

PRESCHOOL TEACHERS' AGENCY PROCESS IN THE CREATION OF LANGUAGE
EDUCATION POLICIES

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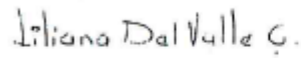
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DEDICATION

To my family, especially to Victoria, my mother who has patiently supported me throughout my whole life with her example of tenacity and hard work, and for giving me everything and even more in order for me to become who I am now.

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ABSTRACT

PRESCHOOL TEACHERS' AGENCY PROCESS IN THE CREATION OF LANGUAGE EDUCATION POLICIES

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Embracing a socio cultural approach on policy analysis and using the concept of agency as analytical tool, as well as incorporating the concepts of language education policy appropriation, this study explored the way in which preschool teachers exercise their agency in the creation of education language policies. Findings revealed that teachers assert their agency to become policymakers who are immersed in unstated policies panorama. For doing so, they integrate English to the way they teach at preschool and to their students' needs respectively. Moreover, the discussion of the findings has provided a general understanding of agency as the core of teachers' policymaking role without being recognized because of this; also, the claim for continuing examining teachers' de facto practices where actual policies come to life. The recognition of teachers as policymakers is a claim that raised in this study where a bottom-up language policies theorization is presented as a way to have better education language policies. Hence, this study could serve as scaffolding for the creation of a preschool English curriculum by taking into account teachers' voices as experts in their field.

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Introduction

The Colombian Ministry of Education has been implementing different language education policies for the promotion of the teaching of English for the entire country. Some of these language education policies are 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) and currently Colombia Bilingüe (2016). These policies have been created in response to the aim of the Ministry of Education of having Colombian citizens who are able to communicate in English with internationally comparable standards, so that the country can be included in the global economy, universal communication processes, and cultural openness (MEN, 2004).

After reviewing all the different laws, guidelines and language policies in Colombia, it has been noticed, that these policies and guidelines have not been adapted or adopted to any preschool program. For example, according to the Colombian Law of Bilingualism 1651, English should be taught from first grade. Besides, in the General Law of Education for this specific grade teaching English is not stated. Finally, Guía 22 includes the different standards for the teaching of English at the school cycle in Colombia, and this one states the teaching of English in Colombia, starting also in first grade.

Even though the Law of Bilingualism 1651 establishes to start the teaching of English from first grade, English is being taught in different public schools in Medellín at the preschool level. What is more, stakeholders in Medellín with the partnership of the private industry and a private university have been implementing a professional development program offered to preschool teachers since 2014. The aim of this program is to give preschool teachers tools for the integration of English into their daily lessons.

Saying all that, this study leads to conclude that language policies for preschool level are covert or unstated, in this case “language policies that are implicit, informal, unstated, de facto, grass-roots, and latent” (Shohamy, 2006, p,50). These kind of policies are revealed through classroom examination and may differ from what national education stakeholders mandate. Thus, preschool teachers have been creating language policies by deciding to integrate or not English into their daily lessons without counting on a specific policy for this school grade; as a result, teachers have also been asserting their agency for the creation of language policy. This is why, it is important to recognize teachers as the center in every language education policy as they act on their *agency*, in order to put policies into action (Menken & Garcia, 2010). Therefore, for this study the concept of teachers *agency* is revised within a sociocultural approach on education policy where policies need to be analyzed and studied not only on official documents, but also in real contexts with an ongoing relation between teachers and the policies being appropriated, taken into account teachers’ interests and contexts (Levinson, Sutton, & Winstead, 2009, pp. 768-769).

After a deep review of different Colombian studies, no study was found on the way teachers become policymakers by exercising their agency power in the creation of education language policies. Since there was not a study on this specific regard, I decided to carry out one, based on this need, in which the role of teachers as policymakers is highlighted as well as their agency power. Nonetheless, there are studies about the way teachers have appropriated education language policy in different Colombian educational levels (Peláez & Roldán, 2013; Ramirez 2015; Usma, 2015; Mesa, 2016). From these studies, it could be concluded in the first place that, the different roles that educational actors play in the appropriation of education language policies is highly important (Peláez

& Roldán, 2013). In the second place, there is a need of recognition of the agency role played by different educational actors in the appropriation of education language policy (Ramirez, 2015). In the third place, teachers appropriate language education policy based on their school community and students' needs (Usma, 2015). Finally, even though teachers belong to a same institution, teachers interpret and appropriate language policy differently (Mesa, 2016).

To sum up, even though there are not stated language education policies for preschool, teachers are being part of a policy making process in regards to the teaching of English at this school level. Then, there is an inconsistency between what is stated and what preschool teachers are doing in their daily practices. Thus, acknowledging the existence of this inconsistency between stated and unstated policies at the preschool level in Medellin, as well as the lack of literature on the field in this respect, this study inquires about how preschool teachers become policymakers by exercising their agency within their school context. All in all, this study aims to understand the phenomenon of language policymaking in the preschool settings; that is to say, the way in which preschool teachers are creating foreign language education policies at the preschool level, and how these policies have been adapted and adopted as teachers exercise their agency.

In the next sections, and embracing a sociocultural perspective for policy analysis, I will present the theoretical framework that will guide this study, and will define the concepts of agency, appropriation, and unstated policies. Subsequently, I will describe the research methodology, including the type of study, a description of the setting and participants, the data collection methods and the way data were analyzed. After this, I explain the main findings, and their equivalent discussion. Lastly, I introduce the

conclusions and limitations of this study, some suggestions for further research, and some recommendations derived from the whole analysis.

Theoretical Framework

In this section, I present the main concepts that guided my study on exploring the agency process of preschool teachers in the creation of language education policies. For doing so, I will embrace sociocultural theories on policy analysis (Levinson, Sutton, & Winstead, 2009) and use the concept of agency as an analytical tool. Additionally, I incorporate the concepts of language education policy appropriation (Menken & Garcia 2010; Levinson, 2009) in connection with unstated policies (Shohamy, 2006; Schiffman, 1996).

Education policy has been analyzed from different approaches: the rationalist, the critical, and the critical sociocultural. From a rationalist approach, education policy is studied through a top-down analysis on the planning and implementation of a particular education policy (Fishman, 1979; Haugen, 1972 as cited in Menken & Garcia 2010), it might be concluded that the focus of the rationalist approach is to measure the success of an implemented education policy. Levinson et al. (2009) state that these kind of studies are based on an implementation analysis aiming at “examining whether and how policies have succeeded in ordering or reordering behavior as prescribed” (p.767).

As opposed to a rationalist approach to policy, a critical and sociocultural perspective in policy analysis focuses on policymaking as a socially constructed activity (Heck, 2004; Levinson, 2009; Menken & Garcia 2010). Additionally, this approach highlights the way social settings negotiate policy by transforming cultural value through policy acts (Heck, 2004; Levinson et al. 2009). Thus, in these type of studies a classroom examination is needed in order to understand the way policies come to live, are interpreted, and are enacted by teachers; to this regard Menken and Garcia 2010 state that “language

policies cannot be truly understood without studying practices” (p.3). That is why, this study does not focus on the implementation of a language policy, on the contrary, it examines how policies are enacted and created by preschool teachers. According to Shohamy 2009 teachers who are instrumental in carrying out policies, are the ones ignored in the process of creating and designing these policies, this last statement refers to one of the main claims of this study (2009, p. 46).

To continue with, the sociocultural approach arises from the critical perspective, identifying not only the importance of questioning the power relationships and domination, but also focusing more on the significance of the policy agents’ practices and their agency in different policy acts (Menken & García, 2010, p. 2; Levinson et al., 2009, p. 769).

The term agency is part of policy analyses framed within a sociocultural approach. In fact, it is one of the most important changes in the language policies field moving from positivism to postmodernism approaches (Ricento, 2000). Therefore, agency is a key concept within a critical sociocultural approach on language policy, it is defined as the way agents of the policy understand policies by integrating them in their lives (Levinson et al. 2009). This interpretation is shaped by various forms, and as a result of different ways teachers conceive educational processes. According to Emirbayer and Mische (1998), agency is a “dynamic process of social engagement that is influenced by the past (schemas of social experience and internalized limits), oriented towards the future (imagined options), and constituted in the present (judgments shaped by available social and cultural norms)” (as cited in Pease-Alvarez & Davies, 2012).

From a critical sociocultural perspective, teachers are important agents in any policy act because it is through teachers that policy is actually implemented and appropriated into

a context which is shaped by different needs and interpretations. Consequently, appropriation in the education policy field is defined as “a form of creative interpretive practice necessarily engaged in by different people involved in the policy process” (Levinson, 2009, p. 768). In addition to that, Levinson et al. (2009) argue that even though teachers are the ones creating new policies when appropriating policy into their context, and are the ones exercising agency in their classrooms, they are considered to be non-authorized actors within the policymaking process. On other words, the same authors argue that when non-authorized policymakers, as teachers, create non-authorized policies through their practices, they are in effect creating new policies that can be even more powerful than the official ones (p. 768). Similarly, Ó Laoire et al. (2011) argue that policies are not merely implemented, but are actually shaped on the ground through what they define as subaltern agency, where it is in the local and situated micro realms that language planning has its ultimate impact.

Having said all that, teachers are constantly creating new policies that are not part of official documents. According to Backman (2009) the concept of agency alludes to the agents’ ability to negotiate policy and leads us to reflect about the role of our agency as policy actors; therefore, teachers assert on their agency to interpret, modify, and enact grass-root policies. In many of the cases policies are studied on official documents and based on the effect that they have in a specific context. In accordance with Shohamy (2006) “in some contexts, language policy is stated explicitly through official documents, such as national laws, declaration of certain languages as ‘official’ or ‘national’, language standards, curricula, tests, and other types of document”. However, the same author argues that there are policies which are policies that are not stated explicitly into official

documents, nevertheless they can be noticed through the examination of different de facto practices. These unstated language policies are defined as covert language policies that are usually ignored and hidden (Schiffman, 1996). Additionally, these covert or unstated policies can be found in “mechanisms such as rules and regulations, language education policies, language tests, language in the public space, myths and propaganda” (Shohamy, 2004, p. 53).

Setting

This study was carried out in different public schools from the city of Medellín. These schools are located in different areas and belong to the sixteen communes that make up the city. Even if all the schools comply with all the school cycle, this study just focused on the preschool grade. All these schools have an institutional curriculum, which is created by following some national and local policies for the teaching of the different knowledge areas, along the school cycle. It is important to highlight that the majority of the schools include the teaching of English at the preschool level, what differs from what the National Ministry of Education mandates for this school grade.

Participants

In order to collect data about how teachers exercise their agency in the creation of language policies, 230 preschool teachers from the city of Medellín were invited to participate in this study. The information was obtained from a database of a professional development program offered by Secretaría de Educación de Medellín to preschool teachers, in order to promote the teaching of English at this school grade. This study counted on the participation of eighty-one preschool teachers who responded to the invitation (seventy-seven of them teach English at the preschool level, while the other four do not), one school coordinator, and one policymaker from Secretary of Education of Medellín. From the eighty-one teachers, thirty-nine belong to the old Colombian teaching decree 2277 of 1979, while forty of them belong to the new one, 1278 of 2002, and just two are provisional teachers, 80 of the participants are women and just one is a man. Regarding the kind of teachers' contract, sixty-six teachers have a continuing contract, eight are in a provisional position, and seven are in a probationary period. As to the level of studies, 48%

of the teachers hold a specialization, 35% hold a bachelor's degree in early childhood education, and 17% hold a master degree. With respect to the studies related to English and the teaching of it, 74 % of the participants have participated in professional development programs where the teaching of English is promoted at the preschool level, 19% of them have studied English in private language centers, and 3% of teachers have studied English abroad. The rest of the participants, a 4% of the sample, have not participated in any training related to English. Finally, I invited one school administrator or coordinator from each school where I could find a teacher who teaches English in preschool and one teacher who does not, however just one school coordinator decided to participate.

