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Introduction

Bilingual education in Colombia is no longer the privilege of private schools; it has reached public institutions due to the global demand and the initiatives that promote bilingual education for students of every educational level. Throughout the recent history of our country, education authorities have seen both teaching and learning languages as main objectives of public education and have done different efforts to guide these processes properly.

Some initiatives such as “The English syllabus” in 1982 and the COFE Project (Colombian Framework of English) were carried out (Usma 2009) in the country to promote bilingualism among students and teachers. In 1994 The General Educational Law included the teaching of at least one foreign language in high school and highlighted the need of implementing languages in primary school (Law 115, Ministry of Education). In 1999 the Ministry of Education designed and presented the curricular guidelines for English language teaching and in 2005 the National Bilingual Program was set up by the Ministry of Education (MEN) as an initiative which first product was the Guide 22 (Ministerio de Educación 2006).

Currently, the National Ministry of Education, through the National Bilingual Program, provides guidelines to each one of the ninety four certified Secretariats of Education. Although autonomous, secretariats have a common objective: “To strengthen English language and communicative competences in students and teachers from different levels in basic and middle education” (MEN 2006).

Bogotá is one of these certified secretariats. Responsible for the education of about one million students (Secretariat of Education, 2012), it has developed different actions to achieve the goals proposed by the Ministry of Education, whereas it has taken particular

decisions about the strategies used to develop competences in foreign languages in students and teachers.

One of these actions was to set up the “Bilingual Bogotá” project through agreement 253 of the Council of Bogotá (Alcaldía Mayor de Bogotá, 2006), in which the government established the project, including private and public sectors. This project takes into account the educational and economical background conditions of the communities and the advantages of getting a bigger population with English language knowledge.

Some actions developed by the Secretariat of Education with the purpose of encouraging teachers and students to take part of this project include language and methodology courses, certification processes, immersion programs with different lengths and the design and implementation of a Content Based Additive Bilingualism model in eight public schools as a pilot program.

This last action, as mentioned, is a project that starts with eight public schools which gradually started to move towards bilingualism. One of these institutions was the Débora Arango Pérez Public School. The process of the school participation into bilingualism combined with the intervention of the National University (UNAL), are the most important elements of this case study.

It is important to mention that after working in some private schools, I had the chance of taking part of the bilingual project in the public schools chosen by the Secretariat of Education as part of the Content Based Additive Bilingualism Program. There, I was in charge of coordinating the classes carried out by the National University of Colombia for public schools teachers. I also took part in the implementation of the project and I could see the expectative of the school communities and different facts that affect positively and negatively a bilingual project development.

I was also aware of some of the requirements of a bilingual education project implementation, the context conditions and the steps to follow to be successful and achieve

the planned goals. However, I know that this process needs to be deeply studied taking into account each specific situation.

Clearly, there are some basic phases to complete when beginning an educational project like the one developed in Debora Arango School. First of all, it is necessary to begin with a diagnose that may guide the actions to carry out. After that, it is necessary to establish an action plan based on the goals to reach, indicating the strategies that will be used to get the goals. These first phases have an enormous importance. However, there is another main stage that allows institutions and its members to assess the effectiveness of the strategies used and the possibility of reaching the proposed goals in the time allotted: It is Evaluation.

This evaluation of processes must take into account all the facts and participants involved in the implementation or innovation of programs. For that reason, this case study wants to evaluate the advance reached by the bilingual education project carried out in the Débora Arango Perez School and the impact of the intervention of the National University in the process. This study will consider the perceptions of the school community, the actions developed and their effectiveness. It is through evaluation that an institution can determine the advance of a project and the feasibility of reaching the proposed goals.

This case study analyses the phases of the project developed during the last five years; from 2008 until now, taking into account its development, impact, effectiveness and difficulties in the process of implementation.

Objectives

Main Objective

To characterize the way in which the National University intervention in the bilingual project implementation impacts the Debora Arango Perez public school community and the advance of the process.

Specific Objectives

To establish the impact of the National University Intervention in the Debora Arango School bilingual education program.

To identify the school community perceptions about the current bilingual project development.

To identify the replicable facts of the project taking into account the characteristics of the case study, the school context and the corresponding social conditions.

To propose specific recommendations about Content Based Additive Bilingualism Projects in Colombian public schools according to the research results.

1. Theoretical Framework

In this section I present the theoretical framework based on three main topics: Projects planning, development and evaluation theory; Content Based Additive Bilingualism model theory and a description of the process carried out during the last years for planning and implementing the bilingual education project at Débora Arango School.

1.1 Projects planning, development and evaluation theory

According to Usma (2009) and Cardenas (2006) English teachers and education authorities sometimes have to face the new education challenges and requirements without having come to terms about the best way for carrying out projects related to a specific field of knowledge and the conditions of each context. That's the reason why some projects have to be aborted just in the initial phase.

Bilingual education in Colombia and specifically in Bogotá has been questioned because of the vagueness and lack of guidelines (Gonzalez, 2007, Arango, 2011). To avoid these situations, it is necessary to take into account the importance of three aspects before developing a new bilingual education program (Cummins and Swan 1986; in Herrera 2000). The first one has to do with the implicit value given to the languages that participate in the program: the mother tongue and the foreign language. The second refers to the necessity of separating the languages in the moment of teaching and the third principle is related to the importance given to the bilingual project in which must be clear that these programs are tools that enrich cognitive processes in the learners. (Cummins and Swain, 1986).

Herrera (2000) emphasizes the importance of considering the status of each tongue when planning the bilingual policy of a School. In general, she presents some arguments in favor of the use of the *preview- review* methodology, in which the concepts are presented in the first language and reinforced in the second one. Thus, the consideration of some theoretical elements involved in the planning of a bilingual model is required. Among those elements are premises like the common underlying proficiency (Cummins, 1978), the need of a comprehensible input (Krashen, 1985) and the relationship between the language proficiency and the academic performance (Cummins, 1976). Taking these elements into account, it is possible to start considering the roles of the participants, the most suitable methodology and the specific requirements of the process. (Herrera, 2000: 73).

For instance, in a research paper, Maasum, Maarof, Zakaria, and Yamat (2011) inquired about the needs that arose from the implementation of a content based bilingual education model in public schools in Malaysia. They found that teachers perceived their own proficiency in the second language as a main obstacle in the development of the model, and as the area where the needs for training were more sensitive.

1.2 Content Based Additive Bilingualism model theory

Content Based Additive Bilingualism theory is considered as the model to develop the project in the public schools selected by the Secretariat of Education for being part of the schools with bilingual programs. Before describing Content Based it is important to remind that CLIL (Content language Integrated Learning) is described by Marsh (2002) as an umbrella that covers activities in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role.

In 2006 CLIL was identified in about 30 European countries, but its denomination had differences depending on the emphasis of each program.

In the case of Débora Arango School, the approach proposed by UNAL to carry out the project in the selected school is based on additive bilingualism theory in which the mother tongue plays a very important role, since it is necessary to ensure the achievement of communicative competences of the students in their mother tongue before beginning to teach them a new language.

The other theoretical guide followed by UNAL in this assistance to the pilot program with schools from the Secretariat of Education is to implement the strategy of Content Based Language teaching in which a subject is taught using the second or foreign language as means of instruction.

According to Tarey (1988) Content based ESL is a method that integrates English as a second-language instruction with subject matter instruction, learning a second language and using that language as a medium to learn mathematics, science, social studies, or other academic subjects.

Sutorious (1985) in Marani (1998) stands that “Content Based ESL instruction is the integration of linguistic and content material for the purposes of acquiring a second language in academic settings. Snow, Brinton and Wesche (1989) in Marani (1998) describe content based programs structure as the integration of a specific content with language teaching objectives.

Additionally, Marani (1998) consolidates some definitions in one: “content-based ESL is an effective method of integrating content matter instruction with English language instruction for the purposes of facilitating second language acquisition and academic success”.

Krashen (1982) says that a second language is most successfully acquired when the conditions are similar to those present in first language acquisition: that is, when the focus of instruction is put on meaning rather than on form; when the language input is at or just

above the proficiency of the learner; and when there is sufficient opportunity to engage in meaningful use of that language. This principle makes Content based approach one of the most used methods for facing bilingual education challenge in different places of the world because when learners use the language they do it in a meaningful way, transmitting information with a real purpose in the educative context.

Content based approach makes language learning a double face structure that joins interpersonal and cognitive academic purposes mentioned by Cummins (1981). Both of them tied in a stronger structure by which the learner acquires competences to perform in the language in different contexts. It is assumed that language can be acquired in 1 to 2 years, but the level of proficiency needed to read social studies texts or solve mathematics word problems can take 5 to 7 years to develop (Collier, 1987).

Marani (1988) highlights some advantages of content based approach. He stresses its capacity to motivate the students and favor the process of acquisition, because they are interested in studying the content that the course presents. Additionally, according to Marani, content based courses help students to see the utility of the language promoting the use of the vocabulary acquired in different contexts. Finally, through the use of authentic materials students see the subject matter as a native speaker would, learning the target language.

According to Marani (1998) there are only three kinds of Content based classes at university levels: sheltered, adjunct and theme based.

Crandall (1994) proposes different models for carrying out a Content Based program being the main of them Content-based language instruction, sheltered subject matter teaching , Theme-based, Sheltered instruction Language across the curriculum, Adjunct model, Cognitive Academic Language Learning Approach (CALLA).

1.2.1 Content based language instruction

According to Crandall (1994), content based language instruction is also called integrated language and content instruction. With this model language teachers use instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive, and study skills. The second language is used as the means of instruction for mathematics, science, social studies, and other academic subjects. Instruction is usually given by a language teacher or by a combination of the language and content teachers.

1.2.2 Sheltered subject matter teaching.

Brinton, Snow, & Wesche (1989) describe this approach as the one that involves adapting the language of texts or tasks and use of certain methods familiar to language teachers (demonstrations, visuals, graphic organizers, or cooperative work) to make instruction more accessible to students of different English proficiency levels. It is also called sheltered English or language-sensitive content instruction and is given by the regular classroom or content teacher or by a language teacher with special expertise in another academic area. Merani (1998) says that this model is called “Sheltered” because students are sheltered from native-speaking students.

1.2.3 Theme-based.

Crandall (1994) asserts that in this model language skills are developed through using content from specific topics involved in the curriculum. This model is used to make language learning process more attractive. Marani (1998) describes this model as one of the most widely used because it is really easy to adapt in any curriculum.

1.2.4 Sheltered instruction

Crandall (1994) describes this model as a content curriculum which is adapted to accommodate students' limited proficiency in the language of instruction. It is commonly used in immersion and two-way bilingual programs (Met, 1991 in Crandall, 1994) and has been adapted for use in second language programs with large numbers of limited English proficient students of intermediate or advanced English proficiency.

1.2.5 Language across the curriculum

Crandall (1994) describes this as the content-centered instruction that involves a conscious effort to integrate language instruction into all other curricular offerings. This may include the development of integrated curricula and some kind of paired or team teaching.

1.2.6 Adjunct model

Crandall (1994) describes this model that links a specific language learning course with a content course in which second language learners and native English speakers are involved. The courses share a content base, but the focus of instruction differs. The language teacher emphasizes language skills, while the content teacher focuses on academic concepts. This model needs coordination between the language and content teacher; usually the ESL teacher makes the extra effort of becoming familiar with the content. An adjunct program is usually limited to cases where students have language skills that are sufficiently advanced to enable them to participate in content instruction with English speaking students.

For Merani (1998), this model includes really two courses in one, because it emphasizes the language learning while, at the same time, students are enrolled in a content class.

1.2.7 Cognitive Academic Language Learning Approach (CALLA)

Chamot and O'Malley (1998) in Crandall (1994) mention that this approach combines language, content, and learning strategy instruction into a transitional ESL approach for upper elementary and secondary students of intermediate or advanced English proficiency.

1.3 From planning to implementation.

Débora Arango Pérez School was created due to the big demand of the Bosanova School which population was increasing every day. Yolanda Guzman Riveros principal of Bosanova School presented a project to buy land to build a new school in the year 2005.

In 2006, under the administration of a new principal, Marleny Amanda Sarmiento, the project was approved by the Secretariat of Education. The land was bought and the school was built in 2007. Thus, in 2008 the school acquired its legal character through the Resolución 198 of January 28. It was named Débora Arango Pérez after a famous Colombian painter.

In April of 2008, the school started working with students of first cycle (pre-school, first and second grades). The administration of the school was in charge of the principal Ana Virginia Rodríguez and two coordinators.

