

COLOMBIAN NATIONAL BILINGUALISM PLAN 2014-2018(2019):

TRANSITION AND CHALLENGES TOWARDS

A NEW NATIONAL BILINGUAL

EDUCATION PROGRAM

A Monograph

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ABSTRACT

The present monograph suggests general strategies and guidelines to overcome the *challenges* left by the National Bilingualism Plan focusing on the *teachers* as the most important tool for the it to be successful. It is important because even though researchers have assessed the plan, none of them has focused on *private sector teacher's* necessities as a key to successfully reach the goals of the plan. In order to improve Bilingual education, it is important to understand the present challenges and how *teacher's roles* and *professional development* are pillars to achieve this Plan's expected goals. By means of a qualitative research (using some quantitative data) the sample population questionnaires were analyzed to comprehend private sector teachers and their understanding of the National Bilingualism Plan. Only 1 out of 10 teachers claimed to understand the plan, but partially knew about it, however teachers working with projects aimed at the Plan, do not recognize they are working on one of those projects. After analyzing the data, the researcher suggests some aspects to be considered to overcome the challenges of the National Bilingualism Plan focusing on teachers' needs.

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CHAPTER 1

INTRODUCTION

Colombia is a developing country, one full of resources. Its nature provides excellent opportunities not only for the Colombian population but also for foreigners. Looking at this landscape, it is important to recognize that global positioning plays an important role for Colombians and being able to communicate with others has become one of the main goals from the last governments since 2004, when the National Bilingualism Plan (Also referred to as the PNB, according to its acronym in Spanish), was launched with three major lines which were supposed to lead this process from 2004 to 2019, but the reality has revealed that those three major lines must be supported by others. The plan began with these lines: Standardization, Evaluation and Improvement; however, in 2010 these lines were thought to become wider: Teacher development, Pedagogical aspects, Institutional strengthen and Assessment; and once again in 2014 these lines were changed towards improvement: Education, Materials and Follow up and Monitoring.

In any case, few studies have been conducted looking at the roots of the problem, which is not the second language chosen but it is focused on the wide differences between the two sectors in which teachers work and the many requirements asked from the government for both. This is exacerbated by the fact that teachers lack knowledge in the second language and how to teach it.

Significance of the Study

Seen through the eyes of a teacher who has had quality education her whole life, studying in private schools and in universities such as the National University of Colombia, Universidad del Bosque, Lasalle College International and UNAD. A teacher who began as an empiric one at a private school and did not understand many things from the educational policies, but who has grown along with the education of the UNAD (a public virtual University) and the experience

and who has seen the great gaps this bilingualism plan has. This project is an important proposal because through her experience in the private sector for 5 years, the researcher has seen the struggles teachers and institutions have, she has also worked as volunteer in projects from the private sector to help the public sector improve second language acquisition processes and seen how, even though their efforts they have floundered.

As a result of this monograph there will be some clear guidelines to improve the national bilingualism plan and take teachers into account trying to improve their work conditions, because it is a great plan which must be strengthened to meet the expected goals.

Statement of the Problem

Colombia is undergoing a crucial stage in terms of its global positioning as a developing country which has multiple resources. Those resources cannot only be used in order to improve its citizens' life quality, but also to generate economic resources by selling them to other countries. Still, the way of bringing those resources to global markets and being able to respond in a competent way, has been an important topic for the outgoing government and will also have an important role for the incoming one. This is why, trying to answer to this need (having competent language users who can open new doors for the county), the government, since Alvaro Uribe's mandate on 2004 created the "*National Bilingualism Plan*" within *Colombia Bilingüe's* frame. This plan is based on the *Common European Framework of Reference*, which is a document that is a coherent reference instrument for understanding the language learning process and how to design syllabuses and curriculum for teaching and learning languages and it is globally valid (Modelo para la implementación de un Programa de Formadores Nativos Extranjeros, 2015); besides it is also based on some laws (such as the basic learning rights, the suggested curriculums and the Law 1651 of 2013). These efforts have been focused towards the improvement of the communicative skills of English as a second language in the public educational sector having general language policies as a result, which apply both for the private and public sector. This plan also seeks that English becomes the second language acquired by the citizens, except for the racial and ethnic communities given their context needs (they must learn Spanish which would be the second language demanded for them to become competitive in a national scale) And the first goal of this plan was that by 2019 (next year) a 100% of eleven graders would achieve a B1 level (Bases para una nación bilingüe y competitiva, 2005).

However, it does not seem to have been very effective due to Colombia's inequality and bad management and planning from the government (Media SwissInfo, 2006), which reflects on the education that does not have the same warranties throughout the national territory and this is the reason why it is important to analyze the proposed aspects and their scope by researching in the Colombian context, this inequality will be analyzed taking the two educational sectors into account: Public and Private, and the impact this has on teacher's job, because here is where the inequality begins. The government has left private teachers on their own by adding to every law the following statement "la presente ley aplica para el sector público", the private education sector is ruled by other laws, laws from the private sector which are not thought to take care of the worker but to protect the benefits of the companies.

The differences between the *public* and the *private* sectors of education in Colombia are evident regarding: the acquisition and the availability of resources, English teachers allocation, the actions taken by the private sector in which the teachers must supply the academic supports such as international exams which are charged and the fees must be assumed by the teacher, and the actions taken by the public sector which exceed the public sector's ones and even with that, the proficiency of the teachers from the private sector is more advanced compared to the public sector teachers. These aspects show a big gap from one sector to the other and this gap becomes larger because Colombia has a system of "socioeconomic stratum" in which people are classified by the income they earn. This system is so deep that most people born in low stratum never get quality education ("Only 10% of young born in stratum 1 get to go to college" (Julian de Zubiría, 2018)), and if they do they do not see it as a tool to overcome poverty, instead of that, they see it as a requirement from the society to become an adult, a proof of this is what Sergio Fernandez (political scientist and spokesperson of the Mesa Amplia Nacional Estudiantil (MANE)) affirmed back in June 2018: "Con educación de baja calidad, no se puede desarrollar una sociedad. La calidad se ha vuelto de acuerdo con la capacidad del bolsillo y no se ha distinguido como un derecho digno sino dependiente del sustento económico que se tenga para adquirirlo".

In other cases, such as the cases of towns where the violence has an impact, education is not easy to access. Schools are far away, and teachers are frightened, sometimes even killed:

"Las escuelas son con frecuencia blancos militares. Entre 1996 y 2003 hubo 71 casos de escuelas atacadas. En los combates, los diferentes agentes armados no vacilan en utilizar a los niños como escudos humanos.

La situación de los profesores también es dramática. En las zonas de control de la guerrilla o de paramilitares, la prestación del servicio más básico, como el educativo, tiene el riesgo de la intimidación, el secuestro o la muerte.

No es raro que los profesores sean objetivos militares de los grupos armados que les obligan a huir de su lugar de trabajo, por ser percibidos como agentes del Estado o aliados de la guerrilla, dependiendo de donde provenga la amenaza.

El resultado es evidente: las escuelas quedan vacías y los niños a merced de un futuro incierto, informa Cuénoud.” (SwissInfo. Ferro, R. 2006)

Those are just a few aspects to take into account when assessing the National Bilingualism Plan, which leaves a lot of challenges for the incoming government represented by the National Ministry of Education, a government which was recently elected and that already announce giving less money to education, a government allied with Alvaro Uribe Velez and his party, which has politicians who are well-known by being corrupt and seeking their own welfare, a Ministry of Education who has been in the spot of the media for giving a contract to a company which charged \$40.000 for chicken breast for the children of Bogotá (Colombia Check. Cuevas, 2018) and who is an economist and even though she has worked with Education over 18 years, has never been a teacher or been part of an educational institution.

It is imperative to know which are the weaknesses the plan has had and the challenges it will leave, always taking the weaknesses of the government into account (weaknesses in terms of management and planning that are covered with the excuse of the violence but are worse than the violence itself according to an article written in 2006 by the media SwissInfo). All of which must be assessed in order to be able to propose new strategies for the plan to be strengthen and improved, but always engaging government and educational institutions towards their teachers who are the gross force of this program.

According to what was stated on the last page, taking all of those aspects into account, this monograph pretends to answer the following questions: Which are the challenges for the PNB after 2018? How can the PNB take teachers into account and improve their job to have a better second language level? How can the government show its compromise towards second language learning and how can it engage private sector institutions with their teachers?

As said before, the purpose of this project is to find out the challenges for the incoming government and for the Education Ministry in terms of bilingualism education at schools from

primary and secondary, according to the National Bilingualism Plan from 2014 to 2018 in order to support teachers as the most important human resource of this plan. In 2014 the numbers showed that in spite of the efforts and the money invested on this National Plan, for 2014 only 1% of eleven grade students from the public sector in Colombia achieved a B1 level of English (Colombia Aprende, 2014), so the plan for the last four years expected to increase this percentage from 1% to 8% and it also expected to increase the A2 students from 7% to 35%. This numbers seem to be unrealistic and this was one of the challenges seen when reading it.

This is why the project first aims to find out the gaps created during the implementation of the ideas of the PNB from 2014 to 2018 and recognize some strategic plans in which it has evolved recognizing its objectives and realizing its strengths and weaknesses to propose some strategies for facing the upcoming challenges. The strategies will be focused on suggesting public policies for the institutions and it will also try to focus on strengthen the teachers as an important factor for this process to be possible, so this project aims to point out the most important needs to be taken into account in order to realize teacher's importance for this process and to give them the right tools through general training guidelines, always taking the institutions into account.

Understanding how to manage proper plans which have specific general guidelines identifying teacher's training necessities and the monitoring of the teaching processes, to promote new opportunities in order to engage the private sector with the Plan and the teachers.

Objectives

General Objective

To suggest general language policies and guidelines for the incoming government and the Education Ministry regarding the role of the teacher in order to improve bilingual education, according to the National Bilingualism Plan from 2014 to 2018

Specific Objectives

To identify and define the gaps created during the process of implementation of the documents of the Bilingualism National Plan.

To identify the National Bilingualism Plan and its objectives.

To identify and propose general language policies and guidelines applicable for teachers and educational institutions that the incoming government and the Education Ministry must develop in terms of bilingual education.

To recognize the teachers as the main tool for a successful Bilingualism Plan.

To propose strategies to overcome the National Bilingualism Plan's gaps.

To assess the National Bilingualism Plan 2014-2018.

CHAPTER 2

THEORETICAL BACKGROUND

There are four aspects, which will be considered to begin this background.