Methods

This multiple case study inquiries about how preschool teachers from public schools in Medellin are exercising their agency regarding the participation of preschool teachers in the creation of education language policies. According to Yin (2011), a case study examines a phenomenon within its context, and let the researcher comprehend a contemporary phenomenon within its real-life context by answering questions such as how or why (Yin, 2003). In the language policy research field, case studies are defined as beneficial when picturing the context and the behavior of a policy being implemented and in describing the context and the behavior in which policy processes take place (Heck, 2004). Therefore, this research is not about inquiring about a specific process of policy implementation, but it is about understanding the way teachers are enacting and interpreting education language policy and how they exercise their agency in creating their own.

This study qualifies as multiple because it will be conducted in different public institutions of the city. All the institutions are located in the different communes of this city. Within these three schools, some preschool teachers have decided to teach English even if the national regulations do not mandate it. At the same time, some other preschool teachers in the same institutions do not teach this foreign language and act according to the general policies. For the purpose of this study, all these teachers will be part of the study and will provide their different perspectives to the analysis, thus adding credibility to the investigation (Patton,1990). Additionally, a policymaker from Secretary of Education of Medellín was chosen as a participant in this research study as well as one school coordinator from one of the institutions were part of this research study and who will provided further information about local initiatives for the promotion of English teaching at

the preschool level, and what factors have played a role in these decisions and at the same time to deeper understand the reason why some teachers decide to teach English at the preschool level while others do not.

Data Collection

The methods used in this research study for the data collection were document analysis, class observations, interviews, and surveys. The process of collecting the data started in July 2015, with the analysis of the following documents: Law of Bilingualism 1651, Guía 22, General Education Law, Expedición Curriculo, Institutional PEI in three institutions randomly selected, and Mallas Curriculares of the same three schools. The data collection process continued from September to November 2015 with the interview of three preschool teachers who teach English, a school coordinator, and a local policymaker from Secretaría de Educación. Additionally to the teachers' interviews, the same three teachers were observed twice each one during September and October. Followed by these interviews and observations, a survey was sent in November 2015 to 253 preschool teachers who were part of a professional development program where the teaching of English was promoted for the preschool level document analysis; for this survey 71 teachers decided to participate in this study. Subsequently to the survey analysis, there were some aspects that were not covered neither in the previous interviews, nor in the surveys' results; therefore, three teachers more were interviewed in February 2016. Lastly but not least important, in order to keep confidentiality of the participants, I designed a consent form which is attached in the appendix section. For doing so, this document included all the information about the study and the researcher, the approximate time of the interview or survey's duration, the no-reward and voluntary nature of the activity, the participant's right

to avoid answering any question and her/his possibility of withdrawal at any moment of the process.

Documentary Analysis

As it was aforementioned, I analyzed the following official documents: Law of Bilingualism 1651, Guía 22, General Education Law, Expedición Currículo, Institutional Educational Project (PEI) in three institutions randomly selected, and Mallas Curriculares of the same three schools. Some of these documents are part of the National language policies in Colombia while others are part of the policies from the Ministry of Education at many levels; national, local, and institutional. My aim with this revision was to identify the different language education policies at the national and local level regarding preschool and at the same time identify what these official documents state the teaching of English at the preschool level, and to see the way local and institutional documents corresponded to what the National Ministry of Education mandates for this school grade.

Interviews

I interviewed participants from different level on policy implementation: a policy maker from Secretary of Education of Medellín, a school coordinator, and six preschool teachers who had made the decision to teach English by their own; it is important to highlight that some preschool teachers, who do not teach English did not want to be interviewed because they were afraid of being penalized by Secretary of Education of Medellín for not teaching English at the preschool level. The interviews were all semi-structured and the information asked in the different interviews varied depending on the participant's role on the school community. Interviews allowed me investigate how and why preschool teachers exercise their agency in the process of creating these new language

policies. Also, the purpose of these interviews consisted of having a deep understanding of why and how English is being or not taught in these schools and what policies have been created in order to sustain these decisions. Finally, the analysis of these interviews was compared with the data and insights obtained in the official documents. Regarding the interviews to school coordinators and policymakers, it is intended to know their perceptions about why some preschool teachers teach English, while others do not and the rationale of the local government to support these initiatives where the teaching of English is promoted at the preschool level even if the national policies do not include or state it.

Surveys

For this data collection method seventy-one teachers participated, this process was carried out in order to triangulate what will be found in the documents, interviews and visits to the schools. The survey was designed and applied to the preschool teachers participating in the professional development program offered by the local Secretariat of Education. In this survey, teachers were asked about why and how they are teaching English at the preschool level, the purpose they had behind that decision, the factors that had an impact on that decision, the type of policies they have created in their own schools, and the different aspects in which they have exerted or not their agency. With this survey, I attempted to obtain a better sense of how what is found in the three institutions resembles or differ from what is reported in other schools.

Observations

Three of the interviewed teachers were observed and a field journal was kept by the researcher. The aim with the observations was to make a better connection between their impressions and ideas expressed in the interviews and their teaching practices, as well as to

identify if what they state to do for the teaching of English actually resembles what happened in the classroom when teaching the language. Finally, it was intended to observe the way unstated policies come to life into the classroom throughout the examination of de-facto teaching practices.

Data Analysis

For my data analysis I followed an inductive approach, considering that in this kind of approach categories and themes emerge from the data collected, contrary to a deductive approach where explicit theories are imposed on data to test a previous hypothesis (Suter 2012). Additionally to that, in order to analyze the data collected, I conducted the process suggested by Richards (2003) regarding the analysis process: a) I collected data, b) I thought about the data, the aims of my research in order to inform categorization, c) I coded the data in order to assign it in to categories, d) I added notes, comments and insights, e) I arranged the categories in different ways in order to see the data from different perspectives, looking for connections, relationships, patterns, and themes, f) I linked discoveries generated by these procedures to concepts and theories, seeking explanation and understanding, g) in the light of insights gained, I collected further data (p. 272). Furthermore, I used triangulation and peer examinations to make the data valid. This triangulation of the findings permitted me to establish relationships among aspects; in this regard, my advisor acted as a critical friend because he was constantly checking the different findings that emerged from my data analysis.

As to the data collection sources, I analyzed eleven documents, eight interviews, seventy- one surveys, and six classroom observations. Regarding the document analysis, these were uploaded to the software NVivo 10 with the purpose of doing a software-

assisted coding. As to the interviews, I transcribed them and uploaded them to N-Vivo Software. After several systematic and careful readings of data from all the sources, looking for key ideas and themes, I began the coding process and established diverse categories. I also fed these categories with the data obtained from the surveys, which I analyzed manually from a synthesis generated automatically by the software of Google docs, as well with my own statistics graphs created in Excel, after this process, some conclusions emerged which were also uploaded to NVivo.

Next to that, I revised the initial coding and identify some overlapping categories, which I regrouped, taking into account that according to Taylor-Powell& Renner (2003) grouping the data into categories implies a type of sorting and cutting (p. 7). When I had the new categories defined, I established the connections among them, and I created some subcategories, considering that when data is classified and categories are fixed, it is necessary to reflect about how they match and relate (Taylor-Powell & Renner, 2003, p. 8). I used the strategy of coding because I wanted to group similarly coded data into categories that shared some common characteristics (Saldaña, 2009). Subsequently to the data analysis, three main categories emerged: *Policies influence on preschool teachers' decisions, Preschool teachers' grass-root language policies, and preschool teachers' agency in the creation of policies.* In the next section, findings, I define these categories.

Findings

Findings evidenced that preschool teachers have been acting as policymakers without being recognized. This process of policymaking has been connected to different teachers' interpretations about what is stated for the preschool level for the teaching of English. Consequently, these different interpretations about explicit policies have led that teachers start creating their own grass-root policies which are considered sometimes as unstated, due to the fact they can be evidenced just with classroom examination, rather than in official documents. Therefore, the role played by teachers has been influenced by different reasons which go from personal reasons to preschool teachers' beliefs and imaginaries about education and language learning, as well as various society requirements. In the following paragraphs, I present the way these facts have taken place.

Policies influence on preschool teachers' decisions

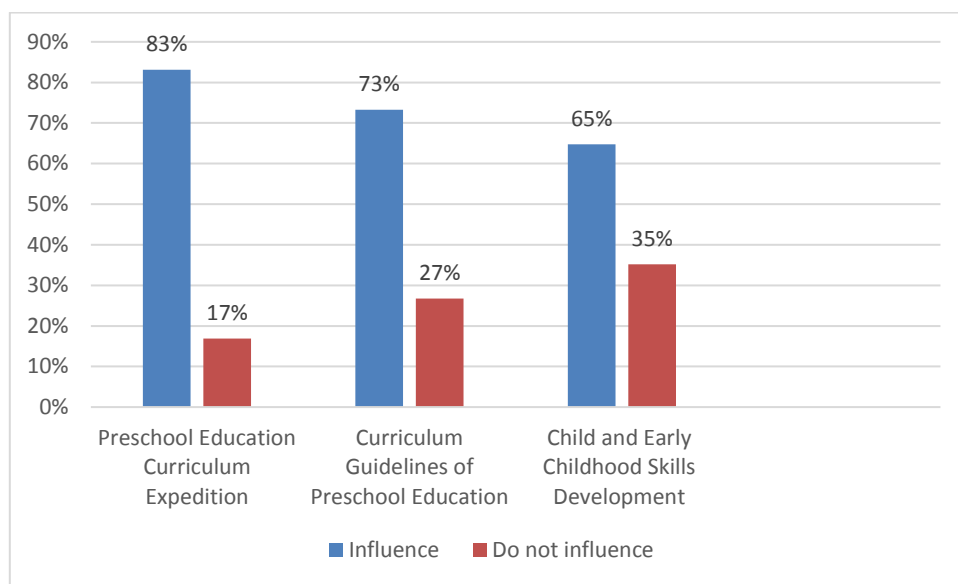
After reviewing all the different preschool and language policies and guidelines in Colombia, regarding the teaching of English, it has been noticed, that these policies and guidelines do not state the teaching of English at the preschool level. Not even Guide 22, which is the guideline that establishes the different standards for the teaching of English at the school cycle in Colombia mentions it. In the case of Guide 22, the teaching of English in Colombia starts from first grade and so on. Equally important, according to the Colombian Law of Bilingualism 1651, English should be taught from first grade. In addition to that, teaching English is not specified in the General Law of Education 115 for this specific grade.

Nonetheless, even if the guidelines and policies aforementioned establish to start the teaching of English from first grade, throughout this study, it was found that English has been taught at preschool level in different public schools in Medellín. In fact, Secretary of Education of Medellín offered a professional program for preschool teachers from the public schools of the city, this program's aim was to promote the teaching of English at this specific school grade. Therefore, in the following paragraphs I will explain this inconsistency found between what the National Ministry of Education states in its different policies and what is currently happening in the classrooms and the rationale for teachers to decide to teach English at the preschool grade.