On August 11th of 2008 the inauguration of the school took place with the presence of the current authorities: Samuel Moreno Rojas – Mayor of Bogotá, Abel Rodríguez Céspedes – Secretary of education. (Institutional Educative Project: Débora Arango School-2008-2020). Since this day it was decided that Débora Arango School would be one of the selected institutions for being part of the pilot program of bilingual education in Bogotá. The reason of this choice was that most of the teachers who were part of the new school had worked in the Bosanova school so they were an important part of the diagnosis carried

out by The Andes University. From this moment, the school has taken part in all the activities developed to promote bilingual education in Bogotá. One of these activities was National University process of accompaniment.

Nowadays, Débora Arango Perez School is a public institution constituted under the Resolución N° 198 of January 28, 2008. Its legal modality is academic bilingual and offers education from preschool to eleventh grade to the students in its branch, placed in “Calle 83ª N° 57b-04” in the locality of Bosa, in the south of Bogotá. Most of the families in the surrounding community are large and have low economical resources. As a result of the big demand for public schools in the zone, Debora Arango School accepts every year more than three thousand students from strata one and two, in primary and secondary levels.

Its population ranges between the ages of four and eighteen years old and includes students who come from forced displacement processes or vulnerable situations. That cause delayed education in some students and difficult access to schools, among other situations (Secretariat of Education, 2011). For that reason, this school, as many others in the public system develops First Letters and Acceleration programs.

First Letters and Acceleration Programs are part of an initiative developed to include children and young students in the school system when they are older than the average in their corresponding levels; First letters is a program designed for primary levels and Acceleration for secondary students. These students, most of the time, have been excluded because of poverty and forced displacement (Ministry of Education, 2008).

Furthermore, it is one of the schools that began a new process called Education by cycles established by the Secretariat of Education in the “Plan Sectorial 2008-2012”¹. This

¹ Reorganización de la enseñanza por ciclos

Como parte de las transformaciones pedagógicas para la calidad de la educación se propone la reorganización de la enseñanza por ciclos educativos, en donde cada uno de los 5 ciclos que abarca desde

initiative proposes a new organization for the teaching process in which each cycle is oriented to develop abilities in the students according to their age.

1.3.1 Los Andes University Diagnosis

Even before Debora Arango Pérez school inauguration, the bilingualism Project with some public schools of Bogotá was in charge of Los Andes University. In 2008, Secretariat of Bogotá delegated to Andes University the diagnosis of the first three schools chosen to be part of a pilot bilingual project. In this phase the researchers from CIFE (Centro de Investigación y Formación en Educación-Los Andes University) carried out a diagnosis based on a multiple case study taking into account the first three public schools chosen by the Secretariat of Education to be part of the bilingual project: Bosanova Cundinamarca and Saludcoop Schools (De Mejía, López, Mejía, Peña, Fonseca, Guzmán, 2008).

This multiple case study analyzed the conditions of the schools, their first steps in bilingual education and determined different challenges that each school had to face to develop real bilingual projects.

preescolar hasta educación media buscan desarrollar habilidades educativas acordes con la edad propia de los estudiantes.

Los ciclos educativos son estrategias de organización curricular que deben promover el desarrollo de las capacidades, desempeños y competencias de los niños, niñas y jóvenes. Y a su vez permitir la articulación de cada ciclo con los demás asumiendo la complejidad de los aprendizajes y conocimientos, así como el progreso en el dominio de las “herramientas para la vida” y el acceso a los bienes culturales de la sociedad.

En este sentido organizar la enseñanza por ciclos requiere tener en cuenta el desarrollo cognitivo, psicobiológico y socio afectivo de los estudiantes del grupo de edades de cada ciclo; la influencia del contexto social para reconocer en los estudiantes sus fortalezas y limitaciones; la propedéutica del conocimiento; las necesidades y demandas de aprendizaje, así como los talentos de los estudiantes, y lo que se espera que cada ciclo aporte a la formación de niños, niñas y jóvenes.

The findings of this study included:

1. Marked variety of concepts related to bilingualism among the schools communities.
2. Lack of institutional bilingual project advance evaluation systems.
3. It showed that these public schools had already begun their bilingual processes in some way.
4. Lack of participation of the teachers in the bilingual program planning of their schools.
5. It was evident that the number of teachers with knowledge in the second language was not enough. And in some cases, teachers with the required level were hired provisionally.
6. Teachers needed English language teaching methodologies and evaluation training.
7. Teachers needed schools directives support to carry out their own initiatives.
8. It was necessary to establish special shifts in the institutions to assume new projects.
9. Teachers needed a bigger remuneration according to their responsibilities.
10. It was necessary to coordinate interdisciplinary actions with the whole school's staff.
11. There was a lack of resources for the development of academic and formative activities and a proper administration of the available ones.
12. It was necessary to establish formality in the project to get continuity and more institutional support.
13. It was evident the necessity of making parents and the rest of the school's communities part of the project.
14. It was necessary to promote English language use, because students regularly used to talk in their first tongue in and out the classroom.
15. School community agreed with the bilingual project.
16. Students showed low English and Spanish levels. (De Mejía et al, 2008).

These findings guided the researchers in their next task: Proposing guidelines for developing bilingual projects in public schools in Bogotá. Los Andes University carried out the task, giving the following general recommendations for having a successful development of the project in each school.

According to these recommendations a public school involved in a bilingual project requires:

1. To define the bilingual program as a strategic area of importance for each institution.
2. To have a bilingual project coordinator having in mind that the responsibility is an interdisciplinary fact that must involve the whole school community.
3. To guarantee the continuity of the individual and collective learning processes related to the bilingual project development.
4. To design flexible schedules for using the school resources and the teachers' time.
5. To define a graduate student profiles taking into account the bilingual competencies.
6. To ensure the proper development of all the curricula languages.
7. To be aware of the pedagogical concerns about culture and languages from other contexts.
8. To emphasize the importance of the mother tongue, essentially in the first years of school.
9. To promote significant experiences related to English language learning with teachers and students.
10. To teach language through contents taking into account students needs and expectatives.
11. To consider the bilingual project as areas liaison.
12. To promote students authentic evaluation processes.
13. To inform students about evaluation objectives.
14. To develop evaluation processes based on the standards of competencies in foreign languages and the Common European Framework.

15. To develop teacher training programs about evaluation.
16. To value students experiences.
17. To promote both languages usage in the whole institution.
18. To create bilingual classrooms to promote use and development of both languages.
19. To provide the library with proper materials to develop both languages. (De Mejia et al, 2008)

1.3.2 National University Assistance

Afterwards, The National University of Colombia assumed the implementation of the program with eight institutions that included the participants in the study carried out by the Andes University. One of them was the newly founded Débora Arango Perez School, which was created in order to cover the Bosanova school demand and received teachers and students from Bosanova School. They began the bilingual project in the new school. This circumstance makes of this case study a starting point and a good example that can help education authorities to identify the strengths, weaknesses and real possibilities of implementing the same project in other public schools, taking into account the contexts and the institutions specificities.

Colombian government and education authorities have identified the necessity and the advantages of having a better English language level in our population and have established different strategies to make bilingual education extensive in public schools. There are different actions coordinated by the National Bilingual Program and each Secretariat of Education, like immersion programs, virtual English courses and teacher training programs, materials development and so forth. However, there is not yet any document to tell the teachers and the institutions what is the best alternative for carrying out successful bilingual education programs in public schools around the country.

Each Secretariat of Education as well as the National Bilingual Program assigns bilingual education programs assistance and development to different universities, taking into

account their experience, knowledge, research advances and teachers quality looking for alternatives to find out the best options to develop bilingual education programs.

In the case of Bogotá, education authorities in charge of bilingualism in the Secretariat of Education decided to assign the responsibility of guiding this project to the Department of Linguistics of the National University. The most important element of this phase was finding out the way of creating a curricular model for the public schools of the city. So, during the year 2010 the University began the process based on the diagnosis made by Los Andes University and its corresponding recommendations.

This project was developed with the assistance of professionals with a lot of experience in bilingual education projects. They developed different activities based on Los Andes University diagnosis and the requirements of the Secretariat of Education. The most important product of this phase was a document that included curricular guidelines for the pilot schools that were part of the bilingual project. (Lineamientos Curriculares para los colegios pilotos hacia el bilingüismo)

In the guidelines presented by the University (UNAL, 2010) there are clear objectives that included the selection of some basic requirements for selecting the schools that were going to take part in the project. In this phase the professionals from National University developed the guidelines taking into account different elements necessary to carry out the project in a successful way.

1.3.2.1 About the syllabus:

For preschool, that is also part of cycle I, National University professionals in charge of the assistance of the project recommended to develop some activities promoting English language usage in the students without affecting the first language acquisition process.

For primary and secondary levels it is suggested to make emphasis in communicative abilities, in primary levels, and scientific thinking comprehension in secondary levels. It

was also proposed to develop a subject intensification project using English as communication language.

Other recommendations were: to promote bilingual education among the schools through some institutional, cultural and linguistic strategies, and to include contents in the program development, thus helping the students learn the foreign language while learning contents through English language, based on the Content Based theory also known as CLIL (Content and Language Integrated Learning).

1.3.2.2 Subjects in the curriculum

One of the recommendations of the National University was to include Science as a subject to be taught by means of English in the first grades, as the beginning of a Content Based Additive Bilingualism Project. This process should be done taking into account the guidelines and standards designed and promoted by the Ministry of Education. The National University proposes to use simple language supported with audiovisual aids like photographs, schemes and others. It is also recommended to emphasize the usage of cognates in the classes.

According to Reilly (1988) Science inquiry facilitates the development of ESL because it requires processes like observation, identification, description, experimental investigation, and theoretical explanation of natural phenomena. Through scientific inquiry, students develop learning processes inherent in thinking: observing, classifying, comparing, communicating, measuring, inferring, predicting, and finding space and time relationships. Additionally it is mentioned that the process of learning science in a content and language program promotes the learning of extensive vocabulary, integration of all modalities of language use: listening, speaking, reading, and writing; development of academic language proficiency and the use of prior cultural and educational experiences for developing new concepts.

Some of the identified elements that teaching science can provide in a content based program include interesting, relevant, and challenging content; opportunities for students to negotiate meanings; abundance of appropriate language input; conditions for keeping students involved; material for development of reading; activities for development of writing; and experiences with the forms and functions of English. (Reilly,1988).

Including mathematics in the foreign language as part of the curriculum is another option that schools involved in content based programs use to take. However, it is a decision that must be analyzed based on mathematics learning and teaching processes requirements and features. Reilly (1988) mentions that language of mathematics has its own special vocabulary, syntax, semantic properties, and discourse features and that math texts are different from language texts because they lack redundancy and paraphrase, are conceptually packed, are of high density, require different eye moments when reading, require a slower reading rate than natural language texts, require multiple readings, are made up of a variety of symbols such as charts and graphs, and contain a great deal of technical language with precise meanings (Bye, 1975 in Reilly 1988).

Wilson, De Avila, & Inili, 1982; De Avila & Duncan, 1984 in Reilly (1988) highlight the importance of the classroom environment in which ESL is taught through mathematics. This classroom should be carefully structured so that second language acquisition can occur. Instructional activities should promote second language development through a natural, subconscious process in which the focus is not on language, but on communicating the concepts, processes, and applications of mathematics. Instructional activities in both the ESL and mathematics classroom should be built on students' real-life experiences and prior knowledge of mathematics, and offer situations in which students can interact with the teacher and other students. Lessons that teach new concepts in mathematics should use graphics, manipulative, among other didactic materials concrete materials that clarify and reinforce meanings in mathematics communicated through language.

1.3.2.3 About teachers English level

Regarding teachers knowledge, it was determined the teacher profile needed for carrying out the project. It was established that for these schools it was necessary to have teachers with a minimum level B1 according to the Common European Framework and graduated from Languages Education Programs, also it is established in the recommendations of the University the possibility of including teachers from different areas with at least the B1 level and teachers without English level but with the guidance of teachers formed in faculties of languages and education.

It was also presented the English teachers professional development guidelines that were used for beginning the language teaching training program *in situ* with the teachers from pre-school and primary levels. These guidelines showed a scheme with the minimum teacher training time needed in language and methodology training.

National University team insisted in the necessity of a continuous and focused language, methodology and TICs training process.

1.3.2.4 Monitoring

Finally, it was recommended as a priority to develop an evaluation strategy to be consistent with the value given to the bilingualism in each school that took part in the project.

All these objectives were addressed to support a bilingual education program that was based on the importance of the two languages involved in the process making of this program a bilingual education program instead of a monolingual education program in a foreign language.

After reviewing different theories and possibilities it was found out that it was necessary to develop English language competences in the students without affecting the mother tongue language acquisition process using the additive bilingualism after acquiring the first language as described by Cansigno Gutierrez (UNAL 2010).

