



LICENCIATURA EN EDUCACIÓN CON ÉNFASIS EN INGLÉS

**Teachers' perceptions about Government Policies of Foreign Language Teaching in
Cartagena de Indias, Colombia.**

**CLAUDETH AGUILAR DE ALBA
MELISA TORRES RESTREPO**

**CARTAGENA DE INDIAS D. T y P.
2017**



LICENCIATURA EN EDUCACIÓN CON ÉNFASIS EN INGLÉS

**Teachers' Perception about Government Policies of Foreign Language Teaching in
Cartagena de Indias, Colombia.**

**CLAUDETH AGUILAR DE ALBA
MELISA TORRES RESTREPO**

**Trabajo de grado para optar al título de
Licenciado en Educación con Énfasis en Inglés**

**Asesor
CARLOS VITOLA ORTEGA
Magister en educación**

**CARTAGENA DE INDIAS D. T y P.
2017**

NOTA DE ACEPTACIÓN

JURADO

JURADO

Table of content

| | |
|--------------------------------|----|
| Introduction | 8 |
| Methodology | 11 |
| Results and Findings | 16 |
| Discussion | 22 |
| Conclusion and Recommendations | 24 |

Indice de Tablas

| | |
|--|----|
| Table 1: Educational research paradigms | 12 |
| Table 2: Population and sample | 15 |
| Table 3: Teachers' knowledge about bilingualism policies | 18 |

Indice de figuras

| | |
|--|----|
| Figure 1: Teachers' perception about bilingualism policies | 19 |
| Figure 2: How the teacher perceive the formative processes | 21 |

Abstract

This study analyzes the teachers' perceptions in the public and private sectors around the foreign language teaching policies in the city of Cartagena de Indias, Colombia. It is oriented to educational research, is descriptive-analytical, since the collection of data was done through surveys that were completed by the participants' own perspectives and eventually analyzed. The results of the study revealed that public school teachers seem to be more aware of these policies while most of the private institutions teachers are unaware of these policies. Also, these results indicated that private schools offer a better training regarding bilingual education while public schools prepare their students for ICFES tests; This reflects the lack of feasibility in the fulfillment the goals related to foreign language teaching policies proposed by the Ministerio de Educación Nacional (MEN), reason for which it is recommended to adjust them.

Keywords: *perceptions, bilingualism policies, bilingualism, foreign language teaching*

Introduction

In order to improve bilingual education in Cartagena-Colombia, the Secretaría de Educación Distrital (SED) in 2008, implemented a bilingual program called Cartagena Bilingüe, framed in the quality policies led by the Ministerio de Educación Nacional (MEN). The main goal of this program is to project (in both: public and private schools) teachers and students towards a better language proficiency level; and therefore, a better academic performance when communicating in the target language.

Nevertheless, studies show that the English level is too low where Colombia is located in the last place in Latin America (*El Tiempo*, (2013) as cited in Mejía (2016)) showing that the root of the problem is due to the weaknesses of the education system, the training of some teachers and also, the quality of teaching in public schools, where no methodologies or strategies have been used to help students motivation (as it is mentioned by Sánchez, 2012).

Furthermore, taking into consideration the Common European Framework of References for Languages, most of colombian students are in A- level, which means that the learner does not reach the basic knowledge of the English language. In addition, 40 percent of teachers do not reach B1-level (as it is mentioned in Sánchez, 2013). It is undeniable that teachers are vital for achieving the government bilingualism goals, therefore, it is important to clarify: What do teachers know about policies of foreign language teaching implemented in Cartagena de Indias - Colombia and how do they perceive those policies?

In this respect, this research aims at analyzing the perceptions that teachers have about the foreign language government policies in Cartagena-Colombia. The gathering of the

information was done through surveys answered by the participants in order to give a clear perspective on the understanding of those policies in bilingualism processes. The specific objectives are: to describe teachers' perceptions of government policies of foreign language in private sector and public sector in Cartagena-Colombia. Provide recommendations and comments related to the implementation of the policies into the bilingualism processes, all based in the results of the information gathering.

In this investigation, it was found out that there are no previous studies that contain information about teachers' perceptions about foreign language policies in public and private schools in Cartagena. Due to this situation, it is necessary to gather information that clarifies the point of view teachers have about the policies, so that they (perceptions) would be meaningful in the design and planning of possible future educational processes related to bilingualism in the city. What is more, the study is justified in presenting results in order to give tools to those involved in the implementation of those policies, to calculate the possible difficulties they could experience in the process.

Perception

This concept is defined by Cambridge Advanced Learner's Dictionary & Thesaurus (2017) as a belief or opinion, often held by many people and based on how things seem. In the case of this study teachers' perception would be an opinion that they have about those policies of bilingualism starting from the experiences they have had in the educational field and how they perceive or see the reality of those programs created for the government in order to improve the quality of education, but when it comes to implementing the reality is another.