1. The National Bilingualism Plan (the Plan and the research found or documents which address this topic)

National Bilingualism Plan (Plan Nacional de Bilingüismo PNB):

The National Bilingualism Plan (PNB) is a project performed by the Colombian National Education Ministry of Education which responds to the need of having citizens who can communicate in more than one language. Its main aim is: “Lograr ciudadanos y ciudadanas capaces de comunicarse en inglés de tal forma que puedan insertar al país en los procesos de comunicación universal, en la economía global y en la apertura cultural, con estándares internacionalmente comprobables.” (Colombian Ministry of Education, 2004)

This Plan began on 2004 and has had many changes and improving plans through the years as shown on the graphic.



Figure 1. PNB from 2004 to 2018, general guidelines. (Modelo para la implementación de un Programa de Formadores Nativos Extranjeros, 2016)

Language Learning Policies:

According to the Council of Europe Language Learning Policies are important s that different cultures can understand each other:

“Accordingly, under the European Cultural Convention, the Council of Europe has been promoting linguistic diversity and language learning in the field of education since 1954.” Article 2 of the Convention calls on the signatory states to promote reciprocal teaching and learning of their languages:

Each Contracting Party shall, insofar as may be possible:

a) encourage the study by its own nationals of the languages, history and civilization of the other Contracting Parties and grant facilities to those Parties to promote such studies in its territory; and

b) endeavor to promote the study of its language or languages, history and civilization in the territory of the other Contracting Parties and grant facilities to the nationals of those Parties to pursue such studies in its territory.” (Common European Framework of Reference CEFR, 2018)

Second language Learning:

According to the PNB, Second Language is the one which is essential for official, commercial, social, or educational activities; at a specific context; this can be acquired during the childhood or a school.

Bilingual Education:

“Programs for majority language speakers and modalities offered for minority language speakers” (De Mejía, A.M 2005) even though this perception was written on 2005, this fits perfectly the view the researcher has about the National Bilingualism Plan still nowadays.

Contemplated on the PNB, bilingual education is: For indigenous people the education oriented for them to learn Spanish as a second language and for the rest of the people programs oriented for them to learn English as a second language.

Bilingualism:

According to the National Bilingualism Plan, Bilingualism refers to the different levels in which a person communicates in more than one language, Second Language is the one which is essential for official, commercial, social, or educational activities; at a specific context; this can

be acquired during the childhood or a school; and Foreign Language is the one that is not spoken in the local environment and the social conditions do not require the permanent use for the effective communication.

The Handbook of Bilingualism as reference for the bilingualism definition will be taken into account for this research.

“The present authors define bilinguals as individuals or groups of people who obtain communicative skills, with various degrees of proficiency in oral and/or written forms, in order to interact with speakers of one or more languages in a given society. Accordingly, bilingualism can be defined as psychological and social states of individuals or groups of people that result from interactions via language in which two or more linguistic codes (including dialects) are used for communication.” (Bathia T., & Ritchie, W. 2006 pg. 114)

Common European Framework of Reference:

“The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) presents a comprehensive descriptive scheme of language proficiency and a set of common reference levels (A1-C2) defined in illustrative descriptor scales, plus options for curriculum design promoting plurilingual and intercultural education, further elaborated in the Guide mentioned in the introduction.

One of the main principles of the CEFR is the promotion of the positive formulation of educational aims and outcomes at all levels. Its ‘Can do’ definition of aspects of proficiency provides a clear, shared roadmap for learning, and a far more nuanced instrument to gauge progress than an exclusive focus on scores in tests and examinations. This principle is based on the CEFR view of language as a vehicle for opportunity and success in social, educational and professional domains” (CEFR, 2018. Pg. 25)

The scale which will be taken into account is the same scale taken by the National Ministry of Education and was developed by the CEFR but the scales updated on 2018 from the CEFR will also be added. The following is the scale in which the National Bilingualism Plan is supported:

Table 1
Can do statements, Common European Framework of Reference.

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

(*Modelo para la implementación de un Programa de Formadores Nativos Extranjeros, 2016*)

The following are some new tables added to the CEFR (Common European Framework of Reference by its acronym.)

Table 2

CEFR Selfassessment grid (with online interaction and mediation) Reception.

RECEPTION	A1	A2	B1	B2	C1	C2
Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

(*CEFR, n.d*)

Table 3
CEFR Selfassessment grid (with online interaction and mediation) Interaction.

INTERACTION	A1	A2	B1	B2	C1	C2
Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation of discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
Written and online Interaction	I can post short, simple greetings as statements about what I did and how I liked it, and can respond to comments in a very simple way. I can react simply to other posts, images and media. I can complete a very simple purchase, filling in forms with personal details.	I can engage in basic social interaction, expressing how I feel, what I am doing or what I need, and responding to comments with thanks, apology or answers to questions. I can complete simple transactions such as ordering goods, can follow simple instructions and can collaborate in a shared task with a supportive interlocutor.	I can interact about experiences, events, impressions and feelings provided that I can prepare beforehand. I can ask for or give simple clarifications and can respond to comments and questions in some detail. I can interact with a group working on a project, provided there are visual aids such as images, statistics and graphs to clarify more complex concepts.	I can interact with several people, linking my contributions to theirs and handling misunderstandings or disagreements, provided the others avoid complex language, allow me time and are generally cooperative. I can highlight the significance of facts, events and experiences, justify ideas and support collaboration.	I can understand the intentions and implications of other contributions on complex, abstract issues and can express myself with clarity and precision, adapting my language and register flexibly and effectively. I can deal effectively with communication problems and cultural issues that arise by clarifying and exemplifying	I can express myself in an appropriate tone and style in virtually any type of written interaction. I can anticipate and deal effectively with possible misunderstandings, communication issues and emotional reactions, and adjusting language and tone flexibly and sensitively as appropriate.

(CEFR, n.d)

Table 4
CEFR Selfassessment grid (with online interaction and mediation) Production.

PRODUCTION	A1	A2	B1	B2	C1	C2
Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Written Production	I can write simple isolated phrases and sentences.	I can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".	I can write straightforward connected text on topics which are familiar or of personal interest.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write detailed expositions of complex subjects in an essay or a report, underlining what I consider to be the salient issues. I can write different kinds of texts in a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

(CEFR, n.d)

Table 5
CEFR Selfassessment grid (with online interaction and mediation) Mediation.

MEDIATION	A1	A2	B1	B2	C1	C2
Mediating a text	I can convey simple, predictable information given in short, simple texts like signs and notices, posters and programmes.	I can convey the main point(s) involved in short, simple texts on everyday subjects of immediate interest provided these are expressed clearly in simple language.	I can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest.	I can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured, texts within my fields of professional, academic and personal interest.	I can convey clearly and fluently in well-structured language the significant ideas in long, complex texts, whether or not they relate to my own fields of interest, provided that I can occasionally check particular technical concepts.	I can explain in clear, fluent, well-structured language the way facts and arguments are presented, conveying evaluative aspects and most nuances precisely, and pointing out sociocultural implications (e.g. use of register, understatement, irony and sarcasm).
Mediating concepts	I can invite others' contributions using short, simple phrases. I can use simple words and signals to show my interest in an idea and to confirm that I understand. I can express an idea very simply and ask others whether they understand me and what they think.	I can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided I can ask for repetition or reformulation from time to time. I can make suggestions in a simple way to move the discussion forward and can ask what people think of certain ideas.	I can help define a task in basic terms and ask others to contribute their expertise. I can invite other people to speak, to clarify the reason(s) for their views or to elaborate on specific points they made. I can ask appropriate questions to check understanding of concepts and can repeat back part of what someone has said to confirm mutual understanding.	I can encourage participation and pose questions that invite reactions from other group members' perspectives or ask people to expand on their thinking and clarify their opinions. I can further develop other people's ideas and link them into coherent lines of thinking, considering different sides of an issue.	I can acknowledge different perspectives in guiding a group, asking a series of open questions that build on different contributions in order to stimulate logical reasoning, reporting on what others have said, summarising, elaborating and weighing up multiple points of view, and tactfully helping steer discussion towards a conclusion.	I can guide the development of ideas in a discussion of complex abstract topics, encouraging others to elaborate on their reasoning, summarizing, evaluating and linking the various contributions in order to create agreement for a solution or way forward.
Mediating communication	I can facilitate communication by showing my welcome and interest with simple words and non-verbal signals, by inviting others to speak and indicating whether I understand. I can communicate other people's personal details and very simple, predictable information, provided other people help me with formulation.	I can contribute to communication by using simple words to invite people to explain things, indicating when I understand and/or agree. I can communicate the main point of what is said in predictable, everyday situations about personal wants and needs. I can recognise when speakers disagree or when difficulties occur and can use simple phrases to seek compromise and agreement.	I can support a shared communication culture by introducing people, exchanging information about priorities, and making simple requests for confirmation and/or clarification. I can communicate the main sense of what is said on subjects of personal interest, provided that speakers articulate clearly and that I can pause to plan how to express things.	I can encourage a shared communication culture by adapting the way I proceed, by expressing appreciation of different ideas, feelings and view-points, and inviting participants to react to each other's ideas. I can communicate the significance of important statements and viewpoints on subjects within my fields of interest, provided speakers give clarifications if needed.	I can mediate a shared communication culture by managing ambiguity demonstrating sensitivity to different viewpoints, and heading off misunderstandings. I can communicate significant information clearly, fluently and concisely as well as explaining cultural references. I can use persuasive language diplomatically.	I can mediate effectively and naturally between members of my own and other communities; taking account of sociocultural and sociolinguistic differences and communicating finer shades of meaning.

(CEFR, n.d)

Table 6

CEFR Qualitative features of spoken language (expanded with phonology).

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE	PHONOLOGY
C2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.	Can employ the full range of phonological features in the target language with a high level of control – including prosodic features such as word and sentence stress, rhythm and intonation – so that the finer points of his/her message are clear and precise. Intelligibility is not affected in any way by features of accent that may be retained from other language(s).
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/ herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.	Can employ the full range of phonological features in the TL with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the TL; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility at all.
B2+						
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility.
B1+						
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	Pronunciation is generally intelligible, can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.
	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE	PHONOLOGY
A2+						
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can ask and answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and," "but" and "because".	Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from other language(s) he/she speaks on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear.
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.

(CEFR, n.d)

Table 7
CEFR Manual TABLE C4: Written assessment grid.

