

THE APPROPRIATION OF THE NATIONAL PROGRAM OF BILINGUALISM 2004-
2019 IN A HIGHER EDUCATION INSTITUTION OF ANTIOQUIA

A Thesis Presented by

MARÍA DEL PILAR RAMÍREZ RENDÓN

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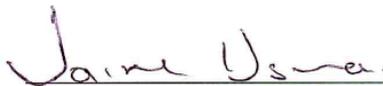
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MARIA DEL PILAR RAMÍREZ RENDÓN

Approved as to style and content by:


Jaime Alonso Usma Wilches, Chair


José Aldemar Álvarez Valencia, Committee Member


Adriana María González Moncada, Committee Member


John Jairo Giraldo, School Director
Escuela de Idiomas



DEDICATION

To my family, especially to Miguel Angel, my beloved son who has patiently understood my dedication to this work, in spite of his short age and permanent desire of playing with me. He is the reason of my life. He fills me with happiness and love.

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ABSTRACT

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MARCH 2015

M.A, MARÍA DEL PILAR RAMÍREZ RENDÓN, B.A. UNIVERSIDAD DE
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Directed by: Professor Jaime Usma Wilches

Drawing on a sociocultural approach to language education policy and focusing on the concepts of policy appropriation and agency, this study explored the way in which a higher education institution of Medellin has appropriated the National Program of Bilingualism 2004-2019. Findings revealed that the institution has had the will to make policy and has carried out important practices to appropriate policy. Nevertheless, the constraints arisen in the process, and the students and teachers' reactions before the Institutional Policy of Bilingualism indicated the need for a conscious use of the institution's agency to introduce changes. Furthermore, the discussion of the findings has provided a general understanding of the appropriation phenomenon, the identification of a normative approach to bilingualism in the institutional practices, as well as the recognition of the role of agency in the appropriation of language education policy.

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Introduction

During the last decade, the Colombian Ministry of Education has led a significant number of education institutions to the appropriation of the National Program of Bilingualism 2004-2019 (NPB). The concept of appropriation emerges from the sociocultural approach to education policy, and refers to how the diverse agents interpret policy and materialize it through their real practices according to their interests and contexts (Levinson, Sutton, & Winstead, 2009, pp. 768-769). Considering that the NPB appropriation influences institutions, teachers, students, and the community in general, it is necessary to explore and understand how this phenomenon takes place in the education institutions, at different stages of the educational system.

Appropriation studies raise awareness of the value of the policy agents' practices, and offer a broad view of policy development in specific contexts; however, there was not a study focused on understanding the NPB appropriation by a higher education institution, at an administrative level, in Antioquia. Based on this need, I decided to carry out an appropriation study in a university institution of Medellín, for the purpose of understanding how the policy appropriation phenomenon takes place in that setting, further than evaluating the process itself. The research question that guided this study was *how has a higher educational institution appropriated the National Program of Bilingualism 2004-2019?*

The Colombian Ministry of Education formulated the NPB as a strategic plan for improving the English proficiency of Colombian students and teachers, in order to achieve competitiveness and progress. Through this policy, the government established English as

the foreign language to teach and learn in the education institutions in Colombia, set up the Common European Framework (CEFR) as the point of reference for foreign language teaching, and stipulated specific goals of English proficiency for each stage of the national educational system (Ministerio de Educación Nacional, 2005).

The NPB was formulated in 2004 and has had continuity under different names during the last ten years. This national policy of bilingualism kept its initial name until 2010, when the sectorial plan of education 2010-2014 retook its goals under a project called *Program for Strengthening the Development of Foreign Language Competencies*, Programa de Fortalecimiento al Desarrollo de Competencias en Lenguas Extranjeras (PFDCLE). Then, in 2014 the Government launched the *National Program of English 2015-2025 Colombia Very Well*, a public policy that embraces new strategic actions for fostering bilingualism and extends the time for the achievement of goals, taking into account the previous programs' guidelines and experiences (Ministerio de Educación Nacional, 2013, pp. 1, 11-12).

The decisions made by the Colombian government through the National Program of Bilingualism 2004-2019 have been highly contested by several national scholars. After making a rigorous analysis to this policy, they found diverse limitations. Some of these limitations are: the instrumentalization of language learning and issues of exclusion (Usma, 2009), the weaknesses of professional development programs that do not take into account the local knowledge (González, 2007), the reduction of bilingualism to English–Spanish only despising other languages and ethnics (de Mejía, 2006; 2011), the adoption of decontextualized standards of reference in foreign language teaching and learning (Ayala & Álvarez, 2005; Guerrero, 2008), the narrow plan of action by local administrators in schools when adopting NPB (Miranda & Echeverry, 2011), the lack of pertinence of the

actual curricular plans to approach the NPB and of the Colombian context as a primarily Spanish-speaking country (Cárdenas, 2006), and the disregarding of the current socio-economic conditions of the country like violence, economic constraints, and very limited opportunities of L2 exposure (Sánchez & Obando, 2008). All these reflections have presented important critical views of the NPB's limitations, and have opened the path to further research on language policy, a growing area of study in Colombia.

In the next section, I present the theoretical framework that illuminates this work. Then, I describe the institution where I carried out this study and the participants, followed by the section of methods, in which I explain the type of study, and the data collection process and analysis. After this, I state the main findings and, subsequently, the corresponding discussion. Finally, I present my conclusions, the limitations of this study, some suggestions for further research, and some recommendations derived from the whole analysis.

Theoretical Framework

Language education policy refers to all the decisions related to language. These decisions involve a wide number of issues such as what languages to teach, who should learn them, who can teach them, when to begin the language training, what the language requirements for teachers and students are, how to teach, among others (Shohamy, 2006, p. 76). Considering these relevant issues established through language policy education and their impact on local administrators, teachers, students, and the community in general, it is understandable that language education policy is increasingly becoming a topic of interest.

Language education policy has been approached from different perspectives: the traditional, the critical, and the sociocultural. All of them conceive language education policy differently, and have brought important contributions and limitations to its theoretical construction. In a synthesis about the approaches to language educational policy, Menken and García (2010) state that the traditional approach has conceived language policy as a top-down regulation to solve language problems; and the critical approach has focused on how policy creates and sustains social inequality; both, disregarding the actors' agency in the policy process (p. 2). Nevertheless, the sociocultural approach arises from the critical perspective, recognizing the relevance of questioning the power relationships and domination, but focusing more on the relevance of the policy agents' practices and their agency in the policy process (Menken & García, 2010, pp. 2-4; Levinson et al., 2009, p. 769).

This study analyzes language education policy from a sociocultural perspective, drawing on the concepts of *appropriation* and *agency*. Levinson et al. (2009) present the

concept of education policy appropriation to refer to how policy agents interpret and materialize education policy through real practices (pp. 768-769). This concept confers great relevance to social practices, and suggests that education policy acquires value once policy agents incorporate it and invigorate it through their practices. Thus, Levinson et al. emphasize, “Appropriation refers to the ways that creative agents interpret and take in elements of policy, thereby incorporating these discursive resources into their own schemes of interest, motivation, and action” (Levinson et al., 2009, p. 779). In this sense, education policy appropriation goes beyond the mere following of established norms, and transcends to a practice that involves agents’ profound issues such as interest and motivation, which implies that policy is appropriated differently according to the agent’s background, objectives and context.

Policymaking itself is an appropriation of external policies (B.A.U Levinson, personal communication, October 20, 2013). Frequently it is thought that policy appropriation begins once an official policy has come to light, nevertheless B.A.U Levinson states “It’s not correct to conceptualize appropriation as occurring only once an ‘official’ policy is set in motion; policy makers, too, engage in the practice of appropriation (ideas, models, policies) when they form policy” (personal communication, October 20, 2013). Therefore, if policymaking is an appropriation itself, so policymakers’ interests, background, and contexts will shape policy formation, this could explain why policies are not suitable for all the policy agents that subsequently have to interpret and invigorate them.

Granting significant relevance to the policy agents’ practices independent if they are authorized or not, Levinson et al. (2009) use the concepts of *authorized* and *non-authorized policies* to refer to formal and informal policies respectively. These authors argue that when

non-authorized policymakers as teachers create non-authorized policies through their practices, they are in effect creating new policies that can have even more power than the official ones (p. 768). Thus, the previous reflection endorses teachers and students' practices, which could be more suitable and pertinent although they are not included in an official policy. This fact of dealing with policy, making meaning of it and creating new policies from the practices, has been referred as negotiation, a term that conceptualizes not merely the agreement between two parties but the action of making meaning of policy (Menken & García, 2010, p. 5; Levinson et al., 2009, p. 779).

In policy appropriation, the concept of agency also plays an important role as "it is through agency where policy and practice meet in the actual appropriation of policies on the ground" (Backman, 2009, p. 10). Agency refers to the individuals' capacity to decide, which is highly influenced by external sociocultural forces (Backman, 2000, p. 10). In fact, some sociological theorists such as Giddens, Bourdieu, and Connell suggest that the social practice is "the site or moment in where structure and agency, individual and society, mutually constitute one another" without a clear independence between agency and structure (Bourdieu, 1977, 1990a, 1990b; Connell, 1983, 1987; Giddens, 1979, 1984, 1991, as cited in Levinson et al., 2009, p. 779-780).

In spite of the blurred line between agency and structure, Backman (2009) has found that despite the several restrictions established in language education policy, institutions and agents finally can use their agency to manage their practices to appropriate policy. In this sense, the concept of agency alludes to the agents' ability to negotiate policy and leads us to reflect about the role of our agency as policy actors. Additionally, Backman (2009) highlights that agency can be rational and conscious "but, only to the extent that groups and individuals make the best decisions they can based upon the knowledge,

experience, and understanding available to them” (pp. 8-9). This reflection involves a significant responsibility from policymakers, local administrators, teachers, and other policy actors, who should take into account the context and the accessible knowledge when using their agency to appropriate policy. In the next section, I describe the setting and the participants of this study.

Setting

I carried out this study in a private, secular university institution¹ of Medellín. In order to protect the institution's identity, I refer to it with the fictitious name of Continental University Institution of Medellín (Institución Universitaria Continental de Medellín). This institution is located in the western center of the city of Medellín, in one of the most traditional high status neighborhoods, and it has a small branch in another city of the country where it currently offers two bachelor's degree programs.

The Continental University Institution of Medellín emerged in 1983 as an associate degree-granting institution (instituto tecnológico), with an academic offering of two associate degree programs (programas tecnológicos), and a population of 76 students. In 2000, after fulfilling the legal requirements of the Colombian Ministry of Education, this institution became a university institution. This change of category allowed it to widen its academic offering, as well as to increase gradually its student population, faculty, and administrative staff, reaching a population of 3,951 students and 309 teachers by the end of 2013.

After 30 years of foundation, this institution offers ten bachelor's degree programs, five associate degrees, and two graduate programs (one-year specializations). The bachelor's degree programs are Dentistry, Respiratory Therapy, Medicine, Veterinary, Law, Administrative Engineering, Tourism and Hospitality, Administration of International Business and Marketing Administration. The associate degree programs are Dental

¹The Colombian Ministry of Education (2010) classifies higher education institutions as universities (universidades), university institutions (instituciones universitarias), associate degree-granting institutions (instituciones tecnológicas), and vocational education institutions (instituciones técnicas profesionales). This classification was carried out taking into account the institutions' academic nature, and the main difference among them is the type of academic programs they are able to offer.

