# ANALYZING THE CONTRIBUTION OF THE FELLOWS' PROGRAM IN THE PNB OF COLOMBIA: PERSPECTIVES FROM THE DIFFERENT AREAS INVOLVED IN A PUBLIC SCHOOL IN ARMENIA, QUINDIO

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**Armenia-Quindío, 2018**

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## INTRODUCTION

Second language learning became a must in the 1950's in order to fulfill academic and social objectives. Eventually, English became one of the most important languages due to its relation with economic and social growth, a characteristic of English-speaking countries.

Consequently, into today's context, teaching English as a second language has been popularized with the term of "teaching it as a foreign language", especially in South American countries. Therefore, for achieving the academic purposes of speaking English in a Spanish-speaking context, some educational policies have been developed in order to achieve this goal.

As an example in Colombia, during the last decade, the Ministry of Education, (MEN) has been implementing different educational policies with the objective of providing opportunities for students and teachers to develop a communicative competence in English. Consequently, the MEN supposes there will be an economic, social and cultural development. Considering this objective, the MEN has established different programs whose objective is to improve the way classes are taught and the tools used; every program brings with it new strategies such as teacher-development, immersions, academic exchanges for teachers and students, materials and resources, fellows programs, etc. Some of these strategies appeared as part of the National Bilingual Plan (2004-2019). These programs have evolved and improved through years. As it was mentioned before, one of the strategies has to do with the participation of foreign people called "Fellows" whose objective is to enrich the teaching/learning process in public high schools. The *"Fellows Program"*, has brought

over 400 native speakers of English to support and collaborate with the English teaching/learning process in public schools. This program is still one of the strategies of the current program "Colombia Bilingüe".

# 1. Statement of the problem

Considering the importance of bilingual education in Colombia, it is very important to know how the "Fellows Program" has been perceived and the impact that it has in the EFL classrooms. Plus, it's crucial to know the brunt that the Cultural interaction with the Fellows has in these spaces, considering that they come from different parts of the world.

Also, knowing that there are not studies of how Colombian teachers perceive this program, this research aims at analyzing the reality that they are facing. In addition, the results and conclusions are hoped to be read by local education authorities, as well as the Colombian public in general. The objective of this research relies on personal and professional issues. First, referring to the personal factor, the researcher has close contact with people who are working with the program and all of these people have stated that the program has both benefits and disadvantages. In addition, knowing that the program is applied in public schools and that the government invests a great amount of resources to do so, the interest relies on knowing how the program is working. In the professional arena, this study can contribute to the state of the art in the Modern Languages Program at the University of Quindío and for future teachers since the revision made so far demonstrates that little research has been done upon this topic.

Finally, after presenting some of the most important reasons why to proceed with this research, it is right to conclude saying that addressing this problem is essential for all the people involved and the changes that this program is making to Bilingual education in Colombia. Based on the previous ideas, the following research questions and objective arise.

## 1.1 *R*esearch objectives

**1.1.1 *G*eneral Objective.**

To analyze the impact of the Fellows Program in an 8th grade at a public school in Armenia, Quindío.

**1.1.2. *S*pecific Objectives.**

To describe the way the fellows contribute to the teaching / learning process through the interaction with teachers and students in a class.

To analyze the cultural exchange during the class interaction among the students, the fellow and the teacher.

To analyze the opinion of the teacher and the fellow about the implementation of the program.

To identify students' perception about the role of the fellow in the class.

To establish the usefulness of the fellows program at the institution

**1.2 Research questions**

**1.2.1.** *G*eneral Question.

What is the impact of the Fellows Program in a 9th grade at a public school in Armenia, Quindío?

**1.2.2** *S*pecific Questions.

How does the fellow contribute to the teaching / learning process through the interaction with teachers and students in a class?

What is the cultural exchange during the class interaction among the students, the fellow and the teacher?

What is the opinion of the teacher and the fellow about the implementation of the program?

What is the students' perception about the role of the fellow in the class?

To what extend does fellows program contribute to the teaching/learning of English at the institution?

## 2. Justification

Considering the importance of bilingual education in Colombia, it results necessary to know how the fellows' national program has been perceived and the impact that has had in the EFL classrooms; also, knowing that there are not studies of how Colombian teachers assume and work with the program, this study analyzes the current situation that they are facing. In addition, the results and conclusions are hoped to be presented or read by local educative authorities, as well as the Colombian public in general since this program has been applied to all students who are registered in public schools.

Also, the objective of this research relies on personal and professional issues. First, taking into account the personal factor, the researcher has close colleagues who are working with the program and all of them have stated that the program has some benefits but some needed improvements as well. In addition, knowing that the program is applied on public schools and the government invests a great amount of resources to do so, the researcher is involved of learning and seeing what is really happening. Further, because of the bachelor on modern languages encourages students to research about educational issues, the researcher's interest is to study this topic considering that the program called has been presented for four years now and yet, no one has done a deep observation of the same one; then it is enriching for academic studies to know how it works and to let our colleagues also be aware of how the program is changing the educative system, talking about English teaching/learning.

Finally, after presenting some of the most important reasons of why to proceed with this research, it is right to conclude saying that addressing this research is essential for creating awareness among the public involved about what are the changes that the program is making on bilingual education. Further, knowing that the Fellows Program was applied for

improving the English level of students and teacher in public schools of Colombia, there are not deep studies checking that its objectives are been achieved; based on the previous idea, the research will analyze the interaction of a teacher, students and fellow.

### 3. Theoretical Framework

Following the previous objectives and questions, the purpose of this chapter is to crumble the different terms that appeared during the development of this research, those terms are:

## 1. *B*ilingualism

Bilingualism has had plenty of definitions as well as many discussions about it. One interpretation is the well-development that a person has over two different background contexts, including language and cultural knowledge, as Baker (2001) stated, it is named as bilingualism from the individual perspective (language) and as a social construction (culture). A similar argument is close to Skutnabb-Kangas' (1981) definitions, who established a difference between two types of a bilingual person. Firstly, he found natural bilinguals, people who learn a second language by social groups influence, and the second type, is a context where a second language is taught in a school or formal educative place, this type is known as Scholar bilinguals.

Other perspective for this social phenomena is the focus only on Language acquisition, which states Bilingualism as the improvement of a person in two languages, as Macnamara (1967) proposed, *a bilingual subject is a person who has a high domain in two or more languages*. A similar point of view is supported by Grosjean (1985) who believed that a bilingual person is someone who is able to speak two languages and use them frequently in his life. In addition, following a scientific perspective, for Chomsky's studies (1965) a bilingual person is someone who before learning another language has a high level of communication on his native language

Further, for the MEN, both of these perspectives are involved in Bilingual education. However, for some researchers, the PNB lacks from some strategies to develop both aims.

As an example, Baker (2011) proposes a way of having a balanced bilingualism, in both cultures and languages; nonetheless the case of this national educative program is directed only to have a domain on the acquisition of the L2.

Despite of the perspective that can be concluded from bilingualism, a true fact about this definition, is that is a phenomenon all around the world. As Grosjean (1982, in Alzate, 2015) proposed, in almost all contexts all over the world, there are people who can understand and/or speak more than one language

## 2. *Culture*

Just as Bilingualism, there have been many attempts to define culture. Nevertheless, Culture does not have a unique definition. Notwithstanding, there have been many studies trying to understand it; one of these studies was proposed by Sapir, who defined culture as an essential element of the society, which at the same time, it's the one who molds it (Sapir, 1966). Following the previous idea, Culture is a factor of influence on different social areas, an example, will be on language and education, as Kramsch (1993) stated, there is a big interference of Culture on educational and language processes a case of this, is seen when children acquire their first words from what they heard of their moms, women, who always include slangs and ways of teaching/learning.

Also, as a social construction, culture is provided by different characteristics that makes it changeable over the time. Some aspects of culture are easily-notable while others are hidden on the conscious mind of an individual. This belief was studied by Adaskou, Britten and Kramsch (Adaskou & Britten 1990; Kramsch 1991), who declared in their theory of Culture with capital C and culture with small C, that Culture contains fewer elements in

comparison to culture, since the first one gathers the main elements of a society, just as idioms, behavior, music, food, etc.; while **c**ulture covers issues from the psycholinguistic perspective, just as family attitudes, institutional organizations, religion beliefs, political ideologies, among others.

Focusing on this study, Kramsch directed her theory on the situation that happens to an individual in a classroom (teacher/student). The author analyzed the conception that thoughts and manners of behaving are impossible to take away during a learning process. This argument was supported with the example of teaching a second language (Kramsch, 1993). The researcher concluded that there is a strong and permanent relation between culture and languages.

### 3.  *I*nterculturality

Interculturality happens when two or more different social groups meet on a place in order to share, respect and learn the values of each one. As Olivencia (2013) proposed, an intercultural process reflects on the cultural values that an individual holds during an interaction. Further, for this practice to happen is purely necessary that all cultures involved have the same opportunities of been presented and analyzed.

Nonetheless, during this process, some obstacles can occur, like different thoughts and behaviors, which eventually can provoke disagreements and discussions. Considering this idea, Guerrero (1999a) stated that when facing these situations, we may current in other benefit from Interculturality. This concept not only appeals for spaces of sharing, but also for times when people should dialogue peaceably about their possible discrepancies.

Further, this process has been taken into consideration during the present century, in order to stop hide lighting certain cultures and putting away other ones. This situation was detected by Walsh (1990, cited in Barrios, J.; Pozo,F; Barreto, C. 2016) who stated that Interculturality is a cultural-political process, in which each culture deservers a recognition on history consider the next assert:

> *La interculturalidad intenta romper con la historia hegemó- nica de una cultura dominante y otras subordinadas y, de esa manera, reforzar las identidades tradicionalmente excluidas para construir, en la vida cotidiana, una convivencia de respeto y de legitimidad entre todos los grupos de la sociedad (p. 122).*

This argument confirms and shows that cultures from world power countries prioritize upon the ones who are powerless according to economic levels; in addition, presents Interculturality as a tool for avoiding this type of discrimination.

