September 3, 2018

To the Graduate Program:

This project, entitled ***Assessment of the Language Program used in the Municipality of Medellín to teach English as a Foreign Language through the analysis of its linguistic and socio-cultural impacts*** and written by Martha Gomez, is presented to the Graduate Program of the University of Antioquia. I recommend that it be accepted in partial fulfillment of the requirements for the degree of PhD in Linguistics.

_____

Ji Son JANG, Advisor

I have reviewed this project and recommend its acceptance:

_____

Ji Son JANG,

Director, PhD in Linguistics

Accepted for the Graduate Program (PhD)

_____

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Assessment of the Language Program used in the Municipality of Medellín to teach English as a Foreign Language through the analysis of its linguistic and socio-cultural impacts

Presented to the Graduate Program of the

University of Antioquia

A dissertation submitted in Partial

Fulfillment of the Requirements for the

Degree of Doctor of Philosophy

(Linguistics)

by

Martha Inés Gómez Betancur

Advisor: Dr. Ji Son JANG

Universidad de Antioquia

Facultad de Comunicaciones

2018

Assessment of the Language Program used in the Municipality of Medellín to teach English as a Foreign Language through the analysis of its linguistic and socio-cultural impacts

Evaluación del proceso de adquisición de inglés en el Municipio de Medellín (Idiomas para Medellín) a través del análisis de sus impactos lingüísticos y socioculturales

DOCTORAL THESIS

Researcher:

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Bachelor in Modern Languages

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Master in Arts of TESOL (Magíster en la Enseñanza del Inglés)

UNIVERSITY OF ANTIOQUIA

PHD IN LINGUISTICS

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Content table

Tables Index

Figures Index

Abstract

A foreign language "is used to denote a language acquired in a milieu where it is normally not in use" (Cook, 2011, p. 140). Colombia has acknowledged a significant interest in the learning of English as a foreign language. In Colombia, students in public high schools learn English as a foreign language through the *National Bilingual Program*. During the learning process, students are exposed to the target language through different strategies to acquire the language and fulfill the program expectations. Hitherto, national and international exams have been the only instruments used to assess the language proficiency level and the students' learning process. This program still requires information about the linguistic and sociocultural implications of this type of education on students who have been in the learning program for several years. Thus, a descriptive study was done by carrying out a survey and an interview with 1068 students of 10th and 11th grade in Medellin, detecting statistical difference between genders. Furthermore, exploration and assessment of institutional documents and historical reports of a standard exam were completed in order to have a wider view of the foreign language acquisition process in a Spanish-speaking context. In addition, a historical report of the standard exam SABER 11 was executed before performing some in-class observations in EFL classrooms of public institutions. Therefore, the observation of the linguistic product in public schools is relevant to understand the use of the languages, the evolution English is having around the world and the growth of EFL in Spanish speaking contexts.

This analysis aims to measure the effects this education has had on the students' lives academically and culturally. This inquiry took into consideration the information provided by the students as the direct participants impacted for this type of education, official documents, standard exams and classes recordings. In this manner, it shows a broader view of the learning

process, the population and the linguistic conditions and impacts this type of learning can have in the city and the country. This study contributes to the enrichment of public policy about the teaching and learning of Foreign Languages in Spanish speaking contexts.

1. Introduction

The use of the language is a creative activity where several linguistic elements are part to grant it an autonomy in its practice, a critical assessment of language and culture and a curiosity and respect for diversity. Chomsky (2006) affirms that "When we study human language, we are approaching what might be called the 'human essence,' the distinctive qualities of mind that are, so far as we know, unique to man" (p.88). Thus, when studying human language, it is possible to approach what some call the human soul and core, distinctive features of the mind that make the human being unique. Therefore, in order to understand our humanity, it is necessary to understand the nature of the language that makes us human. López (2012) states that "Language is not something that exists outside of us, it 'lives' in the brain" and this helps to create neural networks that allow us to identify and visualize the differences between a monolingual and a bilingual person (p. 1).

The learning and mastery of a foreign language is increasingly relevant and significant in the current context of globalization, innovative technologies, cultures and transnational business and international relations. According to several authors, English has become the dominant language in a variety of educational, economic and cultural contexts such as international students receiving classes in English, main language for international organisations, of the motion picture industry and popular music (McKay 2002, 2010, 2012; Crystal 1997; Graddol 1997, 2006). Thus, "English is being introduced to ever more and ever younger children and in many countries around the world English is now compulsory in primary education" (Garton, Copland and Burns, 2013, p.37). Therefore, native English speakers can not talk about a language ownership anymore. Currently, we can say English belongs to the world. Wong & Dubey-Jhaveri, (2015) express that,

English is becoming both more and less important worldwide: more because in many parts of the world, and of course in the English-speaking world, English proficiency is a basic skill and simply expected; less because with so many English speakers, the comparative advantage of English proficiency per se is declining. (p. 26)

The acquisition of foreign language allows professionals and researchers to access information and technological innovations that support the presentation of local and national outputs and productions in international contexts such as scientific journals, conferences, congresses, book publications, theses and research projects. Its importance and necessity go beyond classrooms, as it "is one of the official languages of the United Nations, International Civil Aviation and the International Monetary Fund. In fact, 85% of international institutions recognize it as one of their official working languages" (Crystal, 1997).

The mastery of foreign languages has become a point of reference to face the challenges and take advantage of the opportunities that the globalized world is offering. Besides, Spanish-speaking societies are entering an era of innovation and services for the regions, where relations with the world are initiated, especially with English-speaking countries, to increase and improve the loan of services to national and international markets. Consequently, it is possible to visualize that a country with greater purchasing power will depend on its ability to dominate other languages (Alonso, Casasbuenas, Gallo & Torres, 2012). Pulido Aguirre (2010) describes how "the acquisition of a language not only involves the learning of a linguistic system, but also includes the learning of the traditions and customs of a society, a group, rules of linguistic behavior and associations, among other aspects defined by a human group". Hence, the

acquisition of a language is an ongoing process that occurs throughout the life of the learner (p.4).

1.1. Acquisition of English as a Foreign Language in Colombia

Since the 1990s, Colombia, as a country in daily search for economic and social growth, has shown a high degree of interest in the topic of bilingualism and the acquisition of a foreign language. One of the reasons for the beginning of this tendency was the economic opening and the change of the relations of Colombia with the rest of the world. English not only became a language of study and in an international language of high relevance and prestige, but rather the development of policies that would support and respect multiculturalism from the Constitution (Truscott, Ordóñez & Fonseca, 2006). Colombia's political constitution of 1991 grants explicit recognition of Colombia as a multiethnic, multilingual and multicultural nation. The Ministry of National Education (MEN) explains the importance of a plurilingual nation when it states, "The capital and wealth that a country produces in multilingualism translate into linguistic capital for each individual ... The Ministry of National Education considers the multilingualism as an educational priority" (MEN, 1999: 1). Likewise, the Ministry of Education has launched several versions of the National Bilingualism Program (2004-2019), known before as *Program for Strengthening the Development of Foreign Language Skills – PFDCLE*; then, as *English Please* and changing on July 14, 2014 to what was called the *National Program of English – PNI* (Cardenas, Chaves & Hernández, 2015, p.15), finally becoming the *National Bilingual Program,* has convened educational authorities, teachers, administrators, parents and researchers to focus on the problem of bilingualism (English-Spanish) and bilingual education at the national level (Truscott & Fonseca, 2006). In addition, Fandiño-Parra, Bermúdez-Jiménez & Lugo-Vásquez (2012) complement the idea by stating, "Since its inception, the [National English] Program has

been designed to respond to national needs regarding English and has focused its efforts to train teachers and students in basic, intermediate and higher education able to meet international standards in the management of English for daily life and academia"(pp. 363-381). Thereby, it is possible to say that the mastery of a foreign language has helped to form virtual academic networks at national and international level.

Medellín, being an innovative city in Colombia and in the world and based on the national and local project of bilingualism, has focused its attention on the intervention of schools and public and private institutions for the education of a foreign language. For example, the local and international immersions carried out by the Secretariat of Education of Medellín and also the program of accompaniment by the University Luis Amigo and the University of Antioquia to the Medellín Multilingual program. The department and the municipality of Medellín show advances in technological, social and scientific development reflected on the country through the training, accompaniment and delivery of resources to almost 500 teachers and 210 public educational institutions in Medellín (program of Medellín Multilingüe, 2012).

In Medellin, the formulation of the Bilingualism Program by the Government of Antioquia since 2004 has been a milestone. The Secretariat of Education of Antioquia (SEDUCA) raises it as a possible response and action to the "Need to establish educational options to enable learners to attend to and develop diverse cultural models that not only serve diversity but also enable young people to connect with other ways of seeing and acting in the world" (SEDUCA, 2004). Interest and meaning are given to bilingualism (English-Spanish) as a way for citizens to compete within a globalized system through the acquisition of a second language or a foreign language, in this case English.

1.2.   Program of Foreign Language Acquisition in Medellin (Spanish-English)

Through the program of foreign languages (English-Spanish), Medellín is expected to be a bilingual city in 15 years, since the promulgation of the program, and its citizens are expected to compete with a globalized system through the acquisition of a second or foreign language. Also, from the district program, in 2012 under the administration of Dr. Anibal Gaviria, the proposal of the *Multilingual Medellín Program* is born, which starts under the name of *bilingualism program*, passing to the *Multilingual Medellín Program* and then evolving to what we know today as the project *Languages for Medellín.*

The importance given to the acquisition of the linguistic competence of a foreign language in Antioquia is evidenced in the *District Bilingualism Program*, which has oriented its efforts and obtained the attention of educational authorities, managers, teachers and families to face the problems and the effects of bilingualism and bilingual education in the department and especially in Medellín. Consequently, a program of foreign language education is started in the city, which, according to the Secretariat of Education of Medellín, presents three approaches related first to the training of teachers from public educational institutions (IE) pre-school, basic primary and secondary, not only English but also other areas, that is, more than 1,500 teachers who will teach English to children and young people. In addition, the training of ninth, tenth and eleventh public IE students from primary, secondary and complementary cycle, who will begin to advance in university education (Rueda, 2012). Finally, the improvement of the foreign language of students who are studying at three institutions of higher education, such as ITM, Pascual Bravo and Colegio Mayor (News Agency, EAFIT, 2012).

However, considering the time remaining to meet the deadline for this program, it is necessary to analyze and reflect on the vision written on paper by a decree and the actual context

that most of the public institutions in the city live. It is evident "a divorce between the reality of the teaching-learning of languages, which includes the conditions of implementation of the policy, and the legislation that intends to bring [the city] to bilingualism [English-Spanish] before having explored and known the educational reality" (Cárdenas R., Chaves V. & Hernández G., 2015, p.20). Thus, there is a lack of local and specific realities, which cannot be evaluated and evidenced from important levels of administrations, but rather, from observation, interaction and research in the context. These institutions show several indexes of opportunities, as SEDUCA states, "Weakness in communicative [and linguistic] competence in English as a foreign language, weak comprehension processes [during English language learning] and [also], [difficulty in] acquisition of methodological and didactic tools and strategies for the teaching of English as a foreign language" (p.9). Moreover, they do not have resources available for teaching and learning a foreign language whether they do not have the technological gadgets to design didactic or interactive lessons, or their teachers are not properly trained to transfer knowledge in a foreign language (SEDUCA, 2004).

According to the agreement 089 of 2013 oriented as a public policy of languages and carried out by the Secretary of Education of the Municipality of Medellín, called "Languages for Medellín", this will continue providing support and assistance to public institutions, students and teachers. This public policy was in the process of being regulated for a period of one year, and many institutions were linked to the meetings convened by the Secretary of Education. Yet, during an interview in 2014, the director of the Medellín Multilingüe project, Mr. Edwin Ferney Ortiz Cardona[1] explains how the project still lacks systematized information about the linguistic, social and cultural antecedents with which students arrive in the classroom. It does not have a

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[1] Telephone interview with the Director of the Multilingual Medellín Project, carried out in 2014 by Martha Inés Gómez Betancur, author of this thesis.

systematized analysis and description about the shock or the linguistic and sociocultural implications of foreign language acquisition (English-Spanish) in students of public schools in Medellín. He exalts the achievements until March 2014. Nevertheless, he clarifies that these products have been focused exclusively on the training of teachers in the metropolitan area (Colombia Aprende, Ministry of Education, 2014). Additionally, the director explains how so far, there are no official documents that speak about the linguistic and sociocultural impact of bilingual education (English-Spanish) on students of public schools in Medellin and how this affects the learning process and acquisition of a foreign language in a city in search of internationalization.

Medellín, as the most innovative city in the world, is always looking for business and educational improvement at national and international level (Crystal Urn, 2013). Thus, it is possible to visualize the importance given to bilingual education in the city in order to improve labor competency locally and globally, since English is "the language of business in the world" (Agencia de Noticias, EAFIT, 2014). However, as Mr. Michael Cooper, director of the Colombo Americano Center in Medellin, says, "the issue of bilingualism [English-Spanish] is still very poor in the population, although the city already has a vision of its importance, aims at international cooperation and has the presence of multinationals" (Agencia de Noticias, EAFIT, 2014). For example, the different projects that are being developed starting from the national English project to the public policy of Languages for Medellín focused on teachers, students and graduates. In this way, Thomas Hanns Treutler, director of the EAFIT Language Center, also says that although there is no analysis of the impact of bilingual education in the city, it is possible to see the concern generated by the campaign and public language policy in the citizens of Medellín (Agencia de Noticias, EAFIT, 2014).

Therefore, schools and public institutions in Medellín are aware of the importance and the need to respond to the current demands of our society. As a result, they seek to offer their students and graduates a comprehensive education that includes the acquisition of a linguistic and communicative competence in a foreign language in order to receive a higher education of excellent quality, nationally or internationally. As well as to provide them with resources to have better job opportunities, access global information, develop a wider knowledge of the world and thus, be able to move either just to travel or work abroad. Despite this awareness, according to the data stored by the Secretariat of Education in the Municipality of Medellín in 2012, the proficiency levels of English teachers were low and there were no significant trainings to support teachers' pedagogical process and help them to teach specific content in both languages (Medellín Multilingual program, 2012).

The Secretariat of the municipality of Medellín, in the company of different institutions such as Luis Amigo University, Antioquia University, Pearson Multinational, Colombo Americano Center, Marina Orth Foundation and EAFIT University, among others, have sought to implement different methodological strategies for training teachers in order to prepare them to teach a foreign language in a Spanish-speaking context and obtain the results sought by the program. For example, the assistance given to teachers in the 210 institutions with more than 400 subsections in Medellín since 2012 by the Luis Amigo University and the University of Antioquia and the trainings offered to more than 180 teachers in municipalities of Antioquia since 2006 by other institutions and the government of Antioquia. Along with the diagnoses presented each year by teachers in the metropolitan area who recognize the importance and relevance of updating their knowledge and improving their language competence and are aware of their level of English and their future challenges as professionals. In this way, the Secretariat

of Education in Medellin and the public institutions aspire to meet the standards of globalization, which occurs when countries overcome difficulties and eliminate their impediments or barriers to create a connection where ideas, beliefs and culture can cross borders. In spite of this, this program, according to the director of the Languages project for Medellín, Mr. Edwin Ferney Ortiz, still lacks systematized information that provides a comprehensive overview of the background and linguistic, social and cultural traces with which students arrive to the classroom and abandon it again to face the challenges of Colombian society. What is more, it is possible to observe the lack of information about the linguistic and socio-cultural effects or impacts of foreign language acquisition (English-Spanish) on the students of public high schools in Medellín since, to date, there are no official documents that speak about the linguistic and sociocultural commotion of second languages and foreign languages education, in this case English, in high school students and how these variables are affecting the learning process of a language (Multilingual Medellín program, 2012). The current situation reflects an abyss that separates reality from teaching-learning of foreign languages and the implementation of policies that aim to bring the country into a bilingual environment without having evaluated the educational, social and cultural context, the impact of the arrival of different foreign languages in the Colombian context and the education of a foreign language in the students of public schools in Medellín (Cárdenas, Cháves & Hernández, 2015, p.20).

It is relevant to understand that the national program looks for a bilingual education in public schools. This is written in the decree. According to authors such as Krashen (1981), Kramsch (2000), Celce-Murcia (2001), Herrera & Murry (2005), Saville-Troike (2006), Robinson & Ellis Scholte (2000) in Lee & Bokhorst-Heng (2008), Ovando and Combs (2012), bilingualism presents negative and positive perspectives according to the point of view that each

person has about the world. In Lee and Bokhorst-Heng (2008), bilingualism and bilingual education are detailed as the cause of the disappearance of culture and linguistic diversity, which, instead of having provided a social balance, has contributed to the creation of a great gap between the upper and lower strata as linguistic, pedagogical and socio-cultural resources present significant differences between rich and poor (p.1). In addition, Edwards (1984) also explains how opponents of bilingual education argue that bilingualism promotes elitism and that the costs of this education for public sectors are too high. In this way, it is considered that bilingual education causes disagreements and causes divisions (p.100). On one hand, Sánchez-Jabba (2013), and Alonso et al. (2012), analyze the level of English of a specific population, concentrating on the economic, and leaving aside what concerns the methodologies associated with language teaching and pedagogical practices. On the other, Auerbach (1995) defends the power that bilingualism and the learning of a second language have in pedagogical fields, design of curriculum, context of instruction and materials. She explains the relevance of learning English as quickly as possible for reasons of survival. If the learner is more exposed to the language of study, it will be easier to learn. Students will be able to hear, internalize and begin to think in English. Therefore, the only opportunity for students to acquire a language is if they are forced to use it (p.25). Other authors and researchers who have focused their efforts on the work of bilingualism and foreign language acquisition in Colombia recognize the importance and the objective of bilingual education as a phenomenon of pedagogical, economic and social development. Such is the case of Truscott and Ordóñez (2006) who carried out an initial investigative report on the current state of bilingual education in Colombia considering English and Spanish. However, so far, these policies and legislation regarding the learning and teaching of a foreign language, in this case English, have been raised from bureaucratic levels that can

"ignore local and particular realities that cannot be seen from central and important levels of the administration "(Cárdenas R., Chaves V. & Hernández G., 2015). Therefore, as a language teacher and researcher, and considering the formulation stage and the implementation period of this language program, I wanted to explore, study and answer some questions about the process carried out during the acquisition of English as a foreign language. Some of the questions answered were: How to assess the English language acquisition in the Municipality of Medellin (*Languages for Medellín)* through the analysis of its linguistic implications, considering the scholastic/academic bilingualism, the degree of development of bilingual competence, the use of language skills, and its sociocultural associations, considering the transfer of L1 by L2 on tenth and eleventh grade students in public schools in Medellín? How does the bilingual program contribute to the enrichment of the local program *Languages for Medellín?* and what linguistic and sociocultural effects this program is having on adolescents in a Spanish-speaking society? How to identify and describe the linguistic and sociocultural implications of this public language policy in Medellín either orally or in writing (English - Spanish, Spanish - English) through the perceptions of tenth and eleventh grade students in the public schools of the metropolitan area as direct participants of this type of education in the city?

Considering the plans and goals to be achieved by the national government and the municipality of Medellín regarding the implementation of a second and foreign language education with bilingual programs in public schools, it becomes necessary to know what is happening with the languages of the students who are immersed in this type of education in the city while interacting in a monolingual society. In this way, the observation and the exploration of the linguistic product of the student of public school is relevant in order to understand the use

of their languages and then to plan municipal educational processes that support the acquisition of the English language in a Spanish-speaking context.

Thus, it is essential to conduct a descriptive research study, at the local level, that provides an evaluation of the English language teaching program of the Municipality of Medellín (Languages for Medellin) to examine and observe the strategies and tools that have been developed based on the linguistic variable considering school/academic bilingualism, degree of development of bilingual competence and use of language skills (Adler, 1977; Diebold, 1961; Baker, 2001), and the sociocultural variable taking into account the L1 involvement by L2 (Lambert, 1974; Abdallah Pretceille, 1986) during the acquisition of a foreign language, in this case English, on the students of grade tenth and eleventh in public schools in Medellín. This observation is made taking as a reference the applied linguistics and its different interdisciplinary areas of knowledge; and in the sociocultural field, considering sociolinguistics, such as the social study of languages, which will lead to the elaboration of analysis, policies and strategies for improvement in this field. In the same way, it will be possible to analyze and, at the time, adjust the expectations of this program according to deadlines, institutional and personal needs, and the levels required by local and national administrations with respect to the Common European Framework of Reference (MCER).

The present research study at the local level inquiries about the language policies, institutional practices and effects that characterize public schools with the education of a foreign or second language. This study analyzes the learning of English as a foreign language in the public education sector of the city of Medellín. In addition, this study allows for an inter- and trans-disciplinary exploration where the areas of knowledge such as pedagogy, linguistics, sociology, cultural studies and history are used to carry out an in-depth analysis of this type of

education and project in the city, which will guide to the creation and design of improvement plans for the continuation and success of this type of education in a Spanish-speaking country. It will also be possible to describe the linguistic and sociocultural implications and effects of this public language policy for Medellín (English - Spanish, Spanish - English) on 10th and 11th grade students in public schools in the metropolitan area. This research was based on multiple sources of data in order to desing the instruments used during this study. Some of the sources used are related to studies carried out by researchers like Lightbown & Spada (2013), Truscott, Ordóñez & Fonseca (2006), Waas (2008). Therefore, it was possible to have a storng based to design instruments that have been used during this type of research (individual interviews, questionnaires, documents, historical reports and video recordings) in order to "to provide an in-depth, and contextualized understanding of the phenomenon" (Heck, 2004, p. 218). A study of this nature will provide relevant information both for the educational institutions participating in this research, as for the other institutions, which are part of the same program, the Secretariat of Education of Medellín and other researchers and actors interested in this topic. Moreover, this study will contribute to the enrichment of the public policy of teaching foreign languages "Languages for Medellín" so that it can count on a more complete analysis on the history of acquisition of second or foreign language and bilingual education, the reasons to adopt this type of education and the linguistic and socio-cultural consequences of this learning in Spanish-speaking societies. Thus providing relevant information that will guide the development and improvement of bilingual strategies and resources and bilingualism policies implemented in the city.

This research is divided into eight chapters. In the first section of this study, the problem statement and justification are described. The second section explores the background of this

research, including bilingualism, acquisition of second and foreign languages in different parts of the world, research about affectation of the mother tongue because of the language of study and bilingualism programs in different countries and cities around the world. This chapter explores the different programs and projects of bilingual education created from previous years in an international, national and local way. In the next chapter, reference is made to different current and classic theories about language acquisition, second/foreign language acquisition, bilingualism, types of bilingualism and their impact on different monolingual societies. Also, in the fourth section the general objective and the specific objectives are visualized. Chapter five describes the methodological process and the statistical methodology used to develop this work considering the nature of the study, the study population, the sample to be investigated and the types of instruments for data collection and processing and analysis of data. Chapter six summarizes the expected results of this study followed by chapter seven which outlines the conclusions obtained during the research. Finally, chapter eight provides some pedagogical implications and reflections about the present study and future research on this topic.

2. State of the art review

The study of bilingualism and the acquisition of a second or foreign language is a process that has been carried out for several years by different researchers and academcians all over the world since Skinner (1957); Chomsky (1959) and his *Language Acquisition Device (LAD)* continuing with the universal grammar (White, 2003; Gass & Selinker, 2001, Mitchell & Myles, 2004; Cook, 1993). Piaget (1955) and Slobin (1986) who open the way to a wave of languages studies; then Bloom (1971) until Fromkin, Rodman & Hyams (2013), among others. It is a subject that has been studied by many linguists and professional researchers in the field. Therefore, it is a subject that has strong bases and antecedents to validate other investigations. This chapter considers the acquisition of a foreign and second language, in this case English. It describes studies on bilingualism, projects and education of English as a foreign language, and the effects and impacts of this type of education and programs in different countries and cities of the world, in Colombia and in Medellín as a study context.

2.1.   Acquiring English around the world

The acquisition of second or foreign languages, bilingualism and bilingual education have been topics of interest for the creation of international, national and local projects. English as a foreign language has undergone different reforms in its educational policies. For this reason, neighboring countries and other latitudes have taken actions in order to have citizens competent in the target language, in this case English (Cárdenas R., Chaves V. & Hernández G., 2015, p.31). Such is the case of Spain and its different regional projects of bilingualism.

Spain is located in Europe and until July 2017, it had 48,958,159 inhabitants having the Castilian Spanish as the official nationwide language (74%), but also holding the Catalan as official language in Catalonia, the Balearic Islands, and the Valencian Community (where it is

known as Valencian (17%), the Galician as official language in Galicia (7%), the Basque in the Basque Country and in the Basque-speaking area of Navarre (2%), and the Aranese in the northwest corner of Catalonia (Vall d'Aran) along with Catalan, counting with 5,000 speakers ("The World Factbook — CIA", 2017). Since 1996, Spain has focused its attention on the acquisition of a foreign language taking into account a bilingual education in the country. Consequently, it initiated the National Project of Bilingual Education of the Ministry of Education of Spain and the British Consulate (British Council). First, the bilingual project began in primary education within the Spanish state education system. This experience started in 43 public institutions with 1200 students (Dobson, Pérez Murillo & Johnstone, 2010). In September 2004, classes that started eight years earlier continued to the secondary level. The objective of this project was to provide students, between ages 3 and 16, with a bilingual and bicultural education through a curriculum in English and Spanish based on the Spanish national curriculum and some aspects of the national curriculum of England and Wales (Clemente Onhuel et al., 2013, p.7). In addition, the specific objectives at the secondary levels focused on continuing the acquisition and learning of both languages through an integrated curriculum based on content areas. They also sought to promote awareness and understanding of diversity in both cultures and to stimulate the use of innovative technologies in the learning of other languages. Lastly, they attempted to promote the certification of studies in foreign languages, if pertinent (Clemente Onhuel et al., 2013, page 8). During 2008 and 2009, the number of schools increased from 43 primary institutions to 74 primary schools and 40 secondary schools. In 2010, the National Bilingual Project had more than 200,000 students studying a bilingual curriculum from the age of 3 in the different public educational centers of the country (Dobson, Pérez Murillo & Johnstone, 2010). Nowadays, that quantity has increased considerably. During the years 2016-

2017 that figure had jumped from 200,000 to 1.1 million of students at bilingual schools according to an EL PAÍS study of data from the Education Ministry. Thus, more than 90% of Spanish students are being taught in English (Menárguez, 2018)

Madrid has been working with two distinctive CLIL programs in state schools: "the joint British Council-MEC Bilingual Project that was signed in 1996 and the local educational authorities CLIL program that started in 2004. They both aim to achieve bilingualism in English and Spanish" (Pérez Murillo, 2008). The current Content Language Integrated Learning (CLIL) program has been stablished in different parts of Spain making foreign language learning take a bilingual orientation in Spanish Autonomous Communities which have been traditionally monolingual (Pérez Murillo, 2008).

In 2004, the Community of Madrid implanted a language program called "Programa Bilingüe de la Comunidad de Madrid" (Bilingual Program of the Community of Madrid) where at least one third of the school curricula was taught in English (Pérez Murillo, 2008). During the course 2014-2015, the network of bilingual centers had extended to a total of 353 schools and 110 public institutes. Moreover, based on the written legislation of the program, since the beginning of the bilingual program, the Community of Madrid has made a major commitment to the training of teachers, offering courses in CLIL methodology, language improvement and leadership, language immersion programs, teaching practices, etc. both in the Community of Madrid as well as in different countries, for example, United Kingdom, Canada, USA and Ireland (Comunidad de Madrid, 2015). During the course 2018-2019, that figure has increased significantly increasing from 353 to 380 schools and from 110 to 166 public institutions, Reaching a significant and considerable figure of 546 educational centers (Comunidad de Madrid, 2018). The bilingual program has been examined through various external evaluation

tests to the students of both primary and compulsory secondary schools. In addition, the Community of Madrid looks forward to participating in a study on reading comprehension as part of a project led by the IEA (International Association for the Evaluation of Educational Achievement).

Based on the program goal, the community of Madrid desires to build an own program of bilingual education in public centers, consisting not only of studying English as a foreign first language, but also of imparting other areas of knowledge in that language. In this way, by becoming a working language in the center, students learn English with less effort and the process is more natural and faster. All the bilingual centers of both Primary and Secondary Education follow the official curriculum of the Community of Madrid (Comunidad de Madrid, 2015, p. 8). Since the beginning of the program, the Ministry of Education, Youth and Sport stablishes the requirements that need to be met by all the applicant and participating schools and institutions in order to be part of the bilingual program. The centers must present an educational project supported mainly by the Cloister of Teachers and the School Council (Comunidad de Madrid, 2015, p. 8). One significant strategy that the program uses is the learning support with language assistants. Students in the program have the opportunity to exchange conversations in the target language with native language assistants of different nationalities like Canadian, British or American (Pérez Murillo, 2008).
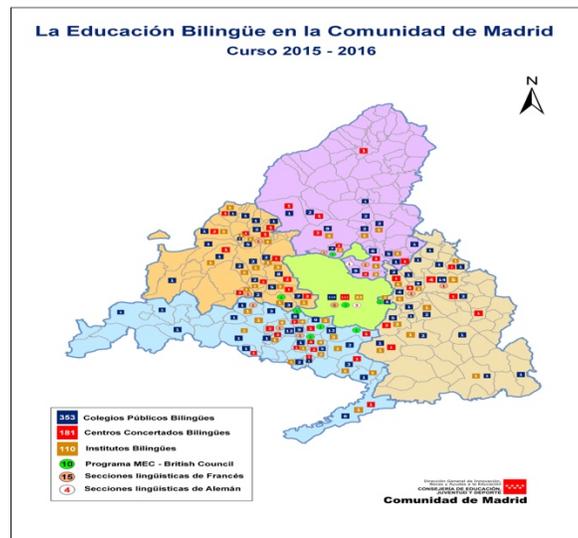
Figure 1. The Bilingual Education in the Community of Madrid

Since 2016, 654 institutions have been working with the PEB in Madrid. This means that 226.508 students have been taking classes in English and learning it as a foreign language. Moreover, besides having sections in English, the Community of Madrid also has a total of 19 institutes that have a linguistic section: 15 of French and 4 of German. It is important to understand the difference between *section* and program. Students who take the Bilingual Section modality will take the Advanced English course. Likewise, they will study in English any of the subjects of the curriculum except for Spanish Language and Literature and Mathematics. On the other hand, Students who take the Bilingual Program modality will have five hours of English weekly and two subjects taught in English (IES Conde de Orgaz, 2012).

From 2004 to 2015, the financing of the Bilingual Teaching of the Community of Madrid has grown significantly changing from € 4.030 in 2004 to € 35.012 in 2015 (Comunidad de Madrid, 2015, pgs. 19-20). It is important to add that teachers from elementary levels must be in possession of the linguistic qualification for the performance of bilingual positions. This means, primary or elementary teachers are qualified to teach subjects in English and in Spanish. They have the linguistic competence in the foreign language and, they have their teaching

certificate to be in bilingual positions (Comunidad de Madrid, 2015, p. 22). The Community of Madrid has agreements with other universities in the United States, Canada and the United Kingdom for the English teaching training of teachers and administrators of Madrid. As a result, teachers have the opportunity to interact directly with the target language and culture in order to acquire the strategies necessary for the study of a foreign language in a Spanish-speaking context.

In 2010, taking into account the time spent with the bilingual program to the present, the Ministry of Education and the British Council requested three experts on this program and bilingualism topic, Alan Dobson, PhD Maria Dolores Perez Murillo and the emeritus teacher and Director of the independent evaluation of the Project of Bilingual Education Richard Johnstone OBE (Stirling University), an external and independent evaluation to obtain objective data (Dobson, Pérez Murillo & Johnstone, 2010) about the National Project of Bilingual Education, and thus to improve the services offered to the public institutions from the administration and the Spanish government. According to the evaluators, the evaluation of this project will help to collect data and relevant information about this program in order to know exactly to what extent it is achieving its objectives and avoid comparing the Program with other bilingual education programs carried out in Spain or other countries" (Dobson, Pérez Murillo & Johnstone, 2010, p. 10). Although the Community of Madrid obtains an overview of the linguistic competence of the students as English speakers and writers every year, through the analysis of spontaneous interviews and by writing a narrative-descriptive text in controlled conditions dealing with assorted topics, they also hold the students perceptions about the Bilingual program of the Community of Madrid as one of the main information sources to make corrections, add new strategies and design improvement plans through the program process. In 2010, a questionnaire

was distributed among the students in order to know and analyze their perceptions about the PEB (Programa de Educación Bilingüe), for its letters in Spanish, and their learning process with the program. Students were asked about diverse situations with the PEB such as their level of satisfaction with this experience, the degree of interest on this program, the usefulness of the PEB experience, the safety during the English learning, the self-confidence students get during this program, the better understanding of subjects and of the concept of Europe and Spain, the competence in Spanish and the ability to pursue studies in a foreign country. Through the questionnaire, the evaluators could get additional results as to if students understand people when they speak English fluently, if they speak English and read materials in English: textbooks, literary texts, articles ... and if they write in English: letters, works and stories (Comunidad de Madrid, 2015, pp. 96-97).

Data analysis of this questionnaire proved to provide relevant information about students' perceptions on their learning process with the PEB. According to the results, researchers pointed out that through the program, students have developed clearly positive attitudes towards the PEB. Students affirmed the bilingual program is very interesting. During the answers to this question, female students were somewhat more enthusiastic than male students. Three quarters of those consulted felt comfortable with the teaching of subjects in English, without there being any gender distinctions. The students claimed that PEB had helped them to broaden their understanding of different subjects, and they were motivated by the sense of success provided through the learning of different subjects in two languages. The students were firmly convinced that English proficiency will have a significant impact on their academic and professional future.

In a different manner, students were very aware of the considerable effort involved in acquiring bilingualism in a predominantly monolingual country. According to the data analysis of this evaluation, a lot of students had had few opportunities to speak English out of school, and most had never visited an English-speaking country. The main concerns of students were related to study of the subjects in English, and especially with the own terminology, different themes and with the extension of the agenda, which contrasted with those of conventional education. The students who expressed more concerns were the students who had been newly incorporated into the program; nevertheless, even these used to add some positive comment after the negatives. Thus, only a minority of students expressed dissatisfaction with the program (Dobson, Pérez Murillo & Johnstone, 2010, p. 108).

Furthermore, Madrid has had other local studies assessing the language production and the impact of the bilingual program of the community of Madrid on students in elementary and high school. In 2014, Sotoca Sienes and Muñoz Hueso executed a research project called *The Impact of Bilingual Education on Academic Achievement of Students Enrolled in Public Schools in the Autonomous Community of Madrid*. This study analyzed two external tests students take every year; the CDI and the General Diagnostic Test. In addition, the authors analyzed the internal scores in some schools. Anghel, Cabrales and Carro (2015) did a research called *Evaluating a Bilingual Education Program in Spain: The Impact Beyond Foreign Language Learning* based on the results of bilingual students in sixth year who took the CDI (for its acronym in Spanish: Conocimientos y Destrezas Indispensables) test during the years 2009-2010 and 2010-2011. During this study, the authors found a negative effect on the learning of the subject taught in English for children whose parents have, at most, compulsory secondary education. Ruiz (2017) carried out a study about the *Bilingual Education: Experience from*

Madrid. The author analyzes the results of the bilingual students who took the CDI test in 6th grade in the 2012-2013 and 2014-2015 courses, estimating the average effect and the effect on the distribution of students by school. There are also international or external studies about the bilingual program in the community of Madrid. Some of these were made by Tamariz and Blasi (2016), who threw lights on the effects of this bilingual program in their study called *Consequences of Bilingual Education in Primary and Secondary Schools in the Madrid Region*. This study analyzed language production and content assimilation in three content areas. Finally, in 2016, Montalbán from the Paris School of Economics carried out an evaluation of the bilingual high schools in the Region of Madrid focusing on the reading habits in his study *Improving students' reading habits and solving their early performance cost exposure: evidence from a bilingual high school program in the Region of Madrid*. Some of the general conclusions provided from these studies described how the Bilingual Program does not reduce knowledge and skills in any of the subjects, including the mother tongue. The program significantly improves the learning of English as a foreign language through the different strategies applied in class. The Bilingual Program also improves other educational aspects such as reading habits. Towards the fourth year of immersion, the students of bilingual programs equal those of monolingual programs, and from the fifth year they begin to overcome the monolingual ones. Therefore, bilingual students feel more confident during national and international tests.