1.3.2.5 Administrative staff

UNAL also suggested having in mind the importance of getting academic-administrative structures in the schools involved in the program because they have special needs to deal with, like the acquisition of materials.

1.3.2.6 Pedagogical resources

It was recommended the use of authentic materials like tales, TV programs and games, among others.

1.3.2.7 New students:

Receiving new students in the grades which are part of the bilingual process must be decided after having the student exam results that demonstrate the proficiency required in the grade where the student is going to be admitted. It is also recommended to use reinforcement classes for the students who don't have the required level, but it is just recommended until third grade.

1.3.3 Current Project development

National University professionals determined a period of ten years to get the first group of students graduated from secondary school with high English language proficiency. It began in January of 2010 when first grade started the process, then it included second grade in 2011 while first grade continued the process. For 2012, it was proposed to include third grade and for the following years the schedule proposes continuity including a grade year by year.

Debora Arango school began the process according to this schedule including Science as the first subject to be taught in English as recommended by UNAL.

1.3.3.1 Bilingual education program in the Débora Arango Pérez School

Débora Arango Pérez School is a new school in its context. That must be taken into account to explain its bilingual project development.

First of all, it is necessary to notice that this school was born in Bosanova School as well as many of their institutional choices and academic advances. One of these choices was the creation of a “Group of Bilinguism” to fulfill the requirements of the project “Schools for the excellence”. This group was formed by the principal, the coordinators and English teachers and was in charge of leading the bilingual project activities. It is also important to notice that this school has been part of the English language training process developed between the Secretariat of Education and the Distrital University, specifically with the ILUD (Language Institute of The Distrital University) (De Mejia et al, 2008).

In 2010, based on the guidelines received from Los Andes University and the National University and the assistance of the Secretariat of Education, Debora Arango School began the bilingual education process through the Content based additive bilingual program incorporating Science in first grade. In 2011 the school incorporated Science in second grade and continued the process in first grade. Additionally, some grades began receiving some math contents in English. In 2012, Science was included as a subject in third grade and Math was incorporated to other groups of cycle I. Pre-school, as part of cycle I, has developed activities related to the project including use of commands, games and songs in English.

All these changes have faced different difficulties. The most important of them has been the differences in the English levels of the cycle I teachers. These levels go from A1 to C1; this situation gives advantages to some groups above others. In general, according to

the last evaluation developed by the school among the teachers who guide classes using English, there are five teachers in level A1, fourteen teachers is A2, two teachers in B1, one in B2 and there is one teacher who hasn't taken the test.

This differentiation in levels produces some differences in the use that each teacher makes of the English in the class, having two groups of second grade which receive math classes in different languages, with different strategies and perhaps different results. The table shell developed with teachers and the coordinator shows this diversity in the use of English to each the subjects and the relation it has with the teachers in charge of the process. (Annex 12)

2. Methodology

This Project is developed through a case study with defined design and categories, taking into account case study theory (Yin 2003, Stake 1995, Zainah 2007). This methodology was selected as a research method because of its capacity to get a deeper understanding of a social phenomenon that needs to be researched taking into account context data and many sources of information (Zainah, 2007). For carrying out this project, observation, reconstruction and analysis are essential (Tellis 1997). Additionally, “a case study guides its purpose to clarify decisions... reasons that support them and the way in which they are implemented including their results” (Schramm 1971).

This case study is designed as a single case in which the data triangulation takes place using multiple sources of evidence to develop converging lines of inquiry (Patton, 1987 in Yin, 2003) and through pattern-matching supporting the results on theoretical framework (Campbell 1975). In this way the research will have the possibility of being used as a resource or tool when a similar project needs analysis. Regarding categories, it is suitable to develop an explanatory case study (Yin 2003) in which data is analyzed through pattern matching.

Based on Stake (1995) a case study could be developed in three different ways: intrinsic, instrumental and collaborative. The current case study is developed as an instrumental one in which the researcher “selects a group of subjects in order to examine a certain pattern of behavior and it is possible to use the findings to propose generalization of findings to a bigger population” (Zainah 2007).

The last approach to case studies is the one Based on Mc Donough (1997). According to him a case study has an evaluative category in which the researchers judge and include their own criteria about data and results (Zaina 2007).

Therefore, the present case study reviews theoretical information related to projects planning, development and evaluation. Furthermore, Colombian public policies about English language teaching are explored. Finally, as part of the pattern-matching support, theoretical information about bilingualism, Additive bilingualism specifically, is studied and included.

Data collection includes quantitative and qualitative information and uses the following data collection tools:

- ✓ Exploratory surveys and interviews addressed to parents, students, teachers, administrative department and directives. (Yin 2003).
- ✓ Exploratory surveys and interviews addressed to bilingualism project coordinators of the Secretariat of Education and the universities that have taken part of the process.
- ✓ Direct observations and participant observations of the events being studied (Yin, 2003).
- ✓ Films, photographs, ethnography and life stories. (Marshall and Rossman, 1989 in Yin, 2003).
- ✓ Table Shells with rows and columns for data collection. They indicate the data to be collected. (Miles and Huberman, 1994 in Yin 2003).
- ✓ Information sources: Including primary documents, secondary documents, archival records, and cultural and physical artifacts. (Yin, 2003). That includes:

- Text Books
- Notebooks
- Planners
- Letters
- Memoranda and other internal communications
- Minutes of meetings
- Administrative documents
- Proposals
- Progress reports
- Formal studies or evaluations of the site
- News clipping
- Articles appeared in mass media or community newsletters.

✓ Test results informs including:

- Teachers QPT Exam results in order to identify English level of teachers.
- Students Science test in order to identify scientific competencies development of first cycle students.
- Students English and Spanish test in order to identify English and Spanish competences development in first cycle students.

Final product:

At the end of this research, the school will have a final report with the data analysis results and recommendations for the current project advance.

2.1 Data Collection

2.1.1 Interviews and surveys

For collecting data in this case study, 16 interviews and 28 surveys were carried out. They were addressed to get information from different members of the school community. Interviews were developed with directives (1), coordinators (1), teachers (6 of cycle I), students (4), and administrative staff (1). I also developed two interviews to members of the Secretariat of Education and one to the National University professional who carried out the assistance to the school project.

Surveys were answered by members of the bilingual project in the Secretariat of Education (2) and from the professional teacher assigned by the National University to assist the Debora Arango School project (1) as well as by teachers (six teachers from cycle I who don't teach subjects in English, nine teachers of areas and levels different from cycle I bilingual education program), parents (8), the English program coordinator (1) and administrative staff (3).

Some of the surveyed teachers said they were not part of the group involved in the project, but contrasting the information it was found that they had been assigned math teaching. Also, there were eight parents of children who are in cycle I surveyed.

The teachers from Cycle I who developed the six interviews teach English, science or math as part of the content based program. For triangulating the information there was information collected from different sources.

2.2.2 Documents

Ten notebooks, belonging to cycle I students were provided by the teachers and the coordinator to evidence the way in which teachers promote the use of written English in each subject. These notebooks correspond to Science, Math, English and Social Studies classes.

2.3.3 Table shells

A table shell was developed to find out different functions of the coordinator according to his bilingual education folder. Six table shells were also developed to find out the information related to the English level of the teachers of cycle I and the language used in the classes.

2.3.4 Surveys

Surveys addressed to find out information from different sources were developed, establishing a statement to which the surveyed person decided the best option among three given possibilities most of the times.

2.2 Data Analysis

Data are analyzed through categories which emerge from the theoretical framework. Since the main objective of the case study is to characterize the way in which the National University intervention implementation of the bilingual project impacts the Debora Arango Perez public school community and the advance of the process, these categories include the perceptions of the school community about the project in different stages: planning, development and evaluation. Each one of these stages is composed of sub processes.

Thus, planning includes curriculum design and teacher training; development of the project comprises the implementation of the curriculum in the specific setting class, continuity of

the teacher training process, participation of school community in the project, acquisition and use of resources; and evaluation includes project assistance, project assessment and future bilingual projects.

2.2.1 Planning

Planning is one of the essential phases of any project. For planning a project it is necessary to take into account elements that determine the action to be developed during the project implementation. For planning an educative project it is mandatory to develop a preliminary study to get information about the object community, the requirements, and the needed resources among other important details. In this case study these were the findings about planning and the three established categories:

2.2.1.1 Curriculum design

This process was guided by the National University in accordance to the Secretariat of Education. For this school there was assigned a professional who was in charge of guiding and assisting the syllabus design.

About the process the professional of the National University in charge of the syllabus design said,

“National University guided the process including Science in English and English as a subject. The University was also in charge of classroom assistance, monitoring and evaluation of the material developed”.

About these actions, in general, teachers from the first cycle recognize the importance of the assistance of the National University for the syllabus design. Answers from different members of the school community pointed out that the coordinator and some of the teachers participated actively in the syllabus design. However, some teachers pointed out that the syllabus design was in charge of a small group.

2.2.1.2 Teacher training

UNAL determined the teacher profile needed for carrying out the project. It was established that for these schools it was necessary to have teachers with a minimum level of B1 according to the Common European Framework and graduated from Languages Education Programs. Also it is shown in the recommendations of the University the possibility of including teachers from different areas with at least the B1 level and teachers without English level but with the guidance of languages teachers formed in languages education faculties.

About the training processes and teachers English level, eight teachers from first cycle think that teachers do not have the needed English level for carrying out the project. Four teachers from cycle 1, four teachers from other areas and cycles, and 2 members of the Secretariat of Education said that teachers have the required level for being part of the project. However, there are teachers whose English level is A1 or A2 who are trying to teach subjects using the foreign language. (Annex 12)

2.2.2 Development

This category includes the information related to the project development in the current moment. It is important to mention that the school has a bilingual project coordinator as it was recommended by Los Andes University. This coordinator is in charge of establishing the guidelines for the project development in the two shifts, morning and afternoon. About this leadership the community members in general express their perceptions:

Four Teachers from cycle I recognize the coordinator of the program, and also three of them recognize a leader group conformed by some teachers. One teacher does not recognize the leader of the process and two teachers mention the coordinators, English language teachers and teachers involved in the project as the leaders of the project in the institution.

Teachers think that the coordination functions are:

Getting alliances for promoting teacher training courses related to the bilingual project development and language learning, verifying the syllabus development.

Other functions found as the ones of the coordinator according to an informal conversation are:

1. Coordinating and collecting data for training processes with the teachers.
2. Getting new information about methodologies and bilingual education.
3. Coordinating syllabus development.
4. Checking proposals for the project development or improvement. Example: Checking a proposal for creating a bilingual environment.
5. Checking attendance report to training processes.
6. Having in mind the communicative axis of the school.
7. Being aware of the publications made in English in the school (labels, posters, and others).

Some teachers said that there is a closed focal group in which training opportunities are assigned only to a specific group of teachers.

About the coordination leadership in the process four teachers think this coordination has helped leading the process successfully and one teacher feels that it is not effective because she has felt excluded from the focus group.

2.2.2.1 Curriculum in the specific setting of the class

Content Based programs need special attention when planning and developing a curriculum design. Some activities are essential for getting success in the classes and in the learning processes of the students. Some of them are planning for the classes, keeping

continuous area meetings, and establishing good communication channels among teachers and leaders, syllabus and documents socialization and availability, among others. In this part of the analysis some aspects related to curriculum in the specific setting of class are developed.

About planning classes and activities in general, teachers said that there is not a specific bilingual project meeting but five teachers mentioned that each week there is a cycle meeting where aspects related to the bilingual project are discussed. Yet, not all the teachers involved in the project are participating in these meetings. Two teachers said that they meet in the teacher training programs but not at school in a bilingual project meeting.

Three teachers from cycle I said they participate in the decisions making related to the project while two teachers from the same cycle said they do not.

Teacher number 1 says:

“There is good communication between the coordination and the teachers but there are some elements to improve. In special ... there is not a syllabus for math and teachers are teaching using the syllabus designed for math in Spanish”.

Two teachers mentioned in an informal conversation that it was necessary to socialize the syllabus because there is a syllabus and a curricular net and they differ.

One teacher said that there were no planning activities for the bilingual project. In contrast, the coordinator and some teachers said that every teacher must develop a planner weekly or monthly.

About the classes, five surveyed teachers said that there were more than 30 students in their groups. However, it is important to mention that groups in cycle 1 are smaller every year because of the desertion of students and the impossibility of receiving new students with the required knowledge in Math and Science.

About Content Based project classes in the classrooms, it is important to mention that UNAL recommended to include contents in the program development making the students learn the foreign language while learning contents through English language based on the Content Based theory also known as CLIL (Content and Language Integrated Learning).