## 4. *Linguistic Policies*

Linguistic policies are used by most of countries to establish an order between language and communities. This organization is mostly settled by the governments according to their interests. As Calvet (1997a) asserts, linguistic policies were first proposed on Norway in 1959 for removing the existing problems in communication. Consequently, this government was distinguished as an example for other nations because of the benefits they had with those actions. In addition to the previous statements, Calvet (1997b, in Restrepo, 2017) also stated two different situations of how linguistic policies are applied in real life contexts. The first field is named as *gestión in vivo*, which relies on social practices, more specifically, refers to a social group who tries to solve everyday communication problems. Further, the second field is widely known as *gestión in vitro,* in contrast form the

previous concept, this one gathers government interventions, that means immediately laws and programs from political entities in order to solve the same problems faster and with greater benefits.

Following this idealism of setting a homogeneous system of communication, there are different arguments about its benefits as well as its disadvantages. A reasoning against these policies was brawl by Skutnabb-Kangas (2002), an author who speaks for many communities of minority languages, about the difficulties and discrimination that was given to them with that political strategy. The discussion about this topic has crossed nations and even has taken a place in the Organization of the United Nations (ONU).

As an example, Linguistic policies are widely-used by the MEN in Colombia for selecting the lexicon content that is taught in a classroom, mostly in Spanish and English. Although the 98% of Colombians are Spanish native speakers, as García and García (2012) showed, there are about 60 indigenous languages and two "Criollas" which nowadays are still alive. The authors also noticed that there few strategies to include those languages in the educational system. Their discussion concluded that more than giving a balance to communication, there has been a try to erase completely the diversity of languages in the country.

5. *E*ducational Policies

As it has been mentioned before, education is surrounded by many factors which define how people approach it. In order to make the path of education effective in Colombia, more specific in Bilingual Education, plenty of strategies have been designed for fulfilling bilingual aims. The governmental entity in charge of doing so is the MEN. A long the last 20 years, they have promoted and established national programs applied to public schools. Just as other law, some authors have made studies about its impact. Below there is the study of one of those authors, showing off some of the mentioned strategies and what she researched as well.

The article written by Gómez (2017), displayed the chronological order of the strategies. The article turns into context when introducing the strategy of 2004, when Colombia was presented with a new program that has aimed to transform every school student into a Bilingual (English-Spanish) citizen; the recognized National Plan of Bilingualism (2004), list plenty of objectives and strategies that an English teacher should have applied in their classrooms, consequently the results were going to be effective. As time passed and most of the objectives were not fulfilled, the MEN launched a new strategy in order to make faster and effective the results about bilingual education; the readjustment was a method popularized in 2010, whose named was, *Program for Strengthening the Development of Competences in Foreign Languages 2010-2014*, and that when it expired off, there will be improvements. For strengthening what was said before, in 2015 Colombia gave a methodological option called: *National Plan of English: Colombia Very Well! 2015-2025* which involves all planning requirements, basic learning rights, curriculums, goals, transversal themes, functions, among others, that a teacher will use as a useful tool for his work and for achieving the government's objective. Moreover, this is how the MEN got into

today's situation, as the previous stage already deadline, another strategy was created, the current one, that this year is also over, called *Bilingual Colombia 2014-2018*. In addition, the author releases different opinions and problems that had happened in every stage and why she thinks they didn't work, comments like *Lack of Continuity and Consistency, Employability Instead of Social Development, Misconception of Bilingualism, Privileged Position of English, Adoption of Foreign Model* or others.

## 4.  State of the Art

This chapter aims explores different studies that due to their scope and objective are familiar with some characteristics of the present research, as well as be a tool to support the findings on the process of the same one.

## 4.1 *I*nternational studies

Knowing the argument of this research, the first studies that are mentioned below are the ones which rely on teaching/learning, more specifically on collaborative teaching. There have been plenty of studies about this method since it's a strategy widely-used by many nations. For Khabiri & Marashi  (2016) collaborative teaching is a dynamic process which aims to fulfill academic goals. These authors conducted a study about the influence of this case on a Teaching English as a Foreign Language (TEFL) classroom, at the University of Islamic Azad at Central Tehran, where courses of TEFL are taught since long time ago. As an unknown strategy, Collaborative teaching got different questions to the authors whose decided to focus a research project applying this tool with two TEFL teachers and their students. Consequently, their first task was to define collaborative teaching; the authors released an argument about what it is, how it works and the benefits that can have on a learning process, supporting that with different experts on this subject. Following the studied concepts, the researchers proposed the participants for the project, who were 36 students of the last seminar of TEFL course at their University, and two teacher who were themselves. Apart from experiencing this approach, the authors were amused on the results that might have on their context, so for that, they applied two quantitative questionnaires in which students provided a grade based on their professional opinion before and after proceeding with 15 sessions using the mentioned tool. Their criteria gathered 20 different aspects which most of them changed pre and post making the experiment. About oral and writing

presentations, the authors could notice an advance and willingness on their students. Nevertheless, most of them expressed disagreement on the degree of students to students' collaboration, asserting that was focused on an individual learning autonomy. However, making a general conclusion, the 93% of them stated that they were benefited of having two teachers in a classroom, since it enabled them to have more opportunities on individual feedback, be motivated and enhancing and developing presentation skills.

This study shows that having two teachers on an EFL classroom has multiple benefits, considering the technique in which how it's applied. Therefore, considering that the research was applied in a big size classroom, the authors concluded that in this type of classes the method it's suitable for having a meaningful learning. The same case of big size classrooms occurs in Colombia, where most of EFL courses have over 35 students or more. This fact supports the importance of knowing how the fellowships are working for the benefits of the learning process of Colombian students, considering what the previous authors stated both teachers "*must share equal footing''* in the students' learning process.

Other researches about collaborative teaching rely on the results of coaching it. The advisory makes part of this approach, in order to have a constantly feedback as Raz, Salas, Mercado & Dikotla (2016) stated. Their study explored coaching as a crucial part for the practice of collaborative and head teaching at a North Carolina State school. At this place, mentors provide sessions of feedback to instructors about their practices. The pedagogy coaches use a list of criteria to identify instructors' strengths and weaknesses; as an example, having a literacy framework, the mentioned criteria are:

- *Involves collaborative dialogue for teachers at all levels of knowledge and experience;*

- *Is characterized by data-oriented student and teacher learning;*

- *Is a form of ongoing, job-embedded professional learning that increases teacher capacity to meet students' needs;*

- *Involves classroom observations that are cyclical and that build knowledge over time; and*

- *Is supportive rather than evaluative.* (Shanklin 2006, 1–2 en Raz, Salas, Mercado & Dikotla, 2016)

In addition to the criteria use to evaluate the teachers, the researchers presented the functions of the coaches at the University, showing them as a great tool for their professional development. Some of those functions or roles are:

1. Coach as Promoter of Reflective Instruction: In which the coach serves as feedback to tell the instructors what their students really need and what they can approach about them.

2. Coach as Professional-Development Facilitator: As co-teachers, mentors explained in practices how to proceed with large and small groups, performing methods and providing materials.

3. Coach as Builder of a School wide Learning Community: After discussing with the school community, the mentor talks with the instructors about which tools should use and what visions may create.

4. Master teacher observation: During the practices the coach makes different observations and discusses with the teacher about the effectiveness of the activities proposed, also the teacher has the right to identify strengths on its development.

After mentioning some other aspects, the researchers concluded that coaching the process of teaching is needed in order to have a professional perspective about what they do and they don't. This coaching should be done at three different times of the school year; before it starts, at the beginning and through it. Eventually, literacy coaching becomes a tool for improving the results on the learning processes that students on schools are having.

This study presents different characteristics necessary on teaching practices, especially if it's about collaborative teaching. A professional mentor should supervise the process that is been given on the classroom as both instructors can provide feedback between them. About the Colombian Fellowship program, it's known that is supervised by a regional mentor who supervises the practices of the fellows in the EFL classrooms. Then, it appears fundamental to know how the fellows approach the professional experience of the mentor and the head teacher as well as how they put this knowledge on performance.

Ultimately, knowing that the fellows program is a constantly exchanging of two cultures and languages, there are similar studies analyzing this phenomenon. Some researches call this an Intercultural process. Olivencia (2013) explains Interculturality as the process which gives interdependence to each culture. The author made a study analyzing a phenomenon that was happening on 2013 in Spain; referring to the thousands of immigrants that were submitting at the Spanish schools. Because of that, Olivencia identified a multicultural aspect on these educational spaces. In addition, he asked himself how to respect and give an

opportunity for each culture. Knowing what was mentioned before, the author explored Interculturality as a potentially tactic for achieving this educational goal. On this way, the research objective was to address the different intercultural characteristics on education; these characteristics rely on diversity, culture, citizenship and cultural identity.

Afterwards, the author not only proposed definitions and other perspectives for each item but also made a relation on the context he was facing at that time. Furthermore, after experimenting intercultural classes the analyst focused the aspects on something he called *´´from cultural diversity to the culture of diversity''* (De la diversidad cultural a la cultura de la diversidad). This concept was defined as a cultural value for students and teachers to have. This ethic wanted to create a culture respects among the multicultural community, and not only at schools but also in neighbors and around the city in general. As a conclusion, Olivencia urged to apply intercultural strategies on European schools curriculums in order to transform students in promoters of cultural respect.

This article comes up with the idea that teachers, fellows and students can construct a space to experience two different cultures and create a respect for whichever language and culture is. Moreover, following Olviencia's suggestions, the cultural exchanging act that Colombian teachers and students are having with the fellow is a tool which could create a sense of consideration for citizen independence and appreciation.

Concluding what it has been said, in the present research, there are different perspectives and characteristics to notice, even more about what it was mentioned. Besides, the practice of teaching/learning not only implies to have different opinions from experts but also to participate in this changing process.

### 4.2 *National Studies*

The following studies review the context that Colombia is facing with Bilingual educational policies; after presenting them, the aim is to know how the fellows are helping for improving the process of learning/teaching English.

