

CRITICAL APPROPRIATION OF BASIC LEARNING RIGHTS AT A PUBLIC HIGH
SCHOOL IN MEDELLIN: CHALLENGES AND POSSIBILITIES

A Thesis Presented by

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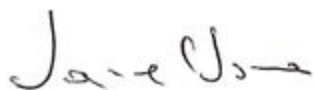
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DEDICATION

A life without challenges, it would be a life without hope.

Selene Henríquez

Mainly to God and his immense love. To my mother who will always be my inspiration to overcome difficulties. To my husband Jorge and my son Josué for their patience and love. To Bolita, Lunita, Loki and Sol, my adorable kittens and Queenie, my lovely dog.

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This project was a proof that I am not finished as a professional and human being yet. I felt alive with new expectations after a long time of passivity and monotony.

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Now my life has an extra positive view of how persistence can give you more reasons to wake up every morning.

ABSTRACT

CRITICAL APPROPRIATION OF BASIC LEARNING RIGHTS AT A PUBLIC HIGH SCHOOL IN MEDELLIN: CHALLENGES AND POSSIBILITIES

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Public high school English teachers must face challenges regarding teaching a foreign language every day. Besides, teachers deal with challenges trying to appropriate policies strategies like Basic Learning Rights (BLRs) that could be even more difficult since, The Ministry of National Education (MNE), and institution administrators conduct different agendas, which could generate significant adjustments respecting teachers' original project plan and therefore, its implementation. This thesis will describe several aspects that a group of public high school teachers confronted in order to attempt to appropriate Basic Learning Rights in public high school they work during a period of six months. Through interviews, diaries, and an interactive technique session, participants brought out factors such as time, continuity, and untimely teachers relocations among others, which caused teachers to reflect not only on how to accomplish a specific goal like appropriating basic learning rights but also; on how to overcome all the constraints public high school teachers must deal with every year.

Key words: Basic Learning Rights appropriation, language policy in Colombia, language policy appropriation, public high school teachers' challenges.

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Introduction

The opportunities for public school teachers to share experiences, opinions, interests, needs and different policy strategies are usually limited or absent during school time (Mesa Villa, 2017; Rodríguez Bonces, 2014). Teachers are usually busy in completing forms for their administrators, which reduces the chances for us to see other colleagues during school working time (Díaz- Maggioli, 2003). Teachers also need to respond to a number of tasks, which go from planning our lessons to teaching our students and responding to parents' concerns and calls for meetings that are specified in MNE Resolution 09317 of 2016, which defined teachers and administrators' functions inside schools. Additionally, we need to incorporate new government strategies such as Lineamientos Curriculares, Guía 22 and, Expedición Currículo to the content we have to teach (almost immediately after these policies are ordered) even though we are following a plan based on a previous Language Policy (LP) (Rodríguez Bonces, 2014). Thus, teachers do not have enough time for analyzing and planning what, why, and how to teach consciously together (Cárdenas, González & Álvarez, 2010; Gómez, 2017). Furthermore, public school teachers need to implement strategies or LPs suggested by the Secretary of Education regardless of the context where these will be implemented (Quintero & Guerrero, 2013).

Finally, on considerable occasions, teachers do not count on permission to accommodate these strategies to their own needs (Mesa Villa, 2017). Consequently, administrators deny public school teachers autonomy to make decisions about the most

appropriate content and strategies to teach our own students and expect to evidence standardized results regardless of the singularities of their contexts (Gómez, 2017).

Concerning Language Policies, MNE created them 15 years ago and they have had several names like Programa Nacional de Bilingüismo (2004), Programa de Fortalecimiento al Desarrollo de Competencias en Lengua Extranjera (2010), Ley de Bilingüismo 1651 (2013), Programa Colombia Bilingüe (2014), Programa Nacional de inglés Colombia very well (2015), Colombia Bilingüe (2016), and currently Programa Nacional de Bilingüismo 2004-2019, which aim to improve English level in both education sectors, public and private, and make Colombian citizen more competitive in a global context.

A study related to LPs in Antioquia revealed that teachers perceive them as a way for evaluating them or tutoring in their teaching process (Sierra, 2016), which implies that LPs are a tool for implementing due to the linguistic aspect they offer, and they are not a directly means for reflecting, considering or appropriating. Moreover, policies like BLRs are intended to only enhance knowledge aspects and sometimes set aside teacher's individual and collaborative growing aspects, which contribute to teachers' growing as reflective and change agents (Cárdenas, Gonzalez & Alvarez 2010). Still another study demonstrated that teachers think LPs as decontextualized, homogenizer, and a power tool used by those who created them (Roldán & Pelaez, 2017) thus highlighted a negative opinion about LPs. However, a study made in a college stated that when exists an appropriation of policies by agency, teachers can negotiate policies in some situations and have them also flexible (Ramirez, 2015), which contributes to not only linguistic improvements but also to a community welfare. Although it exists studies made by colleges stakeholders of Language Policies appropriation in Colombia from the sociocultural

perspectives (Pelaez & Usma, 2017; Ramirez, 2015; Usma Wilches, 2015), there is not a study of those LPs appropriation specifically BLRs from a public high school teacher perspective yet.

Aware of the importance of problematizing and appropriating policies with educators, some Colombian scholars in the field started to make the lack of teacher's participation and involvement in LP visible (Quintero & Guerrero, 2013; Sierra, 2016). Gómez (2017) concludes, in a review of the foreign language bilingualism policy in Colombia, "it is necessary that teachers have more participation in the decision-making process and evaluation of the plans as they are the ones implementing the methodologies and strategies in the schools of the country" (p.152). Therefore, public school teachers must have a voice and express our own opinion before us deciding on linguistic and methodological aspects related to the institutional curriculum (Maturana & Uribe, 2018). In addition, we must have a say in terms of our roles as human beings in the implementation of the policies, which allows for changing the established status quo and for becoming critically aware in order to develop ourselves as political individuals (Freeman, 1989). We must accomplish awareness in our own context, so that teachers can appropriate knowledge giving their own voice, and in this manner, we obtain autonomy and are in charge of our problems (Kincheloe, 2003).

This perspective enhances teachers' appropriation, engagement and therefore a reflective view upon a direct participation on the possible changes. According to Kumaravadivelu (2003), "To achieve educational advancement, they[teachers] try to organize themselves as a community of educators dedicated to the creation and implementation of forms of knowledge that are relevant to their specific contexts and to

construct curricula” (p.14). This kind of practice generates appropriation for contexts and policies.

Likewise, Usma Wilches (2015) concludes that, as teachers attempt to appropriate policies, they are leaving traditional views and are going into a more communicating and connecting approach. This is a call to highlight the importance of carrying out appropriation strategies such as creating an interactive space where teachers have a voice to decide, and act towards different difficulties. Therefore, specific strategies contribute to achieve better English teachers’ conditions not only in terms of working conditions but also in personal awareness towards different academic challenges (Maturana & Uribe, 2018). They also contribute to being aware of the impact of implemented policies, which are also immersed in institutional agenda. Regarding this conclusion, public school teachers can change old schemas that have perpetuated the notion of English learning as a grammar course where students and teachers learn linguistic patterns and do not communicate their own ideas or thoughts (Myles, 2013, Chapter 3). Specific strategies also provide a good example of how teachers use policies and not the other way around by reason of in educational contexts sometimes policies are the goal and not the means for improving education. This means, teachers can provide an informed guide for developing their strategies against many challenges their environments offer (Fandiño, 2010; Pease-Alvarez & Davies, 2012).

However, there is still a tendency to provide professional development programs to enhance a competence goal. Yet, even if local studies show the need to develop the critical awareness in order for teachers to appropriate policies, the Ministry of National Education (MNE) still refers to their roles as technical training for improving knowledge and

competences in order to achieve a better performance (Sierra, 2016). The current decree for public teachers 1278 of 2002 states “Training, updating, and improvement of in-service educators must contribute substantially to the improvement of quality of education and its development and professional growth.” (p. 9).

Consequently, it is important that teachers become researchers and appropriate policies since we are in charge of our own professional development, our critical perspective towards policies and, our collaborative skills (Díaz, 2003; Quiroz, García & González, 2002). For example, Echeverri-Sucerquia, Arias & Gómez (2014) concluded that, “Being aware of who we are in the world allows us to understand how we participate in it and what changes we can generate” (p.180). Furthermore, Colombian teachers can provide ideas for originating new studies and resolve the constraints to link theory and practice, and challenges that the school dynamic proposes. Besides, when stakeholders have a voice to give opinion respecting policy strategies, we have a clear position about them, although we do not directly participate during those policy- making processes (Correa, Usma, & Montoya, 2014).

One of those policy strategies intended to enhance knowledge aspects are the Basic Learning Rights in English (BLRs). They are standards, which aimed at leveling students from primary to high school, for achieving better basic skills according to the Common European Framework; an international scale or standard designed for describing language ability specifically, and proposed to be a tool for facilitating teachers’ work (MNE, 2015). BLRs also allow developing linguistic aspects mainly since the contents in them suggest having students be familiar to specific vocabulary, structures, and functions. BLRs have general goals that do not provide a clear path for achieving each of them, and that is a great

difficulty, since they are not completely learned, or assimilated by students, and sometimes teachers.

Teachers' attempt to appropriate BLRs is the principal concern of this thesis; however it is not the only current problem to face, it also evidences some other difficulties. First, public English teachers face the scarce motivation students have towards the English subject because they see it as an academic tool rarely used for communicating ideas or expressing thoughts, it produces low performance like A1 and A2 from CEFR in English performances Pruebas Saber results 2016-2018. Second, the scarce collaboration teachers have among them because they invest time in other administrative affairs, and they lack of preparation to create collaborative environments.

Appropriating policies is a potential tool for enhancing the positive aspects inherent to the BLRs, it becomes extremely important to explore the challenges that public school teachers experience during this process. The idea of researching in a high school context helps the field to understand the gap teachers and policies strategies have since MNE sometimes create policies without any consensus, and that appear to teachers not as significant as they should be. Consequently, this study intends to explore the challenges that a group of public high school teachers face when trying to appropriate the BLRs suggested by the MNE. Before exploring such challenges, a piloting stage was necessary in order to discover what the participants knew about the BLRs and how this could be input to develop this thesis question. The piloting stage included interviews to administrators and English teachers referring to BLRs: two interviews to administrators and one to a teacher in charge of the English class that highlighted the need for improving our collaborative and reflection conditions regarding the BLRs comprehension.

Considering the absence of studies that focus on BLRs appropriation by public high school English teachers in Colombia, neither studies that analyze the different challenges public teachers confront to appropriate them; this project permits to reveal *what challenges do public high school English teachers face in attempting to appropriate Basic Learning Rights?*

The following sections of this thesis present the theoretical framework based on a critical perspective, clarifying also the concept of language policy, appropriation, and stating the setting. Then, the sections describe the research methodology that guided this study, which includes the interactive techniques session, participants, data collection, data analysis, interviews, some diaries, and ethical considerations. Finally, the next segments present findings and conclusions accompanied of some suggestions and possible future projects.

Theoretical Framework

This thesis is framed in a critical perspective, which establishes that social construction of reality is problematic and there must be a position towards its representation-(Richards, 2003). A critical perspective enhances a critical view and an argumentative posture in the context. This is how the critical perspective contributes to the aim of the thesis since teachers are generators of reflection and significant changes (Kincheloe, 2003). Besides, Language Policy also frames this thesis due to the relevance it has during the process of analyzing its impact on public teachers' role (Levinson, Sutton & Winstead, 2016). Consequently, based on authors like Brown (2010), Shohamy (2009), and Pelaez and Usma (2017), I elucidate the concept of appropriation and its importance for this study concerning appropriating policies.

A Critical Perspective to Teaching and Research

Teachers are agents of significant changes in our society because of the social commitment we have to guide our students and ourselves to become integral citizens and human beings. It is when teachers promote significant changes that we assume a critical perspective regarding the accomplishment of those challenges; we have as individuals and professionals. In addition, our goals, which are political as well as intellectual, link to notions of emancipation, empowerment, liberation, and democracy (Giroux, 1988; Johnson & Chen, 1992; Kincheloe, 2003).