Subsequently to the data analysis, it was found that there are various factors for preschool teachers to take the decision to teach English. One of these factors is connected to the impact of preschool and languages policies and language policies on this decision. Regarding preschool policies, the different participants were asked about the way their decision to teach the language was influenced by different preschool policies. To start with, according to 71 survey participants, different preschool guidelines at different levels have influenced their decision to teach the language (school, Medellín Secretary of education, and the National Ministry of Education). In first place, 83% of the survey participants stated that Expedición Currículo from Secretary of Medellín influence them to do so; in the case of this guidelines, the teaching of English is broadly mentioned for this school grade. However, this is not a specific curriculum for the teaching of English in preschool; in addition to that, it is important to mention that, this official document was launched in 2014 and it is the new preschool curricula for the city of Medellín, nonetheless the majority of teachers expressed in the survey that they have been teaching English for more than 5 years even without knowing this document.

Furthermore, preschool teachers were asked about the impact of other preschool guidelines when deciding to teach the language (Lineamientos curriculares de la Educación Preescolar, Documento de desarrollo Infantil y Competencias en la Primera Infancia 2009, Ley General de Educación, 1994) and they manifested that these guidelines highly influenced their decision to teach English, saying this 73% of the survey participants stated that they were impacted by the Curriculum Guidelines of Preschool Education. Also, there is another document, Documento de desarrollo Infantil y Competencias en la Primera Infancia (Child and Early Childhood Skills Development) that has had a strong effect on teachers' decision to teach English, as 65 % of the preschool teachers expressed in the survey. Besides this, the General Law of Education, 1994, was also taking into account by these preschool teachers who have manifested that this policy sway them to teach the language, 52% of the participants declared that. Perhaps these teachers have been quite influenced by this policy because it is the umbrella guideline for the whole Colombian school cycle, and it states what should be taught in each school grade. The impact that these policies have had on the survey participants can be observed in chart below.

Figure 1. *Preschool Policies Influence on Teachers' Decision to Teach English*



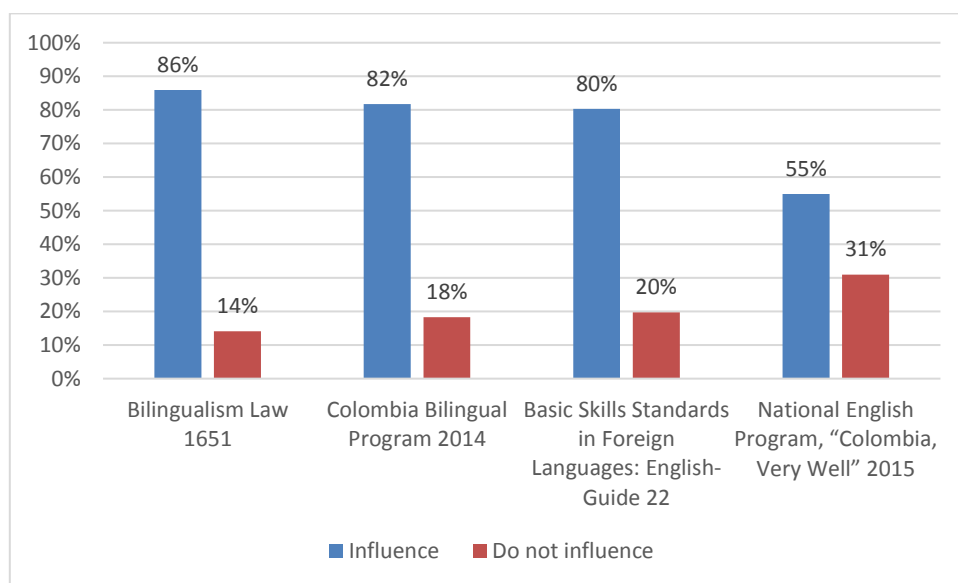
However, it is important to highlight that after analyzing the preschool policies aforementioned, none of the documents establish the teaching of English at the preschool level, nonetheless it is important to mention that Curriculum Guidelines of Preschool Education is a document about the development of preschoolers' mother tongue as a way to express their feelings and to communicate, additionally to that, it states the teaching at the preschool level throughout the human development dimensions. Another official document that is used as guideline for teaching at preschool, is the Child and Early Childhood Skills Development document, this preschool policy also takes in consideration the human development dimensions as guide to teach at preschool level. Finally, as it was mentioned before The General Law of Education is the umbrella that covers the whole Colombian school cycle which states what should be taught in each of the school grade.

On the other hand, teachers have expressed that not only preschool policies have an influence on their teaching, but also some national language policies have had a strong effect on their decision to teach English at the preschool level. For instance, survey

participants manifested that the following guidelines in fact have impacted their teaching practices (Basic Skills Standards in Foreign Languages: English-Guide 22, Bilingualism Law 1651, Colombia Bilingual Program 2014, National English Program, “Colombia, Very Well” 2015).

As a proved of what has been said before, 86% of the participants have stated that Bilingualism Law 1651, 2013 has impacted their teaching, regarding to Basic Skills Standards in Foreign Languages: English-Guide 22, 80% of the survey participants expressed that this law has as well influenced them; as to Colombia Bilingual Program 2014, 82% of the teachers responded that this one was also influenced their praxis. Finally, the one that seems to have less impact on teachers’ decision to teach English is Programa Nacional de inglés Colombia Very Well 2015, as noted the graph below.

Figure 2. *National Language Policies Influence on Teachers’ Decision Making process*

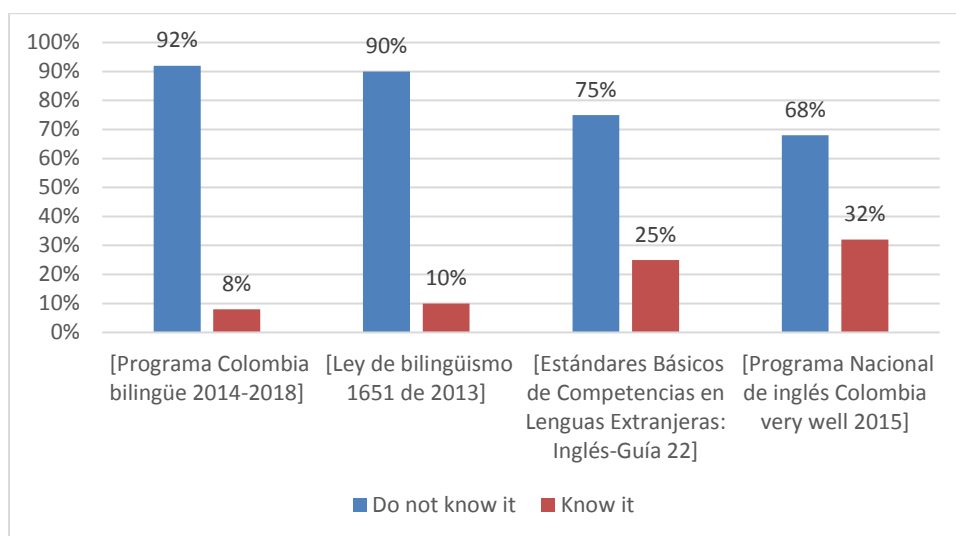


Nevertheless, as it was already pointed out before, none of the national language policies mentioned above establish the teaching of English for preschool. Saying this, it is important to mention the aim or the objective of each policy aforementioned, for instance

Colombia Bilingual Program’s objectives is “to promote and facilitate learning English from primary school, especially in 4th and 5th grades” (MEN, 2014). As for Basic Skills Standards in Foreign Languages: English-Guide 22, this document contains the guidelines for the teaching of English in the Colombian school cycle, in this case English should be taught from first grade and so on. Finally, National English Program, “Colombia, Very Well” 2015 states that the teaching and the promotion of English in Colombian public schools should start in first grade as well.

Even though teachers have expressed that their teaching practice was highly influenced by the national language policies, when they were asked if they knew these policies, they stated that these policies were unknown for them, on this matter 90% of the participants manifested that they did not know Bilingualism Law. Similarly to that, 92% teachers expressed that, they did not know Colombia Bilingual Program. In the case of Basic Skills Standards in Foreign Languages: English-Guide 22, 75% teachers expressed the same. See the chart below.

Figure 3. *Teachers’ acquired knowledge about Language Policies*



Likewise, interviews revealed some misunderstandings by preschool teachers on this regard. In some of the cases interviewed teachers expressed that they had to teach the language and that it was mandatory to do so, even though at the same time they recognized that this was something which is not stated explicitly. Besides that, some teachers expressed, they feel obligated to teach something they are not experts in. As one interviewed teacher manifested:

Teaching English is mandatory, whether we know English or not. Since there is not an English teacher assigned for elementary and preschool, we have to work it out, in a way or another, but we have to teach it. (Interview, teacher 3, November 12, 2015)

What is contradictory here is that the same teacher was aware that she was not obligated to teach the language in accordance to any policy, on this respect, this teacher expressed:

There is not a specific policy that says we have to teach English at preschool level, however we as preschool teachers have to teach this language. (Interview, teacher 3, November 12, 2015).

Equally important, there is again another contradiction on what preschool teachers think they have to do regarding the teaching of English. On this same issue, another interviewed teacher manifested that the policies for the teaching of English at the preschool level were implicit and that preschool teachers must learn the language and teach it, on this matter she stated:

As teachers, we have to follow some English policies which dictate that everyone in Colombia should speak English, even though they do not include preschool grade. So, we have to teach it at preschool, whether we like it or not; and besides, it is a request from the government. In that way, the teaching of English at this school grade becomes an implicit request, that is to say, I have to teach English but I do not speak English, so I have to learn. (Interview, teacher 7, February 17, 2016).

Moreover, it was found that teachers who teach English recognize that it is not mandatory to do so at this school grade. Therefore, when teachers were asked in the survey about what why their colleagues did not teach English, they responded that it was not a bad thing that they did not teach it because at the end there was not a law that was forcing them to teach English at preschool level. For instance, one interviewed teacher stated:

We are not forced to teach English, if we do it, it is because our intrinsic motivation; that is why nobody can obligate us to do so, then those who do not teach English are following preschool regulations. (Interview, teacher 6, February 6, 2016).

Another reason that teachers have considered for not teaching English is the fact there are other more important aspects to develop in preschoolers such as: logical mathematical reasoning, thinking skills, and socialization skills. This was also supported by one preschool teacher who teaches English, to this matter she stated:

I think teaching goes hand in hand with teachers' vocation and just as there are teachers who want to emphasize the kids' logical-mathematical skills, there is also a teacher who focus on the motor skills. So, although we have a planning and some standards to follow, they are not always followed because some people focus more on something. I believe that the decision of teaching English comes from each teacher's will and vocation. (Interview, teacher 7, February 17, 2016).

To continue with, as well as there are preschool teachers who make the decision to teach the language, there are others who do not teach English and they follow what preschool and languages policies mandate. These teachers explained their decision of not teaching English, on the basis of not having knowledge, nor how to teach it and also they feel afraid about not being able to teach the language correctly, as one interviewed teacher expressed:

But there is an obstacle for us and it is the fear. Since, we do not speak English, we think that we cannot teach it in a good way and that makes us not try to do it or learn it. (Interview, teacher 5, February 4, 2016).