Moreover, Adediwura and Tayo (2007), states that the perception can be understood as the reaction that arises when attention is paid to a stimulus from the outside through the sensory memory, to turn it into information that flows into the working memory or work. This process is critical, since it not only determines how processed stimuli to become information are, but establishes what information is stored in memory or learning. In others words, the perception is the process by which the people them give meaning to their experiences.

Bilingualism

There are many definitions about bilingualism; therefore, it is difficult to give a single definition since in the last decades several authors from different disciplines have tried to specify this concept. According to Lam (2001. pp. 93) “bilingualism is the phenomenon of competence and communication in two languages alternatively”. It means that a bilingual person is someone who can speak, write or read in another language in the same way as the first language. Furthermore, Baker (2011) states, bilingualism must include the ability to keep growth in low-frequency, abstract vocabulary, and complex structures. Baker also mentions five basic competencies and that they are three-dimensional and reflect the inter-relation of various skill areas that make up general competencies: Pronunciation, Vocabulary, Grammar, Meaning, and Style.

On the contrary, Baker (2001) says, the individual may regularly speak two languages, but competence in one language may be limited. A person might use one language for conversation and another for writing and reading. The essential distinction is therefore between language ability and language use. This is sometimes referred to as the difference between

degree and function.

Bilingualism policies in Colombia

In 2004, the MEN designed the National Program for Bilingual Education and specified the guidelines and objectives for its implementation throughout the country. The principal aim of the PNB is to have citizens capable of communicating in English, with internationally comparable standards. Between the specific aims one finds the fact that, from the year 2019, all the students graduated from high school should be in an intermediate level (B1 according to the Standards Basic of Competition in Foreign Language: English). Equally, from this year, it is expected that all the English teachers of the country have an advanced language proficiency level (B2 according to the Standards Basic of Competition in Foreign Language: English).

The article 21 of Ley General de Educación de 1994 stipulates that the educational establishments should offer students the learning of a foreign language from the basic level. In consequence, the Department of National Education defines in the decade of 90's the limits curriculares to orient the process of education and learning of the students in the basic and average education. The Department of Education replaced the need to possess a frame of common reference to language learning, teaching and assessment, on having adopted the Common European Frame of Reference as the solidity of his offer and his applicability to the educational sector. From this frame of reference, the level goals of language were established first for the different populations, and then there formulated the standards of competition in English for the basic and average education, which were published in December, 2006.

Methodology

In this chapter is intended to announce how this descriptive study was carried out. Mainly, emphasis is placed on educational research and the paradigms that are part of it. Then, the process of collecting the data is discussed and finally, the educational population of both sectors public and private are shown.

First of all, this research project is framed within the educational research proposal. For Creswell (2002), this type of research is a cyclical process of steps that typically begins with identifying a research problem or issue of study. It then involves reviewing the literature, specifying a purpose for the study, collecting and analyzing data and forming an interpretation of information. This process culminates in a report, disseminated to audiences, that is evaluated and used in the educational community. In addition, according to Vitale (2007), there are 3 great paradigms within the educational research which are: the positivist, the interpretative-qualitative and the sociocritical participative.

Table 1: Educational research paradigms

| The positivist paradigm | The interpretative-qualitative paradigm | The socio-critical paradigm |
|---|--|--|
| From this perspective, research in the educational field has the purpose to lay bare the laws that govern education, to formulate theories that guide and control educational | From this perspective, rather than providing explanations of a causal interpretation, intends to interpret and understand human behavior from meanings and intentions of the subjects that intervene in the educational scene. | From this perspective, research in education intents to know and understand reality as praxis (union between theory and practice) to involve the educator through self-reflection and direct |

| | | |
|-----------|--|------------------------------|
| practice. | | knowledge to emancipate man. |
|-----------|--|------------------------------|

Resource: Own elaboration

The *interpretative-qualitative* paradigm of educational research, rather than providing explanations of a causal interpretation, intends to interpret and understand human behavior from meanings and intentions of the subjects that intervene in the educational scene. The followers of this orientation focus on the description and understanding what it is unique and particular to the subject rather than the generalizable; accepting that the reality is multiple, holistic and dynamic.

Based on interpretative-qualitative paradigm, this research project was aimed at understanding teachers' perspectives on language policies. Also, it should be noted that this study was completely naturalistic, since we try to register first-hand perceptions of participants about the policies of the teaching of a foreign language without trying to change them, control them or address them.

Moreover, taking into account the nature of the data, this project had a quantitative - qualitative approach since it not only proposed to systematize the frequency or the intensity of the perceptions of the participants but that he sought to retrieve properties of its subjectivity and personal implications. This is pursued through the use of both closed as open questions. Through these specific features, this project focused on describing and understanding the perceptions that teachers have in public and private schools of situations and practices derived from plans pilot of bilingualism developed by the Secretariat of Education of Cartagena.

Data Collection

In particular, this study sought to collect information on the perceptions that teachers have. Due to the characteristics of the context and the population, the researchers decided to carry out this collection through a survey, in order to obtain information that allows access to what the participants think.