Giroux (1988) adds that teachers are not only social but also political individuals who can emancipate themselves, liberate and be part of democracy with an active role. This aspect contributes to make decisions and take risks in our dynamic environment. Then,

Johnson and Chen (1992) refer to teachers as reflective, intellectual individuals and theory makers in society, which creates new challenges to overcome. Kincheloe (2003) states that teachers are change agents capable of turning our context in a significant form, and voices that “In critical inquiry the goal is to critique and challenge, to transform and empower”. Therefore, critical perspective contributes in this study to the appropriation of our process for changing our traditional practices, not only as teachers but also as individuals. Public school teachers can also propose new alternatives for different stakeholders, who sometimes create educational laws without seeing the importance direct teachers’ participation has. In addition, we find strategies to solve inspected situations regarding institutional agenda (Pease & Davies, 2012). Regarding Colombian context, Echeverri-Sucerquia and Pérez (2014) claim in a study respecting the link critical perspective gives towards a specific context and society that:

Such understanding may not only give the teacher elements for a social critique, but also facilitate awareness of the self and the world necessary to problematize teaching practice—for example, by generating questions about the social, political, economic, and cultural factors that shape our pedagogical practices (p. 174).

In fact, critical research offers many perspectives for doing a study not only in the academic setting but also in the interrelation that teachers can benefit from regarding reflection and action. Considering all the conditions we possess, critical research benefits teachers in several ways, not only in contents that they can learn, but also they can be truly engaged in social change of their context. Research teacher and English teachers from public high school, as participants of this research, analyzed, criticized, and proposed contextualized strategies regarding BRLs, professional development process, and personal life.

Alluding being critical, Freire (1974) states that, “The normal role of human beings in and with the world is not a passive one, because they are not limited to the natural (biological) sphere but participate in the creative dimension as well men can intervene in reality in order to change it” (p. 4). We are, as public teachers, most of the times voiceless regarding educational laws creation but we have a strong voice in the classroom, our reality, and it is there that we can change our and students’ ways of seeing life for a better understanding of our context.

Accordingly, public school teachers must appropriate policies in order to use them as a strategy for improving not only knowledge but also establishing a critical position towards them.

Language Policy

Referring policy, Levinson et al. (2009) defines it as a social practice or a power practice. This policy according to Levinson et al. (2009) could be authorized which denotes a normative discourse and non-authorized policy which denotes an informal policy which is produced by teachers or different stakeholders when appropriate policies in this case, language policies.

The non-authorized language policy frames this thesis since we, public English teachers, attempted to appropriate BLRs. The idea of make LPs like BLRs more suitable and flexible transforms us into agents of change who can reflect not only of linguistic aspects but also of how we can improve as policies makers in our context.

In conclusion, LPs can allow us to develop ourselves as critical citizen who can transform our contexts and make significant policies intended to train us as better linguistic teachers.

Appropriation

An important critical instrument to counteract challenges is appropriation of teachers regarding policies and our own growing process as individuals and reality changers (Usma, 2015). According to Brown (2010), “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” is appropriation, which is also a process of policy negotiation and resistance. Levinson et al. (2009) highlight appropriation:

“As a form of creative interpretive practice necessarily engaged in by different people involved in the policy process. We make a crucial distinction between authorized policy and unauthorized, or informal policy, and argue that when non-authorized policy actors—typically teachers and students, but possibly, too, building administrators—appropriate policy, they are in effect making new policy in situated locales and communities of practice (COP).” (p.768).

This is a way of improving not only teachers’ level of knowledge but also self-awareness of his/her role as change agent; critical appropriation is a guide that contributes to in-service teachers as an important means of support for reflecting and adapting policy strategies as well as for facing challenges through any project implementation. However, the principal benefit is to become a change agent not only for school but also for society.

Critical appropriation of policy strategies helps us to find common problems and possible solutions that play sometimes a role not only in counteracting decontextualized policies purposes but also for growing as change agents. Teachers must create their own path through researching in their context in order to have a voice in the process. Teachers

should conduct this process in a critical way for not falling into traditional perspectives that perpetuate the same problems of contextualization and appropriation that are social dilemmas (Freire, 1974). Furthermore, Shohamy (2009) states that:

It is here that teachers have special roles to play to contribute to the designs of language policies, since they are the ones who have ‘to do the job’ and gear their teaching in line with explicitly stated language policies. (p.52).

In accordance to the previous statement, a Colombian study by Pelaez & Usma (2017) concludes, “(...) this investigation illustrates the importance of policy appropriation as a key concept in policy research, and how as an analytical tool it may serve the purpose of education policy investigators in our country” (p.129). Therefore, critical appropriation of policy contributes to a real change in public institutions, since teachers become policymakers who generate consciousness and identify real problems to confront. Still another study regarding policy appropriation in Colombia elucidates the importance of this kind of concept in public institutions. Usma (2015) states that

What data confirmed is related to the active posture adopted by teachers, as they appropriate policies and innovate in their schools and classrooms according to their schools and students’ needs, while focusing their attention on those critical areas that need to be addressed in each community. (p.136).

In conclusion, high school English teachers as social change agents could re-invent their daily teaching and learning process, using their capacity to appropriate policies that may be an important tool for achieving better results, instead of a barrier to face.

Hornberger & Johnson (2007) sustained that teachers can have language policy power through pedagogical choices they take, which allow them to overcome policies constraints and transform them into advantages.

Setting

I carried out this study in a public high school located in commune 2 of Medellín city. It is a coeducational institution (mixed gender school). The school's population counts 1700 pupils approximately, distributed across the two institution's branches. The majority of the students come from single-parent families who displaced from rural areas. Therefore, they become freelance workers falling into the lowest socioeconomic strata (1 and 2) in their community. In relation to the institution's English curriculum organization, it has adopted "Expedición Curriculo" created by some scholars from Medellín in order to reflect on the elements that students should learn for the context of the city of Medellín, which is based on competencies and standards. That is, they attempt to foster students' communicative skills, expand their professional and personal opportunities by allowing them to become part of a global English-speaking community and by facilitating their international mobility. Furthermore, those competencies and standards intend to be in alignment with the Common European Framework of Reference (CEFR) with the aim of improving the students' English results in the national standardized tests "Pruebas Saber", as well as to ensure they reach B1 English level proficiency at the end of their 11th grade according to the CEFR. The average referring this reference in the institution as in the most public high schools in Medellín is A-1 and several times lower than that level.

Concerning the English subject at the school, the high school counts on two English teachers who teach using a General English approach, this means regarding general topics, and lately during the process, we began to follow a textbook. English subject has different frequency depending on the educational stage of the students. For instance, in primary teachers with any degree in English subject must teach an hour per week, in secondary

school, from sixth to eleventh grade, its recurrence is a two-hour English lesson per week. During the data collection, there was a change in the institution curriculum since lately teachers had to implement a suggested textbook provided by the principal, thus we assumed a new BLRs format. That implies that teachers must re-accommodate English general plan to the new book guide suggestions, and prepare classes when they have the same grade, this includes primary teachers who prepare lessons among them without any advisory from English teachers since these ones only teach in secondary.

Moreover, the institution is in a transitional state since two principals have been in charge during the last year and a half, and Secretary of Education removed two English teachers from the institution, reducing the opportunity for implementing a long-term process.

In the following section, I will provide the participants profile, the methodology used for collecting and analyzing data, and the ethical considerations for implementing the research.

Research Methodology

This study embraces a qualitative critical research paradigm in which teachers guided themselves by reflection and communication. Qualitative research accentuates words instead of quantification when analyzing data and this allows intuition, construction and interpretation as a critical posture (Bryman, 2012). Thus, qualitative research allows words to show and demonstrate ideas, reflections and needs that teachers have regarding their state and context. Because of its nature, “A central characteristic of qualitative research is that individuals construct reality in interaction with their social worlds.” (Merriam, 2009, p.22), which contributes for building knowledge through sharing ideas in a group of teachers interaction. Subsequently, the aim of this study is to present the challenges public high school English teachers face in attempting to appropriate BLRs through dialogue and critical reflection.

Participants

The participants of this project are two teachers from two different backgrounds who accepted immediately to participate in this project in order to improve as professionals and individuals. In addition, I also analyzed my session participations, which includes the questions and activities done on it. We teach English and other subjects like Ethics, Artistic or Spanish when the high school requires it.

Maley is a 34 years old female English teacher who started her teaching career with the government one year ago. She graduated from a prestigious university in Medellín and is currently studying a master in Information and Communication Technologies (ICTS). She accepted immediately the proposal of the project before explaining it to her. She works

in the same branch of the high school with me, and that was an enormous advantage for exchanging some ideas in our free class time. Sometimes, it is not as easy as we think to talk, since we have to do other activities like grading, which implies most of the time during the end of the academic year. She works from 6 am to 12 m and her grades are two groups from ninth, two groups in tenth and two groups in eleventh. She also teaches French in an institution in some afternoons.

YaGo is a 24 years old female teacher who started her career with the government in 2017. She used to work at a private institution. As well as Maley, she agreed immediately to collaborate with this project. She works in the other branch of the high school that is the reason why I cannot see her just in general meetings that are rare since each branch and journey has its own coordinator and different priorities sometimes, according to the everyday constraints. She works from 6 am to 12 m and her grades are five groups in sixth and three groups from seventh.

I am a 43 years old female English teacher and have been teaching in the high school since its beginning. I started my teaching career in 2006, and I have been in charge of the English academic process as head of English subject. This means, I carried the English curriculum from the other high school I used to work and later on, adapted it according to each principal view or Secretary of Education suggestions. This is the first project I carry out since in my career practicum, we did not have to do a research project, just some isolated observations and some practicum classes in a public high school. I teach in seventh, eighth and ninth grade from 6 am to 12 m. I currently study a master's degree with a scholarship obtained from Secretary of Education.

The principal and coordinator were collaborators since they were not analysis participants related to the thesis question, and they did not signed a letter permission to be

included directly as participants in the project, they gave their opinion in an interview about BLRs with an interview letter consent.

Data Collection

I used interactive techniques for qualitative research to collect data since I had not the adequate time for implementing a traditional method and an experienced proposal evaluator recommended them to me because of my purpose of generating reflection and possible suggestions. This is a social research strategy, which allows “activate the expression of people, making it easier to see, to speak, to recover, to recreate, to make analysis, which is the same as making visible or invisible, feelings, experiences, ways of being, believing, thinking, acting, feeling and relating the subjects to make deconstructions and constructions”(Quiroz et al, 2002, p.25). In this way, this strategy generates “interactive processes that promote the recognition and encounter between subjects, promoting the collective construction of knowledge, the dialogue of knowledge, reflexivity and the recovery of memory collective” (Quiroz et al, 2002, p.48). In addition, they offer a theoretical, methodological and procedural support that allows participants and, me creating and recreating interactive techniques that fit within the context, the participants’ needs, the time and the resources available.

In this manner, I used a case study approach to develop this thesis. “In this approach, the data are interpreted within the unique context of each case in order to provide an account of a particular instance, setting, person, or event.” (Flick, 2014, p.26). This approach also permitted to choose a case because of its unusual characteristics such as public school teachers facing challenges in attempting to appropriate BLRs, and include

diverse data information like dialogue of knowledge, interviews and diaries. (Creswell, 2012).

Three major sources provided data in this case study: interactive techniques for qualitative social research that includes the dialogue of knowledge through a socialization session, five interviews, and reflexivity on personal diary.

Firstly, interactive techniques for qualitative social research, which I previously described, supported this social qualitative research; since with them, we did not have recipes or instructions to follow readily -. In addition, they generated among us empathy, trust, creative ideas, agreements and recognition as peers (Quiroz et al., 2002). They offered a theoretical, methodological and procedural support that allowed participants and me creating and recreating activities that fit with the context, the participants' needs, the time and the available resources. These techniques guided us to express our minds towards different topics or ideas, which also includes those the context asks for elucidating, and allowed us familiarizing with our role as change agents, with our context and the BLRs in English. Through a dialogue of knowledge provided by these techniques, we understood a common issue to act. It also granted different perspectives that enrich our lives, made possible the raise of awareness about our ignorance, knowledge of many topics through humility, respect, and trust, nobody knew everything, and nobody ignored everything.