In 2004, some institutions in Madrid started to work with the bilingual program. This project was implemented by the former community president Esperanza Aguirre, former student of the British school and the institution has given it continuity for the last 10 years. This program, implanted in public institutions, was her greatest pride and her star project. According to statistics from the Madrid community in 2012, the English program was currently working in

44% of public schools (337) and in a third of institutes (97, in which students' learning is focused on Spanish with optional reinforcement of English) (Silió, 2014. El Pais). Moreover, since 2005, Spain has begun to make deep research in the acquisition of language a priority. As a consequence, groups of researchers and scientists are formed, among which is the prestigious BRAINGLOT (Bilingualism and Cognitive Neuroscience), now known as Red Consolider Brainglot. It is the continuation of the previous project paying special attention to bilingual communities in order to "elucidate certain fundamental questions regarding brain plasticity or about the relationship between linguistic competence and other general cognitive mechanisms" (Acedo, 2015) considering not only "the process through which a language or languages are acquired in a bilingual context, but also the implications that the use of two languages has for adult speakers in terms of both perception and production" ("Red Consolider Brainglot", 2017). This project has been studying "the process of language acquisition and how languages are organized in the brain" (López, 2012). Within the Red Consolider BRAINGLOT program, there are seven groups of 200 professional researchers in different disciplines and areas of knowledge such as psychologists, linguists, neuroscientists, computer scientists and researchers in the field of medicine. These groups make research related to speech acquisition and production, bilingualism, the bilingual mind (how the language is represented and processed), perception and cognitive neuroscience ("Red Consolider Brainglot", 2017). This prolific project has published interesting, relevant and important results about bilingualism in the functional and linguistic area (Lopez, 2012). The main objective of this program is to "explore how human language is acquired and processed, and what is the relationship between this complex phenomenon and the rest of our cognitive abilities" (Acedo, 2015).

Considering different ways and strategies to evaluate bilingual programs, and in this case the bilingual project used by the community of Madrid, the evaluation mentioned above draws a perspective of the process carried out with this program and how much path they have wandered. Furthermore, considering other instruments and strategies to evaluate the English learning process in Spain, it is important to include one global view taking into account one exam from many that are taken from adolscents and adults in Europe, Asia, Africa and America.

Since 2011, Spain is part of the EF English Proficiency Index (EPI). This report seeks to rank countries by the average level of knowledge of English in adolescents and adults. In the report presented in 2015, Spain ranked 23 out of 70 participating countries around the world and its EF EPI classification was 56.80. Thus, Spain has taken possession of an average level of English according to the Common European Framework of Reference (CEFR). Among European countries, Spain is ranked 19th among 23 European countries (EF Education First, 2015). During the sixth edition of the EF English Proficiency Index (EPI) 2016, Spain got the 25th position with an average score of 56.66 between 72 countries all over the world (EF Education First, 2016). Throughout the seventh edition of the EPI 2017, Spain ranked 28th out of 80 countries all over the world with a score of 56.06 placing itself again at an average level worldwide (EF Education First, 2017).

Figure 2. Historical ranking of the EF English Proficiency Index (EPI) in Spain

It is of paramount importance to clarify that Madrid's bilingual program has been different from other Spanish speaking countries because it started in the primary and elementary level continuing with those same groups until finishing high school. Another significant aspect is that since the program began in 2004, students have taken all their content classes in Spanish and English. Teaching English, along with the areas taught in English, occupies at least a third of the weekly lesson schedule. The students of the Bilingual Public Schools study all the areas of the curriculum of Primary Education in English language except for Mathematics and Spanish Language and Literature. In addition, the areas taught in English follow the curriculum established by the Ministry of Education of the Community of Madrid. The area of Knowledge of the Natural, Social and Cultural Environment is given in English as a compulsory language at all levels of the stage. Some of the following areas are also taught in English: Arts Education, Physical Education and Education for Citizenship and Human Rights (fifth year).

Another example of countries studying and researching second, and foreign language acquisition, bilingualism and bilingual education is Equatorial Guinea. Equatorial Guinea is part

of the twenty countries, around the world, that have Spanish as an official language. Its location is in the African continent and has a population of 1.221.490 inhabitants according to the report delivered by the World Bank in the year 2016 (Datos.bancomundial.org, 2016). In 2008, the researcher Mohamadou makes a written description on how contact with other languages can leave traces on the native language. This is the case of Spanish of Equatorial Guinea and its direct contact with other languages like French, Standard English, pidgin, annobonés, on the one hand, fang, bubi, balengue ... on the other. Mohamadou explains how the Guineal Spanish has become a composite language, calling it "espaguifranglés", because it is possible to see marks of all the languages with which it cohabits (Mohamadou, 2008, p.223). In his study, Mohamadou (2008) describes the adaptive capacity of African Spanish, which, in order to survive, has been able to integrate all the information and the systems of contribution of the languages that are part of its context (p.223). This capacity for adoption is presented thanks to some linguistic phenomena such as loans, the creation of words by derivation, composition and above all by hybridization, procedure par excellence of the creation of neologisms (Mohamadou, 2008, 214). This characteristic provides a functional aspect to the Spanish of Equatorial Guinea (Mohamadou, 2008, p.223). The linguistic loan is one of the best-known processes for the enrichment of a language. This linguistic process is related to "integration into a system of its own, a phonological, syntactic structure or rather terms that designate a linguistic reality belonging to another language" (Mohamadou 2008: 214). In this way, the linguistic loan seeks to overcome the terminological gaps in a given language by adopting a foreign sign in another linguistic system. As reported by Mohamadou's study, this is what is happening with the African Spanish of Equatorial Guinea because the first official language of Guinea presents specific and relevant limitations to "express daily realities of Guineo-Ecuadorians" (Mohamadou, 2008, 214).

These are just a few cases around the world, but today a lot of people and countries are learning a second or foreign language because of different personal, cultural, economic and social reasons and needs. Several countries in Latin America have adopted policies and legislation associated with the consolidation of the linguistic competence of the English language among the population. "This is the case of countries such as Chile, Mexico and Costa Rica, which have launched a series of programs such as: English Open-Door Program (Chile), National English Program for Basic Education (Mexico) and Multilingual Costa Rica, respectively" (Correa, Montoya & Usma, 2014). The main objective of these programs is to strengthen the linguistic competence in a second/foreign language starting from basic primary and moving to secondary and upper levels. Also, when the strengthening process is not started in primary school, people have contact with the second or foreign language in secondary school interacting with basic English and then evolving to more advanced methods to learn at their own pace. [1]

Mexico is part of the twenty countries, around the world, that have Spanish as an official language (92.7%). There are some places in the country with two official languages, Spanish and indigenous languages (5.7%), and some other places where indigenous languages are the only ones in use (0.8%). Some of the indigenous languages include various Mayan, Nahuatl, and other regional languages ("The World Factbook — CIA", 2017). It is located in the Central American continent and has a population of 127,540,423 according to the 2016 report, delivered by the World Bank ("Mexico | Data", 2016). Mexico is another of the Spanish-speaking countries that has focused its attention on the learning of foreign languages and the

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[1] The countries are explained and described through this thesis. However, additional information can be found in these links: English Open-Door Program (Chile) https://ingles.mineduc.cl/, National English Program for Basic Education (Mexico) http://www.pnieb.net/inicio.html Costa Rica Multilingüe http://www.foscr.org/directorio/listing/costa-rica-multilingue/#prettyPhoto/0/,

multilingualism of the country; as it not only has more than 60 indigenous languages with its 300 variants, but also has programs for acquiring foreign languages, among which is the PNIEB (National Plan for English in Basic Education). In 2012, the bilingualism project in Mexico is officially established. However, since 2007 the program called National Program for English in Basic Education (PNIEB) has been launched with national scope. From this project "study programs are derived for the three levels of basic education elaborated from the alignment and homologation of national and international standards, the determination of criteria for the training of teachers, as well as the establishment of guidelines for the elaboration and evaluation of educational materials and certification of English proficiency" (PNIEB, 2012).

Based on the CEFR, Mexico established the National Certification of English Proficiency NECP, CENNI by its acronym in Spanish, in order to institute the minimum English requirements and proficiency levels students have to fulfill after finishing the foreign language acquisition process through the bilingual program. Students finishing high school cycle have to obtain a level CENNI 9 (B1 CEFR) accomplishing 960 hours of instruction in English (Mendoza González, 2014). According to the author, the bilingual program has been handled directly by each state in the country. This has led to significant differences in the learning and teaching of a foreign language, in this case English, allowing that only some states have done procedures to establish links with institutions in foreign countries in order to obtain bilingual certifications (p. 121). Hitherto, Mexico has not designed objective instruments that allow the evaluation and assessment of the English acquisition process and its different impacts on the Mexican context under the national bilingual program.

Since 2011, Mexico is also part of the EF English Proficiency Index (EPI). This report seeks to rank countries by the average level of knowledge of English in adolescents and adults.

In the 2015 report, Mexico ranked 40 out of 70 participating countries around the world and its EF EPI classification was 51.34. In this way, Mexico has taken possession of a low level of English according to the Common European Framework of Reference (CEFR). Among Latin-American countries, Mexico is ranked 8th among 14 Latin-American countries (EF Education First, 2015). During the sixth edition of the EF English Proficiency Index (EPI) 2016, Mexico got the 43rd position with a low score of 49.88 between 72 countries all over the world (EF Education First, 2016). Throughout the seventh edition of the EPI 2017, Mexico ranked 44th out of 80 countries all over the world with a score of 51.57 placing itself again at a low level worldwide (EF Education First, 2017).

18/44 2011	38/54 2012	40/60 2013
39/63 2014	40/70 2015	43/72 2016
	44/80 (51,57) 2017	
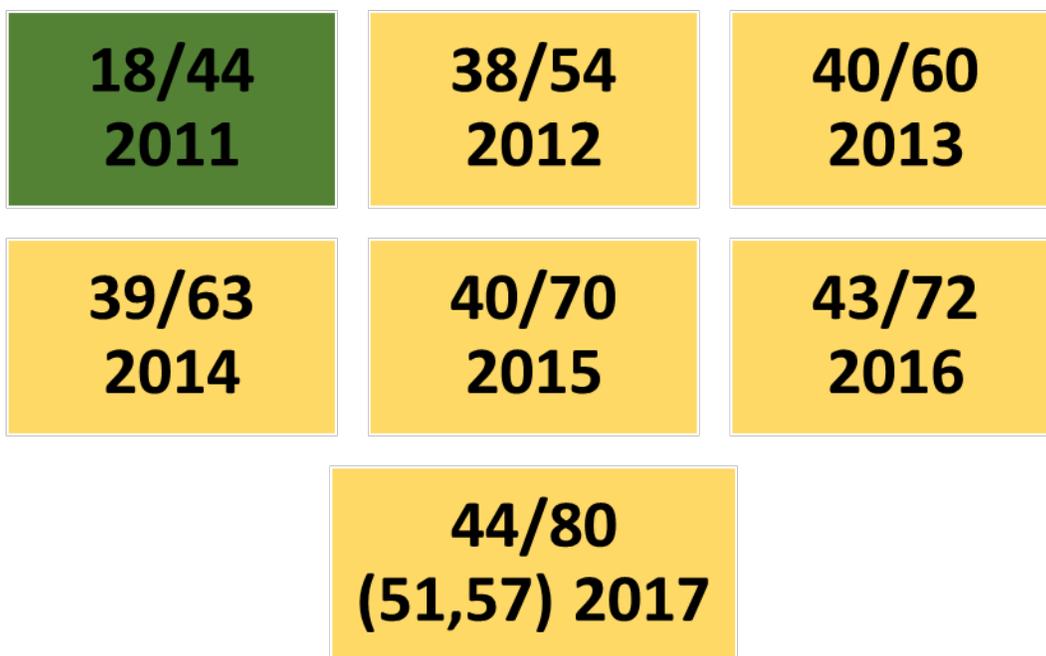
Figure 3. Historical ranking of the EF English Proficiency Index (EPI) in Mexico

Costa Rica is smaller than Mexico having 4'930.258 inhabitants ("The World Factbook — CIA", 2017). Nevertheless, the country has the highest literacy rate (96.1%) from all the Latin-American and developed countries (Mendoza González, 2014, p. 121). Since 2005, Costa Rica has sought to guarantee the universalization of a second language in the education system and in

that event the country implemented a program. Although the mission of the National English Plan was directed to the primary and secondary levels, the program focused its attention on the last years of high school in order to obtain learning outcomes that cover 50% of high school graduates with B2 and C1 levels according to the Common European Framework of Reference (Quesada Pacheco, 2013). This program provided benefits to more than 366.374 children until 2014. Yet, the gap persisted between urban and rural schools; while the English program covered almost 80% in the urban areas, the rural areas only had 40.6% of covering and support. After 2008, Costa Rica spurred the English program *Costa Rica Bilingüe* focusing on the challenge of transforming English into a common language for most people in Costa Rica at a medium term. Within the program's expectations (2012-2017), one of the goals was that, starting in 2017, 75% of high school graduates would have a high proficiency level of the target foreign language. This new program was stablished again since elementary levels in order to have a continuous learning process in the classroom. It was based on the orientations provided by the governing body, which, since 2008, has been in charge of the National English Plan as an agency "attached to the Presidency of the Republic, whose guiding function will be oriented towards the recommendation of national policies and strategies on the promotion of English learning for children, young people, adults, young people in the process of vocational training and adult working people ... " (La Gaceta, No. 104, May 30th, 2008, p. 27).

Additionally, according to its National Bilingual Program, Costa Rica trusts on having 100% of its high school students in a B1/B2 level for 2017. In 2009, the Ministry of Public Education started to carry out diagnostic exams for middle and high school teachers, and at the same time, training teachers in A1 and A2 levels. In 2012, Costa Rica showed the first results and analysis of the English learning acquisition in students of high school. This study was called

Diagnosis and National Monitoring of English Language Proficiency in Critical Sectors for Development from Costa Rica. The Ministry of Education used a reliable tool to collect data which analyzed the results of online tests applied to more than 8,000 public school students from Costa Rica. The analysis revealed a slight improvement of the language competence by comparing the results obtained in 2010 and 2012 (Mendoza González, 2014).

Figure 4. Analysis high school results in 2010 and in 2012 in Costa Rica

Costa Rica is also part of the EF English Proficiency Index (EPI). Nonetheless, Costa Rica is stagnant in the low level of the international ranking based on the results obtained between 2011 and 2016 about the average level of knowledge of English in adolescents and adults. In the report presented in 2016, Costa Rica ranked 38 out of 72 participating countries around the world. Its EF EPI classification was 51.35. Among Latin-American countries, Costa Rica was ranked 4th out of 14 showing an increase in its English learning and acquisition comparing it with bigger Latin American countries like Mexico or Colombia (EF Education First, 2016). Despite these rankings, throughout the seventh edition of the EPI 2017, Costa Rica ranked 35th out of 80 countries all over the world with a score of 53.13 placing itself again at an average level worldwide (EF Education First, 2017).
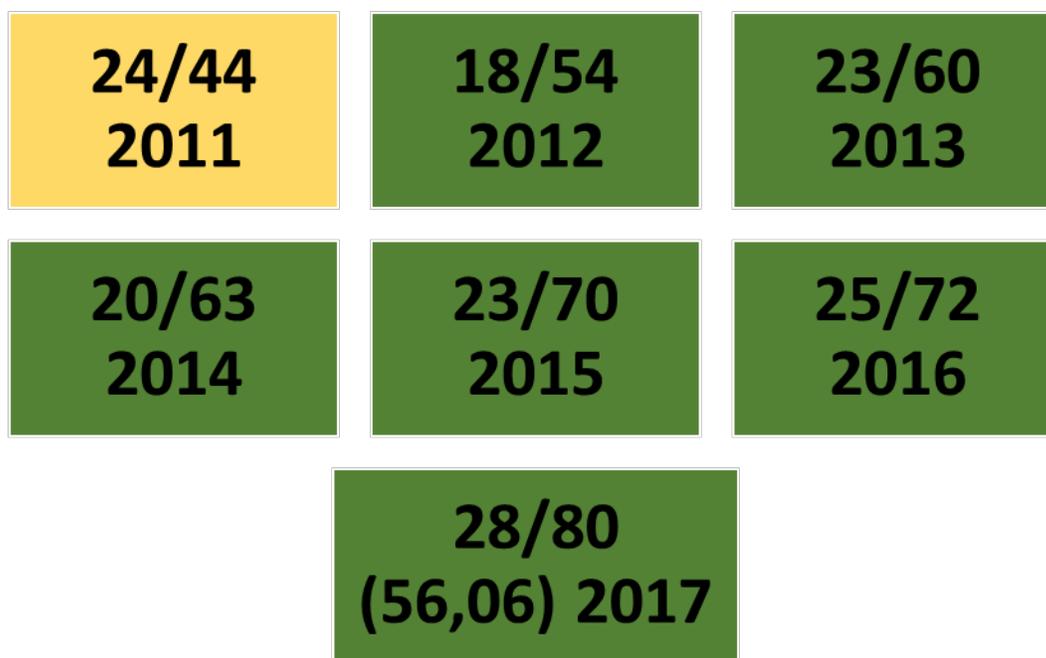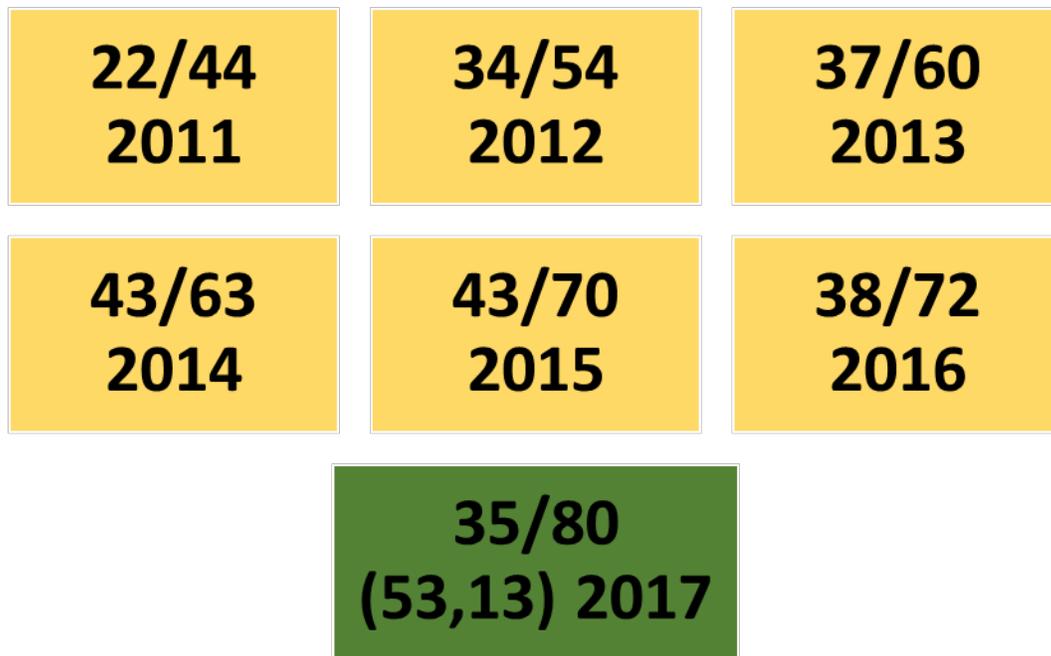
Figure 5. Historical ranking of the EF English Proficiency Index (EPI) in Costa Rica

Furthermore, the English Opens Doors program was created in 2003 in Chile in order to improve the level of English of students from 5th to 12th grade, "through the definition of national English learning standards, a teacher training strategy, and classroom support for Chilean teachers of English" (Ministry of Education, Chile, 2003). This program makes English instruction compulsory for all students from fifth grade in Chile dealing with a series of significant challenges since its introduction because the program does not have teachers with a high proficiency level to teach English to elementary students. In addition, "suitable learning resources and support materials—especially designed for young learners—have often been limited" (Barahona, 2016). The main objective of this program is to "establish a generation of people prepared to bring Chile into the developed world" (Byrd, 2013).

In 2013, Byrd conducted a study related to the reactions 98 students had about the English language learning in Chile and how this was impacting their personal and national development considering the social and cultural costs of this learning process in a Spanish-speaking country. Her study inquired the trust students have on their government and its expectations of raising

Chile as a developed country through becoming bilingual and how this process will personally benefit them in their professional and academic lives. Byrd gathered information about the changes students consider necessary inside this English education program in order to continue with this type of education in Chile (Byrd, 2013, p. 6). She had the opportunity to interact with a group of 98 students and hear their thoughts and opinions about the learning of English as a foreign language and the bilingual program implemented by the Chilean government. Some of the conclusions of her study are that students clearly agree with the government on the fact that "English will bring great benefits to the country because the world has become extremely interrelated through globalization" (Byrd, 2013, p. 50). The study showed how English is a need in Chile and its economic growth, but wealthier Chileans have received all the benefits while poorer Chileans have to continue waiting for an opportunity to have access to this foreign language. According to Byrd's research, Chilean students truly believe that by improving the implementation of English language education significantly in the country, future generations will have the possibility to not just take advantage of foreign language learning, but also to improve their personal and professional lives. In sum, Byrd's study claimed the Chilean government to "reevaluate their goals and how Chilean citizens are perceiving those goals" (p. 64) in order to attain desired and realistic goals that support the students' learning process and the country's development.

Chile is also part of the EF English Proficiency Index (EPI). Through historical reports, Chile has presented a minor change and improvement from the very low (orange color) to the low level (yellow color) of the international ranking based on the results obtained between 2011 and 2016 about the average level of knowledge of English in adolescents and adults.

36/44 2011	39/54 2012	44/60 2013
41/63 2014	36/70 2015	42/72 2016
45/80 (51,50) 2017		
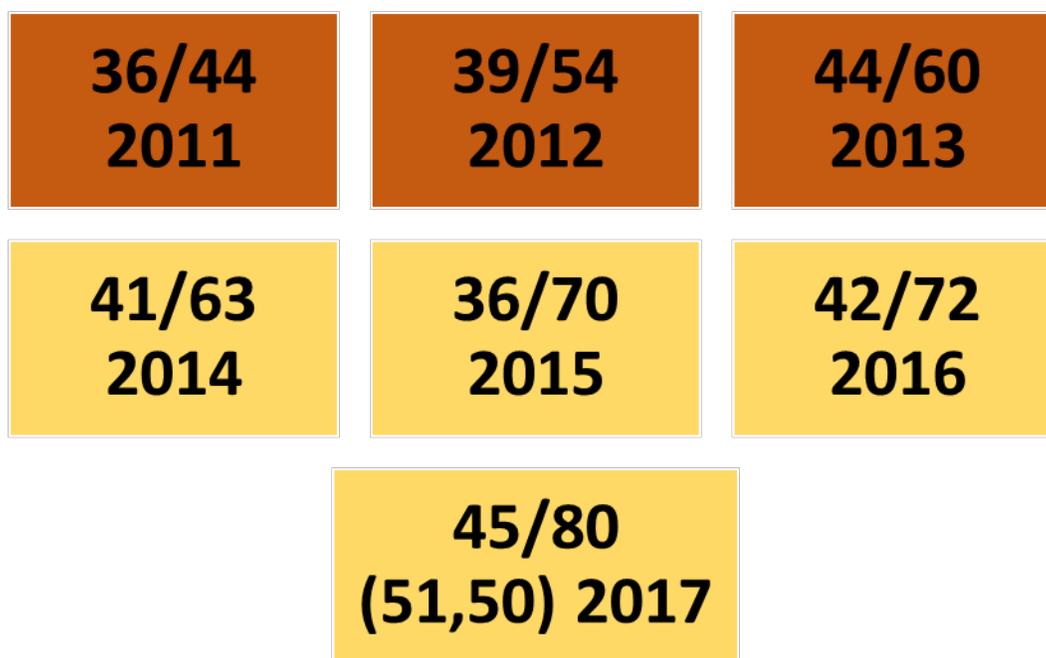
Figure 6. Historical ranking of the EF English Proficiency Index (EPI) in Chile

In the report presented in 2016, Chile ranked 42 out of 72 participating countries around the world. Its EF EPI classification was 50.10. Among Latin-American countries, Chile was ranked 6th out of 14 showing an increase in its English learning and acquisition comparing it with bigger countries like Mexico that was ranked 7th out of 14 or Colombia which was ranked 10th out of 14 (EF Education First, 2016). In the seventh edition of the EPI 2017, Chile ranked 45th out of 80 countries all over the world with a score of 51.50 placing itself again at a low level worldwide (EF Education First, 2017).

2.2. English acquisition in Colombia

The Political Constitution of Colombia establishes Spanish as the official language of the country. However, since Colonial and Independence Periods, Colombia has begun to give priority to the topic of bilingualism. Starting with Latin as a language of instruction and study and then going through a period of political unsteadiness since the state was in process of consolidation, which leaded the country to adopt French and English inside most of the secondary schools between 1821 and 1993 (Gómez Sará, 2017). After 1993, "more hours were

assigned to English because of the worldwide relevance that this language gained after the Second World War" (Gómez Sará, 2017). English was no longer connected just to the USA culture, but it became a lingua franca, which is "a language that enables communication among people from different nationalities and/or backgrounds, regardless of their mother tongue" (Gómez Sará, 2017), through a process of denationalization (Canagarajah, 2007; McKay, 2002; Kirkpatrick; 2007) having an impact not just in English speaking countries, but also in all the other countries where English was learned. Thus, the article 21 of the General Law on Education of Colombia (Law 115 of 1994) states that educational establishments must offer their students the learning of a foreign language from the basic level (Colombiaaprende.edu.co, 2015). Consequently, curricular guidelines are defined to guide the teaching and learning process of English as a foreign language for students in basic and secondary education. According to the Ministry of Education of Colombia, a foreign language is understood as a language that is not used or spoken in the "immediate or local environment" because the daily social needs do not require its permanent and continuous use to communicate (Sánchez Jabba, 2013).

In 2004, the National Program of Bilingualism (2004-2019), was born in Colombia. It started as Program of Strengthening to the Development of Competences in Foreign Languages - PFDCLE and, from July 14 2014, was named National Program of Bilingualism English - PNI "(Cardenas, Cháves & Hernández, 2015, p.15). This project originates in the need to master a foreign language in a society concerned with or interested in being part of global dynamics related to academic, cultural and economic interests (Colombia Aprende, 2010). With this in mind, the Ministry of National Education begins the process of designing strategies and standards to improve the quality of English teaching in Colombia. "The main objective of the National Bilingualism Program is to have citizens capable of communicating in English, with

internationally comparable standards, that insert the country in the processes of universal communication, global economy and cultural openness" (Colombia learns, 2010). This program was designed considering the levels of competence described in the Common European Framework of Reference (CEFR), which "establishes six levels of language management: basic users (A1 and A2), independent users (B1 and B2) and advanced users (C1 and C2) "(ICFES, 2011). Likewise, "language level goals for different populations were established, and then the English proficiency standards for basic and secondary education were formulated, which were published in December 2006" (Colombia Aprende, 2007). Fandiño-Parra et al. (2012) pointed out how the NBP aims for the promotion of competitiveness in the country. The authors stated, "the implementation of NBP [National Bilingual Program] is based on the fact that the command of a foreign language is considered a fundamental factor for any society interested in being part of global economic, academic, technological and cultural dynamics, and that the improvement of communicative competence in English leads to the emergence of opportunities for its citizens, the recognition of other cultures and individual and collective growth" (Cited in Sanchez-Jabba, 2013, p. 9).

The National Bilingualism program has focused its attention and efforts on diagnosing language level and training teachers in the country. As of June 2009, 78 certified education secretariats of the country have carried out the diagnostic test of the language level of their English teachers. The realization of this diagnosis served as a basis for developing improvement plans in the different regions of the country. A total of 11,064 in service teachers from the official sector have been diagnosed and the results obtained at the national level have been very similar, making clear the bankruptcy that exists in a significant percentage of the teachers who currently teach this language in the country. According to the results presented by the Ministry of

Education, "only 10% of the teachers diagnosed reach level B2 or higher, a situation that demands urgent actions to be able to form the 90% that are below this level of competence" (Colombia Learn, 2010).

The diagnosis of students in secondary and higher education also invades of concern the expectations raised by the Ministry of education when institutionalizing the Program of National Bilingualism. By analyzing the Saber 11 and Saber Pro tests, it is possible to visualize how the knowledge and the linguistic competence of the English language are relatively low, "90% of high school graduates reached the A1 category in higher education, this proportion was 60% "(Council of Bucaramanga, 2014). Even though studies referring to the command of a foreign language in Colombia are limited, in 2012, Sanchez-Jabba provided a first report about the high school students' situation in Colombia. While the author couldn't quantify the learners who are proficient in English, he concluded that the English proficiency in Colombia is very low and "that the proportion of students that can be categorized as bilingual is approximately of 1%" (p. 6). These results demonstrate the great challenge that Colombia faces in becoming a bilingual nation by 2019, since only 2% of students in secondary education reached level B1 according to the Common European Framework of Reference (CEFR), which was adopted by the Ministry of Education of Colombia taking into account 5.9 of chapter 5 of decree 4904 of December 16, 2009. The "Common European Framework of Reference for Languages is a method of standardizing knowledge of a foreign language at the written and spoken level in European countries and also used in other countries"(Méndez & Anzola, 2015, p.12). Their classification levels are A, B and C, where A is the basic level and C is the advanced level. Based on this classification, Colombia begins to apply a Standard English test within its state exams (SABER 11) and SABER PRO exams with the support of the University of Cambridge. These exams help

to visualize how the level of education in Colombia is every year. An interesting fact about Sánchez-Jabba's research is that during the study, students from the Colombian Caribbean part were the ones who achieved better scores comparing them with students from the capital cities in the center of the country. This is a relevant and significant piece of information because according to the 2005 General Census, the illiteracy rate associated with the Colombian Caribbean amounts to 20%, while in Bogotá it is 6.4% and in the Eastern and Western Andes it is 13 and 11%, respectively (Dirección de Censos y Demografía, 2016).

Colombia adopted the CEFR as a reference for teaching languages in the country. This decision was made considering that Colombia did not have a reference document to follow through the process and according to the Ministry of Education, the CEFR was "a document oriented, flexible, adaptable to our Colombian context, complete, sufficiently investigated, used in the world in general and in the Latin American context, which has finally become the benchmark of the Bilingualism Program" (Cely, 2007). Therefore, the national exams Saber 11 and Saber Pro were aligned to the CEFR, which according to the MEN has been done since 2007 (Gómez Sará, 2017). Nevertheless, there are some claims that affirm these two exams are not completely aligned with the CEFR because the tests disregard relevant skills like listening, speaking and writing and only assess students in reading, vocabulary and grammar (López, Ropero Pacheco & Peralta, 2011; López, 2009). The same authors state, "the reading section [in these exams] only approaches some of the reading comprehension skills from the CEFR and the vocabulary section emphasizes students' comprehension of words, "but not their ability to use them in context (cited in Gómez Sará, 2017, p. 5). And yet, according to López (2009), "It is hoped that Colombia Bilingüe and the inclusion of the CEFR-aligned instruction and exams in its educational system will bring many things to Colombia's educational system" (p. 2). The CEFR

will "Act as a source of information in the construction of evaluative indicators in service of the educational sector, so as to encourage the assessment of institutional processes, policy formulation and facilitate the decision-making process in all levels of the educational system" (ICFES, 2008 cited in López, 2009; and in López, Ropero Pacheco & Peralta, 2011). In consequence, by 2019, all the graduating high school students should achieve and reflect a CEFR B1 level in this exam based on the national and local expectations about foreign language acquisition in Colombia.
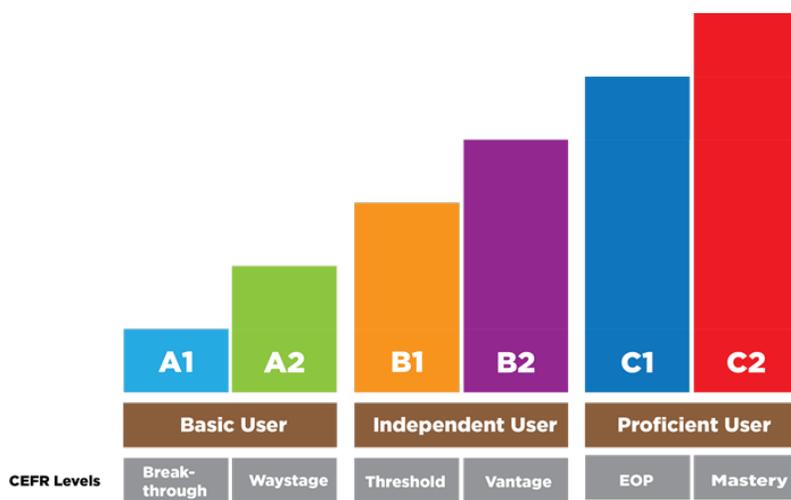
Figure 7. Common European Framework Reference levels CEFR

Considering the results of the SABER 11 tests during the years 2013 and 2014, it is possible to observe an increase in the tendency since the averages evaluated from the year 2005 to the 2014 show an increase curve in the national scores obtained. The following graph shows the average obtained by students of grade 11th during the years 2005 to 2014 (ICFES Interactivo, 2015). These scores were considered because the official National Bilingualism Program started in 2004.
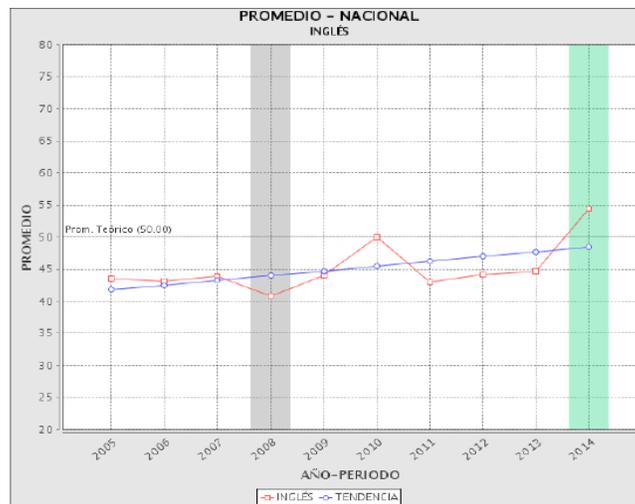
Figure 8. Historical Data Test SABER 11

Despite an increase in the score, students do not reach high or superior levels in SABER 11 tests. In addition, their basic level does not reach basic to middle levels in the 11th grades (ICFES Interactivo, 2015).