For the elaboration of the survey, the investigators took into account several aspects or dimensions that allowed to strengthen its validity and reliability as a research instrument. In this regard, Lazarsfeld and Kendall (1982) states that the survey is a method of gathering information, which by means of a questionnaire, collect the attitudes, opinions or other data of a population, treating different topics of interest. The surveys were applied to a sample of the population under study, in order to infer and conclude with respect to the full population.

As mentioned earlier, this project was proposed to give an explanation about the understanding of the bilingual policies by teachers in some schools. This was made through the design, implementation and analysis of a descriptive study. This type of study is performed reviews, narratives or enumerations careful with regard to educational phenomena. This study focuses on the description taking place in an educational context, as it is perceived, without trying to generalize the findings. The survey was cross-sectional, since that information collected from a population was defined for a limited period. This type of information gathering aimed to collect data that would meet the feeling and thinking of the population at a point in time on the current state of the issue.

In addition, we wanted to collect information on the implementation of the National

Bilingual Program (PNB) projected towards the future. To sum up, the survey was via email and was personal. We decided to obtain the information in this way because we did not want to interrupt the teachers in their pedagogical work.

Table 2: Population and sample

| Private Schools | N° Teachers | Public Schools | N° Teachers |
|----------------------------------|------------------------|---|------------------------|
| Colegio Británico de Cartagena | 1 | Institución Educativa Nuestra Señora de la Consolata | 2 |
| Gimnasio Altaír de Cartagena | 2 | Institución Educativa Fe y Alegría las Américas | 2 |
| Colegio Nuestra Señora de Fátima | 2 | Institución Educativa Ambientalista Cartagena de Indias | 2 |
| Colegio Militar Almirante Colón | 1 | Institución Educativa Luis Carlos López | 1 |
| Beverly Hills | 1 | Institución Educativa Nuestra Señora del Carmen | 3 |
| Instituto Federico Froebel | 1 | Institución Educativa Bertha de Baladí | 2 |
| Gimnasio Nueva Granada | 1 | | |
| Colegio la Anunciación | 1 | | |
| Colegio Naval de Crespo | 2 | | |

| | | | |
|--------------------|---|--|--|
| Gimnasio Cervantes | 1 | | |
|--------------------|---|--|--|

Resource: own elaboration

As for the wording of the questions, the researchers followed the proposed classification by Cabrera, and Espin (1986). For them, depending on the type of response that the respondent made; questions may include closed and open items.

Results and Findings

Analysis of the information

Since this survey was designed including both open and closed questions, each one received a different analysis. According to Kerlinger, and Lee (2002), the questions were analyzed through the development of data matrix, frequency counting and identification of issues.

Closed questions

1. To list and get to know all the answers that the subjects have given to the question.
2. Choose the answers that arise with more frequency or that they seem to be similar; in order to identify general patterns of response.
3. Classify these common or similar responses in "themes" or "matters" in a logical manner.
4. Give a name or title to each topic or issue, to differentiate the general patterns of response

Open questions

1. Encode the alternative responses.
2. Make a book or data matrix. The matrix has lines and columns. Items represent cases or subjects in research.
3. Fill the matrix physically by emptying the answers. As many decoding sheets are made as needed.
4. Generate files or folders so that the process is ready, to be analyzed through frequencies and / or basic descriptive statistics

Also, for this analysis of results, the researchers had into account some steps proposed by Briones, (1996) such as:

- Coding of questions and debugging of information.
- Preparation of an analysis plan.
- Selection of comparison and differentiation techniques.
- Interpretation of the results (figures, tables, etc.).
- Preparation and drafting the final report.

Table 3: Teachers' knowledge about bilingualism policies

| Public Schools | si | no | Private Schools | si | no |
|--|-----------|-----------|---|-----------|-----------|
| Institución Educativa Luis Carlos López | | 1 | Colegio Británico de Cartagena | 1 | |
| Institución Bertha Gedeón de Baladí | | 2 | Gimnasio Altaír de Cartagena | 1 | 1 |
| Institución Educativa Fe y Alegría | 1 | 1 | Colegio Naval de Crespo | | 2 |
| Institución Educativa Nuestra Señora del Carmen | 2 | 1 | Colegio Nuestra Señora de Fátima | | 2 |
| Institución Educativa Ambientalista Cartagena de Indias | 1 | 1 | Colegio Militar Almirante Colón | | 1 |
| Institución Educativa Nuestra Señora de la Consolata | 1 | | Colegio la Anunciación | | 1 |

| | | | | | |
|---|---|--|--|---|---|
| Institución Educativa Hijos de María | 1 | | Institución Educativa Beverly Hills | 1 | |
| | | | Instituto Frobel | | 1 |
| | | | Gimnasio Cervantes | 1 | |
| | | | Gimnasio Nueva Granada | | 1 |

Resource: own elaboration

In the first question of this survey (see table 3) we could identify common aspects that were found in the study carried out in these institutions. Taking into account the results of the survey answered by 25 teachers (from both, public and private schools); 8 of them (34.6%), stated to know the bilingualism policies. 5 of them are from public schools and 3 from private schools, we assume this because some teachers affirm that these policies are not adapted to the social, economic and political needs of our city. However, 17 of these teachers (65.4%) say they are not aware of these policies. The majority of these group are teachers from private schools.