During the session of activities socialization, this dialogue was fluent, humble and productive. The participants and I could find many things in common regarding teaching and personal ideas. The first activity was the patchwork quilt that allowed us to think of our feelings and thoughts towards the context, our role as teachers and our personality since here I asked directly how they felt about their work, personality and school context. I chose this technique over other because I felt we needed to express our opinion about our job

conditions and reflect about our valuable role in the school and in the society. The second one was the situation mural that allowed us to clear up the use of the BLRs in the institution and the possible strategies for adapting, contextualizing and in the best case, appropriating them. I chose this technique in order to clear opinions and knowledge about the central topic that is BLRs and tried to figure out strengths and weaknesses in the project process. The third one was the problems tree that made us think and reflect of the problems we could face for implementing the BLRs in the institution, the consequences of those problems, and their possible solutions. I chose this technique as a tool for focusing in the project target and creating a map to see clearly the challenges we had to overcome. I will describe the activities procedure deeply in the project journey.

For carrying out these techniques, the participants and I took into account the following components: (a) the context, (b) the population, (c) the research teacher's role, (d) materials and (e) questions. I recorded this dialogue of knowledge in two audios of about 20 minutes each, since the time and the place were not adequate. This single session took place in the teachers' room after work journey, and I transcribed it.

Secondly, interviews talk about the context; motivations, needs and concerns interviewees have about BLRs, and other related topics (Glesne, 2006). The five interviews occurred in different stages of the research the initial four took into account the new principal, one administrator who were just once interviewed but who did not took part during the activities, the new English teacher, and another English teacher who was not changed during the process. These interviews lasted from 10 to 20 minutes because of the lack of time each interviewee had, they had specific questions about the opinion interviewees had about the BLRs functioning, and I transcribed them with help of a university language student.

Thirdly, a diary was important for reflecting and giving a direction to the research. I wrote 10 entries from September 2018 to February 2019, which also summarize all my expectations, and sometimes frustrations during the project. At the beginning, it was hard to write them due to the few experience I had at keep them systematically, and still it is hard to write my thoughts on it. These entries are not only useful for keeping information but also for expressing unexpected situations that could send us away from our purposes, and for giving understanding of what I was doing and therefore learning (Loughran, 2002). The entries I wrote during the data collection stage and after it. They included the thesis developing situations, and feelings of amaze and discomfort.

Additionally, I sent teachers the intro of the project through a Whatsapp group, due to the lack of physical space to share, in order to clear them what a critical perspective could be, and I gave them the BLRs prime in photocopies for analyzing them and later sharing thoughts.

Finally, I consulted some documents such as Basic Learning Rights English primer, the institution PEI (Educational Institution Project), the 1278 Decree and the 09317 Resolution.

MNE revealed BRLs just with a primer to public high schools stakeholders without taking into account teachers', students' or any community members' ,from our high school, direct participation in their creation. Parody, G. (2015) minister of education, 2014-2016, also showed BLRs as an important instrument since with them teachers and other community members could improve different areas of knowledge aspects, in order to transform Colombia into the most educated country. In fact, after a reading analysis, the areas of knowledge BLRs allow to develop are mainly linguistic due to the contents suggested to have the students be familiar to specific vocabulary, structures, and functions,

and they have general goals that do not even give a clear activity for achieving them.

Parody also states the importance of BLRs regarding high school's curriculum because they are a complement of it, but BRLs are not directly articulated to the high school curriculum where I currently work, and this high school is calling to implement BLRs as well as other public high schools in all Colombia.

The institution PEI (Educational Institution Project) decreed by MNE which is still in construction because of the different perspectives administrators have had and because it is necessary all stakeholders participate in its creation. It contains the institutional goals, rules and improvement projects must have. It also includes a guide for developing contextualized strategies and intellectual development.

The 1278 Decree, 2002 mentioned before in the introduction that states professional development as a training which National Government will regulate the mechanisms, forms and scope of training and updating.

The 09317 Resolution, 2016 which specifies the functions manual, requirements and competences for administrators and teachers. This establishes what we must do in high schools including researching, questioning and appropriating (Resolution 09317, 2016, p. 11).

The examination of the documents allowed me to have an expanded perspective of the gap between theory and practice public school teachers must deal because what is written is not what is done. I collected all data during four months August, September, October, and November the hardest period in a scholar year, and with a previous pilot during June and July.

Data Analysis

For analyzing data, I used NVivo10 to categorize all the information in a deductive method, because I took into account the research question and all its components such as BLRs, challenges, possibilities, and appropriation (Richards, 2003). This means, first I considered the concepts most appointed during the interviews and activities sessions and their relevance for the study, and created categories for analyzing them deeper. They were the project journey since the process for collecting data carried out many obstacles and questioning, challenges public teachers have for meeting and reflecting, and the possibilities teachers could find from those challenges. Second, from those categories delimited by the research question, and later deductive analysis (Richards, 2003), I figured out others, which appeared commonly and were repeatedly mentioned in socialization, interviews and diary entries. Those subcategories I extracted from challenges were: (a) becoming a researcher, (b) time, (c) research question changing, (d) BLRs advantages and disadvantages, (e) continuity, and (f) teachers' and students' English level. And from possibilities were: (a) creating a space for sharing and socializing, (b) making administrators and colleagues, part of an English project, (c) students must be involved in the BLRs implementation, (d) diagnosis, and (e) appropriation.

They linked to the thesis question since they are evident challenges that teachers noticed regarding the BLRs appropriation attempting.

I also included the analysis of some related documents during the thesis development. These were BLRs prime with the linguistic purpose that is not developing in teachers or students a critical perspective yet, the institution PEI which talks about growing as autonomous but did not include a specific project to develop it, the 1278 Decree that

describes teachers as technicians and not as researchers, and 09317 Resolution, which showed some inconsistencies as the other documents between paper and praxis.

This study also included diverse options to triangulate information to check and establish validity. Triangulation according to Creswell (2012) is:

“Applied to research, it meant that investigators could improve their inquiries by collecting and converging (or integrating) different kinds of data bearing on the same phenomenon. The three points to the triangle are the two sources of the data and the phenomenon. This improvement in inquiries would come from blending the strengths of one type of method and neutralizing the weaknesses of the other.”
(p.536)

In this study, different sources of data include MNE, institution administrators and teachers views concerning different addressed matters.

Ethical Considerations

This study took into account the confidentiality of participants and community stakeholders. Participants chose their own pseudonyms, which protect their real identities and allowed them to express freely their opinion throughout all the process. I covered the administrators, places and school names when giving descriptions and analysis. Letters of consent and permission protect the information collected during the study (see appendixes A, B and C). Moreover, all ideas and thoughts are taken directly from audios recorded and I stored directly by me, guaranteeing the trustworthy of the process.

Findings

This project began with the purpose of appropriating Basic Learning Rights, and my role becoming a change agent in the institution. However, many situations appeared which contributed to reformulate the course of the project and even the research question. Finally, it asked for the challenges public high school English teachers face in attempting to appropriate Basic Learning Rights.

In this section, I give a summary of what teachers' project went through, which constitutes a procedure challenge, including interactive activities and interviews, which allowed us to have a dialogue face to face and constituted some of the evidences of the study, and the analysis of the BLRs prime, the institution PEI, the 1278 Decree and, the 09317 Resolution. Then, I present the analysis of the challenges we went through, some possibilities to overcome them, and further projects.

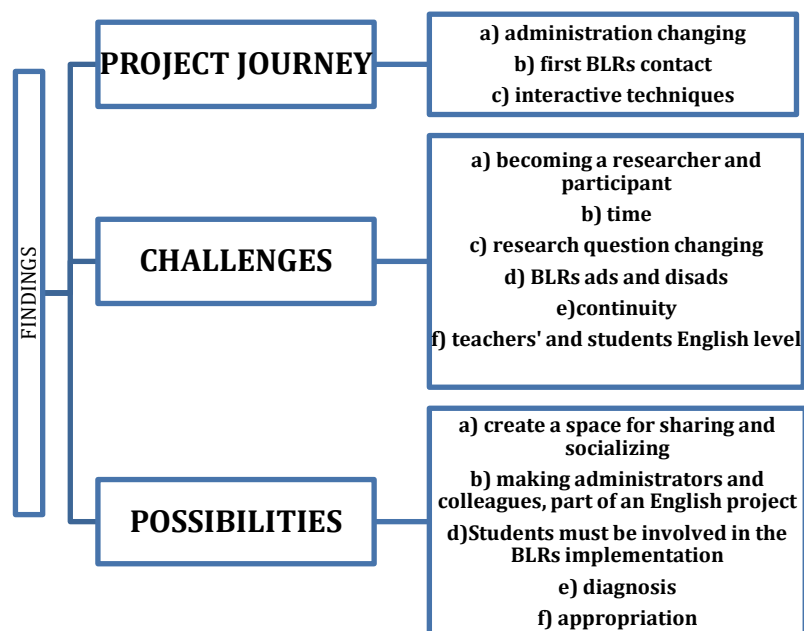


Figure 1. Findings Roadmap.

Project Journey

Firstly, the most important situation we faced referred to the administration changing which is a common situation in public institutions due to the few in career teachers' personnel. The Secretary of Education transferred the principal who was at the beginning of data collection. Therefore, the institutional agenda and the rules of implementation changed as well. Although the current principal accepted to allow carrying on the project and therefore the data collection with the consent letter signature, he did not give teachers the space at school during the time I supposed to carry out the project. This undoubtedly was the major challenge since without that opportunity, the participants and I could not share our ideas and possible solutions properly regarding the appropriation of BLRs in a common and appropriate place as the institution. Instead of that, we had to meet after a work journey when each of us had time.

Secondly, after this constraint, the participant teachers and I had to look for a manner to have a first interaction with BLRs at the beginning of the project because the chances to meet were absent during our timework. Those impressions showed our need for knowing about and reflecting on the BLRs. The first view of **YaGo** about BLRs was general but with main points in common with **Maley** who went deeper and tried to give a specific view of some BLRs. Here they found potential elements to analyze further, in order to clear not only the purposes of the BLRs but also the possible solutions to some failures these could have. Both however, seemed to find linguistic problems only in these BLRs, and they did not notice a need for appropriating this language policy. Their first impressions were as follows:

YaGo

Bueno básicamente lo que tenía que decirte de los DBA es que, como bien sabemos son requerimientos establecidos por el MEN donde se exponen los "contenidos" o temas de conocimiento que deben alcanzar los estudiantes en los distintos niveles de la educación. Peeeeero, en las instituciones publicas es un poco difícil llevar esto a cabalidad y se pueden notar falencias en los educandos. Por lo tanto considero que los DBA son un poco "avanzados" para los niveles estudiantiles de la educación publica. Inclusive para algunas instituciones privadas (lo digo por experiencia) algunos de estos son un poco difíciles de alcanzar pero la brecha ya es mas mínima. OJO, tanto para instituciones publicas como para privadas no todos los DBA están fuera de rango pero si es necesario decir que muchas veces no son alcanzados en el nivel o grado que se suponía. No siendo mas, te hago llegar mi humilde opinion. 😊 Gracias. (e-mail, August 10, 2018)

Well, what I had to tell you about the BLRs is basically that, as we well know, they are requirements established by the MNE where the "contents" or knowledge topics that students must reach at different levels of education are exposed. However, in public institutions, it is a bit difficult to take this fully and flaws can be noticed in the students. Therefore, I consider that BLRs are a bit "advanced" for student levels of public education. Even for some private institutions (I say it from experience) some of these are a bit difficult to reach but the gap is already minimal. WARN, for both public and private institutions, not all BLRs are out of range but it is necessary to say that they are not often reached at the level or degree that was supposed. (E-mail, August 10, 2018)

Maley

Nota: Considero que el éxito del desarrollo de la competencia depende mucho no solo del trabajo realizado en clase, del acompañamiento del docente, sino también del trabajo autónomo de los estudiantes deben de hacer para superar debilidades y potencializar fortalezas en EFL.

A nivel General.

En teoría los DBA tienen buenos planteamientos o ideales, pero en la práctica es bien complicado puesto que hay que tener en cuenta aspectos como:

- Cantidad de Estudiantes (Tenemos grupos MUY numerosos)
- Número de horas clase (no son suficientes y los se no reposan en casa)
- Diseño de Guías (Las guías del MEN no contextualizan en la mayoría las actividades de acuerdo al contexto de los estudiantes)
- Para mí es VITAL que desde la formación básica primaria los estudiantes estén acompañados en su proceso por un docente de Lenguas Extranjeras - Inglés que no solo les enseñen palabras

3º CUARTO INTERACCIONES DE LENGUA INVESTIGACIÓN Y COMUNICACIÓN

Separadas sino que tambien los guian para utilizarlas en contexto: (oraciones, expresiones, parrafos), esto permitira que los aprendizajes cooperados de acuerdo con los DBA sean más realistas y posibles. En resumen los estudiantes deberian llegar al bachillerato con buenas bases. Se reconoce el trabajo de los colegas de la primaria, pero ellos y los estudiantes requieren del acompañamiento del docente formado en la asignatura en mención con el fin de alcanzar los desempeños esperados.