The school began the project development in January of 2010 when first grade was involved in the process, and then it continued including second grade in 2011 while continuing the process in first grade. For 2012, it was proposed to include third grade while maintaining first and second grades processes and for the following years the schedule proposes continuity including a new grade year by year.

UNAL included in the recommendations for the bilingual project schools the necessity of promoting the importance of the languages involved in the process doing of this program a bilingual education program instead of a monolingual education program in a foreign language.

With the interviews and the surveys it was evident that some teachers are not clear about the role of the mother tongue in their classes or in the project. For example one teacher said that it was not clear the school objective in regards of the bilingual project.

Teacher 1 (cycle 1) said:

“For me it is not clear. It is said that it (the school) works by competences and the bilingual project says that it is by contents”.

On the contrary, some teachers recognize the importance of the mother tongue in the process. In fact two teachers said that it was important to have in mind that the school project “is a bilingual not a monolingual project”.

As one of the case study interests was to know which the topics were and the kind of activities developed during the Science, Math and English classes it was really illustrative to access to two notebooks of second grade students. They were two Spanish notebooks in which one student from one group writes down the date in English and the other one does it in Spanish. In these notebooks it is evident the advance of the student in the written ability in Spanish.

Another notebook provided was an English notebook from a second grade student. In this one, there are notes and pictures about professions, storytelling, the weather , natural disasters, clothes, animals, family members, food , likes and dislikes and some grammar aspects like simple present, prepositions, use of can and can't, use of a and an. Students from second grade developed a picture dictionary including pictures of the learned vocabulary. It is a project carried out by a specific teacher.

Another notebook provided was one of social studies in which students also wrote dates in English. Finally it was found in Science notebooks from second grade that all their content was in English.

About content based in preschool, UNAL recommended developing only some activities promoting English language usage in the students without affecting the first language acquisition process.

Regarding primary and secondary levels UNAL suggested placing emphasis in communicative abilities in primary levels and scientific thinking comprehension in secondary levels. It was also proposed to develop a subject intensification project using English language as communication language. All these suggestions and changes in the syllabus were made based on the Guide 22 (MEN, 2006). This guide provides the teachers with the basic standards for the foreign languages teaching. Thus, through this guide, the Ministry seeks to guide educational processes providing clear and public criteria to establish the basic quality levels that each student in the country is supposed to get. The

National Bilingual Program has specific goals addressed to the students and teachers strengthening in foreign languages competencies (MEN, 2006).

About teaching science, one teacher said teaching science using English and Spanish is a good choice and strategy while eight parents confirm their children receive science classes using English language.

About teaching math Teacher number 1 (cycle 1), who is in charge of teaching math, said,

“It is necessary to stop the process of teaching math through English it is better to enforce the process with science and English”

Teacher number 2 (cycle 1) says,

“In math it is necessary to use Spanish because of the problem solving process”.

Eight parents confirmed their children receive math classes using English language but two of them said that there is a difference in the amount of English language used between grades.

Six of them think their children like English classes and two of them do not.

It is important to mention that the teachers and the coordinator handed two mathematics notebooks from different groups of second grade in which students wrote the date using English along the year. As for the content, there are some differences among them, related to the use of English in the class. The first one has its developed first activities using English and as soon as the contents grew complex, the teacher began using Spanish most of the time in written instructions and in activities. With the second notebook, it is evident the use of Spanish all the time in this math class. In a personal conversation with the teacher who guided this class, she explained that she felt really insecure for teaching math using English because she did not have the required level and she was not informed of the English training opportunely, so she did not have any support for improving her language.

About the new students, ten teachers from different areas, not involved in the bilingual project but in cycle I, think the English level of the students has improved, three of them are not sure and eight parents think their children have learned some new things in English. Additionally seven parents think their children have had good results in Science, Math and English. Just one student in this group of eight has problems reading in Spanish.

About the content based program and the new students in the school it is important to mention that receiving new students in the grades which are part of the bilingual process must be decided after having the student exam results showing the proficiency required in the grade where the student is going to be admitted, at least that was suggested by UNAL. It is also recommended to use reinforcement classes for the students who do not have the desired level; but it is recommended only until third grade.

2.2.2.2 Continuity of the teacher training process

English teachers' professional development guidelines that were used for beginning the language teaching training program *in situ* with the teachers from pre-school and primary levels were presented by UNAL. These guidelines showed a scheme with the minimum teacher training time needed in language and methodology training.

National University team insisted in the necessity of a continuous and focused language, methodology and Tics training process. About these processes five teachers think the bilingual education process in the Debora Arango School was favored with the National University language and methodology training process. Two teachers evaluated the UNAL language and methodology training process as excellent, three teachers and two members of the Secretariat of Education evaluated the process as good and one teacher as average.

The UNAL professional in charge of the assistance to the school said about her recommendations for having stability in the project development,

“...There must be teacher training processes in didactic methodologies and learning pedagogies. I talk about the learning of Science not the English language learning process as a system... If the teachers do not have this knowledge they will not be able to understand the syllabus”.

Five teachers said that language teacher training was developed making emphasis in the grammar functions of the language. They insisted in the necessity of promoting language teacher training focused on communication.

Four teachers said that the schedules for the teacher training courses are out of their shift and this situation represents extra work and difficulties for being part of it.

Six teachers said that it is necessary to continue with the teacher training process.

Five teachers from other areas are motivated to study English because of the project.

Three teachers mentioned that they are participating in CLIL training process with the Distrital University. This process is being developed in the school twice a month during a shift of about four hours. Seven teachers are participating in a training process with ILUD. One teacher could not participate in this process because of the schedule. One teacher thinks training process requires accompaniment or co-teaching in the classroom. Four teachers think that teachers need training in methodologies, three teachers think that teachers need training in language, two teachers think that teachers need training in pronunciation, two teachers think that teachers need training in materials design, One teacher thinks training processes must take into account teachers likes and abilities.

About teacher participation three teachers consider that teachers do not participate actively in the training processes, two members of the Secretariat of Education and two teachers think that teachers participate actively in the training processes.

Two members of the Secretariat of Education, five teachers from cycle 1 and nine teachers from other areas and the coordinator consider their English level have improved.

Four teachers from other areas think their English level has improved. Eight teachers from other areas have participated in teacher training processes offered by the Secretariat of Education or for the school and one teacher has not participated.

2.2.2.3 School community members participation in the project

UNAL recommended promoting bilingual education in the school project through some institutional, cultural and linguistic strategies and suggested having in mind the importance of getting academic-administrative structures in the schools involved in the program because they have special needs to deal with, like the acquisition of materials.

It is important to mention that the Principal of the school has been one of the bases for supporting the advance of the project as it is mentioned by the professional of the National University in charge of the project in the school:

“In the first place the commitment of the local authorities, the parents, the school community in general... the commitment of the principal, the teachers, the students...it helped the project advance”

Five teachers said that the project has not been socialized to the whole school community. Three members of the administrative staff, one member of the Secretariat of Education think all the community participates actively in the project. Seven teachers, two members of the bilingual project of the Secretariat of Education, the coordinator of the project in the school and three members of the administrative staff, think the whole community knows the objectives and the guidelines of the project level think that the project guidelines are known by the whole community.

Three teachers said that there are not activities for articulating the project with other areas. 1 teacher says,

“Participation of primary levels in big activities like the English day should be promoted”

About parents participation, nine teachers said that parents do not participate and three members of the administrative level say they have low participation but most of the teachers said they know about the activities related to the bilingual project. One teacher says that sometimes parents are appointed but not for telling them about the project development in the institution.

Three teachers think parents help their children with the assigned activities, three teachers think parents do not help their children with them, and eight parents said they help children doing their English, Science or Math homework.

Six teachers, the coordinator and three administrative members think parents do not have enough English language for helping their children, three parents said they learned some basis of English at school and the other five said they had never studied English.

Eight parents confirmed their children take Science and Math classes using English. Parents like the project and know about some of the things their children are doing about it.

Teachers consider that their participation is active in the project. Teacher number one says about her experience in this project,

“Interesting, fascinating, but difficult for me because I do not have a high English level. Furthermore it has been a challenge for all the things that it demands. It is more work”.

2.2.2.4 Acquisition and use of resources

UNAL recommended the use of authentic materials like tales, TV programs and games, among others.

About this special requirement two members of the SE, three teachers from cycle 1, three members of the administrative staff think that the school has the required physical structure.

Six teachers and three members of the administrative level said that the school does not always administrate the bibliographic and technological materials for the project usage efficiently. One teacher and the coordinator think these resources are administrated efficiently.

Twelve teachers (all the interviewed and surveyed) and two members of the Secretariat of Education said that the school needs more materials. Additionally some school teachers said that it is important to take into account the teachers concepts about materials before taking decisions.

About their new Math book, Teacher 1 says,

“The school acquired a math book but teachers did not use it because it does not match the syllabus requirement”

Teacher 2 says:

“It is necessary to change some books because they are not connected to our context”

Teacher number four said

“The science book is horrible; it is really far from the context”

About the acquisition of some new resources two teachers consider that the school has new resources for developing the project, one teacher thinks that the school needs new English

laboratories, five teachers think it is necessary to get visual aids like flash cards, one teacher thinks it is important to acquire more reading material, two teachers said it is necessary to have audio resources, one teacher said it is necessary to have more laboratories, one teacher said that it is necessary to get methodology books for teachers, one teacher said it is necessary to have a tape recorder in each classroom or for each teacher.

About the students resources six teachers and two members of the administrative staff think the students have the required resources for developing the activities, four teachers and two members of the administrative level partially agreed, four parents said their children have different resources at home and four do not have any.

Three teachers think students do not have the resources for carrying out the activities, the coordinator thinks that the students have what they need for carrying out the activities and eight parents said they have an English –Spanish dictionary at home.

2.2.3 Evaluation

2.2.3.1 Project assistance

About National University assistance four teachers and one member of the Secretariat of Education (SE) think that National University support and accompaniment favored the project implementation in the school.

Five teachers surveyed and two members of the SE think that the National University recommendations are applicable to all the grades in primary and secondary school. One member of SE about it said,

“Preferable to first, second and third cycles”

Two Teachers and two members of the SE evaluate the process of accompaniment as excellent and four as good.

One teacher says that the most important and positive aspect of this assistance was the syllabus development, one teacher says that it was promoted the team work, one teacher said UNAL had the required knowledge, two teachers said that the syllabus design was assigned to a small group of teachers not to the teachers who were going to use it in the classrooms, one teacher thinks teachers ideas were not always considered, two teachers said that the syllabus was not socialized.

Two teachers said that the SE has allocated resources for buying new bilingual materials. Two teachers said that one of the strengths of the project is the assistance and guidelines given by the Secretariat of Education (SE). One teacher said that the project must be product of an agreement and not imposed. It is important to take into account school community voices. One teacher said SE must develop international immersion programs. Four teachers said that the SE must continue supporting the project with teacher training and materials.

2.2.3.2 Project assessment

National University recommended as a priority to develop an evaluation strategy to follow the value given to the bilingualism in each school that took part in the project. However, it is necessary to establish different strategies to assess the project development in every aspect.

About this, one teacher said that it is necessary that SE invest a high budget for better results. Another teacher said that it would be better to look for another alternative, different to CLIL.

One teacher says that there is an evaluation process during the institutional evaluation week at the end and at the beginning of the year. Six teachers said that there were not special dates for evaluating the project and it was necessary to evaluate the project advances frequently. Five teachers said they partially received support to their ideas from the directives. SE must evaluate investment and results before continuing with the project.

2.2.3.3 Future bilingual projects

About taking this experience as a basis for developing new projects in other schools two teachers think it is necessary to analyze the needs of the community, one teacher thinks it is necessary to analyze the possible impact, two teachers said teachers must be engaged in the project but not for obligation but for real commitment. Two teachers said that these projects must begin with little children in first grade. Two teachers said teachers must be trained before beginning the project development. One teacher said the project must begin in second grade. One teacher said that it is necessary to carry out a planning process taking into account the context. One teacher said that these schools must have special conditions related to the time for teaching English; one option is to involve the school in the “Extended shift” project.