It is evidenced that private school teachers have a lack of information about these policies of bilingualism in contrast with public school teachers. As for public school teachers, we assume that there could be a slightly higher percentage of knowledge about the policies of bilingualism in public school teachers, because most of them are part of the Magisterium, which provides them with training and information related to bilingualism.

In the second question of the survey: ¿Cuál es su percepción frente a estas políticas? (What is your perception of these policies?) the most of private school teachers perceive the

policies of bilingualism as a very good strategy implemented by the government so that the students reach a good level of English. However, public school teachers perceive that there is a lack of strengthening of policies because they do not fit to our social, economic and political needs of our city.

A lot of participants did not give an answer to this question alleging they do not know these policies. A reason why they may not be aware of these policies is because there is no direct communication between what the government actually expects and what teachers actually experience; particularly with private schools that generally take their curriculum not from these policies but from international policies to prepare students for life abroad.

Although, some public and private school teachers do not have any comment about it because they do not know the policies; it is not a cause for them not to have a perception, that is, they do not know them but they perceive them.

In general, teachers say that the positive aspects of the Cartagena Bilingüe Program are:

- The possibility of communicating in a foreign language,
- The personal challenge and the opportunity for the students of the public and private schools to learn the foreign language
- The use of languages, which open other fields of knowledge and at the same time improves the level of ICFES achieved in English by students,
- Teacher training and their linking to decision making in order to strengthen the language.
- Greater opportunities for students' project life.

On the contrary, the most common difficulties considered by the respondents for the development and implementation of the PCB are:

- The lack of interest and the low level of the language proficiency of some teachers.
- The lack of work motivation for teachers and the lack of teachers in schools,
- The insufficiency of physical, human and technological resources for the teaching of a foreign language.

As a conclusion of the second question of the survey (perceptions regarding the bilingual policies of the Cartagena Bilingual Program), educators propose the following actions for the implementation of this program:

- The constant training of teachers, not only at the level of a foreign language, but also at the level of didactic and pedagogical strategies that favor the learning of a foreign language
- The linking of the entire educational community to the project,
- Rigorous follow-ups and evaluations of the Program by the Secretary of Education.

The third question of the survey: ¿Cómo percibe usted los procesos formativos de su institución con miras al bilingüismo? (How do you perceive the formative process in your institution towards bilingualism?), referred to how the teachers understand these policies through two important aspects: through the institutional formative processes at their schools and how these formative processes and how these are reflected in the SABER test results.

Here are some points of view of the participants related to formative processes in their institutions that support the assertion mentioned before:

“The Colegio Naval de Crespo has very good English teachers and our students have been willing to learn the language, that is, what the teacher teaches them in the classroom, they practice at home on their own. This is very good for the institution and for them as well.” (30/4/17 14:00).

Here it is evidenced that even this participant is not explicitly expressing his insights into the policies, he/she is looking at how teachers at his/her schools are doing their job to contribute to the learning and teaching process. This informs us about how he/she perceives the policies; in other words, through the institutional formative process. The same phenomenon is revealed in the following excerpt:

“Well from my point of view the institution where I work has implemented many strategies for teaching a foreign language and this has been very satisfying. For me in a few years students will be able to speak, write and understand the English language.” (30/4/17 13:38).

Here are some points of view of the participants related to how these formative processes are reflected in the SABER tests that also support the discussion in question:

“The process of bilingualism in the school where I work goes progressively because we have implemented pedagogical strategies to develop the communicative competence of the English language that allows our students to represent us in a satisfactory way in the results of the SABER tests.” (24/3/17 9:96).

“I believe that we are on the right track because the strategies that are being implemented

4 years ago that began the process of bilingualism in the schools of the Police at national level have been evidenced through the results of SABER tests where our students have demonstrated an extensive knowledge of the English language.” (23/3/17 11:17).

Although teachers do not have a clear understanding of the bilingual policies, they do have a perception that is reflected on the formative processes of the institutions where they work. Likewise, they understand bilingual policies as a way to prepare students for better life opportunities abroad.

Discussion

This research project allowed an approximation to the teachers' perceptions of some public and private schools of Cartagena as regards government policies of foreign language teaching. This approximation entailed the description and interpretation of the views and expectations of these teachers based on the bilingual policies of the Cartagena Bilingual pilot project. The results obtained through the study also coincide with some of the conclusions established in other studies carried out in the city on the PNB and Pilot Plans in public schools (see Correa, Usma, & Montoya, 2014).

Therefore, the conclusions of this project are presented from the three aspects proposed in the surveys applied for analysis. Initially, it is sought to know if the teachers of both public and private sectors know or not the bilingual policies of the Cartagena bilingual program, then the teachers' perceptions about these policies were analyzed and interpreted. Finally, the study analyzed how they perceive the formative processes of their institution regarding bilingualism.