Table 1.
Historical Data SABER 11

ENGLISH	
YEAR-TERM	**AVERAGE**
2005	43.51
2006	43.08
2007	43.95
2008	40.79
2009	44.23
2010	44.08
2011	50.03
2012	43.00
2013	44.12
2014	44.63
2015	54.43

Historical Data Report SABER 11. Average

Additionally, since 2011, Colombia is part of the EF English Proficiency Index (EPI). This report seeks to rank countries by the average level of knowledge of English in adolescents and adults. In the report presented in 2015, Colombia ranked 57 out of 70 participating countries around the world, placing itself at a very low level of English according to the Common European Framework of Reference (CEFR) getting an EF EPI classification of 46.54. Among Latin American countries, Colombia is ranked 12th among 14 Latin American countries (EF Education First, 2015a). In 2016, Colombia again obtained a very low score in the EF EPI classification; it was ranked 49 out of 70 countries participating in this test by getting a score of 48.41 points. Among Latin American countries, Colombia was ranked on the 10th position between 14 countries (EF Education First, 2016). Likewise, Colombia, together with four other countries in Latin America, participated in the first report of schools delivered by the EF during the year 2015. The data analysis shows that Colombia is a country with a low level of English and it is possible to visualize this by reviewing the results obtained on national and international tests, in which high school and university students are not achieving the expectations proposed by the Colombian bilingual program. In this first report, EF reported that all countries surveyed in Latin America prove that there is a "gap between reading and listening skills, [which] is so broad that the reading level of students is more than a year behind the level to listen". EF reports the continuity of this linguistic backwardness in skills from high school to college (EF Education First, 2015b). Comparing Colombia to countries like Spain, the contribution of the Spanish Government to education is lower than in Colombia, since the Colombian government invests 16.9% of the Gross Domestic Product (GDP) in public and private education, while Spain only invests 9.2% of its GDP in official and private education. However, Spain has an average year of study of 9.6% whereas Colombia has a 7.35%. In fact, it is possible to visualize that although the

investments in education can be higher in countries of Latin America, the dedication and time of study is more rigorous and elevated in European countries (Ef.com.co, 2015). In addition, Spain has a higher internet insertion than Colombia covering 76.2% of the country against 52.6% on the Colombian territory. Thus, in Colombia, there are still a considerable number of students without access to the Internet, a major source to get information, practice and contact with the English language (Ef.com.co, 2016). During the seventh edition of the EPI 2017, Colombia ranked 51st out of 80 countries all over the world with a score of 49.97 placing itself again at a low level worldwide (EF Education First, 2017).

41/44 2011	50/54 2012	46/60 2013
42/63 2014	57/70 2015	49/72 2016

51/80 (49,97) 2017
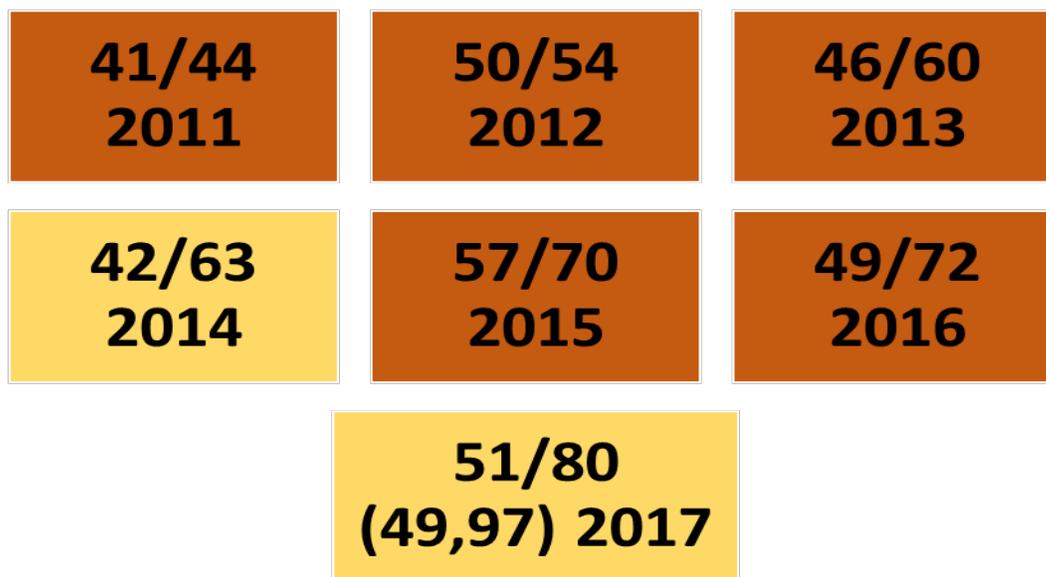
Figure 9. Historical ranking of the EF English Proficiency Index (EPI) in Colombia

This gap in the time of dedication to learning a second language is reflected in the standardized tests taken every year in Colombia by, as the cited article would say, "Bachelors and university students with a low level of English. The level is very low although the country has a National Bilingualism Program since 2004" (M.eltiempo.com, 2011). The article describes how during the SABER 11 tests carried out in the years 2010 and 2011, only 3.73% of all high school students of calendar A, which includes most students in eleventh grade, reached a B1

level, related to the capacity to communicate in a basic way in different contexts of their daily life and only 1% managed to reach higher levels of fluency and linguistic dominance of the English language (levels B2, C1 and C2). Considering this educational article, "there is a [significant] difference between the 1 percent that reaches the desired level and the governmental goals and expectations" (Cárdenas R., Cháves V. & Hernández G., 2015). These governmental goals established for the year 2014, 40% of the students in B1 and B2 according to the Common European Framework of Reference and 20% of the students of higher education reaching a B2 level, except those in English (p. 47). The Ministry of Education is expecting people to dominate and be completely fluent in English creating strategies for the development of communicative competences in English (Ministerio de Educación Nacional, 2004).

Considering this bilingual program has been running for fourteen years, there have been several general research studies on the evolution, impact and production of this language policy inside the foreign language classrooms in the country. Research lines and groups have been defined in order to explore the conceptual richness of bilingualism in the country and show the investigative trajectory of the foreign language acquisition in Colombia (Herrera Jerez & Román González, 2010). Authors and researchers like Sánchez-Jabba, 2012, 2013, provided a general view of the current state of the bilingualism in Colombia taking into account the results in the tests *SABER 11* and *SABER Pro*. De Mejía, 1997, 2011; and Truscott de Mejía & Fonseca Duque, 2009, have thrown light on research in the field of bilingual education in majority language contexts in Colombia. These key aspects about the National Bilingual Program may be an opportunity for country prosperity or an imposition from the National government without analyzing the context. Also, they have provided guidelines for bilingual and multilingual policies in foreign languages in Colombia. Finally, Usma (2015) who has warned about "the multiple

challenges faced by countries such as Colombia and cities like Medellín adopting imported discourse around education quality, competitiveness and bilingualism" (p. 10) and Usma *&* Peláez Henao, (2017, in Nicolaides *&* Magno e Silva, 2017) who also, have thrown a light on a critical appropriation of language policies in order to have an independent learning.

This language policy has been questioned by many local and international leaders and researchers who query "the very adoption of the term 'bilingualism' in a country like Colombia where Spanish has been the dominant language and English is learned and used as a foreign language and for very specific purposes" (Usma, 2015, p. 12). Along with the negative effects this program may have on the different ethnic groups in the country and also, "its reduced viability due to the little contact Colombian students have with the foreign language" (Usma, 2015, p. 13). Thus, little information is known about how this language policy was conceived in the country and then, "how it is being interpreted by local authorities in different cities, and how processes of appropriation, reinterpretation, resistance and/or adaptation take place when reforms are enacted at the school level" (p. 13).

Cities like Bogotá, Bucaramanga, Cali, Cartagena and Medellín, among others, have very interesting projects related to learning and teaching English in the public sector (Truscott *&* Fonseca, 2006, p.5). According to the authors, since 2003, Bogotá has worked on its project titled *Bogota and Cundinamarca Bilingual in Ten Years*, which has oriented its efforts in supporting and providing a safe and stable base for students of public schools with respect to acquisition of a foreign language (Truscott *&* Fonseca, 2006, p.6). Margarita Peña and Piedad Caballero were the leaders of this project, which had the collaboration of the "SENA, other entities of the District, the Chamber of Commerce of Bogotá, Cundinamarca, Compensar, the British Council, the Association of Bilingual high schools and the Javeriana, National, District

and Externado universities in Colombia" (Mineducacion.gov.co, 2003). Moreover, in 2006, the *Bogotá Bilingüe* program is institutionalized under the agreement Nº 253 of 2006 of the Council of Bogotá for the purpose of implementing and promoting education in a foreign language in the capital (Moreno Marulanda, 2009). This project focused on four critical areas: education, business, citizenship and the media. Its main objective has been to guarantee bilingual communicative competence of students and teachers in the city in all its levels (p.30). This agreement also looks for having citizens able to communicate in English with internationally comparable standards who will be part of a global economy through communication processes of universal and cultural openness (Concejo de Bogotá, D.C., 2006). During her study, Moreno Marulanda (2009) highlighted three semantic fields linked to the bilingual program in Bogotá, *Manejo de Segunda Lengua, Política Pública de Bilingüismo and Estándares de Inglés* (p. 44). The author pointed out the changes present in the school environment and the students 'motivation. In addition, she describes how the program is still missing competent bilingual teachers and lack of connection between the program and the curriculum inside the institutions. Finally, the author brings out how the English standards used in this program are inadequate for the management of second languages, have little dominance of tools and ignore sociocultural factors (p.44). After 9 years of bilingual program in Bogotá, Uribe Turbay (2015), throws a light on how "while the world is moving towards bilingual education to form competitive professionals, in Bogotá, scholarships and jobs are lost [due to the] absence of bilingualism in public education" (Uribe Turbay, 2015). During his debate, the author blames the city administration of wasting millions of pesos and not obtaining meaningful and remarkable results and improvements in foreign language proficiency with this program after almost 10 years of work.

Likewise, in 2012, Bucaramanga presents its bilingual training project aiming at the population of strata 1, 2 and 3 who are in vocational secondary education in order to generate bilingual competences that help increase the possibilities and opportunities of employment in the city and in the country (Chamber of Commerce of Bucaramanga, 2012, page 4). Hitherto, this program has not showed significant evaluations or assessments during its process and growth. Similarly, Cali has a bilingualism project called *Go Cali Bilingual City*. In spite of the fact that Cali is a city that has focused its attention on the improvement of bilingual education in the region, it is only until October 2014 that the *Go Cali Bilingual City* program becomes official. This project is a city initiative that has contributions from the public and private sectors, which seeks to encourage foreign language learning in schools in the city (javerianacali.edu.co, 2014). The program has four working areas related to *lifetime English*, *English together*, *masterful English* and *conversation clubs*, which provide benefits to students, English teachers and teachers in other areas. Recently, the Saber 11 Tests in Cali have shown an increase in their municipal averages, showing improvement in the acquisition of a foreign language (Cali.gov.co, 2015).

Average 2009: 40,32	Average 2010: 41,27	Average 2011: 41,97
Average 2012: 42,76	Average 2013: 43,23	Average 2014: 49,41

Figure 10. Historical Average Tests SABER 11 in Cali, Colombia

Cali has made efforts to improve foreign language learning since previous years. Unfortunately, it is still possible to visualize a low level of English in the SABER 11 tests, where most students still do not reach the basic level related to the goals proposed by the Ministry of National Education and its National Program of Bilingualism (Departamento del Valle del Cauca, 2015). Considering the tests SABER 11 2015-2, Cali obtained a 50.1% as final result in the test of English. Thus, the city has increased its English language proficiency, since the results show an increase of 0.69% in the test from 2014 to 2015 (Secretaría de Cali, 2015-2).

Cartagena, as an international tourist city, has started a bilingual education program entitled *Cartagena Bilingüe*, which seeks to respond to the city's requirements as a tourist and port site. The plan attempts to strengthen students' "scientific, technical and axiological learning" so that they are competent in the challenges that arise in the world of work (Secretaria de Educación Distrital de Cartagena, 2006). These cities and all the capital cities in Colombia, continue having their bilingual programs based on the national bilingual program in an attempt to

have a standard education system in the country. It is relevant to highlight that Colombia is a country that focuses its attention on foreign models and constantly compares its context to American and European models. Though these references could be important and positive for a developing country, it is still more important and necessary to analyze and explore the foreign models and the Colombian context in order to provide a feeling of success inside the different projects developed in the country.

2.3.   English Acquisition in Medellín, Antioquia

Medellín, as the most innovative city in the world, has frequently sought to show itself to the world as a technological, cultural and competent city in a foreign/second language for an internationalization of the city (Crystal Urn, 2013). Different high schools and private and public institutions are looking for ways to include English in their curriculum. It is here that the education secretariat of the municipality of Medellin finds the need to provide elementary and secondary institutions with support acquiring a foreign language, in this case English. In 2012, the Medellín Multilingüe program, now called *Idiomas for Medellín*, is born. It is related to the teaching and learning processes of foreign languages and Spanish as a second language for foreigners in the city of Medellín (Medellín Mayoralty, 2015, p.3). This general program aims to help people communicate in a foreign language (Medellín Multilingual program, 2012). It bases its vision and mission on the *National Program of Bilingualism*, now denominated *National Program of English*, and the district project of bilingualism, *Antioquia Bilingüe*, from which a "Bilingualism Management" is instituted and, through it, tables focused on the topic of bilingualism are organized and stablished in different regions of the district, initiating training programs for primary and secondary school teachers (Correa, Montoya & Usma, 2014). In addition, the Idiomas for Medellín program is oriented through the principles of progressivity

and globalization, continuity, participation and articulation, co-responsibility and flexibility (Decreto 01973 of 2015, p. 3).

Under the administration of Mayor Anibal Gaviria, the Medellín municipality's education secretariat initiates an exploration of data on previous investments for training programs in bilingualism. In order to carry out the investigations, a group of professionals is formed and concrete conclusions on the reason why the low level of English proficiency and sufficiency in the different public institutions of Medellín are drawn. Some of the conclusions of the data exploration were; first, the lack of statistics and systematization of information during the different strategies applied in previous years; and second, the hiring of officials without the English proficiency level or the pedagogical knowledge necessary to take charge of projects focused on city bilingualism. The program has not yet evaluated the environment, history, family and culture from which the learner comes and how these social processes can affect the acquisition of a foreign language. Consequently, the linguistic and socio-cultural impacts and implications that this type of education have had on students in schools in Medellín have not been deepened or systematized yet (Medellin Multilingual program, 2012).

Considering the statistics obtained in July and August 2012, it is possible to say that Medellín has some teachers who are proficient in the management of a foreign language. For example, 192 teachers in level B1 and 198 teachers in B2 according to the Common European Framework (CEFR). However, it is worrying that 12,4% reach A2 level; 12.7%, level A1; and 14.4%, the A-level, since the objectives of the MEN contemplate that by 2019 all the English teachers of the country reach the level C1. Likewise, they are still inexperienced in the construction of knowledge in a foreign language considering the linguistic, cultural and social antecedents that the apprentices bring to the classroom. Among baccalaureate students, the

results of national and international tests such as ICFES, SABER 11 and SABER PRO are particularly worrying, since more than 90% do not exceed the level corresponding to that of a basic user (A-, A1 or A2) according to Common European Framework (CEFR) (Programa de Medellín Multilingüe, 2012).

Considering the historical data report from 2005 to 2014, it is possible to observe that the students presented low levels of competence in the years 2009 and 2014 and a slightly higher level in the year 2010 without knowing the specific reasons of this change. Until 2014, students had not obtained scores higher than 50 points leading students to reach high or superior levels (ICFES Interactivo, 2015).
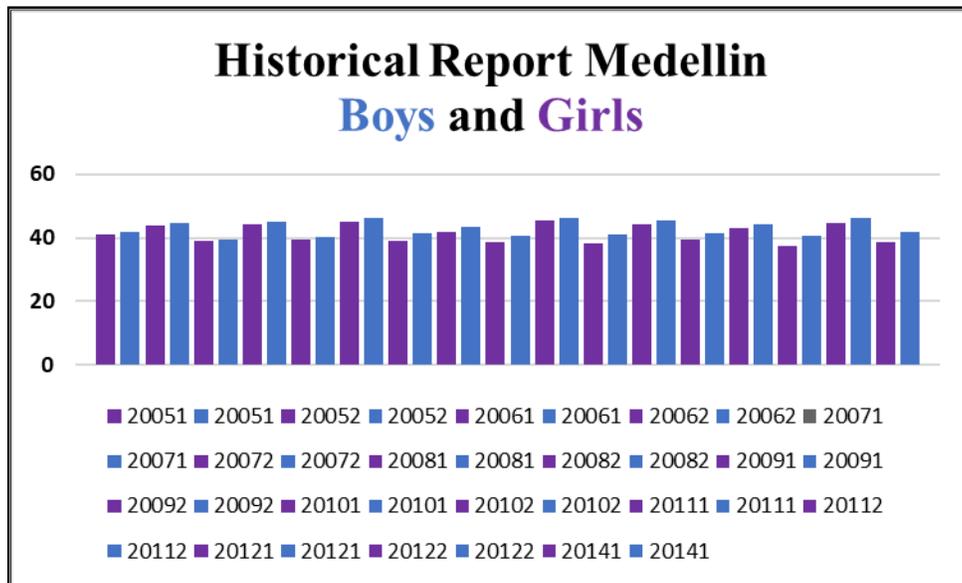
Figure 11. Historical Report SABER 11. Medellín

Table 2.
Historical Report. Averages SABER 11

	ENGLISH	
2005-1	FEMENINE	41,25
2005-1	MASCULINE	41,76
2005-2	FEMENINE	43,92
2005-2	MASCULINE	44,5
2006-1	FEMENINE	38,94
2006-1	MASCULINE	39,59
2006-2	FEMENINE	44,19

2006-2	MASCULINE	45,18
2007-1	FEMENINE	39,4
2007-1	MASCULINE	40,18
2007-2	FEMENINE	45,03
2007-2	MASCULINE	46,2
2008-1	FEMENINE	39,18
2008-1	MASCULINE	41,31
2008-2	FEMENINE	41,88
2008-2	MASCULINE	43,48
2009-1	FEMENINE	38,68
2009-1	MASCULINE	40,82
2009-2	FEMENINE	45,62
2009-2	MASCULINE	46,36
2010-1	FEMENINE	38,24
2010-1	MASCULINE	41,22
2010-2	FEMENINE	44,47
2010-2	MASCULINE	45,54
2011-1	FEMENINE	39,45
2011-1	MASCULINE	41,46
2011-2	FEMENINE	43,1
2011-2	MASCULINE	44,23
2012-1	FEMENINE	37,43
2012-1	MASCULINE	40,7
2012-2	FEMENINE	44,75
2012-2	MASCULINE	46,24
2014-1	FEMENINE	38,55
2014-1	MASCULINE	41,83

Historical Report Data. Averages SABER 11. Medellín

Up to the present , the *Languages for Medellín* program has managed to create a public policy of bilingualism, which is based on the agreement 089 of 2013, called "Languages for Medellín", which contributes to the continuity of the project since the execution policies do not depend on the current administration or shift. According to the agreement, support and instruction will continue to be given to public institutions, students and teachers. This public policy is in the process of regulation, and many institutions are linked to meetings assembled by the Ministry of Education of Medellín. The languages program in Medellin proposes the design of programs for the training of teachers and the improvement of the proficiency level in a foreign language. It also provides material and resources to public schools and bestows guidance in the

classroom to teachers of public institutions in order to support their teaching processes with methodological and pedagogical strategies and tools. So far, the program has an analysis on the process done with the teachers and a follow-up on their training, which is not public access. Some of the background work with respect to this subject is evidenced in the municipality of Medellín. And some of the researchers that have published several papers about this language program in Medellin are the Dr. Jaime Usma and the Professor Doris Correa besides other research groups at the Antioquia´s University. These authors have carried out different studies related to language policy in the city and how this could be impacting on Colombian schools and context.

In 2009, Usma explored the connection between the education of English as a foreign language and the language reforms and globalization processes. The author made an analysis and pointed out how current education and language policies are tightly connected to transnational agendas and models. Usma outlined some of the contradictions inside language reforms in the country and in the city, introduced the concept of globalization, connected it to the education and language reforms and proposed alternatives considering the limitations of the reformations in the country and in the city (pgs.19-42). Additionally, in 2013, Correa and Usma carried out a study in nine regions of Antioquia in order to show stakeholders' view about the bilingual program in the region and the way it was implemented in different municipalities. The authors evaluated and studied documents about the language program in Antioquia, they analyzed Colombian scholars' critiques and collected data from a study to show the abyss between the program and the actual needs of schools (pgs. 226-242). "Participants in the study reported how their schools definitely lacked the financial, technological, and didactic resources that were needed to carry out an English class" (p. 231), furthermore, schools continue struggling with "low number of qualified

English teachers that could provide instruction in this language both in primary and secondary schools, low number of hours of English per week, large classes, excessive workloads,…" (p. 231-232).

Although there have been some studies which have analyzed the language policies, reforms and EFL changes made in the city, this program still lacks systematized information about the linguistic, pedagogical, social and cultural backgrounds with which students arrive in the classroom. Also, it does not possess a systematized analysis and description on the linguistic and sociocultural impact that bilingualism could have on the students of public schools in Medellín (Programa of Medellín Multilingüe, 2012). This, hence, is a wide research field in the city and in the country.

3. Theoretical framework

This theoretical framework looks at some basic and relevant concepts about the acquisition of a language. In the first place, it studies the process of learning second languages and foreign languages. Second, it describes the different definitions of bilingualism that have been presented over the years and over time during the process of learning languages explaining the types of bilingualism that are known throughout history. Thirdly, it explains the emergence of the Common European Framework of Reference for Languages and the adaptation and adoption of this one worldwide. Moreover, this framework analyzes bilingual education and it looks at some concepts about language policies within education. Furthermore, it introduces ideas and concepts between language and culture and their relationship with society and the individual considering different perspectives. Finally, this framework analyzes some theoretical outlooks on the social and cultural character of language, concepts related to language in society such as language and power, variations of language in society taking into account age, ethnicity, class, nationality, gender, and its different impacts and effects on the world in order to build a bridge between language, culture, pedagogy and globalization.

A great deal of information has been written about acquiring a language and learning a second or a foreign language. Different researchers and authors have studied and considered bilingualism and bilingual education from different perspectives and definitions around the world. Bearing in mind that it is difficult to try to have full coverage on these topics, concepts from past theories and some recent ideas from different authors on first languages and foreign languages acquisition/learning, bilingualism and types of bilingualism will be shown and discussed. Furthermore, bilingual education in monolingual contexts analyzing the different purposes of this education, whether technical or qualitative, the language policies, the

relationship between culture, language and power, and the variations of the language in society considering linguistic and sociocultural effects will be examined.

3.1. Language Acquisition

Researchers and professionals in languages around the world have tried to gather and store as much information as possible about human genetics, children's language development, neuroscience, paleontology, anthropology, comparative psychology, linguistic typology, historical linguistics and computer model to construct an image and a definition of how and why languages and the unique human capacity of language has evolved and continues to evolve (Hurford, 2014). The author explains how even though the current human population is extremely genetically homogeneous, there have not been found and so far, there are no specific differences between groups, communities and places during the process of language acquisition at birth. This capacity presents a general similarity from community to community. In addition, the author highlighted "Certainly, there are individual differences between people within any given population, but nothing that correlates with a particular region of the world" (Hurford, 2014, p. 7). This topic has fascinated academics providing information not just about the learning process but also, about "the nature of language itself—how language works and how it is used" (Mercer & Swann, 2009). Despite the fact that researchers only started to systematically analyze the process a child experiences when acquiring fluency and control on a remarkably "complex system of communication" during the second half of the twentieth century, it could be possible to state that "all children, given a normal developmental environment, acquire their native languages fluently and efficiently; they acquire them "naturally", without special instruction, although not without significant effort and attention to language" (Brown, 2006).

We live in a world of languages (Fromkin, Rodman & Hyams, 2011, p.3). We communicate daily with family, friends, co-workers, strangers and even enemies, either face to

face, using the telephone or surfing the Internet. According to Garcés and Álvarez (1997), the language of human beings is different from that of other beings and is a characteristic that makes them unique since humans have the ability to express with words everything that is in their thinking (p.145). Owning a language is an attribute that differentiates humans from other animals. However, it is important to understand the nature of the language, in order to understand why it makes us human, for according to Fromkin, Rodman and Hyams (2011), "language is the source of human life and power" (p.3). Therefore, when a person knows a language, he/she can speak and be understood by others who can speak that language as well because "you have the capacity to produce sounds that signify certain meanings and to understand or interpret the sounds produced by others" (Fromkin, Rodman & Hyams, 2011, p.4). Here, it is important to recognize that a language is much more than just sounds or speech. Acquiring a language means knowing the concepts or definitions that are encrypted in certain sequences of sounds and in this way, knowing which sequences are related to specific definitions and which are not (Fromkin, Rodman & Hyams, 2011, p.5). According to some linguists, language is a modular system in which people produce and interpret language through a set of subsystems in a coordinated way (Fasold & Connor-Linton, 2006). Each module is responsible for a part of the total work. That is, different regions of the brain are associated with several aspects in the learning process (p.2). Moreover, it is necessary to understand that for proper human communication to occur, several factors must intervene. The physical aspects, which have to do with the path that the sound makes through the air to reach the mouth; the physiological aspects, related to all the functions of the human organs from the pulsations to the oral emissions that are made from the phonic device; the psychic aspects, where the brain organizes the ideas so that what is expressed has cohesion and mental coherence; the individual aspects, since humans have the power to choose if they

want to use the language or not, and finally, the social aspects, since human beings live in society "el lenguaje no se da aisladamente, sino dentro de un grupo humano" (Garcés & Álvarez, 1997, p.153) [language is not given in isolation, but within a human group]. Thus, the "filtro afectivo" [affective filter] is present. It is related to the difficulty to learn a language correctly due to the fear of losing part of the cultural identity or because of the low motivation and interest that may exist when the information is received in a second language (Espejo, 2013, p.19).

The natural history of language has its beginnings in a first language spoken in Africa. While the world's human population began its migrations to new places around the world, versions of the language in each group began to change in different ways until many more languages were developed. Therefore, where there was only one language, over time, there were thousands (McWhorter, 2004). "Languages change in ways that make old sounds into new sounds and words into grammar, and they shift in different directions, so that eventually there are languages as different as German and Japanese" (McWhorter, 2004, p.1). Consequently, languages not only develop by replacing old sounds with new sounds that will help create words that will lead to the creation of grammar, but also they change in different directions making them different from each other. "At all times, any language is gradually on its way to changing into a new one; the language that is not gradually turning upside-down is one on the verge of extinction" (McWhorter, 2004, p.1). In other words, the language that is not willing to change and evolve is on the road to extinction.

"Language is more than words; it is also how the words are put together—grammar" (McWhorter, 2004). A language cannot be defined only as the acquisition of words since it is that human ability to use the language with fluency and different linguistic nuances. Therefore, "bees, parrots, and chimps can approximate it but not with the complexity or spontaneity that

comes naturally to us" (McWhorter, 2004, p.1). Hence, through language, human beings express all the impressions, experiences and environments of their lives allowing them to reflect on the people and the events that surround them. According to Brown (2006), "By about age 3, children can comprehend an amazing quantity of linguistic input. Their speech and comprehension capacity geometrically increase as they become the generators of nonstop chattering and incessant conversation" (p.25), making family and relatives proud of this successful process. This language growth continues until the child is at school where he/she will be able to internalize complex structures, enrich their vocabulary and strengthen his/her communicative skills (p. 26). As a result, students learn what to say, how to say it and where to say it because they connect the language to their social functions.

Considering this amazing human features, linguists and researchers have focused their attention on this impressive and fascinating capacity through the questioning of "How do children accomplish this? What enables a child not only to learn words, but to put them together in meaningful sentences? What pushes children to go on developing complex grammatical language even tough their early simple communication is successful for most purposes? Does child language develop similarly around the world? How do bilingual children acquire more than one language?" (Lightbown & Spada, 2013, p. 5). Therefore, as a matter of fact, "Babies begin babbling around the age of 6 months, and graduate to 2-word utterances sometime around 1½ years of age . These phrases are often quite basic, such as "daddy shoe," or "kitty play," and tend to make some amount of grammatical sense" ("Theories of language acquisition", 2019). However, no one sits to teach a child how to speak a language in the same way a child is taught to brush his/her teeth, etc. Thus, three school of thoughts or main approaches started to explain, describe and provide answers to some of those questions.

Firstly, the Nativist approach postulates the existence of a "language acquisition device" (LAD) in the brain that allows the acquisition of any language during human lives. This LAD "is not necessarily a physical structure, but is used to explain the idea of a Universal Grammar programmed into our brains that allows five-year olds to master the complicated mess that is language" ("Theories of language acquisition", 2019). Secondly, there is the learning theory. "This is the idea that we learn language like we learn anything else – by repetition and through reinforcement" ("Theories of language acquisition", 2019). The final school of thought is related to the Interactionist theory, which says "language acquisition comes from the desire to better interact with our environment, and that acquisition is a mix of social and biological factors" ("Theories of language acquisition", 2019).

Based on the school of thoughts which are related to the behavioral approaches, the nativist approach and the functional approach, a child could come to this world with a tabula rasa; that is, without preconceived "notions about the world or about language" (Brown, 2006, p.26). Therefore, this child is shaped and conditioned by his/her environment and the different reinforcements he/she can receive during his/her life (Brown, 2006). This theory of language "focused on the immediately perceptible aspects of linguistic behavior and the relationships or associations between those responses and events in the world surrounding them" (Brown, 2007, p. 26). An example of this approach could be visualized trough the correct language behavior or response to a stimulus. Contrastingly, there also exists the constructivist position which asserts all children come to this world with "very specific knowledge, predispositions, and biological timetables" and they use these cognitive aspects to learn to function through social interaction and discourse (p.26).

Language is a complex system. It has a sound system that allows the human being to use different words and concepts, a bank of words estimated between 50,000 to 100,000 terms for adults, and a series of constructions and structures that help to relate all these words and terms to create sentences and ideas (Clark, 2009. p.1). The author describes language as a product of social interaction. Human beings learn how to interact, make social exchanges and respond to those communicative exchanges. According to Ortega (1999), all people possess a certain amount of information about how language works and how it is presented in the daily social context taking into account social and cultural norms and impositions that can vary according to the group where it is presented (p. 2). Moreover Ortega A. (1999) explains how "El individuo por su característica social vive en constante interacción por diferentes causas y necesidades, así mismo, pertenece a un grupo en el cual emplea su práctica discursiva de una forma peculiar, desarrollando comportamientos específicos y generando influencias entre los hablantes" [The individual, by its social characteristic, lives in constant interaction by different causes and needs, likewise, it belongs to a group in which it uses its discursive practice in a peculiar way, developing specific behaviors and generating influences among speakers]. During this process, the individual receives pragmatic instructions, whether tacit or explicit, about how to use the language and what concepts, expressions and structures are appropriate for specific situations. People listen to and extract anomalies from the language "for example the correlations of lexical items to constructions, of sound, patterns to morphemes and words, and of prosodic contours to structural units within constructions" (p.19). The individual constructs semantic fields by adding words, assigning meanings to unknown concepts and paying attention to the instructions for use (Clark, 2009, p.19). However, languages differ from each other, and this could also affect the way a child acquire his/her first language. According to Clark, languages can be different "in the

range and combination of sounds they used and in how many word-classes they have" or "in how they indicate who is doing what to whom". Furthermore, "languages differ in whether word order serves a grammatical purpose (identifying the subject or object, for instance) or a pragmatic one (identifying information as given or as new)" (p. 3). Finally, languages can vary "in their basic word orders for subject, verb, and object" (p.3).

It is clear that acquiring a language could demand a lot of effort, practice and attention. A language is a "highly complex system whether one considers just the sound system or the vocabulary, or also syntactic constructions and word structure" (p.2). Nonetheless, the structural system is just half of the knowledge a child has to acquire. When a child is learning his/her first language, it is necessary for him/her to master "both structure and function to use [the] language" (Clark, 2009, p. 2). The learning of the first language is a slow process, where the child performs several tests, practices and errors until perfecting his/her mother tongue. The acquisition of a second language is, on the other hand, a different process, where the learner already has a reference language, L1, which is made up of "un sistema fonético y fonológico, un sistema de escritura, unas categorías lingüísticas y otras normas" [a phonetic and phonological system, a writing system, some linguistic categories and other standards] (Pulido Aguirre, 2010, p.4).

3.2.   Second and Foreign Language Acquisition

Considering the cross disciplinary essence of the domain of applied linguistics, "there is no one applied linguistic theory but various approaches to studying language learning and language use in everyday life based on various cognitive and social theories of language development" (Kramsch, 2017). According to the author, during the last 45 years, there have been different approaches which explain the process of acquiring and learning a second or foreign language, "the psycholinguistic approach of the 1970s and 1980s, the sociolinguistic and sociocultural

approach of the 1990s, the ecological and the complexity approach of the first decade of the 2000s, and the bi- and multilingual approach in the 2010s" (Kramsch, 2017, p. 4). Thus, these approaches have provided different views related to the acquisition of second and foreign languages.

During the assimilation of concepts and acquisition of a language, protocols and processes necessary for a suitable communication and understanding during the interaction between speakers should be presented. Among the elements necessary for this efficient interaction it is important to take into account "el registro sensitivo, la memoria a corto plazo y la memoria a largo plazo" [the sensory register, the short-term memory and the long-term memory], which are responsible for the process of information, coding and assimilation of concepts that will be used to store information and transfer it (Álvarez Giraldo, 1999. p.26). Lightbown and Spada (2013) describe how the acquisition of the language is one of the most impressive and fascinating aspects of the human being. In addition, based on one applied linguistic theory, "Language is not primarily a mode of representation of some textual truth, but interpersonal communication; not historical knowledge, but information to be exchanged" (Kramsch, 2017, p. 5). In fact, the language learning comes from cognitive process, interaction participation collaboration and a comprehensible input in real or authentic contexts where the learner can interpret, analyze and express his/her ideas and concepts. That's why linguists and psychologists around the world have put their eyes on this issue reflecting on different questions such as: "How do children accomplish this? What enables a child not only to learn words, but [also] to put them together in meaningful sentences? What pushes children to go on developing complex grammatical language even though their early simple communication is successful for most purposes? Does child language develop similarly around the world? How do bilingual children acquire more than

one language?" (p.5). Thus, academicians continue to look for answers to questions related to how human beings acquire language and what motivates them to develop advanced grammatical structures even knowing that simple communication from early age is successful for most communicative purposes. Taking this into account|, it is possible to affirm that young people around the world not only learn their first language analogously to one another but, being bilingual, they can also acquire or learn more than one language (Lightbown & Spada, 2013).