Conclusions

This study aimed at characterizing the way in which the National University intervention in the bilingual project implementation impacted the Debora Arango Perez public school community and the advance of the processes, as well as the perceptions of the school community about this intervention. After developing this case study it is possible to conclude that:

1. Debora Arango School has received support and assistance from the Secretariat of Education before and during the project implementation. It has impacted the way in which the community relates the project with a better quality of education. Yet, for the staff of the school there are different aspects that need to be improved, such as the participation of all the teachers in the decision making related to the project and its future perspectives.
2. Debora Arango School began the bilingual education process through the content based approach taking into account the guidelines and recommendations given by the National University professionals in charge of the assistance. These guidelines have generated great impact in the perception of the project, not only within the school community but in the local context of the Secretariat of Bogotá. They perceive the design of these guidelines as one of the major achievements of the project and regard them as applicable in different contexts.
3. The acceptance that the school community has showed towards the project is predicated on its continuity. The willingness to incorporate new subjects to the content based project shows a good level of motivation among teachers, students and administrative staff. However, clear guidelines need to be determined to move towards new areas in order to

avoid poor outcomes, which could trigger processes of loss of motivation and low participation.

4. Regarding teacher training, the school community identifies this point as one of the major needs of the project. Although the participation of Universidad Nacional is evaluated as positive in general, the continuity of the process as well as the feed-back are identified as points to improve in future interventions.

5. Teacher training processes for educators in charge of implanting bilingual education programs must emphasize their acting in the promotion and development of communicative competences and methodologies rather than in grammatical aspects.

6. Motivation and encouragement must be endured to stimulate the school communities effort in developing bilingual education programs.

Recommendations

There are different recommendations based on the school community perceptions and experiences regarding the bilingual education project, National University professionals support and more findings of this case study which are addressed to the Secretariat of Education and to the whole school community members.

It is very important to develop strategies to involve the whole community in the bilingual education project development. One of these must be to establish a Bilingual education project meeting inviting all the teachers involved in the process.

It is important to establish project evaluation strategies taking into account the community voices about the project development.

It is desirable to make an analysis of the project advance before implementing more subjects using English language.

Based on the school characteristics and the teachers English level and methodology knowledge it is advisable to stop trying to join math as part of the subjects taught through English.

It is mandatory to develop new strategies to enforce the teacher training processes taking into account the teachers time availability.

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Annexes

Annex 1



Encuesta a docentes de diferentes áreas de la Institución Educativa Débora Arango Pérez

La presente encuesta pretende identificar sus percepciones respecto de las fortalezas y debilidades del proceso de transición al bilingüismo en el que se encuentra la institución Educativa Débora Arango Pérez en el momento. Le solicitamos diligenciar la información sobre su vinculación con la institución y continuación proceder a desarrollar los ítems seleccionando la opción que usted considere.

Marque con equis (X) la opción u opciones correspondientes:

Jornada: Mañana Tarde

Tiempo de servicio en el cargo: Entre 0 y 5 años Entre 6 y 10 años
 Entre 11 y 20 años Más de 20 años

Tipo de vinculación: Docente provisional Docente en propiedad

Nivel de Formación: Normalista Licenciatura en lenguas o afines
 Maestría Profesional de otras áreas
 Licenciatura en otras áreas

Nivel de Lengua según MCRE: _____ Certificado por: _____

Formación adicional relacionada con bilingüismo:

Curso de formación en lengua Curso de formación en metodología
 Maestría Especialización
 Inmersión en lengua y/o metodología Otro ¿Cuál? _____

ASIGNACIÓN ACADÉMICA:

GRADO	ASIGNATURA	INTENSIDAD HORARIA SEMANAL	IDIOMA O IDIOMAS EN QUE SE ENSEÑA

Proyecto de Educación Bilingüe:

1. Usted conoce los objetivos y los lineamientos que guían las acciones del proyecto de bilingüismo.
 De acuerdo Parcialmente de acuerdo En desacuerdo
2. Usted se ha visto motivado a mejorar su nivel de lengua gracias a las acciones del proyecto.
 De acuerdo Parcialmente de acuerdo En desacuerdo
3. Su disposición para participar en la implementación del programa de educación bilingüe de la institución puede calificarse como:
 Alta Media Baja Muy baja
4. Usted considera que la comunidad educativa de la Institución Educativa Débora Arango Pérez participa activamente en el proyecto.
 De acuerdo Parcialmente de acuerdo En desacuerdo
5. Usted percibe que en la institución se le da gran importancia al proyecto de educación bilingüe.
 De acuerdo Parcialmente de acuerdo En desacuerdo

La institución Educativa

6. Usted considera que la institución cuenta con los recursos humanos necesarios para desarrollar efectivamente el proyecto
 De acuerdo Parcialmente de acuerdo En desacuerdo

7. Usted considera que la institución Educativa cuenta con la planta física necesaria para desarrollar efectivamente el proyecto

- De acuerdo Parcialmente de acuerdo En desacuerdo

Formación en lengua y metodología:

8. Su nivel de lengua es suficiente participar en programas de bilingüismo aditivo enseñando contenidos en Inglés

- De acuerdo Parcialmente de acuerdo En desacuerdo

9. Usted considera que su nivel de lengua ha mejorado durante los últimos tres años.

- De acuerdo Parcialmente de acuerdo En desacuerdo

10. Usted participa o ha participado en procesos de formación en lengua y /o metodología ofrecidos por la institución o la Secretaría de Educación.

- De acuerdo Parcialmente de acuerdo En desacuerdo

Los estudiantes:

11. Usted ha evidenciado el avance de los estudiantes de Ciclo I y su uso de la lengua extranjera dentro o fuera del aula.

- De acuerdo Parcialmente de acuerdo En desacuerdo

12. Usted ha evidenciado el interés por parte de los estudiantes por el aprendizaje del inglés.

- De acuerdo Parcialmente de acuerdo En desacuerdo

Observaciones: _____

Annex 2



Encuesta a padres de familia de Ciclo I de la Institución Educativa Débora Arango Pérez

Fecha: _____

Grado: _____

Jornada: _____

Marca con equis(x) la respuesta correcta

1. ¿Su hijo(a) recibes clases de ciencias en inglés?
 Si No
2. ¿Su hijo(a) recibe clases de matemáticas en inglés?
 Si No
3. ¿Su hijo recibes clases de inglés?
 Si No
4. ¿A su hijo (a) le gustan las clases de inglés?
 Si No
5. ¿Usted le ayuda a su hijo(a) a hacer las tareas de asignaturas enseñadas en inglés?
 Si No
6. ¿Cuenta su hijo(a) con diccionario de inglés en la casa?
 Si No
7. ¿Usted considera que su hijo(a) ha aprendido nuevos temas en inglés?
 Si No
8. ¿Ha tomado usted cursos de inglés o ha aprendido por su cuenta?
 Si No
9. ¿Tiene su hijo textos, juegos u otro elemento que le sirva para practicar inglés en su casa?
 Si No
10. ¿Usted considera que su hijo ha alcanzado buenos resultados en español?
 Si No
11. ¿Usted considera que su hijo(a) ha alcanzado buenos resultados en ciencias?
 Si No
12. ¿Usted considera que su hijo(a) ha alcanzado buenos resultados en matemáticas?
 Si No

Observaciones:

¡MUCHAS GRACIAS!

Annex 3



Encuesta a coordinador de programa de educación bilingüe de la Institución Educativa Débora Arango Pérez

La Comunidad Educativa

1. La comunidad educativa de la institución conoce los objetivos y los lineamientos que guían las acciones del proyecto de bilingüismo.

- De acuerdo Parcialmente de acuerdo En desacuerdo

2. La comunidad educativa de la institución ha aceptado los retos que implica desarrollar este proyecto.

- De acuerdo Parcialmente de acuerdo En desacuerdo

3. La disposición de los miembros de la Institución Educativa Débora Arango Pérez para participar en la implementación del programa de bilingüismo puede calificarse como:

- Alta Media Baja Muy baja

4. La comunidad educativa de la Institución Educativa Débora Arango Pérez participa activamente en el proyecto.

- De acuerdo Parcialmente de acuerdo En desacuerdo

La Institución Educativa

5. La institución cuenta con los recursos humanos necesarios para desarrollar efectivamente el proyecto

- De acuerdo Parcialmente de acuerdo En desacuerdo

6. La institución Educativa cuenta con la planta física necesaria para desarrollar efectivamente el proyecto

- De acuerdo Parcialmente de acuerdo En desacuerdo
7. La institución educativa administra eficazmente los recursos bibliográficos existentes en pro del desarrollo del proyecto.
- De acuerdo Parcialmente de acuerdo En desacuerdo
8. La institución educativa administra eficazmente los recursos tecnológicos existentes en pro del desarrollo del proyecto.
- De acuerdo Parcialmente de acuerdo En desacuerdo
9. La institución cuenta con recursos didácticos pertinentes que apoyan el desarrollo del programa de Bilingüismo.
- De acuerdo Parcialmente de acuerdo En desacuerdo

Los docentes de ciclo I

10. Los docentes de ciclo I participaron activamente en la formulación del proyecto.
- De acuerdo Parcialmente de acuerdo En desacuerdo
11. Los docentes de ciclo I participan activamente en la toma de decisiones relacionadas con la ejecución del proyecto.
- De acuerdo Parcialmente de acuerdo En desacuerdo
12. Los docentes de ciclo I cuentan con el nivel de lengua suficiente para participar en programas de bilingüismo aditivo enseñando contenidos en Inglés
- De acuerdo Parcialmente de acuerdo En desacuerdo
13. El nivel de lengua de los docentes de ciclo I ha mejorado.
- De acuerdo Parcialmente de acuerdo En desacuerdo
14. Los docentes de ciclo I cuentan con el tiempo necesario para desarrollar efectivamente las acciones que conlleva el proyecto.
- De acuerdo Parcialmente de acuerdo En desacuerdo
15. Los docentes de ciclo I participan en procesos de formación en lengua y metodología constantemente.

- De acuerdo Parcialmente de acuerdo En desacuerdo
16. Los docentes de ciclo I cuentan con los recursos necesarios para la ejecución efectiva del proyecto.
- De acuerdo Parcialmente de acuerdo En desacuerdo
17. Los docentes de ciclo I cuentan con espacios de tiempo destinados específicamente a la evaluación de las acciones del proyecto.
- De acuerdo Parcialmente de acuerdo En desacuerdo
19. Los docentes de ciclo I consideran que cuentan con el apoyo de las directivas para llevar a cabo sus iniciativas relacionadas con el proyecto.
- De acuerdo Parcialmente de acuerdo En desacuerdo
20. Los docentes de ciclo I promueven el uso del inglés dentro y fuera del aula.
- De acuerdo Parcialmente de acuerdo En desacuerdo

Los estudiantes

21. Los estudiantes cuentan con los recursos necesarios para desarrollar efectivamente el proyecto
- De acuerdo Parcialmente de acuerdo En desacuerdo
22. El nivel de lengua de los estudiantes involucrados en el programa de Bilingüismo ha mejorado.
- De acuerdo Parcialmente de acuerdo En desacuerdo
23. Los estudiantes han alcanzado los estándares básicos de competencias en lenguas extranjeras correspondientes a sus niveles?
- De acuerdo Parcialmente de acuerdo En desacuerdo
24. Los estudiantes han alcanzado los estándares básicos correspondientes al área de ciencias naturales.
- De acuerdo Parcialmente de acuerdo En desacuerdo

25. Los estudiantes de ciclo I han desarrollado sus competencias comunicativas en español de acuerdo a los estándares nacionales.

- De acuerdo Parcialmente de acuerdo En desacuerdo

26. ¿Los estudiantes que ingresan nuevos a la institución cuentan con asesorías de nivelación para equiparar su nivel de lengua con el de los estudiantes que han cursado en la institución los grados primero y segundo y que por lo tanto han estado inmersos en el programa?

- De acuerdo Parcialmente de acuerdo En desacuerdo

Los Padres de familia

27. Los padres de familia de los estudiantes de la institución están enterados de las actividades que se desarrollan en el marco del proyecto.

- De acuerdo Parcialmente de acuerdo En desacuerdo

28. Los padres de familia de los estudiantes de la institución participan activamente en el desarrollo del proyecto.

- De acuerdo Parcialmente de acuerdo En desacuerdo

29. Los padres de familia acompañan a sus hijos en el desarrollo de tareas y actividades relacionadas con las clases de inglés y ciencias en inglés.

- De acuerdo Parcialmente de acuerdo En desacuerdo

30. Los padres de familia cuentan con los conocimientos necesarios para apoyar a sus hijos en el desarrollo de actividades relacionadas con el proyecto.

- De acuerdo Parcialmente de acuerdo En desacuerdo

31. Los padres de familia y los estudiantes cuentan con los recursos necesarios para llevar a cabo las actividades que se les asignan en el marco del proyecto.