According to the results obtained in the first part of the survey, the teachers of public institutions are more aware of bilingual policies since, in general, these institutions are linked to the Cartagena Bilingual project, while most teachers in private institutions are unaware of these policies. It is necessary to highlight the knowledge about the main objectives of the Cartagena Bilingual program, and the results show imprecise knowledge on the part of the interviewees. This situation is similar to that reported by the study by Miranda and Echeverry (2011), who found that a representative percentage of the educational community does not know the reasons why their institution is part of bilingual programs.

Regarding teachers' perceptions of policies, it was found that some of them acknowledge that this program is not adapted to the needs of the population with which they work, which has a negative influence on the development of teaching a foreign language in most public institutions. In this respect, Duarte, Bos, and Moreno (2012) assert that there is a need to improve the quality of education and teaching of a foreign language, especially in public institutions that work with the poorest population and are deficient in this area. It has been found that improving teaching increases the chance for students to achieve adequate results in SABER tests.

However, there are also positive aspects such as the possibility of learning and communicating in a foreign language to many students of basic and secondary education in the public and private sectors. Teachers state that the program is a good strategy to strengthen communicative skills in the English language by expanding academic, social and cultural opportunities for both teachers and students. This opinion is related to English Standards.

Similarly, MEN (2006) alleges that learning a foreign language is an invaluable opportunity for the social, cultural and cognitive development of students. Another positive aspect exposed by educators is that policies give students the possibility to have their life project more concretely because knowing how to master a second language gives them more opportunities to have a better professional development.

Regarding teachers' perspectives on the formative processes of their institutions for bilingualism, it was found that in some private institutions the training processes focus on bilingual education since they focus on the preparation of their students for higher education abroad; while in public schools, the interviewed teachers state that those processes are on good

track due to the fact that their institutions showed improvement in SABER tests, as a result of the implementation of strategies which aim to optimizing the results of the students in the mentioned test in the area of English. Besides, in other public institutions, the formative processes towards bilingualism advance progressively since they have been implementing some playful pedagogical strategies in order to develop further the communicative competence of the English language.

What is more, in some official institutions it is necessary to strengthen in terms of the formative processes towards bilingualism because they do not have the level of English required from the preschool level. However, other public institutions are taking steps to improve second language teaching. This study concludes that the perception of the teachers is of confidence towards the possible improvement of the levels of mastering the foreign language of the students as well as a better quality of the English classes.

Conclusion and Recommendations

The study was carried out in seventeen public and private schools in the city of Cartagena (Colegio Británico de Cartagena, Gimnasio Altaír de Cartagena, Colegio Naval de Crespo, Colegio Nuestra Señora de Fátima, Colegio Militar Almirante Colon, Colegio la Anunciación, Institución Educativa Beverly Hills, Instituto Frobel , Gimnasio Cervantes ,Gimnasio nueva granada, Institución Educativa Luis Carlos López, Institución Bertha Gedeón de Baladí, Institución Educativa Fe y Alegría, Institución Educativa Nuestra Señora del Carmen, Institución Educativa Ambientalista Cartagena de Indias, Institución Educativa Nuestra Señora de la Consolata, Institución Educativa Hijos de María)

In general, it is known that the processes of bilingual education and enhancement of foreign language are continuous and complex, therefore, it is necessary that all members of the educational community are informed and know about the projects and their phases, as well as the institutional purposes, the student processes, the teaching practices and the evaluation instruments that will be used to strengthen, among others, linguistic sufficiency, communicative competence and, of course, interculturality.

Teachers must have knowledge of the fundamentals of bilingual education and of the processes of learning and acquiring languages. In addition, they must understand the processes related to literacy in the mother tongue and in the foreign language. Teachers who guide subjects in English, particularly at the high school level, should be professionals in these content areas.

It should be noted that, the institutions aim to ensure the achievement of proposed language levels. The ICFES test is a clear reference, for those results are carefully monitored in order to make adjustments to the curriculum, however, in this model the teacher should go beyond the skills that the test measures and should also promote the development of skills in conversation, listening and writing at a more advanced level. In addition to the intensification of exposure to the foreign language, students should be monitored more closely using standardized tests available for reference by teachers; Tests that accompany the materials and guides texts and other evaluation mechanisms of learning. Both the MEN and the SED have defined strategies to gradually improve the competencies of teachers through lifelong learning programs. It is essential that territorial entities consolidate actions and make sustained follow-up to the advances in the learning of their teachers.

This study allowed to recognize the perceptions regarding the policies of bilingualism of the Program Cartagena Bilingüe. Here are some suggestions for public and private schools to positively achieve the objectives proposed by the Cartagena Bilingual program, pointing out some challenges that the educational communities must overcome:

First of all, it is important to recognize that part of the success of these bilingual programs is the work and effort of all members of the educational community and the SED Cartagena, who need to adopt a more inclusive style of management, with which to orient and articulate the implementation of the policies with the projects of the institution, around the intensification of English in order to generate greater appropriation by the entire educational community. Also, as stated by Maturana (2011), one of the most relevant issues on the road to bilingualism is the academic training of teachers. Likewise, it is recommended the creation of professional development programs directed to managers and teachers, on the forms of implementation of the policies, in order to generate more appropriate conditions for the teaching and learning of foreign languages to achieve bilingualism.