Figure 2. Maley's opinion manuscript.

...Note: I consider that the success of the development of the competence depends a lot not only on the work done in class, on the accompaniment of the teacher, but also on the autonomous work that students must do to overcome weaknesses and strengthen EFL strengths (...). In a General level, BLRs have good approaches or ideals, but in practicing, it is very complicated. Since it is necessary to take into account aspects such as number of students (we have very large groups), number of class hours (they are not enough and the ss do not review at home), guides design (The MNE guides do not mostly contextualize the activities according to the context of the students). For me it is vital that from the first basic training, that the students are accompanied in their process by a teacher of foreign languages-English who not only teach them separate words but also guide them to use them in context. / Prayers, expressions, paragraphs), this would allow the expected learning according to the BLRs to be more realistic and possible. In short, students should reach high school with good bases. The work of the primary school colleagues is recognized, but they and the students require the accompaniment of the teacher trained in the aforementioned subject in order to achieve the expected performances. (Hand writing report, August 14, 2018)

Thirdly, participants and I shared three different interactive techniques that evidence our vision towards the challenges we must face every day implementing BLRs either from our personality or from the context. The instructions of those activities were in Spanish in order to have a clear idea of them and because there was a consensus by Whatsapp of carrying out the all project in Spanish to express our feelings freely in mother tongue without any misunderstanding. This language choice demonstrated an English disuse, and a lack of motivation to practice it, which implies we require overcoming language barriers for improving not only linguistic aspects but also communication instruments.

The first activity instruction was:

“**1. Patchwork quilt.** On a square of letter-size paper, whether white or colored, as you wish, express your feelings about your teaching work, your personality and your context. Use your imagination and do what your creativity and imagination tell you.” The drawings (figures 3, 4 and 5) showed each teacher’s personality and ways of seeing education and our context. Therefore, teachers also account of our worries about how to develop professionally in the proper way because is not just a profession but also a calling. We struggle every day for not losing our path, and continuing teaching in an integral way no matter the changes regarding students’ motivation towards the language, and become a model to follow as well. We also agreed that the value in this life style is students’ achievements, which is for us a job retribution.



Figure 3. YaGo's patchwork quilt drawing.

In figure 3, **YaGo** expressed sometimes sadness about the attitude some students manifest during the activities and because of the few expectations, she had about the level her students could reach. Moreover, she felt joy when there are good results in linguistic aspects and therefore in academic processes.

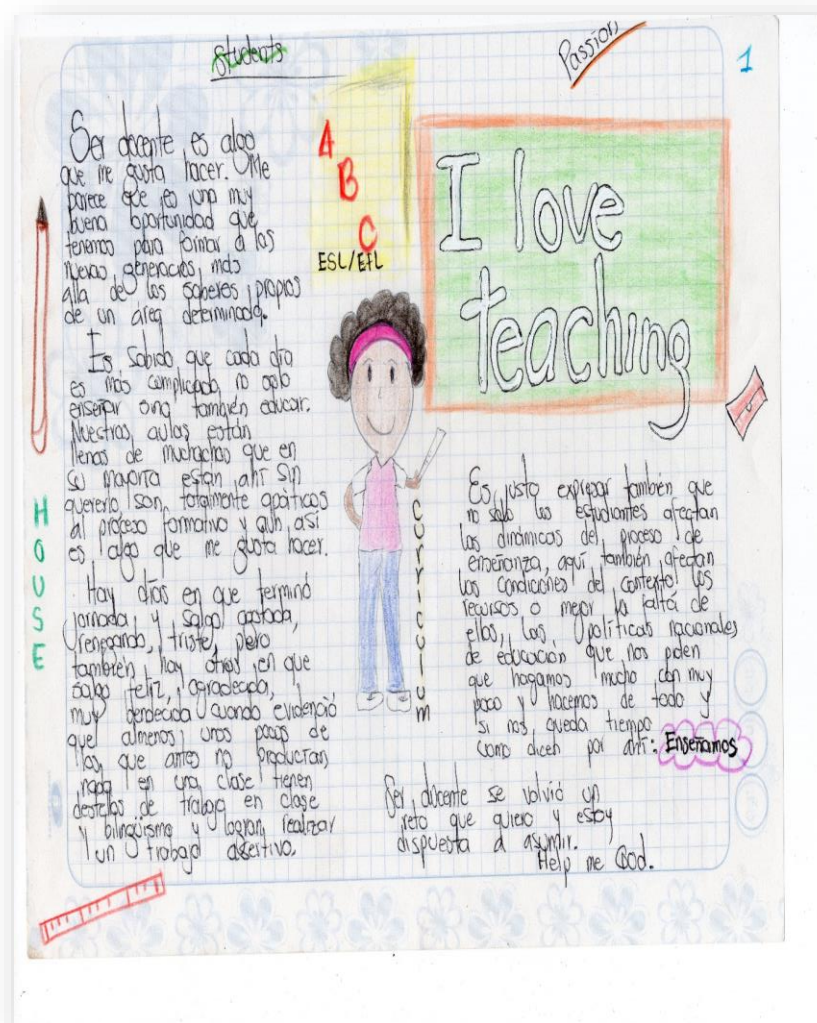


Figure 4. Maley's patchwork quilt drawing.

In figure 4, **Maley** expressed her joy for teaching and the gratitude towards this profession. This evidences a feeling of commitment and fulfilling which promotes a good disposition to teach and therefore to overcome difficulties. She also admitted to worry sometimes for the few interest students have towards English subject, and she sometimes tried to overcome the situation with different activities, but other times she continued doing the same. It is very difficult to keep a smile or a positive attitude all of the time due to the context situations we must deal with.

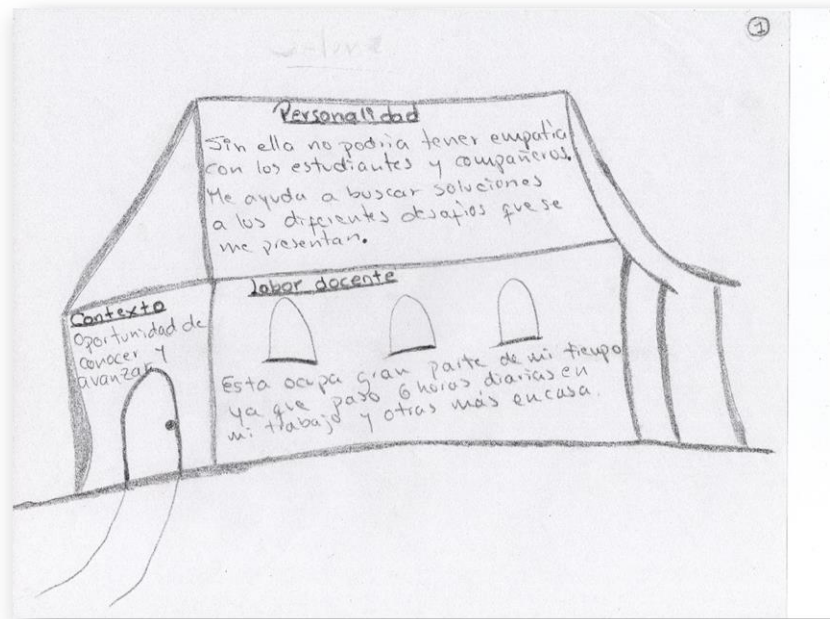


Figure 5. My patchwork quilt drawing.

Finally, through my drawing I expressed that we as teachers give not only knowledge but also caring because personality is an important factor to build empathy with the students. Our profession is not isolated from our personal lives for that reason; we need to have options for solving challenges that could also interfere with our current lives.

The second activity instruction was:

“2. Mural of situations. The situation is as follows: How Basic Learning Rights are used in our institution. Teachers / Students Based on this situation, elaborate on a sheet your perception of this situation. You can use graphics, drawings or texts.” Only I made the drawing (figure 6), and through it, I expressed all my questions about BLRs such as why are BLRs useful? How are going to use them? When do we must use them? What kind of activities do we use? Do students know them? Participants said, they had not enough time for making the drawings but they exposed their feelings about BLRs during the session.

In this part, we also agreed with some aspects as in the first activity. We, and all educational community need to know BLRs in order to understand them, we think BLRs could be very useful if we contextualize them with specific activities and, BLRs could help to know the real level of students' English. Maley mentioned that BLRs could change context if we make them as our own strategy tool with a purpose.

Maley:

Los DBA yo creo que cobrarían sentido no sé, en el nivel como en cuanto a docentes, estudiantes y padres de familia se apoderen de ellos, porque bueno uno dice estos son los DBA de este periodo y los estudiantes saben que uno los coloca ahí, nosotros los ponemos porque la malla los requiere sino los requirieran yo me imagino que muchos o no todos que si los usaran, pero nosotros lo ponemos ahí porque la malla tiene un espacio para cumplir un DBA. Inclusive los estudiantes cuando están haciendo una actividad o algo requerido ellos no miran si aprendieron o no, ellos dicen: gane, No gane porque aprendí, no gane porque adquirió la competencia, no gane porque el logro que me está diciendo el DBA que yo tengo es el promedio, o sea ellos no piensan eso, ellos quieren es ganar independientemente si si o si no. (Session audio, October 19, 2018)

The BLRs, I think, would make sense, I don't know, at the level as in terms of teachers, students and parents taking over them, because well one says these are the BLRs of this period and the students know that you put them there, We put them because the plan requires them but they require them. I imagine that many or not all of them would use them, but we put it there because the plan has a space to meet BLRs. Even when students are doing an activity or something required, they do not look at whether they learned or not. They say: I won, do not win because I learned, do not win because you acquired the competition, do not win because the achievement the BLRs is telling me that I have is the average, that is, they don't think that, they want to win independently if yes or no. (Session audio, October 19, 2018)

This new interpretation of BLRs demonstrated a deeper view of this policy strategy in the single session, we changed a little our understanding about BLRs since now teachers and I see it as something we can improve and work on like community educational members. Not only students and teachers can use the BLRs, but also parents who most of the time are not included in high school dynamics. YaGo this time stands that BLRs are the guide for planning and not a simple addition to the English plan. With this appreciation

regarding BLRs, she distanced a little from her opinion of BLRs as a measure tool but now as a tool for planning.

YaGo:

Bueno, me centre en la institución, o sea empecé a pensar en la institución en que nosotros los teachers entonces planeamos e incluyendo en nuestra planeación los DBA pues no nos centramos en ellos pero si son parte de nuestra planeación entonces, referente a los estudiantes estos DBA nos ayudan como a trazarnos una meta o a pensar que es lo que queremos entonces lograr con esto, referente a los teachers es como planeamos y como los incluimos en la planeación y referente a los estudiantes como ha ido los DBA, como nosotros los docentes ayudamos a que lleguen a través de los DBA a los objetivos propuestos.(Session audio, October 19, 2018)

Well, I focused on the institution. That is, I started thinking about the institution in which, we teachers planned and included in our planning the BLRs, because we do not focus on them but if they are part of our planning. Then, referring to the students, these BLRs help us how to set a goal or think about what we want to achieve with this. Referring to the teachers is how we plan and how we include them in the planning and referring to the students as the BLRs has gone, as we the teachers help to reach the proposed objectives through the BLRs.(Session audio, October 19, 2018)

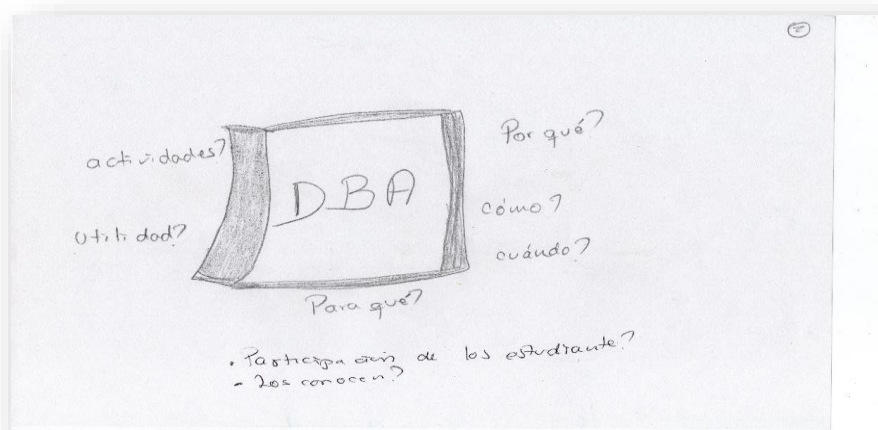


Figure 6. My mural.