Recognizing the National Bilingual Program of Colombia, as a familiar topic of this research, its objectives and strategies have had different arguments. One of these arguments was released by Cárdenas & Miranda (2013), both researchers from the University of Valle. In 2013, the researchers proposed an argument about Bilingual education and its deficiencies on materials, human resources and curriculum design. The study was hold in 56 schools of Cali. In addition to their context population, the authors took the expectations that the national bilingual program released on 2014 about the bilingual learning and teaching process. Those expectations rely on a system named the Common European Framework Reference (CEFR), which measures the English level that a person has. Starting off with A1, level in which a learner or teacher it's called starrer or beginner, to C2, which it's the master level on a language. Furthermore, the authors consider that the MEN attempts to have students on a minimum level of B1 at the end of High school education and B2 at the end of college education. On the other hand, English teachers are required to have C1 level. Knowing the two previous considerations, Miranda and Cardenas made some interviews to analyze the participants' perspectives about the program and applied a former English test on the communities to prove the MEN's expectations. After doing so, their findings concluded that most of the expectations are not fulfilled because of the context students and teacher are facing. The issue was identified on the management that it was given to the educational resources. Most of materials for achieving the PNB's objective have not been given and neither the ones that were already delivered were been used because of the little

knowledge of how to use them. In addition, about the interviews most of Elementary teachers claimed that they did not know English, fact that was identified on CEFR tests, because of this, they called for a help to instruct well their students.

### 4.3. *R*egional Studies

Regarding the region where the present research takes place, studies about national policies or about the fellows' program were not found.

## 5. METHODOLOGY

This chapter exposes the actions of how the study is going to be carrying out. Starting off with the scope of the study and ending with the payment control needed.

### 5.1 *Approach, Design and Type*

The main methodological characteristic of a research project is the scope which defines how a researcher performs and what he does with the results; either, qualitative, quantitative or mixed play the most important role for the entire methodology. Based on Creswell (2013), exploring a phenomena and having opinions of the context and population are some of the main characters that involve qualitative research. Following this, for the present research, the approach that best fits the present study is the qualitative one; knowing that the researcher is going to deepen on the characteristics about a teaching method those need to be examined considering authors, theories and teaching practices. In addition, the data for the study are interviews, class observations and analysis of national and institutional documents which are familiar elements of qualitative studies.

In the same sense, the research design concerns with the manner of how the information is collected and managed. Based on Hernández Sampieri et al., (1991), the design is the practical study of how to deal with the research questions. Based on the same authors, there are five research designs; the one that fits on this research is micro-ethnographic, considering that the population and context is a 9$^{th}$ grade of a public school of Armenia, one head teacher and a fellow or native speaker of English, which in their view is a small group, being a characteristic of the selected design framework.

Also, after reviewing the scope and research design, a research must hold a type, in order to know how the data collected is going to be interpreted. Ensuing, there are four different research types such as descriptive, associative, exploratory and explicative. Although some researches mix two different types, for the present study the convenient one is the

descriptive, considering that the researcher will inquire and describe the characteristics about a strategy of the PNB of Colombia. Furthermore, a descriptive study presents the elements of a situation in context (Dankhe, 1986 cited in Hernández-Sampieri et al., 1991), so following this case study, the population involved are students, teachers and fellows who work with PNB policies.

Moreover, the study is considered as case study, knowing that the researcher is analyzing a current program from the PNB of Colombia. In addition, it is only one group that is taken for the observation and interviews as well as been part of the results.

### 5.2 *Contextual Aspects*

The following content presents the population and context needed for the implementation of the current study.

### 5.2.1. *Context.*

The present study takes place in a public school in Armenia. In this school, English is taught as second language. The learning process for doing so is carried out by a Head teacher and a fellowship (native speaker) as a collaborative teacher, in addition, the elected course is helped by foreign language teaching texts proposed by the MEN.

### 5.2.2. *Participants.*

The participants selected were 9$^{th}$ grade students, considering that the 6$^{th}$, 7$^{th}$ and 8$^{th}$ graders are starting the process of learning English as a second, in addition, 10th and 11$^{th}$ graders are having a different dynamic, consisting on a continuing training for national tests

that are taken along the school year; considering the previous ideas, teachers need the time to prepare them for doing those exams.

### 5.3 *D*ata collection techniques and instruments

The paragraphs below describe the data collection techniques for the present research; these were selected based on the research objective and approach.

### 5.3.1 *I*nterviews.

Based on Creswell (2013), an interview is used to seek into someone's opinion; it specifies on what a person perceives about a specific practice in a certain time and space. In addition, it is known that this method is widely used in qualitative studies in order to obtain a perspective of the context population. Commonly, interviews gather a set of questions which are previously designed based on what the researcher is looking forward and maintaining the context population as main focus.

Considering the approach and purpose of the present study, it is essential to design an interview in order to know the perspectives that students, teacher and fellow have a about PNB's program. The comments done during the process of this tool will provide different points of view that result essential for the development of this research.

Moreover, as it was mentioned before, the interview is executed to all the participants involved in this national program at an institution in Quindío: the Fellow, Head teacher and 5 students selected randomly. Every role plays a pillar in this study since the program considers a classroom interaction between these three different parts. Thus, it is essential to remark, that every identity will not be revealed, in place of this, they will be pointed as T. (Head Teacher), F. (Fellow) and S1-S5 (Students). Further, every comment and answer as

well as the class interaction will be reported exactly as it happened, none of the results will be changed. The interviews are done after the observations.

### 5.3.2. *C*lass Observation.

Classroom Observation is defined as a qualitative research technique that aims to experience the context that the research participants' are facing in a specific time and place. For Deslauriers (2004) using this technique is basically about picking real data and describing what and how something happened. In addition, the previous author also asserts that the information noticed during a classroom observation or ''*participant observation*'' has to be detailed exactly as it occurs, this means that classroom observation notices the human being nature.

After recognizing this technique as part of the present study, an adequate instrument for proceeding with it relies on a sheet that checks a variety of classroom items. This observation sheets are used by the researcher taking into account classroom interaction, class material, methods and techniques, thus, every item contents a comment space where the researcher can describe any new or important aspect useful for the development of the study.

Plus, it is vital to relive Deslairiers' comments about the essence of classroom observation, which is to appeal the researcher to illustrate in the observation sheets everything as it happens, without modifying or adding any situation, comment or aspect to the same instrument and technique. Further, the use of this technique requires also to have an order in a folder following at least 3 or 4 classes in order to compare and contrast the elements and comments presented.

**5.4.** *R*esearch Ethics

Research ethics has been a term widely used by different authors in their studies. The purpose of this element in a research is to guide psychologically and anthropologically the actions of a researcher in the development of his hypothesis, more specifically while working with the participants. An author who defines the values that are needed in the research process is Deslaurier (2004) who asserts that a person holding a qualitative study must respect the rights of the people involved and making them aware of all the process in which they are going to participate more having the 100% option of declining or accepting the same one.

This author also proposes the importance of telling the participants the use of a camera or voice recorder considering that is real information that is applied in the research plus been analyzed. Just as the camera, other instruments and techniques should be reported to the participants in order to know their considerations about them. Furthermore, the author claims the participants' right to preserve their identity in the anonymous level, in order to avoid possible judgments while presenting the results, in place of this the participants should be called by letters, numbers and/or other names.

In order to comply with the ethical issues in the study, it is vital to recognize the previous points to Head teacher, students and fellows. Firstly, all of the participants are going to be aware of the study and the purpose of it, which is purely academic. The information provided is reported in a descriptive way and their identities are presented as Head Teacher (HT) Fellow (F) Students (Ss. 1-5). Moreover, for making sure that the participants know what the study is for and when is applied, the researcher provides a set

of paper which contents an informed consent (annex 1 and 2) requiring them to sign if they agree with the conditions of it, also, they have the free right to deny the research procedure.

## 5.5. *T*imetable

The following chart describes briefly the agenda for the procedure of the study, the columns describe the months that wait for it, plus, the lines describe in detailed the activities for the same research.

| ACTIVITIES | MONTHS | | | |
|---|---|---|---|---|
| | I | II | III | IV |
| CHOOSING A PUBLIC SCHOOL FOR THE STUDY | X | | | |
| CLASSROOM OBSERVATION | X | X | | |
| INTERVIEWS | | X | | |
| DATA ANALYSIS | | X | X | |
| CONCLUSIONS | | | X | |
| FINAL REPORT | | | X | X |
| RESEARCH PRESENTATION | | | | X |

**5.6.** *B*udget

| GENERAL BUDGET | |
|---|---|
| ITEM | APPROX COST |
| **EQUIPMENT** | $ 5.0000 |

| | |
|---|---|
| **SOFTWARE** | $ 7.000 |
| **MATERIALS** | $ 22.000 |
| **BOOKS** | $ 3.000 |
| **TRIPS** | $25.000 |
| **FIELD WORK TRIPS** | $25.000 |
| **OTHERS** | - |
| **TOTAL** | $87.000 |

## 6.    Data analysis

This chapter presents the different categories that showed up after applying the study and data collection techniques on the context population. Therefore, the following diagram

displays the names of those categories as well as the sub categories that are relevant according to the different objectives and research questions.

