

**Teachers' Voices Regarding Language Policies**

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### Abstract

The Colombia Government has implemented the use of English as a compulsory language in the nation, as a standardized language needed for all citizens in order to be competitive and competent (Colombia MEN 2005) and insert human capital into the big puzzle called economy. From this premise we want to know what is the relation between language policy and teachers' voices in an educational institution in Medellín. This research study aimed at analyzing the teachers' voices of two pre-service teachers and two in-service teachers in a private and bilingual institution located in commune four Aranjuez. This qualitative and narrative research was carried out during three months to analyze non-numerical data in order to understand concepts, opinions, experiences, thoughts, beliefs and perceptions of participants in relation to teaching English as a foreign language in early ages, according to what national and local languages policies propose. Interviews and observations were made; both techniques had an extrinsic relationship with the theoretical framework of this research: pedagogical practices, political subject and teachers' voices. The findings showed two categories: 1: Globalization influences pedagogical practices of teacher' voices. 2: Teachers are policy makers. The data analysis gave as a preliminary conclusion: Teaching a foreign language involves taking into account context and students characteristics, in order to provide meaningful and real content. And finally, globalization permeates teachers' voices and his/her pedagogical practices.

**Keywords:** Language policies, pedagogical practices, political subject, teachers' voices

### Resumen

El gobierno de Colombia ha implementado la enseñanza del inglés, como requisito para que todos los ciudadanos sean competitivos y competentes (Colombia, MEN 2015) e insertar al capital humano dentro del gran rompecabezas llamado economía; de acuerdo a lo que se plantea, con nuestro proyecto de investigación buscamos saber ¿Cuál es la relación entre las políticas lingüísticas y las voces de los maestros en una institución educativa de Medellín?. Bajo esta premisa queríamos conocer cuál es la relación entre las políticas lingüísticas y las voces de los maestros. Este estudio de investigación está relacionado con el análisis de las voces de los maestros de dos docentes en formación y dos en servicio de una institución privada, bilingüe ubicada en la comuna cuatro Aranjuez. Esta investigación con énfasis cualitativo y narrativo se llevó a cabo durante tres meses para analizar datos no numéricos para entender conceptos, opiniones, pensamientos, creencias y percepciones de los participantes en relación a la enseñanza del inglés como lengua foránea en edades tempranas, de acuerdo a lo que proponen las políticas lingüísticas locales y nacionales. Se realizaron observaciones y entrevistas; ambas relacionadas con el marco teórico de esta investigación: prácticas pedagógicas, sujeto político y voces de los maestros. Los hallazgos arrojaron dos categorías: 1. La globalización influye en las prácticas pedagógicas de las voces de los maestros. 2: El maestro es sujeto político. El análisis de datos arroja unas conclusiones preliminares: Enseñar una lengua extranjera implica tener en cuenta el contexto y las características de los estudiantes, con el fin de proporcionar contenido significativo y real. Y por último, la globalización impregna las voces de los profesores y sus prácticas pedagógicas

**Palabras clave: Prácticas pedagógicas, políticas lingüísticas, voces de los maestros, sujeto político.**

This qualitative and narrative research project is submitted as a requirement to graduate from the Bachelor of Education in English Teaching Program (Licenciatura en Inglés) at Faculty of education and humanities, at Universidad Católica Luis Amigó in Medellín, Colombia; moreover, this research impact us as teachers, because we wonder if teachers' voices are taking into account in the formulation, implementation and regulation of language policies in Colombia, or if their voices' has left aside.

**Acknowledgements**

We feel grateful for this academic process which helps us to grow in personal and professional aspects. We want to thank God, because he gives us strength in our critical times, as well as our families for always being there for us in better and worse times.

We feel proud to belong to Catholic University Luis Amigó community. We hold in our hearts our teachers, administrators, colleagues, security staff and cleaning staff.

Thanks to our advisor Oscar Alberto Peláez Henao for believing in us, this project would not be possible without his incredible support and guidance.