This is the case of children, who almost miraculously develop the ability of discourse without apparent effort or specific instructions for learning whether it is their first or second language. At the age of four, most children can ask questions, give instructions / commands, report real events and create stories about imaginary situations using correct word order and appropriate grammar markers (Fasold, R., & Connor-Linton, J, 2006). Different from adolescents or adults, who seem to be "struggling in foreign language classrooms without, it appears, ever being able to reach the same level of proficiency as five-year-old in their first language" (Meisel, 2011, p.1). According to the author, the human being possesses an activator that motivates the infant to begin the process of acquiring his first language, and to ensure that, this activator is not lost over time. The activation, on the contrary, remains hidden somewhere between the cognitive faculties of the human being. That's why it is crucial to ask, "whether it is possible to reactivate this language making capacity available to the toddler, to access it again in other language acquisition contexts, in foreign language learning in the classroom, in naturalistic second language acquisition, in relearning languages once learned but later forgotten, and so on" (Meisel, 2011, p.1). It is, therefore, possible to analyze if the human being has the ability to reactivate that linguistic motivation or cognitive activation to access and learn a foreign language or relearn, in a natural way, languages learned at some time and forgotten due to specific

circumstances. This ability, as a matter of fact, reflects the process for the acquisition of a second or foreign language. Speaking about the acquisition of a second language, McWhorter (2004) describes how a person can get to learn hundreds of words in a foreign language and still not be competent to sustain and understand interactions and oral conversations as when in a social conversation in English, diverse types of phrases are presented, such as; "You might as well finish it" or "It happened to be on a Tuesday" (p.3).

During many years, educational researchers and academicians have explored different theories about the acquisition of a second language or a foreign language. Researchers like Krashen, (1981), for instance, manifested that "language acquisition is very similar to the process children use in acquiring first and second languages" (p.1). Consequently, importance and relevance are given to the interaction for the assimilation of concepts and production of knowledge. Additionally, focusing exclusively on adquiring a second language, Saville-Troike (2006) describes how that acquisition refers to the study and process of individuals learning a language at the same time as they use their mother tongue. Saville-Troike explains "The additional language is called a second language (L2), even though it may actually be the third, fourth, or tenth to be acquired" (p.2). Likewise, Kramsch (2000) concludes that the acquisition of a second language could be defined as:

> A theory of the practice of language acquisition and use. The theory of language study makes explicit or implicit claims as to how languages can or should be taught in classrooms. The practice of language study reveals models of action that serve to confirm or disconfirm the theory (Kramsch, 2000, p.322).

Speaking about foreign or second language acquisition, Brown (2007) points out how "People who learn a second language in such separate contexts can often be described as

coordinate bilinguals; they have two meaning systems" (p. 72). It is also important to clarify where and how the dissemination of English is observed around the world defining, "the Inner Circle (L1 varieties, e.g. the USA and the UK), the Outer Circle (ESL varieties), and the Expanding Circle (EFL varieties)" (B. B. Kachru, 1990). While the first circle refers to the varieties that exist where English is used as the main language of the population, for example, America or Great Britain, the second refers to communities that are multilingual such as India. In these, varieties of English are used as an additional language for national interactions and international communications. Finally, the last circle refers to the varieties that are used in places exclusively for international communication such as Latin America where multilingual and multicultural communities are also found (Y. Kachru & Smith, 2008). It is relevant to understand that the acquisition and learning of foreign languages have existed before the war. It started with a grammar-translation approach that valued reading, writing, and the memorization of grammatical rules and lists of vocabulary" modeled to learn languages as Greek and Latin and provided students and learners with "the written texts in the original" (Kramsch, 2017, p. 5). After WWII, English spread worldwide demanding the training of teachers who knew how to teach a second or foreign language because "the world required quite a different understanding of what it meant to learn a language as an adult, an immigrant or a professional" (Kramsch, 2017, p. 5).

Therefore, the acquisition of a second language becomes a vast field of research related not only to pedagogy and education, but also to applied linguistics and general linguistics in the learning of additional languages. Kramsch (2017), throws light on some aspects studied in early theories which describe "learner's sequences of acquisition, the individual differences between learners, and the role of cognitive/social factors in the success or failure of S/FL learning" (p. 5).

During these early theories, it was possible to make the distinction between language acquisition and learning, language study, and language education, explaining how the first two can be developed in natural environments while the last two need schooling or specific instruction in an artificial or academic environment. According to Kramsch (2017), "*acquisition* and *learning* evoke the development of communicative abilities, the term[s] *study* [and *education*] impl[y] the development of linguistic and cultural awareness, social, historical, and political consciousness and aesthetic sensibility" (p.6). Therefore, the acquisition of an L2 occurs in contexts where communication is inside and outside academic settings. Ellis and Robinson (2008) describe how a language is learned from use and how it is related to interaction. They explore the interaction in order to conduct research on the use of the language, taking into account the process of the language and statistical acquisition simulations. In that event, it becomes relevant to have meaningful conversations and interactions where the speakers are not concerned about the form and the structure of the language, but on a coherent delivery of the message, which is understandable by both participants.

Herrera & Murry (2005) describe the challenges faced by second and foreign language learners when they try to acquire an L2 since they must face different challenges such as lack of resources, low teacher training to transmit knowledge in a second language and, finally, little institutional or familiar understanding on the time necessary for the development and the transition from one language to another. Saville-Troike (2006) explains that everything that is learned and how it is learned during the acquisition of a second language is frequently influenced by the type of informal exposure of the language the learner may have, the immersion in a place where it is necessary to use it or the formal instruction that is received in a classroom. These

conditions are frequently altered by social, cultural and economic factors that affect the status or position of languages and apprentices.

Wong (1991) determined that there should be three environmental components for the appropriate acquisition of a second language. Wong affirms, "The first component involves learners who recognize the need to learn the second or target language and who are motivated to do so" (pp. 49-69). That is to say, the student is aware of the importance of learning a second language and how to empower him/herself to do so. The second component refers to the importance of having native speakers of the target language, in this case English, to provide apprentices with trained teachers to support them during the transition of concepts from one language to another. Finally, the third component states that "a social setting is necessary to second language learner" (pp. 49-69). During this component, the apprentice and the teacher or native speaker have the opportunity to interact in a natural way so that the learning of a second language is presented. However, it is important to understand that second or foreign language research is not just about the elements inside the classroom or the components related to pedagogy, in fact, how second or foreign languages are learned is broader linked to the study of language and language behavior aiming for "the determination of linguistic constraints on the formation of second language grammars" (Gass & Selinker, 2008, p. 3).

Kramsch (2017) explains how nowadays, the learning and acquisition of second or foreign languages (S/FL) deal with "the growth of English as a Lingua Franca, the neoliberal orientation of language education, and the growing multilingual character of modern societies" (p. 4). Thus, different elements affect and make part of the success or failure during the S/FL acquisition and the research that remitted to an applied linguistic theory which highlighted how *Second Language Acquisition* (SLA) research focused on where L2 acquisition occurred, whether inside

or outside of educational contexts, L2 study "fell into the domain of the human sciences and focused on translation, stylistics, and literary and cultural studies" (p. 6). Here, different phenomena related to the acquisition, the learning study and the education of a foreign and second language are described, starting with bilingualism and its distinctive perspectives.

3.3.   Bilingualism

The bilingualism concept encompasses two views. One that is the monolingual view which considers "the bilingual has (or should have) two separate and isolable language competencies; these competencies are (or should be) similar to those of the two corresponding monolinguals; therefore, the bilingual is (or should be) two monolinguals in one person" (Grosjean, 2012b, p. 10). This view has been popular between educators and researchers due to the several studies carried out with monolinguals. Taking into account the second view and considering languages as a unit and not as the sum of their individual parts, "what is known and understood in one language contributes to what is known and understood in the other" (Hopewell and Escamilla, 2015, p. 39). The concept of bilingualism could be easily defined. The Merriam Webster Dictionary (2015), relates it to "the ability to speak two languages, the frequent use (as by a community) of two languages, the political or institutional recognition of two languages". The concept emphasizes the ability to speak two languages that are frequently used in a community and are recognized politically and institutionally in society. Accordingly, a bilingual person is capable of "having or [express] in two languages, using or able to use two languages especially with equal fluency". Considering this definition, a bilingual person can express him/herself in two languages with equal or equivalent fluency in both. Nevertheless, the definition of bilingualism encompasses more linguistic, social and cultural reflections. Hamers (1981) describes the concept of bilingualism as a "state of a linguistic community in which two

languages are in contact with the result that two codes can be used in the same interaction and that a number of individuals are bilingual (societal bilingualism)". In such a way, within a linguistic group or human collective that shares a language in common, two languages are used using two different linguistic codes in the same interaction. The author also talks about the concept of bilinguality or a concept also known as the bilingualism of the individual. Grosjean (2012a) puts forward a definition about bilingualism which prioritizes the daily use of the language and not the fluency. The author states that "bilinguals are those who use two or more languages (or dialects) in their everyday lives" (p.4).

As reported by Valdés (2015), "Bilingual/multilingual individuals share one key characteristic: they have more than one language competence. They are able to function (i.e. speak, understand, read, or write) even to a very limited degree in more than one language" (p. 38). Hamers (1981), in addition, points out a "psychological state of an individual who has access to more than one linguistic code as a means of social communication". This access may vary according to different dimensions that can be "psychological, cognitive, psycholinguistic, social psychological, social, sociological, sociolinguistic, sociocultural and linguistic". Therefore, language cannot be separated from the context where that language is used because social interactions or different conversations will have effects on the learning or language acquisition (Baker & Wright, 2017). These authors affirm that "The social environment where the two languages function is crucial to understanding bilingual usage" (p. 4). That is, *"con el bilingüismo se entremezclan variables de tipo geográfico, histórico, lingüístico, sociológico, político, psicológico, y pedagógico"* (p. 2). [with bilingualism, geographical, historical, linguistic, sociological, political, psychological, and pedagogical variables are intermingled]. Consequently, the phenomenon of bilingualism is subject to the geographical and historical

contexts of the linguistic group, the policies developed in the community, the cultural identity with its social and educational needs, the competence level of the members, and the educational models within society.

The concept of bilingualism contains special terminology that can lead to several notions and definitions about being bilingual. It can be given to anyone who has a high linguistic competence in two languages and perfectly masters the two languages used in different contexts, whether social or cultural. Likewise, it is called bilingual the *"emigrante que se comunica en una lengua distinta a la propia (independientemente del nivel que posea) o al estudiante que realiza un curso"* (Correa Sánchez, 2005) [emigrant who communicates in a language different from his own (regardless of the level he has) or the student who takes a course]. The author points out that, over time, "*se han usado otros términos como sinónimos: diglosia, multilingüismo y biculturalismo*" (p. 2) [other terms have been used as synonyms: diglossia, multilingualism and biculturalism] explaining that the first two concepts are related to knowledge and use of more than two languages, while biculturalism, along with knowledge, relates to cultural belonging and feelings towards the language of study. In the case of diglossia, "*la distinción radica en la funcionalidad social que asume cada una de las dos lenguas en una comunidad*" (p.2) [The distinction lies in the social functionality assumed by each of the two languages in a community].

Baker (2001), before defining bilingualism as a unique concept, clarifies that it is important to do "an initial distinction between bilingualism as an individual characteristic and bilingualism in a social group, community, region or country" (p.2). The author points out different components that enclose the definition of bilingualism taking into account the linguistic capacity, the linguistic performance, the linguistic competence, the linguistic ability and the linguistic skills. In this regard, the skills are related to specific language points or concepts, the competence

is more general and mental than the language, the performance is the external representation of the competence, the capacity and the ability do not have a specific use and tend to be ambiguous, however, are the product of different mechanisms or strategies such as informal interaction and acquisition, intelligence or formal education. Finally, the linguistic performance is the product or result of bilingual teaching in classrooms (pp. 2-3).

Popular opinion comprises being bilingual as being able to speak two languages perfectly. Bloomfield (1935) defines it as 'the native-like control of two languages' describing how the bilingual person has full or native control of the two languages with which they interact (p. 56). Macnamara (1967), despite this definition, proposes a theory where he states that all people who have minimal competence in one of the four language skills, "listening comprehension, speaking, reading and writing", in a language other than his/her native language, he/she can consider him/herself a bilingual person. Titone (1972) states that bilingualism is "the individual's capacity to speak a second language while following the concepts and structures of that language rather than paraphrasing his or her mother tongue". Indeed, knowing a few words or phrases in a second language is not enough to qualify as a bilingual speaker. But, how many sentences are enough? Or if we speak of a *minimum* competence in a second language, what is it referring to or how can the *minimum* word be defined? Considering these questions, it is possible to speak of a global definition based on the ability to demonstrate a minimum use of two or more languages in either reading, writing or speaking (Myers-Scotton, 2006).

Some researchers such as Savignon (2001), among others, have highlighted the development of communicative competence in order to achieve a complete acquisition of a second language. During the performance of the communicative competence, an interaction between different speakers is presented where general topics are discussed in the target language

and thus meaning is given to the concepts, the process and the learning. The apprentices or learners are not focused on memorizing for an exam or reciting dialogues, the apprentices make use of the language in a social and cultural way (Celce-Murcia ed., 2001, p.16). Hence, it is possible to draw a conception of bilingualism and bilingual education for countries in continuous global economic competition. Edward (2006), describes and affirms that everyone is bilingual. The author states that there is no person in the world who does not know at least some words or phrases in languages other than the variety of the mother tongue. The author specifies that "If, as an English speaker, you can say c'est la vie or gracias or guten Tag or tovarisch – or even if you only understand them – you clearly have some "command" of a foreign tongue" (p.7).

Haugen (1953) states that bilingualism has its beginnings when the learner or the speaker of a language can produce expressions or sentences with complete meaning in another language (cited by Romaine, 2006, pp. 11-12). In addition, Bloomfield (1933) considers that the bilingual speaker possesses fluency, control and almost native linguistic competence of the two languages that surround him (cited by Romaine, 2006, pp. 11-12). Thus, the bilingual speaker has a high degree of understanding and assimilation of productive and receptive skills, minimizing linguistic interference or the transfer of phonetic, syntactic and lexical elements. Similarly, Mackey (1968) illustrates how bilingualism is a relative phenomenon, since the time it takes the second language learner to acquire linguistic, social and cultural knowledge to be bilingual is arbitrary and impossible to determine. The author affirms that bilingualism is a continuous process where all macro-skills (reading, listening, speaking and writing) must be taken into consideration individually to be able to know the levels of linguistic knowledge achieved and the mastery of the language.

Different researchers have described and clarified how "bilingualism is positively related to various cognitive functions, namely heightened levels of executive functions - the interrelated process of inhibition, attentional control and working memory" (Maluch, Neumann & Kempert, 2016, p. 112). However, what is bilingualism? Or how can bilingualism be defined? Considering that the concept refers to a very extensive and complex phenomenon to limit it to a definition, several authors have contributed to have a compilation on different definitions or types of bilingualism.

3.3.1. Types of Bilingualism.

From a more global perspective of the different definitions of bilingualism, several authors describe diverse types, classes or dimensions of this conception. Hamers and Blanc (2000) make a classification taking into account five elements or dimensions that are related to and connected with bilingualism in education. To begin with, the authors state that *balanced bilingualism* occurs when the speaker has a harmonious and stable linguistic competence between both languages. Therefore, with respect to the academic bilingualism, a student who can fully comprehend the curriculum of the school in either language and can participate actively in all the activities carried out in class in either language, could be a good example of a *balanced bilingual*. Balanced bilingualism occurs when someone is almost fluent in two languages in several contexts. These learners can also be called equilingual or ambilingual (Baker, 2001). However, Baker & Wright (2017) explain that the concept of *balanced bilingualism* is more related to an idealized definition or notion because "rarely is anyone equally competent in two or more languages across all their domains" (p. 9). Moreover, this definition could be problematic because this *balance* "may exist at a low level of competence in the two languages that are nevertheless approximately equal in proficiency. Or, they may have well-developed languages

but in non-standard varieties that are less valued by the broader society" (p. 9). This idealized nuance is conceived without taking into account that a balance of learning can be understood as high linguistic competence or as a low level of competence in two languages.

The classification continues with *dominant bilingualism*, which is related to superior competence in the mother tongue. Then, *compound bilingualism* is described, where the speaker has "*dos etiquetas lingüísticas para una sola representación cognitiva*" (p. 26). [two linguistic labels for a single cognitive representation]. Next, *coordinated bilingualism* presents a relationship between language and thought. During this type of bilingualism, the speaker has "unidades cognitivas diferentes para las unidades lingüísticas según sean en L1 o L2" (p. 26). [different cognitive units for the linguistic units whether they are in L1 or L2]. The authors describe the dimension of *additive bilingualism* when both languages receive a status and are valued by the medium where the learner or speaker is immersed, thus allowing the enrichment of their cognitive development. According to the authors, *subtractive bilingualism* occurs when the mother tongue is devalued and minimized. Consequently, the cognitive development of the learner or speaker can be hampered and, in many cases, this can be delayed more than normal. Finally, the authors point out *early bilingualism, adolescent bilingualism* and *adult bilingualism*. *Early bilingualism* occurs from three to nine years and can occur simultaneously or consecutively, *adolescent bilingualism* between ten and seventeen years and *adult bilingualism* between young people and adults. Additionally, Baker & Wright (2017) add information about *simultaneous bilingualism* or *infant bilingualism* which is when a child learns two languages from birth. The authors also describe that when a child acquires a language after three years of age, this is called *consecutive* or *sequential bilingualism*.

Other authors and scholars have only considered minimal and maximum bilingualism, balanced bilingualism and semi-linguism. Baker (2001) describes *minimal bilingualism* as an *incipient bilingualism*, in which the trainee presents minimal competence in a second language, for example, tourists or businessmen who know some phrases and concepts to communicate in the language of study. Furthermore, the author considers a maximalist and extreme definition when describing *maximum bilingualism*, as the native domain of two or more languages. Finally, Baker (2001) gives a profile to the semi-lingual learner or speaker, explaining how he/she "displays a small vocabulary and incorrect grammar, consciously thinks about language production, is stilted and uncreative with each language, and finds it difficult to think and express emotions in either language" (p.9). In other words, the semi-lingual learner has insufficient vocabulary and poor and incomplete grammar and although he/she reflects on his/her linguistic production, his/her creativity is slow and short, affecting his/her way of communicating emotions in any of the two languages.

Zhizhko and Koudrjavtseva-Hentschel (2001) offer details about the acquisition of a foreign language describing specific characteristics about the types of bilingualism. The authors talk about *active bilingualism*, where it is possible to visualize an open and fluid communication between the speakers, changing the code when needed. In addition, the *competitive bilingualism* is presented, in which, "el uso del lenguaje no se determina por el tema, sino por la situación comunicativa" (pp 50-56) [the use of language is not determined by the subject, but by the communicative situation]. Furthermore, the non-exclusive bilingualism is where the speaker chooses one of their languages to communicate according to the communicative situation or context. The authors describe a *complex bilingualism* specifying the linguistic interference that occurs during the communicative interaction, giving rise to a mixture of codes between the two

languages. Finally, Zhizhko and Koudrjavtseva-Hentschel explain an uncoordinated bilingualism where it is possible to witness "dos sistemas lingüísticos independientes con el completo cambio de los códigos en el momento de la comunicación" (2001, p.52) [two independent linguistic systems with the complete change of codes at the time of communication].

In 2009, García introduced the concept of *dynamic bilingualism* focusing on "the ways bilinguals draw on the range of features associated with socially-constructed languages within their linguistic repertoire in complex and dynamic ways as they communicate with others and engage in collaborative tasks" (p. 11). This notion explains how *dynamic bilingualism* a complex system is but also, it is interrelated. This bilingualism is not developed in a linear way or separately. This emerges and functions with an only one linguistic system (García & Li Wei, 2014, pp 13-14). This can lead to an *elective bilingualism* which is "a characteristic of individuals who choose to learn a language, for example in the classroom" without losing the roots of their first or native language. Baker and Wright (2017) also draw on the concept of *circumstantial bilingualism*, which refers to individuals who "learn another language to function effectively because of their circumstances" (p. 4). This type of bilinguals could be linked to groups of immigrants who must learn a second/foreign language to "operate in the majority language society that surrounds them" (p.4). Based on the authors' concepts, circumstantial bilinguals are placed in contexts where their first language is insufficient to fulfill their educational, political, social, economic and communicative expectations.

Despite the aforementioned types of bilingualism, most of the time, this situation is present through a formal means which can be the school, adult classes and language courses. Therefore, it is possible to talk about *bilingual education* where "there are a variety of informal and formal educational means of acquiring proficiency in a second language" (Baker & Wright, 2017, 109).

3.4. Bilingual Education and Formal Second/Foreign Language Learning

Learning a second or a foreign language in a natural setting is very different from learning it in an instructional one. Natural settings are understood as the regular context where the learners interact such as their jobs or during social interactions. Different from instructional-based settings, where the target language is taught to a group of foreign language learners. According to Lightbown and Spada (2013), "The focus is on the language itself, rather than on the messages carried by the language" (p. 123). School has been the dominant foundation to produce second/foreign language. This situation can happen through "second language and foreign language lessons, via language laboratories and computer-assisted language learning, drill and practice routines, immersion classes" (Baker & Wright, 2017, p. 114) which provide the bases to move from a monolingual setting to bilingual stages.

Most of the information collected and researched about bilingual education has been obtained or developed in the bilingualism of children in the middle class and relatively privileged populations, "In such elite contexts, bilingualism generally involves at least one European language of wider communication (such as English or Spanish), and bilingual education is typically undertaken voluntarily by families who recognize the prestige of bilingualism and are able and willing to devote considerable financial resources to raising bilingual children" (Romaine, 1999, p.61). As stated by Romaine (1999), bilingual education is reserved for those privileged and economically stable families who recognize the importance of learning and acquiring a second or third language of high prestige, in this case English, in order to raise bilingual children, who can be competent in a globalized society.

According to Baker (2000), during the last 20 years, teachers have been challenged by the pedagogical changes that are experienced in the world, the ethnolinguistic diversity that is

visualized in the classrooms and the interdependence with which school is presented today (p. 9).

As a result, students visualize bilingualism as a reference aspect that defines their cultural identity. In addition, bilingual education is valued as "un problema, un derecho o una fuente de recursos dependiendo de quién hace el análisis y de las metas sociales y educativas propuestas" (Baker, 2000, p. 11) [a problem, a right or a source of resources depending on who makes the analysis and the proposed social and educational goals].

Nowadays, there are some types of instructions to acquire a second or foreign language. "Communicative, content-based, and task-based instructional environments also involve learners whose goal is learning the language itself" (Lightbown & Spada, 2013, p. 124), by emphasizing interaction, conversation, and language instead of only learning information and acquiring knowledge about the language. While communicative and task-based instruction is related to general topics students can use outside the classroom and in their daily lives, content-based instruction is more related to the subject matter taught because it has to do with learning content about history or mathematics through the use of a second language (Lightbown & Spada, 2013). However, there is another type of bilingual instruction related to *subtractive bilingualism* linked to a *transitional bilingual education model*, which is related to the emphasis on one language where most of the time the dominant language prevails. Moreover, "*Maintenance bilingual education* is said to serve only non-dominant students whose parents want them to maintain their home language while developing proficiency in a dominant language" (García & Li Wei, 2014, p. 49). This model is generally observed in contexts where people have a sense of respect for other cultures and also own a bicultural attitude with strong cultural values.

Additionally (p. 50), *prestigious bilingual education* is connected with the additive approach. This instruction provides "dominant language-majority children through the medium

of two languages with power" (García & Li Wei, 2014, p. 50). Therefore, the two languages of prestige are learned and maintained. This type of instruction is provided by two teachers teaching in a different language. Moreover, the *immersion bilingual education* model is also related to the additive approach. In this model, "language-majority children are taught in the additional language, the home language is increasingly used until more or less half of the instructional time is devoted to the home language and the other half to the additional language" (García & Li Wei, 2014, p. 50). This model aims to accomplish and reach certain proficiency level in the target language. Thus, instruction is provided first in the language students are learning but honoring and respecting their first or native language and practicing it after the immersion period (Galantini, 2014). An interesting feature about programs associated with the additive approach is that these ones were developed to be applied in groups of homogenous learners (García & Li Wei, 2014).

Understanding that bilingual education is not related to a single system or program to teach specific groups, it will be possible to understand its meaning and the reasons why several Spanish-speaking countries have adopted it. Ovando and Combs (2012), affirm the conviction that "English language learners are most effectively taught when their home languages are used for instruction, or when the instruction they receive—even if provided in English only—incorporates strategies to aid language and academic acquisition" (p.9). Considering Cummins' CUP (Common Underlying Proficiency), Baker and Wright (2017) states, "The language the child is using in the classroom needs to be sufficiently well developed to be able to process the cognitive challenges of the classroom" (p.159). Thus, the importance of using different methods for English language learners to succeed in a classroom is recognized. Here, Ovando and Combs (2012) introduce the concept of bilingual education by describing it as a method that includes a

variety of programs that promote and have a variety of specific goals and objectives.

Sastoque (2008) outlines "El hecho de aprender una lengua (nativa o extranjera) tiene que ver con una teoría sobre la inteligencia humana y el desarrollo de procesos mentales" (p.13) [The fact of learning a language (native or foreign) has to do with a theory about human intelligence and the development of mental processes]. From this perception, it is possible to speak of applied linguistics as "metodología de la enseñanza de las lenguas materna o segunda donde se establece una relación directa entre lenguaje, conocimiento y contexto, por lo general multicultural" (Sastoque, 2008 p.13) [methodology of teaching maternal or second languages where a direct relationship is established between language, knowledge and context, usually multicultural]. Accordingly, a connection is created between society, culture and language. Thus, the learning of the second language is not merely affected by the linguistic knowledge acquired during the first language, but the L2 is also harmonized by cultural concepts and norms constructed during the cognitive experimentation of the L1. Hence,

> es común que el [aprendiz] cometa errores lingüísticos en la producción de su segunda lengua, pues la L1 del [aprendiz] suple los vacíos lingüísticos en el proceso de construcción del discurso para lograr la comunicación del pensamiento, esto es conocido como *interferencia* o *transferencia lingüística* (Pulido Aguirre, 2010, p.5).

In addition, Ovando and Combs (2012) highlight the inseparable connection between language and culture. In this way, bilingual programs begin to include historical and cultural components that are connected to the language of study. This cultural component within bilingual education has its principles in the quotation proposed by Ulibarrí (1972):

> In the beginning was the Word. And the Word was made flesh. It was so in the beginning and it is so today. The language, the Word, carries within it the history, the culture, the

traditions, the very life of a people, the flesh. Language is people. We cannot conceive of a people without a language, or a language without a people. The two are one and the same. To know one is to know the other (p.295).

Consequently, interaction between cultural groups is necessary to write a story that will lead to the evolution of language, transmitting not only the linguistic component, but also the traditions, beliefs and cultural elements that identify people. This is where it is appropriate to reflect upon concepts relatesd to the social and cultural aspects, language policies and language in society in order to analyze the effects that bilingual education, English-Spanish, could have on Spanish-speaking countries in continuous global economic competition.

3.5.   Language Policy

The field of applied linguistics has presented a significant growth in two areas. The first area is related to a critical linguistic, which is related to the study of "language within its social, political, and historical context, with a primary concern for (in)equality, linguistic discrimination, and language rights" (Tollefson, 2002, p.3). In addition, the second area has been focused on the study of language policies, which "examines the role of governments and other powerful institutions in shaping language use and language acquisition" (Tollefson, 2002, p.3). Therefore, these two areas concur and come together in education to shape the way native and foreign languages are taught inside the classroom, and at the same time, answering questions related to

> what are the major forces affecting language policies in education, and how do these forces constrain policies and public discussion of policy alternatives?, how do state authorities use educational language policies to manage access to language rights and language education?, how do state authorities use language

policy for the purposes of political and cultural governance?, how do language policies in education help to create, sustain, or reduce political conflict among different ethnolinguistic groups?, among others. (Tollefson, 2013, p. 3)

Since the eighteenth and nineteenth centuries, language policy and language planning have played a significant role on the nation building. However, taking Saussure's words into account, "In the lives of individuals and societies, language is a factor of greater importance than any other. For the study of language to remain solely the business of a handful of specialists would be a quite unacceptable state of affairs" (Saussure, 2011, p. 8). Therefore, different definitions have come out outlining conceptions and principles about the current meaning of language policies, how and why they have been established, and their implications worldwide. Politics, in fact, makes part of everyday decisions related to language and more, "Politics is concerned with power: the power to make decisions, to control resources, to control other people's behaviour and often to control their values. Even the most everyday decisions can be seen in a political light" (Jones & Stilwell Peccei, 2004, p. 37).

According to Ricento (2006), "a language is a code with various forms (written, spoken, standard, non-standard, etc.), functions (usually expressed in terms of domains and relative status within a polity), and value (as a medium of exchange, with particular material and non-material qualities)" (p.3). Nonetheless, although language should be dynamic and flexible with not boundaries, this could be used as "a form of control, by imposing the use of certain languages in certain ways (correct, pure, native-like, grammatical, etc.) or even governing the right to use it" (Shohamy, 2006, p. XVII). Sometimes, language policy is manipulated through secretive processes mostly used by people in authority in order to create and perpetuate language policies and practices designed or chosen by them. As a result, most of the time, the making of language

policies and the "planning of language issues imply a direct causational relationship between decisions made by those with the power to execute them" and the actual results these laws or rules may have in a specific group or society (Liddicoat & Baldauf Jr., 2008).

In order to have a better understanding about the concept of language policy, it is important to comprehend that it is linked to the process of language planning. First, talking about language planning, "It normally encompasses four aspects: status planning (about society), corpus planning (about language), language-in-education (or acquisition) planning (about learning), and (most recently) prestige planning (about image)" (Baldauf Jr, 2008, p. 18). Thus, national administrations make decisions in order to have an impact on, alter and change "ways of speaking or literacy practices within a society" (p.18). Similarly, Spolsky (2004) states "Language policy may refer to all the language practices, beliefs and management decisions of a community or polity" (p.9). Furthermore, Kaplan and Baldauf (1997) outline "language policy is a body of ideas, laws, regulations, rules and practices intended to achieve the planned language change in the societies, group or system" (p. xi). However, considering notions, language policies are not just a matter of laws and regulations but they can also emerge from a movement without being intentional or carefully planned (Cassels Johnson, 2013, p. 4).

Additionally, Schiffman (1996) explains how language policy is built upon the social and cultural environment. It includes several administrative elements, but it also consists of a linguistic culture, which comprises, values, beliefs, attitudes, prejudices, and so on (Schiffman, 1996). Moreover, Spolsky (2004) pointed out three relevant components of a language policy: the language practices, the language beliefs and ideologies, and the effort to influence the last two components through the use of planning, management or language intervention. Finally, McCarthy provides a concept about language policy related to a sociocultural approach outlining

that language policy is a process that integrates social "interaction, negotiation, and production mediated by relations of power" (p.8). Therefore, the concept of language policy provides a broader view of this notion through the use of "mechanisms, policies and practices as well as the set of negotiations, conversations and battles that take place among them" (Shohamy, 2006, p. xv). Yet, sometimes, these practices can transgress language rights by making up undercover agendas unavailable for the people (Shohamy, 2006, p. xv).

Even though language policies can be seen as tools to marginalize minority languages, they can be recognized with the power "to promote access to, education in, and use of minority and indigenous languages" (Cassels Johnson, 2013, p. 8). Therefore, language policies are essential elements and integral parts in "the promotion, maintenance, and revitalization of minority and indigenous languages around the world (even if this has not been the trend, historically)" (Cassels Johnson, 2013, p. 8). It is important to understand that language policies exist even in societies where these ones are not explicit or established by authority. In fact, "Many countries and institutions and social groups do not have formal or written language policies, so that the nature of their language policy must be derived from a study of their language practice or beliefs" (Spolsky, 2004, p. 8). Moreover, the impacts or implications these language policies can have on language practices are neither guaranteed nor consistent (Spolsky, 2004).

Considering definitions about language policies and rules, Schiffman (2002) explains how governments execute and draw up what language should be taught and used in schools and outside of them, and also, the practices used to learn that language. Schiffman, for instance, states "language policy is primarily a social construct that rests on other conceptual elements such as belief systems, attitudes and myths" (p. i). These elements are part of what the author called "linguistic culture of a society" understanding "why language policies evolve the way they

do, why they work, or not, and how people's lives are affected by them. Similarly, Wright (2004) clearly explains "The language of the group expresses its social and cultural reality, and, indeed, forms it as well" (p.3). That is why, observing and enforcing language rules will be an integral part during the process of constituting groups where different languages are learned. Then, it can be obseverd that the implications and effects that language policies have spawned, and the different non-linguistic factors related to political, demographic, social, religious, cultural, psychological and bureaucratic aspects justify the endeavor of different people to meddle "in the language practices and the beliefs of other persons or groups", and then, to interfere in the changes that might or might not occur (Spolsky, 2004). Likewise, Ó Riagáin (1997) agrees with Spolsky´s thoughts by adding that "The power of state language policies to produce intended outcomes is severely constrained by a variety of social, political and economic structures", and these structures have not been addressed or researched properly, even though, their implications have shown to be fathomless and more relevant than language policies themselves (Ó Riagáin, 1997).

Consequently, the global scholar community focuses its attention on the "social, economic and political effects of language contact, concentrating particularly on issues of advantage/disadvantage, status and access" (Wright, 2004, p. 9). Hence, reflections and considerations on concepts, practices and national rules about bilingualism and multilingualism start to be questioned through thorough discussion leading to many debates at the cutting edge of language policy (Wright, 2004). Furthermore, conceptions related to "correctness and bad language, bilingualism and multilingualism, language death", preservation of endangered languages and language choice as a human and civil right arouse the discussion, the movement

and the creation of special and specific groups in order to make decisions and provoke changes inside the language education policy (Spolsky, 2004).

In Spanish speaking societies, language policies and reforms can be traced to the times of colonies, when according to Usma (2009), "after the colonization of the "new"continent, Catholic missionaries were effective in imposing their languages, mainly Spanish, Greek, and Latin" (p 2). Then, after regions got independent from Spain, people started to think on importing books and acquiring knowledge in languages like French or German, stating these lnaguages as prestigious and marginalizing and associating indigineous and creole languages with ignorance and undervelopment. After World War II, English and French were the most taught languages in latino contexts, stabilishing them as compulsory languages in middle school and high school. "That is how foreign languages such as English and French continued to become consolidated in secondaryschools in Colombia, while minority languages were not given importance in national policy" (Usma, 2009, p. 2).

Here, it is not only the changes in the general language education policy, but also the factors and implications of these changes inside the foreign language education, which should guide and must be weighed in the development of education policy related to the acquisition of second and foreign languages. Most of the time, it is thought that language policies are constructed as laws or regulations coming from the government, high authorities or administrative positions. However, considering the aforementioned conceptions, language policies enclose official administrative regulations and family practices, cultural constructs, ideologies and beliefs about language highlighting the relevant connection between, language, society and culture within the language regulations and ideologies that control the learning of a foreign language.

3.6. Culture and Language

There has been a shift in the view researchers used to have about an "emphasis from the formalistic, autonomous conception of language, to a view of language as a product of cultural and social factors" (Graddol, Thompson & Byram, 1991, p. 5). Therefore, the meaning of culture starts to gain importance by sharpening its definition as a dynamic process where the meaning is built up actively in order to be used in everyday language, rather than through a static process in which culture is only employed and studied in the discipline of anthropology. There have been many academicians and scholars who have emphasized the relationship between language and culture. Since the 18th century, prominent researchers like Wilhelm Von Humboldt (1767–1835), Franz Boas (1858 –1942), Edward Sapir (1884–1939), and Benjamin Whorf (1897–1941) focused their attention on the study of the affinity between language and culture, determining that an official discipline given to the study of this relationship has never been established (Sharifian, 2015). It has, then, been difficult to define the terms culture and language contributing this to an incomplete and immature study of these two concepts and their relation with one another. "Culture has […] been viewed differently by different schools of thought. It has been seen, for example, as a cognitive system, as a symbolic system, as social practice, or as a construct" (Sharifian, 2015, p. 3). This system encloses the ways in which people share ideas, meanings and understandings (Gladkova, 2015). In addition, Geertz (1973) brings up the idea of culture as a "historically transmitted pattern of meanings embodied in symbols, a system of inherited conceptions expressed in symbolic forms by means of which men communicate, perpetuate, and develop their knowledge about and attitudes towards life" (cited in Gladkova, 2015, p. 33).