It is also necessary to define the bilingualism program as a central strategic area for the institution and assign the coordination of the bilingual program to a single person who leads the process for the entire educational community and assign the responsibility of achieving the objectives to the interdisciplinary group.

In the same vein, it is necessary to create bilingual rooms and spaces with sufficient resources and authentic material, in which the use and development of the two languages (foreign and mother tongue) are encouraged through the simulation of real activities or

situations, Conversation clubs, recreational activities, among others. In order to take advantage of these spaces, activities should be developed that involve the entire educational community, in which interest and motivation for learning the foreign language is encouraged. The activities, in turn, will promote a greater participation and understanding by the whole community of the processes implemented by the SED, the institution and the teachers.

Finally, the findings of this study suggest that the perceptions of members of the educational community, especially teachers, are an issue that must be studied in depth by the entire academic community of the city. This approach will allow the overcoming of instrumental policies characterized by the unawareness of the actors of the process and at the same time, could guarantee a successful teaching and a valuable learning of the foreign languages.

References

- Adediwura, A. & Tayo, B. (2007). Perception of teachers' knowledge, attitude and teaching skills as predictor of academic performance in Nigerian secondary schools. *Educational Research and Review*.2, (7). 165-171.
- Baker, C. (2011). *Foundations of bilingual education and bilingualism*. England UK: Multilingual Matters LTD. Multilingual matters.
- Baker, C. (2011). *Foundations of bilingual education and bilingualism*. Multilingual Matters LTD. (Vol. 79). Multilingual matters.
- Briones, G. (1996). *Metodología de la investigación cuantitativa en las ciencias sociales*. Bogotá, Colombia: ICFES.
- Cabrera, F. & Espín, J. (1986). *Medición y evaluación educativas*. Barcelona: PPU.
- Correa, D., Usma, J. & Montoya, J. C. (2014). National Bilingual Program: An Exploratory Study in the Department of Antioquia, Colombia. *Íkala, Revista de Lenguaje y Cultura*, 19(1), 101-116. Retrieved from www.udea.edu.co/ikala
- Creswell, J. W. (2002). *Educational Research: Planning, conducting and evaluating quantitative and qualitative research* (Fourth Ed.). Boston: Pearson.
- Duarte, J., Bos, M. S., & Moreno, M. (2012). Calidad, Igualdad y Equidad en la Educación Colombiana (Análisis de la prueba SABER 2009).
- Kerlinger, F. & Lee, H. (2002). *Investigación del comportamiento: métodos de investigación en ciencias sociales*. México: McGraw-Hill.

- Lam, A. (2001). Bilingualism. In R. Carter & D. Nunan (Eds.), *the Cambridge Guide to Teaching English to Speakers of Other Languages* (93-99). Cambridge: Cambridge University Press.
- Lazarsfeld, P. F., & Kendall, P. (1982). *The varied sociology of Paul F. Lazarsfeld: writings/collected and edited by Patricia L. Kendall*. New York: Columbia University Press.
- Maturana, L. (2011). La enseñanza del inglés en tiempos del Plan Nacional de Bilingüismo en algunas instituciones públicas: factores lingüísticos y pedagógicos. *Colombian Applied Linguistics Journal* 1, 13(2), 74-87.
- Mejía Mejía, S. (2016). ¿Vamos hacia una Colombia bilingüe? Análisis de la brecha académica entre el sector público y privado en la educación del inglés. *Educ. Educ.*, 19(2), 223-237. DOI: 10.5294/edu.2016.19.2.3
- Miranda, N. & Echeverry, A. (2011). La gestión escolar en la implementación del Programa Nacional de Bilingüismo en instituciones educativas privadas de Cali (Colombia). *ÍKALA, Revista de Lenguaje y Cultura*, 16 (29), 67-125.
- Ministerio de Educación Nacional. (2006). Estándares de Competencia en Lengua Extranjera: inglés. Bogotá: Ministerio de Educación Nacional.
- Thesaurus, C. A. (30 de Junio de 2017). Cambridge Dictionary. Recuperado el 30 de Junio de 2017, de <http://dictionary.cambridge.org/es/diccionario/ingles/perception>
- Vítale, M. (2007). La investigación educativa. Recuperado de http://datateca.unad.edu.co/contenidos/401408/401408_20132/Investigacion_educativa_Introducción.Pdf.

Annex

Encuesta

Apreciado(a) Profesor(a):

¡Gracias por su colaboración! La presente encuesta tiene como objetivo conocer sus percepciones en torno a las políticas de bilingüismo.

Institución Educativa: _____

1. ¿Cuánto tiempo lleva trabajando en la institución?