Prosthesis Laboratory, Financial and Administrative Management, Marketing and Advertising Management, International Business Management, International Business Management, Agriculture and Livestock Management. Finally, the graduate programs are Project Management and Management for competitiveness.

This institution has been my workplace since 2007, when I began to work as an English adjunct teacher (profesora cátedra). In 2011, I accepted a full time position as English teacher with some administrative tasks in the Language Center. Then, in 2012, I was offered the coordination of the International Relations Office; I have been working in this area since then. The experience of working in different positions within the setting has given me a wide vision of the institutional dynamics. My interest in language policy emerged in 2011 when I had to carry out administrative tasks, which allowed me to be closer to the policy process and to observe its complexity, and its significant impact on stakeholders. I conducted my research in this institution in order to contribute to the understanding and improvement of the policymaking process in my work place, and considering that the researcher needs to have a wide access to information, and the possibility to stay long periods in the setting (Álvarez & San Fabián, 2012, p. 6).

Participants

This study counted on the participation of the former and the current coordinators of the Language Center, nine teachers who were the academic staff of the Language Center in 2013, and seventy-one students. The following paragraphs describe these participants.

The former coordinator of the Language Center began to work in this institution as an English adjunct teacher in 2007, and he was the main promoter of the need of setting up a Language Center. Once the Language Center was set up at the end of 2010, he was

appointed as coordinator of it. He was in charge of formulating the institutional policy of bilingualism (IPB) in articulation with the Vice chancellor's Office for Academic Affairs, as well as establishing administrative and academic guidelines for the Language Center. He has a bachelor degree in Business Administration, and has studied English since his childhood in a traditional institution of the city. Before his position as a coordinator in the setting, he had worked as an English teacher for 5 years in various institutions in the city. In April 2012, he resigned to his position as coordinator since he began to work in a different area in other place. Although he is not currently working in the institution, he accepted to participate in this study.

The current coordinator of the Language Center began to work in the setting in May 2012, after the former coordinator's resignation. He is in charge of the administrative and academic tasks in the Language Center. He has a bachelor degree in Foreign Language Teaching and a 20-year experience in the field of English teaching, and about 6 years in administrative positions at language centers.

The nine teachers who participated in this study constituted the teaching staff of the institution's Language Center in the second semester of 2013. Three of these teachers are female and six are male. All of them work as adjunct teachers, in different higher education institutions in the city. Regarding their academic training, four of them finished graduate studies of one year-specialization, one is currently studying a Master's program, and the other four teachers have a bachelor's degree. Six out of nine teachers have degrees on language teaching, or related studies, the other three have bachelor degrees in different areas, and they have acquired English competences through language studies abroad.

As for their working experience in the institution, two out of the nine teachers have been working for fifteen and six years respectively, even before the Language Center

setting up. Four teachers began working there in 2011, and the other three began working in the first semester of 2013. All of them teach different English courses, and their contracts last just the time of the courses assigned.

Seventy-one students of the Language Center participated in the answering of the survey. They attended the English courses of the last two-month period of 2013. This period of the year is usually the one with the most students taking English courses because they are on vacation, and consequently, they have more time to study English. Fifty-nine out of the seventy-one students were female, and twelve were male. Regarding their age, 35% of them were between 16 and 20 years old, 52% between 21 and 25 years old, 7% between 26 and 30 years old, and 6% were over 31 years old. All these students belonged to the bachelor degree program of Dentistry and they were studying English as an academic requirement established by the institutional policy of bilingualism (IPB). The participant students belonged only to the Dentistry School because this academic program was the first and the only one in appropriating the IPB in the branch of Medellin by December 2013.

Methods

Considering that this study aimed at understanding the contemporary phenomenon of NPB appropriation in a specific setting, I decided to carry out a single case study, framed in the qualitative paradigm. Case study designs are used when the researcher intends to understand a specific phenomenon within a real context, based on questions as “how” or “why” (Yin, 2009, pp. 2-4). Additionally, case study includes several advantages that enrich studies such as the possibility to reveal realities; the contextualization of the subject of research; the holistic approach to the object, and a focus on relations and interactions (Álvarez & San Fabián, 2012, p. 4-5).

Data Collection

For this study, I collected data from three different sources: documentary analysis, interviews, and surveys. Data collection began in July 2013, with the compilation of the institution’s official documents that contain the institutional identity and those that enact the institutional policy of bilingualism. This process continued from September to December 2013 with the interviews to the teachers and the coordinator of the Language Center, followed by the conduction of surveys to students in December 2013, and finished in January 2014 with the survey conducted to teachers.

Before data collection, I designed consent form document, which is included in the appendixes of this work. In this consent form, I included information about the researcher and the study, the approximate time of the interview or survey’s duration, the no-reward and voluntary nature of the activity, the participant’s right to avoid answering any question

and her/his possibility of withdrawal at any moment. Additionally, this form clearly stated the guarantee of using the collected information only for the study as well as the protection of the participant's identity. Before carrying out each interview and survey, I handed in two copies of the consent form to each participant, one of the copies for the participant and the other for me. All participants read this form and signed it prior to their participation.

Documentary Analysis

I analyzed the official documents that enact the Institutional Policy of Bilingualism (IPB), the Institutional Educational Project (IEP) and some other documents related to the IPB described below in this section. By analyzing these documents, I aimed at knowing the institutional trajectory to approach NPB, the guidelines and practices to foster bilingualism as well as getting awareness of the institutional identity and dynamics. With the authorization from the Vice chancellor's Office of Academic Affairs, I had access to the Board of Trustees' Agreements and Resolutions that contain the institutional decisions on foreign language. In the same way, I could analyze the Language Center's statistical report of the students' compliance with English requirement by November 2013, and ten students' updating agreements, a written document in which a student certifies that he/she knows the IPB and engages him/herself to become current with the English requirement within a specific period. Finally, in the web site of the institution, I could also find the Institutional Educational Project (PEI), the English courses' guidelines (cost, levels, didactic resources, methodology, and schedules), and the general information of the academic programs offered by the institution and their curricular plans.

Through the documentary analysis, I effectively gained knowledge about the policymaking process. In this way, from the official agreements and resolutions, I knew

about the institutional rationale for bilingualism, the regulations and practices to appropriate NPB. From the IEP, I got awareness about the institutional identity, its origins and present situation, and about the pedagogical model. From the statistics of students' compliance, and the updating agreements, I could get information about the achievement goals of bilingualism, and the way in which the institution deals with the noncompliance of the English requisite. Finally, from the information posted in the web site, I could obtain important information about the number and type of English courses required in the curricular plans of each academic program, and the academic and administrative guidelines of the Language center for the English courses.

Interviews

I interviewed six people related to the Institution's Language Center: the former coordinator, the current coordinator, and four English teachers. I performed individual, semi-structured interviews, which contained open-ended questions about the topic of study; the interview protocols are also available in the appendixes of this work. The open-ended questions allowed the participants to approach certain topics in detail.

The type of information collected in the interviews varied according to the role of the interviewee. From the interview addressed to the former coordinator, I obtained information about the IPB formulation and about the initial practices carried out by the institution to set in motion the NPB 2004-2019, as well as their impact on the institutional community, according to his perception. The objective with the interview to the current coordinator was to know the actual practices to appropriate policy fostered by the administrative spheres, as well as the present concerns and strengths of the policy process.

From the interviews addressed to teachers, I gained knowledge of their perception about the IPB and its impact in the classroom, their perception about the NPB 2004-2019, and the main favorable and unfavorable factors in the appropriation process.

Surveys

I conducted two surveys, one of them addressed to students, and the other one to teachers. The main purpose of the surveys was to gain knowledge about the students and teachers' perceptions on the NPB and IPB, and the main influencing conditions in the policy appropriation. I designed the protocols in a word processor, and then I passed them into the tool of Google docs to create electronic surveys, these protocols are available in the appendix section. Although with some slight differences in wording, both surveys include open-ended and close-ended questions that address the following topics: ethnographic information, perceptions about the national and institutional policies of bilingualism, their practices to appropriate IPB, and the influencing factors in the process. Through these surveys, I could also triangulate data obtained from the documentary analysis and the interviews.

I conducted the surveys to students in November and December of 2013. This survey was distributed into five sections: 1. Ethnographic information of the participant, 2. Perceptions about the NPB 2004-2019 and about the IPB, 3. Student's practices to appropriate IPB, 4. Challenges in the appropriation process, 5. Strengths in the appropriation process. With the corresponding authorization, I visited seven English classes that were available in that period. In my visits to each class, I explained the purpose of the study, and handed in the consent forms. Seventy-one of the students who were attending the English classes, accepted to participate answering the survey.

Regarding the surveys addressed to teachers, I conducted them in January 2014. Before sending the electronic surveys to the teachers, I informed them about the type of study, the purpose of the survey, and I handed in the consent forms. Five out of the nine Language Center's teachers participated answering the survey, and the other four participated in the interviews. This survey contained four sections: 1. Participant's ethnographic information, 2. Perceptions about the NPB 2004-2019 and about the IPB, 3. Teachers' practices to appropriate IPB, 4. Factors that have influenced the policy appropriation.

Data Analysis

I analyzed data following an inductive approach, considering that this approach aims at summarizing the vast amount of raw qualitative data into a coherent structure, and identifying clear connections between the findings coming from the collected data and the research question (Thomas, 2006, 237-238). First, I carefully read and classified data. From the documentary analysis, I selected five official agreements that enact the IPB, the IEP, the statistics of the students' compliance with the English requirement by November 2013, and ten samples of students' updating agreements. Some of these documents were uploaded to the software NVivo 10 with the purpose of doing a software-assisted coding, and others like the statistics and updating agreements were analyzed manually. Next, I transcribed the interviews and uploaded them to N-Vivo Software. After several systematic and careful readings of data from all the sources, looking for key ideas and themes, I began the coding process and established some categories. I also fed these categories with the data obtained from the surveys, which I analyzed manually from a synthesis generated automatically by the software of Google docs.

Subsequently, I revised the initial coding, identifying some overlapping categories, which I regrouped and reduced, taking into account that grouping the data into categories implies a type of sorting and cutting (Taylor-Powell & Renner, 2003, p. 7). Then, I did a systematic and iterative reading of the categories emerged as a revising exercise, and it was very helpful to elaborate a definite system of categories. When I had the categories defined, I established the relations and connections among them, creating some subcategories, considering that when data is classified and categories are fixed, it is necessary to reflect about how they match and relate (Taylor-Powell & Renner, 2003, p. 8). Finally, I selected and translated the specific data to include in the findings section of this work.

After the inductive analysis of data, I defined four main categories that account for the most relevant issues of the appropriation phenomenon. The first category, *Institutional will to make policy*, includes a summary of the institution disposition to formulate the IPB. The second category, *Institutional practices*, comprises the evidence of the diverse practices carried out by the institution to appropriate the NPB, and encloses two subcategories: the Language Center setting up and Allocation of resources. The third category, *Constraints arisen in the NPB appropriation*, includes two main subcategories: disarticulation in the policy process, and student's limitations. The fourth category, *Responses to IPB*, contains the teachers and students' reactions to the IPB, and presents the patterns of students' non-compliance and the flexibilization of the norm by the institution. In the next section, findings, I refer to these categories and its corresponding subcategories.