	OVERALL	RANGE	COHERENCE	ACCURACY	DESCRIPTION	ARGUMENT
C2	Can write clear, <i>highly accurate and smoothly flowing</i> complex texts in an appropriate and effective <i>personal style conveying finer shades of meaning</i> . Can use a logical structure which helps the reader to find significant points.	Shows great flexibility in <i>formulating</i> ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Can create coherent and cohesive texts making full and appropriate use of a variety of organisational patterns and a wide range of connectors and other cohesive devices.	Maintains consistent and <i>highly accurate</i> grammatical control of <i>even the most complex language forms</i> . <i>Errors are rare and concern rarely used forms</i> .	Can write clear, smoothly flowing and fully engrossing stories and descriptions of experience in a style appropriate to the genre adopted.	Can produce clear, smoothly flowing, complex reports, articles and essays which present a case or give critical appreciation of proposals or literary works. Can provide an appropriate and effective logical structure which helps the reader to find significant points.
C1	Can write clear, well-structured and <i>mostly accurate</i> texts of complex subjects. Can <i>underline</i> the relevant salient issues, <i>expand and support</i> points of view at some length with subsidiary points, reasons and relevant examples, and <i>round off</i> with an appropriate conclusion.	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say. <i>The flexibility in style and tone is somewhat limited</i> .	Can produce clear, smoothly flowing, well-structured text, showing controlled use of organisational patterns, connectors and cohesive devices.	Consistently maintains a high degree of grammatical accuracy; <i>occasional errors in grammar, collocations and idioms</i> .	Can write clear, detailed, well-structured and developed descriptions and imaginative texts in a mostly assured, personal, natural style appropriate to the reader in mind.	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support point of view with some subsidiary points, reasons and examples.
B2	Can write clear, detailed <i>official and semi-official</i> texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources. Can make a distinction between formal and informal language with <i>occasional less appropriate expressions</i> .	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, using some complex sentence forms to do so. <i>Language lacks, however, expressiveness and idiomaticity and use of more complex forms is still stereotypic</i> .	Can use a number of cohesive devices to link his/her sentences into clear, coherent text, though there may be some "jumpiness" in a longer text.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstandings.	Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned. Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. Can write a review of a film, book or play.	Can write an essay or report that develops an argument systematically with appropriate highlighting of some significant points and relevant supporting detail. Can evaluate different ideas or solutions to a problem. Can write an essay or report which develops an argument, giving some reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. Can synthesise information and arguments from a number of sources.

	OVERALL	RANGE	COHERENCE	ACCURACY	DESCRIPTION	ARGUMENT
B1	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. <i>The texts are understandable but occasional unclear expressions and/or inconsistencies may cause a break-up in reading</i> .	Has enough language to get by, with sufficient vocabulary to express him/herself with some circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Can link a series of shorter discrete elements into a connected, linear text.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more <i>common</i> situations. <i>Occasionally makes errors that the reader usually can interpret correctly on the basis of the context</i> .	Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip – real or imagined. Can narrate a story. Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.	Can write short, simple essays on topics of interest. Can summarise, report and give his/her opinion about accumulated factual information on a familiar routine and non-routine matters, within his field with some confidence. Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.
A2	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because". <i>Longer texts may contain expressions and show coherence problems which makes the text hard to understand</i> .	Uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information mainly in everyday situations.	Can link groups of words with simple connectors like "and", "but" and "because".	Uses simple structures correctly, but still systematically makes basic mistakes. <i>Errors may sometimes cause misunderstandings</i> .	Can write very short, basic descriptions of events, past activities and personal experiences. Can write short simple imaginary biographies and simple poems about people.	
A1	Can write simple isolated phrases and sentences. <i>Longer texts contain expressions and show coherence problems which make the text very hard or impossible to understand</i> .	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Can link words or groups of words with very basic linear connectors like "and" and "then".	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire. <i>Errors may cause misunderstandings</i> .	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do, etc.	

(CEFR, n.d)

2. Julian de Zubiría's position in front of the bilingual education policies.

Julian de Zubiría has been one of the most critical educational managers from Colombia who has spoken about the bilingualism plan and has criticized it with overwhelming arguments. For this research several articles written by him will be used.

The following statements from de Zubiría will be used to support the research:

“Según el informe mundial PISA para el año 2012, en Colombia solo tres de cada mil jóvenes de quince años de edad alcanzan el nivel más alto de comprensión lectora: la lectura crítica. Después de diez años de escolaridad, hay un retraso generalizado en la comprensión de textos breves y sencillos, y la mitad de los jóvenes leen y entienden en su lengua nativa a esa edad como si tuvieran 7 años. La conclusión es dramática: el sistema educativo sigue retrasando los procesos de pensamiento y de comunicación de niños y de jóvenes.

Los resultados obtenidos por nuestros estudiantes en las pruebas nacionales muestran un panorama más grave todavía. Entre los egresados de la educación media en 2014, menos del 1 por ciento llega a un nivel alto en argumentación y lenguaje, y menos del 2 por ciento alcanza ese nivel en competencias interpretativas.

Aprender una lengua es aprender una lógica y una manera de pensar, de organizar y de comunicar ideas. De lo cual se colige que todos los esfuerzos para que los estudiantes de los colegios públicos dominen una segunda lengua fracasaran mientras no se trabaje de manera adecuada la relación pensamiento-lenguaje.” (de Zubiría, 2016)

On another article titled: “¿Para qué el inglés si todavía ni hablamos español?” De Zubiría states that:

“Brevemente vamos a argumentar por qué, desde el punto de vista pedagógico, nos parece una opinión en general equivocada, desafortunadamente adoptada como política oficial por el MEN en 2004. Al hacerlo, esta entidad no tuvo en cuenta las necesidades más amplias de la población y desconoció prioridades más apremiantes en la educación de los jóvenes colombianos.” (de Zubiría, 2014)

Along with the process of this monograph both articles and other research done by de Zubiría is taken into account to support the gaps the plan has had.

3. Second Language Acquisition Classical Theories. (Richards. J. & Rodgers. T. 1986)

It is known that there have been some methods and approaches developed through the years that are considered to be the general rules in terms of second language acquisition. The community of second language teachers understand that education is a changing matter, however, there are some parameters which must always be taken into account because they have worked through time and will continue working for the Bilingualism Plan. They are briefly addressed here and through the monograph, to be able of understanding which ones of them work better for our context and why.

a. Grammar Translation Method:

- Centered on grammar
- Instruction is given in the mother tongue and the second language.
- No oral use of language.
- The context of texts is not important; they are just tools to look for grammar.
- The exercises are drills to translate and they are usually disconnected sentences.

(Richards. J. & Rodgers. T. 1986)

b. Direct Method (Charles Berlitz):

- Based on first language learning processes.
- It is focused on: Speaking, using language in a spontaneous way, no translation, every day vocabulary (when it is concrete, pictures are used to teach it or when the vocabulary is abstract there must be a process of ideas association) and almost none analysis from grammar rules.
- Class is given using the second language to be acquired.
- It's an inductive approach. (Richards. J. & Rodgers. T. 1986)

c. Audiolingual Method / "The army method":

- Looks for oral proficiency.
- The student must identify the grammatical structures and the basic sentence patterns.
- The practice of the patterns is important focusing on pronunciation and intensive oral drilling.
- The dialogue is the tool to present new material
- The habits are developed by constant repetition.

- Learning a language is a set of appropriate mechanical habits and if there are any mistakes it is because the habits learnt were not proper.
 - The teacher must develop those good habits. (Richards. J. & Rodgers. T. 1986)
- d. The silent way.
- It is a problem-solving approach.
 - Students must be independent and autonomous and must cooperate with peers.
 - The student must discover what they will learn and creates it and then repeats it to be learn.
 - The fact of being with others who are in the same process eases the learning process.
 - After getting the material the student must use problem solving strategies to learn it. (Richards. J. & Rodgers. T. 1986)
- e. Suggestiopedia:
- Focuses on the environment of learning which must be as comfortable as possible.
 - The learning environment is thought to encourage "Peripheral" learning with the presence of posters and decorations featuring the target language and various grammatical information.
 - The teacher is the authority in the classroom.
 - Arts are integrated on the learning processes. (Richards. J. & Rodgers. T. 1986)
- f. T.P.R. (Total Physical Response)
- This approach is focused on kinesthetic learning. The listening is linked to physical activities that pretend reinforcing learning.
 - This method states that the language learning process is internalized through a process of code-breaking which is similar to the first language acquisition.
 - The students are expected to respond to some commands.
 - This approach states that the second language learning should happen parallel to the first language acquisition.
 - When done appropriately the activities can be considered as stress-free learning ones.

- This approach respects the timings of the learners and when they feel free to speak they do. (Richards. J. & Rodgers. T. 1986)
- g. Communicative language teaching.
- The goal in this approach is to communicate effectively.
 - Use of authentic texts into the situation.
 - Focuses on the language and in the learning process.
 - Learner's experiences are important for this approach.
 - Fluency is important for communicating.
 - Trial and mistake are seen as a creative process to learn a second language. (Richards. J. & Rodgers. T. 1986)
- h. Task based language learning
- Students should work on meaningful task to learn the authentic language using target language. (Richards. J. & Rodgers. T. 1986)
- i. The natural approach.
- Students must receive comprehensive input.
 - At the beginning emphasizes on reading and listening. (Richards. J. & Rodgers. T. 1986)

4. Public and private sector differences:

It has been seen that through the years the government has specified the laws of the teaching career, but in every document (which was written more than 60 years ago) it is stated that the laws are for the teachers of the public sector and that the private sector ones are supported by some of the laws but that private sector teachers are supported by the “Código Sustantivo del Trabajo”, which has been so well written that the private schools take advantage of each one of its sections to give teachers only what they must, asking a lot from them but giving a little back to them. The documents which support this monograph are the following:

- a. “Igualdad de derechos para los profesores del sector privado” By Santiago Villeags Oyola from 2017. Las2Orillas.
- b. “Colegios privados le hacen “conejo” a sus maestros” By Pablo Correa from 2018, El espectador
- c. “The teaching profession in Colombia” Marcela Bautista Macia, Universidad Nacional de Colombia.

- d. “Satisfacción laboral en docentes de instituciones de educación básica primaria del sector público y privado de la ciudad de Cartagena” Guardo, C; Pájaro, K. Fang, Y. Universidad Técnica de Bolívar, Facultad de Psicología. 2010.

CHAPTER 3

LITERATURE REVIEW

For understanding the present project, it is imperative that the readers understand the Common European Framework of Reference: “Some of the instruments produced within the Council of Europe have played a decisive role in the teaching of so-called “foreign” languages by promoting methodological innovations and new approaches to designing teaching programmes, notably the development of a communicative approach” (The CEFR Levels, n.d).

The CEFR provides the international basis for the teaching of foreign languages giving specific standards and those standards are the ones on which the Education Ministry based Colombia Bilingual Plan. It is a must to understand the way in which the CEFR proposes that a person acquires a language and also to understand what each level is asked to do, this in order to define policies and methods when teaching a second language.

