was structured around three main dimensions: (1) Design and administration of mock exams, (2) Pedagogical strategies in bilingual settings, and (3) Feedback and follow-up processes. Each dimension included specific indicators and adapted recording criteria to ensure precision and consistency in observation. Design and administration of mock exams: focused on how simulations were planned, aligned with ICFES standards, and their frequency. A Yes/No scale was used to record compliance with these aspects. Pedagogical strategies in bilingual settings: aimed to identify the extent to which English was meaningfully used in class. A frequency scale (Always, Frequently, Sometimes, Rarely, Never) was applied to capture recurrence and intensity.

Feedback and follow-up processes: centered on how results were shared and improvement actions implemented. A graded scale was used to assess the quality and consistency of these processes.

The dimensions, observable indicators, and re-registration criteria used in the observation guide are detailed below.



1. Diseño y aplicación de los simulacros Milton Ochoa	Se aplican simulacros de inglés de forma periódica durante el año escolar.	Si/ No
Los contenidos de los simulacros son coherentes con las competencias evaluadas en el ICFES.	Muy coherentes/ Parcialmente coherentes/ Poco coherentes/ No coherentes	
Se socializan resultados y análisis a los estudiantes en un tiempo oportuno.	Siempre oportuno/ Oportuno con limitaciones/ Tardío/ No observado	
2. Estrategias pedagógicas en ambientes bilingües	Se utilizan materiales significativos (textos, audios, videos) en inglés durante las clases en pro de las pruebas.	Siempre/ Frecuentemente/ Algunas veces/ Rara vez/ Nunca
Las actividades de práctica se enfocan en las competencias de lectura crítica y comprensión de textos en inglés.	Muy enfocadas/ Parcialmente enfocadas/ Poco enfocadas/ No enfocadas	
3. Retroalimentación y seguimiento de resultados	Los docentes brindan retroalimentación individual o grupal posterior a cada simulacro.	Muy detallada / Parcial / Superficial / No observada
Se implementan acciones de mejora con base en los resultados de los simulacros.	Acciones consistentes / Acciones esporádicas / Acciones mínimas / No observadas	
Se hace seguimiento al progreso de los estudiantes comparando resultados de simulacros.	Seguimiento sistemático / Parcial / Limitado / No observado	

This qualitative instrument combined observation with descriptive notes, ensuring systematic and reliable data collection to characterize the institutional strategies implemented during the ICFES preparation.

Instrument made by the researchers Yairy Paoli Machao Lopera and Laura Nathalia

Escobar Orjuela.



Appendix 4 Questionnaire



Encuesta sobre las estrategias de preparación para el ICFES en la asignatura de inglés

Datos iniciales

1. Nombre – Curso (Respuesta abierta)
2. Edad (Respuesta abierta)

Preguntas de la encuesta

1. ¿Qué estrategias en la asignatura de inglés recuerdas que la institución haya implementado para prepararte en el examen ICFES?

Opciones de respuesta (selección múltiple):

- Ratio
- Simulacros Milton Ochoa
- Preparación dentro de las clases con material del ICFES
- Otros: _____

2. De esas estrategias en inglés, ¿cuáles consideras más útiles o efectivas? ¿Por qué?

Tipo de respuesta: Respuesta abierta

3. ¿Hubo alguna estrategia que no consideraras tan útil? Explica tu respuesta.

Tipo de respuesta: Respuesta abierta



4. ¿Cómo te sentiste durante las actividades de preparación para el ICFES (motivado, presionado, indiferente, acompañado, etc.)?

Tipo de respuesta: Respuesta abierta

5. ¿Qué diferencias percibiste entre una clase regular de inglés y las sesiones de preparación específicas para el ICFES que ofreció el colegio?

Tipo de respuesta: Respuesta abierta

6. ¿Consideras que las estrategias utilizadas respondieron a tus necesidades e influyeron en tus resultados? Explica.

Tipo de respuesta: Respuesta abierta

7. Si tuvieras la oportunidad de proponer mejoras o sugerencias respecto al proceso de entrenamiento para el ICFES, ¿qué cambios recomendarías?