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### 1. Introduction

The Colombia Government has implemented the use of English as a compulsory language in the nation, as a standardized language needed for all citizens to be competitive and competent and insert human capital into the big puzzle, called economy. According to (Colombia MEN 2005), being bilingual in a global world is essential to communicate better, understand and be comprehensible to others, enrich ourselves and play a decisive role in the development of the country. Language policies in Colombia have been created around economic purposes and nowadays, English is the international language. Those economic perspectives produce and reinforce social inequalities; although Colombia has a big linguistic variety, it seems that being bilingual is speaking English and Spanish.

Education is the key site for the production and reproduction of those discourses of power, colonization of English as the universal language told us that some languages are better than others. It seems that some languages are languages of progress, these conceptions creates some important phenomenon first the stratification of language, as (Gonzales, 2007 and Usma 2009) argues that English has a big status and priority in the territory and induce the inequality and exclusion of the 68 native languages organized into: 65 indigenous languages, 2 Creole languages, one Romany and one sign language (the Romani language is spoken by the Romani or Gypsy people), the second one is the marketization of a foreign language in teaching and learning, in which language becomes a product, according to Elana Shohamy. (2006) the marketization of language causes a cultural identity loss, as a result hidden agendas of governments as (Bonilla Carvajal & Tejada Sanchez, 2016) mentioned. Finally homogenizing the language as (Shohammy, 2006, p, 23) mentioned illustrated how the language can be a tool for imposition, manipulation and colonization of people.

Institutions are impregnated with bilingual programs, as the MEN propose at least 10% of the population should be bilingual by 2019 (Usma, 2009, citing. (El Tiempo, January 28, 2008) and (Montoya Avila, 2013); taking into account the desire of students and parents that kids learn the foreign language, based on a conception of learning English as an opportunity to access a good job, an exchange, and travel, but the linguistic policies created in Colombia are disconnected from linguistic, geographic and socio cultural context because teachers and institutions are focused on United Kingdom (UK) and United States (EEUU) culture, costumes, weather, seasons, food, traditions, holiday periods and so on, some of them are very far from our reality.

The big problem of Linguistic policies in Colombia are Omission of the teachers' voices in planning - evaluation of languages policies those phenomena can be summarized in that linguistic policies, discourses of power and hidden conceptions alienate the teachers minds and shape their identity, perceptions and his/her voices a linguistic policy makers can be permeated. As a result language policies had a great impact in the education itself, as ministry of education argues English language is an compulsory tool in the nation, those neoliberal discourses broach the need of all citizens to contribute to economic sources.

Language policies express the ideological perceptions of globalization market, with this in mind it is clear the panorama of educational linguistic policies related with status, ideology and vision of what society should be according to economic purposes.

The problem of our context is the decontextualization of content- context in the application of language policies in a private bilingual institution in the commune 4 Aranjuez in desire to respond to the Nacional linguistic policies. Some particular institutions, "private and public" are trying to incorporate in their curriculum the idea of a bilingual education. Therefore, they stay to apply English as a form to be recognized and preferred in the sector for parents.

### 1.1 Context

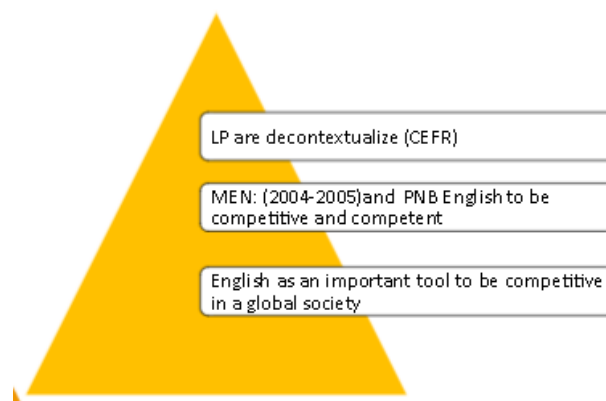
The commune 4 Aranjuez, located in the Medellin city, is limited with neighborhoods such as Popular 1° and 2°, Santa Cruz, Manrique and the community 10° Candelaria. The last National Census estimated that the socio-economic stratum which predominates in Aranjuez neighborhood is the stratum 3 (lower- middle), that is equivalent to 61.4% of the population who live in. The educational center is a private and bilingual institution with only 22 students in general, each class is composed of 7 students divided into grades: garden, pre-garden and transition. According to their ages, they are in the majority 4-5-6-7 years old. They use active teaching methods in relation to English from early grades, students learn English in an environment in which the subject is transversal from different elements and courses such as: Biology, Ethics, Civics, Social studies, Religion, craftworks etc.; and at the same time, they are learning the topics and structures in a coherent alignment with their mother tongue: Spanish; which allows them to connect knowledge, internalizing it and making it meaningful. Students are Spanish native speakers, but due to his/her exposure to English, they feel comfortable while developing their mother tongue and second language skills in an efficient way. The use of Spanish is a vital channel to consolidate their cognitive development in a second language,