Additionally to that, the data of teachers who do not teach English was out recorded and it was gathered through informal talks and field notes, due to the fact that none of them wanted to be interviewed, because they thought Secretary of Education of Medellín could have access to this information, and according to them, they could be sanctioned, due to the fact, they were not teaching English. This reinforces the fear that preschool teachers face, not teaching English and being sanctioned because of that.

To continue with, some of the interviewed teachers expressed that one reason of why some teachers do not teach English is because they were closed to their retirement and they belong to the old Colombian teaching decree 1979; in some occasions they were even describe as lazy and non-innovative teachers, and it was also stated they teach children the same way they have been doing it long time ago. To this issue an interviewed teacher manifested that:

Some teachers who are close to their retirement age are kind of lazy or laid back. So, they use the same old techniques and teaching strategies they have been using for a long time and their planning is not innovative any more. (Interview, teacher 7, February 17, 2016).

This was also supported by another interviewed teacher, she manifested that those teachers who do not teach the language were old and laid back they did not want to teach English, nor TICS, on this matter she manifested:

There also some teachers, let's say from the "old school". They say no to English, no to ICTs and we respect that. But, I think they should participate in professional development programs and try to learn. (Interview, teacher 4, December 15, 2015).

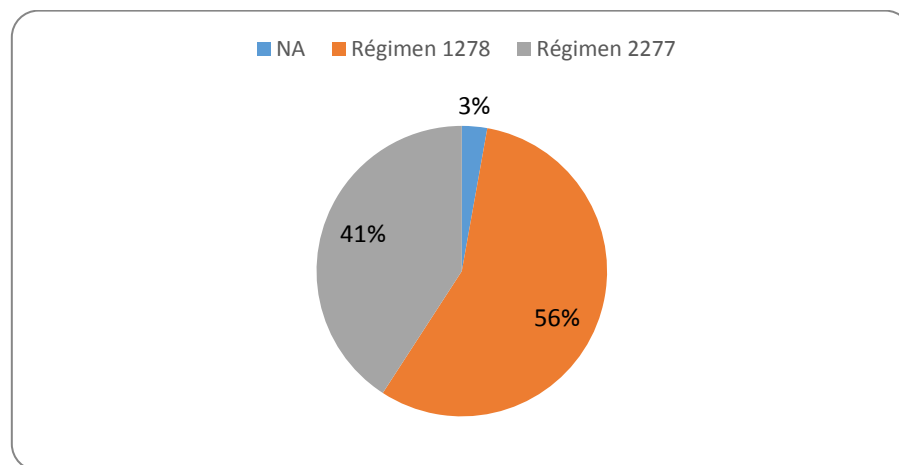
Contrary to that, results from the survey evidenced that teachers from the old

Colombian teaching decree have also made the decision to teach the language. For instance, 56% of the survey participants from this decree teach English at the preschool level.

Additionally to that, they have been teaching the language for more than five years.

Moreover, after analysis a data base from Secretary of Education of Medellín, it was found that 49% of the participants of a development program that promotes the teaching of English belong to 2277 teaching decree. Therefore, to take the decision to teach the language is not a matter of belonging to a specific teaching decree, as it can be observed in the chart bellow.

Figure 4. *Survey Participants' Teaching Decree*



This presentation of findings so far leaves us with some initial thoughts and learnings. First of all, policies do not need to be in official documents to exist, most of the times stronger policies happen on the ground. Consequently, if explicit policies state something, it is in the classroom and with de facto practices where actual policies come to life. In this case, preschool teachers do not count on a policy for the teaching of English at their school grade, however they have made the decision to teach, as a result of their interpretations of what explicit policies mandate for the teaching of English at the

Colombian school cycle. What is more, in school contexts where explicit documents demand the teaching of English, teachers are the ones who interpret this demand decide if teaching it or not. To continue with, the analysis of the data mentioned above, revealed that preschool teachers have been interpreting national language policies differently, as well as preschool policies; based on that, teachers seem to think that they have to teach English even though there is not an official document (explicit policy) that states English as a mandatory subject at this school level; thus, these policies have had a great impact on teachers' decisions to integrate English in their lessons. On the other hand, preschool teachers are participating in the creation of their own grass-roots policies, by not having that explicit policy that tell them how to do so. This misunderstanding has brought that preschool teachers to a) implement their own teaching strategies, b) adapt first grade curricula to their students' needs, and adapt English curricula from private schools to the public school context c) make the decision to teach English while others do not do it. These outcomes will be explained in the following sections.

Preschool teachers' grass-root language policies

Regarding the language policy at the preschool level in Colombia; it is known that there are not any guidelines for the teaching of English, nor there is any curriculum; nonetheless the teaching of English has been broadly mentioned in some local policies. Thus, in this study it was found that preschool teachers are the ones who have been creating their own grass-roots language policies inside their classrooms. These grass-root language policies are defined by Shohamy (2006) as implicit language policies which are defined as policies that are not stated explicitly into official documents, nevertheless they can be noticed through the examination of different de facto practices (p. 50). Therefore, after

examining preschool teachers' de facto practices through observations, surveys, and interviews, it was revealed that preschool teachers have been implementing and creating their own teaching curriculum, for doing so, they develop their own teaching strategies when they teach English in their classrooms.

As a result of the decision to teach English, preschool teachers have been implementing different strategies regarding the teaching of the language, as well as the planning. Regarding the planning, they have integrated the teaching of English on the seven development dimensions, mainly into the communicative one; additionally, English is seen as a cross-curricular subject, rather than an isolated one. Additionally to that, data revealed that preschool teachers plan through the adaptation of language policy from first grade, as well as curricula from private schools. This adaptation is taken into the preschool planning based on students' needs, the seven development dimensions, and the school curriculum. Equally important, preschool teachers expressed they ask for help to different school agents such as high school English teacher or other preschool teachers who have a better performance of the language or have participated in professional developments for the teaching of English.

Having said all that, Preschool teachers have been developing teaching and planning strategies based on seven human development dimensions (cognitive, communicative, corporal, emotional, ethics, aesthetic, attitudinal, and appreciatory) established by the Ministry of Education in 1997 by the decree 2247; these dimensions must be developed at the preschool level in every Colombian public school. Therefore, it is considered that teaching at this school level should be carry out by doing ludic projects and activities that take into account the integration of the seven human development dimensions.

Therefore, teachers have also integrated these dimensions as the basis to teach English, seeing it as a cross-curriculum subject into the seven dimensions, that is why for some of them English is not considered as an isolated subject, taught at a specific time, as an interviewed teacher expressed:

There is not a specific schedule for English. There is not English class on Tuesday or in a particular day. It is rather cross dimensional; if we are working the cognitive dimension, let's say geometrical shapes, we can speak about colors in English the same way we work that in Spanish: "What color is this shape? –it is yellow. It is red. (Interview, teacher 4, November 12, 2015)

Furthermore, the analysis of the surveys also revealed that teachers adopt English in their classes as a cross-curricular subject. Therefore, it could be concluded that teachers see English as a whole, rather than something broken into small pieces, and perhaps this is why preschool teachers do not divide their lessons in a specific time or subject. On the contrary, English is connected to the different activities, in other words, there is an interrelationship among the different subjects at this school grade. One of the survey teachers expressed that:

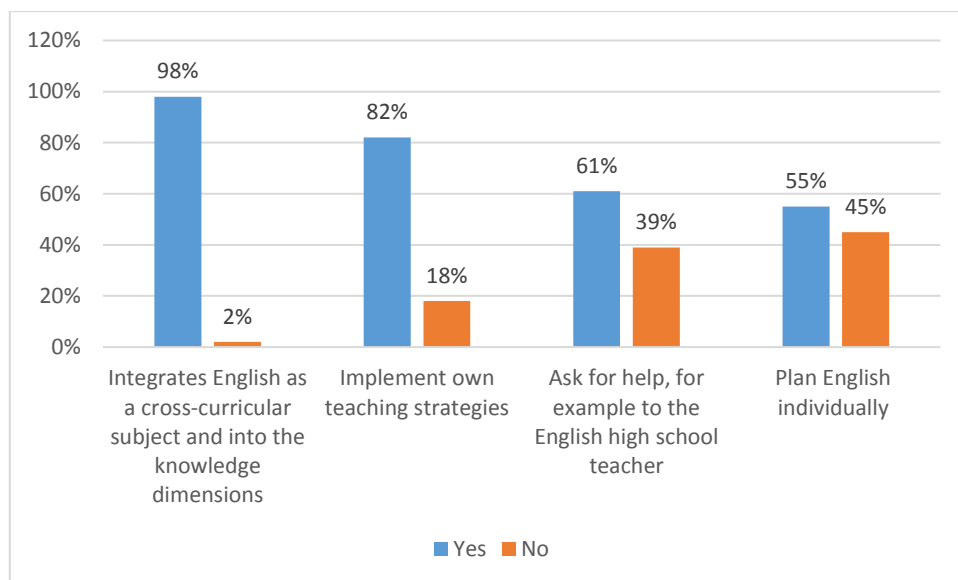
At preschool everything is a whole, science is connected to English, English is connected to physical education, and so on. Then, we need to integrate English as part of our daily routines, it cannot be taken as something isolated. (Survey, teacher 16, November 20, 2015).

In addition to that, the decree 2247 of 1997 states that preschool education must be comprehensive and be developed crosswise. Consequently, it could be inferred that preschool teachers are adopting English as part of this crosswise and comprehensive development; an interview teacher stated:

We have to work in a comprehensive way with preschool kids. According to this, it is necessary to take into account all the dimensions of children's development, though it is not said explicitly in any document that English is necessary. But it should be integrated in the communicative dimension, as other subjects are integrated in other dimensions. (Interview, teacher 7, February 17, 2016).

To continue with, when teachers in the survey were asked about the frequency of some matters related to the planning and teaching of English. One of the matters was about the way they integrate English into their lesson, 98% of the survey participants expressed that English was a cross-curricular subject and that they integrate it into their lessons every day. For the teaching of English at this school grade, teachers do not count with an English curriculum for preschool. That is why, they create their own teaching strategies to carry this out. This last can be evidenced in the survey 82% of the participants expressed that for the integration of English in their daily lesson, they have to create their own teaching strategies and plan their classes based on the way they had to teach at this school grade, through the development of the seven human dimensions, this can be observed in the graph bellow.