At the same time, culture is seen as an extension of language since every time a language is studied, the target culture is linked to that language. However, it is not only the link between both concepts, but also the analysis of the two ideas and conceptions through the use of other fields of knowledge such as linguistic anthropology, cultural studies and postcolonial studies (Risager, 2015). Thus, the conception of language is introduced as an idea related to the concepts of nation, people and culture (Risager, 2015). Moreover, "Language learning is also a means of promoting intercultural understanding and peace" (Baker & Wright, 2017). There are several reasons why an individual decides to learn a language. One of these reasons is due to cultural awareness. According to Baker & Wright (2017), "second language learning may help lead to intercultural sensitivity and awareness" by breaking down "national, ethnic and language stereotypes" (p. 112). Hence, foreign or second language learning helps to identify, symbolize and embody the target culture (Baker & Wright, 2017). Furthermore, it is interesting how the world-view of an individual learning a foreign language can change since "the new language marks a new standpoint or a different approach to an understanding of the world" (Risager, 2015, p. 88). That is why, a foreign language learner can transfer into the target language specific features of his/her own world view or culture (Risager, 2015). In consequence, it is possible to talk about the concept of *linguaculture* which Friedrich (1989) explains as "a domain of experience that fuses and intermingles the vocabulary, many semantic aspects of grammar, and the verbal aspects of culture" (cited in Risager, 2015, p. 89). Nonetheless, these aspects go beyond talking about words and sentences and encompass meanings and discourse. Culture can be conceived as "a system of shared beliefs, norms, values, customs, behaviours, and artefacts that the members of society use to cope with their world and with one another" (Kecskes, 2015, p.114).

According to Kecskes, the notion of culture encloses boundaries that draw two ideas about a relatively static and ever-changing culture. "It has both a priori and emergent features. Culture changes both diachronically (develops slowly through decades) and synchronically (emerges on the spot, in the moment of speech) (Kecskes, 2015, p.114).

Additionally, considering Hannerz' ideas about the interrelation between language and culture, there are three dimensions of culture:

1. *Ideas and modes of thought* as entities and processes of the mind – the entire array of concepts, propositions, values, and the like which people within some social unit carry together, as well as their various ways of handling their ideas in characteristic modes of mental operation;

2. *Forms of externalization*, the different ways in which meaning is made accessible to the senses, made public; and

3. *Social distribution*, the ways in which the collective cultural inventory of meanings and meaningful external forms – that is, (1) and (2) together – is spread over a population and its social relationships.

(Cited in Risager, 2015, p. 90)

While the human being is unique, his/her world perspective can be highly influenced by social context or education. Hence, the concept of culture flows "as a constant alternation between externalization and interpretation" (Risager, 2015, p. 90) allowing the constant process of distribution and transformation from one person to the other. In addition, "Using a language always involves linguaculture for the simple reason that linguistic practice produces and reproduces meaning" (p.93), however, when an individual is learning a second or a foreign language, it is a different process, the meaning is reproduced through a different relation between

language and culture. A foreign language learner first, draws on his/her cultural and social experiences related to his/her native culture and then, he/she is able to connect this concept to the target culture. As a result, a language mixture is strengthened.

Language and culture "reflect the ways of thinking of speech community members about the world, their environment and their contexts" (Kecskes, 2015, p. 113). Thus, it is complicated and puzzling to acquire and learn a second or foreign language. No language is similar to another because as Sapir pointed out in 1929: "No two languages are ever sufficiently similar to be considered as representing the same social reality" (Kecskes, 2015, p.114). Language, culture, and context are intertwined but "Culture is the originator. Both language and context are rooted in culture, and they both are 'carriers' of culture and both reflect culture" (p.114), probing that the notion of culture is encoded and imprinted inside the language. Being aware that a bilingual or multilingual speaker has several languages in their mind, it is possible to talk about different channels to express feelings and thoughts by facing constraints and trigger the acquisition in both languages. Considering Slobin (1996) ideas, language can be a conduct that helps to transmit the daily experiences in the real-world, and "these experiences are filtered through language into verbalized events" allowing a bilingual speaker and learner to have two or more channels of communication or transmitters (cited in Kecskes, 2015).

These conceptions help to comprehend that "languages are never culturally neutral. Any language (and language variety and language mixture) carries meaning potentials that are to some extent specific for this language" (Risager, 2015p. 94). Hence, the flows between language and culture is different and does not follow the same routes on the analysis of only linguistic aspects because the wealth of meaning in a first, second or foreign language comes from its

diverse history and society expansion, leading to its global spread and use for commercial, educational and scientific communication (Risager, 2015).

According to Kecskes (2015), language and context are inseparable. "Life and interaction with the world shapes our thoughts and language" (p. 115). What people believe is important in their lives, they communicate it using different channels, different languages. Language helps to construct and build up on the new knowledge in order to obtain access to a wide range of information and knowledge in the world. Culture builds into language by using the customary of a society. Thus, this tradition or routine shows how language and context are connected through culture (Kecskes, 2015). Understanding context as the linguistic and extra-linguistic circumstances or parts of an event, idea or statement, it is possible to talk about a scenario that encloses elements of the language and the situation outside the language leading to a dynamic process and a constant change. Change is inherent to language and culture. Therefore, through social contact and interaction, language evolves and builds up new knowledge. According to Jourdan and Tuite (2006), studies about culture have focused "on cultural borrowing, diffusion, reinterpretation, syncretism, translation, and acculturation; but also, on biculturalism and multiculturalism" (Jourdan & Tuite, 2006, p. 9). Nowadays, these studies have focused on the effect of globalization on local cultures and societies. On account of the fact that languages cannot be dissociated from the social conditions that surround them. Furthermore, when we talk about second and foreign languages, also, we talk about how the language acquisition is lived "either by individuals as members of social groups, by groups collectively, or by the State and its institutions" (Heller, 2006, p. 156).

Finally, while learning a foreign or second language, a human being is not just concerned with the grammar, vocabulary and structures studied inside a classroom, but also "about

individual and collective identity, about the social organization of linguistic resources, about inequality, and about how language is linked to social, political and economic resources" (Heller, 2006, p. 157). And so, it is possible to connect the learning of an L2 with everyday lives by categorizing and stratifying the social interaction leading to differences and social inequality/equality. In addition, considering the education field, the link between language and culture is leading to the design of more education programs that are "reflecting and promoting a sociocultural perspective in language and literacy, that is, a perspective firmly rooted in an anthropological understanding of culture" (Nieto, 2010, p. 2). In short, students from diverse cultural and linguistic societies understand cultural differences while experiencing schooling and at the same time, they make a commitment to social justice (Nieto, 2010).

3.7. Language in Society

This section presents an overview of concepts, uses and effects of foreign languages in social groups, including general aspects about globalization, music, traditions, advertising and online spaces. Considering first and foreign languages, "Languages provide access to information and hence power" (Baker & Wright, 2017, p. 111). This information can come from diverse sources such as academic journals, internet or television providing broader and wider cultural, social, political and educational knowledge. Hence, an interest in studying the language taking into account social and cultural groups started to grow inside different academic fields, considering areas of study related to psycholinguistics, which investigates how our brains work and how children learn languages; applied linguistics, which studies how to learn and to teach different languages; anthropology, which studies the role of language in different cultures, and sociolinguistics, which studies "the different varieties of language people use, and why there are linguistic differences between different groups" (Wareing, 2004, p. 2).

The acquisition of a language can impact the social interaction of learners in a negative or positive way, but it will always have a significant effect inside societies. One of the ways in which learners can unfold the abilities acquired during the acquisition of an L2 is through code-switching. This is one of the most common abilities L2 learners display because most of the time, L2 learners cannot separate their two languages. Code-switching is "a change of language within a conversation" (Shin, 2013p. 2). Most of the time, this situation is performed between L2 learners with other L2 learners. Although, sometimes, monolinguals have thought that the code-switching ability is a lack of mastery and proficiency level in both languages, current research has shown that "code-switching, far from being a communicative deficit, is a valuable linguistic strategy" (Shin, 2013, p. 2). For this reason, the acquisition of a foreign language becomes a desirable attribute because knowing two languages is better than knowing just one.

In the education field, parents' and teachers' educational decisions about language uses, teaching and acquisition "are driven by larger sociopolitical forces as well as by personal motivations for achieving bilingualism" (Shin, 2013, p.3). Thus, without considering a specific age to learn a language, "Schools provide children with structured opportunities to develop both spoken and written language through a wide range of academic and social activities" (Shin, 2013, p.11). Therefore, based on the instruction time L2 learners receive, it can be possible to affirm that "given adequate time, effective instruction, motivation, and support, adults are quite capable of becoming bilingual" (Shin, 2013, p.12).

Additionally, for language researchers, globalization also presents both exciting opportunities and new challenges because though this one can connect worlds, it also is "threatening the existence of local cultures, identities, and languages" (Shin, 2013 p. 24). The acquisition of a foreign language is evidenced in schools and societies which are part of this

globalized world. In this case, English has become the most popular and common language to learn, "No other language in human history has had the level of popularity and widespread usage that English has today" (Shin, 2013, p.24). According to the author, English is used by more nonnative speakers than for native speakers. English language has spread impacting social groups through the adoption of concepts, ideas and values. Actually, impacting through media, music, TV, books, signs, etc., foreign language transforms societies and has a strong effect on L2 learners.

The social and cultural effects that a foreign or a second language education could have on apprentices are related to the affective dimension to learn different languages. Arnold (2000), using the thought of Bruner, declares "si nuestras instituciones educativas no se preocupan por valores y aspectos afectivos como la autoestima, que son fundamento de los buenos sistemas de valores, los alumnos recurrirán a innumerables estímulos 'antiescolares" (p.14). [If our educational institutions do not care about values and affective aspects such as self-esteem, which are the basis of good value systems, students will resort to countless anti-school stimuli]. Consequently, the task of the teacher and the educational community is aimed at creating learning environments where the student feels comfortable when learning a second or a foreign language and interacting with others using it.

Acquiring a language can foster social, emotional and moral development as well as self-awareness, self-confidence and social and ethical values. "The addition of a second language skill can boost an individual's self-confidence as a learner, a linguist and a cultural broker" (Baker & Wright, 2017, p.113). Hence, the life of a foreign language learner starts to modify by adopting concepts, ideas, beliefs and styles which are part of the target language and can be adapted in his/her daily activities allowing him/her to enrich the target vocabulary and grammar

and improve or deteriorate his/her foreign language proficiency. However, it is considerable and relevant to understand and comprehend that a language is never used in the same way by its speakers. According to Jones (2004) "Speakers vary considerably in their use of language, and this variation can be caused by a number of things" (Jones, 2004, p. 134). His/her social context affects and it is affected by the language used and the different languages learned during his/her life. In other words, their social background along with the target context affect the way individuals speak (Jones, 2004, p. 134). The language impacts their context but also their school and academic lives by changing the way they acquire a language and what concepts, ideas and styles they adopt to enrich their native language and their context.

Equally important are the thoughts some authors have about the acquisition of a foreign language and how their native context and the target language can affect or have an impact on their learning process transforming their own cultural groups and societies. Ovando y Combs (2012) support the theory of how it is necessary to transmit knowledge of a second or a foreign language, but first reflecting on the most important task as teachers, which is related to the examination of our professional existence always considering the sociocultural and academic well-being of students. The relevance of this professional reflection is based on questions such as;

> Who are the learners in bilingual and ESL classrooms? What particular and diverse needs do they have, and how can teachers be sensitive to all of their variations in personality, educational background, social class, culture, ethnicity, national origin, language competence, religion, learning styles, and special skills and talents? (p.10).

Questions that are related to who is the student that arrives in the ESL/EFL classrooms, what specific strengths or needs they possess and how the teachers can be sensitive to personality

variations such as students' age and gender, educational background, social classes, families, surroundings, culture, linguistic competence, learning styles and special abilities or talents students can show or expand during their learning process.

Second and foreign language learners come from very diverse areas, family histories and cultures. Consequently, all their history influences their learning process, affects the acquisition of a language and can lead them to succeed or fail in a classroom. In addition, the environment, resources and the people around them also affect their process by providing support and motivation to acquire and explore a second or a foreign language. Celce-Murcia (2001) describes how the only way to make wise decisions about the teaching of a second or a foreign language is to learn more about the available theories and methods and find which practices have proven to be successful in the classroom. It is not only relevant to analyze the learner's background but also to modify the ESL/EFL classroom to help students to explore, make inquiries and adopt theories and concepts from the target society in order to facilitate the acquisition of concepts for an effective production of new knowledge.

Considering the native context and the foreign language learning process, since the year 2000, researchers like U. Weinreich, A. Schweizer, V. Avronin, V. Rosenzweig, Đ. Karlinsky, A. Mayorov, and U. Zhluktenko, have focused their attention on the great influence of demographic and growth processes as well as distribution and changes in the population, during the education of a second or a foreign language (Zhizhko & Koudrjavtseva-Hentschel, 2001). Their sociolinguistic studies on this topic are related to the concepts of natural bilingualism and acquired bilingualism. Zhizhko and Koudrjavtseva (2001) describe the differences that exist between natural and acquired bilingualism and the relevance that society and culture have in the acquisition or simultaneous learning of languages. The authors mention how during the acquired

bilingualism, the learner has a first and a second language, the maternal and the foreign language, which will receive this definition throughout their lives. They describe a bilingualism or language acquisition influenced by several extra linguistic factors such as age, sex, communication context (time, location and willingness to communicate), and the characteristics of the parents (education, mother tongue, social and economic situation, etc.). Furthermore, through the native language it is possible to mainly outline the type of thought and the world view and perception, founding a specific point of view about the reality lived and faced (Ulrich, 2002). Consequently, the second or the foreign language learner slowly acquires enough concepts to speak in the study language presenting a phonetic, grammar and linguistic features predominance of the mother tongue.

On the whole, foreign language learning offers unprecedented opportunities inside specific social groups by enriching the native language, by opening economic possibilities and by transforming and modifying the native culture. It can, however, also present "extraordinary challenges to local cultures, languages, and dialects". For example, the remarkable rise of English and other powerful languages globally is threatening minority languages or languages that do not count with enough speakers from this last generation to survive, to maintain them and communicate them to future generations (Nettle & Romaine, 2000). According to Harrison (2007, 2010) a significant number of societies will lose their native language and social features due to the expansion of powerful foreign languages entering to these social groups. The author points out that during the next century, more than half of the world's 6,000 to 7,000 languages will disappear (Harrison, 2007, 2010). Nevertheless, on the other hand, Shin (2013) explains how the acquisition of a second or a foreign language can be seen as an instrument or resource to enhance academic, social and cultural knowledge and empower the learning of values.

Therefore, this bilingual support should be cultivated in all kinds of populations and not be seen as a problem to be overcome (Shin, 2013).

4. Objectives

4.1. General Objective

The main goal of this descriptive, locally-based research study is to provide an evaluation and assessment of the English language acquisition in the Municipality of Medellin (*Languages for Medellín)* through the analysis of its linguistic implications, considering the scholastic/academic bilingualism, the degree of development of bilingual competence, the use of language skills, and its sociocultural associations, considering the affectation of L1 by L2 on tenth and eleventh grade students in public schools in Medellín. Consequently, it aims to contribute to the enrichment of the local program *Languages for Medellín,* the deep analysis on the linguistic and sociocultural effects this learning is having on adolescents in a Spanish-speaking society and the design of improvement plans within public institutions that help strengthen the acquisition of a foreign language, in this case English, and its linguistic competence.

4.2. Specific Objectives

- Make an inter and trans-disciplinary exploration of the foreign languages program *Languages for Medellín* in the city through components of knowledge such as pedagogy, linguistics, sociology, cultural studies and history.

- Identify and describe the linguistic and sociocultural implications of this public language policy in Medellín either orally or in writing (English - Spanish, Spanish - English) through the perceptions of tenth and eleventh grade students in the public schools of the metropolitan area as direct participants of this type of education in the city.

- Analyze city policies, institutional practices and national and international advances that affect the acquisition of English as a foreign language and can characterize public schools with the education of this language in the city and in the country.

- Deeply examine the perceptions of students as participants directly impacted by this type of education and program in the city, which will lead to the creation and design of improvement plans for the continuation and success of this type of education in a Spanish-speaking country.

5. Methodology

This study used a mixed approach where data is analyzed qualitatively and quantitatively. However, most of the time, this investigation corresponds to a study that is based on the qualitative perspective, since its main orientation seeks to analyze the acquisition of a foreign language in its local particularity. I sought to see the reality through the perceptions that students had about their English learning proces and its impact on their culture and society. This approach was based on the ethnographic methodology, which allowed me to have direct contact with the target population evaluated and with the instruments and situations that were part of the research. Therefore, it was possible to use instruments such as questionnaires, surveys, evaluation criteria and observations of the target population in order to identify and analyze the language issues and learning process found in practice inside or outside public schools. Additionally, considering the applied linguistic and its focus on language policy, second and foreign language acquisition, and bilingual education, among others, this research deepens the political, pedagogical, linguistic and sociolinguistic levels of the acquisition of a foreign language and "bilingualism" in public schools in Medellín. Furthermore, it was possible to acknowledge some solciolinguistic aspects while a heterogeneous sample in age, gender, social class; and time and space where linguistic interaction occurs was researched. Finally, The research follows a descriptive approach, as it "seeks to specify the important properties of people, groups, communities or any other phenomenon that is subject to analysis "(Danhke, G. L. in Hernández, Fernández and Baptista.1991; 60).

The methodology used in the fulfillment and accomplishment of this study is related to the ethnographic methodology. One of the first founders of the ethnographic method was Bronislaw Malinowski, who during his investigations in New Guinea from 1914 to 1918, used

ethnography as his analytical component to study descriptively specific social groups and cultures (Miguélez, 2005). In his work, it is possible to visualize how the author used his diary explaining that "The ethnography of the diary consists of references to subjects of talk or observation-taboo, burial rites, stone axes, black magic, dancing, procession with pigs-rather than development of ideas about field questions or theoretical problems" (Malinowski, 1967, p. 14). Malinowski decided to use daily conversations about rites, dances or taboo and the observation of different events such as funerals, black magic, processions with pigs, instead of developing ideas about field questions or theoretical problems. Not only Bronislaw Malinowski gave relevance to ethnographic research but also thinkers like Herbert Spencer and Adolf Bastian, EB Tylor and LH Morgan, General Pitt-Rivers and Freclerick Ratzel, WG Sumner and RS Steinmetz, E., Durkheim and AG Keller have gradually worked towards the use of a scientific method that analyzes different variables of human behavior for a better understanding and comprehension of human nature, human society and human culture (Malinowski, 1960, p.4).

This methodology allows access to the study context through the documentation and representation of the daily experiences of individuals observing "the whole picture" to maintain field diaries or logs and conducting surveys and interviews that reflect the daily context (Fraenkel y Wallen, 2011. p.501). Mauss (2007) explains how ethnography, as a science, aims at the observation of societies, "Its aim is the knowledge of social facts. It creates a record of those facts and, when appropriate, establishes their statistical pattern" (p.7). In addition, it allows to observe the contributions and perceptions of the participants during the investigation providing significant information about the context, the language and the culture that work together during the learning process. This methodology is qualitative in nature and as expressed by Wolcott (1966) "ethnographic procedures require three things: a detailed description of the culture-

sharing group beings studied, an analysis of this group in terms of perceived themes or perspectives, and then some interpretation of the group by the researcher as to meanings and generalizations about the social life of human beings in general" (p.60). Consequently, several research instruments were used in order to validate the data collected during the collection and exploration of information.

This descriptive, locally-based research study is conducted and carried out in order to provide an evaluation and assessment of the English language teaching program of the Municipality of Medellin *Languages for Medellín* through the analysis of its linguistic implications, considering the scholastic / academic bilingualism, the degree of development of bilingual competence, the use of language skills, and its sociocultural associations, considering the affectation of L1 by L2 on tenth and eleventh grade students in public schools in Medellín. This observation is made taking as reference the field of applied linguistics and its different interdisciplinary areas of knowledge; and in the sociocultural field, taking into account sociolinguistics, such as the social study of languages, which will lead to the elaboration of analysis, policies and strategies in order to get significant improvements in this area. Furthermore, it is possible to analyze and adjust the national and local expectations of this program according to the deadlines, the institutional and personal needs, and the levels required by local and national administrations with respect to the Common European Framework of Reference, (CEFR).

The present research study investigates city policies, institutional practices and national and international advances that affect the acquisition of English as a foreign language and can characterize public schools with the education of this language in the city and in the country in order to perform an inter and trans-disciplinary exploration of the foreign languages program

Languages for Medellín through components of knowledge such as pedagogy, linguistics, sociology, cultural studies and history. Hence, by deeply examining the perceptions of students as participants directly impacted by this type of education and program in the city, it could be feasible to create and design improvement plans for the continuation and success of this type of education in a Spanish-speaking country. This research process carries out a descriptive analysis of the project "Languages for Medellin" in order to examine and observe the strategies and tools that have been made available to the educational community, and the impacts they may have on the linguistic field considering two language references. The two linguistic references focus on the identification, interpretation and description of transfers or linguistic adoption or concept adaptation that may occur during the interaction of the study population inside and outside the classroom. The analysis of the acquired data is carried out using sources such as observation in the context, surveys, interviews, exploration and study of institutional documents and local and national projects. Additionally, some historical reports related to the results of the SABER 11 tests are analyzed in order to have comparative tables that graph the strengths and weaknesses presented during the acquisition of a foreign language. Finally, a comparative chart between the foreign language acquisition in Colombia and in Spain is made in order to show and describe the learning process, implications and students' perceptions of two Spanish speaking countries.

Applied Linguistics: The main branches of this field of study are bilingualism, linguistic planning, language pedagogy, second and foreign language acquisition, language policy and language pedagogy, among others. Its research field addresses the teaching of a second or foreign language and communication (and its problems) in different social fields (economic, political, legal, etc.) (Centro Virtual Cervantes, 1997-2015). Becker (2010), explains how applied linguistics is an area of research that "tem como objectivo identificar e analisar

questões de linguagem na prática dentro ou fora do contexto escolar" (Lingüística Aplicada, slide 17) [aims to identify and analyze language issues in practice inside or outside the school context]. Thus, this study focuses on the analysis of problems and situations in the practice and learning of a language within an educational environment. The disciplines of applied linguistics related to this research are concentrated in: sociology, pedagogy, and ethnography. Applied linguistics focuses on the search for explanations and solutions to institutional problems in terms of human language (Ced.cele.unam.mx, 2015). This research deepens the political, pedagogical, linguistic and sociolinguistic levels of the acquisition of a second language and bilingualism in the public schools of Medellín. The linguistic impact analyzes the school/academic bilingualism, which Skutnabb-Kangas (1981) describes as the competence that is acquired during our academic training and is carried out in secondary contexts, such as the school; the degree of development of bilingual competence, which can be interpreted with two definitions of bilingualism. The first definition is related to incipient bilingualism, which according to Diebold (1961), refers to the pre-bilingual state of the learner. The second definition is related to ascending bilingualism, which is related to the ability to improve a second or foreign language's competence through its use (Diebold, 1961). Finally, the use of language skills, which displays a distinction between receptive or asymmetric bilingualism, productive bilingualism and balanced bilingualism is also highlighted.

Sociolinguistics: Additionally, sociolinguistics is deepened during this research study because, Sociolinguistics studies language in relation to society. Its objective of analysis is the influence of different factors of use, such as age, sex, ethnic origin, social class or type of education received by the partners, in a language. There is between them or the time and place in which the linguistic communication takes place (Centro Virtual Cervantes, 1997-2015).

Thus, this research study has a heterogeneous sample in age, gender, social class; and time and space where linguistic interaction occurs. Hence, it is possible to speak of a sociolinguistic competence, which is part of the communicative competence and focuses its study on "la capacidad de una persona para producir y entender adecuadamente expresiones lingüísticas en diferentes contextos de uso" (Centro Virtual Cervantes, 1997-2015). [the ability of a person to produce and properly understand linguistic expressions in different contexts of use]. Consequently, different situations and variables can be presented that include the participants of the communication, the relationship that exists between them, their intentions when communicating, the context where these communicative events take place and the conventions that regulate them.

5.1. Description of Instruments and Methods used

A descriptive exploratory study of multidimensional type of transversal character. In order to carry out the investigative process, a structured type survey is designed according to the proposed objectives, taking into account variables of a qualitative type associated with probabilistic, multinomial patterns, expressed in Likert scale. A pilot test of the survey is carried out to verify if the interviewees understand all the questions posed in the questionnaire and if the data expressed in the surveys is sufficient and relevant to extract the necessary information for the investigation and make the field work official. Furthermore, the survey is submitted to ten experts with the purpose of verifying the relevance of the questions and the proposed methodology; which includes topics related to:

1. Inter and trans-disciplinary exploration of the foreign languages program *Languages for Medellín* through components of knowledge such as pedagogy, linguistics, sociology, cultural studies and history.

2. Identification and description of the linguistic and sociocultural implications of this public language policy in Medellín either orally or in writing (English - Spanish, Spanish - English) through the perceptions of tenth and eleventh grade students in the public schools of the metropolitan area as direct participants of this type of education in the city.

3. Analysis of city policies, institutional practices and national and international advances that impact the acquisition of English as a foreign language and can characterize public schools with the education of this language in the city and in the country.

4. Deep examination of the perceptions of students as participants directly impacted by this type of education and program in the city, which will lead to the creation and design of improvement plans for the continuation and success of this type of education in a Spanish-speaking country.

In addition, following the qualitative and quantitative research postulates, a semi-structured interview is conducted with the purpose of contributing to the study of bilingualism as a knowledge area in order to enrich the public policy of teaching and learning foreign languages *Languages for Medellín* and contribute to a more complete analysis related to the antecedents, background and effects of bilingualism in a Spanish-speaking society. Therefore, a pilot test of the interview is carried out in order to evaluate if the interviewees understand all the questions posed and if these are well structured and coherent to extract all the information that is needed for data collection and analysis. Again, the interview, like all the instruments used during this research, is submitted to expert judgment in order to verify the relevance of the questions and the proposed methodology.

5.2. Typology of the Academic Experts

Considering the processes of validation of research instruments and their reliability analysis to be applied during a research study, 10 academic experts collaborated with their evaluation of the instruments and granted their validity and reliability score taking into account the objectives of this thesis. The academic experts are professionals in different areas related to language acquisition, english as a foreign or second language, bilingual education and applied linguistics.

Specifically, the academic experts hold degrees on: Bachelor of Modern Languages, Bachelor of Foreign Languages (English-French), Bachelor of Philosophy, Bachelor of Languages. English-French-Spanish Translation, Language Professional, Specialization in English Teaching, Specialization in Educational Technology, Specialization in Literary Hermeneutics, Master's Degree in Humanistic Studies, Master's Degree in Linguistics, Master's Degree in Linguistics Applied to the Teaching of English as a Foreign Language. Master in Arts of TESOL, Master's Degree in Teaching and Learning of Foreign Languages, Master's Degree in Education from Diversity, Doctorate in Linguistics. These careers were carried out in different National and International Universities.

Additionally, four more instruments are used to collect significant and relevant data about the foreign language process in the city, assess, explore and analyze documents and standard tests which evaluate the English proficiency of students in secondary. These instruments help to compare the language learning process in two Spanish speaking cities and to observe and evaluate the language acquisition inside Colombian classrooms. Significant information is collected through the use, design, exploration and assessment of historical reports about Pruebas

SABER 11 (2006-2016), videos of four EFL classes in a public high school in Medellin, institutional documents and a comparative char between Medellín, Colombia and Madrid, Spain.

5.3. Academic Experts Validation and Pilot Test

All the instruments used during this research were validated by academic experts. In addition, the interview and the survey had a pilot test in order to observe and evaluate the type of questions and how these ones were related to the objectives of this study.

5.3.1. Descriptive Analysis by Academic Experts: Instrument 1, Survey (questionnaire).

In carrying out the descriptive analysis by treatment, very heterogeneous response patterns are presented in judges 2, 3, 6 and 7. This is justified by the response associated with the coefficient of variation. Additionally, it can be seen that 70% of judges or academic experts in the subject awarded an average grade higher than four. This can be seen in Table 3. In appendix A, it is possible to see the invitation letter for the academic experts who evaluated this instrument. Moreover, in appendix B you can see the format for the structured survey used during the research.

Table 3.
Descriptive Analysis by Academic Experts

Judge/Expert	Media±Std	Cv
1	4.7±0.61	12.9
2	3.8±1.17	30.7
3	3.4±1.80	52.9
4	4.6±0.82	17.8
5	4.8±0.75	15.6
6	3.1±1.89	60.9
7	4.4±1.28	29.0
8	4.6±0.81	17.6
9	4.8±0.53	11.0
10	4.8±0.90	18.7
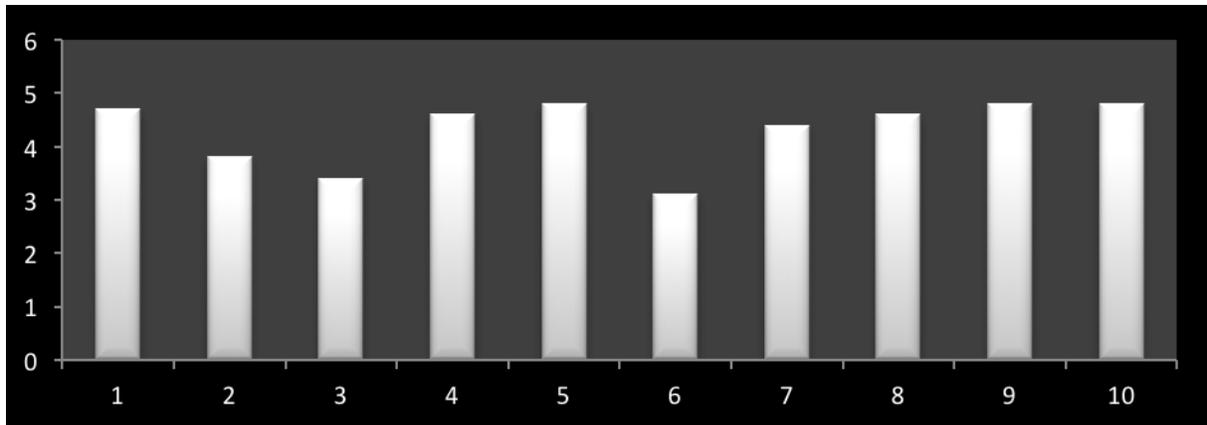
Description of the scores provided by the ten experts for the instrument 1

The Cronbach coefficient made on the items, based on the score provided by the judges gave a
reliability of 0.954325, as shown in Table 4.

Table 4.
Cronbach Alpha coefficient on the score given by the judges

Cronbach Alpha Coefficient					
Raw			**0.954325**		
Cronbach Coefficient Alpha with Deleted Variable Raw method					
Q1	0.296859	0.955384	**Q31**	0.525017	0.953806
Q2	0.746660	0.952685	**Q32**	0.657124	0.953805
Q3	0.839727	0.952024	**Q33**	0.886971	0.952061
Q4	0.749431	0.952798	**Q34**	-.148227	0.955675
Q5	-.058930	0.956728	**Q35**	0.657124	0.953805
Q6	0.667815	0.953119	**Q36**	0.947299	0.951440
Q7	0.467759	0.954113	**Q37**	0.969527	0.951107
Q8	-.271087	0.956026	**Q38**	0.236601	0.954802
Q9	-.244016	0.955339	**Q39**	0.687177	0.952973
Q10	0.131639	0.955024	**Q40**	0.226880	0.955646
Q11	0.646953	0.953246	**Q41**	0.021464	0.955273
Q12	0.782609	0.952616	**Q42**	0.852615	0.951945
Q13	0.166907	0.954875	**Q43**	0.744226	0.952604
Q14	0.528079	0.953790	**Q45**	0.667351	0.953687
Q17	0.670776	0.953103	**Q46**	0.858890	0.952027
Q18	0.596666	0.953893	**Q47**	0.646953	0.953246
Q19	-.110243	0.956634	**Q48**	-.157827	0.955985
Q20	0.461779	0.954219	**Q49**	0.571092	0.954269
Q21	0.588025	0.953604	**Q50**	0.752866	0.952552
Q22	0.708832	0.952834	**Q51**	0.880589	0.952005
Q23	-.271526	0.955459	**Q52**	0.715100	0.952834
Q24	0.478786	0.954018	**Q53**	0.964232	0.951267
Q25	0.351035	0.954650	**Q54**	0.606847	0.953435

Q26	0.501222	0.953912	**Q55**	0.520714	0.954483
Q27	0.562586	0.953632	**Q56**	0.520714	0.954483
Q28	0.621910	0.953354	**Q57**	0.520714	0.954483
Q29	0.584375	0.953521	**Q58**	.	0.954995

The Raw was obtained based on the Cronbach Alpha coefficient

The comparative analysis between judges by means of the GENERAL LINEAR MODEL (GLM) incorporating Tukey's test of contrasts allowed to detect significant statistical differences among experts (p <0.05), as can be seen in Table 5.

Table 5.
Comparative Analysis between experts

Expert	Tukey
1	A
2	Bc
3	Dc
4	A
5	A
6	D
7	Ab
8	A
9	A
10	A

Own Source 2016. Different letters indicate significant statistical difference (p<0.05)

The descriptive analysis conducted by the judges, shows that the only question poorly rated on average was the Q52. See Table 6. There is heterogeneity for questions that have high coefficients of variation such as questions Q1, Q2, Q3 among others.