When looking for the National Bilingualism Plan on the internet and trying to find a specific document about it with general guidelines, what is found is a large amount of documents related to it, but there will not be a single document structured by the Education Ministry or any other government entity, where could be found what it is and an assessment through the time.

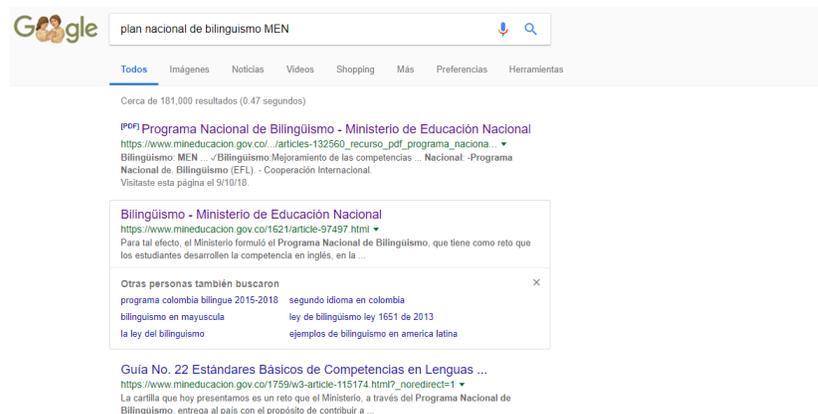


Figure 2. Screenshot of the search of the PNB on Google where it is seen that there is not a specific online document but there are many documents and each one of them has different information. It requires that the person who wants some information reads many documents to try to understand the Plan. (Google, 2018)

But when you look for “Colombia Bilingüe”, you can find then “Colombia Aprende” website where you can find first of all an overall set of documents such as the Basic Learning Rights, Teacher’s career, Digital Resources and the texts developed for this Colombia Bilingüe project.

When beginning the research each of these materials following .PDF texts, which must be taken into account for this research, were found:

- a) The Basic Learning Rights: a set of documents where the general learning rights are from Transition to eleventh grade are set. They are divided into two groups: From transition to fifth grade and from sixth to eleventh grade. The documents uploaded on that link until October 9th 2018 are:
 - Posters: One poster for each grade in both, English and Spanish, to explain the Basic Learning Rights of each grade.



Figure 3. Screenshot of the search of the Basic Learning Rights for English First Grade in English. (Basic Learning Rights, MEN. 2015)



Figure 4. Screenshot of the search of the Basic Learning Rights for English First Grade in Spanish. (Basic Learning Rights, MEN. 2015)

- b) Then you can find two primers one in English and the other in Spanish with the basic learning rights.

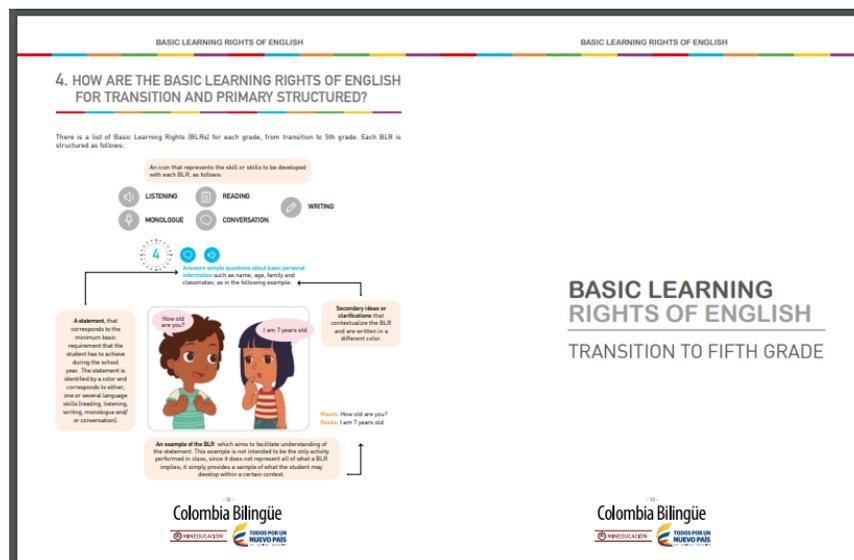


Figure 5. Screenshot of the search of the Basic Learning Rights for English First Grade Primer. (Basic Learning Rights, MEN. 2015)

These primers show two important aspects: they were written to become a didactic material full of colors and eye-catching images to engage readers and to give them an

easy to follow reading experience. On the other hand, even though they are made like that, they require that the teacher has a minimum knowledge in terms of second language acquisition for example in the case where they explain certain skills to explain how should be each Basic Language Right approached.

- c) Then you can find the suggested curriculum for learning English, which is written again in 2 primers, one in Spanish and the other in English.
- d) The next resource you get here is a poster for each grade with the suggested curriculum.
- e) The fifth document is a document where the institution and the teachers will be able of having some orienteering points. This primer has one important orientation about how it was done (and the whole material) which must be taken into account for the purposes of this research:

Estos dos documentos se construyeron teniendo en cuenta las necesidades y características propias de los docentes de educación básica primaria del sector oficial, lo que permitió establecer ejes transversales adaptables a estos contextos particulares. (Cartilla Orientaciones IE y SE, 2016.Pg 10)

- f) The next document is a primer with orientations for teachers, as every other one it is written in English and Spanish.
- g) The last one is a practical guide of implementation again in English and Spanish.

After those documents there is another link where you can find information for teachers: incentive schemes, come materials like the books or even calls launched for the teachers to be part of academic communities to study or investigate. It is important to take into account that as it is thought for teachers from the public sector, teachers from the private sector do not know these callings. Whenever a private teacher would like to improve his professional life he/she must pay for it.

At last, on this website the series of texts developed within this Colombia Bilingue Framework are found, which answer to the Colombian context necessities.

One of the most important things to be considered after checking this first part is: how many teachers and schools from the private sector know about this material?

Other resources which will be taken into account for this research related to the national bilingualism plan and which will help supporting the final ideas of the document will be the following:

The experience of the National Ministry of Education 2014-2018 developed with the help of the organization called Heart for Change which has been working with foreign people to help Colombia in many different ways such as linking investors with organizations or bringing foreign who would like to help in Colombia working as volunteers. This organization was working with the government of president Juan Manuel Santos on the “Modelo para la implementación de un programa de formadores nativos extranjeros 2016”. This was a successful experience and the document contains important information regarding the experience, other experiences and the National Bilingualism Plan tracking it from the beginning to 2016. This is an important experience to take into account because not only was it successful but the document is, so far, the document where any person can read and understand the Plan and how has it been developed through the time, talking about the classic approaches and the use of each one of them in Colombia when teaching languages, it also speaks about the history of bilingualism in Colombia and gives important data for this research.

After researching on the internet, the following texts were found in which there is an analysis of the plan:

On 2013 an article called “The Challenges Facing the National Program for Bilingualism. Bilingual Colombia” was written, which analyzes the pros and the cons of the Plan and proposes some suggestions to be taken into account in the future of the plan in which is stated that the following challenges must be taken into account:

- *Una mejor relación lengua materna y extranjera que privilegie la formación en lengua materna con el fin de favorecer la adquisición de la segunda lengua.*
- *El funcionamiento de un sistema de aprendizaje y enseñanza de lengua extranjera que estimule al bachiller en el desarrollo de las habilidades básicas en la comunicación interpersonal.*
- *El uso de opciones metodológicas eclécticas que favorezcan el desarrollo de la competencia comunicativa escrita en lengua extranjera tanto en su producción como en su comprensión.*

- *El énfasis en el logro de objetivos de comunicación por cada año escolar para que estos se nutran del material lingüístico y la progresión de actos de habla de un libro de texto escogido con el estudiante y sus necesidades en mente.*
- *La articulación entre docencia-investigación a través de redes de profesores que cuenten con el apoyo de secretarías de educación, alcaldías y gobernaciones.*
- *La intensificación del inglés no solo a partir de más número de horas de clase sino de proyectos transversales que impulsen el uso de esta lengua fuera de la institución, y que le permitan al bachiller jugar el papel de un usuario autónomo del inglés.*

Galindo y Moreno (2008)

This reference comes from a documentary about the National Bilingualism Plan and this article also references.

Velazco (2011) proposes the following aspects which need to be taken into account:

- *El uso de un enfoque integral y articulado en la formación de la lengua materna y la lengua extranjera que permee y enriquezca el diseño curricular.*
- *La existencia de un trabajo colectivo entre instituciones, profesores y padres de familia para que se practique la lengua extranjera por fuera de los salones de clase en situaciones cotidianas.*
- *La cualificación del trabajo docente para que la educación bilingüe se enfoque en la formación holística en idiomas, asegurando el desarrollo y el enriquecimiento de los mismos a través de estímulos, explicaciones y prácticas apropiados.*

Velazco (2011)

After analyzing these proposals, the article states that there are three general ideas to be taken into account: *concreción del currículo, cualificación del proceso de enseñanza-aprendizaje y fortalecimiento del sentido de comunidad bilingüe.*

Another important research for this field is the one performed by Cárdenas, R. & Miranda, N. (2014), “Implementación del Programa Nacional de Bilingüismo: un balance Intermedio”, in which the aim is, by researching 56 Schools in Santiago de Cali, an English Teacher Profile is defined. The research defines that it is important for the institutions to have a well-managed administrative management in order to select the best teacher’s profiles and they also state how important it is to have teachers with experience and certified with the required certifications.

The last important resource to be taken into account is the final work of some students from the Universidad Nacional Abierta y a Distancia (UNAD) called: “Methodologies and Strategies in Elementary Students” (2018). A work where they describe how the National Bilingualism Plan has forgotten preschool children and state the importance of learning a second language.

CHAPTER 3

METHODOLOGY

Being bilingual is a must nowadays, education has focused on providing bilingual education in order to have responsible citizens who can understand other cultures going beyond linguistic barriers and who care for the others. In response to this necessity, many different tools have been developed such as international language policies like the CEFR, being this one the one supporting the National Bilingualism Plan from Colombia. This Plan has been developed for several years and although it has had some great ideas and some great projects, it is a Plan that most teachers do not understand or know, they recognize its name and try to say what it is, but they do not understand the real impact it has on their carriers as English as second language teachers.

As second language teacher, the researcher has had contact with teachers from the private sector whose practices have many failures and who do not understand this Plan. It is imperative to understand that teachers are the most important tool for any educational plan in any place of the world. But then again, the context of Colombia has not been taken into account and the plan has many failures. While teachers from the public sector are given tools to respond to the plan, private sector teachers are asked to meet the requirements without even knowing if they will get the next contract or not.