**6.1. Discovering and Analyzing Fellowship program policies appliance**

6.1.1. Discovering and Analyzing Fellowship program policies appliance

6.1.2. Material designing and EFL activities in the classroom

6.1.3. Fellow, Headteacher and Student's program perception

**6.2. Interculturality as a path for effective communication**

6.2.1. Students and fellows cultural exchange and appreciation
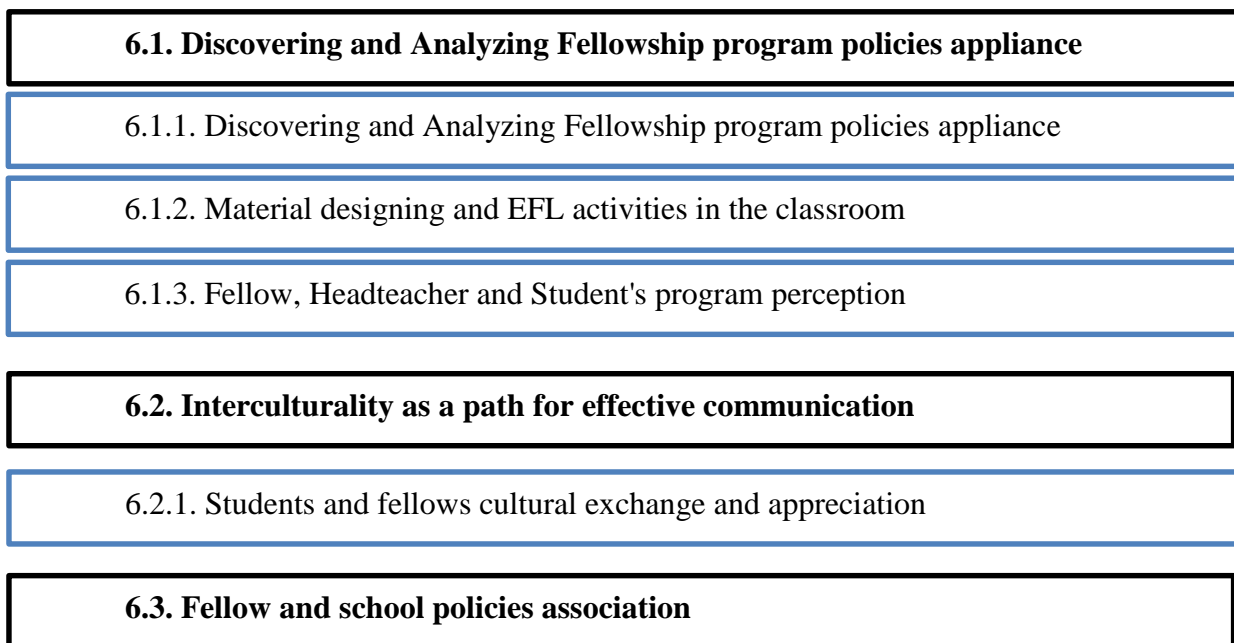
**6.3. Fellow and school policies association**

Diagram 1 (Categories and Sub-Categories)

**6.1. *T*he role of fellows as ''Volunteachers'' in the B1 level achievement process**

As it has been said, teaching English in Colombia involves different patterns such as planning, material designing, fulfilling an English Level, among other requirements; Fellowship program, as it was mentioned before, was a tool in order to make this process more accurate and effective, so after observing and asking how fellows were active participants in this process, having the 9th grade as a sample and context population, a head teacher and fellow working at CASD School in Armenia, it is right for the researcher to present and analyze the following survey results and interview answers as well as putting those asserts in subcategories.

### 6.1.1. *Discovering and analyzing the Fellowship program policies appliance.*

The role of the MEN in the English teaching field has been upon to be an entity that establishes rules, develops tools and enhances a variety of programs and conferences in order to make possible the vision of a Bilingual country. Therefore, the Fellowship program was executed to help both students and English teachers, having different goals for all roles.

Knowing that it's a national program, there are different policies that the MEN designed in order to fulfill the main objective. Those policies are mentioned in "*MODELO PARA LA IMPLEMENTACIÓN DE UN PROGRAMA DE FORMADORES NATIVOS EXTRANJEROS* " the following paragraphs analyze the practical appliance and knowledge of those policies on the context population.

Firstly, according to the program, fellows need to follow and fill out a pre-designed format which lists the activities they did monthly on the classrooms they were into. In addition, the mentioned format should be created within the help of a regional coordinator,

who is also the person in charge of making a follow up about the formats and what the fellow does in the classroom, and some MEN standards. The previous assert can be identified on one of the lines the national document established.

- Realizar entrenamiento en el diligenciamiento de planes de clase:
  - o Los FNE prepararán y entregarán un formato de planeación de clase establecido por el Ministerio. Este formato debe ser preparado en conjunto con el Mentor o Codocente por cada uno de los temas desarrollados en clase. La entrega debe hacerse mensualmente al Ministerio consolidada por regiones a través de los coordinadores regionales.

**Figure 1-** (National assert 1, *pg 56*)

After mentioning this crucial requirement about the Fellows program, the following questions and answers were laid out and applied to know the fellow's perception about it.

*R: For you, what are Colombian educational policies; do you need to work with them?*

*F: There are obviously many, but one thing I have had trouble working with is the ¨recuperation¨ policy. I think it is too lenient on students and they are therefore less motivated to work during the school year. I have had to work according to this policy.*

**Extract 1-** Fellow's Interview 1

The previous question was made upon to know the general perception the fellow had about the policies that ruled her work; her answer reflected one of the many things she had to work with, which was a process that students who failed school subjects should take at the end of the high school year periods, in addition, she headlight the difficulties she had with that process.

Furthermore, in order to take a different and relevant opinion, a similar question was asked to the head teacer.

*R: Respecto a las políticas educativas, cual es el conocimiento de ellas del fellow*

*y como las trabaja en clase?*

*HT= Lo que se, es que al llegar al país los fellows reciben unas charlas sobre*

*las directrices de la educación en Colombia; pero no se apropian de las políticas*

*educativas; ya que finalmente terminan realizando unas actividades muy*

*pequeñas de refuerzo de la lengua extranjera.*

**Extract 2-** Head Teacher's Interview 1

The headteacher mentioned a true fact that it is as well listed in the Fellows program policies, which is the training fellows received before going to a public school about how to teach English in Colombia, being the MEN the entity in charge of giving those training sessions. Thus, the teacher shared an opinion about how fellows perform with those lessons; she expressed that they do not take completely those arrangements for their work, actually, most of the time they just wait for her instructions and activities.

After giving the previous arguments, it is right to conclude that fellows need to improve the way they work on the public school, because after all, it seems that it is a task for the head teachers to instruct fellows about the policies and EFL methodology, so it becomes extra work for them, during the development of this research it was noticed that head teachers had enough work to do, so, it is essential to recall that it is MEN's aim to be in charge fully of those tasks, even though there is a regional coordinator, this research should be continued to know in what extent do those coordinators help the fellowship program.

### 6.1.2. *M*aterial designing and EFL activities in the classroom.

One of the English teaching requirements in which MEN has been strict and firm about it's the practical use of the suggested curriculum. Based on the Colombian PNB, by applying this document rules and suggestions students are meant to achieve a B1 English level at the end of their high school year. Moreover, following Fellows program policies, collaborative

teachers should work within the head teacher in order to achieve PNB goals, as it was mentioned before the main goal is for the public school students to prove a B1 level on the last high school year.

Furthermore, as the suggested curriculum displays a variety of objectives and suggested activities, it is mandatory for the teacher to set all those suggestions in lesson planning as well as executing classes.

Following the previous ideas, it was essential to ask the head teacher and fellow about the use of activities and how they work together in the planning and execution of those activities. The following lines describe the questions and answer they had.

> *R= What type of activities have you used in order to make students improve their English language level?*
>
> *F= I have used all types of activities, including presentations, stands projects, listening activities, reading, speaking, and more*

**Extract 3-** Fellow's Interview 2

This question was directed to deep on the fellow's teaching English activities used in a 9th-grade classroom, as she mentioned, she had a variety of activities which look useful in order to achieve the curriculum objectives and suggested curriculum criteria.

Moreover, after taking a look to the activities she proposed it was noticeable that they were the same activities the head teacher used in other classrooms, so it was easy concluded that most of her activities were gained thanks to the help of the head teacher. The previous fact follows a criterion of teamwork, in theoretical terms, this is what collaborative teacher means, as Khabiri M & Marashi H (2016) said *"collaborative teaching is a dynamic process which aims to fulfill academic goals"*. Notwithstanding, I agree on the fact that teamwork

should be based on same working tasks, and it was the head teacher who had to search most of the activities were going to be used during the classes execution. The previous assert is shared by Khabiri M & Marashi H (2016) which agree that both teacher "*must share equal footing*".

In addition, according to the head teacher, the following question and answer present the same perception.

*R=¿Cuáles actividades, diseñadas por el fellow, reflejan una interacción bilingüe en su aula de clase?*

*HT=Realmente los fellows que me han acompañado en el salón de clase han desarrollado algunas actividades sugeridas por mí; como contar las festividades, las actividades rutinarias de su país, lo mismo que el relieve, las ciudades, el modelo educativo.*

**Extract 4-** Head Teacher's Interview 2

The answer the head teacher gave was pretty much similar to the fellows' answer in terms of which activities the fellows applied to the classroom, however, head teacher's assert is a plus to headlight that those activities were suggested by her, and as a final support to this observation, attached it is presented some classroom observation criteria within a comment regarding the class execution.

| Item to be checked | SÍ | NO | COMMENTS |
|---|---|---|---|
| 5. There is a variety of activities that include a diverse content | X | | Los estudiantes trabajan en un pair sharing de preguntas y respuestas propuestas en una fotocopia traida por |

| | | | el professor titular, la fellow las distribuye y explica las instrucciones |
|---|---|---|---|
| 6. The class activities reflects a planning from Fellow and teacher | X | | La profesora titular guio constantemente el proceso, y la fellow superviso el entendimiento de la actividad en algunas parejas y como estas desarrollaban la misma. |

**Extract 5-** Class Observation 1

### 6.1.3. *F*ellow, Headteacher and Student's program perception.

After analyzing the program appliance and material designing, following the research it is the time to answer another questions around this national program, which is the perception the involved roles have, knowing that are them who work day by day with it, their comments need to be revealed in order to have useful feedback and perhaps, future improvements.

- *F*ellow's perception

The fellow's comment about the program was mentioned after the research asked the following question.