I centered my ideas in a drawing expressing all questions I had towards BLRs, which includes not only teachers as developers of them but also students as direct participants. Moreover, I wondered if they were useful since we did not have a result yet.

All those questions demonstrated also a worry not only for linguistic concerns but also for a critical aspect about the strategy MNE gave us.

The third activity instruction was:

“3. Problem Tree. Draw a tree, locating at the root the problems that you think we have to implement properly the Basic Learning Rights, in the trunk it locates the effects or consequences of those problems and in the branches, it locates the alternatives or possible solutions. Thank you very much for your participation in these activities. God bless you.”

With this activity, we stated again the challenges to face of such as the need for contextualizing BLRs, the importance of time and, know them well. We also cleared some ideas for implementing later on such as asking for a specific project to English subject that could be evaluating as for Example Math subject does through Olympics. In figures 5, 6 and 7, the participants and I realized that each constrain had a possible solution but most of them required an administrative permission and teachers appropriation. Besides, the main conclusion from this session was that we had several things to analyze and if with a single session we cleared many aspects, what would happen if we do it frequently.

Problem tree results:

Participant	Problems	Effects	Possible solutions
YaGo	Lack of time, context, lack of appropriation, complexity.	Low tests results, students do not obtain established objectives.	Level BLRs according to students, contextualize BLRs
Maley	Lack of time, little students' commitment, lack of community knowledge, far from realities, lack of training	They are not appealing, lack of results for period, teachers do what they think for implementing.	Increase English hours per week, training journey for implementing, make students aware of the BLRs importance.
I	Time for analyzing, adequate use, absent of a related project, lack of knowledge.	We do not achieve established goals, lack of coherent activities.	Articulate them to an institutional project, know them, provide time, appropriate them, and create coherent activities.

Figure 7. Table of problems tree conclusions.



Figure 8. YaGo's problems tree.

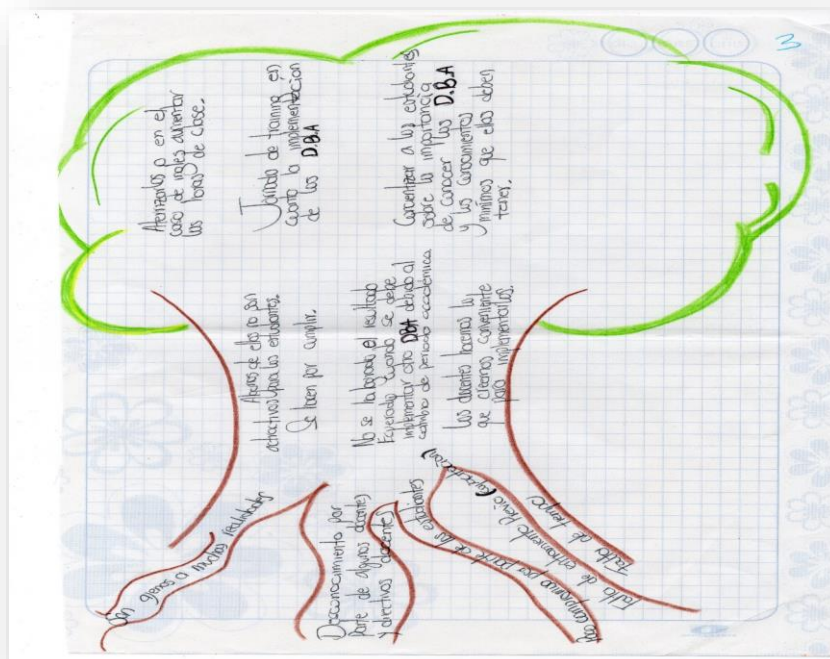


Figure 9. Maley's problems tree.

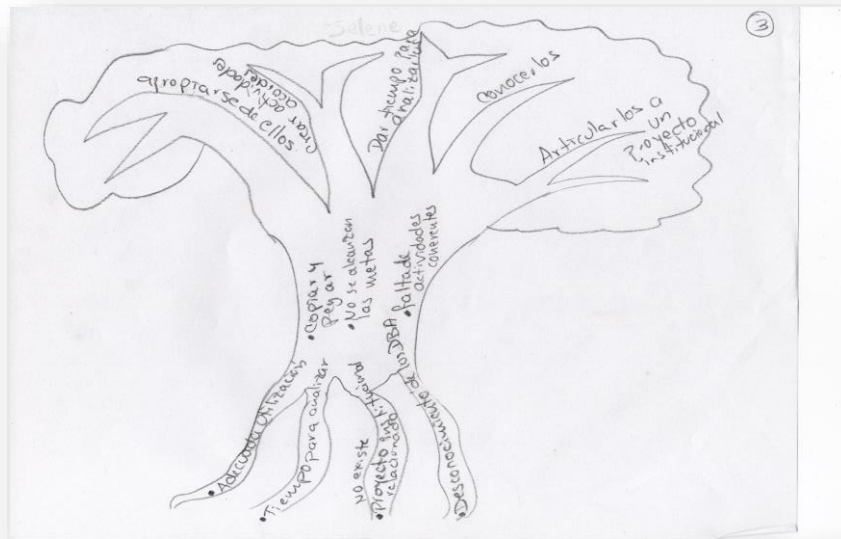


Figure 10. My problems tree.

This activity concluded the only session participants and I had as opportunity for socializing. After many tries to meet each other, we lastly agreed in time and place. We had one and a half hour to share and exchange our ideas and feelings. We elucidated many ideas and goals such as creating a specific space for planning, integrating primary school teachers, doing a diagnosis among others I talk later for implementing BLRs during the single session.

Finally, I did the interviews to participants and some institution administrators. The first set was with the previous principal, the current coordinator, and the previous English teacher who was going to be one of the participants. Those interviews were about the perception, knowledge, and suggestions the interviewees had about the BLRs, which clearly showed a general idea of BLRs but did not give a deeper view or deeper analysis about them because they are seen as something to implement that make us accomplish a goal set by MNE. The second set was with the current principal, the current coordinator again and the two English teachers who were the participants. This one was about the

background of the interviewees, the bilingualism program in Medellín, the perception of BLRs in English and the suggestions for implementing them in the institution. The interviews gave different opinions and perceptions, which enriched the analysis and proved that sometimes administrators and teachers must dialogue to agree of some academic priorities, and established a posture of analyzing BLRs as teachers thought or of carrying them out as administrators implied. Finally, a third interview that included Maley since Secretary of Education removed YaGo to other institution.

From this final interview, she concluded that we needed to continue with the sharing practice in favor of analyzing challenges and delimiting options to overcoming them:

Maley

Mirar formas de planear juntas, a pesar de, que la planeación este orientada al logro de los derechos básicos de aprendizaje. Una meta, un reto que eso se haga también desde los ciclos básicos entonces, como también llevar a los demás compañeros que encaminen los procesos de esa manera(Interview audio, November 28, 2018)

Look at ways of planning together, despite the fact that planning is aimed at achieving Basic Learning Rights. A goal, a challenge that is also done from the basic cycles then, as well as leading other colleagues to route the processes that way. (Interview audio, November 28, 2018)

This was the summary of our journey through the project implementation, the difficulties we had, our achievements, and other ideas for continuing implementing the project. It evidenced the single chance we had to meet after work even we counted with a letter permission to meet in work time, the need for using English outside classrooms, the three activities, which allowed us to clear our context, shared our feelings and thoughts, and the interviews, which revealed our intentions regarding BLRs. In the following, I elucidated challenges and possibilities we glimpsed concerning BLRs.

Challenges and Possibilities

Taking into account the research question again, what challenges do public high school English teachers face in attempting to appropriate basic learning rights? We could find two major items, which participants and I had during collecting data and implementing the methodology proposed in the research methodology, they are challenges and possibilities.

Challenges.

Becoming a researcher and participant. This was a challenge to face because I did not have any experience as researcher, neither my colleagues as participants. It was my first project as a research teacher even though I had done a practicum as an undergraduate student; I had not had to conduct a research Project with its entire rigor. I only had to implement some classes in a public high school. This few, rather none experience was my major challenge because I have learned through the doing. Participants also were novice in this kind of in-service project. The content I studied at the courses my master program was vast but, the implementation of those ones were not easy to deal with since, I wanted to follow an schematic style that I studied as action research but the evaluators, time and context suggested something different. Due to that, I opted for implementing collecting data using interactive techniques for qualitative social research, which one of my evaluators suggested and, that allowed us to overcome many process constraints as I mentioned before. Moreover, I am not use to do interviews, group sessions, journals and analysis of data at all. Those tools, I used them in the better way possible to carry on our research and, participants and I have learned many things through mistakes and repeating but it is worthy to know that people are not never late to build new concepts and strategies.

I wrote in my diary:

Going back this research experience, I have noticed that I have learned to be a researcher by doing. Although I had theory during the different courses at the university, anything of that is in those moments I have lived here. The interviews, the sessions, the diaries are new things that I had to incorporate to my life, and I say my life because it is something you have to live with. Moreover, the difficulties for collecting data which made me to change the research question and the methodology. (Researcher's diary, January 2019)

Time. The few time teachers and I had for sharing and socializing the activities was insufficient. One of the causes was the changes the institution experienced during the last 7 months that include other priorities the new principal had during the time they could use for the project among pedagogical journeys and area meetings. The new principal gave me the consent letter, but not the time. Even I asked him two times for meeting with the participants, the first one was for including our meeting in a pedagogical week, which one of the purposes is for reflecting and sharing ideas, he instead of that made us to accommodate the English plan to a book suggested by him. The second time, I gave him a letter to consider our meeting for the October pedagogical week, and he said that he had to talk with his coordinators and as before, we had to continue with the accommodation or cut and paste activity that means copy contents from the book. (See appendix D)

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... the largest aspect is time, including logistics of the institution because they had already given a permission and then it is totally different then, I would not think that it was not time. I would think it is very difficult; that is why I say that we hope that next year things will change. (Session audio, October 19, 2018).

Then, after many attempts to meet, we opted to do it in our free time, but it is complicated to have a common time since we had many occupations. What we did, we did it in our free time, through a whatsapp group or after work once.

Referring this time insufficient aspect, in the single session teachers had concluded the following:

Maley

...estoy de acuerdo con (YaGo), falta de tiempo; para nosotros alcanzar esos DBA y los objetivos que se proponen ahí el tiempo no es suficiente y pensaría también que entrenamiento previo por parte del magisterio para los docentes, como sensibilizarnos, aterrizarlos los DBA esos y que nos digan: mira esto son los DBA y el propósito con ellos es esto, se articulan de esta manera, entonces los docentes hacemos lo que podemos. Las consecuencias, dice algunos de ellos no son atractivos para los estudiantes porque aunque hablan de temas que son importantes, que los chicos tengan alto conocimiento o que tengan... sí que sepan cómo cultura general, ellos en este momento no están interesados en esas cosas, entonces como que aterrizar los DBA a cosas que ellos sientan porque en la medida que uno sienta y eso se va a acercando a lo que yo soy siento mayor afinidad. (Session audio, October 19, 2018)

... I agree with (YaGo), lack of time. For us to reach those BLRs and the objectives that are set there, time is not enough. I would also think that previous training by teachers for teachers, such as raising awareness, achieving those BLRs and telling us: look at these are the BLRs and purpose with them is this, they articulate in this way, so teachers do what we can. The consequences, some of them say, are not attractive to students because, ...yes they know about general culture, they are currently not interested in those things, So, like adjusting the BLRs on things they feel because as long as one feels and that is getting closer to what I am, I feel greater affinity. (Session audio, October 19, 2018)

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...bueno para mí son como los principales problemas son: el tiempo para analizar, no nos han dado tiempo para analizar, pues siquiera simplemente de los DBA que número usted va a escoger el 1, el 2, el 3. ¿Cuál puede complementarse con lo que tenemos ya en el curriculum, en la maya del plan de área? Que ¿Cuál casa con cual? O sea es como casar el DBA con lo que ya se había pasado entonces no hay tiempo para analizar ese tipo de derecho básico de aprendizaje, no hay una adecuada utilización, yo también siento que no, que eso es la repetición de la repetidora relacionados con los indicadores de desempeño, pues no veo como, o sea la utilidad en sí, de esos DBA no los veo por ningún lado. (Session audio, October 19, 2018)

... well for me they are like the main problems are: the time to analyze. In other words, it is like matching the BLRs with what had already happened so there is no time to analyze that type of Basic Learning Rights. There is not an adequate use, I

also feel that no, that this is the repetition of the repeater related to performance indicators, because I do not see how, that is, the utility itself, of these BLRs I do not see them anywhere. (Session audio, October 19, 2018)

We found that time was a factor that public school teachers lack specially in the second semester of the year. Either for classes developing because of other activities we must assume such as pedagogical meetings, extra curricula activities and so on, or meeting for planning strategies to overcome different challenges, time constitutes an important question to solve.