according to their stages, multisensory stimulation and multiple intelligences. Another advantage is that they are pretty attentive with the new vocabulary in which they are exposed and try to use it as much as they can.

### 1.2 Statement of the problem

English in the global society has emerged as an important tool for competitiveness, it means that English right now, not only in Colombia but in many countries has been thought as an important skill for production, also Colombia has taken this premise and has enhanced different language policies, promoting English in our territory, but language policies and the common European framework of reference was imported from other ideologies ignoring important aspects of our territory like cultural aspects, cognitive aspects, social, economic and political aspects, as a result Language Policies in Colombia are not coherent with the context. As (Bonilla Carbajal & Tejada Sanchez, 2016) mentioned.

The MEN (Ministerio de Educación Nacional 2004-2005 and PNB (Plan Nacional de Bilingüismo), said. Being bilingual in a global world is essential, play a decisive role in the development of the country, but those Language Policies are abstract documents that are not created by people who know the classroom, the problems and necessities of students and the diverse contexts that can exist in a classroom. Teachers know language policies, but they must appropriate them and make them work.



### 1.3 Literature Review

Globalization has a significant impact in all areas, this neoliberal discourse in education produces considerable effects on culture, economic and social systems. Colombia has taken those discourses of power in order to respond to international and local demands (Roldan & Peláez, 2017, p.135). As a result, Colombia has implemented different language programs, in which English as the international language is the center of linguistic policies in Colombia, ignoring the linguistic variety that the territory possesses.

Having said that, it cannot be denied English "open doors", which means that being competitive and competent in a foreign language brings benefits like better working conditions, travel, educational opportunities and provides higher status (Robayo & Cardenas 2017, p.128).

In situations of linguistic contact, the coexistence of languages in the same territory can be conflictive, English as a globalized language has a big priority over the 68 native languages in Colombia. It seems that being bilingual means speaking English and Spanish. The colonization of English as the universal language, said us that some languages are better than others, some languages are languages of progress, and these conceptions creates some important phenomenon first the stratification of language, as (Gonzales, 2007 and Usma 2009) argues that English has a big status and priority in the territory minimizing other languages that coexist in there.

The second one is the marketization of language, in which English becomes a product, according to Elana Shohamy. (2006) the marketization of language causes a cultural identity loss, as a result of hidden agendas of governments as (Bonilla Carvajal & Tejada Sanchez, 2016) mentioned. Finally homogenizing the language as (Shohammy, 2006, p, 23) illustrated how the language is a tool for imposition, manipulation and colonization. It is through language that group memberships are determined, leading to categories of "us" and "them", inclusion and exclusion, loyalty and "foreign-ness", "haves" and "have-nots". Language is further used as a tool for legitimizing people, determining the right to use language and speech vs. the need to be silent (Cameron, 1998).

**Language policy:** According to Badaf, (1997) "is a body of ideas, laws, regulations and rules". It expresses the ideological perceptions of globalization market, with this in mind it is clear the panorama of educational linguistic policies related with status, ideology and vision of what society should be according to economic purposes.

The state is forced to create and implement language policies in the desired to respond to the international demands, even though the purposes of national language policies are clear and had an extrinsic relationship with the Common European Framework of Reference (CEFR) it was imported without taking into account the social, political, economic, educational and

geographical aspects. As a result, those language policies have different programs that have failed.