R: *From a general point of view, how has the program been like and how have you contributed to the Student's English learning process?*

F: *The program itself has been very unorganized and difficult to work with. The schools however have been great and my experience with them has been so amazing. I think I have made an impact on students by giving them a different perspective and giving them more motivation to learn*

**Extract 6-** Fellow's Interview 3

The fellow asserted that the program has had some organization deficiencies; however, she remarked that the role of the school has been crucial for her since they have been a tool during her time there. Furthermore, she agrees that she has made a great impact on students at the same time.

I dare to agree that any tool that the MEN uses has some effectiveness; this human resource has had an impact on public school students specially on the ones who have gained some EFL knowledge outside their classroom, because the fellow has become a constantly source through they can interact in English. The previous points can be reflected on one class observation item.

|  | SI | NO | Comments |
|---|---|---|---|
| Students, teacher and fellow interact between themselves actively | X |  | A student discusses a problem he had with the fellow, the fellow gives tips openly |

**Extract 7-** Class Observation 2

The previous item was prepared in order to know how the different roles interact between themselves. It was easy noticeable that fellow and some students had established some close relations, and those students spoke with her fully in English. Moreover, the same perception it is shared by the fellow taking into account the following answers given.

*R: How has the experience of teaching in Colombia been like?*

*F: The experience has been amazing and I have learned so much. The teaching environment is much different in Colombia from what I was used to and it was challenging to adapt to that, but it has been very rewarding*

*R: What have you learnt about this experience?*

*F: I have learned how to better get my message across to students, how to be more compassionate, and how to work better as a team.*

**Extract 8-** Fellow's Interview 4

Both of the answers showed up that the fellow felt comfortable and happy with the work she has done in the school plus mentioning that she has shared a constantly teamwork with the students, enhancing day by day strong cultural relationships.

- *H*ead Teacher

The following asserts describe the opinion the head teacher gave about working with a fellow so far.

*R: Para usted, ¿Qué rol tiene el fellow en la clase? ¿Cómo contribuye al proceso de aprendizaje de inglés de los estudiantes?*
*HT: El rol principal del fellow es contribuir al mejoramiento de la lengua extranjera, en cuanto a las habilidades de escucha y producción oral.*

*R: ¿Cuál ha sido el impacto que los Fellows han tenido en los estudiantes y en usted?*
*HT: En los estudiantes, es querer saber un poco más de subida cotidiana, de las diferencias que encuentran entre las dos culturas, y personalmente han sido algunas veces una ayuda para reforzar estudiantes con buen nivel de lengua extranjera.*

**Extract 9–** Head Teacher's Interview 3

The head teacher pointed different arguments about the way she has faced with the program; one in relation within the previous discussion is the improvement some students have regarding oral and listening skills, the constantly language exchange the Fellow and some students have has been beneficial for developing higher language levels which is the program's aim. Furthermore, she mentioned culture as a relevant topic that students and fellow have, more specifically, when students like to deep in the fellow's hometown habits, this interaction is a suitable example for what intercultural processes mean. Recalling Olivencia's (2013) proposal, an intercultural process reflects on the cultural values that an individual holds during an interaction.

So, following the previous analysis, it is right to conclude that the MEN's objective, to improve language levels on students is becoming effective, however, as it was said before and marked on the class observation sheets, this interaction that aims to develop higher language levels only happens for some students, Shouldn't be for all of them? It is the question that must be open for a further research.

Thus, as it was mentioned, the aim with this subcategory was to release suggestions regarding the program and the way the fellows work. Considering that the head teacher is the person who has a large experience teaching English as a foreign language, the following question and answer presents the possible changes the head teacher would like.

*R: ¿Qué recomendación daría usted sobre la metodología que aplica Fellow?*
*HT: Lo más importante es que el fellow se empodere del papel de docente y planee actividades con objetivos evaluables para desarrollar en clase.*

*R: ¿Qué sugerencia tiene frente al programa Fellows o al Programa Colombia Bilingüe?*

*HT: El programa de fellows podría ser realizado por estudiantes de últimos semestres de la licenciatura en Lenguas Modernas , quienes ya poseen la pedagogía para realizar un verdadero y exitoso coteaching  y dejar el mito que quienes no somos No nativos de la lengua extranjera , no podemos enseñar cultura y buena adquisición de la L2*

**Extract 10-** Head Teacher's Interview 4

The  last paragraphs reveal the emphasis the Heat teacher makes about the role of the fellows in the classroom, she asserted that they need to empower themselves as teachers as well as she compares the methodology they use with the one students from last semester f language teaching degrees use, remarking that she would like to have them in place of native speakers arguing that the university students from last semesters have the methodological capacity of holding classes with a good English improvement levels.

Considering that the researcher makes part of the group of students of English language teaching degree, it is right to assert that during the career there are different courses that are instructed and focused on how to teach English as a foreign language as well as a course directed to know and practice the MEN and PNB polices, so, it is right to agree with the head teacher that those students are more capable of dealing with public school groups.

After exposing the previous points, although the fellows make a constantly work, it is convenient to add and hear the suggestion that both, head teacher and fellow had, the feedback they give it is crucial for the MEN to enhance possible changes that make the program more successful than what currently it is.

- *Students*

In addition, it was needed to know the students' perception about the program and the encounter they have had with the fellow as a collaborative teacher in the classroom. The following lines describe some answers they gave.

> *R: Al comenzar el proceso con el fellow hasta el día de hoy, ¿considera que ha tenido mejoras en su proceso de aprendizaje del inglés? ¿En qué aspectos?*
>
> *Ss1: Al comenzar el proceso considero que si tuve mejoras, en la parte del entendimiento en inglés y en el habla, pues intentaba generar una conversación en inglés.*
>
> *Ss2: Considero que si he tenido mejoras en el proceso de aprendizaje porque tengo mejor fluidez, pronunciación y expresión a la hora de hablar.*
>
> *R ¿Qué recomendaciones podría darle al Fellow sobre su rol en la clase de inglés?*
>
> *Ss1: Las recomendaciones que haría son aplicar un poco de rigidez al momento de realizar trabajos y actividades pues las charlas se interponían y en ocasiones no terminábamos trabajos.*
>
> *Ss2: Para mi, todos los apectos con el fellow estuvieron bien, solo que deje de enfocarse tanto en la pronunciación de palabras, para que podamos tener un mejor proceso de aprendizaje.*

**Extract 11-** Students' Interview 1

The previous lines share a meaning to the large discussion that it has been made around the work the fellow has regarding oral production, students assert on the idea that the constantly interaction made them improve their speaking skills, in addition, they make emphasis on some language features such as pronunciation, fluency and expression.

Thus, some of the suggestions are based on the development of the activities during the class, students agree on the fact of completing tasks and making emphasis on all the skills.

Ultimately, as students mention, a language learner follows the lessons including the 4 skills among other requirements talking about our national context; the PNB requires having a lesson within different elements, recalling Gómez (2017) and the *National Plan of English: Colombia Very Well! 2015-2025*, such elements are: basic learning rights, grade curriculums, goals, transversal themes and real life functions, so the idea of transforming the classes in a speaking club does not fit according to the standards established by the educational authorities.

### 6.2. *I*nterculturality as a path for effective communication

A different aim for this research was to analyze the class themes focusing on cultural interaction, this because considering the fellow holds different values and habits in comparison with the regional customs. Thus, as the national program describes, there is a large variety of foreign "FNE" coming from different countries and continents (see figure 1). Furthermore, regarding on the program directions, having intercultural classes is a requirement for the roles involved whose instruct the EFL classes, such roles refer to the

head teachers and fellows in order to grow as a group of acceptance and inclusivity (see

figure 2).

**Formadores Nativos Extranjeros**
Nacionalidades

**Figure      2-**
Averages of FNE

brought

to Colombia, *pg*

*26*

*Línea de acción 2: Los profesores de inglés colombianos y los FNE serán capacitados en estrategias de comunicación intercultural dentro y fuera del aula*

*....Generar ambientes culturales motivantes. Esto persigue en realidad que todos los actores (alumnos, profesores colombianos y FNE) crezcan desde una perspectiva intercultural…*

**Figure 3-**                                                                    Program's

statement about intercultural bases, *pg 25*

### 6.2.1. *S*tudents and fellows cultural exchange and appreciation.

After mentioning the reasons why to incorporate interculturality as a main category for

the results of the present study, the following sub- category displays the way that process

occurs on the chosen population.

First, recalling the head teacher as a key member for the analysis of the categories, the answers given about intercultural processes are described below.

> *R= ¿De qué manera se ve reflejado en clase el aprendizaje basado en una interacción cultural?*
>
> *HT=Quienes realmente aprovechan este co-teaching son los estudiantes que poseen buen nivel de la lengua extranjera y logran socializar bastante con ellos.*

**Extract 12-** Head Teacher's Interview 5

The answers given by the Head teacher, regarding how intercultural processes were seen in the classroom, are based on the constantly interaction a small group students, who have a higher domain of the target language than the rest of their classmates, and fellow have; the head teacher emphasizes that those students are the ones who take more advantages of having the fellow in their classroom, talking and asking about the cultural values the fellow holds and how she experiences life in her hometown context. In addition to the head teacher comments, the point she hide lighted about the interaction a small group had with the fellow is also identified on one classroom item, checked during one of the classes, the chart below described what it is been said.

| There is a continuous exchange of two cultures | X | | La fellow se sienta con un grupo de 6 estudiantes, quienes de una manera fluida en inglés, le hacen preguntas informales acerca de sus experiencias en su país, mientras. |
| --- | --- | --- | --- |

**Extract 13-** Class Observation 3

The students willingness to know and learn about a new culture through the fellow's testimonies can be an example of what Guerrero (1999a) describes about how intercultural processes work, as she mentioned interculturality "*appeals for spaces of sharing"* plus it is a moment when two or more people can solve discrepancies about each other culture beliefs.

Despite of knowing why the head teacher and the rest of students did not take the same advantage as the small of groups did, the following questions asked to the fellow and 2 students who made part of the mentioned group, give evidences about the head teacher's statements.