YaGo

Bueno, empezamos con el tiempo, que considero que es el máximo enemigo de nosotros los profes de inglés, que en el colegio por lo general no tenemos mucho tiempo, pues los de bachillerato tenemos 3 horas nada más de clase y los de primaria tienen 1 sola horita, entonces a veces para desarrollar contenidos que nos llevan a alcanzar, por ejemplo esas metas trazadas en los BBA a veces no, pues no es suficiente ese tiempo asignado. (Session audio, October 19, 2018)

Well, we start with the time, which I consider to be the greatest enemy of us English teachers. That in school we usually do not have much time, because those of high school have 3 hours nothing more than class and those of primary school have 1 single hour, then sometimes to develop content that lead us to achieve, for example those goals set in the BLRs sometimes not, because that time is not enough. (Session audio, October 19, 2018)

Even though, we await it, and made a successful session that gave us several ideas to apply further. I learned that the best option for carrying out a project was at the beginning of the year when I can suggest it and press my right to meet with my colleagues.

I

This kind of project must be carried out from the beginning of the year but I had to do it at the end since the approval of my proposal was after half of the year. The opportunities for meeting again are few since we are ending the scholar year and there are other important activities in order to conclude successfully. (Researcher's diary, August, 2018)

Research question changing. Because of agenda changing, I had to reconsider the first research question and adjusted myself to the new reality. The new principal's priorities made me realize that the three months left I had to collect data were not enough to develop the activities and collect the data for solving the previous research question. The complications showed me, there were other facts I had to analyze, new dilemmas to face such as challenges to deal implementing a project, which included context, needs, and administrators' vision or ideas.

I

January 16th.

Today we received the (...) book. As I said before, the new principal gave this idea since last years but he said as an option, this year he took it as a fact. The book includes many contents, the guía 22 standards and some BLRs accommodated with the standards. Moreover, we have to add one more term to the academic year since the principal decided to extend from 3 terms to 4 terms.

As the last year, we had to meet in areas to run into change the plan as the principal demanded to, without any reflection or thought about what we were doing, just cut and paste. We again do not have a voice; just do what the administrative says.

(Researcher's diary, January 16, 2019)

Basic Learning Rights advantages and disadvantages. Another challenge had to do with the BLRs opinions different actors possessed and, which could allow or not their purposes. This means, the disposition teachers had towards BLRs as an imposition or as something more to accomplish, and administrators took them as a strategy to improve work. Therefore, stakeholders had advantages and disadvantages regarding the use, and implementation of the BLRs. Perspectives from administrative side, and teachers were sometimes different. Since, on the one hand one of the administrators considered them as something that acts jointly with the institution view like a part of the learning process, and on the other hand, teachers thought of them as something that have to be adjust to our

context. BLRs were most a challenge than a tool at the beginning since first; we must figure them out, second we needed to contextualize them and thirdly, we should find out how to implement them with appropriate activities in order to make them significant and not only a content filling.

Advantages. Through the different interviews and session with participants, advantages came up. BLRs in general are seen as an opportunity for improving English and succeeding in national tests. However, each person reflected from his or her particular job position, which revealed that depending on role, we established many times our criteria for acting, and our personal view was not a lasting option.

Administrator:

...son lineamientos que vienen desde el ministerio de educación, pero, pero esos lineamientos del ministerio no pueden ser vistos como como algo ajeno a la institución se deben traer a la institución y nosotros dentro de la autonomía escolar mirar cuál de ellos adoptamos para nuestro mejor funcionamiento. (Interview audio, August 22, 2018)

...they are guidelines that come from the ministry of education, but, but those guidelines of the ministry cannot be seen as something outside the institution, they should be brought to the institution and we, within the school level, look at which of them we adopt for our best functioning. (Interview audio, August 22, 2018)

Maley:

...podrían ser útiles en la medida que podamos entenderlos, podemos en verdad orientar nuestra cátedra en las aulas o nuestra asignatura apuntándole a ese mínimo, que es lo que buscan estos derechos básicos, pero nuestros estudiantes con el background que traen, uno dice que ni siquiera traen lo mínimo estos chicos para sexto; tienen lo mínimo de tercero pero no lo de sexto por decirlo así. (Session audio, October 19, 2018)

... They could be useful to the extent that, we can understand them. We can really guide our class in the classroom or our subject by pointing to that minimum, which is what these basic rights are looking for. (Session audio, October 19, 2018)

Disadvantages. These reflect a general worry for adapting and use them in an adequate way. An administrator gave a most centered teacher answer here, demonstrating a critical perspective from her role. She took into account the teachers value since stated teachers were the principal actors who give a clear support to the learning process. Moreover, Teachers thought BLRs are not as significant as they should be, which means they lack of effectiveness since students do not take them as an important part for growing themselves.

Coordinator:

Púes, lo más importante sería como tener en cuenta a los docentes que son los que están en el aula y que ellos desde la experiencia puedan aportar, cierto? a éste conocimiento. (Interview audio, August 29, 2018)

Then, the most important thing would be how to take into account teachers who are in the classroom, and that they can contribute from the experience, right? To this knowledge. (Interview audio, August 29, 2018)

I:

...son algo que debemos hacer pero la idea no es solamente como lo otro que expedición currículo que copiemos y peguemos en los tres periodos que necesitamos porque los otros tienen cuatro y ya simplemente como adaptar los temas.

No, yo quisiera como que estos de verdad si tengan un impacto en los estudiantes y que no sea simplemente repetir y repetir y copiar y pegar entonces para mí es como el ¿Por qué? El ¿para qué de estos derechos básicos? ¿Cómo? Estas son unas de las preguntas porque yo sinceramente veo eso como que muy general, no sé cómo implementarlos y para que les va a servir a los estudiantes y que utilidad puedan tener, no sé ustedes que piensen sobre esto (Session audio, October 19, 2018)

... They are something that we must do but the idea is not only as the other that expedition curriculum that we copy and paste in the three periods those we need because the others have four...

No, I would like that, if they really have an impact on students and that it is not simply to repeat, repeat, copy, and paste then for me it is like the Why? The why of these basic rights? How? These are some of the questions because I sincerely see that as very general, I do not know how to implement them and so that it will serve

the students and what usefulness they may have, I do not know what you think about this (Session audio, October 19, 2018)

Continuity. As well as other proposals, they had few continuity considering time of implementation. Ministry of National Education has continuous changes regarding Language policies because of unsuccessful strategies in standardized tests. Thus, they call for positive results as soon as possible, omitting the fact that learning has a process that includes time and many aspects. Although BLRs are an adjusted version from guide 22 in order to show contents more basic and accessible to public high school students, MNE expects to have positive results in evaluations without considering all the constraints they already have. Most of those constraints are by reasons of applicability in the different contexts and the preparation teachers have especially from primary school where there is also a primer version. Likewise, the high school has already an English plan modified one-year ago, and that is going to change again regarding new principal's plan. Finally, the continuity of principals and English teachers at high school that is a constant concern because I have had three different principals in a year and a half and two different participant during these eight months and five changes of English teachers since I came to the institution in 2011. Those changes do not allow to maintain processes and therefore, positive results.

Maley:

No hay políticas públicas educativas que permitan que esos procesos den los resultados, de pronto algo está funcionando pero luego el gobierno de turno y se paró el proceso y no se alcanza como a recoger esa semilla que se sembró, ese fruto entonces yo creo que hay que seguir dándonos la pelea como se dice. ...desde que yo estoy estudiando siempre hay como nuevas normas, nuevas reglas, nuevas políticas entonces si siempre, todo está en constante cambio no hay nada que pueda seguir como una línea directa sino que los procesos siempre se ven interrumpidos. (Session audio, October 19, 2018)

There are no educational public policies, which allow these processes to give the results. Suddenly something is working, but the government arrived and the process stopped and it is not enough to collect that seed that we seeded, that fruit then I believe that we must continue giving the fight as they say.

... Since I was studying, there are always new norms, new rules, and new policies so if always, everything is constantly changing there is nothing that can follow as a direct line, and the processes are always interrupted. (Session audio, October 19, 2018))

...the deleting of one hour from our English subject, so one of the English teachers had to leave the institution and unfortunately was YaGo, since she was the latest in arriving to the institution. That was a cold-water bucket and I could not do the final interview to her because she had to go right now to other institution. (Researcher's diary).

Teachers and students' English level. Teachers' English level and Students'

English level were and are a linguistic challenge that teachers are often guilty or responsible of. Because of the low results, public high school students from eleventh grade obtain in state tests, public English teachers appear to be the direct involved without evaluating all the possible causes are behind such as students' context, process and time dedicated to that purpose. Furthermore, primary school teachers are in charge of those students during six fundamental years in their learning process, and most of them are not English teachers.

Administrator's view:

...los educadores al principio con la certificación en inglés, fueron poco receptivos inclusive ni siquiera quisieron ir muchos a presentarse en esa certificación. Después, dejaron un proceso mocho porque no lo terminaron pero nos parece que era un punto importante de partida certificar en inglés y en qué nivel de inglés estaban los profesores era algo importante pero también determinar que tenemos dificultades muy grandes en cuanto a la pronunciación del idioma, en cuanto a la referencia del idioma que nos hacen porque algunas veces traen formatos para evaluar y para trabajar que son desde Norteamérica, otros desde Inglaterra y no es lo mismo y eso ha generado una confusión frente al manejo de la, de la lengua del inglés aquí en nuestra ciudad. (Interview audio, August 22, 2018)

... the educators at the beginning with the certification in English, were not very receptive even they did not even want to go many to present themselves in that

certification. Afterwards, they left a process a lot because they did not finish it. However, we think it was an important starting point to certify in English and at what level of English the teachers were. It was something important but also to determine that, we have great difficulties in terms of language pronunciation. Because for the reference of the language that they do, sometimes they bring formats to evaluate and to work that are from North America, others from England and it is not the same, and that has generated a confusion regarding the handling of the language of the English here in our city. (Interview audio, August 22, 2018)

Maley:

...el inglés en Colombia ha sido como segunda lengua o lengua extranjera desde hace como más de 20 años, no sé si estoy equivocada y en 20 años o se vio; de pronto los bachilleres de colegios privados salen fluidos y todo eso. En cambio los pelaos de bachillerato a excepción de algunos colegios que tienen una intensidad horaria a la semana de inglés de 5 horas prácticamente y que tienen profesores idóneos para dar esta asignatura salen fluidos y salen con un B2 pues algo ya derecho para la universidad que ya le están exigiendo C2, entonces yo pienso que si se tienen que replantear eso y ya supuestamente con el cambio de cada gobierno siempre va haber otra nueva cosa nos van a implementar otro tipo de estrategias de bilingüismo entonces, nunca va haber una continuidad. (Session audio, October 19, 2018)

...English in Colombia has been a second or foreign language for more than 20 years, I don't know if I'm wrong, and in 20 years it was not seen maybe, private high school graduates are fluent and all that. However, graduating students from public, except for some that have intensity of 5 hours per week of English (...) leave with B2. Then, they are demanded to have C2. I think that they have to rethink that, and now supposedly with the change of each government there will always be another new thing they will implement another type of Bilingualism strategies then, there will never be continuity. (Session audio, October 19, 2018)

Through the challenges, we found a need to unite different stakeholders for clearing and making agreements of what BLRs are and what are their function in the English learning process. Besides, we as educational community require committing in appropriating them, because it is not only a teacher's due but also: administrators, who give spaces and create rules of continuity, students who, use them and make them a personal growing tool, and parents who, accompany students during their formation process. Finally, I learned that experience gave ideas for accessing time, overcoming impasses as changing

strategies and accommodating myself to new dilemmas. We also found possibilities that concludes the study.