The diversity of languages has led to the creation of two types of language policies (de Mejía 2005). The first group aims to regulate contact between minority, indigenous and Creole languages, with Spanish, law 1381 de 2010 (Ley de lenguas nativas). The second group is aimed at the implementation of bilingual education programs for speakers of majority languages Spanish through the insertion of one foreign language. Although the purpose of each policy group is clear, it is necessary to determine how these groups interrelate and generate tensions among themselves. There is extensive literature that analyzes the relationship between these policies (Mejía & Helot 2008; González 2010; Aguirre Licht 2009).

**Teachers' Voices:** According to Andrés and Echeverri, (2001, p. 222), Borg, (2003, pp. 81-109) and Freeman, (2002, pp. 1-13) “teacher is recognized as an active subject who makes decisions using complex networks of knowledge, thoughts, and beliefs and experience”. For that reason, teachers should be involved in planning and creating language policies that respond to the social, political, educational and geographical needs. Because the teacher is a political subject who makes sense of his or her pedagogical practices, this concept is related to meanings, perceptions and actions of the agents involved in the process - teachers, students, educational authorities, and parents (Fierro and others, 1999).

### 1.4 Research Question

What is the relation between language policy and teacher voices in the commune 4 in Medellín?

### 1.5 Objectives

#### 1.5.1 General Objective:

To analyze what is the relation between language policy and teacher' voices in commune 4 Aranjuez.

#### 1.5.2 Specific objectives:

- To identify the institucional language policies that are established as a framework to regulate the teacher practices.
- To interpret the teachers' voices of teachers in the institution, according to their teaching

practices.

- To describe the teachers' voices of pre-service and in-service teachers in a private institution in the commune 4 Aranjuez.

## 2. Methodology

This study adopted a qualitative and narrative research (Denzin & Lincoln, 2005), (Barkhuizen, 2011), due to the fact that our research involves collecting and analyzing non-numerical data in order to understand concepts, opinions, experiences, thoughts, beliefs; it means the teacher voices of two preservice and inservice teachers in a particular private and bilingual institution in the commune 4 Aranjuez in relation to Language policies in Colombia and Institutional language policies in this particular institution.

### 2.1 Population

Four participants help us in this research. Two preservice teachers participated in our research project, one from an English teaching program and one from a preschool education program, for that reason one of them had a greater English level than the other, but both need to implement the use of the English within the classrooms. and two inservice teachers, one from an English teaching program and the other from a Spanish teaching program, all allowed the interviews and observation to be carried, Ethical considerations as protect the identity and personal information of the participants changing their names and using participant 1,2,3, 4.

### 2.2 Data Collection

After reading and signing the informed consent, interviews were carried out with the two preservice teachers of the institution, through zoom due to covid 19, since the institution was through face to face education, under blended learning all was depending on the health measures that the ministry education said, the interviews lasted about an hour in which our participants told us what they believe about the teaching of English in Colombia, her process of appropriation to the institutional language policy and the teaching of English in early ages. The observation was made through virtual classes and face to face classes and finally a narrative was created.

### 2.3 Data Analysis

After doing interviews and observation we do a triangulation of the information by first, transcriptions; second, triangulation of the information by codifying; third, categorizing, codifying, fragments of evidence, theory and interpretation of the results. From this process emerges four categories: globalization, pedagogical practices, teachers' voices as a subcategory english perceptions and primary education but we decided to organize our findings in two themes 1: Globalization influences pedagogical practices of teacher voices 2. Teachers are policy makers

Then, categories were compared with the theory and research about language policy in Colombia and finally the interpretation of teachers' voices through the interviews and observation.

### 3. Findings

**1. Globalization influences pedagogical practices of teachers' voices:** The codes related to globalization are: English as a discourse of power /Prioritization of language/English competence/Marketization of language

According to authors like (Gonzales, 2007 and Usma 2009) English has a big status and priority in the territory and induces the inequality and exclusion of the 68 native languages, and Elana Shohamy 2006, language becomes a product because it seems that being bilingual in Colombia is speaks English and Spanish. Participant 1 mentioned "English was not a priority, but this changed in the last few years". This shows that English is currently a priority in the educational system of Colombia; although the content taught is not linked to the context, but according to neoliberal discourses English is important and relevant. Participants 3 and 4 "English is pertinent nowadays".