Figure 5. *Teachers' actions regarding the integration of English into their lessons*



On the other hand, preschool teachers have claimed that they already know how to teach, they assured that they know the methodology and the class strategies. They also have mentioned that they have been teaching for a long time; therefore, this has given them quite range of experience and because of that they have enough teaching sources at the moment

of teaching English. Additionally to this, throughout this study teachers have expressed that what they need is to acquire the knowledge of the language, thus, they firmly acknowledge that this will improve drastically their teaching performance. To this regard, a teacher stated:

As you have gotten the knowledge of the language, without any law that mandates it, you generate your own strategies; without being the maximum authority in the field, but if you like to teach English, then you know how to teach it. (Interview, teacher 2, November 12, 2015)

As for the planning of these interrelated lessons, according to the survey analysis some of the teachers (55%) plan their classes individually; therefore, the planning of the lessons seems to be a creative individual decision. Additionally to that, planning becomes something preschool teachers have to decide on what to do in their own, as it was stated before, these teachers do not have a guideline to follow when teaching the language; on this regard, a school coordinators expressed that:

Teachers decide whether they teach (English) or not. Because there's no a study plan for English in preschool, everyone plans their classes individually, like they want or consider appropriate for a specific group of students. (Interview, school coordinator, October 17, 2015)

To continue with, preschool teachers acknowledge that they do not have training in English, nor how to teach it; therefore, in some of the cases the planning is done in collaboration with other preschool teachers or with English teacher from high school who seem to plays an important role in this planning, this can be evidenced in the survey analysis (see graph above) and in the interviews. There are various comments on this matter:

Even though we know how to teach, elementary and preschool teachers have no training on English teaching. However, it is required to teach English in these

levels. So, what we try is to teach some topics in English with high school teachers' support. (Interview, teacher 6, February 4, 2016)

It is also good to get advice from high school English teachers so that they help us when we are teaching a class. It is about integrating English little by little in our everyday practices and also about living English spontaneously and naturally in the everyday activities. (Interview, teacher 7, February 17, 2016)

In connection to what it has been saying before, the human development dimensions are taking an active part in the teaching of English, seeing in English not just as an isolated subject, but as an integrated part of the lessons. English is not taught in a specific schedule; it is taught in different moments throughout every class. For instance, one of the class observations evidenced that each time was considered by teachers as a learning opportunity to use English.

Teacher starts the class by singing a greetings song in English with her students, after that she counts the number of students who attend class and she asks them in English how they are; some of them answer in English while others in Spanish. She plays important attention to students who are not feeling well, and tries to engage them into the class. Next, the teacher read the story "I like me" in English when she finishes, she asks students in Spanish about the different ways to take care of themselves, and students expressed different ideas in Spanish. Lastly, teacher mentions that to do exercise is very important for their health, and then she plays Simon says with students in English by using different movements commands that students have to perform. (Observation, September, 20, 2015).

In addition to what was stated in the observation aforementioned, preschool teachers expressed in the interviews and surveys that, they have integrated English based on human development dimensions. This integration is autonomously done by teachers, due to the fact they do not count with a specific guidelines for English at this level as it was previously mentioned. To this regard, a teacher stated:

There is not a specific time for the teaching of English, it is not that today is Tuesday and I teach English, rather than that, what I do is to teach English as a cross- curricular subject and combine the teaching of this language with each of the human development dimensions that we have to work with at the preschool level. For example, if I am teaching children by using the cognitive dimension and I am

teaching them the geometrical shapes, then we teach the vocabulary in English and expand children's knowledge by asking children about vocabulary related to colors and number in English; for instance I ask them: what color is the circle?, or how many sides does the triangle have?. (Interview, teacher 2, November 12, 2015)

Equally important on the same regard, preschool teachers emphasized that the teaching of the language has been mainly integrated into the communicative dimension, together with the use of code switching along with the different class activities. The use of code switching is a strategy preschool teachers use, as they are not proficient enough in English; for instance a teacher stated:

In our school, we teach English through the communicative dimension, because it gives us a chance of integrating the children's knowledge they already have and they are combined with English. (Interview, teacher 3, November 12, 2015)

On the other hand, this integration of English in the preschool lessons is only done by the integration of the human development dimensions, but also done when preschool teachers carry their classes out throughout by following each of the four pedagogical ludic projects proposed by Colombian Ministry of Education. These projects have three main activities: before, during, and after; therefore, English is integrated at any moment of those times. On this issue, an interviewed teacher manifested:

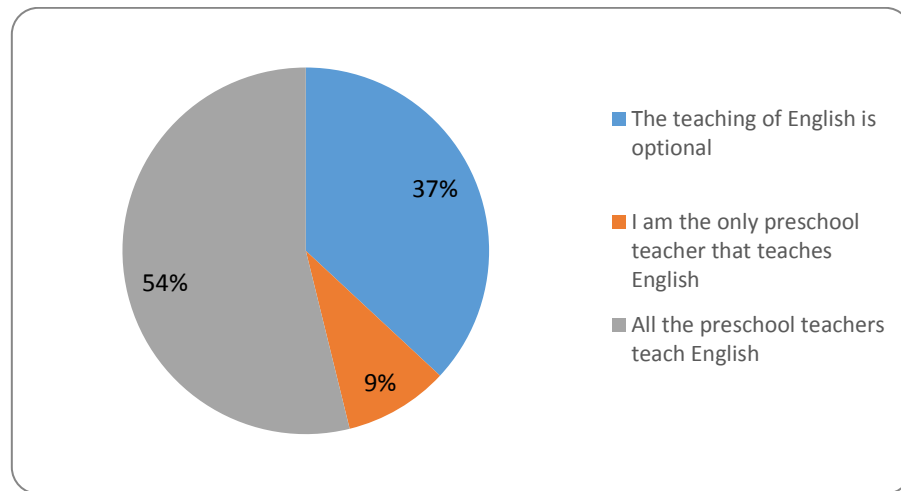
I teach English through the communicative dimension, so what I do is to link this with the other dimensions through a strategy of ludic-pedagogical projects. Also this is linked to the activities in the projects in different moments: before, while and after. (Interview 3, December 15, 2015)

Having in mind what it has been said before, a policy maker from Secretary of Education of Medellín was asked about the rationale of having in the city a professional development program that promotes the teaching of English at the preschool level and about the way Secretary of Education conceived the way English should be integrated at the preschool grade; to this issue, he expressed that:

Then it is fundamental that from the basis and throughout children's knowledge dimensions, students have the chance to learn English, by being exposed to the language, rather than in an English class. (Interview, policymaker, December 16, 2015).

Lastly but not less important, it is necessary to highlight that according to the 71 surveys applied, most preschool teachers have been teaching the language for about five years, the rest of the teachers have been doing so for about 10 years or more. As to the number of teachers teaching English at the preschool level, it was found that in schools some teachers do it (65%), while others do not (35%). As a result, the survey showed that on the one hand there are schools where each teacher teaches English, and on the other hand there are other schools where some teachers take the initiative to teach the language as a personal and individual decision.

Figure 6. *Percentage of preschool teachers teaching English*



As it was aforementioned, preschool teachers do not count with a specific guidelines that guides them how to integrate English in their classes. However, they have been creating their own strategies in order to implement the teaching of English into their lessons. For doing so, they have adapted different curricula and guidelines, this adaptation

has been taken from the English guidelines for first grade or from the preschool English curriculum of a private schools. To this respect an interviewed teachers expressed:

As there is very little regarding the teaching of English at the preschool level what I do is to revise what is worked in the private schools and I adapt what I find to my students' needs and context. (Interview, teacher 2, November 12, 2015).

In connection to the adaptation of the English curriculum school, other preschool teachers have adapted first grade language guidelines and the rationale behind for teachers doing it so, is that they want to prepare students for the primary education challenges. Also they consider that this appropriation is quite adequate, due to the fact, first grade curriculum content is very similar to preschool curriculum content and besides that, they have acknowledged that both grades have to be connected not only in terms of the psychosocial development, but also the curriculum. Therefore, preschool teachers try to adapt these guidelines to their specific contexts and needs. There are different comments to this matter:

When I created the proposal for the teaching of English in preschool, I did it based on English first grade guidelines because I consider that preschool and first grade are very close. Therefore, I did an adaptation of first grade guidelines in order to teach English and give theoretical strength to my teaching regarding English. (Interview, teacher 1, September 17, 2015)

I have been doing like a consolidation, due to the fact preschool curriculum is the basis and the pillar for the whole school cycle, so what I did was to revise English first grade curriculum. I made this decision because if I had not done it, my students would not be ready to face first grade and they will be very lost starting this grade. (Interview, teacher 7, February 17, 2016)

For doing so, preschool teachers expressed that they ask for support. According to them, in some of the cases they receive support from the English teacher from high-school as it was mentioned before, however, preschool teachers feel they have the pedagogical

background and experience to teach, and that the only thing they need is the language. To this regard teachers manifested:

It is a good idea to seek for advise from the high school English teachers in order to receive some support from them when planning because even though they do not know to teach preschoolers, they speak the language, then they can help us with some pronunciation issues and grammar structures which are difficult if you do not speak English, in this manner we feel more confident to teach English. (Interview, teacher 5, February 4, 2016)

Primary teachers and preschool teachers do not have training in English, then what we do is to try to combine some topics with the English high school teacher's support because they do have training on that language. (Interview, teacher 4, December 15, 2015)

Data revealed various reasons for preschool teachers to take the decision of doing what was explained previously. I detail them in the following segment.

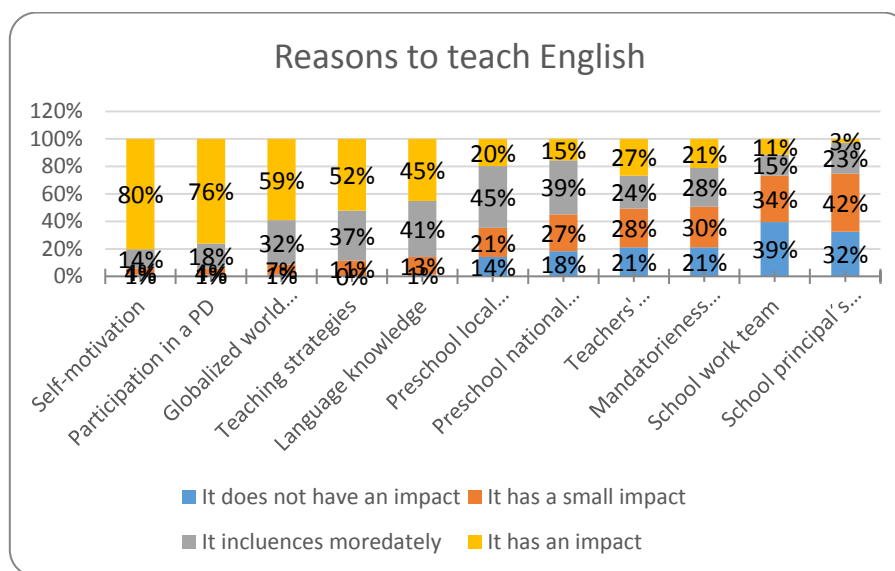
Preschool teachers' agency in the creation of policies

In the previous sections it was shown a) what national language policies state about the teaching of English at the preschool level, b) what teachers do for the integration of English in their lessons; for the next section it was inquired about the reason why preschool teacher have decided to teach English and after doing its analysis, many reasons were found for teachers to exercise their agency to create their own grass-root policies for the teaching of English. To begin with, one of the biggest reasons was related to preschool teachers' self- motivation to teach the language, this answer was even more powerful than school requirement to teach English as a mandatory subject. A second important reason is related to teachers' imaginaries about language learning, it means the way preschool teachers conceive and understand how children acquire a language in an easier way than adults. The next reason is connected to professional and training reasons regarding English and the

teaching of it. The last reason is linked to society and students' requirement, in this case, preschool teachers base their decision to teach English on students' motivation to learn the language, as well as different society demands where teachers felt, they had to teach the language in order to prepare give students enough tools to face the world.