Findings

Findings evidenced that the Institution has had the will to make policy, and has carried out important practices to appropriate the NPB such as the IPB formulation, the setting up of the Language Center, and the allocation of resources for bilingualism. However, the constraints arisen in the appropriation process such as the disarticulation among the policy agents and the students' limitations have led to some specific reactions to the IPB. Those reactions involves the teachers and students' claim for the inclusion of English in the curricular plan instead of being just a requirement, and the occurrence of two patterns in the process: a significant number of students' noncompliance on time with the English requirement, and flexibilization of the norm by the institution. In the following paragraphs, I present the way these facts have taken place.

Institutional will to make policy

The documentary analysis evidenced that since 1993, the Continental University Institution of Medellin has promoted foreign language policies; nevertheless, in 2009 the Institution began to appropriate the NPB as such. With the purpose of improving the foreign language teaching processes and following the policy of bilingualism of the National Ministry of Education, the institution began to reflect about its practices regarding bilingualism, and carried out a policy reformulation process led by the Vice President for Academic Affairs and the English Department. For this purpose, they analyzed the guidelines of the NPB 2004-2019 as well as how other institutions in the city were incorporating this policy. After this analysis and taking into account the institutional

dynamics, the Vice President for Academic Affairs and the Coordinator of the English Department reformulated the Institutional Policy of Bilingualism by issuing several norms and regulations since the year 2009. The next paragraph presents a summary of the most relevant official documents that enact this institutional policy.

After the documentary analysis, I identified five official documents that enact the new Institutional Policy of Bilingualism. The first document is the Agreement of the Board of Trustees 013, of December 2009; through this norm, the institution establishes the English requirement for the students of all the bachelor's degree programs. Students have to certify, a basic level of English (A2) according to the CEFR, to continue the fifth semester of their academic program, and an intermediate level (B1) to enroll the ninth semester. The students can meet this requirement by means of an international examination, getting the corresponding certification according to the required score, or taking the corresponding English courses in the Institution's Language Center. In case the students select the second option, they certify the level attending and approving the English courses in the institution without taking international exams. The institution stipulates the cost of these courses apart from the academic program's regular fees.

The second official document is the Agreement of the Board of Trustees 001 of January 2010. This norm modifies the previous Agreement (013 of December 2009) and determines that the English proficiency level as a requirement will not be a requisite any more for all the undergraduate programs, as stipulated before, but only in the programs of Dentistry in Medellin headquarters, and Medicine in the second branch. Additionally, this Agreement establishes that the adoption of the IPB by each academic program is gradual according to the programs' needs, and the IPB adoption in each program must be officially enacted through a President's Resolution.

The third and fourth documents are the President's Resolutions 001 and 004 of January 2010, by means of which the academic programs of Dentistry and Medicine adopt the IPB and modify the moment to certify the level B1 as a requirement for the degree. Finally, the fifth official document that enacts the IPB is the Agreement of the Board of Trustees 020 of December 2010. This norm ratifies the acceptance of IPB as a strategy for competitiveness, announces the creation of the Language Center and the acquisition of interactive software for English learning, and fosters the adoption of the IPB by all the academic programs with the support of the Language Center.

The disposition of the institution to reformulate its former guidelines in bilingualism, by means of the above-mentioned norms and its willingness to foster bilingualism reflect the institutional will to make policy. Through the IPB, the institution began to change the traditional way in which it approached bilingualism that consisted of the inclusion of few English courses in the bachelor degree programs, ran by the English department, but administrated by the dean of each academic program. In the next section, I present the institutional practices carried out to materialize IPB.

Institutional Practices

Consistent with the previous written policies to appropriate the NPB 2004-2019, the institution has carried out diverse practices. For instance, the Institution allocated resources for infrastructure, technology, and transcended of having an English department to create its own Language Center as a unit in charge of establishing academic and administrative guidelines for English teaching and learning. The Language Center adopted the CEFR's standards and distributed the levels from A1 to B1 into nine English courses to offer in the institution. It also established the usage of new technologies for language teaching and

learning, and determined the certification exams accepted in the institution such as TOIEC, TOEFL, MET, IELTS, and University of Cambridge's exams. The following paragraphs detail these practices.

The setting up of the institution's Language Center.

The institution established its own Language Center during the first semester of 2011, with the purpose of having a unit that supports the foreign language teaching processes, and having a leader to set in motion the IPB in all the bachelor's degree programs. Before the Language Center setting up, the institution had an English Department managed by a part-time teacher who was in charge of coordinating the academic work with the adjunct English teachers who worked for the institution at that time. Currently, the Language Center has a full time coordinator, a part-time administrative assistant, and nine adjunct teachers. According to the organizational structure, the Language Center belongs to the Department of Extension, which in turn belongs to the Vice-President Office for Academic Affairs.

The Language Center coordinator has been in charge of diverse academic and administrative duties. Those duties include teaching some English classes, design strategies for disseminating the IPB information, fostering the IPB in all the academic programs, updating the English syllabus, programming the English courses, contacting the adjunct English teachers when required, preparing teachers' meetings and training, attending to institutional meetings, and designing the institution's placement tests.

Aiming at improving the quality of the FL teaching processes, the Language Center and the Vice President's Office for Academic Affairs established specific academic and administrative guidelines for the English courses. Accordingly, they stipulated that the

minimum number of students per class would be 12, and the maximum would be 18, the methodological approach would be communicative with 32 face-to-face training hours per course, and the contents were aligned with the CEFR.

The creation of the Language Center was a decisive step that the institution took towards bilingualism. Beyond having will to formulate policy, it is fundamental to undertake actions to facilitate policy appropriation, and in this case, the institution made an important effort to lead the bilingualism policy process. Additionally to the Language Center setting up, the institution invested resources in different issues related to bilingualism as I detail in the next paragraphs.

Allocation of resources for bilingualism.

Data obtained through documents, interviews, and surveys revealed that another important institutional practice was the allocation of resources to facilitate bilingualism. The investment from 2011 to 2013 comprises the purchase of an interactive software for foreign language learning, the language laboratory construction, the equipment of the classrooms with the necessary appliances, and the offer of free English courses to teachers and employees with the purpose of improving the English level of the faculty and the administrative staff.

Purchase of a language learning software.

Data showed that in 2011 and 2012, the Institution invested approximately 50 million Colombian pesos (COP) in the purchase of a software. This software, whose name I omitted for legal considerations, consisted of an interactive platform online for foreign language learning that developed the four skills through a large quantity of exercises. It includes colorful videos, readings, conversations, voice recognition, and real images.

Students could access to this platform through individual licenses that ran for three months, the time of a regular English course in the Language Center. Therefore, each student received a license at the beginning of the English course, in order to complement the face-to-face classes with autonomous work on the online platform. The students could access the platform from any place and practice by doing numerous activities of listening, speaking, reading and writing, which had been adapted to the institution' needs. The former coordinator of the Language Center described the software in the following terms:

We innovated with the platform. I think it was very interesting. We were pioneering, the platform was adapted to the needs we had at that time, and I think it was very valuable. A technological tool is not the objective but it is a means, which will not replace the teachers' quality. (Interview, former coordinator of the Language Center, September 16, 2013)

In spite of the innovative advantages of the software, the students of the Language Center underused the individual licenses. During meetings, the teachers complained because students did not do the autonomous work with the platform. To this respect, students argued lack of time to practice English extra-class, and some software technical failures. The coordinator of the Language Center, and the English teachers revised and evaluated this didactic resource, and determined that there was actually a technical failure in the software's voice recognition. Nevertheless, the main problems were the difficulty to relate effectively the software's contents with the English syllabus, and the exclusive extra-class work with this tool. In the second semester of 2013, the institution replaced the software with other didactic resource such as a student book, a DVD, and a CD-ROM, which includes a four-skill program and uses current and varied topics, colorful pictures and videos with real people, places, and language.

Infrastructure investment.

The institution also allocated resources in infrastructure for bilingualism. In order to offer the appropriate facilities for the use of new technologies in language teaching and learning, the institution built a language laboratory equipped with 16 modern computers, a central screen, and a sound system. This space for language teaching and learning gave relevance of the Language Center and became an evidence of the importance that bilingualism was acquiring in the institution. According to the former coordinator of the Language Center:

In relation to the resources, there was willingness from the Institution's President and the Academic Vice-chancellor, after all. For instance, with the construction of the language laboratory, we were gaining recognition. In these projects, we cannot stop to ask permission, we have to go ahead and start to show needs and results. After a few months, we witnessed the transformation of a Language Department into a Language Center, which already had a corporate image and its own language laboratory, which -I think- was the most modern in terms of computers, flat screen TVs, so on. (Interview, former coordinator of the Language Center, Sept. 16, 2013)

In addition to the laboratory construction, the institution equipped the classrooms with modern T.V sets, and computers with internet connection. The interviewed teachers coincided in manifesting that the availability of resources had been an advantage in the IPB appropriation. To this regard, a teacher expressed:

Well, in general, there are good resources in the classroom, we have a computer with internet access, and there is a screen, it is actually a plasma TV, with very good sound. Therefore, the tools within the classroom are very good.... Regarding the resources, we have no problem. (Interview, teacher 2, Oct. 2, 2013)

The setting up of the Language Center and the allocation of resources represent a decisive institutional effort to support bilingualism. Nevertheless, data also revealed some constraints that emerged with the NPB appropriation. I detail them in the following segment.

Constraints arisen in the NPB appropriation

Data revealed some constraints arisen during the appropriation process that have affected the achievement of the English levels required by the IPB, as well as the welfare of teachers and students. I classified these concerns in two categories: disarticulation among policy agents and students' limitations. The following paragraphs provide details about these concerns.

Disarticulation among the policy agents.

Three main issues reflect certain lack of teamwork and consensus among policy agents. These issues are the overlapping schedule of the English courses, some disinformation about the IPB by teachers and students, and the disharmonization of IPB in the academic programs of the institution. I identified these constraints from the saturation found in the data collected.

Overlapping schedule of the English courses.

The surveys conducted to students, and the interviews to the former and current coordinators revealed that one of the main difficulties in the IPB appropriation has been the overlapping of the English courses' schedules with the courses of the academic program. There has not been a consensus between the Language Center and the School of Dentistry to establish a specific time slot for the English courses. To this regard, the current coordinator manifested that the Language Center has not received enough support from the administrative staff of the academic program, he stated:

Other difficulty we have had is the lack of a time slot for the students to study English, and that we do not count on an active participation of the Schools. They [the academic programs' administrators] are not yet aware of the need of this policy of bilingualism and about the responsibility that they have with teachers and students. (Interview, current coordinator of the Language Center, Dec. 5, 2013)

The overlapping problem first appeared in 2011; however, it is still present. The former coordinator manifested that this problem first arose when the Language Center began to offer the English courses in 2011. According to him, he programmed the English courses' schedules based on the general schedule of the school of Dentistry; nevertheless, this did not work, since there were six cohorts of students taking diverse courses of the academic program, and classified in different English levels. He argued that the new guidelines generated certain bad feelings among the policy agents that impeded to establish an agreement for a timeframe for English, he manifested:

Then, when we achieved the Language Center setting up, with a level of importance almost at the level of a school, so it began to generate certain discomfort. It was difficult to tell to a dean, who has been teaching in the same way for twenty years and that has not considered English as relevant, that now English is very important.... Therefore, it was problematic to get a time slot for English courses, and to gain the recognition of English as an important subject within the academic programs' curricular plans. (Interview, former coordinator of the Language Center, Sept. 16, 2013)

The overlapping schedule of the English courses hinders the achievement of the required English level, in fact, many students referred to it as a one of the main difficulties they have faced in the appropriation process. The category students' limitations of this section contains the students' views in this respect.