According to (Colombia MEN 2005), being bilingual in a global world is essential to communicate better, understand and be comprehensible to others, enrich ourselves and play a decisive role in the development of the country. For that reason, public and private institutions

make efforts to integrate the universal language nowadays "English". As participant 4 argues "Teaching English as a second language, especially from early ages allows children to open the way to a world without barriers". Although our participants mentioned that "English very important right now, but I don't have enough experience because I am in the preschool program, according to what institutional policies propose I need to integrate English in my classes". Participant 1. Those conceptions make that education systems turn around the globalized language with the purpose to be competent and competitive. As participant 1 mentioned, "Right now English is necessary".

The pedagogical practices and teacher voices can be permeated from globalized perspectives, "Although our English was not good, it is necessary to teach from an early age" Participant 1. Although the participant one is from the preschool program, the institutional policy shapes her teaching practices and her discourse; even though the participant recognized that she does not have much experience in teaching, according to the educational purposes of the Bilingual Center, she must adapt her teaching practices in order to respond to the institutional and national demands.

### **2. Teachers are policy makers.**

Every participant perceives institutional and national language policies from different perspectives, thus teachers had to appropriate the foreign language, as a result they become policy makers as the teacher translates the policy from an abstract document to a real classroom application. Teachers have an active role and confirm the importance of embracing the active subject as this political awareness. The observation form showed that English is present from the beginning and at the end of the class as a transversalisation of mother tongue and foreign language. The perceptions around language and as participant 2 mentioned "I think we don't use English in our context, because we teach in a Latin American country". Under this argument we can infer that according to this argument, no matter the teaching program, teachers must implement and appropriate language policies.

Pre-service and in-service teachers from this particular institution, showed a general understanding of language policies and English teaching from early ages. This is the case of the participant 3, the coordinator of the institution; even though she graduated from Spanish

teaching program, she makes efforts to use English, because she considered that this language is important into the stages of development of children, moreover, she considers that “children tend to learn faster than an adult”, this argument has an extrinsic relationship with the brain plasticity theory presented by Medina, M., Melo, G., & Palacios, M. (2013). As participant 1 mentioned “I am surprised to see how they absorb knowledge and how they make use of language”. Agreement to what participants said, in early ages kids have great ability for new learning, taking this in mind it is necessary to teach a foreign language in early age through a transversal way with the purpose to have better results in adulthood in relation to linguistic competences of a second language.

However, even the English teaching in many cases is not coherent with the context, as participant 1 mentioned “The context (Colombia) is not taken into account, but in the institution I would say that the content is pertinent because kids learn about colors, animals, food, etc; in both languages”. Students learn English under DBA (Derechos Básicos de Aprendizaje) for transition grades in relation to the institutional language policy and PEI (Proyecto educativo institucional) in order to respond to what is proposed in the Ministry of Education (Colombia MEN 2005) and PNB (Plan Nacional de Bilingüismo 2004-2005).

Institutions had been implementing English in its curriculum as a form to be preferred for parents and as a status sign being that English is the “language of progress”, has been more evident the role of globalization in education, from this premise the participant 4 the director, creates a bilingual and private institution in the commune four Aranjuez, in the desired to respond to national and global demands. From the participants' perspectives, the implementation of English in a transversal way must be mandatory for all citizens in order to be competitive and competent.

#### **4. Discussion**

There would be an analysis of teachers voices of preservice and inservice teachers of a particular and private and bilingual institution in the commune four Aranjuez, this permits a general understanding of teachers perceptions regarding of language policies ; firstly, even though language policies exist, is the teacher who makes sense of what language policies

propose; secondly, the teacher is a policy maker, shapes his/her pedagogical practices in order to respond to the institutional demands and finally, participants highlight the importance of teaching a second language from early ages, this argument has an extrinsic relationship with the theory of brain plasticity presented by Medina, M., Melo, G., & Palacios, M. (2013) which says that a child tends to learn faster than an adult.