Then, the purpose of this project is to find out the challenges for the incoming government and for the Education Ministry in terms of bilingualism education at schools from primary and secondary, according to the National Bilingualism Plan from 2014 to 2018 in order to support teachers as the most important human resource of this plan trying to answer to the following questions:

- What challenges will there be for the incoming government and the Education Ministry regarding the role of the teacher in terms of improving bilingual education, according to the National Bilingualism Plan from 2014 to 2018?
- Which would be some general language policies and guidelines applicable for teachers and educational institutions that the incoming government and the Education Ministry must develop in terms of bilingual education at schools from primary and secondary, according to the National Bilingualism Plan from 2014 to 2018?
- How can the government promote new strategies to engage the private sector with the national Bilingualism plan?

The chosen method was the qualitative research approach

The research paradigm chosen for this research is mainly qualitative but there will be some support on some quantitative data to achieve this paradigm.

TYPE OF STUDY

The present research is a monograph.

POPULATION

The researched population for this monograph is language teachers from the private sector schools who must have (according to the Plan) at least the basic knowledge about the National Bilingualism Plan and its requirements. This population should know and recognize the expectations such as the expected language level of the teachers and the strategies to achieve those goals from earlier versions of this Plan, besides knowing the incentives from the government for them (Colombia Bilingue 2014-2018. Docentes como eje central del programa). The population is a population between 29 and 55 years old, who must have studied a career related to second language acquisition and, according to Díaz-Maggioli (2003) “el desarrollo profesional de los docentes en ejercicio se hace necesario por razones tales como las reformas educativas y los nuevos retos que éstas imponen a los docentes”; therefore, it is expected from them to recognize the plan and what it supposes from them as professionals.

THE SAMPLE

This research analyzes English and second language teachers from two private schools and two public schools from Cajicá. The private schools are the Newman School, which is a school that has worked on projects to help Cajicá with the Bilingualism Plan and Colegio Cambridge, Cajicá where the English level is high but there is no knowledge of the National Bilingualism Plan.

INSTRUMENTS

This monograph is based on a qualitative research and the instrumentation used is a questionnaire which pretends to show that most teachers do not understand the National Bilingualism Plan and its goals and the ones who do, are either part of the public sector or belong to a private school compromised with this plan and the community; and an interview with the major Orlando Diaz Canasto.

The questionnaires and interview were applied from October 15th to November 1th, the results analyzed from November 2^d to November 17th and the conclusions was written from November 18th to December 2^d.

ASSUMPTIONS

For this research it was assumed that teachers would not look at the definitions of the asked topics of the questionnaire on internet or would not ask other about it, the teachers were given the questionnaire without farther information and some of them did not even know the researcher. The questionnaire must have been answered from what they truly know about the PNB. It was also assumed that it was probable that teachers from one of the private schools did not know much information about the PNB and, on the contrary, teachers from the other school which are involved in one bilingualism project, knew or had more information and would answer to more questions with relevant information. I was assumed that it was highly probable that teachers from the public sector would have answered “yes” in every question because it was assumed that as they work on the public sector, they are given training and they understand what the PNB means and how it impacts the teacher and its career.

SCOPE AND LIMITATIONS

This project aims to answer what challenges will there be in terms of thinking the teachers as the most valuable human resource for the PNB thinking about solutions that can become national policies for the institutions (both public and private) which answer to the necessities of the teachers and thinking about engaging teachers with their own development but, in the same time, trying to compromise educational institutions, private ones specially, with this development (with teachers). This project aims to exhibit the reality of Colombian education and the “compartmentalization” created by the own government which thanks to its laws, it gives a lot of advantages to the private sector, sector that asks from the teachers the same standards than the public sector with no incentives towards its teachers. Now, given the special political time we are facing in Colombia this monograph wants to show the importance of educating and incentivizing teachers understanding them as the main tool for having a high-quality education and specially in bilingual education. This project shows the weaknesses of the PNB and why it has not been able to achieve the expected percentages, even it has achieved the two years they have not been steady or improved, they always go back. One of the biggest flaws this project aims to show is the fact that second language teachers do not know what this project is and do not recognize what is the impact of this project on their daily life.

“Because qualitative research occurs in the natural setting it is extremely difficult to replicate studies” (Wiersma, 2000, p. 211). The limitations of the present study may be found when changing the place of the population because the PNB has had efforts which have been carried out in certain places so the teachers may know more and have had closer experiences with the PNB than others and also because of the fact that depending on the government in charge of each city or town in Colombia more efforts may be carried out or not, on the other hand this limitation is exacerbated by the sample size which is small.

The lack of research studies about this topic and the access to information was another limitation for this research. Even though the researcher handed out more than twenty questionnaires in the private sector, only 10 were given back and even though the researcher handed 5 questionnaires in public institutions only 2 were given back. This limitation exists because of two reasons, the first one is the high amount of work given to the private sector

teachers but also because teachers in Colombia (as Colombian individuals) leave things aside when they do not have a direct impact on their lives.

In any case, the sample was thought to be representative of the teachers from private and public sectors from Cajicá who teach a second language.

CHAPTER 4

RESULTS

After performing the questionnaires, the results were unexpected for the researcher. The questionnaires intended to show that some private schools teachers do not have any knowledge about the PNB (the school chosen to fit these characteristics was the Cambridge School) and that because of the fact that in those institutions there is a statement of high quality education in which the national government laws are just written for what they call “the poor quality” of the public sector schools, therefore there is no need for these schools to know what that plan states. As a complement and in order to check the biases of the research, the researcher chose other school (The Newman School), which is a private school that has one project called “Friendly Town” that responds to the PNB and helps the public sector with this plan improving the second language acquisition of children from public schools. The school pays teacher hired by them who are part of the staff of the school but who do not work at the school but at friendly town. These teachers prepare a curriculum for ten weeks taking the national standards into account to complete the expected learning processes from every subject but focusing on improving the second language acquisition process. The public sector students who attend Friendly Town were third graders last years and fourth graders this year who come from the 6 public schools from Cajicá. Given the background it was expected that the teachers involved in this plan recognized itself and the PNB, so it became a remarkable result to find out that even these teachers do not know anything about this plan.

The questionnaires were made in Spanish because of the fact that even though some of them work at private schools where the level is “higher”, some of them do not have enough level to answer in English. It was a way to guarantee that the questions were understood well and to not have confusions.

As a support it is important to analyze the questionnaires and what the teachers answered. The first question of the questionnaire was focused on knowing the previous knowledge of teachers of what they knew about the PNB and to know if they had ever been part of any project of this plan:

1. *¿Sabe usted qué es el Plan Nacional de Bilingüismo? SI () NO () En caso de que su respuesta sea SI explique brevemente qué es (trate de dar datos exactos como cuánto tiempo lleva funcionando, efectividad, estrategias que usted conozca o en las cuales usted haya trabajado, las cuales respondan a los objetivos del PNB):*

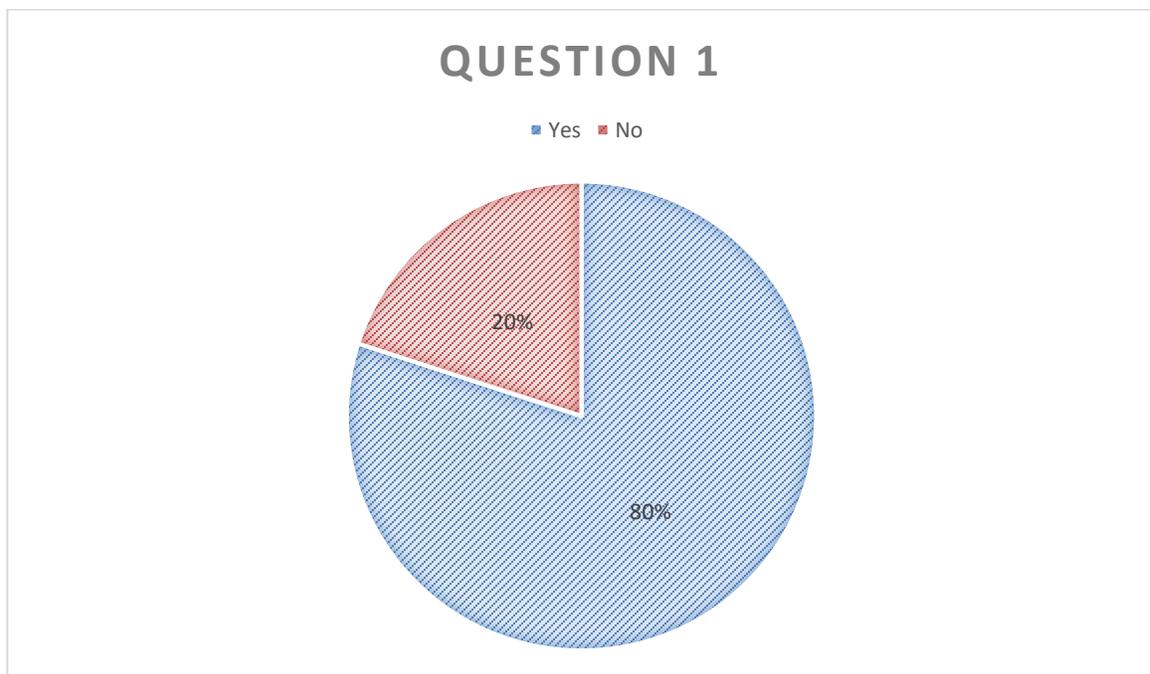


Chart 1. Percentage question 1.

This was the first question asked, and even though 80 percent of the sample said yes, when the answers were analyzed it was relevant to look at what the teachers wrote, because all the answers are different one from another and there is no precision on them. Firstly, teachers do not have a clear idea of the beginning of this plan, which is not extremely relevant, but then some teachers wrote that this is a plan made for the public sector, which aims to improve the second language acquisition, then, some other teacher wrote that it is a plan focused on second language acquisition and that it is made for primary and secondary. The next aspect to be emphasized is the fact that teachers do not have a wide range of academic vocabulary, they wrote things like: “el habla inglesa”, which is not an expected term from a teacher who must teach English as a

second language. However, there was one teacher whose answer was the following: “*El PNB es un Proyecto para el mejoramiento de la enseñanza del inglés en Colombia. Formación docente y de estudiantes. Fue diseñado en 2004 y se ha implementado con **muy buenos resultados***” This was the only answer which was accurate, but then it is important to question which good results has it had until now, because the national government keeps on trying to reach the goals each year, but they seem to be unreachable.