To begin with, self-motivation was the strongest reason for preschool teachers make the decision to teach the language as one of the interviewers stated "my self-motivation was the starting point to teach English to my students, to say there is a possible path to explore" (Interview, teacher 3, November 12, 2015). Similar to that, a school coordinator said that self- motivation and the teachers' willingness, were the motor to teach English "the teaching of English at the preschool level depends on teachers' level of motivation and the willing to give students better opportunities for the future" (Interview, school coordinator, Oct. 7, 2015). Also, self-motivation was a more powerful reason than teaching English because of a school requirement or thinking that it was mandatory to teach the language. It is also quite important to say that the survey data analysis has shown up that eighty percent of the surveyors, expressed that self-motivation was the most determinant for teaching English, with just an 11% of teachers who teacher the language due to the fact they are asked to do so as a school requirement and with a 27% of teachers who believe that is mandatory to teach English at the preschool level, as it is displayed in the graph below.

Figure 7. *Preschool teachers' rationales for the Teaching of English*



Some teachers also manifested that the support for this motivation was related to the willing of giving preschoolers from public schools, the same opportunities that private schools give to their students in terms of leaning opportunities and preparation for the future. According to preschool teachers, children from private schools have the opportunity to learn English and other things and children from public schools have the right to access to those opportunities as well. The following interviewed teachers' comments refer to this issue:

I have always thought that public school has to give students the same opportunities that children from private schools receive, in the case of English, children from private schools start to learn English being very little, so our children from public schools should have the same opportunity. That is why, I feel responsible and I made the decision to start teaching English Additionally, I have always believed that teachers from public schools are in charge of breaking the social gap between public schools and private. (Interview, teacher 2, November 12, 2015).

It is necessary the break the gaps in which only children from private schools learn English, we as teachers need to give children from public schools the same opportunities, children from private schools have. (Interview, teacher 4, December 15, 2015)

On the other hand, another reason that has influenced teachers' decision to teach English is the participation in a professional development program where the teaching of English at the preschool level was promoted for this specific level, this is the second reason that emerged from the surveys analysis where 76% of the survey participants expressed this (see figure 7) . Likewise, one of the interviewed teachers expressed that:

My decision to teach English emerged from the education public policies in Medellín which main objective was to educate students in bilingualism. After that, programs where I started to participate appeared (Interview, teacher 2, November 12, 2015).

Moreover, teachers expressed that the participation in the professional development program helped them to integrate English in their lessons. They stated that they brought up into their classrooms what they learned in the program, not only about the language, but also about teaching methodology. The following are some interviewed teachers' answers to this respect:

I did not teach English in the past because I was afraid of pronouncing incorrectly, so when I had the opportunity to participate in the professional development program Pre-K, I started to feel more confident, then I tried to implement what I learned there. (Interview, teacher 7, February 17, 2016)

I have been teaching English in preschool four years ago, this started when I began to participate in different professional development programs offered by Medellín Secretary of Education. Being in those programs I learned different methodology strategies and I started to adapt them and implement them in my classroom. (Interview, teacher 6, February 6, 2016)

This participation in professional development programs have also impacted not only the participants, but also the preschool teachers' communities in different schools, for instance one teacher said:

After my participation in Pre-K, I have passed on the willingness of teaching English inside my school preschool work team. Nowadays, I am a mentor for my colleagues when it is the time to plan our classes. (Interview, teacher 4, December 15, 2015).

In addition to that, preschool teachers seem to feel more confident to teach the language after participating in professional development programs and according to him, this has a widespread effect in the school community; a policymaker expressed that:

Preschool teachers feel more confident after participating in professional development programs and this is very important when teachers teach something, besides that, teachers who participate in this kind of programs motivate the other preschool teachers to make the decision to teach the language. (Interview, policymaker, December 16, 2015).

Furthermore, data has revealed that preschool teachers were the ones who asked for a professional program for the teaching of English. This emerged from a group of teachers from public schools who were part of a laboratory called “Early Childhood Laboratory”, the purpose of this laboratory is to socialize teaching strategies in order to improve classroom practices at the preschool grade. In the case of the teaching of English at the preschool level, these teachers felt they have a gap for this specific subject, and that they need to get tools in order to teach preschoolers this language; consequently, they decided to ask Secretary of Education for training on this matter. An interview teacher stated that:

We were part of Medellín Early Childhood Laboratory, participating there voluntarily we started to realize that there were some gaps for the teaching at the preschool level. Therefore, some surveys were applied to participated teachers of this laboratory, those surveys revealed very important information, according to this information, it was found that it was necessary to teach English at the preschool level in the public schools of the city. After that, we started to build a professional development program with meaning for our training not only the language, but also in the teaching strategies to teach it to our students. (Interview, teacher 6, February 6, 2016)

The next reason found is connected to society demands; one reason behind this is that preschool teachers take the decision to teach the language as they consider it important

for their students who are part of a globalized society. According to the survey analysis, most of preschool teachers (92, 9%) teach English as a response of the demands of globalized world (see figure 7). These demands are related to the belief that people who speak English have better job and study opportunities. Therefore, teachers seem to want their students to have a better future by being able to speak English. On this regard, an interviewed teacher expressed that:

Even though preschool teachers in general do not hold a Bachelor's in English, we know and recognize the importance of speaking English in this globalized world, we need to teach English to give students to have better professional and work future opportunities. (Interview, teacher 3, December 15, 2015).

With respect to the same, an interviewed school coordinator manifested that the preschool teachers who decide to teach English in her school, were the ones who wanted a better future for their students, she stated that “the decision to teach English depends on teachers’ level of motivation and the willing to give students better opportunities for the future (Interview, school coordinator, October 17, 2015). At the same time, it is important to highlight that this demand rather than coming from school coordinators, it comes from students’ interest towards the language, when for instance preschool teachers in the survey indicated that preschool students’ motivation and interest towards the language was an issue that influenced their decision to teach the language. In like matter, another interviewed teacher stated that:

Students already know how to express certain things in English and when we are in class they say, for example, in Spanish no, in English, then they are the ones asking us to teach them English, and I consider that teachers should teach based on students’ interests (Interview, teacher 1, September 17, 2015)

In addition, the knowledge not only of the language, but also of the strategies to teach it were two important reasons found in the analysis of the survey(see figure 7). On

this regard, teachers feel they want to teach the language, and for doing so, they have to be proficient on the language, and have some strategies to teach it. On this respect, one policy maker from Secretary of Education of Medellin expressed that:

We can find preschool teachers who like to teach English, in fact from the participation in Pre-K, teachers start gaining strategies for the teaching of English and after having acquired tools for doing so, they have decided to teach the language, even though it is not mandatory to do so. (Interview, Interview, policymaker, December 16, 2015)

Lastly but not least important, three reasons are found which are teachers' necessity to compensate on their students what they did not receive in their own learning process, the other reason is related to parent's expectations about the learning process of their children, and last, the motivation created by the preschool teachers team (see figure 7).

To sum up, the rational for teachers to teach the language at the preschool level, come from different factors. These factors are connected to teachers' self-motivation which at the same time is based on teachers' vocation and professional to give and teach students the best. Consequently, preschool teachers have believed that teaching English is a way to give students better opportunities for the future, and what is more, they decide to teach the language even though they are not required to do so. Surprisingly, this making decision comes from each teacher, rather than an external requirement which in some other school contexts teachers could feel frustrated to teach something they are not trained for; in this case preschool teachers who have made the decision to teach the language have asked for helps, and have participated in professional development programs to improve this lacking area.

Discussion

In this discussion, I am going to introduce two main insights that have emerged from the analysis of the previous findings by embracing a socio cultural perspective on policy analysis, I discuss the findings in the light of three main concepts defined in the theoretical framework; agency, appropriation and unstated language policies. These insights have helped me to understand how policies come to life into the classroom, and how teachers exercise their agency in the creation of language policies, even when they are immersed in an unstated language policy panorama and it is highly perceived the disconnection between national and local initiatives. These insights are, *the exercise of teachers' agency in policymaking, stated and unstated language policies: a disconnection between national language policies and teachers' practices*. In the following paragraphs, I describe each one of these understandings.

The exercise of teachers' agency in policymaking

A lot of the research that has been done about language policy, has been focusing on the macro-level dynamics of language policy and also, on the way teachers appropriate a specific policy into their practices. Therefore, it has been overlooked and sometimes disregarded the role teachers have been playing as policy makers. In fact, little attention has been paid on how policies come to life into the classroom, and without this examination, it is very difficult to understand language policies as well as it is overwhelming for the teachers to understand them; as Menken and García (2010) state “language policies cannot be truly understood without studying actual practices” (p.3). Similarly, other language

policy studies have highlighted this insight of teachers as powerful agents in educational language policy processes (e.g. Menken and García 2010; Ricento and Hornberger 1996).

This is why in this study as a researcher, I am going to highlight the important role that teachers played when they decide what to teach in English and how to teach it, this decision has been based on their imaginaries and beliefs about language and education, personal experiences, and self-motivations “resent approaches conceptualized language policy as a complexity of human interactions, negotiations, and production mediated by relationship in contested sites of competing ideologies, discourses and powers” (Ó Laoire, Rigg, & Georgiou , 2011, p 21). Equally relevant I want to emphasis on the reasons of why preschool teachers have become policymakers as a result of being immersed in an unstated policies panorama and how this immersion has helped them to become policy makers, off course without being aware of it.

Therefore, their role as policymakers is very active, since they have been participating in the creation of their own teaching strategies which are being shaped by the integration of the seven human development dimensions in the teaching of English; saying this teachers in the classroom use these dimensions as their core to plan their classes and not only that, but they also integrated English to what they call their *Proyectos Lúdico Pedagógicos*, which basically consist on developing 4 main projects with some unit concepts that talk about children’s family, children’s body recognition, their surroundings and their world a. In this manner, English is taught as a cross-curricular subject rather than an isolated one, preschool teachers bring to live their own grass-roots language policies inside their classrooms. As Ó Laoire et al. (2011) have explained that the creation of these policies by teachers emerged from the struggles and the context that teachers faced every day, according to them:

It is within the process of confronting and grappling with issues in the local site that certain discourses emerge and evolve; debates, contested arguments, formal staff meetings, meetings with parents and meetings in corridors. It is through these discourses that policies are crafted and legitimated.(p. 22)

Thus, even if preschool teachers do not count with specific language policy for this school grade, they become active agents in the policymaking process as being the ones who create actual policies which are evidence through the examination of de facto practices; that is to say that these policies do not exist in any official document, but they are alive and negotiated inside different preschool classrooms. As Ó Laoire et al. (2011) comment:

It is in relation to discourses and struggles on the ground that policies are negotiated, appropriated and enacted. It is within the process of confronting and grappling with issues in the local site that different policies emerge and evolve” (p.22).

Besides what it has been said before, it is important to mention that teachers are always creating new policies, even though they are not being aware of it; for example, teachers at the elementary level have been executing the language policy in their classroom, without even knowing the language per se, nonetheless they have adapted and adopted to fit their context and their students’ needs along with the national and school demands. Now at the preschool level, teachers are not far behind from this reality, they struggle a bit more because they do not have any language policy standards to follow, nor they do not know the language. Thus, teachers who are under explicit policies must obey these requirements, in this case teachers appropriate language policies into their classrooms which are transformed when these teachers create new policies. All the above has been enlightened by Pennycook (2010) who has stated that:

Language planning has been created by local agents and this cannot be dismissed or should not be conceived as trivial by National stakeholders and those local actions must be recognized as an important contribution on the language planning itself.(p. 54).