*R: How often do you mention topics regarding your country habits, do you include them in activities for the students?*

*F: About once a week I include something in a cultural activity.*

*R: How is culture important in a class?*

*F: It is very important for me because I have been navigating a new culture so there was a lot for me to learn. It is important for the students because it gives context to the language they are learning*

**Extract 14-** Fellow's Interview 5

*R: ¿Qué aspectos culturales ha podido denotar del fellow, son estos de su interés y han influenciado en su proceso de aprendizaje?*

*Ss1: He notado costumbres, los viajes realizados. La situación familiar, sus formas de vida independiente y su búsqueda de conocimiento en nuestra cultura. En este proceso tuve un creciente interés en conocer la cultura americana y lo que el fellow pudo brindarme.*

*Ss2: Los aspectos culturales que ella ha aprendido de nosotros el idioma, la gastronomía y lugares emblemáticos de Colombia y nosotros aprendimos de la cultura de ella y sus costumbres*

**Extract 15-** Students' interview 2

The previous lines described how the fellows and students enhance the term of interculturality in their classroom, in addition, it is a belief for both roles that the constantly communication about cultural beliefs has been a path to grow their minds about different contexts without giving more importance to one of the two cultures; their answers as well as the experience they had is agreed to be one convenient act based on Walsh (1990, cited in Barrios, J.; Pozo,F; Barreto, C. 2016) considering that for the expert interculturality is process that needs to be taken into consideration during the present century, in order to stop hide lighting certain cultures and putting away other ones.

After all, based on the participant's comments and experiences, sharing cultural values has been a tool for some students and fellow to create awareness about the importance of foreign cultures as well as interest of going beyond from stereotypes and prejudices. However, the fact of putting apart some students and head teacher from this act needs to be considered as a concern for the regional coordinator, considering is the person in charge of giving a follow up to the program.

**6.3. *F*ellow and school policies association**

Scrutinizing a different aim of the "*MODELO PARA LA IMPLEMENTACIÓN DE UN PROGRAMA DE FORMADORES NATIVOS EXTRANJEROS"* which it is the national file that the MEN signed and distributed to direct the way fellows need to work on public high schools, it was discovered that their work not only needed to involve students, head teacher and PNB policies, but also to generate a team work within the high school students parents and mostly important within the school's matrixes and principals' guidelines. In order to guarantee what it was previously said, the following figure (see figure 3) displays the

- Ejemplo de horario
  - o 24 horas de contacto directo con estudiantes en coenseñanza (teniendo en cuenta que debe tener máximo 8 grupos con mínimo 3 horas de inglés a la semana).
  - o 1 hora cultural con estudiantes (puede ser en un club de conversación, preparación para el English Day, etc.).
  - o 1 hora de formación docente (con los docentes de inglés de la IE con los que está en coenseñanza).
  - o 14 horas de planeación (al menos una parte de estas horas debe ser en planeación conjunta con el docente de inglés colombiano).
- Establecer base de datos de IE focalizadas con plazas de enseñanza para ser beneficiadas con el *Programa*.

práctica. Es decir, no existe una única manera de que en la realidad escolar se constituya el Programa de Formadores Nativos Extranjeros. Este *Programa* es un referente para la acción pedagógica y no debe interpretarse como una trasferencia de la teoría a la práctica. Este *Programa* es más bien un motivo para el establecimiento de sinergias entre miembros de la comunidad académica que incluye secretarías de educación, IE, rectores, profesores, padres de familia, estudiantes y FNE. Las sinergias se gestan en las dinámicas sociales de las escuelas con capacidades diferenciadas de participación y adaptación curricular.

mentioned dynamic as a key requirement in order to proceed with the program.

**Figure 4-** (Program's assert 2, *pg 50*)

As the program arguments, and from what it is been said on the last categories, it is expected from the fellows to be executors of social dynamics that improve the way the target

language is been taught on the classrooms, the following question is how the program established they will achieve this aim, the following picture (see figure 4.) describe an schedule within times and activities, which as well, it is a must from the fellows to follow and from the regional coordinator to assess that it is been fulfilled.

**Figure 5**- Program's assert 3, *pg 63*

Summarizing the previous guideline about how fellows need to distribute, it is asserted that their time at public high school should pursue a variety of activities, such as English teaching classes, cultural activities, language classes improvement for the head teacher, lesson planning and a program based on the school policies, thus, this, analyzing the two previous figures, it is concluded that the required team work fellows need to perform is based on connecting different academic roles and an assortment of activities weekly.

Therefore, according to the previous analysis, it resulted overriding to experience and report the way the fellow participant of the present research execute the previous rules, unfortunately, it was not possible for the researcher to address this aim because of some limitations that were presented during the development of this category; the mentioned limitation are extended on chapter 7.

# 7.    CONCLUSIONS

This chapter exposes the last comments according to the previous research chapter.

Initially, regarding what it was desired the from the research questions and objectives, the researcher fulfilled mostly of them, it is concluded that working with the fellows program has created an impact on the chosen population, however, the effects oscillate  according to the national files expectations.

Firstly, according to participants of the study, the national files directions are in some points contradictory form what they have faced, as an example, planning classes and designing spaces to improve language are requirements for the fellow to do, this work should be assessed by the regional coordinator and supported head teacher's support, as the head teacher and fellow described, those aims are not fulfilled in one hundred percent. Also, the interviews and class observation showed up that regarding pedagogical practices, the fellow does not appeared to have training, according to the program, gaining knowledge about teaching is in charge of the MEN.

Moreover, knowing that the teaching practices are not been performed as they are expected to be, a feedback from the head teacher, who is the professional on the field, should be constantly taken into account as well as the students' comments considering they are active and important pillars on this process. Thus, not only this program should be the one which is assessed, knowing that the MEN has launched more programs and strategies, all of them are urgent to be analyzed.

Furthermore, the effectiveness of having a different culture for teaching a target language needs to be considered for the new presidential team as a tool to improve speaking and

listening skills, knowing that those language competences were the ones improved by some students thanks to the contact with the fellow.

To sum up, there are no useless strategies that the MEN is currently using, every improvement plan is a new opportunity for the students grow academically and as citizens, however, contexts and follow up should make part when it becomes about designing a new educative program, especially if those programs will deal with our national teachers and students.

## 8.    Project Limitations

Along the way of the present research, some affairs presented, that in somehow affected the agenda and the purposes of it; those limitation are described below.

Firstly, considering it a national program, and that it followed different arrangements of the previous presidential team, on the half of the last year, a new president was chosen, which has lead different changes on all the social fields, such economy, farming, taxes and educational policies as well, as a result of those change, the current leadership of the Ministry of education decided not to longer the Fellows program, consequently, after the first month that a new educative body took the spot, there were no more fellows in the EFL classrooms at public schools.

Nevertheless, the researcher was conscious about this decision before it was executed, so the needed interviews and class observations were made at time, howsoever, it would have been convenient for the study to have more time, in order to analyze more classes and other fellow case.

In addition, remarking on the fact that the study was as well linked to the University of Quindío policies, in order to have preceded with the data collection techniques, it was mandatory to wait for a medical insurance, named "ARL", which allowed the researcher to go to the place where the study was made. The mentioned document took longer than it was scheduled, which lead into having a different time table from what it was agreed at the beginning.

Lastly, regarding time table organization, different issues showed up that delay the final report of the study, which was expected to be on the fourth month, but it was two months later that it could have been presented.

Despite of the limitations faced, the study was executed and concluded within the help of the advisor of the present research.

## 9.   Recommendations and Research Projection

After displaying a large variety of arguments that come off from a national program applied to one classroom, in Armenia Quindío, it is right to recommend that these types of programs, which embrace millions of people all around the country, need to be constantly assessed and improved taking into account the roles involved as it was exposed along the way of this research, in addition, the income invested for those improvement strategies needs to be well-planned by the MEN in order to make the educative budget useful.

Furthermore, regarding a future research field, knowing that it is expected that some regions around the country are continuing to work with a '"volunteacher", this type of analysis needs to be addressed to those teachers, as well as making comparisons with the initial design of the problem in order to identify effectiveness and usefulness in both.

Ultimately, not only this discussion demands to be extended to the same type of programs, as it was previously said, there are different national programs, which had never been reviewed and examined, that are awaiting to be researched.

# 10. REFERENCES

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**Annexes**

**Annex 1-** Consent for Fellow and Head teacher

**CONSENTIMIENTO INFORMADO [1]PARA PARTICIPAR EN LA INVESTIGACIÓN**

**TÍTULO DEL PROYECTO**: **PNB IN COLOMBIA: ANALYSIS OF THE IMPACT OF THE FELLOWS PROGRAM IN A PUBLIC SCHOOL IN ARMENIA, QUINDIO**

Su institución educativa ha sido seleccionada para participar en este proyecto de investigación a realizar por el estudiante Nicolás Ceballos Guzmán identificado con cedula de ciudadanía, 1094956727l; y dirigido por la profesora Paola Alzate Ortiz, docente del Programa Licenciatura en Lenguas Modernas de la Universidad del Quindío.

Por favor lea la siguiente información y formule las preguntas que considere necesarias, antes de decidir si participa o no en el estudio. Su participación es **absolutamente voluntaria**.

**PROPÓSITO DEL ESTUDIO:** Observar el impacto que tiene n fellow teacher o docente nativo como parte del proceso del programa Nacional de Bilingüismo (2004-2019) en un salón de clases de 8° grado.

**TIEMPO DE DURACIÓN: Un (1) semestre**

**PROCEDIMIENTO:** Durante el tiempo que dure el estudio se llevarán a cabo las siguientes actividades:

**Observación de clase:** Se realizarán observaciones durante sesiones presenciales donde se grabará a los estudiantes y docente interactuar, la cual se acompañará con la toma de notas de campo. Los observadores no participarán activamente en la dinámica de la clase.

**Cuestionarios:** Habrá un primer cuestionario para el docente en el cual se le pedirá hacer unas reflexiones sobre la forma en que interactúa con los estudiantes. El segundo cuestionario estará dirigido a un grupo focal de cinco (5) estudiantes; el cuestionario tendrá el mismo temario en relación con la interacción con compañeros y docente. Los cuestionarios se harán finalizando la fase de observaciones para así constatar los datos obtenidos en las mismas.