Table 6.
Descriptive analysis by question granted by the judges

Variable	Average	Std Dev	CV
Q1	4.0000000	1.7320508	43.3012702
Q2	4.3333333	1.4142136	32.6356976
Q3	4.1000000	1.6633300	40.5690242
Q4	3.5555556	1.2360331	34.7634304
Q5	4.3333333	1.4142136	32.6356976
Q6	4.5555556	1.3333333	29.2682927
Q7	4.3333333	1.4142136	32.6356976
Q8	4.7500000	0.7071068	14.8864586

Q9	4.9000000	0.3162278	6.4536279
Q10	4.6000000	0.6992059	15.2001282
Q11	4.6000000	1.2649111	27.4980666
Q12	4.5000000	1.2692955	28.2065671
Q13	4.8000000	0.4216370	8.7841046
Q14	3.9000000	1.2866839	32.9918958
Q15	5.0000000	0	0
Q16	5.0000000	0	0
Q17	4.3000000	1.3374935	31.1045002
Q18	4.7000000	0.6749486	14.3606076
Q19	4.4000000	1.2649111	28.7479787
Q20	4.7000000	0.6749486	14.3606076
Q21	3.0000000	1.7638342	58.7944736
Q22	4.2222222	1.5634719	37.0295981
Q23	4.8571429	0.3779645	7.7816215
Q24	4.1000000	1.2866839	31.3825351
Q25	4.4000000	1.3498971	30.6794799
Q26	4.6000000	1.2649111	27.4980666
Q27	4.5000000	1.2692955	28.2065671
Q28	4.1000000	1.2866839	31.3825351
Q29	4.4000000	1.3498971	30.6794799
Q30	5.0000000	0	0
Q31	4.2000000	1.3165612	31.3466947
Q32	4.8000000	0.6324555	13.1761569
Q33	4.3333333	1.3228757	30.5278997
Q34	4.7000000	0.6749486	14.3606076
Q35	4.8000000	0.6324555	13.1761569
Q36	3.3333333	1.5811388	47.4341649
Q37	3.9000000	1.7919573	45.9476241
Q38	4.9000000	0.3162278	6.4536279
Q39	2.6000000	1.7763883	68.3226287
Q40	3.3000000	1.6363917	49.5876271
Q41	4.7000000	0.6749486	14.3606076
Q42	3.9000000	1.6633300	42.6494870
Q43	3.3000000	1.7029386	51.6042011
Q44	5.0000000	0	0
Q45	4.6000000	0.6992059	15.2001282
Q46	4.3000000	1.4944341	34.7542818
Q47	4.6000000	1.2649111	27.4980666
Q48	4.5000000	0.8498366	18.8852575
Q49	4.8000000	0.4216370	8.7841046
Q50	3.2000000	1.6865481	52.7046277
Q51	4.2000000	1.3984118	33.2955190
Q52	2.8000000	1.9321836	69.0065559
Q53	3.5000000	1.6499158	47.1404521
Q54	3.6000000	1.6465452	45.7373668

Q55	4.9000000	0.3162278	6.4536279
Q56	4.9000000	0.3162278	6.4536279
Q57	4.9000000	0.3162278	6.4536279
Q58	5.0000000	0	0

Scores analyzed per question

5.3.2. Descriptive Analysis from students' answers. Pilot Test.

During this pilot test three aspects were evaluated, the linguistic impact, the cultural impact and the social impact. This pilot test was designed to evaluate the instrument, make corrections before its use and regulate the field study through the participation of the target sample. In annex B, the format for the structured survey can be seen.

Linguistic Impact. The descriptive analysis shows in general low grades related to the linguistic impact, see Table 7.

Table 7.
Linguistic impact, descriptive analysis

Variable	Average	Std Dev	Cv
Q1	3.5555556	1.0224243	28.7556838
Q2	3.1237113	1.0130167	32.4299062
Q3	3.0714286	1.1949205	38.9043891
Q4	2.7575758	1.1436685	41.4736944
Q5	2.4831461	1.2802020	51.5556478
Q6	4.5500000	0.9142530	20.0934730
Q7	3.8105263	0.9486243	24.8948360
Q8	2.4105263	1.0568393	43.8426782
Q9	2.0510204	1.2045656	58.7300650
Q10	3.0510204	1.0685036	35.0211888
Q11	2.4183673	1.3310214	55.0380150
Q12	3.0612245	1.1380606	37.1766471
Q13	3.3979592	1.0427936	30.6888204
Q14	3.6326531	1.0877742	29.9443456
Q15	2.7272727	1.2842705	47.0899174
Q16	1.9494949	1.1372518	58.3357123
Q17	2.9898990	1.2412547	41.5149379
Q18	3.1212121	1.1717136	37.5403392
Q19	2.5360825	1.1731533	46.2584837

Q20	2.6060606	1.3910661	53.3781183
Q21	4.2323232	1.2274769	29.0024385
Q22	3.2783505	0.9654691	29.4498436
Q23A	3.0306122	1.1438232	37.7423153
Q23B	2.6122449	1.1088459	42.4480073
Q23C	2.7900000	1.0758600	38.5612905
Q23D	3.0312500	1.0608152	34.9959663

Low scores related to the linguistic impact of EFL in public institutions

The analysis of the factor evaluated by the young students, related to the linguistic impact, presented an adjustment close to the decision limit, see Table 8.

Table 8.
Analysis of the factor related to practice and linguistic impact

	F1	**F2**	**F3**	**Communality**
Q1	0.219	-0.440	0.273	0.316
Q2	0.120	-0.422	0.392	0.346
Q3	0.059	-0.509	0.357	0.389
Q4	0.522	-0.226	-0.154	0.347
Q5	0.069	-0.267	0.299	0.166
Q6	0.084	-0.302	-0.124	0.114
Q7	-0.043	0.094	-0.433	0.198
Q8	0.289	-0.421	0.114	0.274
Q9	0.652	0.262	-0.064	0.497
Q10	0.123	-0.118	-0.291	0.114
Q11	0.671	-0.031	0.036	0.453
Q12	0.278	-0.541	-0.132	0.388
Q13	0.243	-0.409	-0.263	0.296
Q14	0.125	-0.397	-0.276	0.249
Q15	0.622	-0.299	-0.157	0.501
Q16	0.241	-0.510	0.098	0.328
Q17	0.188	-0.485	-0.398	0.428
Q18	0.683	0.133	0.005	0.484
Q19	0.792	0.141	-0.062	0.652
Q20	0.711	0.131	0.030	0.523
Q21	0.112	-0.010	-0.172	0.042
Q22	0.196	-0.074	0.173	0.074
Q23	0.725	0.282	0.045	0.607
Q24	0.740	0.234	0.257	0.669
Q25	0.684	0.285	0.105	0.561
Q26	0.723	0.243	-0.079	0.588

MULTIVARIATE DESCRIPTIVES

Analysis of the Mardia's (1970) multivariate asymmetry skewness and kurtosis.

	Coefficient	Statistic	df	P
Skewness	230.274	3837.908	3276	1.0000
Skewness corrected for small	230.274	3961.762	3276	1.0000
Kurtosis	749.844	2.862	0.002**	

** Significant at 0.05

ADEQUACY OF THE CORRELATION MATRIX

Determinant of the matrix = 0.000007699033574
Bartlett's statistic = 1053.8 (df = 325; P = 0.000010)
Kaiser-Meyer-Olkin (KMO) test = 0.74958 (fair) JUSTA

GOODNESS OF FIT STATISTICS: Chi-Square with 250 degrees of freedom = 401.430 (P = 0.000010). Chi-Square for independence model with 325 degrees of freedom = 1053.810. Non-Normed Fit Index (NNFI; Tucker & Lewis) = 0.73. Comparative Fit Index (CFI) = 0.79. Goodness of Fit Index (GFI) = 0.95. Adjusted Goodness of Fit Index (AGFI) = 0.94. Goodness of Fit Index without diagonal values (GFI) = 0.92

Social Impact. Regarding the social impact from the descriptive analysis, several of the questions were poorly qualified, as shown in Table 9.

Table 9.
Descriptive analysis related to the social aspect

Variable	Average	Std Dev	Cv
Q1	4.7777778	0.6476891	13.5562829
Q2	4.0100000	1.1590226	28.9033062
Q3	1.8100000	1.4191689	78.4071223
Q4	2.0000000	1.2099246	60.4962298
Q5	2.5555556	1.3644332	53.3908650
Q6	2.7575758	1.4148694	51.3084491
Q7	3.1600000	1.3312104	42.1269124
Q8	2.6767677	1.4344755	53.5898407
Q9	3.5700000	1.2890761	36.1085740
Q10	3.0100000	1.1933740	39.6469755
Q11	4.1300000	0.9391055	22.7386326
Q12	4.3900000	0.8749603	19.9307589
Q13	2.7200000	1.2478669	45.8774583
Q14	2.1400000	1.0638220	49.7113067
Q15	2.6100000	1.2135181	46.4949477
Q16	1.9500000	1.0286305	52.7502846
Q17	4.4646465	0.8120663	18.1888151
Q18	2.6900000	1.0317681	38.3556922

Scores showing the average and the deviation about the social impact

Regarding the social impact from the factor analysis, several of the questions were poorly qualified, as shown in Table 10.

Table 10.
Factor Analysis, social aspect

	F1	F2	F3	Communality
Q1	0.032	0.223	0.268	0.122
Q2	-0.370	0.298	-0.035	0.227
Q3	-0.299	-0.236	-0.233	0.199
Q4	-0.408	-0.510	-0.250	0.489
Q5	-0.148	-0.523	-0.463	0.510
Q6	-0.768	-0.315	0.015	0.690
Q7	-0.845	-0.024	0.121	0.728
Q8	-0.741	-0.187	0.161	0.610
Q9	-0.325	0.606	-0.260	0.541
Q10	-0.725	-0.037	0.319	0.629
Q11	-0.463	0.144	0.184	0.269
Q12	-0.361	0.337	0.007	0.244
Q13	-0.157	0.333	-0.465	0.352
Q14	-0.657	-0.043	-0.005	0.434
Q15	-0.422	0.189	-0.198	0.253
Q16	-0.229	0.300	-0.403	0.305
Q17	-0.430	0.294	0.097	0.280
Q18	0.037	0.114	-0.097	0.024

MULTIVARIATE DESCRIPTIVES
Analysis of the Mardia's (1970) multivariate asymmetry skewness and kurtosis.

	Coefficient	Statistic	df	P
Skewness	93.933	1565.546	1140	1.0000
SKewness corrected for small	93.933	1617.570	1140	1.0000
Kurtosis	374.890	2.775	0.0028**	

** Significant at 0.05
DEQUACY OF THE CORRELATION MATRIX
Determinant of the matrix= 0.000930664742546
Bartlett's statistic =   643.3 (df = 153; P = 0.000010)
Kaiser-Meyer-Olkin (KMO) test = 0.74636 (fair) JUSTA

GOODNESS OF FIT STATISTICS: Chi-Square with 102 degrees of freedom = 207.074 (P= 0.000010). Chi-Square for independence model with 153 degrees of freedom = 643.288. Non-Normed Fit Index (NNFI; Tucker & Lewis) = 0.68. Comparative Fit Index (CFI) =   0.79. Goodness of Fit Index (GFI) =   0.95. Adjusted Goodness of Fit Index (AGFI) =   0.93. Goodness of Fit Index without diagonal values (GFI) =   0.91. Adjusted Goodness of Fit Index without diagonal values (AGFI) =   0.87

Cultural Impact. The cultural impact, in general, is adjusted to the constructor of the instrument, both in the descriptive, as in the factorial projection carried out, as can be seen in the outputs in tables 11 and 12.

Table 11.
Descriptive statistics, cultural aspect

Variable	Average	Std Dev	Cv
Q1	4.4444444	0.9172076	20.6371717
Q2	2.9898990	1.2737134	42.6005506
Q3	3.4747475	1.1188864	32.2005104
Q4	3.6060606	1.0083142	27.9616551
Q5	3.1020408	1.1796365	38.0277544
Q6	2.2323232	1.3689582	61.3243724
Q7	3.4141414	1.1339843	33.2143335
Q8	3.0000000	1.1065667	36.8855557
Q9	3.4545455	0.9717723	28.1302503
Q10	2.9489796	1.1609847	39.3690324
Q11	3.7474747	1.2066435	32.1988418
Q12	3.8282828	1.0004122	26.1321393
Q13	2.8989899	1.1561279	39.8803686
Q14	3.2551020	1.0775232	33.1025926
Q15	3.4848485	1.1983291	34.3868344

The analysis highlights the average and the deviation related to the cultural impact.

During the factor analysis, it was possible to obtain data related to the cultural impact students are having with the acquisition of English as a foreign language and the National bilingualism program in the country.

Table 12.
Factor analysis, cultural aspect

Variable	F1	F2	F3	Communality
Q1	0.274	0.039	0.139	0.096
Q2	0.505	-0.410	0.001	0.423
Q3	0.321	-0.410	0.428	0.455
Q4	0.590	-0.627	0.305	0.834
Q5	0.402	-0.129	-0.334	0.290
Q6	0.547	0.098	-0.174	0.339
Q7	0.693	0.149	0.073	0.508
Q8	0.591	0.156	0.165	0.400

Q9	0.393	0.442	0.210	0.394
Q10	0.330	0.337	0.123	0.237
Q11	0.069	0.383	0.537	0.440
Q12	0.625	0.201	-0.068	0.435
Q13	0.704	-0.045	-0.094	0.507
Q14	0.690	-0.019	-0.274	0.551
Q15	0.644	0.169	-0.213	0.488

MULTIVARIATE DESCRIPTIVES
Analysis of the Mardia's (1970) multivariate asymmetry skewness and kurtosis.

	Coefficient	**Statistic**	**df**	**P**
Skewness	53.891	898.183	680	1.0000
Skewness corrected for small sample	53.891	928.577	680	1.0000
Kurtosis	264.447	2.091		0.0182**

** Significant at 0.05

ADEQUACY OF THE CORRELATION MATRIX

Determinant of the matrix = 0.005969594502230
Bartlett's statistic = 477.1 (df = 105; P = 0.000010)
Kaiser-Meyer-Olkin (KMO) test = 0.76446 (fair) JUSTA

GOODNESS OF FIT STATISTICS: Chi-Square with 63 degrees of freedom= 89.770 (P= 0.015030). Chi-Square for independence model with 105 degrees of freedom = 477.114. Non-Normed Fit Index (NNFI; Tucker & Lewis) = 0.88. Comparative Fit Index (CFI) = 0.93. Goodness of Fit Index (GFI) = 0.98. Adjusted Goodness of Fit Index (AGFI) = 0.97. Goodness of Fit Index without diagonal values (GFI) = 0.97. Adjusted Goodness of Fit Index without diagonal values (AGFI) = 0.95

5.3.3. Descriptive analysis from experts: Instrument 2, interview.

Regarding the Assessment of the English acquisition process in the Municipality of Medellín (Languages for Medellín) through the analysis of its linguistic and socio-cultural impacts, high qualifications were provided by the experts with averages above four, as can be seen in Table 13. In appendix C, it is possible to see the format used to carry out the interview.

Table 13.
Descriptive statistics by experts

	Average	**Std Dev**	**CV**
EXPERT1	4.6000000	1.2311740	26.7646527
EXPERT2	4.3000000	0.8645047	20.1047611
EXPERT3	4.9000000	0.4472136	9.1268081
EXPERT4	5.0000000	0	0

EXPERT5	4.4000000	0.6805570	15.4672056
EXPERT6	5.0000000	0	0
EXPERT7	4.7000000	0.6569467	13.9775890
EXPERT8	4.8000000	0.5231484	10.8989242
EXPERT9	4.6000000	0.5982430	13.0052835
EXPERT10	4.7000000	0.5712406	12.1540547

Average and deviation are shown.

The one-dimensional analysis by variable related to the acquisition of English as a foreign language in Medellín through the analysis of its linguistic and socio-cultural impacts, showed average grades higher than four, where the majority of questions reflected homogeneity in their behavior dynamics. See Table 14.

Table 14.
Descriptive statistics by variable. Score provided by experts

Variable	**Average**	**Std Dev**	**CV**
Q1	4.2000000	1.2292726	29.2683951
Q2	4.8000000	0.6324555	13.1761569
Q3	4.5000000	0.7071068	15.7134840
Q4	4.2000000	1.0327956	24.5903705
Q5	4.0000000	1.3333333	33.3333333
Q6	4.7000000	0.6749486	14.3606076
Q7	4.8000000	0.4216370	8.7841046
Q8	4.8000000	0.6324555	13.1761569
Q9	4.8000000	0.6324555	13.1761569
Q10	4.9000000	0.3162278	6.4536279
Q11	4.8000000	0.4216370	8.7841046
Q12	4.9000000	0.3162278	6.4536279
Q13	5.0000000	0	0
Q14	4.6000000	0.6992059	15.2001282
Q15	4.6000000	0.6992059	15.2001282
Q16	5.0000000	0	0
Q17	4.7000000	0.4830459	10.2775722
Q18	4.9000000	0.3162278	6.4536279
Q19	4.9000000	0.3162278	6.4536279
Q20	4.9000000	0.3162278	6.4536279

The table shows the average and the deviation during the instrument validation.

It is possible to visualize in table 18, not only the descriptive analysis by question, but also the average, the deviation and the coefficient of variation. Taking these results into account, the Cronbach test is performed, where the standardized result is 0.709723. This result is likely to

show that the instrument is accepted and validated by experts in order to formalize the field work of the research. The **Cronbach Alpha** coefficient resulted in the Raw test 0.650118, and the standardized method got a 0.709723, as shown in Table 15.

Table 15.
Instrument 2 validation. Cronbach Coefficient Alpha

	Cronbach Coefficient Alpha			
	Variables	**Alpha**		
	Raw	**0.650118**		
	Standardized	**0.709723**		
	Cronbach Coefficient Alpha with Deleted Variable			
	Raw Variables		**Standardized Variables**	
Deleted Variable	**Correlation with Total**	**Alpha**	**Correlation with Total**	**Alpha**
Q1	0.174903	0.664063	0.034763	0.722260
Q2	-.275362	0.692935	-.247888	0.747540
Q3	-.083229	0.677244	-.030699	0.728291
Q4	0.599145	0.569196	0.793617	0.644056
Q5	0.464835	0.598036	0.347266	0.691950
Q6	-.208834	0.689272	-.238100	0.746697
Q7	0.744024	0.599798	0.789544	0.644519
Q8	0.498898	0.606789	0.415291	0.685008
Q9	0.498898	0.606789	0.415291	0.685008
Q10	-.066932	0.658972	-.095695	0.734173
Q11	0.492789	0.620182	0.451433	0.681269
Q12	0.082632	0.650775	0.083417	0.717708
Q14	0.747156	0.567935	0.792857	0.644143
Q15	-.013607	0.668661	0.028584	0.722834
Q17	0.298448	0.633732	0.451522	0.681260
Q18	0.391141	0.633338	0.494045	0.676815
Q19	0.391141	0.633338	0.494045	0.676815
Q20	0.391141	0.633338	0.494045	0.676815

Cronbach Coefficient Alpha with Deleted Variable (Q13, Q16)

When performing the comparative analysis between judges, a significant difference was detected ($p < 0.05$) between judge 2 and judges 4 and 6. See table 16.

Table 16.
Tukey contrast test for judges/experts

EXPERT	TUKEY
1	Ab

2	B
3	Ab
4	A
5	Ab
6	A
7	Ab
8	Ab
9	Ab
10	Ab

Own source 2016. Different letters indicate significant statistical difference (p <0.05)

5.3.4. Descriptive Analysis Students: Instrument 2, Interview. Pilot test.

Considering the linguistic aspect and variable, this is not fulfilled in relation to the factorial analysis. See Table 17.

Table 17.
Descriptive statistics about the linguistic impact

Variable	Mean	Std Dev	Cv
Q1	3.9700000	0.9151365	23.0512963
Q2	2.5500000	1.0087997	39.5607712
Q3	3.3000000	0.9265991	28.0787601
Q4	4.5200000	0.9043107	20.0068731
Q5	4.2600000	0.7735527	18.1585150
Q6	3.0000000	1.1101006	37.0033517
Q7	3.0200000	1.1189822	37.0523914
Q8	3.4000000	0.9744203	28.6594210
Q9	2.7800000	0.9165151	32.9681705
Q10	3.1900000	0.9502259	29.7876463
Q11	4.0300000	1.0584437	26.2641112
Q12	2.6700000	1.2148492	45.4999701
Q13	2.6300000	1.0507813	39.9536629
Q14	2.5200000	0.9896433	39.2715611
Q15	2.4800000	0.9479377	38.2232938
Q16	3.0800000	0.8608194	27.9486830
Q17	4.0500000	0.9885711	24.4091618
Q18	3.5300000	0.9040314	25.6099540
Q19	4.3600000	0.9158536	21.0058173
Q20	3.9200000	0.9500665	24.2363891

It shows the average and the student deviation

During the factor analysis, students showed negative scores that affected the final raw of the pilot test. See table 18.

Table 18.
Factor Analysis of the linguistic aspect

Variable	F1	F2	F3	Communality
Q1	0.296	-0.007	0.010	0.088
Q2	-0.008	-0.419	0.293	0.261
Q3	0.211	-0.102	0.320	0.157
Q4	0.613	-0.038	-0.242	0.436
Q5	0.381	-0.002	-0.395	0.301
Q6	0.241	-0.013	-0.327	0.165
Q7	0.138	0.056	-0.239	0.079
Q8	0.593	-0.160	0.308	0.473
Q9	0.208	-0.162	0.010	0.069
Q10	0.329	0.086	0.130	0.133
Q11	0.598	0.143	0.184	0.412
Q12	0.074	-0.511	0.114	0.280
Q13	0.117	-0.327	-0.243	0.179
Q14	-0.100	-0.753	-0.082	0.584
Q15	-0.053	-0.811	-0.147	0.682
Q16	0.332	-0.256	0.180	0.208
Q17	0.632	0.293	0.051	0.488
Q18	0.566	-0.202	0.027	0.362
Q19	0.646	0.128	-0.067	0.438
Q20	0.516	-0.109	-0.107	0.289

ADEQUACY OF THE CORRELATION MATRIX

Determinant of the matrix = 0.003147593444857
Bartlett's statistic = 527.1 (df = 190; P = 0.000010)

GOODNESS OF FIT STATISTICS
Chi-Square with 133 degrees of freedom = 213.332 (P = 0.000010)
Chi-Square for independence model with 190 degrees of freedom = 527.142
Non-Normed Fit Index (NNFI; Tucker & Lewis) = 0.66
Comparative Fit Index (CFI) = 0.76
Goodness of Fit Index (GFI) = 0.94
Adjusted Goodness of Fit Index (AGFI) = 0.92
Goodness of Fit Index without diagonal values (GFI) = 0.86
Adjusted Goodness of Fit Index without diagonal values(AGFI) = 0.81

MULTIVARIATE DESCRIPTIVES
Analysis of the Mardia's (1970) multivariate asymmetry skewness and kurtosis.

	Coefficient	Statistic	df	P
Skewness	129.862	2164.365	1540	1.0000
Skewness corrected for small	129.862	2235.620	1540	1.0000

Kurtosis	481.791	7.044	0.0000**

** Significant at 0.05

Kaiser-Meyer-Olkin (KMO) test = 0.63276 (mediocre)

Taking into consideration that the pilot test 1 obtained a mediocre score, the decision made was to make corrections to the interview format, reducing the number of questions and applying a second pilot test to the students. Consequently, a convenient and validated result was obtained to formalize the field work and make use of the interview instrument. See table 19.

Table 19.
Descriptive Analysis Students: Instrument 2, Interview. Pilot Test 2

ADEQUACY OF THE CORRELATION MATRIX

Determinant of the = 0.003629616718272
Bartlett's statistic = 1076.0 (df = 190; P = 0.000010)

GOODNESS OF FIT STATISTICS
Chi-Square with 133 degrees of freedom = 236.884(P=0.000010)
Chi-Square for independence model with 190 degrees of freedom = 1075.967
Non-Normed Fit Index (NNFI; Tucker & Lewis) = 0.83
Comparative Fit Index (CFI) = 0.88
Goodness of Fit Index (GFI) = 0.97
Adjusted Goodness of Fit Index (AGFI) = 0.96
Goodness of Fit Index without diagonal values (GFI) = 0.95
Adjusted Goodness of Fit Index without diagonal values(AGFI) = 0.92

Kaiser-Meyer-Olkin (KMO) test= 0.80268 (good)

5.3.5. Descriptive Analysis Judges: Instrument 3, Checklist of Institutional

      Documents.

This checklist was used to further explore the bilingualism policies included in the curriculum, the curriculum, the bilingualism project and the IEP of each institution studied. Some criteria were used to evaluate and assess the institutional documents. Judges received qualitative and quantitative criteria to measure the instrument and then validated. It is important to clarify that the criteria were received in Spanish by the judges, which is in the annexes of the thesis. In appendix D, it is possible to see the complete format used by the experts to evaluate the instrument. Moreover, appendix E is the format used to analyze the institutional documents. In

table 20, the instrument's criteria and the judges' criteria to validate instrument 3 can be observed.

Table 20.
Judges' criteria to validate the instrument 3
Qualitative Evaluation:

Criteria	Excellent	Good	Regular	Deficient
Presentation of the instrument				
Quality of Writing of the items				
Relevance of the questions with the objectives				
Relevance of content				
Application Feasibility				

Observations:

_____
_____
_____
_____

Quantitative Evaluation:
Please mark with an X the option that you consider should be applied in each item and make, if necessary, your observations.

Items	Totally Unfavorable	Unfavorable	Neutral	Favorable	Totally Favorable	Observations
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

| 13 |
| 14 |
| 15 |

Validation to instrument 3 considering 5 values in a Likert scale

The analysis of a one-dimensional type related to the *Checklist of institutional documents*, showed average grades superior to four, where the majority of questions present homogeneity in their behavior dynamics. See Table 21.

Table 21.
Analysis of Results Instrument 3

Questions	Mean	Typical Deviation
1	4.6	0.69
2	4.7	0.48
3	4.6	0.96
4	4.1	1.10
5	4.1	1.10
6	4.6	0.69
7	4.5	0.70
8	4.6	0.69
9	4.9	0.31
10	4.3	0.94
11	4.1	1.28
12	4.7	0.48
13	5.0	0.00
14	4.7	0.48
15	4.9	0.31

Grades provided by the academic experts before the official research work

Figure 12, summons up the high scores afforded by the academic experts during the validation of the instrument 3: *Checklist of institutional documents*.
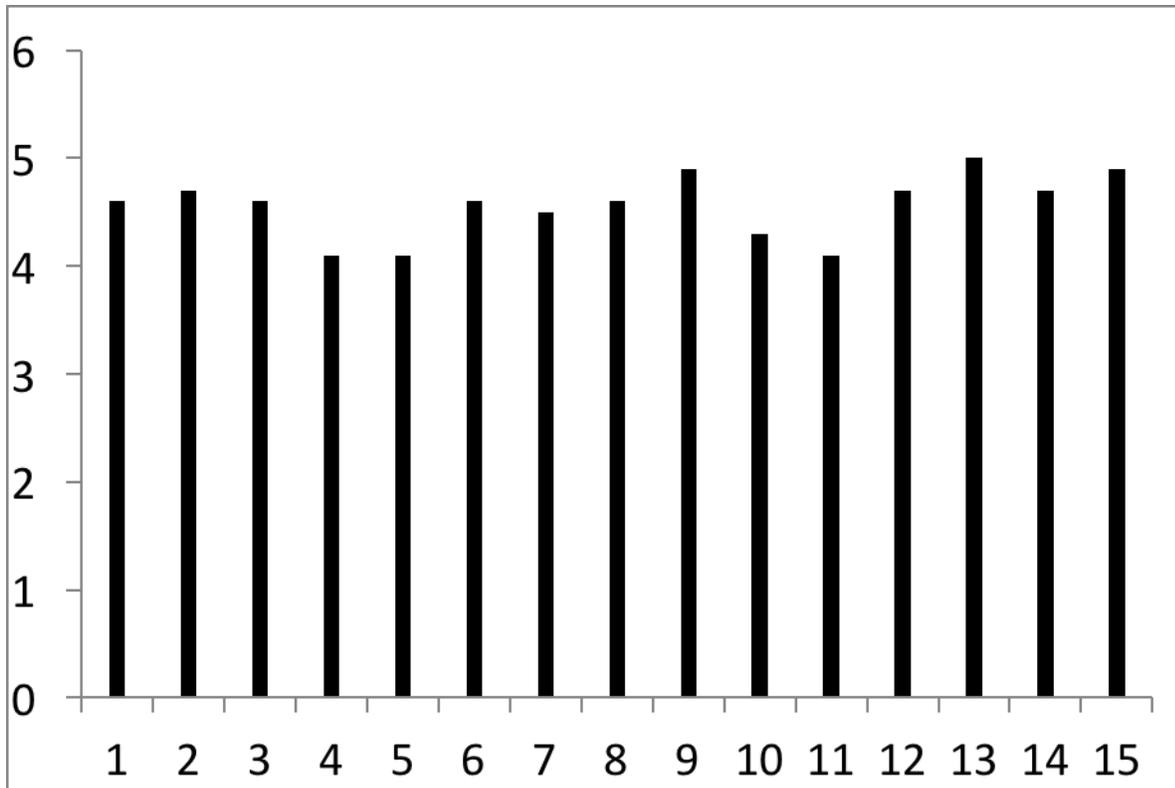
Figure 12. Graphical analysis of the judges to instrument 3

Considering the objectives of the study, the whole analysis of the experts' scores and the raw obtained during the data collection, the instrument was validated and approved to be used during the research. See table 22.

Table 22.
Alpha coefficient of Cronbach

Cronbach Coefficient Alpha	
Variables	**Alpha**
Raw	**0.872923**

The Raw was good in order to start with the official research

Table 21 and graph 12 reveal the descriptive and graphic analysis by question. Therefore, it is possible to see the average, the deviation and the coefficient of variation. Taking these results into account, the Cronbach test is performed, where the standardized result is 0.872923. This result shows that the instrument is accepted and validated in order to make official the field work

of the research. The Cronbach Alpha coefficient resulted in the Raw test 0.872923, as shown in Table 22.

5.3.6. Description of the instrument 4: Historical report SABER 11 test (2006-2016).

This instrument was not validated by experts because this report and analysis was made considering the standard exam SABER 11, designed by the Ministry of Education of Colombia with the support of the ICFES organization which is composed by experts on the design of standard exams for high schools and universities. Therefore, a timeline report was made in order to visualize the growth of a foreign language taking into account 10 years of study.

Based on the explanations described above, my objective with this research was to explore and assess the growth of the acquisition of English as a foreign language in Medellin, Colombia through the historical analysis of a standard national test called SABER 11, throughout 10 years of study. This analysis took into account the three competences evaluated during the test between the years 2006-2016 in ten public institutions in the city in order to compare language policy expectations and the reality that a Spanish speaking society can face while learning a foreign language. This instrument considered key fundamentals related to school/academic bilingualism, level of development of the bilingual competence and the use of language skills/abilities (Diebold, 1961; Lambert, 1974; Skutnabb-Kangas, 1981; Baker, 2001). Additionally, this instrument provided a synthesis of qualitative and quantitative research focused on the evolution and growth of EFL in a Spanish-speaking context. Therefore, exploratory descriptive analysis of a one-dimensional type was used as well as comparative analysis using Tukey's comparison test based on a 95% confidence level. The statistical package SAS UNIVERSITY was used during the data analysis of the instrument 4.

According to the Guidelines for the SABER 11 national test, "La prueba de inglés busca que el estudiante demuestre sus habilidades comunicativas a nivel de lectura y uso del lenguaje en esta lengua" (Ministerio de Educación Nacional - ICFES, 2018, p.17). [The English test seeks the student to demonstrate their communication skills at the level of reading and use of language in this language]. However, it is important to understand that this test only assesses abilities related to reading, vocabulary and grammar. According to López, Ropero Pacheco & Peralta (2011), "Competencias como escuchar, hablar y escribir no son evaluadas por razones de practicidad (dificultad en la creación de tecnología adecuada para evaluar la habilidad de escucha y dificultad para la formación de evaluadores de habla y escritura)" (p. 78). [Competencies such as listening, speaking and writing are not evaluated for practicality reasons (difficulty in creating adequate technology to assess listening ability and difficulty in training speech and writing evaluators)].

This exam is composed by 45 questions divided in 7 sections and providing 100 points as the highest score. During the first part, the students find some signs and according to the options, they have to choose the best place or situation where they could see those signs. In the second section, the students consider a list of eight words classified from A to H. Each of the questions describes one of the eight words and the students should look for the relationship between the two and mark the correct letter (A to H). It is important to understand that there are more words (A to H) than the student needs to. In the third section, the students read five short conversations; each conversation must be completed by selecting the correct answer between three options. In the fourth part, the students study a text with 8 spaces and they must fill it out by selecting the correct word for each space. During the fifth and sixth sections, the students answer some comprehension questions based on a text related to general topics. The text is followed by seven

questions, in which they must select the correct answer from three options. Finally, in the seventh section, the students read a text with 10 spaces that must be filled out by selecting the correct word for each space (Mineducación, 2016).

5.3.7. Descriptive Analysis Academic Experts: Instrument 5, Recording and analysis of four classes of English as a foreign language (EFL).

This instrument sought to determine and analyze in real context the criteria identified during the acquisition of English as a foreign language in a high school class taking into account the linguistic and sociocultural implications during the acquisition of EFL.

These criteria were designed taking into account the annex of guidelines and pedagogical principles, Basic standards of competences in foreign languages: English GUIDE 22 (Part 1 and 2). See table 23. Once more, the qualitative and quantitative format was used to collect the data of the evaluation provided by the academic experts. This can be found in appendix D.

Table 23.
Format used for analysis

Criteria to be evaluated			
Linguistic Aspects	**Yes**	**No**	**NA**
1. Assimilation of the new vocabulary and construction of meaning.			
2. Lexical Aspects of English (EFL)			
3. Syntactic Aspects of English (EFL)			
4. Phonological Aspects of English (EFL)			
5. Participation in English during the class, Spanglish, adoption of concepts of the target language.			
6. **Task-based learning:** Classroom elaborations deal with a particular situation in which the development of cognitive skills during the process is in the interests of the method.			
7. **Problem Based Learning:** Students face a problem situation in order to formulate a response based on the combination of skills, notions and functions of the target language.			
8. **Linguistic Attitudes:** Interest in learning. Students are interested in progressing in their learning and curiosity to learn new things, if they pay attention in class, if they ask questions or if they solve questions.			
9. Discursive and functional competence that relate to knowledge			

"tanto [de] las formas lingüísticas y sus funciones como [d]el modo en que se encadenan unas a otras en situaciones comunicativas reales" [both [of] the linguistic forms and their functions and the way in which they are linked to each other in real communicative situations] (Hymes, 1972)

Sociocultural Aspects	Yes	No	NA

1. **Interest in knowing other cultures:** Students show interest in learning about cultural aspects of English-speaking peoples. They pay attention when talking about these issues and ask questions to expand their knowledge.
2. **Respect for others while learning a foreign language:** Students show respect for their peers, listening uninterruptedly, respecting the speaking time and appreciating the ideas and opinions of others when they participate and interact in English.
3. **Cooperative work:** Students' behavior is observed, for example, if they participate in a constructive way in the activities of the group, collaborating with their work to the harmonious development of the learning in the classroom.
4. **Worldwide Comprehension:** Ability to comprehend in a general way what is essential in brief oral messages, delivered in the most suitable conditions of communication, that is, in situations of direct communication and with contextual support.
5. **The World:** Discuss the characteristics of cultures worldwide to support the acquisition of the foreign language (English).
6. The students make use of the language as a semiotic system that favors the discursive construction and of diverse types of textual genres.
7. Diversity: detachment from traditional and rigid teaching-learning processes. Students accept diverse lifestyles, learning, teaching, and expanding ways to assess learning.
8. Observation of student experience, teacher mediation in the sociocultural reality in which students live, including internal, intra and intragroup conflicts, social and cultural encounters and disagreements that they confront during the acquisition of English.
9. Students develop knowledge and skills that allow the conceptualization of the language, internalize the exercise of the language and assume commitment and awareness by communicating with each other, in a positive and creative way, taking into account the cultural groups around them and respecting their diverse identities (Albó, 2002).

Criteria used to analyze four EFL classes

The Cronbach Coefficient Alpha analysis related to the "Recording and analysis of four classes of English as a foreign language (EFL)" presented average scores above four, where most questions show homogeneity in their behavioral dynamics, see Table 24.