Disinformation about the IPB.

Although the participant teachers demonstrated to be well informed about the NPB, most of them showed to have just superficial information about the IPB. When I asked them about the IPB, they referred mainly to the institutional resources, and the didactic tools, but not all of them were fully aware of the current regulations on bilingualism, neither about the requirements for the students in terms of standards according to each program. Here, there is a professor's comment to this respect:

The truth is that I have just realized in this interview that the institution had changed the requirement to B1. Nevertheless, many students can reach the B2 level, and hopefully many of them will reach B2 (...) if the institution after its analysis, decided to require only a B1 from students, I respect that. (Interview, teacher 2, Oct. 2, 2013)

The lack of a deep knowledge about the IPB among teachers has affected the policy process, since the teachers are the mediators between policy and practice in the classrooms and they are an important source of information for students. In fact, there were no evidence of a defined communication strategy to raise awareness about the English requirements and about the institutional rationale for bilingualism among teachers.

I also found disinformation about the IPB among students. When I began to conduct the surveys to students, most of them manifested that they did not know about the IPB, neither about the NPB, so that they did not have enough information to answer the survey. Although those students did not recognize the policy by the name *Institutional Policy of Bilingualism*, they were actually living the policy's impact. In fact, they were taking the English courses established by the IPB. Taking into account that their experiences and opinions were very valuable for this study, I decided to include a short explanation of both policies in the surveys, so that students could associate their actual experiences with the

terms NPB and IPB, terms almost unknown to students, who recognized the IPB as the English Requirement.

Some students also answered in the survey that their lack of information has been one of the main problems in the IPB appropriation. There are various comments to this regard, for instance, “To tell the truth, I have just heard about this policy in this moment” (Survey, student 36, Dec. 2013), “Policy is well designed, but there is a lack of dissemination of the information by the institution” (Survey, student 64, Dec. 2013). Moreover, a student emphasized on the need that the institution provides IPB information opportunely as we can realize in the following statement:

The policy makes sense, but I do not agree the way they [the institution’s administrators] have done things. I felt obligated to do the English levels because on the contrary, I cannot continue studying my academic program. I think that the institution should inform about the requirements from the beginning. (Survey, student 58, Dec. 2013)

In the same way, one of the interviewed teachers also referred to the students’ lack of awareness about the policies of bilingualism, and highlighted the relevance of informing them, he states:

First, the students do not know about the topic, for instance, about the CEFR. Therefore, I explain it in the first class, here and at other universities. I explain students what A1, A2 means; what a competence is (...). They are not informed, they have no information. For this, I think that it is quite relevant to provide them with some information and let them know what the goals are. (Interview, teacher 4, Oct. 10, 2013)

The previous comment ratifies that the students in the setting usually do not know the policies of bilingualism set in motion, and evidences the need for an institutional communication strategy that disseminates information to all the policy agents, from the administrator to teachers and students.

Disharmonization of the IPB among the institution's academic programs.

Just few programs have appropriated the IPB, and the others have different guidelines on bilingualism. In 2013, more than three years after the IPB formulation, only two out of ten bachelor degree programs have appropriated the IPB as the curricular plans and the official agreements and resolutions revealed. The other eight academic programs still have their initial language policies and deal with English teaching and learning from different perspectives. Some of the academic programs include English in the curricular plan, others do not, and the number of English levels offered differs from program to program. For instance, while the Business Administration program does not include English courses, the Respiratory Therapy program includes two English courses of 30 hours each course, and the Law program includes 10 English courses of 30 hours each one. Table 1 presents information about the number of English levels required in each academic program and its number of hours of face-to-face instruction.

The IPB does not establish specific guidelines neither for the graduate programs nor for the associate degrees offered by the institution. Accordingly, the one-year graduate programs (especializaciones) do not include any English course in their curricula neither have a specific foreign language requisite. On the other hand, the five associate degree programs include some English courses in their curricular plans, in a dissimilar way in terms of number of levels, instruction hours, and methodology. Table 2 provides information about the English offer in the associate degree programs.

Table 1. *Number of English levels and training hours per bachelor degree program*

Undergraduate Program (Bachelor's degree programs)	No. of levels required	No. of face-to-face hours per level	Are English courses included in the program's curricular plan?
Respiratory Therapy	2	30	Yes
Law	10	30	Yes
Marketing and Advertising	4	60	Yes
Hospitality and Tourism	9	60	Yes
		30 (the last 3 levels)	
Business Administration	2	30	Yes
International Business	9	60	Yes
		30 (the last 3 levels)	
Administrative Engineering	<p>These academic programs do not include English in their curricular plan, but the institution's administrators have stipulated to adopt the requirements conceived by the IPB for the students who begin in 2014. That is, English is not included in the program's curricular plan, but there is a Foreign Language requirement: A2 level to continue with the fifth semester, and B1 level to obtain the degree.</p>		
Veterinary			
Medicine			
Dentistry			

Table 2. *Number of English levels and training hours per associate degree program*

Associate degree program	No. of levels required	No. hours per level	Are English courses included in the program's curricular plan?
Dental Prosthesis Laboratory	2	30	Yes
Financial and Administrative Management	2	30	Yes
Marketing and Advertising Management	4	60	Yes
International Business Management	5	60	Yes
Agriculture and Livestock Management	0	0	No

Although the Agreement 020 of December 2010 established that all the bachelor's degree programs should gradually adopt the IPB, in December 2013 the majority of them had not adopted it, and conserved different guidelines for foreign language teaching. In this way, the IPB disharmonization evidences a lack of articulation of the academic programs to the IPB. To this respect, the current coordinator argued:

As I said before, the work of the Language Center with respect to the policy of bilingualism has been rather isolated. It does not mean that we have not wanted to involve schools, but it is because they have not internalized yet the need and the responsibility they should assume towards the policy of bilingualism. (Interview, current coordinator of the Language Center, Dec. 5, 2013)

The above-presented constraints clearly evidence a lack of articulation among the policy agents, which hinders the achievement of the goals and generates discomfort among the institutional community. In this sense, it is a challenge for the institution to design communication strategies to disseminate and promote the IPB as well as a plan of action that involves the agents in the appropriation. In addition to the already presented concerns, data also indicated three main students' limitations as I explain in the next segment.

Students' limitations.

From the documentary analysis and the surveys, I identified three main students' limitations that have influenced the appropriation process: economic limitations, time constraints, and students' low English proficiency when they finish high school. I identified those limitations taking into account the saturation found in the collected data. The following paragraphs detail each one of the three limitations.

Economic limitations.

The survey administered to the students showed that the cost of the English courses is one of the main students' limitations in the IPB appropriation. With the purpose of acquiring the required English level, most of students take the English courses in the Institution's Language Center, as they do not feel prepared to present an international exam that is the other option to certify their English level. Nevertheless, in an open-ended question about the main inconveniences in the appropriation process, many students answered that it was difficult for them to pay the cost of the course apart from their semester tuition fee. In 2013, each English course cost 225,000 COP, equivalent to 113 USD approximately. These are two of the several comments about this matter, "It is important to consider the students' economic resources. This [English requirement] is imposed by institutions, and in some cases students cannot fulfill such requirement because of the lack of money" (Survey, student 46, Dec. 2013), "Policy is acceptable and important, but the only thing I disagree is that we have to pay English courses apart. English is very important for our professional performance and it should be included in the curricular plan" (Survey, student 21, Dec. 2013).

This economic constrain can be associated with the predominant socioeconomic stratum of the students involved in the NPB appropriation. The socioeconomic stratum is a categorization used in Colombia to classify houses and neighborhoods where people live. This classification goes from one (1) to six (6), being the stratum 1 the areas where people with fewer economic resources live, and the stratum 6 the zones of the richest people. The institutional database reported that the predominant stratum of the students of Dentistry program is three, what coincides with the predominant socioeconomic stratum of the surveyed students. Table 3 shows the socioeconomic stratum of the students who have

enrolled in the program of Dentistry, from the semester 01, 2009 to the semester 01, 2014 according to the database of the institution's Office of Registry and Academic Control.

Table 3. *Socioeconomic stratum of the students enrolled in the academic program of Dentistry from 2009-01 to 2014-01*

Stratum	# Students	Percentage
1	42	3.94%
2	290	27.18%
3	474	44.42%
4	173	16.21%
5	78	7.31%
6	10	0.94%

According to the CONPES, National Conceal of Economic and Social Policies, (2005) the socioeconomic stratum 3 is located in a low-medium level. People in this stratum still belong to the group of people with fewer resources (strata 1, 2, and 3); in fact, they have access to some government's subsidies in the utilities bill. In the national newspaper El Tiempo, Sánchez (2007) describes stratum 3 people in the following terms "people who have to live every day facing sacrifices, doing the math, cutting the budget, and asking for loans (...) and with the hope that future will be better, but for their children". After the analysis of what the stratum 3 means in Colombia, it is understandable that for most of the Dentistry students' population, the economic factor becomes a difficulty to appropriate the IPB.

The students' economic difficulty to pay the English courses is also reflected in the classroom. Some surveyed teachers manifested that one of the problems they face in class is dealing with the students' inconformity respect to the extracurricular way in which the

institution offers English. One of these teachers highlighted that some students feel themselves deceived because they have to pay apart the English course, she manifests:

I consider as a difficulty that students believe that English is a less important subject, or the fact that they have to pay English courses apart as in the program of Dentistry. This makes that students arrive biased to the English class. (Survey, teacher No. 5, January 16, 2014)

I could also observe the discomfort feeling among the participant students before the fact of having to pay the English courses apart during the survey conduction. In my visits to the classes, some students stated, with their classmates' assent, that their families had to make enough efforts to pay the semester tuition fees, the dentistry equipment required, and the daily expenses that a student has, and that the English courses implied an extra charge. This feeling obviously biases the students, affecting the learning process.

Time Constraints.

In the survey, many students manifested that a significant limitation they have to face in the IPB appropriation is the lack of time to study English due to the heavy academic load of the program. During the regular semester, dentistry students have to take from 8 to 10 courses in average, which implies a heavy academic load, reducing the time to take the English courses and to practice English through extra-class activities. These are two of the several students' comments about this topic, "It is interesting that they [institution's authorities] want to create the need of English, but we do not have enough time to study it, because the academic program's schedule is very tight" (Survey, student 19, Dec. 2013). "Time does not favor us, considering that the program's courses require a lot of dedication" (Survey, student 19, Dec. 2013).