**Entrevistas:** Las entrevistas serán estructuradas y semi-estructuradas. Se escogerá un grupo focal de tres (3) estudiantes.

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[1] *Adaptado del original creado por Silvia Valencia Giraldo, Ph.D. (Directora de la Maestría y Doctorado en Ciencias de la Educación de la Universidad del Quindío*

A través del desarrollo de la investigación, si es necesario, podrán ser incorporadas otras herramientas para la recolección de datos; una característica de los estudios cualitativos.

Todas estas actividades tendrán lugar en la institución. Las grabaciones en audio y en video se realizarán de manera que perturben lo menos posible las actividades de clase. Los estudiantes investigadores localizarán los equipos de grabación en un lugar estratégico que permita calidad del sonido, o en el que usted sugiera.

Conjuntamente con usted estableceremos un cronograma de trabajo según su conveniencia y la de los estudiantes, de tal manera que no se interfiera con las actividades académicas, culturales o recreativas de su institución.

**CONFIDENCIALIDAD:** Se utilizarán nombres ficticios de la institución (a menos que no sea inconveniente mencionar el nombre del colegio), profesores y estudiantes para mantener su identidad en el anonimato. Habrá estricta confidencialidad con la información que se recolecte.

**DIVULGACIÓN DE RESULTADOS:** Contaremos con su autorización y la de la institución para la utilización de videos o grabaciones de audio.

**INCOMODIDADES Y RIESGOS:** Es natural que sienta incomodidad con la presencia de los estudiantes investigadores en su clase. Esto sin embargo, será pasajero pues estableceremos una relación de cordialidad y colaboración que hará que Usted se familiarice con esta situación. No pretendemos evaluar de ninguna manera su trabajo y desempeño, sino más bien ofrecerle herramientas que posibiliten el crecimiento profesional y personal. Las observaciones o los resultados del proyecto no tendrán incidencia alguna en las evaluaciones que realicen sus superiores, por cuanto existirá absoluta reserva de nuestra parte en este sentido.

Siéntase libre de pedir cualquier explicación o de manifestar cualquier inconveniente que surja en el proceso

**PARTICIPACIÓN:** Usted tiene todo el derecho de participar o no hacerlo. Si decide hacerlo, puede retirarse en el momento que usted lo considere, sin ninguna consecuencia. De la misma forma, puede negarse a contestar preguntas que no quiera responder.

**BENEFICIOS:** Los beneficios se verán reflejados en la comunidad académica (docentes y estudiantes) ya que los resultados de este análisis pueden servir como insumo para propuestas de metodología de la enseñanza del inglés, específicamente la habilidad oral.

Usted podrá verificar cualquier información en con la docente asesora del proyecto:

Paola Alzate Ortiz

palzate@uniquindio.edu.co

Programa Licenciatura en Lenguas Modernas

Facultad de Educación

Universidad del Quindío.

Dirección: Avenida Bolivar Calle 12 Norte

Agradecemos su autorización para contar con usted como participante en este proyecto.

Fecha de la socialización del presente Consentimiento Informado:

Nombre: _____
Cargo: _____

Firma: _____

**Annex 2-** Consent for Principal

Armenia, mayo 15 de 2018

Señor(a)

XXXXXXXXXXXXXX

Rector

Institución Educativa XXXXXX

Asunto: Consentimiento informadp

Cordial saludo,

La presente tiene como objetivo solicitar permiso para la realización de observaciones, entrevistas y recolección de algunos datos relevantes para la investigación del proyecto de grado por parte del estudiante investigador Nicolás Ceballos Guzmán identificado con cédula de ciudadanía  1094956727

Se anexa la información referente al proyecto de investigación, donde se explica detalladamente el objetivo del trabajo, las características del grupo focal y otros detalles importantes que demuestran el valioso aporte de este proyecto

Dicho lo anterior, agradecemos su atención y esperamos una respuesta pronta y positiva de su parte.

**CONSENTIMIENTO INFORMADO**

- TÍTULO: Analyzing the contribution of the fellows' program in the PNB of Colombia: perspectives since the different areas involved in a public school in Armenia, Quindío

- INVESTIGADOR: Nicolas Ceballos Guzmán

- NÚMERO DE TELÉFONO ASOCIADO A LA INVESTIGACIÓN: 3155375246

- LUGAR:

- PROPÓSITO DEL ESTUDIO: Observar el impacto que tiene n fellow teacher o docente nativo como parte del proceso del programa Nacional de Bilingüismo (2004-2019) en un salón de clases de 8° grado.

- PARTICIPANTES DEL ESTUDIO: 1 docente de inglés de la institución de básica secundaria grado 8°, un nativo que acompañe dicho proceso y tres estudiantes del mismo grado.

- PROCEDIMIENTO: Para la recolección de datos relacionados con este estudio, se utilizarán diferentes técnicas e instrumentos con el fin de realizar dicha tarea. A continuación se mostrará cuáles son y el orden de implementación de cada uno:

- RIESGOS O INCOMODIDADES: Es natural que sienta incomodidad con la presencia de los estudiantes investigadores en su clase. Esto sin embargo, será pasajero pues estableceremos una relación de cordialidad y colaboración que hará que Usted se familiarice con esta situación. No pretendemos evaluar de ninguna manera su trabajo y desempeño, sino más bien ofrecerle herramientas que posibiliten el crecimiento profesional y personal. Las observaciones o los resultados del proyecto no tendrán incidencia alguna en las evaluaciones que realicen sus superiores, por cuanto existirá absoluta reserva de nuestra parte en este sentido.

Siéntase libre de pedir cualquier explicación o de manifestar cualquier inconveniente que surja en el proceso

- BENEFICIOS: Los beneficios se verán reflejados en la comunidad académica (docentes y estudiantes) ya que los resultados de este análisis pueden servir como insumo para propuestas de metodología de la enseñanza del inglés, específicamente la habilidad oral.

- PRIVACIDAD Y CONFIDENCIALIDAD: La información personal que se entregará a los investigadores en el trascurso de este estudio tendrá un alto nivel de confidencialidad, pues en ningún momento la identidad de los participantes será revelada. El equipo general de la investigación y el personal de apoyo solo tendrá acceso a dicha información. Los resultados de este estudio pueden ser publicados en revistas de investigación o ser presentados en reuniones científicas, pero la identidad de los estudiantes no será divulgada. La información puede ser revisada por el Comité de Ética y Bioética de la Universidad del Quindío.

- DERECHO A RETIRARSE DEL ESTUDIO DE INVESTIGACIÓN: Los alumnos, docentes y directivos pueden retirarse del estudio en cualquier momento. Sin embargo, los datos obtenidos hasta ese momento seguirán formando parte del estudio a menos que se solicite expresamente que su identificación y su información sea borrada de nuestra base de datos. Al informar su retiro, los participantes deberán informar al grupo investigador si desean que sus respuestas sean eliminadas, siendo el caso, los resultados de la evaluación serán incinerados. Los participantes no firmarán este consentimiento a menos que hayan tenido la oportunidad de hacer preguntas y recibir respuestas satisfactorias para cada una de ellas. Si estos firman aceptando participar en este estudio, recibirán una copia firmada por la directora del programa de Lic. en Lenguas Modernas de la Universidad del Quindío, quien nos acredita como estudiantes activas e investigadoras idóneas a miras de obtener el título profesional mediante la realización de este proyecto.

- Estudios Futuros: Nuestros planes de investigación aparecen resumidos en el formato de consentimiento informado. Es posible que en el futuro los resultados de su evaluación sean utilizados para otras investigaciones cuyos objetivos y propósitos sean de continuidad de línea de investigación. Si esto llega a suceder, toda la información será entregada de manera condicionada para evitar que se revele información personal.

Atentamente,

_____
Nicolás Ceballos Guzmán

C.C. 1.094.956.727
Estudiante investigador


Firma de autorización


_____

Luz Stella Zuluaga Jaramillo

Directora del Programa de Licenciatura en Lenguas Modernas

Universidad del Quindío


**Annex 3 –** Students' parents assent

Hola, mi nombre es Nicolas Ceballos Guzán y actualmente estudio Licenciatura en Lenguas Modernas en la Universidad del Quindío. Estoy realizando un estudio para observar el impacto del fellow en el salón de clases

Tu participación en el estudio consistiría en responder una entrevesti para concer tu opinión y experiencia con el docente de inglés y el fellowque acompaña dicho proceso

Tu participación en el estudio es voluntaria, es decir, aun cuando tu papá o mamá hayan dicho que puedes participar, si tú no quieres hacerlo puedes decir que no. Es tu decisión si participas o no en el estudio. También es importante que sepas que si en un momento dado ya no quieres continuar en el estudio, no habrá ningún problema, o si no quieres responder a alguna pregunta en particular, tampoco habrá inconveniente.

El hecho de que participes o no, no influirá de ninguna manera en las notas de tu clase ni en ningún otro tipo de calificación o reporte que pueda dar tu profesor o profesora.

Toda la información que nos proporciones nos permitirá conocer acerca de los fellows y su trayectoria en el colegio.

Esta información será confidencial. Esto quiere decir que no diré a nadie tus respuestas, sólo lo sabré yo.

Si aceptas participar, te pido que por favor pongas una (✓) en el cuadro de abajo que dice "Sí quiero participar" y escribe tu nombre completo.

Si no quieres participar, no pongas ninguna (✓), ni escribas tu nombre.

☐ Sí quiero participar     Nombre: _____

Nombre del acudiente: _____ Firma del acudiente: _____

Nombre y firma de la persona que obtiene el asentimiento:


Nombre: _____ Firma: _____


Fecha: ___ de _____ de 2018


**Annex 4-** Head Teacher Interview Questions

**ANALYSIS OF THE NATIONAL FELLOWSHIP PROGRAM IN COLOMBIA**
**AUTHOR: NICOLAS CEBALLOS G        ADVISOR: PAOLA ALZATE O.**

Head Teacher Interview Questions

Head Teacher Interview Questions

1. Para usted, que es collaborative teaching y que beneficios tiene en una proceso de aprendizaje?

2. Tomando un plano general, cuál es su opinión acerca de este programa nacional del MEN que trae un nativo angloparlante a su aula de clase?