The second question:

2. *¿Considera usted que su institución hace las capacitaciones pertinentes para que la comunidad conozca dicho plan? SI () NO ()*

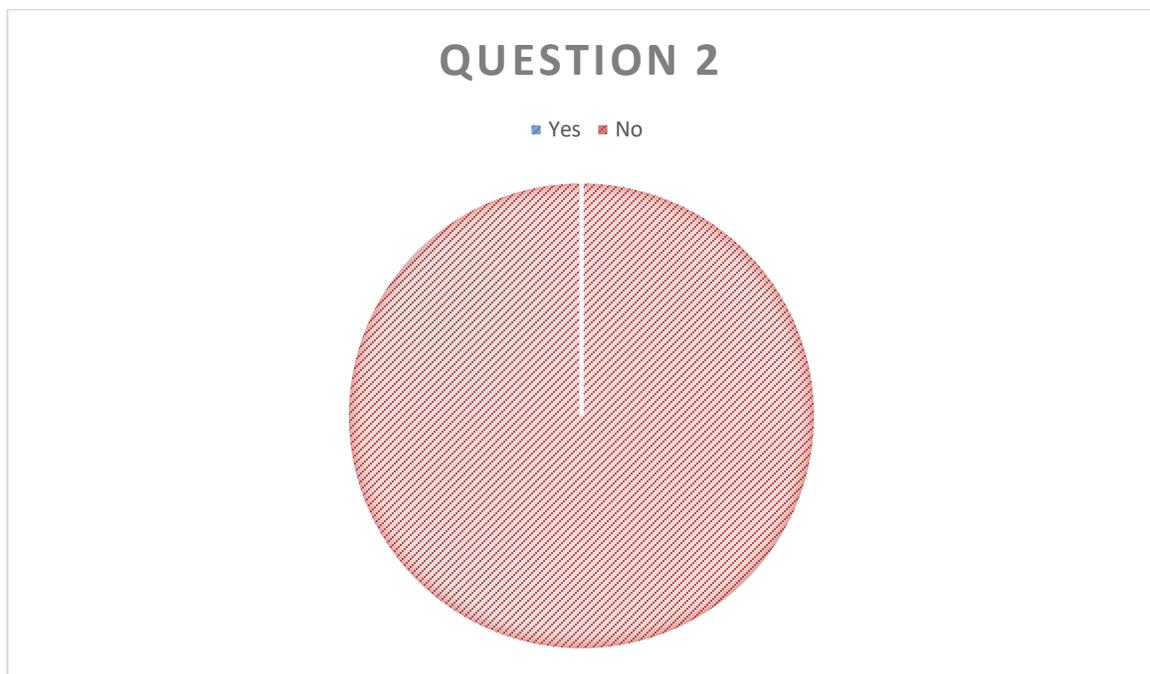


Chart 2. Percentage question 2.

This second question answers showed the importance these private schools give to the plan: none. After receiving the questionnaires, most teachers were asked to explain this answer and they stated they have heard about the plan because when they are at school some coordinators talk about it, they mention it, nevertheless, they have never received any information about it, the schools where they work at have never made any training about this or showed how and why is it an important policy. Older teachers do not seem to recognize the differences in terms of their own practice as teachers which took place after this plan began.

The third question was related to the teacher's career and it was the following:

3. *¿Conoce usted los cambios concernientes con la carrera docente que afectan a los docentes de idioma relacionados con el plan nacional de bilingüismo? SI() NO()
En caso de que su respuesta sea SI explique brevemente cuales conoce usted:*

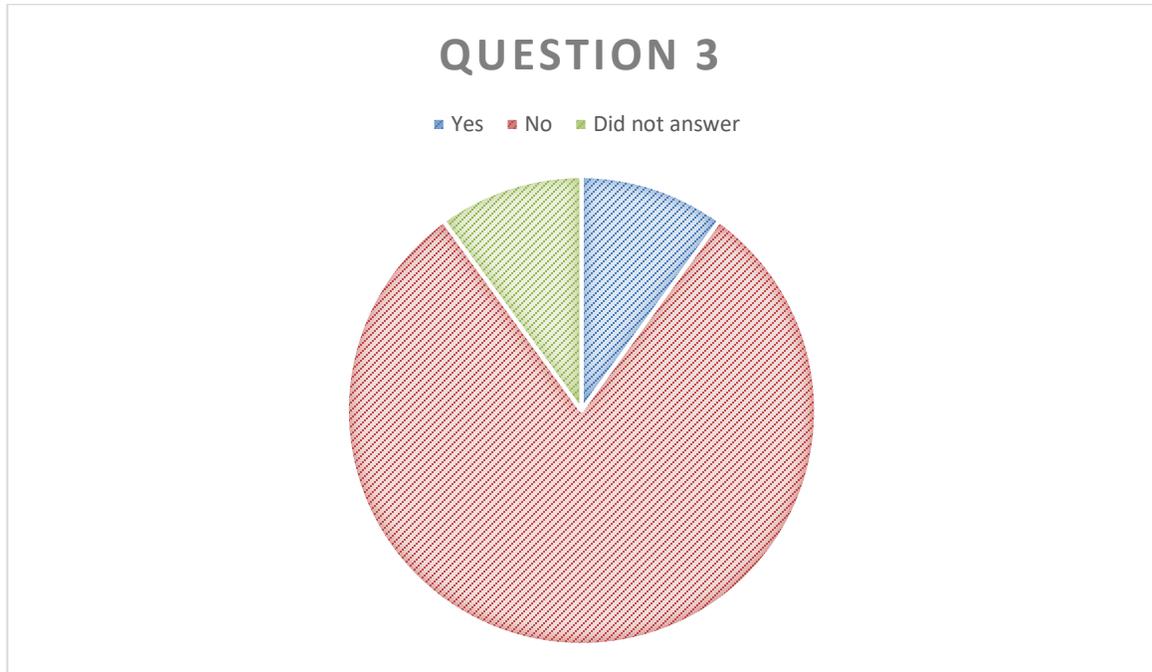


Chart 3. Percentage question 3.

After analyzing this question, the lack of knowledge in terms of national regulations towards the career of the teachers was evident, this is not only an issue that must concern companies, this must be part of the personal development, teachers should be engaged with their self-development, but they are not. Knowing national policies should be a must for teachers because this lack of knowledge does not allow teachers to be ready for meeting the requirements that the government asks from them in order to be able of continuing working as second language teachers, it is also imperative to understand that these requirements must not only be met by second language teachers, but also by teachers relate to any subject taught on the second language, it means: social studies teachers who teach it in English, or science teachers. This question shows how Colombian teachers do not read and think laws are written for lawyers and politicians, but they do not see that the education policy must be studied in any institution, from the public or the private sector.

The fourth question was related to the projects (in general) and the incentives for teachers, and as it is related to that it was expected to find out that they knew or recognize some:

4. *¿Conoce usted los proyectos y estímulos para docentes del plan? SI () NO () En caso de que su respuesta sea SI explique brevemente cuáles conoce usted:*

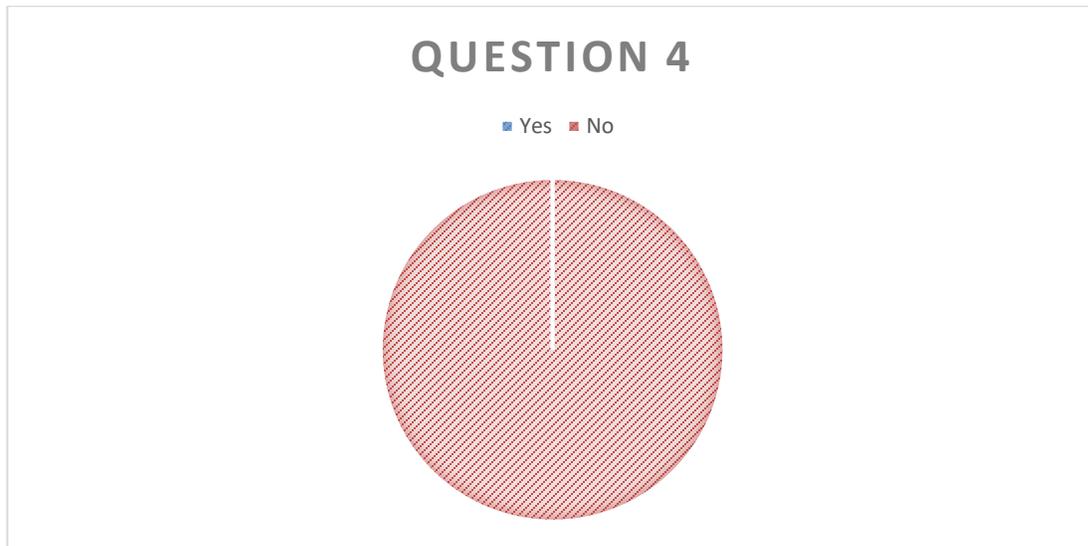


Chart 4. Percentage question 4.

100% of teachers do not know any. Private sector has no incentives for teachers so when they are asked about this they do not even imagine incentives exist and are real for public and private sector teachers.

5. *¿Ha hecho parte usted de alguno? SI () NO () En caso de que su respuesta sea SI referencie cual proyecto o estímulo y cuál era su propósito dentro del Plan Nacional de Bilingüismo.*

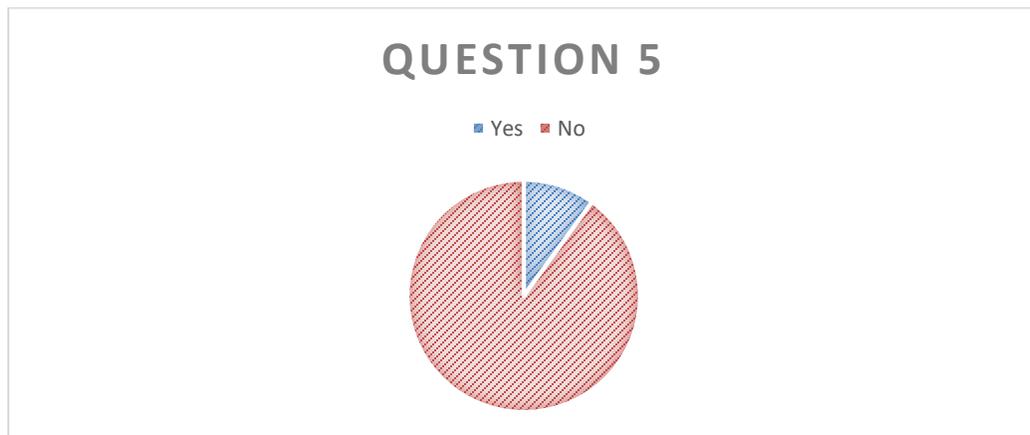


Chart 5. Percentage question 5.