- De acuerdo Parcialmente de acuerdo En desacuerdo

Annex 4



Encuesta a representantes de universidades participantes en el proceso de diagnóstico o implementación del Programa de Bilingüismo de la Institución Educativa Débora Arango Pérez

La Comunidad Educativa

1. La comunidad educativa de la institución conoce los objetivos y los lineamientos que guían las acciones del proyecto de bilingüismo.
 De acuerdo Parcialmente de acuerdo En desacuerdo
2. La comunidad educativa de la institución ha aceptado los retos que implica desarrollar este proyecto.
 De acuerdo Parcialmente de acuerdo En desacuerdo
3. La disposición de los miembros de la Institución Educativa Débora Arango Pérez para participar en la implementación del programa de bilingüismo puede calificarse como:
 Alta Media Baja Muy baja
4. La comunidad educativa de la Institución Educativa Débora Arango Pérez participa activamente en el proyecto.
 De acuerdo Parcialmente de acuerdo En desacuerdo

La Institución educativa

5. La institución cuenta con los recursos humanos necesarios para desarrollar efectivamente el proyecto
 De acuerdo Parcialmente de acuerdo En desacuerdo
6. La institución Educativa cuenta con la planta física necesaria para desarrollar efectivamente el proyecto

- De acuerdo Parcialmente de acuerdo En desacuerdo
7. La institución educativa administra eficazmente los recursos bibliográficos existentes en pro del desarrollo del proyecto.
 De acuerdo Parcialmente de acuerdo En desacuerdo
8. La institución educativa administra eficazmente los recursos tecnológicos existentes en pro del desarrollo del proyecto.
 De acuerdo Parcialmente de acuerdo En desacuerdo
9. La institución cuenta con recursos didácticos pertinentes que apoyan el desarrollo del programa de Bilingüismo.
 De acuerdo Parcialmente de acuerdo En desacuerdo

Los docentes de ciclo I

10. Los docentes de ciclo I participaron activamente en la formulación del proyecto.
 De acuerdo Parcialmente de acuerdo En desacuerdo
11. Los docentes de ciclo I participan activamente en la toma de decisiones Relacionadas con la ejecución del proyecto.
 De acuerdo Parcialmente de acuerdo En desacuerdo
12. Los docentes de ciclo I cuentan con el nivel de lengua suficiente para participar en programas de bilingüismo aditivo enseñando contenidos en Inglés.
 De acuerdo Parcialmente de acuerdo En desacuerdo
13. El nivel de lengua de los docentes de ciclo I ha mejorado.
 De acuerdo Parcialmente de acuerdo En desacuerdo
14. Los docentes de ciclo I cuentan con el tiempo necesario para desarrollar efectivamente las acciones que conlleva el proyecto.
 De acuerdo Parcialmente de acuerdo En desacuerdo
15. Los docentes de ciclo I participan en procesos de formación en lengua y Metodología constantemente.
 De acuerdo Parcialmente de acuerdo En desacuerdo
16. Los docentes de ciclo I cuentan con los recursos necesarios para la ejecución efectiva del proyecto.
 De acuerdo Parcialmente de acuerdo En desacuerdo
17. Los docentes de ciclo I cuentan con espacios de tiempo destinados específicamente a la evaluación de las acciones del proyecto.

- De acuerdo Parcialmente de acuerdo En desacuerdo

18. Los docentes de ciclo I cuentan con el apoyo de las directivas para llevar a cabo sus iniciativas relacionadas con el proyecto.

- De acuerdo Parcialmente de acuerdo En desacuerdo

19. Los docentes de ciclo I promueven el uso del inglés dentro y fuera del aula.

- De acuerdo Parcialmente de acuerdo En desacuerdo

Los estudiantes

21. Los estudiantes cuentan con los recursos necesarios para desarrollar efectivamente el proyecto

- De acuerdo Parcialmente de acuerdo En desacuerdo

22. El nivel de lengua de los estudiantes involucrados en el programa de bilingüismo ha mejorado.

- De acuerdo Parcialmente de acuerdo En desacuerdo

23. Los estudiantes han alcanzado los estándares básicos de competencias en lenguas extranjeras correspondientes a sus niveles?

- De acuerdo Parcialmente de acuerdo En desacuerdo

24. Los estudiantes han alcanzado los estándares básicos correspondientes al área de ciencias naturales.

- De acuerdo Parcialmente de acuerdo En desacuerdo

25. Los estudiantes de ciclo I han desarrollado sus competencias comunicativas en español de acuerdo a los estándares nacionales.

- De acuerdo Parcialmente de acuerdo En desacuerdo

26. ¿Cuáles son sus recomendaciones para la institución frente al ingreso de Estudiantes nuevos a los grados primero, segundo y tercero y que por lo tanto no han estado inmersos en el programa?

- De acuerdo Parcialmente de acuerdo En desacuerdo

Los padres de familia

27. Los padres de familia de los estudiantes de la institución están enterados de las actividades que se desarrollan en el marco del proyecto.

- De acuerdo Parcialmente de acuerdo En desacuerdo

28. Los padres de familia de los estudiantes de la institución participan activamente en el desarrollo del proyecto.

De acuerdo Parcialmente de acuerdo En desacuerdo

29. Los padres de familia acompañan a sus hijos en el desarrollo de tareas y actividades relacionadas con las clases de inglés y ciencias en inglés.

De acuerdo Parcialmente de acuerdo En desacuerdo

30. Los padres de familia cuentan con los conocimientos necesarios para apoyar a sus hijos en el desarrollo de actividades relacionadas con el proyecto.

De acuerdo Parcialmente de acuerdo En desacuerdo

31. Los padres de familia y los estudiantes cuentan con los recursos necesarios para llevar a cabo las actividades que se les asignan en el marco del proyecto.

De acuerdo Parcialmente de acuerdo En desacuerdo

Annex 5



Entrevista a coordinadores de la Institución Educativa Débora Arango Pérez

La presente entrevista tiene como objetivo conocer las experiencias y percepciones de las directivas de la institución frente a los orígenes y avances del programa de bilingüismo. Inicialmente indaga información básica sobre el entrevistado y su relación con la institución y el proyecto, a continuación se desarrolla un cuestionario de 29 preguntas abiertas relacionadas con los siguientes aspectos:

Cultura Institucional

Proyecto Educativo Institucional

Proyecto Bilingüe

Prácticas pedagógicas

Formación de maestros bilingües

Desempeño de estudiantes

La entrevista está orientada para que el entrevistado de sus respuestas de forma clara y concisa tomándose un promedio de 3 minutos por pregunta.

Información general del entrevistado

NOMBRE:

CARGO:

TIEMPO DE SERVICIO EN EL CARGO:

FUNCIONES:

Fecha de realización de la entrevista

ENTREVISTA

Cultura Institucional

1. ¿Cuál es el perfil de docente vinculado a la institución?
2. ¿Cuál es el perfil de docente que busca construir la institución a través de los diferentes programas y estrategias de formación?
3. ¿Cuál es el perfil de los estudiantes que ingresan a la institución?
4. ¿Cuál es el perfil de los padres de familia cuyos hijos se encuentran vinculados con la institución?
5. ¿Cuál es el perfil de egreso de los estudiantes que finalizan la secundaria en la actualidad?
6. ¿Cuál es perfil de egreso del estudiante que busca lograr la institución?

Proyecto Bilingüe

7. ¿En qué fase de desarrollo se encuentra el proyecto bilingüe en la institución en este momento?
8. ¿Participan los padres de familia en el apoyo al desarrollo del proyecto bilingüe? ¿De qué forma lo hacen?
9. ¿Con qué frecuencia se reúne usted con su equipo de bilingüismo para tratar asuntos relacionados con el proyecto?
10. ¿Cuáles cree usted que son las fortalezas que ha tenido el desarrollo del programa de bilingüismo en la institución Débora Arango Pérez?
11. ¿Cuáles cree usted que han sido las dificultades que ha tenido el desarrollo del programa de bilingüismo en la IED Débora Arango Pérez?
12. ¿Cuáles cree usted que son los pasos a seguir en el desarrollo del proyecto en la institución?

Prácticas pedagógicas

13. ¿Qué actividades de planeación relacionadas con el proyecto bilingüe se realizan actualmente en la institución?
14. ¿Qué actividades vinculan al proyecto bilingüe con las demás asignaturas para llegar a la interdisciplinariedad?
15. ¿Considera usted que la elección del programa de Bilingüismo Aditivo por contenidos fue acertada?
16. ¿Cree usted que es necesario hacer algún cambio en la estrategia adelantada hasta el momento para desarrollar efectivamente el proyecto?
17. ¿Qué tipo de evaluación se promueve en ciclo I, especialmente con las asignaturas desarrolladas mayoritariamente en inglés? (sumativa o formativa)
18. ¿De qué forma incluye el programa de aceleración de la institución el fortalecimiento de competencias en inglés de los estudiantes?

Recursos

17. ¿Se han adquirido o ha recibido la institución nuevos recursos para el desarrollo del programa de bilingüismo?
18. ¿Qué recursos hacen falta de manera prioritaria en la institución para desarrollar el programa de bilingüismo?

Formación de maestros bilingües

19. ¿En qué programas de formación, facilitados por la institución o la secretaria de Educación, están involucrados los docentes que hacen parte del programa de bilingüismo?
20. ¿Cómo cree que se podría mejorar el proceso de formación de docentes?
21. ¿Cuáles cree que son las mayores necesidades de formación que tienen los docentes involucrados en el proyecto?
22. ¿Participan los docentes activamente en los programas de formación ofrecidos por la institución y la Secretaría de Educación?

Proyecto Educativo Institucional

23. ¿Cómo se proyecta el bilingüismo en el PEI?
24. ¿En qué grados y asignaturas se desarrollan clases mayoritariamente en inglés y con qué intensidad horaria?
25. ¿Cómo se evidencia en el PEI la transversalidad del proyecto de bilingüismo?

Percepciones

26. ¿Cómo ha sido su experiencia como coordinador(a) en una institución involucrada en un proceso de bilingüismo?
27. ¿Cuáles son sus recomendaciones específicas para la comunidad educativa de la institución Educativa Débora Arango Pérez frente a la continuidad del proyecto?
28. ¿Cuáles son sus recomendaciones específicas para la Secretaría de Educación Distrital en cuanto a la continuidad del proyecto?
29. ¿Cuáles son sus recomendaciones para las instituciones que pretenden adelantar proyectos de bilingüismo aditivo por competencias?

Annex 6



Entrevista a representantes de universidades participantes en el proceso de diagnóstico o implementación del Programa de Bilingüismo de la Institución Educativa Débora Arango Pérez

La presente entrevista tiene como objetivo conocer las experiencias y percepciones de los representantes de las universidades que participaron en el proceso de diagnóstico y acompañamiento de la institución en el proyecto frente a los orígenes y avances del programa de bilingüismo. Inicialmente indaga información básica sobre el entrevistado y su relación con su institución y el proyecto; a continuación se desarrolla un cuestionario de 23 preguntas abiertas relacionadas con los siguientes aspectos:

Proyecto Bilingüe
Cultura Institucional
Proyecto Educativo Institucional
Prácticas pedagógicas
Formación de maestros bilingües
Desempeño de estudiantes

La entrevista está orientada para que el entrevistado de sus respuestas de forma clara y concisa tomándose un promedio de 3 minutos por pregunta.

Información general del entrevistado

Nombre:
Universidad:
Cargo:
Tiempo de servicio en el cargo:
Cargo en el proyecto:
Funciones:
Fecha de realización de la entrevista

ENTREVISTA

Proyecto Bilingüe

1. ¿Sabe usted qué razones llevaron al colegio a comprometerse con la educación bilingüe?
2. ¿Sabe usted cuáles fueron las primeras acciones que llevaron a la Institución Educativa Débora Arango Pérez a desarrollar su proyecto bilingüe?
3. ¿En qué consistió el trabajo de acompañamiento de la Universidad Nacional de Colombia a la institución Débora Arango Pérez y su proyecto de bilingüismo?
4. ¿Con que frecuencia se reunía usted con los directivos y docentes involucrados en el proyecto de bilingüismo de la institución?
5. ¿Con que frecuencia visitaba usted la institución?
6. ¿Qué actividades se llevaban a cabo durante las visitas y encuentros con los docentes y directivas de la institución?
7. ¿Cuáles cree usted que son las fortalezas que ha tenido el desarrollo del programa de bilingüismo en la institución Débora Arango Pérez?
8. ¿Cuáles cree usted que han sido las dificultades que ha tenido el desarrollo del programa de bilingüismo en la IED Débora Arango Pérez?
9. ¿Cuáles cree usted que son los pasos a seguir en el desarrollo del proyecto en la institución?

Proyecto Educativo Institucional

10. ¿Cómo se proyecta el bilingüismo en el PEI?
11. ¿En qué grados y asignaturas se desarrollan clases mayoritariamente en inglés y con qué intensidad horaria?
12. ¿Cómo se evidencia en el PEI la transversalidad del proyecto de bilingüismo?
13. ¿En qué consistió el trabajo de la universidad en relación con el PEI?