3. Para usted, ¿Qué rol tiene el fellow en la clase? ¿Cómo contribuye al proceso de aprendizaje de inglés de los estudiantes?

4. ¿Cuáles actividades, diseñadas por el fellow, reflejan una interacción bilingüe en su aula de clase?

5. Respecto a las políticas educativas, cual es el conocimiento de ellas del fellow y como las trabaja en clase?

6. ¿De qué manera se ve reflejado en clase el aprendizaje basado en una interacción cultural?

7. ¿Qué resultados ha visto durante la aplicación del programa?

8. ¿Cuál ha sido el impacto que los Fellows han tenido en los estudiantes y en usted?

9. ¿Qué recomendación daría usted sobre la metodología que aplica Fellow?

10. ¿Qué sugerencia tiene frente al programa Fellows o al Programa Colombia Bilingüe?

**Annex 5 –** Fellow Teacher Interview Questions

**ANALYSIS OF THE NATIONAL FELLOWSHIP PROGRAM IN COLOMBIA**
**AUTHOR: NICOLAS CEBALLOS G          ADVISOR: PAOLA ALZATE O.**

Fellow Teacher Interview Questions

1. How did the program contact you or how did you apply for it?

2. What requirements did you need for applying to this program, before and during it?

3. How has the experience of teaching in Colombia been like?

4. What have you learnt about this experience?

5. How often do you mention topics regarding your country habits, do you include them in activities for the students?

6. How is culture important in a class?

7. What have you learnt about the head teacher? Does she contribute to your teaching practices?

8. For you, what is collaborative teaching and what benefits does it have on a learning process?

9. What type of activities have you used in order to make students improve their English language level?

10. What materials do you use for teaching English?

11. What criteria do you take into account at the moment of designing or adapting materials?

12. For you, what are Colombian educational policies; do you need to work with them?

13. Are you able to design a lesson plan based on the school and students' needs, if so, how do you do it?

14. From a general point of view, how has the program been like and how have you contributed to the Student's English learning process?

**Annex 6 –** Students Interview Questions

**ANALYSIS OF THE NATIONAL FELLOWSHIP PROGRAM IN COLOMBIA**
**AUTHOR: NICOLAS CEBALLOS G          ADVISOR: PAOLA ALZATE O.**

Students Interview Questions

1. ¿Cuál considera que es el objetivo en traer un Fellow (nativo angoparlante) al salón de clases? ¿Considera que funciona? Explique

2. Al comenzar el proceso con el fellow hasta el día de hoy, ¿considera que ha tenido mejoras en su proceso de aprendizaje del inglés? ¿En qué aspectos?

3. ¿Qué tipo de actividades propone/realiza  el Fellow en las que usted pueda practicar el idioma de una forma comunicativa, ya sea oral o escrita?

4. ¿Qué aspectos culturales ha podido denotar del fellow, son estos de su interés y han influenciado en su proceso de aprendizaje?

5. ¿Qué recomendaciones podría darle al Fellow sobre su rol en la clase de inglés?

**Annex 7 –** Classroom Observation Format

# ANALYSIS OF THE NATIONAL FELLOWSHIP PROGRAM IN COLOMBIA

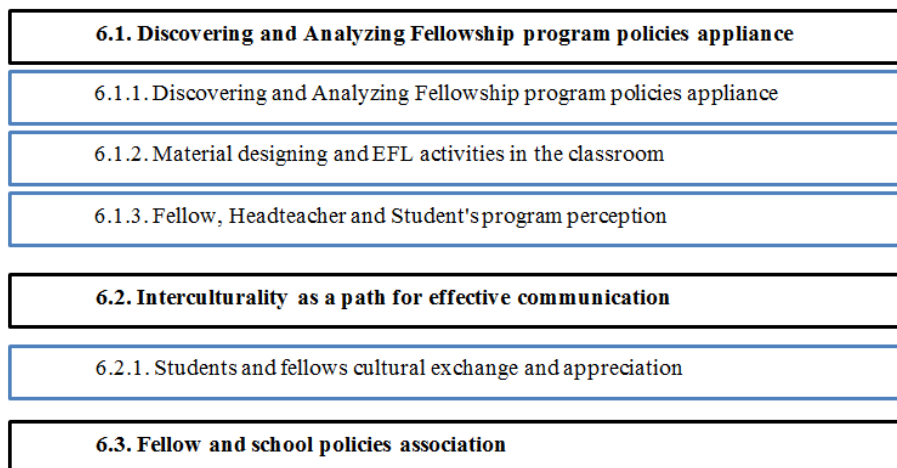## AUTHOR: NICOLAS CEBALLOS G

Classroom observation format

Complete the next format with yes/no how often and if possible a comment about it

| Item to be checked | YES | NO | COMMENTS |
|---|---|---|---|
| 1. Fellow and teacher work cooperatively to make students practice and produce English language | | | |
| 2. Fellow and teacher have a clear communication | | | |
| 3. Fellow helps the communication process in order to be meaningful and accurate | | | |
| 4. Class time reflects a constant interaction between two different cultures | | | |
| 5. There is a variety of activities that include a diverse content | | | |
| 6. The class activities reflects a planning from Fellow and teacher | | | |
| 7. Fellow proposes activities in order to make students practice | | | |
| 8. Fellow corrects possible students | | | |

| | | | |
|---|---|---|---|
| mistakes in a proper manner | | | |
| 9. Students, teacher and fellow interact between themselves actively | | | |
| 10. There is a continuous exchange of two cultures | | | |
| 11. Cultural habits are seen in the classroom and they are a tool for learning as well. | | | |
| 12. Fellow assess in a formative and summative way. | | | |

## Diagrams

**Diagram 1-** Categories and Sub-Categories

| **6.1. Discovering and Analyzing Fellowship program policies appliance** |
|---|
| 6.1.1. Discovering and Analyzing Fellowship program policies appliance |
| 6.1.2. Material designing and EFL activities in the classroom |
| 6.1.3. Fellow, Headteacher and Student's program perception |

| **6.2. Interculturality as a path for effective communication** |
|---|
| 6.2.1. Students and fellows cultural exchange and appreciation |

| **6.3. Fellow and school policies association** |
|---|

# Figures

**Figure 1** National assert 1

- Realizar entrenamiento en el diligenciamiento de planes de clase:
  - o Los FNE prepararán y entregarán un formato de planeación de clase establecido por el Ministerio. Este formato debe ser preparado en conjunto con el Mentor o Codocente por cada uno de los temas desarrollados en clase. La entrega debe hacerse mensualmente al Ministerio consolidada por regiones a través de los coordinadores regionales.

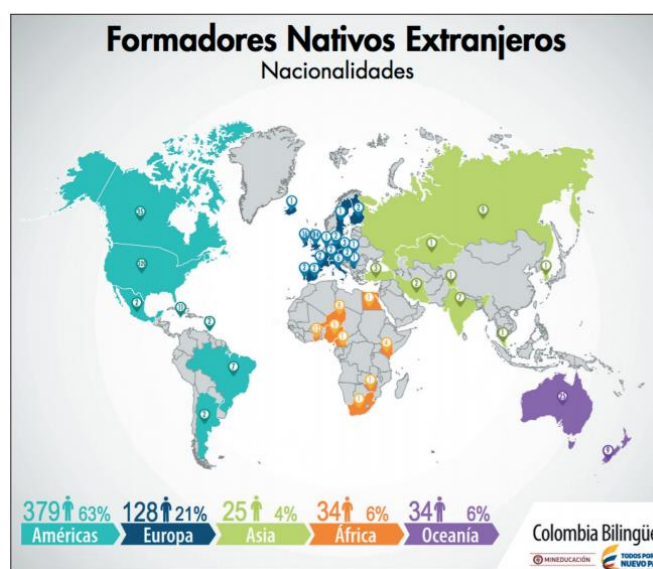**Figure 2:** Averages of FNE brought to Colombia



**Figure 3:** Program's statement about intercultural bases

*Línea de acción 2: Los profesores de inglés colombianos y los FNE serán capacitados en estrategias de comunicación intercultural dentro y fuera del aula*

*....Generar ambientes culturales motivantes. Esto persigue en realidad que todos los actores (alumnos, profesores colombianos y FNE) crezcan desde una perspectiva intercultural…*

**Figure 4 -**Program's assert 2

## Principios

### Apropiación

Se entiende como un principio para constituir formas de realización de esta estrategia en la práctica. Es decir, no existe una única manera de que en la realidad escolar se constituya el Programa de Formadores Nativos Extranjeros. Este *Programa* es un referente para la acción pedagógica y no debe interpretarse como una trasferencia de la teoría a la práctica. Este *Programa* es más bien un motivo para el establecimiento de sinergias entre miembros de la comunidad académica que incluye secretarías de educación, IE, rectores, profesores, padres de familia, estudiantes y FNE. Las sinergias se gestan en las dinámicas sociales de las escuelas con capacidades diferenciadas de participación y adaptación curricular.

**Figure 5-** Program's assert 3

- Ejemplo de horario
    - o 24 horas de contacto directo con estudiantes en coenseñanza (teniendo en cuenta que debe tener máximo 8 grupos con mínimo 3 horas de inglés a la semana).
    - o 1 hora cultural con estudiantes (puede ser en un club de conversación, preparación para el English Day, etc.).
    - o 1 hora de formación docente (con los docentes de inglés de la IE con los que está en coenseñanza).
    - o 14 horas de planeación (al menos una parte de estas horas debe ser en planeación conjunta con el docente de inglés colombiano).
- Establecer base de datos de IE focalizadas con plazas de enseñanza para ser beneficiadas con el *Programa*.