Language policies have a historical background linked with ideologies and philosophical representation of power, also seen as in (Usma et al. 2018) "Coloniality refers to a historical phenomenon that extends itself to our present and refers to a pattern of power that operates through the naturalization of territorial, racial, cultural and epistemic hierarchies, enabling the re-production of relations of dominance" (p.233).

Teachers are policy makers and active subjects, because in their democratic exercise of his/her role as teachers they appropriate inside and outside classroom of language policies, the language policy appropriation is seen as the "formulation and reformulation, to process of reading, translation, transformation, of policies" (Peláez & Usma, 2018, p. 123) or as Roldan & Peláez (2017) mentioned "ellos desearían ser incluidos de manera efectiva y eficaz en la planeación e implementación de planes y programas nacionales." (p.130).

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**Appendix**

**Documento de Consentimiento Informado**

Usted ha sido invitado para hacer parte de la investigación formativa de Trabajo de Grado II llamado “Teachers’ Voices Regarding Language Policies- Voces de los Maestros en Relación a las Políticas Lingüísticas”. Esta hace parte del campo específico de Políticas Lingüísticas (Language Policies).

### **Introducción**

De antemano le agradecemos su participación.

Por favor, lea cuidadosamente esta información sobre el estudio de investigación titulado “Teachers’ Voices Regarding Language Policies - Voces de los Maestros en Relación a las Políticas Lingüísticas”.

- Siéntase en completa libertad de preguntar al personal del estudio todo aquello que no entienda.
- Una vez haya comprendido la información, se le preguntará si desea participar del estudio. En caso afirmativo, deberá firmar este documento y recibirá una copia.

### **DESCRIPCIÓN GENERAL**

Las Políticas Lingüísticas han surgido como herramienta para alcanzar altos niveles de competencia y producción en una segunda lengua, como equipo nos preguntamos si las voces de los maestros se toman en cuenta en la creación de las Políticas Lingüísticas, cual es nuestro rol como docentes, cómo las implementamos y las apropiamos en los contextos educativos.

### **OBJETIVO DEL ESTUDIO**

Nuestra investigación tiene como objetivo analizar las voces de los maestros en las Políticas Lingüísticas y en qué medida estas regulan las prácticas docentes.

### **Responsables**

Las personas que están encargadas de llevar a cabo esta investigación son: Daniela Estefanía Zuluaga Muñoz- [Daniela.zuluagamu@amigo.edu.co](mailto:Daniela.zuluagamu@amigo.edu.co), Estefanía Giraldo Posada-[estefania.giraldopo@amigo.edu.co](mailto:estefania.giraldopo@amigo.edu.co), Isabella Cano Sabas- [isabella.canosa@amigo.edu.co](mailto:isabella.canosa@amigo.edu.co). Cabe resaltar que estos son los contactos de estudiantes de la Universidad Católica Luis Amigó y si tiene duda o desea ampliar la información sobre la investigación puede contactarnos por medio de nuestros correos anteriormente mencionados. De igual forma, puede hacer contacto con nuestro asesor de Trabajo de Grado Oscar Alberto Peláez Henao-[oscar.pelaezhe@amigo.edu.co](mailto:oscar.pelaezhe@amigo.edu.co).

### **Lugar**

Esta investigación se llevará a cabo en el XXXXXXXXXXXXXXXXXXXXXXXX en la comuna 4 Aranjuez

### **Población**

La población que ha sido seleccionada para participar de esta investigación son dos docentes en propiedad (in-service teachers) y dos en formación (pre-service teachers) de los programas de Licenciatura en Educación Infantil y Licenciatura en Inglés respectivamente.

### **Criterios de Estudio:**

Nuestro trabajo de grado tiene como campo específico las Políticas Lingüísticas, el Centro Educativo XXXXXXXXXXXX aborda desde las teorías activas la enseñanza-aprendizaje del Inglés como segunda lengua en edades tempranas. Mediante la recolección de datos queremos explorar las voces de los maestros titulados y en formación en relación a las políticas lingüísticas que se propone en Colombia y como la institución se ha apropiado de ellas en la implementación del inglés en grados como jardín, pre jardín y transición como política institucional.