As it has been mentioned before, teacher's crafted policies are being based on teachers' beliefs, imaginaries, personal experiences and self-motivations and for them, these have been the scaffolding to create policy. Then some teachers in this study have stated based on their imaginary, that children at their short age are more prone to acquire the language than a person in an older stage, and additionally they consider that children who learn a language different than their own are smarter than those who do not. On the other hand, regarding their beliefs, teachers mentioned that they took the decision to teach English because they believe that this would give students better job and study opportunities and not only this, but also they think that by doing so, students are going to struggle less than they did when they were younger. As intrinsic motivation teachers commented that they want their students to have the same opportunities as students from private schools have, and this was a very strong desire from them, to make public education the same or even better as private education. They strongly consider that good education must be given to every single child and by good they meant the use of English in every single classroom and school.

All of these has pointed to what has been discussed, teachers are transforming, negotiating, legitimating and enacting language policy by their own, having this intrinsic desire as the motor to change their surrounding and also and most important asserting their agency power, as Menken and García (2010) comment that teachers may play a much more active role that entails changing or revising policies, as well as creating new ones. In despite of what Shohamy(2006) has stated that teachers who implement and internalize policy initiatives and ideologies may be conceived of as soldiers of the system; thus in this case teachers are not being soldiers of the system to the contrary they have been exercising their agency power to transform policy.

Moreover, this research has been highlighting that agency has emerged throughout teachers' practices who then become active agents in the policymaking process because they are the ones who decide what to teach and how to teach it, based on their classrooms' needs or as it was mentioned before they acted upon administrative requirements. In this matter, Pease-Alvarez et al. (2012) have indicated that teachers resist mandates based on their beliefs about quality teaching and the learning needs of their students (p. 10), leading to an execution of a planning which aims to integrate all of these demands into the teaching of English, thus creating policy. The impact that these teachers have had in the policy creation has not been taken in consideration as seriously as it should be taken, once again the policy creation that teachers do is the scaffolding on what policy must be regarding the teaching of English, as Ball (1997) has stated policies are not merely implemented, but are actually shaped on the ground through what he named here as subaltern agency. It is in the local and situated micro realms that planning has its ultimate impact.

This creation of policy comes along with teachers' vocation, who want to impact their students' performance. Teachers are driven to do well and improve their students' education make them to adapt what they have, in this case the seven development knowledge dimensions as the tool to integrate English in to their curriculum, pointing to the creation of preschool new teaching language policies. The most shocking thing about all of this, is that they are doing it so, without being aware of the important role they are playing as policymakers and how it could strongly impact the national policies field. This intrinsic motivation according to Archinstein and Ogawa (2006), leads that teachers interpretations and initiatives that may emanate from deeply-held principles about learning and teaching, as well as their own professional convictions about what it means to be a teacher.

Another important thing to mention is that collectiveness of policy making has been taken in consideration in this study, teachers expressed that they have planned together different strategies for teaching the language, integrating it into different cross-curricular activities that were aimed to fulfill students' education needs not only at the linguistic level, but also in other areas that are quite relevant to students' development and consequently this collectiveness become a strong process in the policymaking, which is happening in different schools of the city without being recognized. This collectiveness agency has been discussed by Pease-Alvarez et al. (2012) who describe how agency becomes a collective process among teachers who meet outside school walls to engage and resist mandated literacy policies that they find harmful to students and offensive to them as knowledgeable professionals (p.96).

Therefore, this study has been highly recognized not only the importance of teachers role in the classroom, but also and most relevant the effect that their practices have had when we talk about policymaking; in fact they are the ones who have been actively participating in the creation of language policies throughout all this time without being recognized by those who claimed that they have created and adapted accurate language policies for the teaching of English in Colombia, as stated by Shohamy 2009:

It is often the case that language education policies serve as arms for carrying out national policies, yet the absence of teachers from this process creates an unequal power relationship where experiences and practices are ignored and perpetuating a view of teachers as obedient servers of the system (p. 46).

Once again is been unveiled that teachers are not just followers who exercised their government's agendas, they do more than that, they juggle with everything that is into play, government's agendas, students' needs, administrator requirements and their own interests as teachers. According to Ó Laoire et al. (2011) the scope, power and the capacity of

human agency in implementation must not be overlooked in language policy perspectives and practices. This scope, potential and role of the “local” has also recently been re-appraised and re (de)defined. (p. 21).

Stated and unstated language policies: a disconnection between national language policies and teachers’ practices

It is been known that the teaching of English in Colombia has been influenced by foreigner models and supported by economical agendas, whose interests may differ from those who are immersed in the education field. This conflict of interest has in a way caused the creation of grass- root language policies that has been permeated the teaching of English to different school grades in Colombia. Saying this Colombia counts with some guidelines for the teaching of English from elementary school to high school level. These guidelines have been the core for teaching English and they also have been supporting teachers, giving them the basis on what to teach. Nonetheless, surprisingly there are not any policy for the teaching of English at the preschool level, creating a disconnection between stated and unstated, policies and then leading to the creation of unstated policies by local teachers who are not being recognized by national policy makers.

To begin with, this study focuses on preschool teachers thus, it is unknown for them the language policy that it is implemented in other grades, however even though this policy is not stated teachers have been trying to understand and adapt what it is stated for other school grades and they have interpreted national language policies in different ways, some of them have made the decision to teach the language because they think that preschool is part of these language national policies.

On the other hand, regarding stated policies for the preschool level there are other preschool teachers who do not teach the language and they follow what the Ministry of Education mandates, in this case it mandates that it is not mandatory to teach English, but it is more important to focus on the development of other skills that are quite relevant for children at this stage. Then these teaching decisions are not being judge as good or bad, they are just part of teacher's different ways in which they assumed and exercise their agency power when it is time to decide what to teach to their students.

To continue with, as it was already mentioned there are not language policies for the preschool level, however, what preschool teachers have been doing is to adapt policies from other school grades and even from private schools. Consequently, preschool teachers are not only in an unstated policies panorama, but also they are not trained in English, nor in the teaching of it; therefore, during the study, it could be perceived that teachers' have linguistic gaps that they are transmitting students. That is why, I claim in this study that if National Education stakeholders are promoting the teaching of English for the whole school cycle, there is an important need to cover, which is connected to more professional development for teachers or even better English teachers who can support teachers in situ. In this manner, classroom examination is the only way, policymakers can use to understand the real impact of explicit policies; on this regard Ó Laoire et al. (2011) comment "greater attention must be paid to all thinking, practices, and negotiations at the local level" (p. 23).

Having said that, various preschool teachers have made the decision to teach English and what they have done is to integrate this language to the way, they teach at the preschool level, which is through the development of seven human dimensions. Therefore, I do not pretend to level this as good or as bad; nonetheless, it is necessary that preschool teachers receive more support in order to continue carrying out their role as policymakers,

which is not intended to be perfect, but at least if preschool teachers receive support from the language teaching field, there could be a very strong and important combination, since as it was found in this study, preschool teachers are experts on their field, then a strong academic community could be born, without intending to disregard preschool teachers as knowledgeable local experts. Hornberger and Johnson (2007) argue that language education policies do not move directly from policy makers to the classroom. They comment, “Negotiation at each institutional level creates the opportunity for reinterpretation and policy manipulation” (p. 527).

In spite of the active role preschool teachers have been playing, they have not been recognized as such. Hence, it is necessary to continue examining classroom practices because it is there where actual policies come to life; to start recognizing teachers as policymakers is an important step towards the improvement of National language policies creation; due to the fact that it is on the ground where teachers interpret and create new policies, based on specific students’ needs and a context which can shape policy in various ways; Davis (2014) argue that the macro level is implicitly engaged; at the same time, by collaboratively seeking ways to transform policy into meaningful, relevant classroom practice, the micro level is also engaged.

Consequently, each classroom become a scenario where policies emerge, leading to a bottom-up policies creation process, and where it is proved that explicit documents are interpreted and modified on the ground by each teacher when she or she exercises their agency to create their own grass-root language policies, then an approach on policy making as a bottom up practice is highly important for the continuance of making policies in the country where teachers are recognize as experts; on this regard Usma (2015) argues that “top down theoretical views on policymaking tend to be highly deterministic by

underestimating human agency” (p. 31). Therefore, Colombian National Ministry of Education needs to start taking into account teachers when it is the time to create not only languages policy, but also every policy regarding education.

Conclusions

As was mentioned in this research before, there are many policies that were created to teach English in Colombia, the aim of these policies has pointed out to transform Colombia to into a bilingual country with high standards of competitiveness, not only regarding human skills and critical thinking, but also and the most important to make citizen be bilingual; citizen who can participate and be immersed in a global world. Giving answer to international and national agendas.

Giving that, from this study, it has been perceived that teachers are being using these national initiatives as an umbrella to teach English in every single school grade. Indeed, teachers and school administrators apply what is out there in terms of language policies into their classroom and school settings and what is more, sometimes without taking into consideration if this is pertinent regarding students and school's needs. For instance, as it was mentioned before in this study, teachers from preschool have been adopting and adapting first grade English curriculum for teaching English; this illustrates how teachers in the case of this study give answer to government's demands.

Besides what has been said about language policy; evidently in this study teachers have been appropriating the policy to fulfil students' and schools' needs, aiming to give students those tools that international and national agendas pretend Colombian students to achieve in order to belong to a demanding and globalized world. So it could be said that these national initiatives become the core for teachers to create their own policies inside the classroom.

Having said that, it was found that preschool teachers then started to teach English at their school grade, without an explicit policy that states how to teach it. Nonetheless, teachers have been transforming what it is stated from the different preschool guidelines, in

this case teachers use the seven human knowledge dimensions as the base to plan and teach English, doing a cross-curricular exercise where the knowledge areas are interrelated within English, rather than teaching it as an isolated subject.

This policy interpretation is being influenced by different aspects such as: teachers' beliefs about education, their imaginaries which are related to the concept that preschool is the best stage to learn languages, another important aspect that teachers take in consideration when they decide to teach English is that they have a strong belief that learning English will give students a brighter future. It is important to mention that teachers have expressed that in some occasions not only the imaginaries influenced them to teach English, but also they feel to do so, because they infer that they must do it, otherwise they could have felt threatened by education stakeholders.

This policymaking process is part of unstated policies that were evidenced throughout grass-root classroom examinations, since language policies for the preschool level are not part of any explicit official document. Therefore, once again this study is an example that what is stated explicitly in policies differ from what actually happens in the classroom; that is why, local examination on teachers' practices is necessary to understand policies, as Menken and García (2010) state "language policies cannot be truly understood without studying actual practices" (p.3). Then, it could be said that in many occasions stated policies differ from classroom reality, due to the fact, each teacher understands policies differently one from the other, creating their own policies that give response to a specific group and setting's needs and reality.

As a manner of conclusion, policy creation takes place in the classroom and from there is where national policy should start, every policymaking process have to start with recognizing the important role of teachers as policymakers, as well as recognizing them as

experts on the field. This leads to a very important conclusion that from this study can the scaffolding for the creation of an English preschool curriculum that should be created from the ground in a bottom-up process, rather than a top-down imposition. Also, there is an invitation to continue studying de-facto practices on policy because these kind of studies really show the impact of national, local, and institutional policies; in fact, it is there on the ground, in the classroom, in the daily class routine where actual policies come to life.