Table 24.
Cronbach Coefficient Alpha

Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
1	10	4.5	0.84984	45.00000	3.0	5.0
2	10	4.6	0.84327	46.00000	3.0	5.0
3	10	4.5	0.84984	45.00000	3.0	5.0
4	10	4.4	0.84327	44.00000	3.0	5.0
5	10	4.5	0.70711	45.00000	3.0	5.0
6	10	4.9	0.31623	49.00000	4.0	5.0
7	10	4.8	0.42164	48.00000	4.0	5.0
8	10	4.4	0.84327	44.00000	3.0	5.0
9	10	4.8	0.42164	48.00000	4.0	5.0
10	10	5.0	0	50.00000	5.0	5.0
11	10	4.9	0.31623	49.00000	4.0	5.0
12	10	5.0	0	50.00000	5.0	5.0
13	10	5.0	0	50.00000	5.0	5.0
14	10	4.8	0.42164	48.00000	4.0	5.0
15	10	4.6	0.69921	46.00000	3.0	5.0
16	10	4.7	0.67495	47.00000	3.0	5.0
17	10	4.9	0.31623	49.00000	4.0	5.0
18	10	4.8	0.42164	48.00000	4.0	5.0

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.766827
Standardized	0.742539

The mean, deviation and average of the instrument 5

The Cronbach test is performed and the Raw and the standardized score are obtained. The Cronbach Alpha coefficient resulted for the Raw test 0.766827 and for the standardized method 0.742539, as shown in Table 24. This result allows evidence that the instrument is accepted to formalize the research field work.

5.3.8. Comparative Chart between Medellín, Colombia and Madrid, Spain.

A comparative chart was designed and used to carry out a characterization of students' perceptions about the linguistics and sociocultural implications during the learning of English as a Foreign Language in Medellín, Colombia and Madrid, Spain considering the bilingual programs used in both cities. This chart analyses the linguistic, the social and the cultural aspects of the learners' perceptions during the acquisition of a foreign language in two different continents.

A description of the two cities was made followed by the analysis of student's perceptions about different aspects of their learning process and the acquisition of foreign and second languages in both continents. Relevance and significant information was gotten during this comparison which enriched diagnoses and language policies and programs in Medellin and in Colombia.

Additionally, during the study, field diaries were also used for the different data collection events, for example: classroom observations, interviews, surveys, visits to institutions, exploration of institutional documents, etc. Therefore, it was possible to obtain a detailed description of the protagonists, the interpretation of each event and the general observations that emerged during the study. Furthermore, through the use of the instruments and the reflections made during the data collection, a deep and wide analysis was made in order to obtain objective discussions and conclusions.

The sampling technique that was used is called random sampling of proportions in a double form stratified by gender and type of school according to location by commune. The final size of the sample was 1068 surveys which were applied based on the random choice of institutions and within them, one or two groups of students were chosen to be surveyed. These

students belong to public institutions located in the urban area of the Medellin city. For the selection of the sample, a reliability level of 95% and a maximum permissible error of 3.0% was used, where the estimated parameters P and Q adopted the value of 50%, due to the fact that no previous studies on the subject research reason are available in the aforementioned population. The sample was chosen in a randomized conditioned manner according to the aforementioned stratification criterion, using a probabilistic distribution.

The sampling formula used to select the number of students was:

$$n = z^2{}_{(1-\alpha/2)} * P * Q / \varepsilon^2$$

$z_{(1-\alpha/2)}$: it corresponds to the value that is derived from the normal distribution, for a level of significance $\alpha = 0{,}05$.

$P = 0{,}5$ value associated with the parameter of interest;

$Q = 1\text{-}P$.

ε: it is the maximum permissible error, for the study the value of the 3% was chosen.

Table 25.
Stratification of the sample

Sample by Gender	
Masculine	534
Feminine	534
Total	1068

The survey was applied with the voluntary participation of the students. The database was prepared in an electronic sheet according to the format outlined in the survey and a strict quality control was carried out in three stages of the investigative process, in order to guarantee the results and conclusions generated in the interest of the information.

5.4.   Target Population

In light of the integrated system of the Student Enrollment System SIMAT by its acronym in Spanish, registration on June 30th, 2015, a cross-sectional multidimensional exploratory descriptive study was carried out. The target population for this study were tenth and eleventh grade students from public institutions in the city of Medellin. Noting that the institutions where they were enrolled have a day shift schedule located in the urban area of the city. The students were in a range of ages between fourteen and eighteen, and most of them lived in the areas surrounding the institution where they studied. In general, the tenth and eleventh grade students had had the opportunity to study English as a foreign language during their primary and secondary school life. Both target group levels have been taught English using the national bilingual program since they were in fith grade (elementary school). They had the opportunity to interact with the resources provided by the government when they were in ninth grade (high school). In addition, they had also been in contact with the foreign language in their environment, either through the Internet or television. , friends or family. The selection of the people to be surveyed was randomized conditionally to ensure statistical inference. The map with the location of the institutions by communes is presented in figure 13.
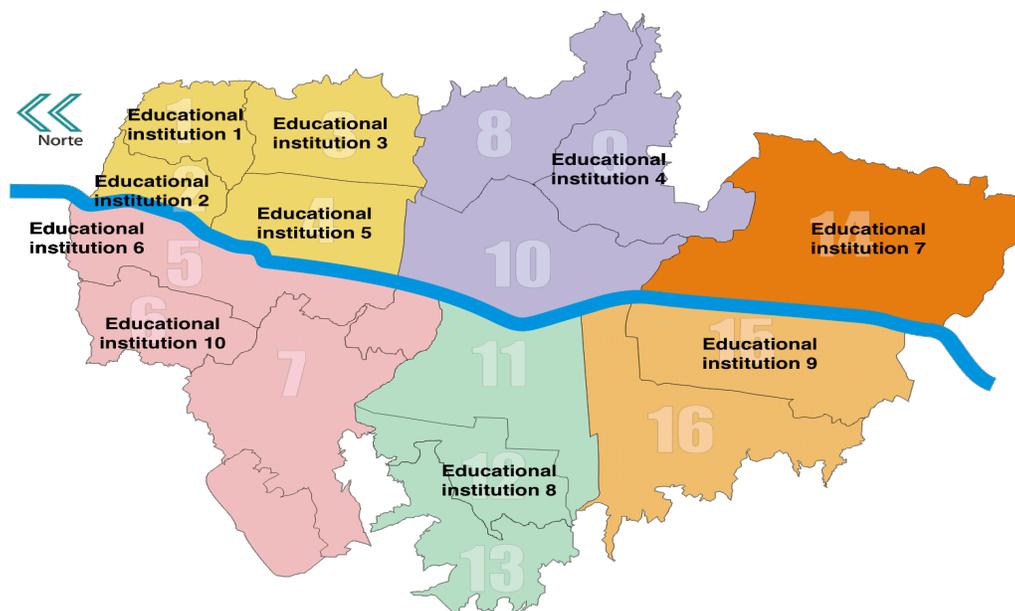
Figure 13. Map of participating institutions

In the target population, policies, institutional practices, and the effects that characterize public schools with the education of a foreign or a second language were inquired. An inter and trans-disciplinary scanning and study was carried out where different fields of knowledge such as pedagogy, linguistics, sociology, cultural studies, and history were explored thoughout the research study.

5.5.   Statistical Methodology

This is a qualitative study where complete descriptions about the target population, institutions participants and research instruments were explained and validated before carrying out the field research. Furthermore, there is a quantitative focus where numerical data was collected in order to do a statistical analysis of the data. Multiple correspondence analysis (PCA) with hierarchical indexed classification, cluster analysis, and factor analysis were used, considering the tetrachoric correlation matrix and establishing the equations derived from each axis. Moreover, oblique rotation and GLS (minimal generalized tables) method of estimation were used; parallel analysis was applied for the selection of the number of factors. In the same

way, the multivariate MANOVA variance with orthogonal canonical contrast was administered based on the factor constructor. Establishing the dimensionality of the multidimensional comparison, by means of the criterion of maximum likelihood, the greater significant eigenvalue is observed. The analysis was complemented by univariate and bivariate frequency distributions using contingency tables. The statistical packages SAS University, SPAD version 3.5 and the FACTOR 8.0 package were used.

This proposed research project was planned considering the following areas of work:

a. Description of the problem based on an exploration of previous studies, if they existed, on the aspects to be evaluated and the instruments to be used.

b. Bibliographic research for the conceptual framework. In addition, research and analysis of documents related to bilingualism projects in the international, national and local scope in order to expand the state of the art and have sufficient grounds to start the design of the survey, the interview, the checklist criteria and the classes recording criteria.

c. Compilation and analysis of the existing relevant information on the subject. Analyze comparative matters with similar research done in other international national, and local contexts through the reading of projects and programs carried out previously. Design of comparative tables with bilingual education projects applied in other learning environments.

d. Identifying schools and areas of study and research considering the National Bilingual project, the Medellin Multilingual project and its area of execution in the city. Design of preliminary surveys in public schools of Medellín. Application of structured surveys and semi-structured interviews considering previously

performed diagnoses if they have been carried out. Study of institutional documents. Systematization of information and data analysis regarding qualitative and quantitative study.

e. Internship and research visit at the Complutense University of Madrid to enrich the state of the art, the conceptual framework and the comparative chart between Spanish-speaking cities on two different continents.

f. Finally, writing process, preparation of the chapters and the final text of the thesis.

6. Data Analysis

Considering the concepts of validity and reliability during the evaluation of the instruments used during the assessment of a language program which are related to the construct validity and "the meanings and appropriate interpretations we make about the results of the evaluation" (Bachman y Palmer, 1996, p 21) and the reliability in which was posible to observe the "consistency of the measurement" (p. 19). Therefore, all the instruments were validated in ist construct by 10 experts. Furthermore, its construct was also validated by a pilot test carried out by 100 students of tenth and eleventgh grade who marked the unknown or puzzled expressions or phrases in the instrument. After having the first pilot test, the corrections were made and a second pilot test was carried out in order to provide a construct validity. In addition, the questionnaire instrument used in Madrid was validated by the expert and researcher Maria Dolores Perez Murillo who made small corrections in order to adapt the insturment to the spanish context. Therefore, it was decided to use the spanish language for all the instruments in order to avoid ambiguous expressions for Spanish students.

According to Fraenkel and Wallen (2011), the two main means of collecting data in an ethnographic study are: interviews and surveys (p.506). Therefore, a semi-structured interview and a structured survey were designed and applied. Additionally, different research tools were used in order to have a wider understanding and analysis of the research topic and the research objectives. Some of the research tools were: diaries, checklist of institutional documents, recording and evaluative criteria of classes' observations and historical report of the National standard exam in high school.

6.1. Survey Analysis.

The questionnaire was piloted in Spanish because the researcher was not aware of the English level students have and considering their mother tongue, it was considered it would be easier for students to answer in Spanish. This survey was divided into three main topics and variables related to the objectives of the research. These three topics are linked to the linguistic, social and cultural implications of the acquisition of English as a foreign language in Medellín, Colombia. Once the questionnaire was piloted in Spanish, it was decided that the participants complete this one in this language because they filled it out with ease and no several and significant problems or difficultes were detected.

6.1.1. Linguistic implications and practices.

The total sample was 1068 students (534 men, 534 women). Which was chosen randomly. In the research work, a Likert scale of five points was used, where 1= totally disagree, 2= disagree, 3= neutral (neither agree, nor disagree), 4= agree, 5= totally agree. The evaluated variables associated with the linguistic implications can be seen in table 26. The evaluated variables associated with the linguistic implications and practice were:

Table 26.
Format used to assess the Linguistic implications

Questions
Q1. The curriculum in Foreign Language (English) of the institution is based on teaching-learning models of English-speaking countries.
Q2. The curriculum of language learning is consistent with a specific modality in the teaching/learning of English (early partial/total bilingual immersion, intensification of English language, CLIL, etc.).
Q3. The books and materials used as teaching and learning resources are designed based on references from English-speaking countries textbooks.
Q4. The texts in English are better and easier than the texts in Spanish
Q5. During your school years, you take English international proficiency exams, such as

IELTS, TOEFL or Cambridge tests.

Q6. The earlier a person starts learning a foreign/second language, the higher the learner's success.

Q7. The reading and writing activities in high school are done first in the mother tongue.

Q8. The reading and writing activities in high school are done first in English.

Q9. You consider yourself as a bilingual speaker.

Q10. A language is learned mainly through imitation.

Q11. Apart from the classroom, you use the English language in other spaces inside the institution.

Q12. The methodology used in class to learn the English language is consistent with the communicative approach.

Q13. In English class, English is widely used.

Q14. When an apprentice knows 1000 words and basic structures of the target language, he/she easily engages in conversations with native speakers of English.

Q15. During the English class, you use the language of study to communicate with your teacher or with your classmates.

Q16. The school and government hours established for the learning of English are adequate to acquire the target language.

Q17. Most of the mistakes that foreign/second language learners make are due to the interference of their native / mother tongue.

Q18. You adopt concepts or expressions of the English language to communicate verbally and in a written way.

Q19. Considering the national expectations, You believe that your linguistic competence in English corresponds to level B1 of the Common European Framework of Reference for Languages (CEFRL).

Q20. During a conversation, it is easy to switch from Spanish to English and vice versa.

Q21. All schools should be bilingual Spanish-English (Use of the CLIL methodology)

Q22. Classrooms are good places to learn about a language, but not to learn how to use that language outside the classroom.

Q23. How do you rate your reading ability in English? (Very bad, Bad, Neutral, Good, Very good)**.**

Q24. How do you rate your speaking ability in English? (Very bad, Bad, Neutral, Good, Very good)**.**

Q25. How do you rate your listening ability in English? (Very bad, Bad, Neutral, Good, Very good)**.**

Q26. How do you rate your writing ability in English? (Very bad, Bad, Neutral, Good, Very good)**.**

Linguistic aspects evaluated during the survey

6.1.1.1. Statistical Methodology and Analysis.

For the statistical analysis of the information, the **GENERAL LINEAR MODEL (GLM)** was used, and the **MANOVA** technique was incorporated, in order to compare the effect of the responses between genders. Likewise, exploratory factor analysis with oblique rotation and parallel analysis was used to determine the number of appropriate components or axes through the use of a polychoric matrix. The analysis was complemented by means of the multivariate Biplot process and exploratory descriptive statistics of a one-dimensional type, where the arithmetic mean, and the standard deviation were established. Statistical packages **SAS UNIVERSITY EDITION, FACTOR 8.0** and **R** version 3.0.1 were used.

As mentioned earlier, the instrument was previously validated based on the criteria of 10 experts and academic scholars and considering the techniques of: Cronbach's alpha and analysis of the factor, resulting in a value of 0.75.

6.1.1.2. Results and Findings.

During the data analysis, it was possible to identify statistical difference ($p < 0.05$) in the perception between genders for the variables related to the curriculum of language learning and its appropriateness with a specific modality in the teaching/learning of English (early partial/total bilingual immersion, intensification of English language, CLIL, etc.). Additionally, statistical differences were observed in the analysis of the variables about resources and assessment

instruments that described how the books and materials used as teaching and learning resources are designed based on references from English-speaking countries textbooks, if the texts in English are better and easier than the texts in Spanish and if during school years, learners take English international proficiency exams, such as IELTS, TOEFL or Cambridge tests. Moreover, both, male and female students exhibit significant statistical differences in the statements linked to when the best time to learn a language is, what language is used to start the reading and writing activities in high school (English/Spanish) and if the learners consider themselves as bilingual speakers.

Furthermore, in Table 27, it can be seen how the variables evaluated display statistical differences. These variables were related to the use of the English language in other spaces inside the institution, the use of the language of study to communicate with the teacher or with classmates, the school and government hours established for the learning of English to acquire the target language, the linguistic competence in English corresponding to level B1 of the Common European Framework of Reference for Languages (CEFRL), the codeswitching ability during a social conversation, and if all schools should be bilingual Spanish-English. These results were obtained through an accurate analysis and not just by the intervention of chance. Finally, the results also show significant statistical differences on the topics associated with three of the linguistic abilities in English **(Q. 23, 24, 26)**. See Table 27.

Table 27.
Comparative descriptive analysis between genders

Gender	Male		Female		
Questions	Media±Std	Letter	Media±Std	Letter	P Value
Q1	3.6±1.0	A	3.5±2.0	A	0.3692
Q2	3.3±1.0	A	3.1±1.0	B	0.0006
Q3	3.3±1.0	A	3.2±1.0	B	0.0091
Q4	2.9±1.1	A	2.8±1.0	B	0.0367
Q5	2.5±1.2	A	2.0±1.0	B	0.0001

Q6	4.2±1.0	B	4.4±0.9	A	0.0434
Q7	3.7±1.0	B	3.9±1.0	A	0.0177
Q8	2.6±1.1	A	2.3±1.1	B	0.0001
Q9	2.4±1.1	A	2.0±1.0	B	0.0001
Q10	3.1±1.1	A	3.0±1.1	A	0.3435
Q11	3.0±1.0	A	2.8±1.2	B	0.0025
Q12	3.5±0.9	A	3.5±1.0	A	0.7295
Q13	3.5±1.1	A	3.3±1.2	A	0.0572
Q14	3.5±1.0	A	3.5±0.9	A	0.8521
Q15	3.0±1.1	A	2.7±1.1	B	0.0001
Q16	2.7±1.2	A	2.5±1.2	B	0.007
Q17	3.3±1.0	A	3.2±1.1	A	0.2349
Q18	3.4±1.0	A	3.2±1.0	A	0.0632
Q19	2.8±1.1	A	2.5±1.1	B	0.0001
Q20	2.9±1.2	A	2.7±1.2	B	0.0007
Q21	4.0±1.1	B	4.2±1.0	A	0.0002
Q22	3.2±1.0	A	3.1±1.0	A	0.3157
Q23	3.2±0.9	A	3.0±1.0	B	0.0009
Q24	2.9±0.9	A	2.8±1.0	B	0.0162
Q25	3.1±1.0	A	3.0±1.0	A	0.1465
Q26	3.1±1.0	A	3.0±1.0	B	0.0120
MANOVA	**Wills= 0.89**		**Pillai's Trace= 0.10**		
	p=<.0001		**p=<.0001**		

Q1. The curriculum in Foreign Language (English) of the institution is based on teaching-learning models of English-speaking countries, **Q2.** The curriculum of language learning is consistent with a specific modality in the teaching/learning of English (early partial/total bilingual immersion, intensification of English language, CLIL, etc.), **Q3.** The books and materials used as teaching and learning resources are designed based on references from English-speaking countries textbooks, **Q4.** The texts in English are better and easier than the texts in Spanish, **Q5.** During your school years, you take English international proficiency exams, such as IELTS, TOEFL or Cambridge tests, **Q6.** The earlier a person starts learning a foreign/second language, the higher the learner's success, **Q7.** The reading and writing activities in high school are done first in the mother tongue, **Q8.** The reading and writing activities in high school are done first in English, **Q9.** You consider yourself as a bilingual speaker, **Q10.** A language is learned mainly through imitation, **Q11.** Apart from the classroom, you use the English language in other spaces inside the institution, **Q12.** The methodology used in class to learn the English language is consistent with the communicative approach, **Q13.** In English class, English is widely used, **Q14.** When an apprentice knows 1000 words and basic structures of the target language, he/she easily engages in conversations with native speakers of English, **Q15.** During the English class, you use the language of study to communicate with your teacher or with your classmates, **Q16.** The school and government hours established for the learning of English are adequate to acquire the target language, **Q17.** Most of the mistakes that foreign/second language learners make are due to the interference of their native / mother tongue, **Q18.** You adopt concepts or expressions of the English language to communicate verbally and in a written way, **Q19.** Considering the national expectations, I believe that my linguistic competence in English corresponds to level B1 of the Common European Framework of Reference for Languages (CEFRL), **Q20.** During a conversation, it is easy to switch from Spanish to English and vice versa, **Q21.** All schools should be bilingual Spanish-English (Use of the CLIL methodology), **Q22.** Classrooms are good places to learn about a language, but not to learn how to use that language outside the classroom, **Q23.** How do you rate your reading ability in English? (Very bad, Bad, Neutral, Good, Very good), **Q24.** How do you rate your speaking ability in English? (Very bad, Bad, Neutral, Good, Very good), **Q25.** How do you rate your listening ability in English? (Very bad, Bad, Neutral, Good, Very good), **Q26.** How do you rate your writing ability in English? (Very bad, Bad, Neutral, Good, Very good).

The exploratory factor analysis allowed to define the factors by gender, where the construct for men divided in three factors. The first factor, that explains the 20.3% of the total variability, talks about topics related to whether they consider themselves as bilingual speakers, adopt concepts or expressions of the English language to communicate verbally and in a written way, believe that their linguistic competence in English corresponds to level B1 considering the Common European Framework of Reference for Languages (CEFRL), manage to switch from Spanish to English and vice versa during a conversation, and how they rate their four linguistic skills (reading, speaking, listening and writing). Factor 2 is defined by the variables connected with whether the curriculum in Foreign Language (English) of the institution is based on teaching-learning models of English-speaking countries, also, if the curriculum of language learning is consistent with a specific modality in the teaching/learning of English (early partial/total bilingual immersion, intensification of English language, CLIL, etc.), if the earlier a person starts learning a foreign/second language, the higher the learner's success, if the reading and writing activities in high school are done first in the mother tongue, if the methodology used in class to learn the English language is consistent with the communicative approach, if when an apprentice knows 1000 words and basic structures of the target language, he/she easily engages in conversations with native speakers of English, and if all schools should be bilingual Spanish-English (Use of the CLIL methodology).

Factor three is related to resources, assessment and use of the target language. The linguistic variable is connected with if the books and materials used as teaching and learning resources are designed based on references from English-speaking countries textbooks, if during their school years, they take English international proficiency exams, such as IELTS, TOEFL or Cambridge tests, if the reading and writing activities in high school are done first in English, if

apart from the classroom, they use the English language in other spaces inside the institution, also, if in English class, the target language is widely used, and finally, if the school and government hours established for the learning of English are adequate to acquire the target language. It is possible to see the results in table 28.

The female gender defines the first factor describing the topics that correlate with if they consider themselves as bilingual speakers, if apart from the classroom, they use the English language in other spaces inside the institution, if they adopt concepts or expressions of the English language to communicate verbally and in a written way, if considering the national expectations, they believe that their linguistic competence in English corresponds to level B1 of the Common European Framework of Reference for Languages (CEFRL), if during a conversation, it is easy to switch from Spanish to English and vice versa, and how they rate their four linguistic skills (reading, speaking, listening and writing). Factor two is established by the topics connected with if the earlier a person starts learning a foreign/second language, the higher the learner's success, if the reading and writing activities in high school are done first in the mother tongue, if the methodology used in class to learn the English language is consistent with the communicative approach and if in English class, English is widely used. Additionally, factor 2 correlates with if all schools should be bilingual Spanish-English.

Finally, the third factor is related to if the curriculum in Foreign Language (English) of the institution is based on teaching-learning models of English-speaking countries, if the curriculum of language learning is consistent with a specific modality in the teaching/learning of English (early partial/total bilingual immersion, intensification of English language, CLIL, etc.), if the books and materials used as teaching and learning resources are designed based on references from English-speaking countries textbooks, and if during their school years, they take English

international proficiency exams, such as IELTS, TOEFL or Cambridge tests. Moreover, factor

three relates to if the reading and writing activities in high school are done first in English, if

during the English class, they use the language of study to communicate with their teacher or

with their classmates and if the school and government hours established for the learning of

English are adequate to acquire the target language. Exploratory factors for the female

participants can be seen in Table 28.

Table 28.
Exploratory factor analysis

Gender	Male			Female		
Questions	Factor 1	Factor 2	Factor 3	Factor 1	Factor 2	Factor 3
Q1		0.435				0.318
Q2		0.329				0.357
Q3			0.490			0.438
Q4						
Q5			0.492			0.438
Q6		0.635			00.544	
Q7		0.475			0.489	
Q8			0.561			0.517
Q9	0.593			0.568		
Q10						
Q11			0.370	0.451		
Q12		0.386			0.357	
Q13			0.376	0.453		
Q14		0.364				
Q15						0.312
Q16			0.463			0.447
Q17						
Q18	0.505			0.432		
Q19	0.546			0.558		
Q20	0.530			0.585		
Q21		0.378			0.607	
Q22						
Q23	0.717			0.735		
Q24	0.779			0.744		
Q25	0.623			0.601		
Q26	0.726			0.543		
% Variability Explained	0.2033	0.0990	0.0745	0.194	0.088	0.072

Validation	ADEQUACY OF THE CORRELATION MATRIX Determinant of the matrix = 0.001704227982195 Bartlett's statistic = 3279.8 (df = 325; P = 0.000010) Kaiser-Meyer-Olkin (KMO) test = 0.84898 (good)	ADEQUACY OF THE CORRELATION MATRIX Determinant of the matrix = 0.004037962246110 Bartlett's statistic = 2929.6 (df = 325; P = 0.000010) Kaiser-Meyer-Olkin (KMO) test = 0.84486 (good)

Q1. The curriculum in Foreign Language (English) of the institution is based on teaching-learning models of English-speaking countries, **Q2.** The curriculum of language learning is consistent with a specific modality in the teaching/learning of English (early partial/total bilingual immersion, intensification of English language, CLIL, etc.), **Q3.** The books and materials used as teaching and learning resources are designed based on references from English-speaking countries textbooks, **Q4.** The texts in English are better and easier than the texts in Spanish, **Q5.** During your school years, you take English international proficiency exams, such as IELTS, TOEFL or Cambridge tests, **Q6.** The earlier a person starts learning a foreign/second language, the higher the learner's success, **Q7.** The reading and writing activities in high school are done first in the mother tongue, **Q8.** The reading and writing activities in high school are done first in English, **Q9.** You consider yourself as a bilingual speaker, **Q10.** A language is learned mainly through imitation, **Q11.** Apart from the classroom, you use the English language in other spaces inside the institution, **Q12.** The methodology used in class to learn the English language is consistent with the communicative approach, **Q13.** In English class, English is widely used, **Q14.** When an apprentice knows 1000 words and basic structures of the target language, he/she easily engages in conversations with native speakers of English, **Q15.** During the English class, you use the language of study to communicate with your teacher or with your classmates, **Q16.** The school and government hours established for the learning of English are adequate to acquire the target language, **Q17.** Most of the mistakes that foreign/second language learners make are due to the interference of their native / mother tongue, **Q18.** You adopt concepts or expressions of the English language to communicate verbally and in a written way, **Q19.** Considering the national expectations, I believe that my linguistic competence in English corresponds to level B1 of the Common European Framework of Reference for Languages (CEFRL), **Q20.** During a conversation, it is easy to switch from Spanish to English and vice versa, **Q21.** All schools should be bilingual Spanish-English (Use of the CLIL methodology)**, Q22.** Classrooms are good places to learn about a language, but not to learn how to use that language outside the classroom, **Q23.** How do you rate your reading ability in English? (Very bad, Bad, Neutral, Good, Very good)**, Q24.** How do you rate your speaking ability in English? (Very bad, Bad, Neutral, Good, Very good)**, Q25.** How do you rate your listening ability in English? (Very bad, Bad, Neutral, Good, Very good)**, Q26.** How do you rate your writing ability in English? (Very bad, Bad, Neutral, Good, Very good)**.**

6.1.1.2.1. Biplot Analysis.

This analysis allows the researcher to observe the projection of the individuals (students) and the variables evaluated. It is attainable to appreciate the different structure of interactions between the variables evaluated. The Biplot analysis for the male gender allowed to demonstrate greater multivariate dispersion in the perception of the linguistic impact and variables, as shown in Figure 14, compared to the female gender where there is a higher concentration of response, referred to the topic and to the variables evaluated, as shown in Figure 15. Therefore, the responses of the male students showed broader ideas, concepts and points of view and were not very unified between responses, while the female students have shown more unified ideas,

concepts or points of view that demonstrate similar criteria in their opinions about the variables evaluated.

Figure 14. Biplot analysis for the male gender
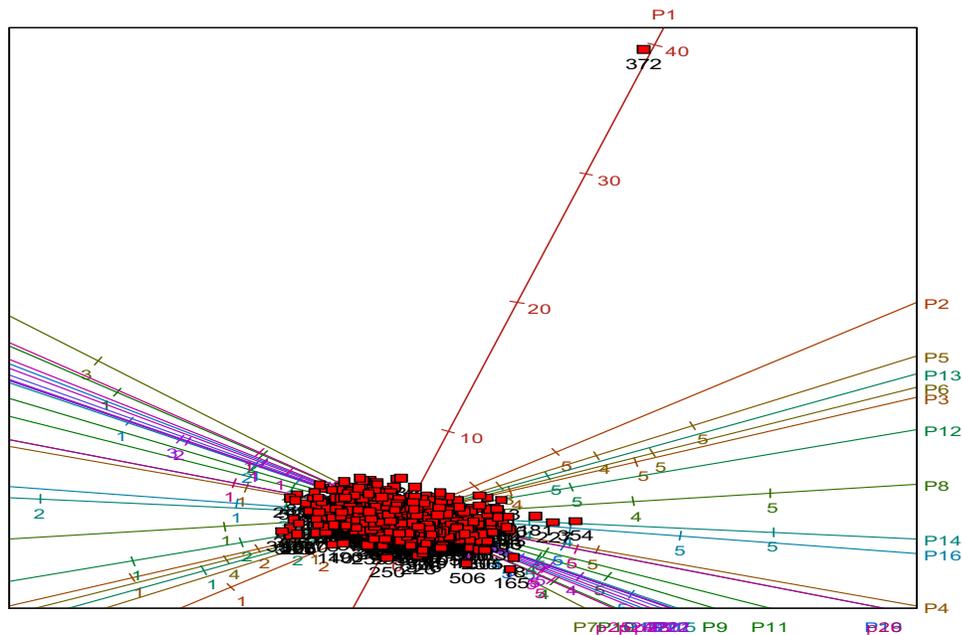
Figure 15. Biplot Analysis for the female gender

6.1.1.3. Discussion and Reflection.

Some studies related to languages acquisition have shown a lack of significant and empirical research on linguistic perceptions of students in the field of learning English as a foreign language in a Spanish speaking society. Through his studies in Mexico, Ryan (1998) discusses findings on sociocultural and linguistic perceptions from students (English natives and L2 learners) and teachers (English native and nonnative teachers) about the process developed in the Department of Applied Linguistics to acquire English as a foreign language. Therefore, his research started to provide significant information about the follow up and sociocultural/linguistic implications of this type of learning on students considering their thoughts, beliefs, points of view and concepts during their learning process. This type of research has led to assess and evaluate, deeply, how students are learning a foreign language and what implications this type of education is having in a Spanish speaking society. Consequently, it was

suitable to collect information from the active and direct participants and impacted population inside the foreign language project in Medellin. High school students provided relevant information about the linguistic implications and effects they may experience while they are learning English as a foreign language. Learners were aware of how the local language program and the English acquisition process are affecting the way they are learning a foreign language and, in this way, their future. Thus, "students' beliefs about the nature of language and language learning affect how learners make sense of their experiences and organize their learning and are pivotal for the understanding of learner motivation" (Lasagabaster & Doiz, 2016, p. 2; Hüttner, Dalton-Puffer, & Smit, 2013, p. 269) This survey was built up taking as reference previous studies carried out by Baker (2001), Truscott, Ordoñez & Fonseca (2006), Waas (2008) and Lightbown & Spada (2013). Based, also, on the type of studies carried out by the authors, the survey was a pertinent method to obtain information from students because it provided data about the learners' perceptions with regards to their learning, their language competence and the resources and strategies used while they are learning the target language to interact in their Spanish speaking context. In addition, the data gathered during the survey, rendered information about the strengths or weaknesses of the local foreign language project in a Spanish speaking society.

Acknowledging the data analysis, results comprise the knowledge students have about the curriculum in Foreign Language (English) of the institution. Most of the participants believe the curriculum in foreign language is based on teaching-learning models of English-speaking countries. Moreover, only half of the participants think the curriculum of language learning is consistent with a certain modality in the teaching/learning of English either early partial/total bilingual immersion or intensification of English language during the high school period.

Different from most private schools in the country which have had an early bilingual immersion in the foreign language by using Canadian methodologies or the Content Based Learning CBL (Truscott De Mejía, Ordoñez, & Fonseca, 2006). CLIL was not present in the answers because it is not a methodology used in public high schools by the local program. Furthermore, revealing how connected their beliefs and concepts were during the variables evaluated, most of the participants (males and females) know that the books and materials used as teaching and learning resources are designed based on references from English-speaking countries textbooks. Therefore, considering their connection to the target language, culture and society, half of the participants, both males and females, truly believe the texts in English are better and easier than the texts in Spanish. However, according to the results, most of the participants, during their school years, never take English international proficiency exams, such as IELTS, TOEFL or Cambridge tests to assess their English proficiency level. As opposed to bilingual schools, where students carry out a variety of standardized English tests (TOEFL, Michigan, IOWA, Stanford) to demonstrate their bilingualism or their English proficiency level (Truscott De Mejía et al., 2006). Rather, it is argued that the public institutions are called bilingual because since 2006, these have been working with the national *bilingual* program by implementing strategies based on the American education system supporting their teaching process by hiring English native teachers who help with the phonological instructions and culture activities. Not all the schools, however, have native teachers or language volunteers (Truscott De Mejía et al., 2006).

Additionally, the students surveyed pointed out that in their English classes, the reading-writing strategies are always developed throughout all schooling in Spanish and then, in English arguing that, as in Truscott, Ordoñez & Fonseca´study "los alumnos relacionan y aplican naturalmente las habilidades de lectura y escritura en las dos lenguas" (p.43). [students relate and

apply naturally the reading and writing skills in the two languages] specifying that this relation between both languages is acquired considering the argumentative, interpretative and propositive competences in the native language and then, these help to provide the foundations for the acquisition of a foreign language (Truscott De Mejía et al., 2006).

Furthermore, most of the participants consider that their learning process and the methodology used in class to learn the English language is consistent with the communicative approach where grammar is not the most important part of the learning, 100% of the class is in English and it is a learning based in the context that surrounds students where English is taught (Truscott De Mejía et al., 2006). However, some of the students surveyed truly believe that the students' learning process shows a more structural approach focusing on grammar and reading comprehension due to national and international exams, large classes, few hours of instruction and low practice in the target language inside and outside the classroom. Here, students are aware that the school and government hours established for the learning of English are not adequate and enough to acquire the target language considering the National expectations of a B1 level at the end of the high school.

Considering the notion of a balanced bilingualism and despite having a national and a local *bilingual* program and having been in the English learning process for many years, students do not consider themselves as bilingual speakers. Students believe the confusion about their language level starts with the name given to the different programs they have experienced in the classroom. The programs that participants are studying in the school are not bilingual programs, these are foreign language acquisition programs. This means, students are receiving a pedagogical approach related to the teaching/learning of foreign languages (Truscott De Mejía et al., 2006). Students are aware they are improving their linguistic competences in a foreign

language but not obtaining a balanced bilingualism during their school years because most of the participants even believe that, considering the national expectations, their linguistic competence in English does not correspond to level B1 of the Common European Framework of Reference for Languages (CEFRL).

Additionally, it is of paramount importance to highlight that these perceptions are linked to what students think about their linguistic skills in English **(Q, 23, 24, 25 and 26)**. Students believe their language abilities (reading, speaking, reading and writing) in English are not very competent or proficient. All of them truly believe they have some knowledge of English. However, considering the years of study of the target language, students are not satisfied with their English proficiency level in the four linguistic skills. Differently from Waas' study, where the students showed a wide knowledge of both languages researched, demonstrating an excellent command of the four skills in their native language and high proficiency level of their L2 (Waas, 2008). Therefore, most of the participants of the research in Colombia agreed on the fact that all schools should be bilingual Spanish-English to improve their proficiency level and meet the communicative requirements of the social context and the national and local authorities.