The overlapping schedule of the English courses, issue that I presented in the previous segment of constraints, also contributes to the students' time constrains. In the

survey, many students manifested that the problem with time is not only associated to the great dedication that the Dentistry program demands, but also to the overlapping of the English courses. Some of the student's comments about this matter are: "They [the institution's authorities] do not offer suitable schedules to attend the English courses, which brings us delays. In this sense, they do not cooperate with the courses realization" (Survey, student 24, Dec. 2013). Another student also manifested:

I can have the best intentions to practice English, do homework, and attend to the classes programmed by the university, but English courses overlap with the curricular plan's courses, and these are so demanding that we do not have the time required to study English. (Survey, student 70, Dec. 2013)

The lack of time during the regular semester finally makes students to take English courses on vacation in an intensive modality. Those vacation courses usually last two weeks, with classes of approximately 3 or 4 hours a day. The survey showed that students do not feel comfortable studying English in their vacation period. Here, there is one of the students' comments about this issue:

Time is too scarce and here there is an imposition [of English] in a bad way, very threatening. In order to enroll and continue with the academic semesters of the program, we have to do vacation courses in such a hurry that there is no time for vacation. (Survey, student 43, Dec. 2013)

To this regard, most of the participant professors suggested that studying English only on vacation periods affects students' foreign language learning. They have noticed that the lack of continuity and the rush of the vacation courses do not help students to reach the IPB's goals. Taking into account that language learning requires constancy and time, vacation courses taken every six months are not convenient. Here, I include one of the teachers' statements:

They [students] are taking vacation courses that last about 15 days, and during the 6 previous months they did not study English; so when they arrive to the vacation course, it is necessary to start from scratch. Therefore, each vacation course is almost starting from the first level, and this does not favor the institution, the students, and neither the program of bilingualism. (Interview, teacher 2, Oct. 2, 2013)

Low English level of students from high school.

Other students' limitation is their low English level when they finish high school. In the surveys, most of the students manifested that they had not reach even a basic English level when they finished their secondary studies. In their answers, they expressed that there are serious academic failures in the English teaching processes in high schools that have led them to finish without the competences required in superior education. This student's comment illustrates the issue: "It [his main problem to appropriate IPB] is to begin from level A1 at university because I did not obtain the necessary knowledge at school, there I learned almost nothing" (Survey, student 4, Dec. 2013). Moreover, a student highlighted the difference in the quality of English teaching among the type of high schools as she stated, "They [NPB and IPB] are demanding a lot. Not all people have the opportunity to go to good schools or private schools. There are also people from rural schools where English teaching is very poor" (Survey, student 49, Dec. 2013).

Besides the students' recognition of the lack of a solid basis in foreign language teaching and learning in high school, the interviewed coordinator and the teachers also referred to this failure of the educational system. For instance, the coordinator referred to the students' level when they begin superior education, in these terms: "In my years of experience as a teacher and as a coordinator in several universities, and public and private institutions, I have noticed that students arrive with a very low level" (Interview, current

coordinator of the Language Center, Dec. 5, 2013). In this sense, students and teachers' feelings about the low level in English offered in basic education indicate the need for strengthening bilingualism since the initial stages of education, as a participant teacher states:

I have also taught some pre-icfes courses in public schools in some neighborhoods of Medellín, and I realized that students' English level is poor and that there is a cultural gap, and a big blindness regarding to language. Therefore, it is not enough to say we are doing workshops and so on, I think it is necessary a cultural change and it is necessary to begin from primary education. (Interview, teacher 3, Oct. 7, 2013)

Students' low English level from high school is a situation evidenced also at a national level. Official statistics report that only 2% of the students who finish high school obtain the B1 level required by NPB, and 92% of students who finish high school and are able to continue higher education is ranked in A1 or lower levels (Usma, Quinchía, & Rodas, 2013). If the students' English level is poor when they finish their basic studies, therefore in superior education it will be difficult for them to reach the language competences required by the NPB, in this way, this situation turns into a serious national problem. After the description of the main constraints in the appropriation process, I present the responses to the IPB in the next segment of the findings.

Reactions to the Institutional Policy of Bilingualism

Data from the surveys and interviews revealed that the reactions to the IPB are fundamentally manifested through the students and teachers' claim for the inclusion of English in the curricular plan, as well as through the patterns of non-compliance and flexibilization as the following paragraphs describe.

Students and teachers' claim for the inclusion of English in the curricular plan.

Most of the students who participated in the survey consider that the IPB is pertinent in the sense that English is important in their specific area of knowledge; however, they do not agree with the establishment of English as a requirement instead of being a course within the curricular plan. Sixty-eight out of seventy-one students think that English is an important language for their professional life, and that learning it is fundamental in the training process. This is one of the several comments about this matter: "I think that English deserves more importance than even other courses that are included in the curricular plan" (Survey, student 51, Dec. 2013). In fact, the most reiterative suggestion by students in an open-ended question about how to improve bilingualism in the institution was the inclusion of English courses in the program's curricular plan as we can observe in the following student's answer:

The university should offer English through courses in an appropriate and extensive way. These courses should be included in the curricular plans of all academic programs. English should be a subject of the academic program, and not a requirement for the degree. (Survey, student 66, Dec. 2013)

Many students argued that the economic and time constraints arisen in the IPB appropriation would be mitigated if the institution includes English in the programs' curricular plans. As the institution teaches English through extension courses, students have to pay for them apart from the regular fee, and have to take them in extra time. However, if English courses were part of the academic program's curricular plan, they would not have an extra cost, and would be programmed in suitable schedules with the rest of the courses. The following students' comments refer to this issue:

I disagree with institutional policy, as it requires some English levels without including them in the program's curricular plan, so it is not fair to have the English prerequisite. It is also evident that there are students who do not have the economic resources to pay English courses to fulfill the prerequisite. (Survey, student 63, Dec. 2013)

I think that English should be included in the curricular plan and should be taught as other course of the program's curriculum because it is as important for the professional program as the other ones. It should not have an additional cost; I think it is already paid in the semester tuition fee. (Survey, student No. 52, Dec. 2013)

Besides the above-presented students' claims, teachers also emphasized on the inconveniences arisen when English is not included in the curricular plan. Those inconveniences comprise the students' underestimation of the English courses, the lack of continuity between the English courses as the students take them mainly on vacation periods, and the disconnection between English and the rest of the curriculum. To this regard, a teacher states:

For those [academic programs] that have English out of the curricular plan, I think it is complicated because the student decide to study English as the last option, and it becomes a game. Students do not consider English important if it is not within the program's curricular plan, they do not take English courses, or take them at the end, doing the courses in such accelerated way that even the professor is in a hurry to promote that boy. (Interview, teacher 1, Sept. 2, 2013)

Additionally, the four interviewed teachers emphasized on the need of introducing practices to foster bilingualism and interculturality in the institution. According to them, such practices involve the realization of English activities in the specific areas courses, the teaching courses of the academic program in foreign language, and the establishment of institutional bilingual programs such as the conversation club, the immersions, and the celebration of special dates, among others. Teachers recognize that this type of activities implicates time and effort, which is a complex situation for the Language Center does not have full time teachers who can devote time for these activities. A teacher manifested:

I think that there have been important efforts in the adoption of these policies. Nevertheless, I consider the institution should promote some aspects such as the establishment of English as a cross-curricular subject, the introduction of English activities, at least one, in the courses of the program and, optimistically, teaching a specific area course totally in English. The purpose is to encourage a real interaction that helps students to realize that English is related to their academic programs. (Interview, teacher 3, October 7, 2013)

The above-presented students and teachers' perceptions suggest that English should be included in the programs' curricular plan instead of being an extension course. In addition to these students and teachers' reactions before IPB, data also showed a non-compliance pattern and a flexibilization pattern as responses to the institutional policy. These patterns refer to the fact that many students were not complying with the FL requirement, and before this repetitive phenomenon, the institution has offered some amnesty periods several times. In the following paragraphs, I explain how these patterns have taken place.

Students' noncompliance pattern.

Data revealed that a significant number of the students of the Dentistry program were not able to certify the English level required in the IPB by November 2011. I could evidence this situation through the Agreement of the Board of Trustees 020 of November 2011, which conferred a transition period and a reduction of the number of levels for Dentistry students, cohorts 2009, 2010 and 2011. The transition period agreement was issued under the recommendation of the Vice President for Academic Affairs and the Language Center's Coordinator. They determined the need of a flexibilization in terms of time and hours of instruction, after analyzing the students' norm compliance. Accordingly, this new Agreement stipulated that the Dentistry students of the cohorts 2009, 2010, and 2011 could certify the level A2 to continue their studies in the 9th, 8th, and 6th semester

respectively, and the level B1 to obtain the degree. In the same way, this norm established the reduction of the number of levels from nine to eight for the students of the cohorts 2009, 2010, and 2011, who decided to take the courses instead of certifying English through international exams.

The noncompliance with the English requirement on time by a large number of students has been evident semester after semester since the establishment of the IPB. Although the administrators initially foresaw that the noncompliance in 2011 was an expectable situation because the IPB was just fitting in the institutional dynamics, the statistical report of the students' compliance by November 2013 presented in the table 4 indicated that this situation has been repetitive.

Table 4. *Dentistry students' compliance with the English requirement by Nov. 2013*

Number of students who need to certify English to enroll in the first academic period of 2014	522 (100%)
Students who fulfill the FL requirement	211 (40%)
Students who do not fulfill the FL requirement and have not signed an updating agreement	213 (52%)
Students who do not fulfill the FL requirement and have already signed an updating agreement	58
Students who were taking English courses to fulfill the FL requirement	40 (8%)

The Language Center elaborates the students' compliance report based on the information of the institution's software for academic registry and control. As the table 4 shows, by November 2013 the percentage of students who do not fulfill on time with the English level required is larger than the students who comply with it. This significant number of students who do not comply the IPB is probably the result of the constraints

arisen in the process. However, the percentage of the students who comply with it can be the recognition to the institutional efforts to appropriate NPB, which should not be overlooked, although they have not been enough.

The noncompliance has led the institution into an iterative flexibilization of the norm. If a student does not comply with the FL level required, he/she cannot enroll for the semester fifth, and has to stop the professional studies until the certification of the required English level. This situation can generate tension for both parties: for the institution, as the desertion would increase and for students as they would be obligated to disrupt their undergraduate studies. Therefore, both parties advocate for a type of policy negotiation as evidenced by data. In the next section, I explain how that negotiation that I called the flexibilization pattern appears in the appropriation process.

Flexibilization pattern.

Before the above-presented noncompliance pattern, the institution has made the norm flexible several times since 2011. The first time that the institution authorized the flexibilization of the norm was through the Agreement 020 of November 2011 as I detailed in the previous section. Nevertheless, the institution has repeatedly approved the norm flexibilization through the students' signature of individual updating agreements.

The students, who were restricted to continue their professional studies because of the English level noncompliance on time could ask for an extension of the date to reach the English level and, in this way, continue their professional studies. For this, students should go to the Language Center where the coordinator analyzed each case with the student's records, and established the number of the pending courses and the new date to comply with them. There exists a standard format designed for the updating agreements, which

each student has to sign committing him/herself to comply with the IPB in the new stipulated date. I could analyze ten updating agreements that were available in the Language Center. After the process there, the updating agreements go to each student's records folder in the central file of the Registry and Academic Control Office. Although the signature of the updating agreements is not an official policy, it has been becoming a common practice during last years.