Limitations of the study

One of the study limitations is related to the fact that none of preschool teachers who do not teach English at the preschool level, wanted to participate in the study. However, the reason they give was an important insight from the study. Another limitation is connected to the occurrence that some of the participants were my students in a professional development program.

Further research

It is necessary further research on how teachers exercise their agency when they are under explicit policies, in this manner new research may also offer a view on to what extent teachers assert their agency to appropriate a specific policy and create new policies respectively. In addition, a similar study could be carried out, but at private schools where through classroom examination, it can be reflected the connection between National language policies and teachers' practice.

Recommendations

National education stakeholders need to start recognizing teachers as policymakers and this role should be taken into account when it is the time to create every education policy. For doing so, it is necessary to examine teachers' grass-root practices because it is in there where policies come alive. Additionally to that, through this study it was evidenced

that preschool teachers from the city of Medellín have been creating their own language policy for the teaching of English at the preschool grade. Then, it is important to continue offering professional development opportunities where these teachers can receive support to continue doing so.

Having said all that, there is also a need to create an English preschool curriculum, which can be used by teachers as a guide to planning their class. This guideline should be created by preschool teachers who are the experts in this field, accompanied by language experts as well: also, this guideline cannot be set as an imposition because at the end, teachers will modify it by creating new language policies shaped by their school's context, and students' needs.

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APPENDIX A: SURVEY PROTOCOL

Escuela de Idiomas

Universidad de Antioquia

Maestría en enseñanza y aprendizaje de lenguas extranjeras

Cuestionario a profesores que enseñan inglés en preescolar

EL PROCESO DE AGENCIAMIENTO DE LOS PROFESORES DE PREESCOLAR EN LA CREACIÓN DE POLÍTICAS LINGÜÍSTICAS

Este estudio de investigación tiene como propósito entender la manera en la que los profesores de preescolar de instituciones públicas del municipio de Medellín crean políticas lingüísticas dentro del aula de clase, a su vez se busca entender la razón por la que estos profesores están involucrados en este proceso.

Le solicito comedidamente contestar a las preguntas diseñadas para cada sección, es importante mencionar que no hay respuestas incorrectas.

Agradezco su colaboración y le garantizo que sus respuestas solo serán usadas en el marco de esta investigación y que su nombre no será usado en ningún momento. A la hora de publicar los resultados de dicha investigación, se utilizarán seudónimos. Si tiene alguna pregunta puede contactarse con el asesor o con el investigador principal quienes atenderán sus inquietudes y preguntas.

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I. Enseñanza del inglés:

¿Hace cuánto tiempo enseña inglés en el grado preescolar?

Menos de un año _____

Entre 1 y 2 años _____

Entre 3 y 5 años _____

Entre 6 y 10 años _____

Entre 11 y 15 años _____

Más de 16 años _____

¿Cuántas horas de la semana dedica a la enseñanza de este idioma?

a. Menos de una hora _____

b. Entre 1 y 2 horas _____

b. Entre 3 y 4 horas _____

c. Más de 5 horas _____

Indique de qué manera las siguientes razones, inciden para tomar la decisión de enseñar inglés en el preescolar :

	No incide	Incide poco	Incide medianamente	Es decisivo
Mi motivación personal.				
Mi decisión porque creo que es obligatorio				
Motivación				

generada por el equipo de trabajo de los profesores de la institución.				
Mi necesidad de compensar en la formación de los niños los vacíos que tuve en mi formación.				
Expectativas de los padres de familia de mis estudiantes				
Demandas de un mundo globalizado				
Requerimiento del rector o coordinador de mi institución educativa.				
El plan de estudios del grado de preescolar de la institución incluye la enseñanza de inglés.				
Los lineamientos de educación en preescolar del MEN lo exigen				
Los lineamientos de educación en preescolar de la secretaria de educación lo exigen.				
Conocimiento del idioma.				
Conocimiento de estrategias para la enseñanza del				

idioma.				
La participación de un programa de desarrollo profesional docente donde se promueve la enseñanza del inglés en el preescolar.				
Otras razones _____				

En relación con los docentes de preescolar de su institución educativa y la enseñanza del inglés:

- Todos los docentes de preescolar enseñamos inglés.
- La enseñanza de inglés es opcional, algunos lo hacemos, mientras otros no.
- Soy el único docente de preescolar que enseña inglés.
- Soy el único docente de preescolar de la institución.

De los siguientes lineamientos, cuáles han incidido para que usted decida enseñar inglés en el preescolar

	SI	NO	POR QUÉ	NO LO CONOZCO
Ley General de Educación o Ley 115 de 1994				
Decreto 1860 de 1994				
Documento Desarrollo infantil y competencias en la primera infancia				
Decreto 2247 de 1997				
Lineamientos curriculares de la Educación				

Preescolar				
Plan de estudios de preescolar				
Ley de bilingüismo 1651 de 2013				
Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés-Guía 22				
Programa Nacional de inglés 2015				
Colombia bilingüe 2014-2018				
Otros _____				

En relación con la enseñanza de inglés en el preescolar usted:

	SIEMPRE	FRECUEMENTEMENTE	CASI NUNCA	NUNCA
Implementa obligatoriamente el inglés como área, dimensión o asignatura				
Transversaliza el inglés en la malla curricular y/o en las dimensiones				
Implementa didácticas propias para la enseñanza del inglés				
Pide ayuda, por ejemplo al docente de inglés del bachillerato				
Otros _____				

De las siguientes actividades, usted ha participado en la construcción de:

	He participado	No he participado
Proyecto Educativo Institucional		
Plan de área de inglés de su institución		
Plan de estudios para el grado preescolar		
Planeación para mi grupo		
Planeación de actividades para la enseñanza del inglés		

II. Información personal:

Marque con una X la opción que corresponda. Puede marcar varias opciones donde sea necesario.

¿Qué edad tiene?

18-25_____ 26-30_____ 31-35_____ 36-40_____ 41-45 _____ 46-50_____ 51 o más_____

Sexo: Femenino_____ Masculino:_____

Tipo de nombramiento: Régimen 2277_____ régimen 1278_____ NA_____

Tipo de vinculación: En propiedad_____ Provisional_____ En periodo de prueba_____

III. Estudios:

¿Cuál es su título universitario?

Licenciado en educación preescolar, infantil o similar.

Licenciado en básica primaria.

Licenciado en lenguas o similar.

Profesional diferente a licenciado

Otro _____ Cuál? _____

¿Cuál es su nivel de estudios?

Normalista

Pregrado

Especialización

Maestría

Doctorado

¿Qué estudios de inglés ha realizado?

Estudios del inglés en centros de lengua _____

Estudios de inglés en el exterior _____

Licenciatura en lenguas o similar _____

Capacitación en inglés _____

Otros estudios _____

¿Cuáles? _____

Agradezco su colaboración con esta investigación

Laura Urrego Hurtado

Maestría en Enseñanza y Aprendizaje de Lenguas Extranjeras

Escuela de Idiomas

Universidad de Antioquia

APPENDIX B: INTERVIEWS PROTOCOLS

Preschool teacher	School coordinator	Policy maker
¿Enseña inglés en el preescolar?	¿Todos los docentes de preescolar de su institución enseñan inglés a sus estudiantes?	¿Cuál fue la mayor motivación desde SEM para incentivar y apoyar la enseñanza del inglés en el preescolar?
¿Cuántas horas dedica a la enseñanza de este idioma?	¿Por qué cree que algunos de sus docentes no enseñan inglés?	¿Qué lineamientos para el grado preescolar conoce?, ¿cuáles de ellos incluyen la enseñanza de inglés en este grado? A nivel nacional.
¿Hace cuánto enseña inglés en el preescolar?	¿Han participado los docentes de preescolar en alguna capacitación a nivel municipal o nacional, donde se promueva la enseñanza del inglés en el preescolar?	¿Qué lineamientos para el grado preescolar conoce?, ¿cuáles de ellos incluyen la enseñanza de inglés en este grado? A nivel local.
¿Por qué (no) enseña inglés en el grado preescolar?	¿Por qué cree que algunos no participan mientras otros si lo hacen?	
¿Ha participado en alguna capacitación a nivel municipal o nacional, donde se promueva la enseñanza del inglés en el preescolar?	¿Su institución educativa tiene un plan de estudios para inglés en el grado preescolar?	

	¿Qué lineamientos para el grado preescolar conoce?, ¿cuáles de ellos incluyen la enseñanza de inglés en este grado?	
¿Qué lineamientos para el grado preescolar conoce?, ¿cuáles de ellos incluyen la enseñanza de inglés en este grado?		
¿Su institución educativa tiene un plan de estudios para inglés en el grado preescolar?		
¿Cuáles cree que son los elementos que determinan las prácticas de enseñanza de inglés en el preescolar?		

APPENDIX E: CONSENT FORM

UNIVERSIDAD DE ANTIOQUIA

Escuela de Idiomas

Maestría en Enseñanza y Aprendizaje de Lenguas Extranjeras

Formato de consentimiento de los participantes y código de ética

Título del estudio:

El proceso de agenciamiento de los profesores de preescolar en la creación de políticas lingüísticas.

Equipo Coordinador de la Actividad:

Jaime Usma, Asesor de Tesis.

Laura Urrego Hurtado, Investigadora - Tesis del Programa de Maestría Enseñanza-Aprendizaje de Lenguas Extranjeras, Universidad de Antioquia.

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

Asesor de investigación: Jaime Usma.
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Investigador: Laura Urrego Hurtado, Estudiante de Maestría.
Correo electrónico: laura.urrego@udea.edu.co

Estimado Participante:

Usted ha sido invitado a participar en el proceso de recolección de datos de este proyecto de investigación, tesis de la Maestría en Enseñanza y Aprendizaje de la Lenguas Extranjeras, de la Escuela de Idiomas de la Universidad de Antioquia.

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

¿CUÁL ES EL PROPÓSITO DE LA ACTIVIDAD?

El propósito de esta actividad investigativa es explorar y analizar las razones que llevan a que los maestros de preescolar ejerzan su poder de agenciamiento para la creación de políticas lingüísticas dentro de sus aulas de clases. Este estudio tiene como objetivo entender la manera en que los profesores de preescolar ejercen su poder de agenciamiento en la creación políticas lingüísticas, a su vez busca entender por qué los profesores esta involucrados en este proceso.

¿CUÁL SERÁ LA DURACIÓN DE LA ACTIVIDAD?

La entrevista ha sido programada para aproximadamente 30 minutos, el cuestionario 10 minutos y la observación 40 minutos; sin embargo la duración puede variar de acuerdo a la dinámica que se genere dentro de la misma.

¿QUÉ RECURSOS TECNOLÓGICOS SE UTILIZARÁN?

Se utilizará grabadora de audio durante la sesión.

¿QUÉ BENEFICIO OBTIENE EL PARTICIPANTE?

No recibirá ningún beneficio monetario ni académico.

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

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

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

_____ C.C. _____

¿QUÉ IMPLICA LA PARTICIPACIÓN EN LA ACTIVIDAD?

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

La firma indica que el participante ha leído este formato, ha tenido oportunidad de hacer preguntas acerca de su participación en la recolección de datos para este estudio y acepta

participar voluntariamente. Una copia de este formato de consentimiento informado será entregada a usted.

Nombre del participante (en letra imprenta): _____

Firma: _____

Fecha: _____