### **Riesgos Y Beneficios**

En esta investigación formativa usted no corre ningún tipo de riesgo, tampoco será beneficiado económicamente, pero sus aportes serán muy importantes para contribuir en el campo de la investigación de la formación docente. Por otra parte, una copia de esta ficha de consentimiento será entregada, y el participante puede pedir información sobre los resultados de este estudio cuando este haya concluido.

Los beneficios pueden existir en dos niveles y de esa manera se explican en este documento: a nivel de la persona que participará del estudio y a nivel del grupo de personas (instituciones, grupos, sociedad en general) que se pueden beneficiar a corto, mediano o largo plazo con los resultados de la investigación.

### **¿CÓMO SERÁ LA PARTICIPACIÓN EN EL ESTUDIO?**

Su participación requiere de los siguientes procedimientos, que usted podrá libremente aceptar o rechazar:

1. El participar en estos procedimientos podría demorar aproximadamente 30 minutos para la observación y aproximadamente 1 hora para la entrevista a grupo focal en el caso tal de que usted haya sido seleccionado para esta.
2. La información que se recolecte durante las sesiones se registrará por medio del análisis de las respuestas dadas en la encuesta, y por medio de grabaciones de voz las cuales pasarán posteriormente a ser transcritas.
3. El lugar para realizar estos procedimientos será acordado entre el investigador y usted, de tal manera que se conserve su seguridad y tranquilidad.

## GARANTÍAS DE SU PARTICIPACIÓN

### Privacidad y confidencialidad

1. La participación en esta investigación formativa es totalmente voluntaria; por lo tanto, puede retirarse de ella si así lo desea y esto no lo perjudica de ninguna manera.
2. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de lo acordado.
3. Si algunas de las preguntas durante los encuentros le parecen incómodas, usted tiene el derecho de hacérselo saber al entrevistador o de no responderlas.
4. Su identidad y sus datos personales se mantendrán bajo estricta confidencialidad y no se utilizará su nombre o cualquier otra información que pueda identificarlo personalmente e institucionalmente.
5. Los investigadores de este estudio son los únicos autorizados para acceder a los datos que usted suministre, cabe resaltar que sus respuestas pueden ser presentadas en socializaciones de Trabajo de Grado y podrán ser encontradas en el trabajo escrito.

### De lo anteriormente leído ACEPTO:

Autorizo a los investigadores del estudio “Teachers’ Voices Regarding Language Policies- Las Voces de los Maestros Respecto a las Políticas Lingüísticas” para:

- Realizar los procedimientos descritos en este documento, necesarios para la realización del estudio de investigación
- Hacer grabaciones en audio
- Comunicarse con el equipo investigador para hacer los seguimientos requeridos por el estudio

Participante

\_\_\_\_\_

Nombre

Cédula

Firma

Día/Mes/Año

### ESPACIO RESERVADO PARA EL INVESTIGADOR

En nombre del estudio “Teachers’ Voices Regarding Language Policies – Voces de los Maestros Respecto a las Políticas Lingüísticas”, me comprometo a guardar la identidad de \_\_\_\_\_ como participante. Acepto su derecho a conocer el resultado de todas las pruebas realizadas y a retirarse del estudio a su voluntad en cualquier momento. Me

comprometo a manejar los resultados de esta evaluación de acuerdo a las normas para la realización de investigación en Colombia (Resolución 8430 de 1993 y Resolución 2378 de 2008) y la ley para la protección de datos personales (Ley estatutaria 1581 de 2012).