- a. Entre 1 mes y 1 año
- b. Entre 1 año y 3 años
- c. Entre 3 y 5 años
- d. Más de 5 años

2. Cuánto tiempo lleva ejerciendo el cargo de docente?

- a. Entre 1 mes y 1 año
- b. Entre 1 año y 3 años
- c. Entre 3 y 5 años
- d. Más de 5 años

3. Conoce usted las políticas de Bilingüismo Cartagena Bilingüe?

Sí ____ (pasar a pregunta 4) No ____ (pasar a pregunta 5)

4.Cuál es su percepción frente a estas políticas?

5. Cómo percibe usted los procesos formativos de su institución con miras al Bilingüismo?

What is your perception of these policies?

- Does not fit the needs of students
- Does not meet my expectations
- I have no knowledge of these policies.
- It is a good strategy employed by the government.
- I have knowledge of these policies.

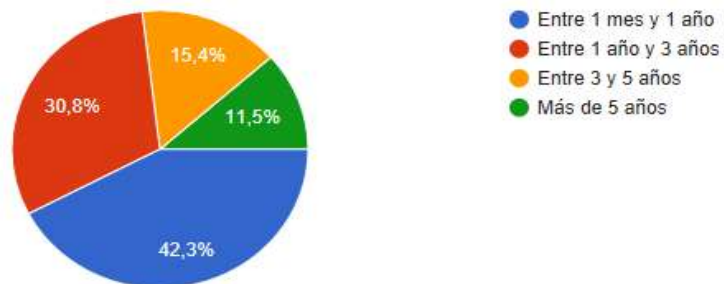
How do you perceive the formative processes of your institution with a view to bilingualism?

- It focuses on bilingual education.
- It is on a good path.
- It goes progressively
- Lack of strengthening
- Excellent

- The institution is taking action.

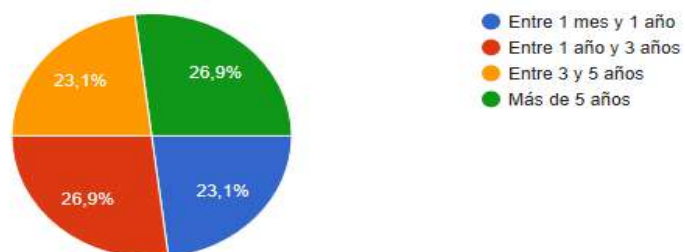
¿Cuánto tiempo lleva trabajando en la institución?

26 respuestas



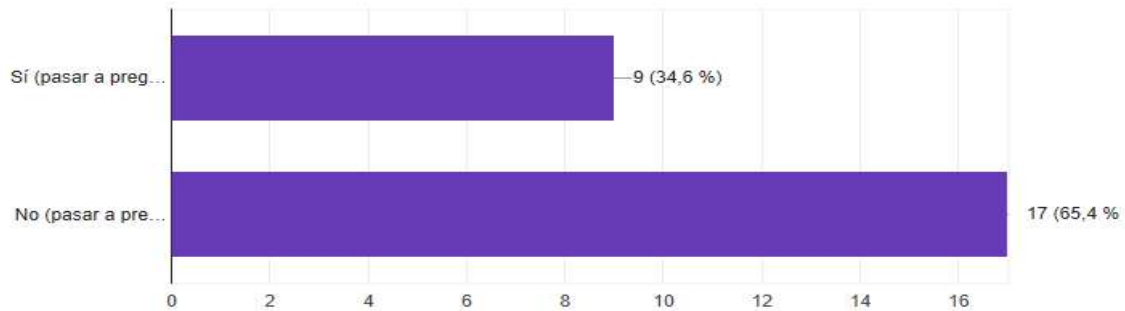
¿Cuánto tiempo lleva ejerciendo el cargo de docente?

26 respuestas



¿Conoce usted las políticas de Bilingüismo Cartagena Bilingüe?

26 respuestas



¿Cual es su percepción frente a estas políticas?

10 respuestas

Sistema de educación local debería establecer programas de educación bilingüe que se ajusten a Las necesidades sociales, económicas y políticas de nuestra ciudad.

Ni idea. No te go conocimientos de ellas

Son buenas pero se sigue necesitando mas personal capacitado para los distintos colegios publicos o privados para alcanzar los niveles propuestos por el MEN.

Bueno este programa en mi opinión no esta encaminado a las necesidades de los estudiantes cartageneros ya que lo unico que busca es que los estudiantes mejoren sus resultados en pruebas de Ingles tanto internas y externas.

Las políticas de este proyecto son muy generales para mi y no llegan al punto para lograr una cartagena bilingue, para mi como docente el objetivo de ese programa no alcanza mis expectativas y creo que mucho menos para mis estudiantes. Pero ahora con el nuevo proyecto "hello cartagena" hemos logrado llamar el interés de los educandos por aprender Ingles y nosotros los docentes del area nos hemos capacitado para eso.