This last question was aimed to show how many teachers had ever been part of any project or incentive of the PNB, it was planned intentionally to show that some of them had been part of projects (Friendly Town teachers), however only one teacher recognized to have worked on a project from the Municipality from Cajicá, anyhow, she did not recognize Friendly Town as a project aimed to meet the PNB objectives, and it is important to take into account that this is the project in which the municipality has invested more for the last 4 years.

The results of the questionnaires and their analysis were shocking because the teachers from Newman school who filled the questionnaires are the teachers working in this project called Friendly Town which is the main project focused on the PNB from Cajicá, this project is paid by the school and the Municipality of the town, so it was expected from them to know and recognize their work in a project but they did not, not even the teacher who stated that she knew more about the PNB because she claimed to work on a project related to this plan but talked about another job she has with the Municipality but she did not recognize Friendly Town as a project that satisfies the objectives of the PNB.

All of the teachers admit that the institutions they work at do not train them to recognize and respond to this national policy and 9 out of 10 teachers state that they do not know the changes and influences of this plan on the career of Second Language teachers, which is something they should be concerned about and just for personal development they should read and find out about it. Another important result was that 9 out of 10 teachers do not know any project from this plan or incentives for the teachers.

The last important finding, in terms of the questionnaires responded by private sector teachers, was the fact that none of them know that there are incentives for teachers which are not only for the public sector teachers but for everyone.

Along with these results the interview made to the mayor of Cajicá, Orlando Díaz Canasto, made evident one of the statements of the research: The mayor managed to answer what was Cajicá doing to achieve the PNB goals responding that the project they had along with Newman school (project focused on primary school children) was one of the priorities for the Municipality and he also stated why. Next to it he managed to answer very well what was the municipality doing to include teachers, however both strategies for the teachers are focused on the public sector. Once asked what about the teachers from the private sector the Mayor answered that it could also be a possibility and stated that because of the fact that he represents the public sector

he can answer the questions regarding this sector and then he called back the project friendly town, but there was no meaningful feedback. This showed the lack of control that there is upon the private sector in terms of government and policies, there is no connection between the municipality and the private sector schools other than checking the general guidelines of what is necessary to have a school, but there is no compromise to follow what the private sector does to achieve its high results (because the only measurable results are the ICFES tests which are *usually* high in English in private sectors schools such as Cambridge School).

It can be said that the results of the questionnaires showed the lack of knowledge from the teachers about the PNB, this is the first gap found by the research which will become a challenge for the government. The poor answers from the teachers showed two things: the lack of teacher development promoted from self-assessment and the lack of compromise from the private sector with the public laws. The private sector is not interested in showing the teachers what the plan is and how can teachers benefit from knowing it. This is another gap that will become a challenge for the government, implementing policies to compel the private sector to engage with the other policies and the teacher development.

Another gap resulting from the questionnaires is the lack of self-assessment performed by the teachers and the poor teacher development practices from them.

The next resulting gap is the fact that teachers do not know what the plan changes in terms of teacher's career and so they have no plans of continuing studying or improving by own means, and the institutions will ask for further education but they will not pay for the teachers to learn more. This is linked to one of the gaps spoken about before.

It is important and it will be a challenge to have teachers recognize the incentives and the projects in which they can take part. It is important to empower teachers because they are just meeting the basic requirements due to the lack of awards received.

The last resulting gap was the one where it will become a challenge to make the projects visible not only in some communities but among wider communities which can not only recognize the project itself but the teachers as the most important tool to achieve the objectives of the project.

CHAPTER 5

DISCUSSION

The first step of this research was confusing. The researcher had a clear statement: The National Bilingualism Plan proposed by the government has not been good enough and has not taken the real context into account. At first it was just a general idea and it was driven by self-experience. It is constantly heard in private schools that: as they exceed the expected standards from the Education Ministry, there is no need to check the laws and what they propose. Private schools only focus on the general mandatory laws but any other thing that is not mandatory is left aside because “there is no need to do it”. The research started by trying to look for the gaps of the PNB and in this search the researcher found out that the PNB biggest flaw is that it leaves behind one of the most important element of this process: teachers, and private sector teachers are the most neglected ones because there is no compulsory law for the private sector that compromises this sector with the teachers. But this had to be proved so after reviewing the literature and researching about the teachers in the National Bilingualism Plan the researcher decided to make some questionnaires to see if the hypothesis of neglected teachers who lack knowledge about national policies and how they affect their career, focusing on the National Bilingualism Plan. The questionnaires along with an interview made to the major and observation led to striking results: teachers from the private sector have no idea of this plan, not even the ones working in one project that is based on this Plan and that according to what the major stated is one of the most important projects from the municipality to achieve the PNB objectives.

Discussion (explanation of findings - why do you think you found what you did?)

Este importante hallazgo nos mete directamente en el plan piloto de bilingüismo de la Secretaría de Educación en donde se demostrará, más adelante, que más allá

de presiones globales o políticas, un plan de enseñanza de una segunda lengua debe estar cimentado lejos de la improvisación, y sí, fomentado en una educación integral. (Gutierrez, J. 2012)

This plan seeks to respond to global requirements based on global policies of second language learning (CERF), these policies have been developed in countries where there is no violence and the corruption is significantly less, countries where the Ministries of Education were or have been teachers and recognize the context or where malnutrition is not a problem because the laws protect the children everywhere. This PNB was not based on the own context, the only characteristic which seems to have taken the context into account is the fact that indigenous must learn Spanish as a second language to be able to communicate with their immediate second context where others speak Spanish, however in the moment the government decided that everyone should learn English as a second language the forgot about the individuals and their own style and likes, this leads to motivation that as language teachers the community recognizes it is a key element in student's learning process.

Colombian government has a lot of plans, but that is the problem, they remain being "Plans". When something is written it must be done and the people writing Colombian Planning are not eligible people for those plans. That is the case of the current Education Ministry, she has worked with education but being a manager to it, not working as a teacher, as a principal; she does not know the context and what teachers need to be able of performing the plan the way they want. This has been like that during the last governments. But then again, it is easy to understand why plans remain being plans when people know about money but they lack knowledge of the context and with a look back the panorama is not different, the people managing schools and institutions are not teachers, they are great business men and women who want the business to become greater by, as the article says: "les aplican condiciones rigurosas a los profesores en aras de mantener un negocio lucrativo, una institucionalidad empresarial y una presión sobre el buen funcionamiento laboral de éstos." (Villegas, 2017. Las2Orillas)

Another important point related to that is the fact that there is no sense in planning how to learn a second language when students have a difficult time just by getting to go to school, some children who live in towns have to walk kilometers to reach their school and sometimes they have not eaten well. Now, the fact that teachers working in towns have to face the reality of the violence and must be careful with what they say or they can even be killed, additionally they are

forced to teach English without having any knowledge about the language, some of the teachers working like that must teach Math, English, Science, Social Studies, etc. This is one of the aspects that must be taken into account. In contrast to this, teachers from the private sector have a variety of situations such as: Sometimes they are contracted because they speak the language, but they are not Second Language teachers, some may have a Diploma and may speak English with not a very good level but sometimes it does not seem to matter

Having that in mind it is necessary to evaluate the methods and approaches that the National Government asks for teachers to teach a second language, and taking the context into account, this was the first gap which caught the attention of the researcher. It is impossible to have good teaching practices with non prepared teachers and with children who have difficulties such as arriving to school and being hungry. Teachers know that student who are hungry cannot meet the academic expectations.

When the methods and approaches are researched they propose different ways to learn the second language, this is the case of the T.P.R, where learning a second language is supposed to happen as a parallel of the first language, however, when analyzing these research results it must be taken into account that the characteristics of the individuals were completely different, as for example in the case of suggestopedia where the learning environment is thought to encourage "Peripheral" learning with the presence of posters and decorations featuring the target language and various grammatical information, and we analyze this in any Colombian context of public schools and it is highly probable that teachers do not get the right materials for developing this approach. Then, just to continue writing about some other approaches the silent way is an approach where students must solve problems with the guidance of the teacher. So, just by analyzing these facts it is evident that teachers must not only know the approaches but also master the second language to a high enough degree with the aim to be able to properly guide students.

Taking a look at this it can be said that teachers at private schools have a better level of English and that they can easily use any method or approach which they would like to, however there is another point, most teachers working as preschool teachers and primary teachers are not language teachers, they speak the language well enough to teach making use of it, but they lack knowledge of how to teach second language, they do not know about the methods or approaches and sometimes they are B1 or even lower and they teach children fossilizations that remain until

they meet a teacher who corrects them, but sometimes student do not believe the new teacher or they have been misusing the language for so long that it is hard for them to change their previously learnt knowledge.

So, there are two important landscapes here: Public teachers who do not have enough knowledge and are told to teach English and private teachers who manage to speak at a certain level the language but lack the knowledge of how to teach it.

At this point it is important to recall Julian de Zubiria (2016) when he states that when acquiring a first language and acquiring a second language it is important to understand that countries like the ones in Europe live bilingualism in every aspect, which does not happen here in Colombia. These countries are not only bilingual in terms of speaking and communicating a second language, but they also understand cultural aspects of the same.

Según el informe mundial PISA para el año 2012, en Colombia solo tres de cada mil jóvenes de quince años de edad alcanzan el nivel más alto de comprensión lectora: la lectura crítica. Después de diez años de escolaridad, hay un retraso generalizado en la comprensión de textos breves y sencillos, y la mitad de los jóvenes leen y entienden en su lengua nativa a esa edad como si tuvieran 7 años. La conclusión es dramática: el sistema educativo sigue retrasando los procesos de pensamiento y de comunicación de niños y de jóvenes.

Los resultados obtenidos por nuestros estudiantes en las pruebas nacionales muestran un panorama más grave todavía. Entre los egresados de la educación media en 2014, menos del 1 por ciento llega a un nivel alto en argumentación y lenguaje, y menos del 2 por ciento alcanza ese nivel en competencias interpretativas.

Aprender una lengua es aprender una lógica y una manera de pensar, de organizar y de comunicar ideas. De lo cual se colige que todos los esfuerzos para que los estudiantes de los colegios públicos dominen una segunda lengua fracasaran mientras no se trabaje de manera adecuada la relación pensamiento-lenguaje. (de Zubiría, 2016)

Taking TPR into account it is also important to see that learners are taught to listen and whenever they have enough information and they want to freely begin speaking, they do. It is not an obligation which is what happens with some language policies. In this case it is important to understand bilingualism as what Bathia T. and Ritchie, W (2009) said: groups of people who

communicate in different forms with various degrees in one or more languages. Colombia decided that it must be in English but thinking that every student wants to learn English is not right, especially when teachers are not fluent in that language themselves.