In the next section, I discuss the findings in light of the theoretical framework, and of the national scenery of foreign language policy appropriation.

Discussion

In this discussion, I present three main insights derived from the analysis of the findings in the light of the theoretical framework and the national panorama in the field. These insights contribute to understand the NPB appropriation phenomenon in the Continental University Institution of Medellin, as well as to identify its normative perspective to approach bilingualism and to recognize the role of agency in policy appropriation. These insights are, *Interaction, divergence and negotiation: inherent conditions in the NPB Appropriation*, *The normative approach to bilingualism: the reflection of an increasing tendency*, and *The recognition of the agency role: the first step towards change*. In the following paragraphs, I explain each one of these understandings.

Interaction, divergence and negotiation: inherent conditions in the NPB Appropriation

The NPB appropriation in the Continental University Institution of Medellin has implied a complex confluence of social practices in which interaction, divergence, and negotiation have taken place. We should not label these practices as good or bad ones but as inherent elements in policy appropriation. In the following paragraphs, I present how interaction, divergence, and negotiation appeared in the NPB appropriation in the setting, and the implications for the field.

Interaction has taken place from the policy making process to each one of the practices carried out by agents such as teachers and students. The way in which agents interact is a key element in the policy process as it implies a concurrence of practices among actors. Although interaction can neither be controlled nor determined, it is

fundamental that institutions make agents aware of their role within the policy process. This awareness implies the opportune and wide dissemination of policies, and the programming of institutional actions to set policies in motion.

As findings revealed, the interaction among the policy agents in the setting reflected certain disarticulation. This situation is probably the result of two main factors: the lack of an institutional plan that involves the agents in appropriation, and the relegation of the IPB fostering to the Language Center. Accordingly, to design an institutional plan that comprises communication strategies and programmed actions that engages the policy actors is a fundamental step in the policy process. In the same way, the setting in motion of a policy of bilingualism should be an institutional supported by the academic programs' administrators and not a mission of the Language Center.

Other studies on language policy in the country have also revealed concerns in the interaction among policy agents, and poor strategies in policy dissemination. Accordingly, Picón, Usma, Restrepo, Gómez and Bedoya (2012) found a lack of support and coordination among the actors involved in the LF policy process for graduate students in the University of Antioquia, in Medellín. Likewise, Miranda and Echeverry (2011) evidenced a lack of proper communication means to inform, update and encourage all the community members to accept and adopt the language policy in some private schools in Cali (p. 90). In addition, Correa, Usma and Montoya (2014) stated that policy agents did not have enough information about NPB according to the findings of a study on the NPB implementation in education institutions of some rural municipalities of Antioquia (p. 101). Thus, it is recognized the importance of interaction among the policy agents, and the need of developing strategies to inform and involve the diverse agents to appropriate policy.

Divergence was also manifested in the setting. First, through the students and teachers' position against English established as a requisite instead of an integral element of the curricular plan, and second through the students' noncompliance pattern. Nevertheless, divergence is not a vagary position, but it is how agents perceive and appropriate policy according to their role and context. Accordingly, the constraints described in the findings constitute the contextual factors that have led to the divergence in the setting. This ratifies what Sánchez and Obando (2008) state about the non-achievement of the goals of bilingualism in Colombia, which is not due to teachers or students' disengagement, but it is the result of unfavorable socio-economic conditions, which do not provide a right environment for language learning.

Divergence is the voice of some agents revealing that policy does not fit the same in all contexts, and it does not mean that those agents do not appropriate policy in the right way. In fact, individuals do not appropriate policy in a right or wrong way, but in a way shaped by their context, background and interests (Levinson et. al, 2009, p. 779). In relation to this, Peláez and Roldan (2013) in a recent study on language policy appropriation in a town of Antioquia, found that actors appropriate language policy according to their different roles in the community (p. 37). In this sense, divergence is a natural condition in all policy processes as actors appropriate policies differently, and policymakers should regard it as a tool to identify challenges instead of an irreverent act to ignore.

Negotiation took place in many stages of the institutional appropriation assumed not only as an agreement between two parties, but also as a way of meaning making (Levinson et al., 2009, pp. 778-779). Accordingly, negotiation appeared when the institution interpreted and incorporated NPB into the institutional dynamics, when the institution

allocated resources for bilingualism, when it established all the administrative and academic guidelines for setting in motion the IPB, among other practices. However, the flexibilization pattern was the most interesting evidence of negotiation, not just because of the agreement between the two parties, but because the institution and the students made meaning of policy and confronted a situation that could affect them both. They had to consider looking for a solution through the updating agreements, which may not be the only option but is a choice anyway.

The flexibilization of the norm, depending on the perspective, could be a weakness. Nevertheless, this appropriation study conceives it as a way of negotiation inherent to the appropriation phenomenon. In fact, the institution's flexibilization of the norm is an unauthorized policy that although does not stick to any official regulation, is as valid as the official ones (Levinson et al., 2009, p. 768). This type of negotiation highlights the agency that institutions have to decide and act before education policies.

The normative approach to bilingualism: the reflection of an increasing tendency

There has been a normative approach to bilingualism in the NPB appropriation in the Continental University Institution of Medellin. Findings revealed this type of approach to bilingualism in diverse institutional practices. Some of these practices are the establishment of English as a requirement instead of a formative course, the disconnection between English and the curricular plans, as well as the lack of intercultural and strategic activities to foster and motivate students to learn. Unfortunately, the reduction of bilingualism to a norm does not favor students to reach the English levels established by policy, since it leads students into a rush to fulfill the requirement, disregarding the real learning objectives.

Beyond being a particularity of the setting, the normative approach to bilingualism reflects an increasing tendency in a significant number of higher education institutions in the country. Many higher education institutions are excluding English from the academic programs' curricular plans, establishing it as a requirement in certain moments of the undergraduate programs. This situation is evident when one reads their official policies of bilingualism available in the web sites. Similar to this research, other studies have found a normative approach. For instance, the FL and SL policy for the graduate students in a public university of Antioquia has a normative perspective to bilingualism (Picón et al., 2012), as well as it was established in the evaluation of the Program of Reading Comprehension in English in a public university in Colombia (Quinchía et al., 2012). The reduction of bilingualism to an English requirement transfers the responsibility to students, who have to certify a foreign language level that is granted neither in high school, nor in the higher education.

With the normative tendency, certification becomes a need and an economic charge for policy agents. Increasingly, students and teachers have to certify their English proficiency through international certification exams. Nevertheless, as Usma (2009) states, that certification is becoming a type of marketization of language in which large amounts of money finally go to private firms (pp. 136-137). In Colombia, there is a huge range of businesses dedicated to conduct diverse international exams and training courses for exams, which can even be fraudulent. A case that illustrates the complexity of the certification issue was reported in a regional newspaper, in which Valencia (2013) informed that 40 students of a university of Medellin presented fake English certifications to comply the English requirement to obtain their degrees in diverse areas of knowledge. In sum, the

certification issue suggests that bilingualism is a requirement to demonstrate in a paper but not in practice, as it is usually not included in the curricula of the academic programs.

The monolingual curricula of most academic programs in higher education in Colombia is the path towards the normative approach to bilingualism. The Colombian Ministry of Education and many education institutions have established goals for bilingualism, but have not developed the necessary strategies and adjustments to the monolingual curricular plans. To this regard, Fandiño, Bermúdez and Lugo (2012) argue that the curriculum pertinence is one of the main NPB challenges. This challenge involves a program design that guarantees the development of the communicative competence in the mother tongue as well as in the foreign language through methodological and didactic strategies, fostering intercultural activities (pp. 371). In relation to this matter, many participants of this study manifested that English teaching and learning should be associated to the curricula to guarantee its practice during the formative process, facilitating the achievement of good foreign language levels in students.

The recognition of the agency role in policy appropriation: the first step towards change

This study evidences the relevance of the university institution's agency in policy appropriation. It is through its agency that the institution established a level B1 of CEFR as the final requirement, instead of the B2 level proposed by the NPB, made flexible the dates to comply with English requirement, decided to set up its own Language Center, and, in general, decided to appropriate NPB in the way it has done. These facts confirm that although education policies limit individuals and institutions, they eventually have the opportunity to decide how to appropriate them through actual practices (Backman, 2009).

To this regard, a recent study carried out in a Language Center of a University in Medellín, on how NPB has influenced the English teaching practices found that the NPB has little influence in classes and that teachers are who essentially shape those practices (Vásquez, Herrera, & Holguín, 2011, pp. 120-121). Hence, education institutions, local administrators, teachers and other policy actors should be aware of the relevance of their agency when appropriating education policies.

For education institutions, agency more than a faculty of decision-making becomes into a social responsibility as their decisions affect a significant number of individuals. Nevertheless, the answers to the IPB manifested through the non-compliance pattern and the students and teachers' demand in relation to the inclusion of English in the program's curricular plan suggest that the use of agency on the part of the institution is not totally rational and conscious. Therefore, the institution needs to recognize the power of its agency and make decisions based on its own experiences on bilingualism, the available knowledge on the field, and its community's context, with the purpose of introducing new practices that facilitate the policy process and the achievement of goals.

Conclusions

This study offers a clear view on how the Continental University Institution of Medellin, at administrative level, has appropriated the NPB. It describes the institutional practices, the constraints emerged in the appropriation process, and the reactions to the IPB. Accordingly, findings reveal that the institution has had the will to make policy and has carried out important practices such as the IPB formulation, the setting up of a Language Center, the design of administrative and academic guidelines for English courses, and the allocation of resources for bilingualism. Nevertheless, the NPB appropriation has involved some specific constrains. Such constrains include certain disarticulation between the policy agents, evidenced through some disinformation among agents, the overlapping schedules of the English courses, and the disharmonization of the IPB among the academic programs. Likewise, the students' economic and time limitations, and their low English proficiency level of have also been important constrains in the appropriation process. These constrains have possibly led to some reactions before the IPB: the students and teachers' claim for the inclusion of English in the curricular plan of the academic program, as well as the patterns of students' noncompliance and the flexibilization of the norm by the institution.

Furthermore, the discussion of the above-presented findings has permitted to understand the phenomenon of NPB appropriation itself, to identify a normative approach to bilingualism in the appropriation process, as well as to be aware of the role of agency in the institutional practices. For this purpose, the discussion includes the three following insights.

The first insight, *Interaction, divergence and negotiation: inherent conditions in education policy appropriation*, suggests that the NPB appropriation phenomenon, far from being a controlled enforcement of norms, is a process that implies interaction, divergence, and negotiation. These conditions have appeared all over the findings. The second understanding is *The normative approach to bilingualism: a reflection of an increasing tendency*, it identifies an unfavorable, normative approach to bilingualism in the institutional practices. This factor also reflects an increasing tendency in which many higher education institutions reduce bilingualism to an English requirement, little or no related to the curricular plans. Finally, the third insight, *The recognition of the role of agency in appropriation: the first step towards change*, highlights the relevance of agency in appropriation, by demonstrating how the Continental University Institution of Medellin has used it to negotiate policy in certain situations, such as to make the norm flexible, and to appropriate NPB in the way it has done.