Possibilities.

About possibilities, we found solutions to overcome challenges and empower our role and ourselves towards BLRs as teachers. Moreover, the context gave us some tools for developing English activities in the institution. They were The PEI, and a current Mathematics Olympics.

Create a space for sharing and socializing. One of the possibilities was the need for sharing ideas and planning. Although the high school PEI talks about a special space for improving skills and abilities:

Políticas institucionales de la autoformación (...) el desarrollo de capacidades y habilidades de los diferentes miembros de la comunidad educativa, se estimulan y complementan con la apertura de espacios y oportunidades para la validación de metas entre grupos y a su vez para que se constituya en aporte a la formación de todos en proceso de crecimiento. (p. 16).

Institutional policies of self-training (...) the development of skills and abilities of the different members of the educational community are stimulated, and complemented by the opening of spaces and opportunities for the validation of goals between groups. In addition, in order to become a contribution to the formation of all in the process of growth. (p. 16).

We as members of the community did not have this space for achieving the purposes we had to form ourselves and grow. Thus, we could appeal to this explicit rule in our PEI and ask for this space. This space is the base for permanent challenges solutions, because in it we can analyze, share and overcome obstacles that could occur. During the single session, this was a common and constantly proposal not only in terms of academic purposes but also in terms of making significant and transcendental our profession.

Maley:

...y tiempo para socializar, o sea que nosotros nos podamos reunir y podamos hablar así de algo concreto y de sacar actividades como las hacen las de primaria. Las de primaria se reúnen y hacen unos talleres todos bonitos y como que les va muy bien en eso, nosotros no tenemos ese espacio. (Session audio, October 19, 2018)

...and time to socialize, that is, we can get together and talk about something concrete and take out activities like those in elementary school. The elementary ones meet and do some beautiful workshops and since they do very well in that, we do not have that space. (Session audio, October 19, 2018)

An administrator mentioned empowering as a way for creating a commitment regarding learning English. She included herself in the process, which evidenced a common work to pursuit through reciprocal collaboration among all stakeholders.

Coordinator:

A mí me parece muy interesante, pienso que todavía falta pues como, más trabajo más compromiso incluso de nosotros pues para empoderarnos de esto, ya que obviamente hay resistencias por ser una lengua que no es cotidiana y que eso hace que se dificulte un poco más el aprendizaje. (Interview audio, August 29, 2018)

I think it is very interesting, I think that there is still more, like, more work, even more commitment from us, to empower us with this, since obviously there are resistances because it is a language that is not every day and that makes it more difficult learning. (Interview audio, August 29, 2018)

Making administrators and colleagues, part of an English project. Other possibility was to make administrators part of the BLRs appropriation process. If the space for sharing is a base for improving processes, the permission and the help from administrators and pairs is fundamental. This was undoubtedly the major constraint for implementing the project due to the difficulty; we had for meeting in an accepted place and time. The lack of support regarding this aspect, made us delay the project process and change the course of itself. We must create consciousness of the importance this kind of project has for them and us as change agents.

I:

...y otro reto yo pienso que debería eee que este proyecto sea incluido, porque esa fue la respuesta que me dio el rector porque no es un proyecto institucional, es un proyecto que es suyo de la universidad de Antioquia y puede ser que de la secretaria de educación a usted la estén apoyando, pero no es institucional. Entonces, otro reto sería como incluirlo o tratar que nos tengan en cuenta, así como hay olimpiadas de matemáticas que hayan olimpiadas de inglés o que haya otro proyecto pues que tenga que ver con el inglés... a ver, ¿qué otro reto de pronto (Maley) ahí? (Session audio, October 19, 2018))

... and another challenge, I think that this project should be included, because that was the answer given by the rector because it is not an institutional project, it is a project that is his from the University of Antioquia and it may be that from the secretary of Education is supporting you, but it is not institutional. Then, another challenge would be how to include it or try to be taken into account, as well as there are math Olympics that have an English Olympiad or that there is another project because it has to do with English ... let's see, what other challenge suddenly (Maley) there? (Session audio, October 19, 2018))

Students must be involved in the BLRs implementation. If we are the ones called to figure BLRs out, students must know them as well. They are the direct benefited as though, they are the ones who will learn them or not. In addition, BLRs are not just content is a possible instrument for their future careers, their communication, and their further jobs qualifications.

Maley:

Ese sería como el primer paso, porque si nosotros no los conocemos muchas veces ahora los estudiantes y ellos son los que supuestamente tienen que aplicarlos y tenerlos como una base y no se sabe si ellos, los estudiantes, lo conocen muy bien (Session audio, October 19, 2018)

That would be like the first step, because if we do not know them many times now the students and they are the ones who supposedly have to apply them and have them as a base and it is not known if they [students], know them very well (Session audio, October 19, 2018)

Diagnosis. We as teachers do a diagnosis in isolated groups without making a global statistic of students' level, which must be the starting point for improving. The teacher session suggested a general diagnosis, which includes all aspects and all students, and perhaps teachers too.

I:

...hacer como un diagnostico general de la institución, sería como bueno para partir ya teniendo en cuenta eso porque miren que el colegio antes había dicho que se había disminuido la parte de Inglés, no sé cómo nos iría en esta prueba saber, hay que verificar en la parte de inglés si subimos o bajamos; pero eso es como un vaivén eso sube y baja dependiendo de los estudiantes y la idea es que haya un propósito que a pesar de que el estudiante digámoslo entre comillas tenga muchas dificultades por lo menos saque lo básico y ya eso va de acuerdo a una planeación y a un diagnostico que se haga.(Session audio, October 19, 2018)

... Do a general diagnosis of the institution. It would be good to leave, and considering that, because look at the school had said that, the part of English had declined. I do not know how it would be in this test to know, we must verify in the English part, if we go up or down. But, that is like a sway that goes up and down depending on the students and the idea is that there is a purpose that although the student let's say it in quotes has many difficulties at least take out the basics and that already goes according to a planning Already a diagnosis is made. (Session audio, October 19, 2018)

We also concluded that as well as Mathematics we could make English Olympics in order to create a healthy competition habit, which later establish levels of sufficiency and appropriation. This could be also among teachers, primary and high school, and administrators.

Maley

Sé que hay unas olimpiadas de matemáticas los profes están haciendo un proyecto muy chévere, pero a mí también me gustaría que hubiera algo relacionado con inglés, que haya como un proyecto base que se pueda tener en cuenta para transversalizar todos estos conocimientos y que se utilicen de la mejor forma y desconocimiento total de los derechos básicos (Session audio, October 19, 2018)

I know there are some Math Olympics the teachers are doing, a very cool project, but I would also like that, there would be something related to English. There is as a base project that can be taken into account to mainstream all this knowledge and that are used in the best way and total ignorance of Basic Rights. (Session audio, October 19, 2018)

Appropriation. Finally, a feasible solution was appropriating the BLRs in order to have better results in state tests, academic process, and additionally in integral formation respecting students and teachers. This appropriation implies also participation of all stakeholders from administrators to parents who many times are not considered in this kind of strategies developed in institutions. This aspect lacked of more time for discussing it thus, it is a crucial process we must carry out in the institution because of all the findings led us to it.

YaGo:

Si nos queremos apropiar y supuestamente esa apropiación entonces nosotros como hacemos que los estudiantes de verdad estén incluidos, porque es qué pues uno puede trabajar contenido entonces eso de que le sirve al estudiante para que se vuelva un ser más consciente de su contexto y de sus cosas, entonces esa es la apropiación que supuestamente deberíamos tener, el tiempo como decís no fue como el suficiente pero, como se pretende implementar entonces como seguir con eso. (Session audio, October 19, 2018)

If we want to appropriate, and supposedly that appropriation then, we make real students are included, because that is what one can work for content. Then that serves the student to become a more conscious being of their context and their things, then that is the appropriation that we supposedly should have, the time as you say was not as sufficient but, as it is intended to implement So how to continue with that. (Session audio, October 19, 2018)

In conclusion, possibilities constituted promises to accomplish because we as public school teachers have sense of belonging for our institution. First, I have been in this institution from its foundation as high school and have not applied for a transfer. Second,

Maley stated she is teacher because a calling and had found here a context to grow as teacher and individual.

Discussion and Conclusions

This study purpose was to explore the different challenges a group of three public English teachers went through when attempting to appropriate Basic Learning Rights. The developing of this presented project counted with a critical framework, which helped to find and face abounding situations that could destroy it or in our case, renew purposes. In this manner, we achieved the purpose on account of us as public teachers identified several challenges, which gave us meanings to reflect on and suggest possible strategies.

The challenges evidenced, first the absent of time even for meeting in order to collect data and reflect because of a different agenda administrators had in terms of meetings. Mesa Villa (2017) regarding interaction with colleagues also concluded that institution agenda and some teachers ignored this kind of interrelation. Moreover, Rodríguez Bonces (2014) stated the importance of sharing knowledge, carrying out own projects and activities not only as way of improving academic issues but also personal changes. Firstly, the time aspect demonstrated that teachers needed a real permission, and not a written paper one to invest time in professional development or critical reflection about their teaching and learning process. Secondly, the period of time English teachers had to develop this project was not the appropriate since it began at the end of the academic year and public school teachers had many priorities such as finishing learning processes students had, filling documents and attending evaluation meetings.

A second challenge indicated a notorious contradiction between PEI and real teachers' option for autonomy, reflection and, critical development time. Although PEI, a guide for institutions to improvement states it is necessary to have a space for the self-formation, administrators did not consider it within the institution agenda. Some of those

administrators conceived professional development or critical appropriation as an outside activity, which is given most of the time by third ones who can certify it or approve it. Thus, public teachers in this condition cannot become researchers easily since they do not count on permission to share and develop their autonomy and reflection towards the various situations that could appeared. Besides, this contradiction drove teachers into a reconsideration of our first goal. Cárdenas, González & Álvarez (2010) concluded as well as this study the need for promoting reflection and research in scholar context so teachers could create new knowledge. Gómez (2017) also shared the idea of giving teachers a more participative role in the directing and evaluating plans because they are the ones who must figure out strategies for implementing such plans.

Thirdly, English teachers had a few knowledge about the BLRs, which were the target content to appropriate. BLRs were not adequately analyzed since teachers had a single session for going deeper into the subject. It was also necessary that all community knew also about the BLRs in order to have a common goal. Moreover, it was important to implement real activities, which went along with the BLRs intention and, which had a significant connotation in high school students and primary students too.

Fourth, participants and I agreed that we had many situations that were not going well regarding processes of teaching and learning. The untimely changes in policies and therefore in academic plans did not allow us to have a continuity in favor of positive results. Quintero & Guerrero (2013) explained that due to those continuous changes in policies, we as teachers seemed to be skeptical but we do care taking what we felt is good for our context and leaving aside what we considered unnecessary trying saving this way a learning process. Therefore, English teachers must lead an English project to overcome

gaps like a level diagnosis, planning significant activities to achieve BLRs, and creating a space for interchange ideas and feelings.

Through this study, I became more conscious about my role not only as classroom teacher but also as researcher and change agent. Policies will come and now I assume them not as imposition but something to work on thus we can construct knowledge and improve our context. I can transform together with my educational community challenges into possibilities (Hornberger & Johnson, 2007) which offer us a better way of learning, teaching and living.

In addition, I can face now impasses that maybe before would be stressful situations, which would contribute to a considerable healthy complication. Among those, I count the lack of knowledge for elaborating interviews, creating alternatives for meetings, and writing an academic test, the thesis.

In conclusion, this research is a contribution to the field since it evidenced the gap between theory and practice teachers must deal with every single day. Moreover, public teachers had to negotiate with policies in order to use them, and not vice versa. We must also to anticipate challenges like administrative real support and time in order ensure in a certain manner any project. While it is true the project itself was a contribution to the school community, without the support to develop it, there was an enormous impasse to overcome challenges and time invested in the research. Furthermore, the confidence and attitude to create and participate in the progress of the institution could be decrease because of the absence of delegation administrators had towards teachers.