Prácticas pedagógicas

14. ¿Considera usted que la elección del programa de Bilingüismo Aditivo por contenidos fue acertada?
15. ¿Cree usted que es necesario hacer algún cambio en la estrategia adelantada hasta el momento para desarrollar efectivamente el proyecto?
16. ¿Qué tipo de evaluación se promovió y recomendó en ciclo I? ¿Sumativa o formativa?

Formación de maestros bilingües

16. ¿Qué tipo de formación recibieron los docentes durante el acompañamiento e la universidad?
17. ¿Cómo cree que se podría mejorar el proceso de formación de docentes?
18. ¿Cuáles cree que son las mayores necesidades de formación que tienen los docentes involucrados en el proyecto?
19. ¿Participan los docentes activamente en los programas de formación ofrecidos por la institución y la Secretaría de Educación?

Percepciones

20. ¿Cómo fue su experiencia como profesional a cargo del acompañamiento de una institución pública involucrada en un proceso de bilingüismo
21. ¿Cuáles son sus recomendaciones específicas para la comunidad educativa de la institución Educativa Débora Arango Pérez frente a la continuidad del proyecto?
22. ¿Cuáles son sus recomendaciones específicas para la Secretaría de Educación Distrital en cuanto a la continuidad del proyecto?
23. ¿Cuáles son sus recomendaciones para las instituciones que pretenden adelantar proyectos de bilingüismo aditivo por competencias?

Annex 7



Entrevista a personal administrativo de la Institución Educativa Débora Arango Pérez

La presente entrevista tiene como objetivo conocer las experiencias y percepciones de miembros del personal administrativo en relación con los avances del programa de bilingüismo. Inicialmente indaga información básica sobre el entrevistado y su relación con la institución y el proyecto, a continuación se desarrolla un cuestionario de 20 preguntas abiertas relacionadas con los siguientes aspectos:

Proyecto Educativo Institucional
Proyecto Bilingüe
Prácticas pedagógicas
Formación de maestros bilingües
Desempeño de estudiantes

La entrevista está orientada para que el entrevistado de sus respuestas de forma clara y concisa tomándose un promedio de 3 minutos por pregunta.

Información general del entrevistado

Nombre:
Cargo:
Tiempo de servicio en el cargo:
Funciones relacionadas con el proyecto:
Fecha de realización de la entrevista:

Organización Institucional

1. ¿Cuántos estudiantes hay en la institución en la actualidad y como están distribuidos?
2. ¿Cuántos coordinadores y docentes hay en la institución en la actualidad y cómo están

distribuidos?

Proyecto Educativo Institucional

3. ¿Cómo se proyecta el bilingüismo en el PEI?
4. ¿En qué grados y asignaturas se desarrollan clases mayoritariamente en inglés y con qué intensidad horaria?
5. ¿Cómo se evidencia en el PEI la transversalidad del proyecto de bilingüismo?

Proyecto Bilingüe

6. ¿En qué fase de desarrollo se encuentra el proyecto bilingüe en la institución en este momento?
7. ¿Quién es o son las personas que lideran el proyecto en la institución?
¿Cuáles son sus funciones?
8. ¿Participan los padres de familia en el apoyo al desarrollo del proyecto bilingüe? ¿De qué forma lo hacen?
9. ¿Cuáles cree usted que son las fortalezas que ha tenido el desarrollo del programa de bilingüismo en la institución Débora Arango Pérez?
10. ¿Cuáles cree usted que han sido las dificultades que ha tenido el desarrollo del programa de bilingüismo en la IED Débora Arango Pérez?
11. ¿Qué apoyo han tenido ustedes de la Secretaría con esta situación?
12. ¿Cuáles cree usted que son los pasos a seguir en el desarrollo del proyecto en la institución?

Recursos

13. ¿Se han adquirido o ha recibido la institución nuevos recursos para el desarrollo del programa de bilingüismo?
14. ¿Qué recursos hacen falta de manera prioritaria en la institución para desarrollar el programa de bilingüismo?
15. ¿Son utilizados continuamente todos los recursos con los que cuenta la institución para el desarrollo del programa de bilingüismo?
16. ¿Sabe usted cuáles son los recursos que más utilizan los docentes de ciclo I para llevar a cabo sus clases en inglés?

Percepciones

17. ¿Cómo ha sido su experiencia como miembro del personal administrativo en una institución involucrada en un proceso de bilingüismo
18. ¿Cuáles son sus recomendaciones específicas para la comunidad educativa de la institución Educativa Débora Arango Pérez frente a la continuidad del proyecto?
19. ¿Cuáles son sus recomendaciones específicas para la Secretaría de Educación Distrital en cuanto a la continuidad del proyecto?
20. ¿Cuáles son sus recomendaciones para las instituciones que pretenden adelantar proyectos de bilingüismo aditivo por competencias?

Annex 8



Entrevista a docentes de ciclo I involucrados en el proyecto de bilingüismo de la Institución Educativa Débora Arango Pérez

Apreciado(a) Docente:

La presente entrevista tiene como objetivo conocer las experiencias y percepciones de los docentes de Ciclo I en relación con los avances del programa de bilingüismo. Inicialmente indaga información básica sobre el entrevistado y su relación con la institución y el proyecto, a continuación se desarrolla un cuestionario de preguntas abiertas relacionadas con los siguientes aspectos:

Proyecto Bilingüe
Prácticas pedagógicas
Recursos
Formación de maestros para el bilingüismo
Percepciones y recomendaciones

La entrevista está orientada para que el entrevistado de sus respuestas de forma clara y concisa tomándose un promedio de 3 minutos por pregunta.

Nombre del docente: _____

Fecha de realización de la entrevista: _____

Asignaturas que enseña utilizando la lengua extranjera: _____

Proyecto Bilingüe

1. ¿En qué fase de desarrollo considera usted que se encuentra el proyecto bilingüe en la institución en este momento?

2. ¿Quién es o son las personas que lideran el proyecto en la institución?

¿Cuáles son sus funciones?

3. ¿Considera usted efectivo el liderazgo ejercido por la coordinación del programa de bilingüismo? ¿Por qué?

4. ¿Con que frecuencia se reúne usted con sus compañeros de equipo de bilingüismo y las directivas para tratar asuntos relacionados con el proyecto?

5. ¿Cuáles cree usted que son las fortalezas que ha tenido el desarrollo del programa de bilingüismo en la institución Débora Arango Pérez?

6. ¿Cuáles cree usted que han sido las dificultades que ha tenido el desarrollo del programa de bilingüismo en la IED Débora Arango Pérez?

7. ¿Cuáles cree usted que son los pasos a seguir en el desarrollo del proyecto en la institución?

8. ¿Participan los padres de familia en el apoyo al desarrollo del proyecto bilingüe? ¿De qué forma lo hacen?

Prácticas pedagógicas

9. ¿Qué actividades de planeación relacionadas con el proyecto bilingüe se realizan actualmente en la institución?

10. ¿Qué actividades vinculan al proyecto bilingüe con las demás asignaturas para llegar a la interdisciplinariedad?

11. ¿Considera usted que la elección del programa de Bilingüismo Aditivo por Contenidos fue acertada? ¿Por qué?

12. ¿Cree usted que es necesario hacer algún cambio en la estrategia adelantada hasta el momento para desarrollar efectivamente el proyecto?

13. ¿Qué tipo de evaluación se promueve en ciclo I, especialmente con las asignaturas desarrolladas mayoritariamente en inglés?

Recursos

14. ¿Con que recursos cuenta la institución para el desarrollo del programa de bilingüismo?

15. ¿Qué recursos hacen falta de manera prioritaria en la institución para desarrollar el programa de bilingüismo?

Formación de maestros para el bilingüismo

16. ¿En qué programas de formación, facilitados por la institución o la secretaria de Educación, está usted involucrado(a)?

17. ¿Cómo cree que se podría mejorar el proceso de formación de docentes de la institución y la Secretaría de Educación?

18. ¿Cuáles cree que son las mayores necesidades de formación que tienen los docentes involucrados en el proyecto?

19. ¿Participan los docentes activamente en los programas de formación ofrecidos por la institución y la Secretaría de Educación?

20. ¿Cuáles fueron las fortalezas de la gestión de la Universidad Nacional en el proceso de acompañamiento y formación en la Institución Educativa Débora Arango Pérez?

21. ¿Cuáles fueron las dificultades o debilidades de la gestión de la Universidad Nacional en el proceso de acompañamiento y formación en la Institución Educativa Débora Arango Pérez?

Percepciones y recomendaciones

22. ¿Cómo ha sido su experiencia como docente de inglés en una institución involucrada en un proceso de bilingüismo.

23. ¿Cuáles son sus recomendaciones específicas para la comunidad educativa de la institución Educativa Débora Arango Pérez frente a la continuidad del proyecto?

24. ¿Cuáles son sus recomendaciones específicas para la Secretaría de Educación Distrital en cuanto a la continuidad del proyecto?

25. ¿Cuáles son sus recomendaciones para las instituciones que pretenden adelantar proyectos de bilingüismo aditivo por contenidos?

Annex 9



Encuesta a docentes de Ciclo I de la Institución Educativa Débora Arango Pérez

La presente encuesta pretende identificar las fortalezas y debilidades del proceso de transición al bilingüismo en el que se encuentra la institución Educativa Débora Arango Pérez en el momento. Le solicitamos diligenciar la información sobre su vinculación con la institución y continuación proceder a desarrollar los ítems seleccionando la opción que usted considere.

Marque con equis (X) la opción u opciones correspondientes:

Jornada: Mañana Tarde

Tiempo de servicio en el cargo: Entre 0 y 5 años Entre 6 y 10 años
 Entre 11 y 20 años Más de 20 años

Tipo de vinculación: Docente provisional Docente en propiedad

Formación: Normalista Licenciatura en lenguas o afines
 Maestría Profesional de otras áreas

Nivel de Lengua según MCRE: _____ Certificado por: _____

Formación adicional relacionada con bilingüismo:

Curso de formación en lengua Curso de formación en metodología
 Maestría Especialización
 Inmersión en lengua y/o metodología Otro ¿Cuál? _____

ASIGNACIÓN ACADÉMICA:

GRADO	ASIGNATURA	INTENSIDAD HORARIA SEMANAL	IDIOMA O IDIOMAS EN QUE SE ENSEÑA

La Comunidad Educativa

9. La Comunidad educativa conoce los objetivos y los lineamientos que guían las acciones del proyecto de bilingüismo.

- De acuerdo Parcialmente de acuerdo En desacuerdo

10. La comunidad educativa de la institución ha aceptado los retos que implica desarrollar este proyecto.

- De acuerdo Parcialmente de acuerdo En desacuerdo

11. La disposición de los miembros de la Institución Educativa Débora Arango Pérez para participar en la implementación del programa de bilingüismo puede calificarse como:

- Alta Media Baja Muy baja

12. La comunidad educativa de la Institución Educativa Débora Arango Pérez participa activamente en el proyecto.

- De acuerdo Parcialmente de acuerdo En desacuerdo

La institución Educativa

13. La institución cuenta con los recursos humanos necesarios para desarrollar efectivamente el proyecto

- De acuerdo Parcialmente de acuerdo En desacuerdo

14. La institución Educativa cuenta con la planta física necesaria para desarrollar efectivamente el proyecto

- De acuerdo Parcialmente de acuerdo En desacuerdo

15. La institución educativa administra eficazmente los recursos bibliográficos existentes en pro del desarrollo del proyecto.

- De acuerdo Parcialmente de acuerdo En desacuerdo

16. La institución educativa administra eficazmente los recursos tecnológicos existentes en pro del desarrollo del proyecto.

- De acuerdo Parcialmente de acuerdo En desacuerdo

9. La institución cuenta con recursos didácticos pertinentes que apoyan el desarrollo del programa de Bilingüismo.

- De acuerdo Parcialmente de acuerdo En desacuerdo

Los docentes de Ciclo I

10. Usted participó activamente en la formulación del proyecto.

- De acuerdo Parcialmente de acuerdo En desacuerdo

11. Usted participa activamente en la toma de decisiones relacionadas con la ejecución del proyecto.

- De acuerdo Parcialmente de acuerdo En desacuerdo

12. Su nivel de lengua es suficiente participar en programas de bilingüismo aditivo enseñando contenidos en Inglés

- De acuerdo Parcialmente de acuerdo En desacuerdo

13. Usted considera que su nivel de lengua ha mejorado.

- De acuerdo Parcialmente de acuerdo En desacuerdo

14. Usted cuenta con el tiempo necesario para desarrollar efectivamente las acciones que conlleva el proyecto.

- De acuerdo Parcialmente de acuerdo En desacuerdo

15. Usted participa en procesos de formación en lengua y metodología constantemente.

- De acuerdo Parcialmente de acuerdo En desacuerdo

16. Usted cuenta con los recursos necesarios para la ejecución efectiva del proyecto.

- De acuerdo Parcialmente de acuerdo En desacuerdo

17. Usted cuenta con espacios de tiempo destinados específicamente a la evaluación de las acciones del proyecto.

- De acuerdo Parcialmente de acuerdo En desacuerdo

18. Usted considera que cuenta con el apoyo de las directivas para llevar a cabo sus iniciativas relacionadas con el proyecto.