Este programa va dirigido a todos los niveles de la educación en Colombia, por otro lado cabe resaltar que el gobierno realiza buenas acciones para que nuestros estudiantes logren un buen nivel de inglés frente a los demás.

Es una buena estrategia para que los cartageneros tengan más oportunidades laborales ya que esta es una ciudad turística.

¿Cómo percibe usted los procesos formativos de su institución con miras al Bilingüismo?

19 respuestas

En escuelas no oficiales en Cartagena, en su gran mayoría se centran mucho en la formación bilingüe llevando así una ventaja ante las escuelas públicas.

La escuela donde laboro tiene como principio el bilingüismo ya que prepara a sus estudiantes para educación superior fuera del país. La escuela está en miras de ser una escuela internacional adaptándose a un currículo Cambridge.

Considero que vamos en buen camino ya que las estrategias que se están implementando desde hace 4 años que se inició ese proceso de bilingüismo en los colegios de la Policía a nivel nacional se han visto evidenciado a través de los resultados de las pruebas saber donde nuestros estudiantes han demostrado tener un amplio conocimiento del idioma Inglés.

El proceso de bilingüismo en el colegio donde laboro va de manera progresiva ya que se han implementado estrategias lúdico pedagógicas para desarrollar la competencia comunicativa de la lengua inglesa que permite que nuestros estudiantes nos representen de manera satisfactoria en los resultados de las pruebas saber.

De la NSEC falta bastante fortalecimiento, debido a que no se cuenta con el inglés desde preescolar, y más porque es una institución pública que no cuenta con esa formación desde abajo.

Bueno actualmente la Institución Educativa Fe y Alegrías las Américas se ha encaminado en brindarle una educación bilingüe a nuestros estudiantes en Idiomas como Inglés y Francés obteniendo muy buenos resultados en pruebas a nivel local y nacional y no solo eso sino que el colegio ha subido de categoría por el esfuerzo de tantos docentes y estudiantes interesados por aprender y manejar el idioma Inglés.

Teachers' Perceptions about Government Policies of Foreign Language Teaching in Cartagena de Indias, Colombia.

Apreciado(a) Profesor(a):

¡Gracias por su colaboración! La presente encuesta tiene como objetivo conocer sus percepciones en torno a las políticas de bilingüismo.

*Obligatorio

Dirección de correo electrónico *

.....

Institución Educativa *

Colegio Británico de Cartagena

.....

¿Cuánto tiempo lleva trabajando en la institución? *

- ☒ Entre 1 mes y 1 año
- ☐ Entre 1 año y 3 años
- ☐ Entre 3 y 5 años
- ☐ Más de 5 años

¿Cuánto tiempo lleva ejerciendo el cargo de docente? *

- ☒ Entre 1 mes y 1 año
- ☐ Entre 1 año y 3 años
- ☐ Entre 3 y 5 años
- ☐ Más de 5 años

¿Conoce usted las políticas de Bilingüismo Cartagena Bilingüe? *

- ☒ Sí (pasar a pregunta 4)
- ☐ No (pasar a pregunta 5)

¿Cual es su percepción frente a estas políticas?

Sistema de educación local debería establecer programas de educación bilingüe que se ajusten a Las necesidades sociales, económicas y políticas de nuestra ciudad.

.....

¿Cómo percibe usted los procesos formativos de su institución con miras al Bilingüismo?

En escuelas no oficiales en Cartagena, en su gran mayoría se centran mucho en la formación bilingüe llevando así una ventaja ante las escuelas públicas.

.....

Teachers' Perceptions about Government Policies of Foreign Language Teaching in Cartagena de Indias, Colombia.

Apreciado(a) Profesor(a):

¡Gracias por su colaboración! La presente encuesta tiene como objetivo conocer sus percepciones en torno a las políticas de bilingüismo.

***Obligatorio**

Dirección de correo electrónico *

nayethmarun@hotmail.com

Institución Educativa *

Institucion Educativa Nuestra Señora La Consolata

¿Cuánto tiempo lleva trabajando en la institución? *

- ☐ Entre 1 mes y 1 año
- ☒ Entre 1 año y 3 años
- ☐ Entre 3 y 5 años
- ☐ Más de 5 años

¿Cuánto tiempo lleva ejerciendo el cargo de docente? *

- ☐ Entre 1 mes y 1 año
- ☐ Entre 1 año y 3 años
- ☐ Entre 3 y 5 años
- ☒ Más de 5 años

¿Conoce usted las políticas de Bilingüismo Cartagena Bilingüe? *

- ☒ Sí (pasar a pregunta 4)
- ☐ No (pasar a pregunta 5)

¿Cual es su percepción frente a estas políticas?

Son buenas pero se sigue necesitando mas personal capacitado para los distintos colegios publicos o privados para alcanzar los niveles propuestos por el MEN.

¿Cómo percibe usted los procesos formativos de su institución con miras al Bilingüismo?

De la NSEC falta bastante fortalecimiento, debido a que no se cuenta con el ingles desde prescolar, y mas porque es una institucion publica que no cuenta con esa formacion desde abajo.