Finally, the appropriation could not be possible because the few activities did not give a concrete product, public school teachers showed a great disposition to change their context, to propose new strategies and plenty of ideas about how to overcome those

challenges before mentioned during a single session held in their after work time. This kind of attitude demonstrated appropriation for the role teacher in a certain level.

Consequently, with the findings the participant and I decided to continue searching for solutions to the challenges found. We will insist in asking for time to develop ideas and reflection. We will elaborate a module of practical activities that really includes students' needs and, which challenge them to learn actively English. We also will present our proposal for an English Olympics that includes all students from primary to high school, and if it is possible teachers, administrators and parents.

For further research, I think about how to create a project in the institution operative plan which allows teachers to reflect and create solutions in their high schools context.

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APPENDIX A: INTERVIEW PROTOCOLS

First interview

Second interview

Administrators	English teachers	English teacher
¿Cuánto tiempo ha sido administrador en instituciones públicas?	¿Cuánto tiempo ha sido docente en instituciones públicas?	Como participantes del proyecto que se quiso llevar a cabo de la apropiación de los derechos de aprendizaje, quisiera que hiciéramos un breve recuento de lo que cree que son los derechos de aprendizaje, para qué pueden servir y cómo se podrían implementar
¿Cómo ha sido ésta experiencia hasta el momento?	¿Cómo le ha parecido hasta el momento el trabajo en este tipo de instituciones?	¿Cuáles cree que son las dificultades que se tuvieron para poder analizar y, de alguna manera, apropiar los derechos básicos de aprendizaje en nuestra asignatura durante este tiempo del proyecto?
¿Conoce algo sobre el programa de bilingüismo en Medellín?	¿Qué conoce sobre el programa de bilingüismo acá en Medellín específicamente?	¿Cuáles fueron nuestros aciertos y/o aspectos positivos?
¿Cómo le ha parecido hasta el momento éste programa de lo que conoce?	¿Cómo te han parecido hasta el momento los derechos básicos de aprendizaje?	¿Cuáles podrían ser nuestros retos para continuar con el proyecto de apropiación de los derechos básicos de aprendizaje?
¿Conoce algo sobre los derechos básicos de aprendizaje en inglés?	¿Tiene alguna sugerencia o sugerencias sobre este tipo de derechos?	¿Qué otras ideas o aportes desean expresar acerca del proyecto o de los derechos básicos de aprendizaje?
¿Cómo le han parecido éstos derechos?	¿Tiene algo más para decir sobre, sobre este aspecto?	

APPENDIX B: CATEGORIES

Name	Sources	References	Created On	Created By
CHALLENGES	0	0	04/11/2018 01:07 p.m.	SH
Becoming a researcher	1	1	24/02/2019 10:04 a.m.	SH
BLRs Opinions	0	0	19/12/2018 05:04 p.m.	SH
Conts	7	18	19/12/2018 05:05 p.m.	SH
Pros	6	16	19/12/2018 05:05 p.m.	SH
Continuity	1	1	19/01/2019 01:35 p.m.	SH
English plan chang	5	9	19/01/2019 01:57 p.m.	SH
English teachers ch	1	2	19/01/2019 01:58 p.m.	SH
MEN changes	3	6	19/01/2019 02:02 p.m.	SH
Principal changes	3	7	19/01/2019 02:00 p.m.	SH
Research question	1	1	24/02/2019 10:01 a.m.	SH
English Level	1	1	12/01/2019 07:55 p.m.	SH
Students' context a	3	14	13/11/2018 04:55 p.m.	SH
Students' English le	2	3	12/11/2018 03:27 p.m.	SH
Teachers' certificati	8	18	12/11/2018 03:07 p.m.	SH
First research project	1	1	28/01/2019 06:05 p.m.	SH
TIME	1	6	04/11/2018 01:10 p.m.	SH
ACADEMIC YEAR	4	8	04/11/2018 01:14 p.m.	SH
Free time	3	5	19/01/2019 02:07 p.m.	SH
PEDAGOGICAL W	3	6	04/11/2018 01:15 p.m.	SH
POSSIBILITIES	0	0	04/11/2018 01:21 p.m.	SH
Solutions regarding BL	7	35	13/11/2018 05:26 p.m.	SH
Empowerment	5	17	12/11/2018 03:48 p.m.	SH

APPENDIX C: CONSENT AND PERMISSION LETTERS

UNIVERSIDAD DE ANTIOQUIA
ESCUELA DE IDIOMAS

Consentimiento informado Docente

Título del estudio: Apropiación crítica de los derechos de aprendizaje en un colegio público de Medellín: una sistematización de retos y posibilidades.

Investigador Principal: Jaime Usma Wilches- Tutor de tesis
Docente- investigadora: Selene Henríquez

Yo, _____, identificado con cédula número _____, atendiendo a la normatividad vigente sobre consentimientos informados, acepto voluntariamente participar en el proyecto de investigación de tesis de la Maestría en Enseñanza y Aprendizaje de Lenguas Extranjeras de la Universidad de Antioquia, entendiendo que:

1. El propósito de este proyecto es investigar la forma en que la política de bilingüismo y los derechos básicos de aprendizaje van ligados y como por medio del dialogo y la reflexión se pueden dilucidar estrategias de apropiación e implementación de dichos derechos.
2. Selene Henríquez, docente e investigadora, realizará una serie de sesiones de 30 minutos cada una durante los meses de agosto, septiembre y octubre. Además, se contará con un grupo de WhatsApp que facilitará la comunicación y la recolección de datos de las participantes y la docente investigadora.
3. Las sesiones serán grabadas en audio con el propósito de facilitar el análisis de los datos. La información suministrada en dichas sesiones será leída sólo por la docente-investigadora y su tutor de tesis Jaime Usma Wilches y será archivada bajo seudónimos con el fin de proteger las identidades de los participantes. Si fuese publicada, se mantendrá la confidencialidad antes mencionada.
4. La participación en este proyecto no tendrá repercusiones o consecuencias en mis actividades laborales al igual que no generará ningún gasto ni remuneración alguna.
5. Mi participación es totalmente voluntaria y podré retirarme del proyecto cuando lo desee.
6. Si tengo alguna pregunta, puedo contactar a la docente-investigadora al siguiente correo Selene Henríquez olga.henriquez@udea.edu.co o al teléfono 3008821046. También puedo contactar al investigador principal, Dr. Jaime Usma Wilches jaime.usma@udea.edu.co o al teléfono 2195797.
7. Recibiré una copia de este formato para mi registro el mismo día de conocer su contenido.

Firma del docente participante: _____ Fecha: _____

Firma de la docente investigadora: _____ Fecha: _____

UNIVERSIDAD DE ANTIOQUIA
ESCUELA DE IDIOMAS

Consentimiento informado

Docente y/o Directivo

Título del estudio: Apropiación crítica de los derechos básicos de aprendizaje en un colegio público de Medellín: una sistematización de retos y posibilidades.

Investigador Principal: Jaime Usma Wilches- Tutor de tesis

Docente- investigadora: Selene Henríquez

Yo, _____, identificado con cédula número _____, atendiendo a la normatividad vigente sobre consentimientos informados, acepto voluntariamente participar en el proyecto de investigación de tesis de la Maestría en Enseñanza y Aprendizaje de Lenguas Extranjeras de la Universidad de Antioquia, entendiendo que:

1. El propósito de este proyecto es investigar la forma en que la política de bilingüismo y los derechos básicos de aprendizaje van ligados y como por medio del dialogo y la reflexión se pueden dilucidar estrategias de apropiación e implementación de dichos derechos.
2. Selene Henríquez, docente e investigadora, realizará una entrevista de 20 minutos en el mes de agosto y tendrá como propósito el conocer la percepción que tienen las docentes y/o el directivo docente sobre la política de bilingüismo en Medellín, sobre los derechos básicos de aprendizaje y la relación que estos dos tienen.
3. La entrevista será grabada en audio con el propósito de facilitar el análisis de los datos. La información suministrada en dicha entrevista será leída sólo por la docente-investigadora y su tutor de tesis Jaime Usma Wilches y será archivada bajo seudónimos con el fin de proteger las identidades de los participantes. Si fuese publicado el proyecto, se mantendrá la confidencialidad antes mencionada.
4. La participación en esta entrevista no tendrá repercusiones o consecuencias en mis actividades laborales al igual que no generará ningún gasto ni remuneración alguna.
5. Mi participación es totalmente voluntaria y podré retirarme de la entrevista cuando lo desee.
6. Si tengo alguna pregunta, puedo contactar a la docente-investigadora al siguiente correo Selene Henríquez olga.henriquez@udea.edu.co o al teléfono 3008821046. También puedo contactar al investigador principal, Dr. Jaime Usma Wilches jaime.usma@udea.edu.co o al teléfono 2195797.
7. Recibiré una copia de este formato para mi registro el mismo día de conocer su contenido.

Firma del docente y/o directivo participante: _____ Fecha: _____

Firma de la docente investigadora: _____ Fecha: _____

Medellín, agosto 1 de 2018

Sr.
Rector
I.E.

Cordial saludo,

Como parte del proyecto de grado “ **Apropiación crítica de los derechos básicos de aprendizaje en un colegio público de Medellín: una sistematización de retos y posibilidades**” del programa de Maestría en la Enseñanza y Aprendizaje de Lenguas Extranjeras de la Universidad de Antioquia, yo Olga Selene Henríquez Serna como gestora del proyecto debo llevar a cabo unas actividades de investigación para analizar cómo nosotras docentes de inglés de la institución podemos entender la política de bilingüismo ligada a los derechos básicos de aprendizaje en nuestra asignatura y de ésta forma dilucidar estrategias para apropiar e implementar los derechos básicos de aprendizaje de la mejor manera en nuestra institución.

Para ello, solicito su autorización para realizar el estudio anteriormente mencionado en nuestra institución.

Si usted está de acuerdo, en los meses de agosto, septiembre y octubre durante la jornada académica, las profesoras de la asignatura inglés participarán en una serie de sesiones grabadas en audio cada una de 30 minutos.

Durante dichas sesiones se harán actividades de diálogo con diferentes preguntas encaminadas a reflexionar y obtener resultados a las preguntas de investigación del proyecto antes mencionado.

La información recolectada será tratada con total confidencialidad, sólo podrán tener acceso a ella la gestora del proyecto, Selene Henríquez y el tutor de tesis, Jaime Usma Wilches. Los resultados de la investigación serán anónimos y la identidad de los participantes protegida con seudónimos.

Es importante indicar que esta actividad no implica ningún gasto para la institución y que se tomarán las medidas para evitar interferir con el funcionamiento habitual de la Institución Educativa. Los participantes no se verán expuestos a ningún riesgo previsible como consecuencia de su participación y se les entregará a las docentes participantes un consentimiento informado en donde se le explicará los alcances del proyecto.

Este proyecto, si fuese publicado, mantendrá la confidencialidad antes mencionada. Si desea más información puede comunicarse con nosotros en los números de teléfono: 3008821046 y 2195797 o en el correos electrónicos: olga.henriquez@udea.edu.co y jaime.usma@udea.edu.co.

En caso de estar de acuerdo, por favor firme esta carta. Gracias por su atención.

Docente-Investigadora Rector I.E. Tutor de tesis

APPENDIX D: LETTER DELIVERED TO PRINCIPAL

Medellín, septiembre 3 de 2018

Señor

Rector

I.E. -----

Medellín

Cordial saludo.

Teniendo en cuenta el proyecto que estoy llevando a cabo en la institución y que usted aprobó con su firma, solicito a usted tiempo para desarrollar las reuniones contempladas en el mismo con las docentes de mi asignatura inglés durante la semana institucional del mes de octubre, ya que es el momento más propicio para tener un desarrollo profesional y académico acorde con lo que se busca fomentar en dichas semanas institucionales. Sé que usted tiene planeadas diversas actividades para esa semana y que contemplan la gran parte del tiempo como me lo ha dicho verbalmente pero el proyecto, que ya está en marcha mediante actividades dirigidas por whatsapp, requiere de reuniones presenciales para que pueda haber un resultado físico que pueda aportar a crear estrategias para desarrollar los derechos básicos de aprendizaje de una manera contextualizada y no de forma mecánica como lo venimos haciendo.

De nuevo le reitero mi agradecimiento por dejar que apliquemos esta idea en el colegio y espero su respuesta a esta solicitud.

Atentamente,

Selene Henríquez

Docente investigadora de inglés

I.E. -----