From the previous analysis, I conclude that the institution's agency has played a paramount role in the NPB appropriation. However, the students and teachers' claim for formative approach to bilingualism instead of the existent normative one and the students' non-compliance pattern suggest the need of introducing changes in the appropriation process. A formative approach to bilingualism refers to the incorporation of English to the curricular plans and to the institutional dynamics, so that English makes part of the learning process instead of being just a requirement to be met by students. Accordingly, the institution should reflect about its practices and use its agency, based on the knowledge and experience acquired in the policy process, to introduce changes that contribute not only to

the achievement of the required English levels, but also to the welfare of students, teachers, and the institutional community.

The whole picture of the NPB appropriation and the reflections offered in this work represent a contribution to the language policy field as they can serve as reference to understand the phenomenon of language policy appropriation in other institutions and contexts. Likewise, this study may encourage education institutions as well as other policy agents to reflect about their practices and the role of their agency, and even more important, to recognize language education policy appropriation as a practice where diversity, dynamism, and the essence of the human being prevail over official written norms.

Limitations of the study

The fact that I work as member of the administrative staff in the setting could bias my viewpoint in some moments. Nevertheless, I diminished this limitation by means of constant academic dialogues with my thesis advisor, a person external to the setting who was always encouraging my critical view during the process. This limitation finally turned into an advantage as my experience working in the setting allowed me to have a deeper understanding of the institution.

Further research

It is necessary further research on how specific policy agents such as teachers or students appropriate education policies of bilingualism. This type of research can provide important insights about the policy agents' practices, interests, strengths, and constrains.

This new research may also offer a view on to what extent such agents can use their agency in the policy appropriation.

Recommendations

Considering that interaction is an inherent condition in policy appropriation, educational institutions should endorse their language education policies with a strategic plan of action that articulates and involves all the policy agents in the required chain of practices to reach the goals set by the policy.

The national government and higher education institutions should approach bilingualism from a formative perspective. For this, it is necessary to analyze alternatives to integrate English to the curricular plans as well as to avoid the conception of English as an extension course disconnected to the curriculum, which students have to pay apart, and study in extra time.

Policy actor must recognize the relevance of their agency and contribute with their practices to the social change, to a greater or lesser degree, from the classrooms, the offices, or from the spaces in which they have a voice. Great changes begin with small practices, and we as policy agents cannot wait until the national official policies change, because this change is usually denied, or slowed down by bureaucracy.

Education institutions should reflect about how conscious and rational their use of agency is. As institutional decisions affect the entire community, the decision making process should be based on knowledge and experience, and assumed with responsibility and rectitude.

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APPENDIX A: SURVEY PROTOCOL – CONDUCTED TO STUDENTS

APROPIACIÓN DE LA POLÍTICA DE BILINGÜISMO NACIONAL.

La presente encuesta comprende preguntas relacionadas con la apropiación de la Política de Bilingüismo en la Institución Universitaria Continental de Medellín. Las preguntas están clasificadas en 4 temáticas: Información etnográfica del encuestado, percepciones sobre las políticas de bilingüismo nacional e institucional, prácticas para apropiar las políticas, fortalezas y retos en la apropiación de la política de bilingüismo.

Principio del formulario

I. INFORMACIÓN ETNOGRÁFICA DEL ENCUESTADO.

En esta primera sección encontrará preguntas sobre su información personal.

Nombres y Apellidos completos *

¿En qué rango de edad se encuentra usted? *

- 16-20
- 21-25
- 26-30
- 31 o más

Genero sexual. *

- Femenino
- Masculino

Lugar de Nacimiento *

- Área metropolitana

Otro lugar

Programa en el que está matriculado *

Semestre *

Colegio en el que se graduó de bachiller *

El colegio del que se graduó es de carácter: *

Público

Privado

Estrato de la vivienda actual *

II. PERCEPCIONES SOBRE LA POLÍTICA DE BILINGÜISMO NACIONAL Y LA POLÍTICA DE BILINGÜISMO INSTITUCIONAL.

Favor leer el breve resumen de la Política de Bilingüismo Nacional y de la Política de Bilingüismo Institucional antes de responder esta sección de preguntas.

Programa Nacional de Bilingüismo 2004-2019 (PNB 2004-2019)

El Programa Nacional de Bilingüismo 2004-2019, es un proyecto del Ministerio de Educación Nacional que inició en 2004, cuyo objetivo es elevar el nivel de inglés de los estudiantes del país, contempla desde la primaria hasta la Universidad. Este plan adoptó el Marco Común Europeo como marco de referencia para el aprendizaje-enseñanza del inglés, dicho marco establece los siguientes niveles para clasificar el conocimiento de inglés: A1 (elemental), A2 (básico), B1 (intermedio), B2 (intermedio avanzado), C1 (avanzado), C2 (dominio total). El PNB se trazó como meta que los estudiantes de bachillerato deben alcanzar un nivel B1 y que los universitarios deben alcanzar un B2. Para alcanzar estos niveles, el gobierno ha establecido unas horas de estudio así: B1 (375 horas total), B2 (575 horas total), C1 (775 horas total). En este programa, el Ministerio hace un llamado a todas las instituciones de educación para formular y/o replantear sus políticas de bilingüismo.

Para información detallada puede visitar: http://www.mineducacion.gov.co/1621/articles-132560_recurso_pdf_programa_nacional_bilinguismo.pdf

Política de Bilingüismo Institucional

La institución teniendo en cuenta los lineamientos del Ministerio de Educación Nacional en su PNB 2004-2019, establece sus políticas de bilingüismo institucional, mediante la cual crea el Centro de Idiomas, invierte en un laboratorio con modernos equipos, adquiere un software y material para la enseñanza del inglés y establece unos requisitos que pueden certificarse a través de pruebas de inglés internacionales ó a través del estudio del inglés en el Centro de Idiomas. Establece como requisito para estudiantes que se van a graduar un nivel B1 (intermedio) partiendo del hecho de que la mayor parte de la población estudiantil no llegan con dicho nivel desde su bachillerato. Así mismo, establece unos momentos durante la carrera de acuerdo al Programa, con el fin de evitar que el requisito de inglés se deje para el final y se convierta en un obstáculo para la graduación. Para información detallada puede visitar: <http://www.uam.edu.co/medellin/centro-de-idiomas-1/normativa.html>

- Responda las siguientes preguntas de acuerdo a su opinión sobre la Política de Bilingüismo Nacional:

¿Considera pertinente los planteamientos del Programa Nacional de Bilingüismo 2004-2019, actualmente llamado “Programa de Fortalecimiento al Desarrollo de Competencias en Lenguas Extranjeras – PFDCLÉ”? *

- Si
- No

Explique su respuesta. *

- Responda las siguientes preguntas de acuerdo a su percepción frente a la política y las prácticas institucionales.

¿Está de acuerdo con los planteamientos de la Política de Bilingüismo Institucional? *

- Si
- No

Explique su respuesta. *

¿Cuál es la razón que lo mueve a apropiarse de la política de bilingüismo? *

- Cumplir el requisito para graduarse en su programa académico
- Mejorar su nivel de competencia en inglés
- Other:

Marque con una X en qué grado está de acuerdo con las siguientes proposiciones relacionadas con las prácticas institucionales relacionadas con la apropiación de políticas de bilingüismo: *

	Muy de acuerdo	De acuerdo	Medianamente de acuerdo	Endesacuerdo
El inglés es fundamental para el programa académico que cursa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La metodología de los cursos de inglés facilita y motiva su aprendizaje.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El material guía usado en los cursos es apropiado.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los recursos con los que cuenta las aulas y el laboratorio de idiomas son suficientes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El valor que debe pagar por los cursos de inglés es pertinente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tiene la posibilidad de realizar actividades que involucren el inglés (lecturas, videos, etc.) en otras asignaturas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La institución le ofrece espacios y/o programas interculturales extra-clase en los cuales practique el inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III. PRÁCTICAS DE LOS ESTUDIANTES PARA APROPIAR LA POLÍTICA DE BILINGÜISMO.

Marque con una X la frecuencia con la que realiza las siguientes prácticas: *

	Siempre	Casi siempre	A veces	Nunca
¿Asiste y participa en las clases de inglés?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
¿Se esfuerza por hablar en inglés durante la clase?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
¿Dedica tiempo extra-clase para realizar las tareas asignadas en los cursos de inglés?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
¿Participa en actividades interculturales que le permitan mejorar su nivel de lengua extranjera?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
¿Cumple con los requisitos de inglés en los tiempos estipulados?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
¿El nivel de inglés que obtuvo en el bachillerato le ha facilitado alcanzar los objetivos de la política de bilingüismo?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IV. RETOS

¿Cuáles son las mayores dificultades que ha tenido que afrontar en la apropiación de la Política de Bilingüismo? *

¿Qué recomendaciones haría para superar la(s) dificultades anteriormente planteadas? *

V. FORTALEZAS

¿Qué ventajas le ha traído la apropiación de la Política de Bilingüismo Institucional? *

APPENDIX B: SURVEY PROTOCOL – CONDUCTED TO ENGLISH TEACHERS

APROPIACIÓN DE LA POLÍTICA DE BILINGÜISMO INSTITUCIONAL POR LOS PROFESORES DE INGLÉS.

La presente encuesta comprende preguntas relacionadas con la apropiación de la Política de Bilingüismo en la Institución Universitaria Continental de Medellín por parte de los profesores. La encuesta aborda 4 temas esenciales: Información etnográfica del encuestado, percepciones sobre las políticas de bilingüismo nacional e institucional, prácticas para apropiar la política de bilingüismo institucional y factores que condicionan dicha apropiación.

* Required

I. INFORMACIÓN ETNOGRÁFICA DEL ENCUESTADO.

En esta primera sección encontrará preguntas sobre su información personal.

Nombres y Apellidos *

Genero sexual. *

- Femenino
- Masculino

Programa en el que enseña inglés. *

- Odontología
- MVZ
- Terapia Respiratoria
- Medicina
- Derecho
- Mercadeo y Publicidad

- Administración de Empresas
- Tecnología en Gestión Administrativa y Financiera
- Negocios Internacionales
- Ingeniería Administrativa
- Tecnología en Laboratorio Dental
- Tecnología en Gestión Agropecuaria
- Especialización en Gerencia de Proyectos
- Especialización en Gerencia para la Competitividad

Nivel de formación. *

Escriba el nombre del título (de pregrado y posgrado) *

II. PERCEPCIONES SOBRE LA POLÍTICA DE BILINGÜISMO NACIONAL Y LA POLÍTICA DE BILINGÜISMO INSTITUCIONAL.

Leer este aparte si requiere un breve resumen de la Política de Bilingüismo Nacional y de la Política de Bilingüismo Institucional antes de responder esta sección de preguntas.