Tipo de respuesta: Respuesta abierta

8. En general, ¿qué percepción tienes sobre todas las estrategias de inglés usadas en tu preparación para el ICFES?

Tipo de respuesta: Respuesta abierta

Instrument made by the researchers Yairy Paoli Machao Lopera and Laura Nathalia

Escobar Orjuela





Appendix 5 Observation grid Results



Observation grid

1. Diseño y aplicación de los simulacros Milton Ochoa	Se aplican simulacros de inglés de forma periódica durante el año escolar.	Si/ No
Los contenidos de los simulacros son coherentes con las competencias evaluadas en el ICES.		Muy coherentes/ Parcialmente coherentes/ Poco coherentes/ No coherentes
Se socializan resultados y análisis a los estudiantes en un tiempo oportuno.		Siempre oportuno/ Oportuno con limitaciones/ Tardío/ No observado
2. Estrategias pedagógicas en ambientes bilingües	Se utilizan materiales significativos (textos, audios, videos) en inglés durante las clases en pro de las pruebas.	Siempre/ Frecuentemente/ Algunas veces/ Rara vez/ Nunca
Las actividades de práctica se enfocan en las competencias de lectura crítica y comprensión de textos en inglés.	Muy enfocadas/ Parcialmente enfocadas/ Poco enfocadas/ No enfocadas	
3. Retroalimentación y seguimiento de resultados	Los docentes brindan retroalimentación individual o grupal posterior a cada simulacro.	Muy detallada / Parcial / Superficial / No observada
Se implementan acciones de mejora con base en los resultados de los simulacros.	Acciones consistentes / Acciones esporádicas / Acciones mínimas / No observadas	
Se hace seguimiento al progreso de los estudiantes comparando resultados de simulacros.	Seguimiento sistemático / Parcial / Limitado / No observado	



[Appendix 6](#) Questionnaire Results

19/11/25, 21:28

Encuesta sobre las estrategias de preparación para el ICFES en la asignatura de inglés

Encuesta sobre las estrategias de preparación para el ICFES en la asignatura de inglés

Este formulario hace parte de un **proceso investigativo** para un trabajo de maestría, cuyo objetivo es conocer las **percepciones de los estudiantes** acerca de las estrategias implementadas por la institución en la asignatura de inglés para la preparación del examen ICFES.

- ♦ Si lo deseas, puedes escribir tu nombre y edad, pero esto es totalmente **voluntario**.
- ♦ Tus respuestas serán utilizadas únicamente con fines académicos y de investigación.
- ♦ No existen respuestas correctas o incorrectas; lo más valioso es tu experiencia y opinión sincera.

Recuerda que todas las preguntas se refieren únicamente a la asignatura de INGLÉS

Nombre - Curso

Sofía Lara Undécimo G

Edad

15 años



Appendix 7. Audio Transcription



Transcripción de Audio

[Laura Escobar] - Hablante 1

Buenos días, el día de hoy estamos con cinco docentes de la institución Colegio Col. Subsidio Ciudadela los cuales serán parte de este estudio. Vamos a hacer el grupo focal en relación a las preguntas planteadas como instrumento de investigación. Los docentes aquí participantes ya anteriormente firmaron los consentimientos necesarios para la participación y son libres de escoger el idioma con el que más se sientan cómodos. ¿Listo?

[Nicol Ordoñez] - Hablante 4: ok

[Laura Escobar] - Hablante 1

La conversación se va a realizar basado en cinco preguntas que se irán desarrollando durante la conversación y pues los docentes darán su punto de vista. ¿Entonces vamos a empezar con la primera How do you think the current institutional strategies in the English area respond to your students real learning needs? Quién quisiera comentar

[Damian Quintana] - Hablante 2

la tecnología en nuestro colegio ha sido una gran herramienta mediante el uso de la plataforma Oxford y las Chromebooks para poder enseñar de alguna manera un poco de manera más creativa todo el tema de estructuras gramaticales, sin embargo, sin embargo pues eso a veces no se cumple dado que tenemos una barrera física que es la cantidad de estudiantes por aula, cosa que pues al parecer va a cambiar

[Tatiana Vaca] - Hablante 3

pues en este caso la mayoría de los cursos tanto como noveno, décimo y once tuvieron su ratio que era dividir el curso en dos, siento que funcionó, sin embargo, es importante tener en cuenta que para que se cumple las necesidades de aprendizaje de los estudiantes reales es importante tener en cuenta que no siempre va a salir como uno quisiera y es una utopía.

[Laura Escobar] - Hablante 1



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