Teachers in Colombia, like most Colombians, tend to not do anything if they do not have a compensation out of it, that is why most of them did not answer to the questionnaires. They were not going to get anything out of that exercise, so they just left them on the desks and after weeks they talked to the researcher to excuse themselves telling why it was not possible for them to achieve doing it.

Teachers in charge of instructing English as a Second Language in Colombia, in 2020, according to the National Bilingualism Plan, should be certified, this is one aspect that teachers should know, but they do not and they feel upset each time they get asked for the certifications. Talking about this point it is important to recognize that some private schools help teachers with a percentage of the price of the exam, however, other schools do not and they ask for the exam but they do not even give permissions to the teachers when they must present the exam. Most teachers do not know this and think it is a law invented by their bosses. The government should have made this national policy more visible and should have ordered private sector institutions to train their teachers to face this law.

“El fortalecimiento del proceso de enseñanza y aprendizaje de la lengua contempla intervenciones estructurales en las que se han presentado como pilares necesarios para garantizar la calidad del proceso en todo el ciclo (*docentes con niveles de inglés adecuado, y mejores prácticas de aula*, planes de estudio pertinentes, modelo pedagógico, inglés fuera del aula, infraestructura tecnológica, cultura de desempeño e integración y sinergia de iniciativas institucionales).” (Modelo para la implementación de un programa de formadores nativos extranjeros, 2015.Pg, 18) After Reading this and looking at the results it is important to ask why, if teachers were the focus on the national English Program 2014-2018, do not they know anything about this plan. Also, after reading this important idea and seeing what is happening in our country nowadays it has become clear that the necessary budget for education must be fought by the students and students of poor schools from towns are not the kind of students who will fight for this.

“Se han definido aspiraciones transicionales para la educación superior que contemplan que el 85% de estudiantes de licenciaturas en lenguas se gradúen con un nivel de C1 en el 2025,

mientras que otros licenciados alcanzan el B2” (Modelo para la implementación de un programa de formadores nativos extranjeros, 2015.Pg, 19) This is one factor that teachers must know, but they do not, so they complain when they are asked international certifications, but they do not know and understand the fact that this is a requirement.

The document Modelo para la implementación de un programa de formadores nativos extranjeros 2015, explains how did they get the institutions to work with for developing this initiative, the process is the following: First of all, it is important to remark that the focalization of educational institutions was not the jog of Colombia Bilingüe itself, the process described in the document is the following:

Para la presentación de esta estrategia es importante aclarar que el Programa Colombia Bilingüe se lleva a cabo en instituciones focalizadas principalmente, aunque instituciones no focalizadas también son parte del programa. La pregunta es: ¿cómo se focaliza una institución? El Ministerio de Educación Nacional, en un trabajo articulado entre las dependencias del Viceministerio de Educación Básica y Media, las cuales incluyen Colombia Bilingüe, Jornada Única, Programa Todos a Aprender, entre otras, selecciona las secretarías de educación certificadas que incorporan estas estrategias en sus instituciones para ser focalizadas, en este caso, por el programa Colombia Bilingüe. Es decir, el Programa Colombia Bilingüe no es un ente focalizador de IE para que allí se desarrollen sus estrategias. Esto es decisión de otros estamentos ministeriales.

Posteriormente, al conocer cuáles secretarías de educación son focalizadas, se realiza un trabajo conjunto entre las secretarías de educación focalizadas y el Ministerio para seleccionar aquellas IE pertenecientes a estas entidades territoriales que harán parte del grupo seleccionado para ser beneficiados por el programa Colombia Bilingüe. Los criterios para que las instituciones sean focalizadas son:

- *Estar ubicada en área urbana*
- *Contar con una matrícula de estudiantes mayor a 240 en los grados 9° y 10°*
- *Tener mínimo tres horas de inglés semanales*
- *Tener docentes de inglés en la institución*

Criterios adicionales, pero no indispensables, para ser focalizadas:

- *Jornada única*
- *Tener proyectos de inglés (English Day, Drama contest, etc.)*

Just by looking at these requirements to have access to be part of this great project there are questions that must be asked. It is focalized only in urban areas schools which suggests that because of the violence there is in rural areas and the fear of having foreign people in those areas they are not even contemplated for being part of this project. One of the requirements is: “To have English teachers”. This requirement evidences that not every institution does. This is focused on public sector institutions, so, this means that the project, which was developed along with the Ministry of Education, understands the lack of English Teachers. This proves that the law is not strong enough in terms of making the institutions hire English teachers who are trained to teach second language.

So just to accede to one of the projects the requirements are very exclusive, which makes it an exclusive one and therefore we need to think about the inclusive need of the education.

CHAPTER 6

CONCLUSION

It is important to make mandatory laws for the private sector schools where they consider incentivizing teachers with relevant training and with projects that connect the private and public sector teachers and schools. These projects exist but as they are not compulsory private schools do not know them and therefore, they do not even try to make any effort to help the public sector.

This research recommends to have private sector education institutions step in the process to achieve the national bilingualism plan goals and to attain this, it is important that the government thinks about projecting some new laws for the private sector to improve teacher's job, such laws may affect general aspects like contracts and contract periods because of the fact that any education law written Colombia begins with this statement: "La presente Ley señala las normas generales para regular el *Servicio Público* de la Educación que cumple una social acorde con las necesidades e intereses de las personas, de la familia y de la sociedad." (Law 114 of 1994, Article 1) (See other laws on article 1.) These recommendations are suggested taking the findings and the researcher's own experience into account.

It is considered that regulating the types of contracts the private sector offers to teachers and balancing the conditions from the private sector teachers taking the following parameters into account, would also improve teachers' motivation and therefore improve their practice and it would also help fulfilling the PNB goals:

- Contracts should not be less than three years because that is the time when teachers can balance their process and actually show results.
- When contracting a language teacher there should be equal requirements in both sectors and these requirements should be inspected by the government each time it is necessary.

- These contracts should tie teachers and engage them with their own development process by stating that they must continue studying.
- The studies required by the school for the teachers should be paid by the school or at least partly.
- Institutions should create investigation environments adequate for teachers to work and improve.
- Institutions should pay an amount of the cost of international exams required for second language teachers.
- Institutions should seek language training for their teachers.
- The government must provide the policies to compromise the private sector with the PNB and its teachers.
- The PNB must be supported on the basis of a strong native language curriculum to back up the second language acquirement.
- The schools must train their teachers regarding methods and approaches to teach a second language.
- The government should consider treating private schools as a private education companies and creating strict rules to protect teachers from this sector.
- In any case education managers should be or have been teachers and they should regularly talk to teachers to know their concerns and their needs.
- New ways of managing should be assessed.

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APPENDIX A: QUESTIONNAIRE 1

ENCUESTA PNB (PLAN NACIONAL DE BILINGÜISMO)

Nombre: María Fernanda Baquero Edad: 30
 Cargo: Docente Institución: Friendly Town
 Años en el cargo: 9 Sector: Público Privado ()

1. ¿Sabe usted qué es el Plan Nacional de Bilingüismo? SI () NO En caso de que su respuesta sea SI explique brevemente qué es (trate de dar datos exactos como cuánto tiempo lleva funcionando, efectividad, estrategias que usted conozca o en las cuales usted haya trabajado, las cuales respondan a los objetivos del PNB):

2. ¿Considera usted que su institución hace las capacitaciones pertinentes para que la comunidad conozca dicho plan? SI () NO (X)

3. ¿Conoce usted los cambios concernientes con la carrera docente que afectan a los docentes de idioma relacionados con el plan nacional de bilingüismo? SI () NO En caso de que su respuesta sea SI explique brevemente cuales conoce usted:

4. ¿Conoce usted los proyectos y estímulos para docentes del plan? SI () NO En caso de que su respuesta sea SI explique brevemente cuáles conoce usted:

5. ¿Ha hecho parte usted de alguno? SI () NO En caso de que su respuesta sea SI referencie cual proyecto o estímulo y cuál era su propósito dentro del Plan Nacional de Bilingüismo.

APPENDIX B: QUESTIONNAIRE 2

ENCUESTA PNB (PLAN NACIONAL DE BILINGÜISMO)

Nombre: Luz Eliana Correa González Edad: 36
 Cargo: Docente Inglés Institución: Colegio Newman
 Años en el cargo: 4 Sector: Público () Privado (X)

1. ¿Sabe usted qué es el Plan Nacional de Bilingüismo? SI (X) NO () En caso de que su respuesta sea SI explique brevemente qué es (trate de dar datos exactos como cuánto tiempo lleva funcionando, efectividad, estrategias que usted conozca o en las cuales usted haya trabajado, las cuales respondan a los objetivos del PNB):

El PNB es un proyecto para el mejoramiento de la enseñanza de inglés en Colombia. Formación docente y de estudiantes. Fue diseñado en el 2004 y se ha implementado con muy buenos resultados.

2. ¿Considera usted que su institución hace las capacitaciones pertinentes para que la comunidad conozca dicho plan? SI () NO (X)

3. ¿Conoce usted los cambios concernientes con la carrera docente que afectan a los docentes de idioma relacionados con el plan nacional de bilingüismo? SI (X) NO () En caso de que su respuesta sea SI explique brevemente cuales conoce usted:

La idea del PNB es que los docentes que se gradúen demuestren un nivel de conocimiento de la lengua intermedio alto en B2 y C1.

4. ¿Conoce usted los proyectos y estímulos para docentes del plan? SI () NO (X) En caso de que su respuesta sea SI explique brevemente cuáles conoce usted:

En concreto solo conozco el proyecto en Cajicá, pero sé que todos los proyectos deben ir encaminados a certificar a docentes y estudiantes en alguno de los niveles para ser competentes laboralmente.

5. ¿Ha hecho parte usted de alguno? SI (X) NO () En caso de que su respuesta sea SI referencie cual proyecto o estímulo y cuál era su propósito dentro del Plan Nacional de Bilingüismo.

Cajicá inició hace 3 años un proyecto de Bilingüismo para el fortalecimiento de la lengua inglesa del cual hago parte, encaminado a mejorar el nivel de inglés en el municipio y certifica niveles A1-A2-B1, totalmente gratuito.

APPENDIX C: MAYOR INTERVIEW

<https://www.youtube.com/watch?v=oZRxhwE8V0A>