- De acuerdo Parcialmente de acuerdo En desacuerdo

19. Las clases mayoritariamente en inglés son desarrolladas por usted con el apoyo de docente auxiliar o acompañante.

- De acuerdo Parcialmente de acuerdo En desacuerdo

Los estudiantes

20. El número de estudiantes que incluye un grupo de ciclo I involucrado en una clase mayoritariamente en inglés está conformado por:

- menos de 15 estudiantes entre 16 y 20 estudiantes
 entre 21 y 25 estudiantes más de 30 estudiantes

21. Los estudiantes cuentan con los recursos necesarios para desarrollar efectivamente el proyecto

- De acuerdo Parcialmente de acuerdo En desacuerdo

22. El nivel de lengua de los estudiantes involucrados en el programa de bilingüismo ha mejorado.

- De acuerdo Parcialmente de acuerdo En desacuerdo

23. Los estudiantes han alcanzado los estándares básicos de competencias en lenguas extranjeras correspondientes a sus niveles?

- De acuerdo Parcialmente de acuerdo En desacuerdo

24. Los estudiantes han alcanzado los estándares básicos correspondientes al área de ciencias naturales.

- De acuerdo Parcialmente de acuerdo En desacuerdo

25. Los estudiantes de ciclo I han desarrollado sus competencias comunicativas en español de acuerdo a los estándares nacionales.

- De acuerdo Parcialmente de acuerdo En desacuerdo

26. ¿Los estudiantes que ingresan nuevos a la institución cuentan con asesorías de nivelación para equiparar su nivel de lengua con el de los estudiantes que han cursado en la institución los grados primero y segundo y que por lo tanto han estado inmersos en el programa?

- De acuerdo Parcialmente de acuerdo En desacuerdo

Los padres de familia

27. Los padres de familia de los estudiantes de la institución están enterados de las actividades que se desarrollan en el marco del proyecto.

- De acuerdo Parcialmente de acuerdo En desacuerdo

28. Los padres de familia de los estudiantes de la institución participan activamente en el desarrollo del proyecto.

- De acuerdo Parcialmente de acuerdo En desacuerdo

29. Los padres de familia acompañan a sus hijos en el desarrollo de tareas y actividades relacionadas con las clases de inglés y ciencias en inglés.

- De acuerdo Parcialmente de acuerdo En desacuerdo

30. Los padres de familia cuentan con los conocimientos necesarios para apoyar a sus hijos en el desarrollo de actividades relacionadas con el proyecto.

- De acuerdo Parcialmente de acuerdo En desacuerdo

31. Los padres de familia y los estudiantes cuentan con los recursos necesarios para llevar a cabo las actividades que se les asignan en el marco del proyecto.

- De acuerdo Parcialmente de acuerdo En desacuerdo

Proceso de acompañamiento y formación

32. El proceso de acompañamiento de la Universidad Nacional de Colombia ha favorecido la implementación del proyecto bilingüe en la Institución Educativa Débora Arango Pérez.

- De acuerdo Parcialmente de acuerdo En desacuerdo

33. El proceso de formación en lengua y metodología de la Universidad Nacional de Colombia ha favorecido la implementación del proyecto bilingüe en la Institución Educativa Débora Arango Pérez.

- De acuerdo Parcialmente de acuerdo En desacuerdo

34. Las recomendaciones de la Universidad Nacional son transferibles a todos los grados de educación básica y media de la institución.

- De acuerdo Parcialmente de acuerdo En desacuerdo

36. Usted evalúa el proceso de acompañamiento de la Universidad Nacional a la Institución Educativa Débora Arango Pérez como:

- Excelente Bueno Regular Deficiente

37. Usted evalúa el proceso de formación en lengua metodología de la Universidad Nacional a la Institución Educativa Débora Arango Pérez como:

- Excelente Bueno Regular Deficiente

Observaciones: _____

_____.

¡MUCHAS GRACIAS!

Annex 10



Physical structure and resources in the Débora Arango Pérez School

Date: November 2012

Institutional guide: Diana Ballesteros

Specific areas for supporting the bilingual education project activities

ÁREA	DESCRIPTION	USE IN THE PROJECT
Library	Library with approximately 6300 titles in which approximately 200 are in English.	For teachers and students
Computer rooms	There are three computer rooms for children with 20 computers each one. There is one computer room with 20 computers for teachers.	Classes and teachers room.
Audiovisual centers	Blue room and audiovisuals room	Classes and meetings

Available resources for supporting English language teaching process

RESOURCE	NUMBER OF ELEMENTS	LOCATION	USERS
Computers	70	System and teacher rooms	Teachers and students
TVs	6	Laboratories	
DVD players	6	Laboratories	
Tape recorders	20 aprox	classrooms	
Video beam	10	Classrooms, labs, and audiovisual rooms.	
Smart board	4	classrooms	
Internet	Broad band with difficulties in connection		
Software			
CD	20 aprox	store place	
Games	0		
Dictionaries	50	library	
Science books for students	120	Primary classrooms	
Math books	120	Primary classrooms	
Textos de otras áreas en inglés	50	library	
English tales	The administrator doesn't know		
Obras Literarias en Inglés	20 approximately	Library	

Posters	0		
Flash cards	10 sets	store place	
Carteleras	In each room		

Books used for developing classes through the foreign language

SUBJECT	GRADE	TEXT	EDITORIAL	TOOLS
Science	1st	Experience Science	Houghton Mifflin	Cd, videos, teachers lessons planners and assessment
	2nd	Experience Science		
	3rd	Experience Science		
English	1st	Moving into English	Harcourt School	Cd, videos, flash cards, teachers lessons planners and assessment.
	2nd	Moving into English		
	3rd	Moving into English		
Math	1st	Math steps	Houghton Mifflin	
	2nd	Math steps		
	3rd	Math steps		

Annex 1

Teachers' English levels and assigned subjects



**Debora Arango School
Cycle I-2012**

PRESCHOOL

<i>Kinder garden</i>		Morning shift
TEACHER'S NAME	TEACHER ENGLISH LEVEL	LANGUAGE USED IN CLASS
Patricia Molina	A2	In these grades teachers use English language for giving instructions and practicing some games.
Giomar Mostacilla	A2	
<i>Transición</i>		
TEACHER'S NAME	TEACHER ENGLISH LEVEL	
Rosalba Romero	A1	
Marisol Gavilán	A2	
Patricia Leguizamón	A2	
Damaris Rincón	A2	



**Debora Arango School
Cicle I-2012**

PRECHOOL

<i>Kinder garden</i>		Afternoon shift
TEACHER'S NAME	TEACHER ENGLISH LEVEL	LANGUAGE USED IN CLASS
Aleida Rodríguez	A1	In these grades teachers use English language for giving instructions and practicing some games.
Liliana Acosta	A1	
Esmeralda Amaya	A1	
<i>Transición</i>		
TEACHER'S NAME	TEACHER ENGLISH LEVEL	
Diana Malagón	A1	
Claudia Pontón	A2	
Yamile Pedraza	A2	
Gloria Barajas	A2	

Debora Arango School
Cicle I-2012

FIRST GRADE

Morning shift

101

TEACHER'S NAME	TEACHER ENGLISH LEVEL	SUBJECT	LANGUAGE USED IN CLASS	HOURS PER WEEK	COMMENTS
Nubia González	A2	English	English (+) Spanish (-)	4	
Nubia González	A2	Math	English (-) Spanish (+)	4	English is used just for commands and some vocabulary.
Elvira Perdomo	A2	Science	English	3	

102

TEACHER'S NAME	TEACHER ENGLISH LEVEL	SUBJECT	LANGUAGE USED IN CLASS	HOURS PER WEEK	COMMENTS
Nubia González	A2	English	English (+) Spanish (-)	4	
Aida Peña	A2	Math	English (-) Spanish (+)	4	
Elvira Perdomo	A2	Science	English	3	

<i>103</i>					
TEACHER'S NAME	TEACHER ENGLISH LEVEL	SUBJECT	LANGUAGE USED IN CLASS	HOURS PER WEEK	COMMENTS
Nubia González	A2	English	English (+) Spanish (-)	3	
Elvira Perdomo	A2	Math	English (-) Spanish (+)	4	Students began first grade with routines, habits and motor difficulties.
Elvira Perdomo	A2	Science	English	3	



**Debora Arango School
Cicle I-2012**

Afternoon shift

101

TEACHER'S NAME	TEACHER ENGLISH LEVEL	SUBJECT	LANGUAGE USED IN CLASS	HOURS PER WEEK	COMMENTS
Yeni Aguirre	B1	English	English (+) Spanish (-)	4	
Sandra Ovalle	NP	Math	English (-) Spanish (+)	4	
Julieth Pineda	A2	Science	English (+) Spanish (-)	3	

102

TEACHER'S NAME	TEACHER ENGLISH LEVEL	SUBJECT	LANGUAGE USED IN CLASS	HOURS PER WEEK	COMMENTS
Yeni Aguirre	B1	English	English (+) Spanish (-)	4	
Sandra Ovalle	NP	Math	English (-) Spanish (+)	4	
Julieth Pineda	A2	Science	English (+) Spanish (-)	3	

TEACHER'S NAME	TEACHER ENGLISH LEVEL	SUBJECT	LANGUAGE USED IN CLASS	HOURS PER WEEK	COMMENTS
Yeni Aguirre	B1	English	English (+) Spanish (-)	4	
Sandra Ovalle	NP	Math	English (-) Spanish (+)	4	
Julieth Pineda	A2	Science	English (+) Spanish (-)	3	

Debora Arango School
Cycle I-2012 Second grade

Morning shift

201

TEACHER'S NAME	TEACHER ENGLISH LEVEL	SUBJECT	LANGUAGE USED IN CLASS	HOURS PER WEEK	COMMENTS
Giselle Mora	B2	English	English	4	
Giselle Mora	B2	Science	English	4	
Luz Marina Fontecha	B1	Math	English Spanish	4	Use of language according to the topic

202

TEACHER'S NAME	TEACHER ENGLISH LEVEL	SUBJECT	LANGUAGE USED IN CLASS	HOURS PER WEEK	COMMENTS
Giselle Mora	B2	English	English	4	
Giselle Mora	B2	Science	English	4	
Luz Marina Fontecha	B1	Math	English Spanish	4	Use of language according to the topic

203

TEACHER'S NAME	TEACHER ENGLISH LEVEL	SUBJECT	LANGUAGE USED IN CLASS	HOURS PER WEEK	COMMENTS
Giselle Mora	B2	English	English	4	
Giselle Mora	B2	Science	English	4	
Luz Marina Fontecha	B1	Math	English Spanish	4	Use of language according to the topic



UNIVERSIDAD
NACIONAL
 DE COLOMBIA
 SEDE BOGOTÁ

Debora Arango School

Cycle I-2012

Second grade

Afternoon shift

201

TEACHER'S NAME	TEACHER ENGLISH LEVEL	SUBJECT	LANGUAGE USED IN CLASS	HOURS PER WEEK	COMMENTS
Claudia Martinez	A2	English	English (-) Spanish (+)	4	
Myriam Paez	A2	Math	Spanish	4	
Martha Espindola	A1	Science	English (-) Spanish (+)	3	

202

TEACHER'S NAME	TEACHER ENGLISH LEVEL	SUBJECT	LANGUAGE USED IN CLASS	HOURS PER WEEK	COMMENTS
Claudia Martinez	A2	English	English (-) Spanish (+)	4	
Myriam Paez	A2	Math	Spanish	4	
Martha Espindola	A1	Science	English (-) Spanish (+)	3	

203

TEACHER'S NAME	TEACHER ENGLISH LEVEL	SUBJECT	LANGUAGE USED IN CLASS	HOURS PER WEEK	COMMENTS
Claudia Martinez	A2	English	English (-) Spanish (+)	4	
Myriam Paez	A2	Math	Spanish	4	
Martha Espindola	A1	Science	English (-) Spanish (+)	3	