Programa Nacional de Bilingüismo 2004-2019 (PNB 2004-2019)

El programa Nacional de Bilingüismo 2004-2019, es un proyecto del Ministerio de Educación Nacional que inició en 2004, cuyo objetivo es elevar el nivel de inglés de los estudiantes del país, contempla desde la primaria hasta la Universidad. Este plan adoptó el Marco Común Europeo como marco de referencia para el aprendizaje-enseñanza del inglés, dicho marco establece los siguientes niveles para clasificar el conocimiento de inglés: A1 (elemental), A2 (básico), B1 (intermedio), B2 (intermedio avanzado), C1 (avanzado), C2 (dominio total). El PNB se trazó como meta que los estudiantes de bachillerato deben alcanzar un nivel B1 y que los universitarios deben alcanzar un B2. Para alcanzar estos niveles, el gobierno ha establecido unas horas de estudio así: B1 (375 horas total), B2 (575 horas total), C1 (775 horas total). En este programa, el Ministerio hace un llamado a todas

las instituciones de educación para formular y/o replantear sus políticas de bilingüismo. Para información detallada puede visitar: http://www.mineducacion.gov.co/1621/articulos-132560_recurso_pdf_programa_nacional_bilinguismo.pdf

Política de Bilingüismo Institucional.

La institución teniendo en cuenta los lineamientos del Ministerio de Educación Nacional en su PNB 2004-2019, establece sus políticas de bilingüismo institucional y realiza varias prácticas institucionales para la apropiación de tal política tales como: creó el Centro de Idiomas, invirtió en un laboratorio de idiomas, adquirió inicialmente un software para la enseñanza de idiomas y luego un material (libro, cd y pin para plataforma) para la enseñanza del inglés y estableció unos requisitos en Inglés para los estudiantes que pueden certificarse a través de exámenes internacionales o realizando los cursos de inglés en el Centro de Idiomas. Esta política se pone en marcha inicialmente en los programas de Odontología (Medellín y Pereira) y Medicina (Pereira) y luego se hará extensiva a los demás programas de pregrado de manera paulatina; mientras se los otros programas se adhieren a la nueva política conservan sus lineamientos en lengua extranjera de acuerdo a lo que tenían establecido. El requisito de la política nueva consiste en certificar A2 ó tener aprobado el nivel 5 del centro de idiomas para matricular asignaturas del 5° semestre y certificar un nivel B1 o tener aprobado el nivel 9 del centro de idiomas para para graduarse. Para información detallada puede visitar: <http://www.uam.edu.co/medellin/centro-de-idiomas-1/normativa.html>

- Responda las siguientes preguntas de acuerdo a su opinión sobre la Política de Bilingüismo Nacional:

¿Cómo percibe los planteamientos del Programa Nacional de Bilingüismo? *

- Responda las siguientes preguntas de acuerdo a su percepción frente a la política y las prácticas institucionales.

¿Cómo percibe los planteamientos de la Política de Bilingüismo Institucional? *

¿Cuál es la razón que lo mueve a apropiar la política de bilingüismo institucional? *

III. PRÁCTICAS QUE LOS PROFESORES REALIZAN PARA APROPIAR LA POLÍTICA

Por favor indique qué prácticas lleva a cabo usualmente para apropiar la política de bilingüismo institucional en clase.

Marque con una X en qué grado está de acuerdo con las siguientes proposiciones relacionadas con las prácticas institucionales relacionadas con la apropiación de políticas de bilingüismo: *

	Muy de acuerdo	De acuerdo	Parcialmente de acuerdo	Endesacuerdo
La propuesta metodológica de la institución es flexible para que usted aborde sus clases desde las prácticas que considera adecuadas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El material guía usado en los cursos es apropiado.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Los recursos con los que cuentan las aulas y el laboratorio de idiomas son suficientes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La institución le ofrece actividades interculturales extra clase en los cuales practique el inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La actitud en general de los estudiantes es positiva y con disposición a aprender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El nivel de inglés con el llegan los estudiantes de su bachillerato es bueno.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IV. FACTORES QUE CONDICIONAN LA APROPIACIÓN

¿Qué factores han dificultado la apropiación de la Política de Bilingüismo Institucional? *

¿Qué recomendaciones haría para superar la(s) dificultades anteriormente planteadas? *

¿Qué factores le han facilitado la apropiación de la Política de Bilingüismo Institucional?*

APPENDIX C: INTERVIEW PROTOCOL – FORMER COORDINATOR

Apropiación del Programa Nacional de Bilingüismo en una Institución de Educación Superior de la ciudad de Medellín.

Saludo.

Breve explicación del propósito de la entrevista.

Temas:

FORMULACIÓN DE LA POLÍTICA DE BILINGÜISMO INSTITUCIONAL (PBI)

1. ¿Qué razón llevó a la institución a formular la PBI y a abrir el Centro de Idiomas?
2. ¿A cargo de quién estuvo la tarea de formular la Política de Bilingüismo Institucional?
3. ¿Cómo se realizó el proceso de formulación?
4. ¿La puesta en marcha de la PBI contó con la participación de los diferentes actores institucionales?

FACTORES CONTEXTUALES.

5. ¿Qué dificultades tuvo en la apropiación inicial de dicha política en la institución?
6. Uno de los inconvenientes actuales es el cruce de horarios de los cursos de inglés y los cursos del pregrado, ¿Tenían esta misma dificultad desde el principio?
7. ¿Qué fortalezas encontró en el proceso?

PERCEPCIÓN

8. ¿Cuál es su percepción sobre la PBI?
9. ¿Cómo percibió usted las actitudes de los estudiantes cuando se les informó sobre tal política?
10. ¿Cuál cree usted que es la causa de que tantos estudiantes no estén cumpliendo con el requisito de inglés a tiempo?
11. ¿Hay 3 programas (MVZ, Terapia e Ingeniería Administrativa) que van a adherirse a la Política de Bilingüismo Institucional en en el 2014, qué opina usted al respecto?

APPENDIX D: INTERVIEW PROTOCOL – ENGLISH TEACHERS

Apropiación del Programa Nacional de Bilingüismo 2004-2019 en una Institución de Educación Superior de la ciudad de Medellín.

Protocolo para la entrevista a profesores.

Saludo

Breve explicación del objetivo de la entrevista.

Temas:

Tema 1. CONOCIMIENTOS Y PERCEPCIONES SOBRE LA POLÍTICA DE BILINGÜISMO NACIONAL.

1. ¿Qué conoce usted sobre la Programa Nacional de Bilingüismo 2004-2019 en Colombia?
2. ¿Cómo percibe usted esta Política?

Tema 2. POLÍTICAS Y PRÁCTICAS INSTITUCIONALES PARA APROPIAR LA POLÍTICA NACIONAL DE BILINGÜISMO.

3. ¿Qué conexión hay entre la Política de Bilingüismo Nacional y la Institucional?
4. ¿A través de qué medios se ha informado sobre la Política de Bilingüismo Institucional?
5. ¿Qué acciones o prácticas ha emprendido la institución para apropiar la Política de Bilingüismo Nacional?
6. ¿Qué otras prácticas se hacen necesarias en la institución para facilitar la apropiación de la Política de Bilingüismo Nacional?

Tema 3. IMPACTO DE LA APROPIACIÓN DE LA POLÍTICA NACIONAL.

7. ¿Qué actitudes ha percibido en los estudiantes con respecto a la apropiación de la Política de Bilingüismo?
8. ¿Qué recomendaría para que de apropiación de la Política de Bilingüismo genere un impacto positivo en los diferentes actores que intervienen en el proceso?

Tema 4. ROL DEL PROFESOR EN EL PROCESO DE APROPIACIÓN

9. ¿Cómo apropia usted la Política de Bilingüismo Institucional en el aula de clase con sus estudiantes?
10. ¿Cuáles han sido las dificultades en el proceso de apropiación de la Política de Bilingüismo Institucional?
11. ¿Cuáles han sido las ventajas del proceso de apropiación de la Política de Bilingüismo Institucional?

APPENDIX E: CONSENT FORM

Formato de Consentimiento Informado de los Participantes y Código de Ética

Título de la Actividad: Análisis del Proceso de Apropiación de la Política Nacional de Bilingüismo en una Institución de Educación Superior de Medellín.

Equipo Coordinador de la Actividad:

Jaime Usma, Asesor de Tesis.

Pilar Ramírez Rendón, Investigadora - Tesis del Programa de Maestría Enseñanza-Aprendizaje de Lenguas Extranjeras, Universidad de Antioquia.

Información de contacto: Puede contactarse con el asesor o con el investigador principal quienes atenderán sus inquietudes y preguntas.

Asesor de investigación: Jaime Usma.
Correo electrónico: jusmawilches@hotmail.com.

Investigador: Pilar Ramírez Rendón, Estudiante de Maestría.
Correo electrónico: mpr27@yahoo.es

Estimado Participante:

Hoy ha sido invitado a participar en el proceso de recolección de datos de este proyecto de investigación, tesis de la Maestría en Enseñanza y Aprendizaje de la Lenguas Extranjeras, de la Escuela de Idiomas de la Universidad de Antioquia, ya que usted participa o ha participado en el proceso de apropiación de la Política Nacional de Bilingüismo en la Institución Universitaria Continental de Medellín.

A continuación le informamos el propósito de esta actividad y respondemos preguntas que sabemos son de su interés:

¿CUÁL ES EL PROPÓSITO DE LA ACTIVIDAD?

El propósito de esta actividad investigativa es explorar y analizar el proceso de apropiación de la Política Nacional de Bilingüismo llevado a cabo por la Institución Continental de Medellín. Para la recolección de los datos se llevarán a cabo: entrevistas, encuestas y análisis documental. En este caso en concreto se llevará a cabo una entrevista.

¿CUÁL SERÁ LA DURACIÓN DE LA ACTIVIDAD?

La entrevista ha sido programada para aproximadamente 30 minutos. Sin embargo, la duración puede variar de acuerdo a la dinámica que se genere dentro de la misma.

¿QUÉ RECURSOS TECNOLÓGICOS SE UTILIZARÁN?

Se utilizará grabadora de audio durante la sesión.

¿QUÉ BENEFICIO OBTIENE EL PARTICIPANTE?

No recibirá ningún beneficio monetario ni académico.

¿CÓMO SE VA A PROTEGER LA CONFIDENCIALIDAD DE LOS PARTICIPANTES?

En los informes o producciones que se realicen teniendo en cuenta la información adquirida en esta entrevista, los nombres de los participantes no serán usados. Solamente se mencionarán características. Sin embargo, si usted en particular desea que su contribución sea destacada y que utilicemos su nombre cuando hagamos citas textuales o demos agradecimientos, le solicitamos muy comedidamente escribir su nombre completo después de la siguiente autorización:

Autorizo a ser citado directamente en publicaciones haciendo uso de mi nombre:

_____ C.C. _____

¿QUÉ IMPLICA LA PARTICIPACIÓN EN LA ACTIVIDAD?

La participación es totalmente voluntaria. Si algún participante decide no participar o retirarse durante la sesión lo puede hacer y no tendrá ninguna implicación.

La firma indica que el participante ha leído este formato, ha tenido oportunidad de hacer preguntas acerca de su participación en la recolección de datos para este estudio y acepta participar voluntariamente. Una copia de este formato de consentimiento informado será entregada a usted como participante y la otra otra será para el archivo de la investigadora.

Nombre del participante (en letra imprenta): _____

Firma: _____

Fecha: _____