Nombre: \_\_\_\_\_

Documento de Identidad No. \_\_\_\_\_

Firma: \_\_\_\_\_

Fecha (día/mes/año) \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**Questions for our participants**

<b>Teachers' Voices Regarding Language Policies</b>
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<p><b>Researchers:</b> Daniela Estefanía Zuluaga Muñoz; Estefanía Giraldo Posada; Isabella Cano Sabas</p>
<p><b>Objective:</b> To describe the teachers' voices of pre-service and in-service teachers in a private institution in the commune 4 Aranjuez.</p>
<p><b>Participant:</b></p> <ul style="list-style-type: none"> <li>• De acuerdo a su experiencia como estudiante y como maestra, ¿Cree usted que la enseñanza del inglés en Colombia es pertinente y coherente con las necesidades e intereses del contexto en el cual se desarrolla?</li> <li>• ¿Cómo ha sido su experiencia en la enseñanza del inglés en edades tempranas?</li> <li>• De acuerdo a su experiencia, ¿Cree que las políticas lingüísticas tienen en cuenta las necesidades del contexto?</li> <li>• ¿Cómo ha sido el proceso de apropiación de la política institucional?</li> <li>• ¿De qué manera la política institucional ha moldeado su manera de enseñar?</li> <li>• ¿Cuáles son las percepciones de los padres de familia respecto a la enseñanza-aprendizaje de una segunda lengua?</li> <li>• ¿Cómo ha sido la transversalización del inglés y español en el centro educativo?</li> <li>• ¿Cómo surgió la idea de un preescolar bilingüe? ¿Cuáles de los elementos de las políticas lingüísticas se han tomado en consideración?</li> <li>• ¿Cómo ha sido el proceso de apropiación de la política institucional?</li> <li>• ¿Qué cambios ha tenido la política institucional recientemente? ¿Por qué?</li> </ul>

**Exhibit 1. Classroom Observation Report**

**Observation in qualitative research** "is one of the oldest and most fundamental **research methods** approaches. This **approach** involves collecting data using one's senses, especially looking and listening in a systematic and meaningful way" (McKechnie, 2008, p. 573)

Teacher Observed: Course Research course II  
 Number of students present: Date April 22, 2021  
 Researcher(s) Daniela Estefanía Zuluaga; Estefanía Giraldo Posada; Isabella Cano Sabas

**Project: Teachers voices' regarding language policies**

**Purpose:** The purpose of this classroom observation is to identify the institutional language policies that are established as a framework to regulate the teaching practices.

**Rating Scale:** 5- Excellent 4 – Outstanding 3- Very Good 2-Fair 1.- To be improved

**Warming up activities and introduction**

1. Teacher uses English at the beginning of the class	5	4	3	2	1
2. Students uses English at the beginning of the class	5	4	3	2	1
3. Help students begin to work	5	4	3	2	1
4. Are interesting and enjoyable	5	4	3	2	1
5. Are useful to continue the class	5	4	3	2	1
6. Are related to the topic	5	4	3	2	1

Comments:

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**Content**

1. Selects examples and illustrations clearly related to course content and student experiences	5	4	3	2	1
2. Makes course content relevant by using authentic, real-world applications	5	4	3	2	1
3. Explains new/difficult terms and concepts clearly and in multiple ways	5	4	3	2	1
4. Integrates text and other course resource material into class session	5	4	3	2	1
5. Establishes clear context for instruction (e.g., provides necessary conceptual background; relates session content to prior & future content covered, to course projects/assignments, & to other views and fields of study)	5	4	3	2	1

Comments concerning instructor's communication of course content:

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Organization and Presentation					
1. Begins class on time	5	4	3	2	1
2. Appears well-prepared for class	5	4	3	2	1
3. States clearly the aims/objectives/activities of the class session	5	4	3	2	1
4. Engages in a variety of organizational and preparation activities aimed at maximizing time available for instruction and facilitating student learning (e.g., materials/props readily available, prior class review, provision of internal summaries & transitions, preview of session content & activities, etc.)	5	4	3	2	1
5. Speaks audibly and clearly, and without distracting speech characteristics	5	4	3	2	1
6. Selects teaching methods appropriate to course content	5	4	3	2	1
7. Communicates a sense of enthusiasm toward and interest in course content	5	4	3	2	1
8. Incorporates various instructional supports (e.g., video, slides, etc.) effectively	5	4	3	2	1
9. Recognizes and responds effectively to changes in student attentiveness	5	4	3	2	1
10. Uses a variety of appropriate techniques to maintain student interest and attentiveness (e.g., maintenance of eye contact, etc.)	5	4	3	2	1
11.					

Comments concerning instructor's organization & presentation:

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