Furthermore, Lightbown & Spada (2013) highlighted the ability of codeswitching while learning a foreign/second language describing how there is an "intentional use of a word from the other language for a variety of interactional factors" (p.31). Research has shown how codeswitching experience has contributed to the development of cognitive flexibility (Lightbown & Spada, 2013) and proficient bilingual learners use this ability after several years of practice and study. Moreover, Baker (2001) stated, "codeswitching is a valuable linguistic tool. It does not happen at random. There is usually purpose and logic in changing languages" (p. 101). Therefore, it is not common for bilinguals "to keep their two languages completely separate, and

the ways in which they mix them are complex and varied" (p.101). Herewith, many of the participants agreed they usually adopt concepts or expressions of the English language to communicate verbally and in a written way, but that they think it is difficult to switch from Spanish to English and vice versa during a conversation.

According to Dunn (2011), "Young children are natural language acquirers; they are self-motivated to pick up language without conscious learning, unlike adolescents and adults" (para. 3). Therefore, participants are aware of the relevance and importance of an early start when acquiring a foreign language. Three quarters of them believe the earlier a person starts learning a foreign/second language, the higher the learner's success. Read (2003) also supports this analysis by clarifying that younger is better when "learning is natural, contextualized, interesting, relevant and social" (p.5), when the learner can "build on things the child knows" and the learning is supported appropriately.

Finally, considering the study carried out by the European Science Foundation (ESF) that examined the influence of the first language on second language learning, it can be concluded that "In learning something new, we build on what we already know" (Lightbown & Spada, 2013, p.57). Therefore, students' perceptions about this variable, support the insights of the ESF research by describing and asserting how most of the mistakes that foreign/second language learners make are due to the interference of their native/mother tongue. Nonetheless, students clarified this interference is not bad or incorrect because what they are trying to do while learning a foreign language, in this case English, is to "draw on the patterns of other languages they know as they try to discover the complexities of the new language they are learning" (Lightbown & Spada, 2013, p.57). In fact, while students are experimenting with the new language, they have an interchange between new and old/established patterns.

The ideas presented in this section point out how students know their learning process and are aware of what kind of foreign language they are studying inside and outside the classrooms. Therefore, though, they know that through the learning of English they will have better academic, professional and social opportunities in Colombia and all over the world, and that they are improving their English proficiency level, students are not satisfied with their English proficiency level in their linguistic skills. Moreover, considering the national expectations and the national reports on standard exams and tests, participants believe that their linguistic competence in English does not correspond to level B1 of the Common European Framework of Reference for Languages (CEFRL), where students should be independent users who "have the necessary fluency to communicate without effort with native speakers" (British Council, 2018), understanding the main points in texts, producing simple and coherent texts, and finally, describing experiences, events, wishes, plans, etc.

6.1.2. Cultural implications and practices.

This practice presents some key fundamentals to support a qualitative focus contrasting it with a quantitative focus on foreign/second language. The variables evaluated related to the subject cultural impact and practice are described in table 29, noting that they were evaluated on a Likert scale, where 1= totally disagree, 2= disagree, 3= neutral (neither agreement nor disagreement), 4= agree, 5= totally agree.

Table 29.
Format used Cultural Impact

Questions
Q1. Understanding and mastering two languages is better than understanding and mastering one.
Q2. In this institution festivities related to the language of study, such as Thanksgiving, St. Valentine's Day, Day of the race, Independence Day, Halloween, Language Day are held.

Q3. This institution encourages the cultural exchange of the target language through student exchanges, language seedlings, language fairs, summer camps, etc.

Q4. The culture of the target language is manifested through posters, symbols, images, screen projections, literature books and different texts in English.

Q5. As a senior student, you project and motivate the other students of the institution to make use of the language of study.

Q6. You are part of languages groups that encourage the culture of the English language.

Q7. The English culture has positively influenced the Hispanic culture and the learning of a foreign language.

Q8. Learning about English culture, its traditions and beliefs, is the most important thing in acquiring a language.

Q9. The Hispanic culture has adopted many of the concepts, beliefs and traditions that are part of the English culture.

Q10. Coming from an English-speaking country gives more chances of success in life than coming from a Spanish-speaking country.

Q11. Identify yourself more with Spanish than with English.

Q12. Enjoy activities about the target culture such as games, plays, songs, debates and field visits/trips.

Q13. Do sufficient cultural learning activities related to the English language in your classroom.

Q14. Learning a foreign language has helped you develop a better understanding of your own identity and culture.

Q15. While studying a foreign language, you have had the opportunity to become familiar with the culture and civilization of the countries where the language you are learning is spoken.

Cultural aspects evaluated during the survey

6.1.2.1. Statistical Methodology and Analysis.

The present investigation was approached using the following statistical techniques: analysis of the exploratory factor, where polyconic correlation matrix was used. Oblique rotation and the generalized least squares method of estimation were used. Additionally, parallel analysis was adopted in order to establish the number of factors to be retained. The multivariate analysis of the MANOVA variance, with the objective of comparing the effect of sex, based on all response variables was also used. The analysis was complemented by exploratory descriptive statistics of one-dimensional type, in order to obtain the arithmetic mean and the standard deviation. Lastly, statistical packages SAS UNIVERSITY EDITION, FACTOR 8.0 and R version 3.0.1 were used.

A structured survey was used for data collection. The instrument was previously validated taking into account Cronbach's alpha and factor analysis techniques, resulting in a value of 0.76.

6.1.2.2. Results.

In table 30, a comparative analysis was performed for each of the items. Thus, a statistical difference ($p < 0.05$) between the genders, in favor of the men, was detected in questions **3, 5, 6** and **14** which are related to how institutions encourage cultural exchanges through projects, language groups/clubs and activities that help to develop a better understanding of their own identity and culture.

Additionally, table 30 shows how the best question evaluated by both genders, is related to question **1** where a high percentage of students believe that understanding and mastering two languages is better than understanding and mastering one. On the other hand, questions **3** and **6** were the worst questions evaluated by students. These questions are related to the encouragement students receive to interact and learn about the target culture, and the motivation they have to be part of language groups that promote the culture of the English language.

The multivariate analysis of the MANOVA variance allowed to detect differences between males and females, by simultaneously evaluating the fifteen questions under study ($p = 0.0399$).

Table 30.
Comparative descriptive analysis between genders

Sex	Male		Female		
Questions	Mean±Std	Letter	Mean±Std	Letter	Value p
Q1	4.1±1.1	A	4.1±1.1	a	0.2549
Q2	3.2±1.2	A	3.2±1.2	a	0.5510
Q3	2.9±1.1	A	2.7±1.2	b	0.0222
Q4	3.4±0.9	A	3.4±1.0	a	0.8562
Q5	3.1±1.0	A	2.9±1.1	b	0.0036
Q6	2.3±1.2	A	2.1±1.1	b	0.0078
Q7	3.4±0.9	A	3.4±0.9	a	0.2854
Q8	3.1±1.0	A	3.1±1.0	a	0.3659
Q9	3.4±0.9	A	3.4±0.9	a	0.2169

Q10	3.2±1.1	A	3.2±1.1	a	0.3563
Q11	3.7±1.1	A	3.8±1.1	a	0.2691
Q12	3.6±1.0	A	3.6±1.0	a	0.9317
Q13	3.2±1.0	A	3.1±1.0	a	0.4232
Q14	3.4±1.0	A	3.2±1.0	b	0.0167
Q15	3.4±1.1	A	3.3±1.1	a	0.0732
MANOVA	Wills=0.9759		Pillai's Trace=0.0224		
	p=<0.0399		p=<0.0399		

Q1. Understanding and mastering two languages is better than understanding and mastering one. **Q2.** In this institution festivities related to the language of study, such as Thanksgiving, St. Valentine's Day, Day of the race, Independence Day, Halloween, Language Day are held. **Q3.** This institution encourages the cultural exchange of the target language through student exchanges, language seedlings, language fairs, summer camps, etc. **Q4.** The culture of the target language is manifested through posters, symbols, images, screen projections, literature books and different texts in English. **Q5.** As a senior student, you project and motivate the other students of the institution to make use of the language of study. **Q6.** You are part of languages groups that encourage the culture of the English language. **Q7.** The English culture has positively influenced the Hispanic culture and the learning of a foreign language. **Q8.** Learning about English culture, its traditions and beliefs, is the most important thing in acquiring a language. **Q9.** The Hispanic culture has adopted many of the concepts, beliefs and traditions that are part of the English culture. **Q10.** Coming from an English-speaking country gives more chances of success in life than coming from a Spanish-speaking country. **Q11.** Identify yourself more with Spanish than with English. **Q12.** Enjoy activities about the target culture such as games, plays, songs, debates and field visits/trips. **Q13.** Do sufficient cultural learning activities related to the English language in your classroom. **Q14.** Learning a foreign language has helped you develop a better understanding of your own identity and culture. **Q15.** While studying a foreign language, you have had the opportunity to become familiar with the culture and civilization of the countries where the language you are learning is spoken.

Additionally, figure 16 shows how questions **1, 2, 4, 7, 8, 9, 10** and **12** were equally rated by both genders. However, the questions related to festivities and traditions held in school, manifestations of the target culture through posters, symbols, images, screen projections, literature books and different texts in English, positive influence of the English culture in the Hispanic culture, and adoption of concepts, beliefs and traditions of the English culture did not obtain very high scores according to students' reflections, as can be seen in Figure 16.
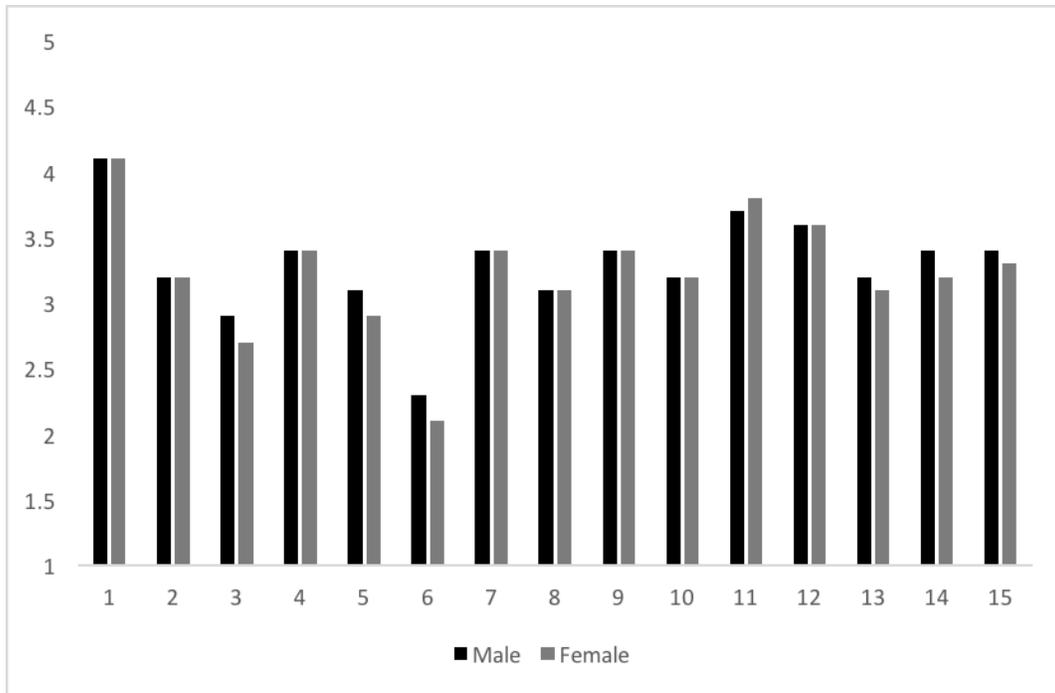
Figure 16. Behavioral dynamics for each question by gender

The factorial exploratory analysis performed for both genders allowed to define three factors as shown in Table 31. For the male gender, factor one is explained by the items related to how the understanding and mastering of two languages is better than understanding and mastering one **(Q1)**; if students are part of languages groups that encourage the culture of the English language **(Q6)**, and if students can identify themselves more with Spanish than with English **(Q11).**

Factor two was defined by questions **Q7, Q8, Q9, Q10, Q12, Q14** and **Q15.** These questions were related to issues about the positive influence English culture has on the Hispanic culture and the learning of a foreign language; learning about English culture, its traditions and beliefs, is the most important thing in acquiring a language; the Hispanic culture has adopted many of the concepts, beliefs and traditions that are part of the English culture; coming from an English-speaking country gives more chances of success in life than coming from a Spanish-speaking country; enjoy activities about the target culture such as games, plays, songs, debates

and field visits/trips; learning a foreign language has helped you develop a better understanding of your own identity and culture; while studying a foreign language, you have had the opportunity to become familiar with the culture and civilization of the countries where the language you are learning is spoken.

Moreover, factor three, which did not have a powerful impact on students, was established by **Q2.** In this institution festivities related to the language of study, such as Thanksgiving, St. Valentine's Day, Day of the race, Independence Day, Halloween, Language Day are held; **Q3.** This institution encourages the cultural exchange of the target language through student exchanges, language seedlings, language fairs, summer camps, etc.; **Q4.** The culture of the target language is manifested through posters, symbols, images, screen projections, literature books and different texts in English; **Q13**. You do sufficient cultural learning activities in your classroom related to the English language.

For the female gender, table 31 shows how factor one is explained by **Q2.** In this institution festivities related to the language of study, such as Thanksgiving, St. Valentine's Day, Day of the race, Independence Day, Halloween, Language Day are held. **Q3.** This institution encourages the cultural exchange of the target language through student exchanges, language seedlings, language fairs, summer camps, etc. **Q4.** The culture of the target language is manifested through posters, symbols, images, screen projections, literature books and different texts in English.

Additionally, factor two is related to **Q5.** As a senior student, you project and motivate the other students of the institution to make use of the language of study. **Q6.** You are part of languages groups that encourage the culture of the English language; **Q11.** Identify yourself more with Spanish than with English; **Q13.** Do sufficient cultural learning activities related to

the English language in your classroom. **Q14.** Learning a foreign language has helped you develop a better understanding of your own identity and culture. **Q15.** While studying a foreign language, you have had the opportunity to become familiar with the culture and civilization of the countries where the language you are learning is spoken.

Moreover, table 31 shows how factor three correlates with **Q1.** Understanding and mastering two languages is better than understanding and mastering one; **Q7.** The English culture has positively influenced the Hispanic culture and the learning of a foreign language; **Q9.** The Hispanic culture has adopted many of the concepts, beliefs and traditions that are part of the English culture; **Q12.** Enjoy activities about the target culture such as games, plays, songs, debates and field visits/trips.

Table 31.
Analysis of the exploratory factor

Sex	Male			Female		
	Factor 1	**Factor 2**	**Factor 3**	**Factor 1**	**Factor 2**	**Factor 3**
Q1	-0.639					0.679
Q2			0.458	0.430		
Q3			0.654	0.700		
Q4			0.711	0.723		
Q5					0.442	
Q6	0.548				0.579	
Q7		0.686				0.718
Q8		0.374				
Q9		0.458				0.510
Q10		0.333				
Q11	-0.446				-0.414	
Q12		0.481				0.403
Q13			0.346		0.354	
Q14		0.560			0.610	
Q15		0.598			0.627	
%Variability Explained	0.25605	0.1020	0.09234	0.24006	0.11125	0.09609
Validation	ADEQUACY OF THE CORRELATION MATRIX Determinant of the matrix = 0.083964570768712			ADEQUACY OF THE CORRELATION MATRIX Determinant of the matrix = 0.102523500810771		

Bartlett's statistic = 1296.1 (df = 105; P = 0.000010) Kaiser-Meyer-Olkin (KMO) test = 0.79767 (fair)	Bartlett's statistic = 1209.8 (df = 105; P = 0.000010) Kaiser-Meyer-Olkin (KMO) test = 0.77337 (fair)

Q1. Understanding and mastering two languages is better than understanding and mastering one. **Q2.** In this institution festivities related to the language of study, such as Thanksgiving, St. Valentine's Day, Day of the race, Independence Day, Halloween, Language Day are held. **Q3.** This institution encourages the cultural exchange of the target language through student exchanges, language seedlings, language fairs, summer camps, etc. **Q4.** The culture of the target language is manifested through posters, symbols, images, screen projections, literature books and different texts in English. **Q5.** As a senior student, you project and motivate the other students of the institution to make use of the language of study. **Q6.** You are part of languages groups that encourage the culture of the English language. **Q7.** The English culture has positively influenced the Hispanic culture and the learning of a foreign language. **Q8.** Learning about English culture, its traditions and beliefs, is the most important thing in acquiring a language. **Q9.** The Hispanic culture has adopted many of the concepts, beliefs and traditions that are part of the English culture. **Q10.** Coming from an English-speaking country gives more chances of success in life than coming from a Spanish-speaking country. **Q11.** Identify yourself more with Spanish than with English. **Q12.** Enjoy activities about the target culture such as games, plays, songs, debates and field visits/trips. **Q13.** Do sufficient cultural learning activities related to the English language in your classroom. **Q14.** Learning a foreign language has helped you develop a better understanding of your own identity and culture. **Q15.** While studying a foreign language, you have had the opportunity to become familiar with the culture and civilization of the countries where the language you are learning is spoken.

6.1.2.2.1. Biplot Analysis.

The Biplot analysis for the male gender is presented in Figure 17. In addition, figure 18 shows the Biplot analysis for the female gender. This analysis allows the investigator to observe the projection of the individuals (students) and the variables evaluated. Different structures of interactions between the evaluated variables could be appreciated.
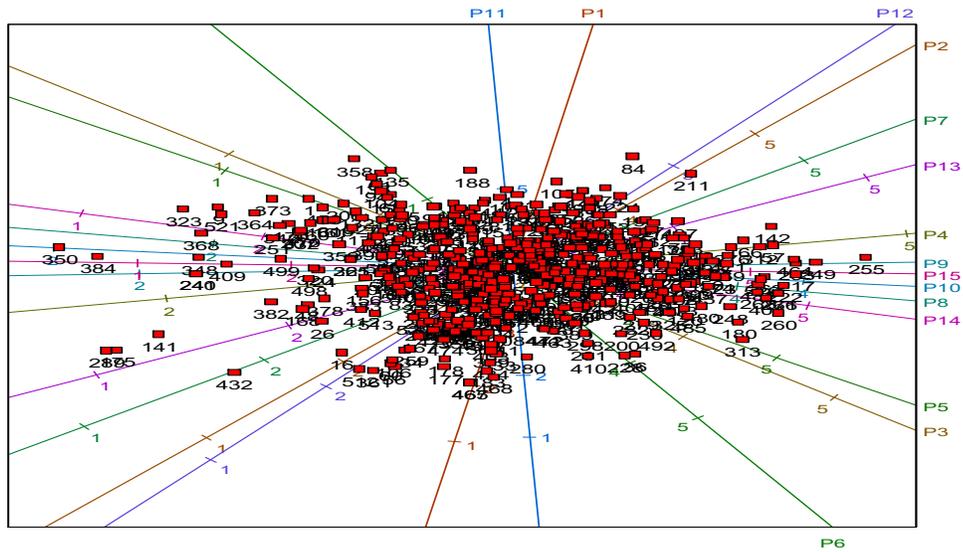
Figure 17. Biplot analysis for the male gender
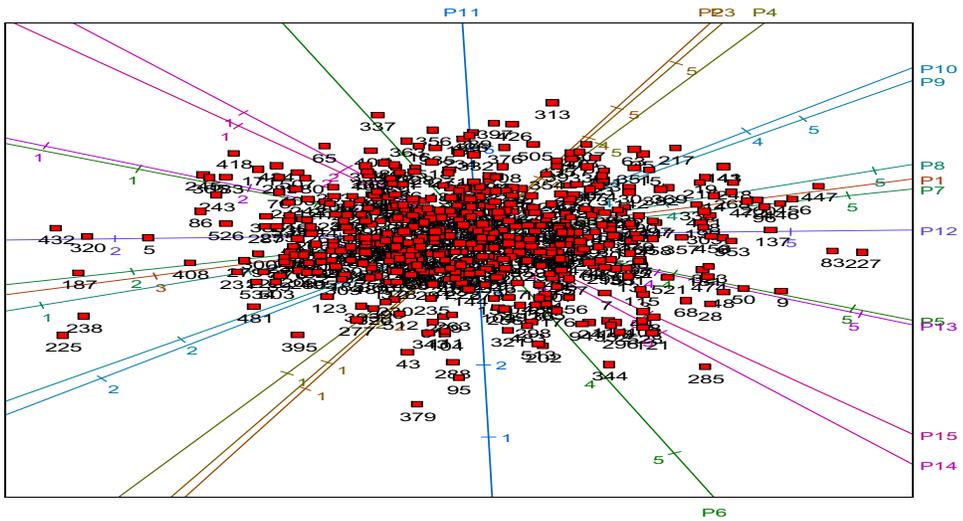
Figure 18. Biplot analysis for the female gender

Through the Biplot analysis, it was possible to obtain the best approximation of this multivariate sample. It is important to point out that when the variables form groups during the Biplot analysis, they correlate with each other providing information linked to similar opinions,

views or ideas about a specific topic and this enriches the information collected about the sample evaluated during the research.

6.1.2.2.2. Cluster analysis.

When performing the cluster analysis for each of the genders, different conformation of the respondents can be observed, which is seen in Figure 19. This proves the divergence in the response dynamics of the respondents.
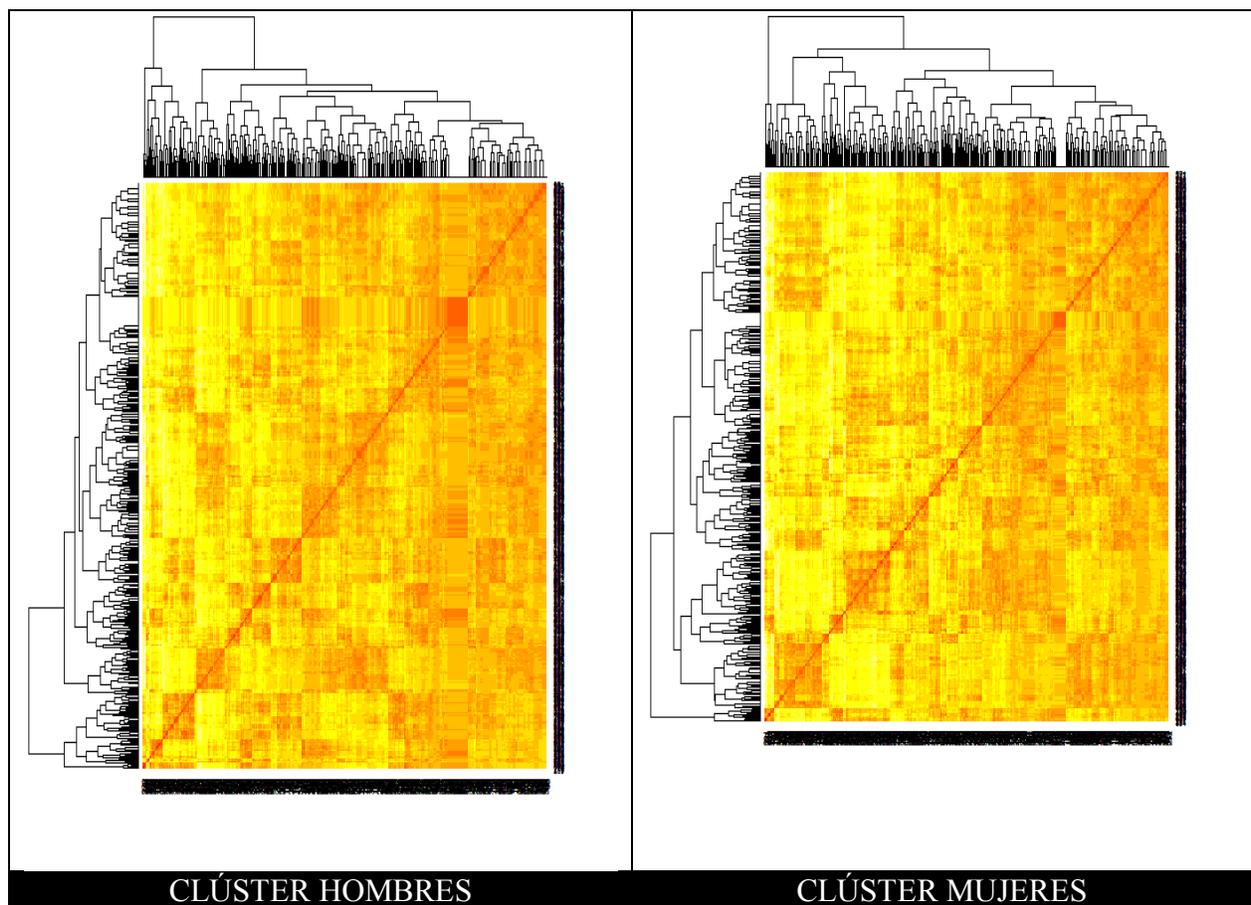
Figure 19. Cluster analysis by gender

6.1.2.3. Discussion and Reflection.

Projects related to the acquisition of a foreign language have proven to impact the society where the language is learned. However, it is difficult to find information and diagnosis about these social and cultural effects while learners are acquiring a language. Therefore, a survey was

carried out so that students could share their opinions about their process working with the local bilingual project and the learning of English as a foreign language (EFL) in high school. I consider the survey an appropriate method to obtain information from students because it provides data about students' thoughts and reflections with regards to their learning, cultural changes or transformations, and strategies adopted from the target language to interact in their Spanish speaking society. Moreover, through the use of the survey, it was possible to collect information about the cultural strengths or weaknesses of the local project during the learning of a foreign language.

It is relevant to understand the majority of these students come from low socioeconomical status and their contact with the target language is in the school. Therefore, the cultural impplications are reflected in their contexts after interacting with the target language in the school. Most of the neighborhoods visited do not have spaces, strategies or opportunities to have a direct contact with the target language. Thus, students shape their identity and cultural concept based on the information and the ideas acquired in their school and academic context.

The first question refers to the opinion students have about acquiring one language or two. Both genders proved to understand the relevance of learning and comprehending more than one language (4.1/5.0). The second question requests students to reflect on the different activities held at school to enhance the culture of the target language. Their answers show similar thoughts and opinions about the lack of activities in their institutions related to the language of study (3.2/5.0). Referring to the third question, students allude that institutions are not encouraging the cultural exchange of the target language (males: 2.9/5.0, females: 2.7/5.0). Students are aware of how the target language is presented around the city. However, they also show how many more symbols, signs, posters and books are needed in order to improve the manifestation of the culture

of the language of study (Q4: 3.4/5.0). During question 5, male students slightly agree on how they, as seniors, project and motivate other students at school to make use of the language of study. Nevertheless, a tendency with the senior female students displays a problem in that they are not projecting or motivating other students enough to make a better use of the language of study. In addition, students are not part of language groups that encourage the interaction and learning of the culture of the English learning (Q6. male: 2.3/5.0, female: 2.1/5.0). Through question 7, students prove to be aware of how the English culture has positively influenced the Hispanic culture and the learning of a foreign language (3.4/5.0).

Additionally, students are aware of the fact that culture is an important part of the learning of a foreign language. Yet, they know it is not the most important part during a foreign language acquisition process (Q8: 3.1/5.0). Moreover, students are honest when they express how the Hispanic culture has adopted many of the concepts, beliefs, and traditions that are part of the English culture (Q9: 3.4/5.0). They know how their Spanish speaking country has taken concepts and ideas from the English language in order to impact and transform their Hispanic context in a positive way. The opinion of students about how coming from an English-speaking country gives more chances of success in life rather than coming from a Spanish speaking country is like the expectation of learners about being motivated to acquire a language (Q10: 3.2/5.0). Furthermore, some of the studying are starting to feel their context, culture, and reality more connected to the English language while more than half of them identify themselves with Spanish (Q11: males: 3.7/5.0, females: 3.8/5.0).

While analyzing question 12, it is likely to notice how some students enjoy learning English as a foreign language and its culture using activities such as games, plays, songs, debates, and field trips (3.6/5.0). In Question 13 students were asked if they take part in diverse

cultural activities while they are learning English. Half of students answered they do not perform enough cultural learning activities. Moreover, a significant part of students gave their opinion about how they do not carry out enough cultural activities in the classroom in order to acquire the language and learn to respect other cultural groups (males: 3.2/5.0, females: 3.1/5.0). Questions 14 and 15 were related because they inquire students they have had the opportunity to become familiar with the culture and civilization of the countries where the language they are learning is spoken and how this has helped them develop a better understanding of their own identity and culture. In this sense, more than half of male and female students mentioned the relevance of learning about the English culture in order to comprehend the language and respect other beliefs and traditions. At the same time, this learning process has given them the opportunity to learn about the target culture, compare them with their native culture, and comprehend their own identity as a Spanish speaking country developing in a global market. (males: 3.4/5.0, females: 3.3/5.0). Nonetheless, a high percentage of students still consider they have not had the opportunity to become familiar with the target culture in order to have a better understanding of the cultural groups studied inside the EFL classrooms and their own identity as Spanish speakers.

The ideas presented in this section point out that students are aware of the relevance and importance of learning a foreign language in a Spanish speaking country. However, they are not completely satisfied with their current learning process due to the irrelevance between the topics and their context, the lack of connection by the ministry of education, the reality inside the classrooms, and the lack of materials and resources. According to their answers, they believe they are learning more about structures than about the language use, culture and society of the target language. Consequently, I was able to establish students' opinions about the methodology

and the didactics used by the bilingual program in the city to integrate and implement a foreign culture in a Spanish speaking society and a Latin culture. Therefore, it was useful to conduct this survey so that students could articulate their opinions about a program that has been in schools since the academic year 2006.

6.1.3. Social Implications and Practices.

This is the third part of the survey. Here, this section aims to explore and assess the acquisition of English as a foreign language in Medellin, Colombia through the analysis of its social impacts on students of tenth and eleventh grade in public high schools. Considering it as representative, the official sample was comprised of 1068 students (534 men, 534 women) of tenth and eleventh grade enrolled in public institutions of the city of Medellin, Colombia. The age of the respondents fluctuated between 14 to 18 years old. A Likert scale was used, where 1= strongly disagree, 2= disagree, 3= neutral (neither agree nor disagree), 4= agree, 5= strongly agree. The variables evaluated are listed in the instrument, which is shown in Table 32. This survey section was composed by 18 questions analyzed in two groups. The first group explored the first 16 questions and then, the last two questions were studied separately using a YES/NO analysis.

Table 32.
Survey statements

Questions
Q1. You would like to live in an English-Speaking country.
Q2. Your parents speak, read, write and comprehend in English.
Q3. Your parents usually correct your grammar errors.
Q4. During social conversations between family and friends, you use words or expressions in English.
Q5. Enjoy using the English language for extracurricular activities.
Q6. You enjoy using English frequently when talking to your family.
Q7. People who speak English are more successful.
Q8. You enjoy and see relevancy by using English frequently when talking to your friends.
Q9. The most important indicator of success in learning a second/foreign language is

motivation.

Q10. It is easier to find work when you have linguistic competence in English.

Q11. People who know English are smarter.

Q12. You use English frequently when writing works and projects.

Q13. English is better than Spanish

Q14. Spanish is less important than English

Q15. Understanding and knowing English is a big advantage in a Spanish-speaking country.

Q16. In Colombia, English is widely used.

Q17. You come from a Colombian family

Q18. You have traveled to an English-speaking country

Social variables evaluated during the survey

6.1.3.1. Statistical Methodology.

The LINEAL GENERAL MODEL (LGM) was used in order to carry out the contrasts between genders, where the MANOVA technique was included and allowed to compare men and women with all variables together. Additionally, the exploratory factor analysis with oblique rotation and parallel analysis were used to determine the number of components or axes. A polychoric matrix/correlation was used. This correlation allowed to observe the ordinal variables and theorize the data. The analysis was complemented with the multivariate Biplot process and exploratory descriptive statistics of the unidimensional type, where the arithmetic mean and the standard deviation were established. The statistical packages SAS UNIVERSITY EDITION, FACTOR 8.0 and R version 3.0.1 were used.

This instrument was previously validated considering the techniques of: Cronbach's alpha and factor analysis, resulting in a value of 0.80, which allowed us to use the instrument with a high and strong inquiring validity during the study.

6.1.3.2. Results and Findings.

A statistical difference ($p < 0.05$) between the genders was detected in questions 1, 2, 9, 10, 11, 12, 14 and 15. These questions talk about the linguistic competence parents and students have in English, learning and success indicators, relevance of learning a foreign language and

importance of English and Spanish in the Colombian society. The multivariate analysis of variance, which has all variables (questions) in mind, allowed the detection of a highly significant difference between genders ($p < .0001$), in relation to statements on the survey about social implications. This can be seen in Table 33.

Table 33.
Descriptive comparative analysis between genders

Gender	Masculine		Feminine		
Statements	**Media±Std**	**Letter**	**Media±Std**	**Letter**	**Value p**
Q1	4.0±1.0	B	4.1±2.2	a	0.0405
Q2	2.1±1.1	A	1.9±1.1	b	0.0142
Q3	2.3±1.3	A	2.4±1.3	a	0.3968
Q4	2.8±1.3	A	2.9±1.3	a	0.3570
Q5	3.3±1.2	A	3.2±1.2	a	0.4364
Q6	2.7±1.3	A	2.6±1.2	a	0.1659
Q7	3.5±1.2	A	3.6±1.1	a	0.0727
Q8	3.2±1.1	A	3.1±1.1	a	0.5813
Q9	3.9±1.0	B	4.1±1.0	a	<.0001
Q10	4.0±1.0	B	4.2±1.0	a	0.0011
Q11	2.8±1.2	A	2.6±1.2	b	0.0137
Q12	2.6±1.1	A	2.3±1.0	b	0.0007
Q13	2.7±1.2	A	2.5±1.1	a	0.0624
Q14	2.4±1.2	A	2.1±1.1	b	<.0001
Q15	4.1±1.0	B	4.4±0.8	a	<.0001
Q16	3.0±1.0	A	3.0±0.9	a	0.2036
MANOVA	**Wills=0.9356**		**Pillai's Trace=0.0643**		
	p=<.0001		**p=<.0001**		

Q1. You would like to live in an English-Speaking country, **Q2.** Your parents speak, read, write and comprehend in English, **Q3.** Your parents usually correct your grammar errors, **Q4.** During social conversations between family and friends, you use words or expressions in English, **Q5.** Enjoy using the English language for extracurricular activities, **Q6.** You enjoy using English frequently when talking to your family, **Q7.** People who speak English are more successful, **Q8.** You enjoy and see relevancy by using English frequently when talking to your friends, **Q9.** The most important indicator of success in learning a second/foreign language is motivation, **Q10.** It is easier to find work when you have linguistic competence in English, **Q11.** People who know English are smarter, **Q12.** You use English frequently when writing works and projects, **Q13.** English is better than Spanish, **Q14.** Spanish is less important than English, **Q15.** Understanding and knowing English is a big advantage, **Q16**. In Colombia, English is widely used.

Additionally, figure 20 describes the average behavior in both genders for each of the questions under study. Hence, we can see that the variables **1.** You would like to live in an English-speaking country; **10.** It is easier to find work when you have linguistic competence in

English and **15.** Understanding and knowing English is an advantage were rated above four in both men and women surveyed.
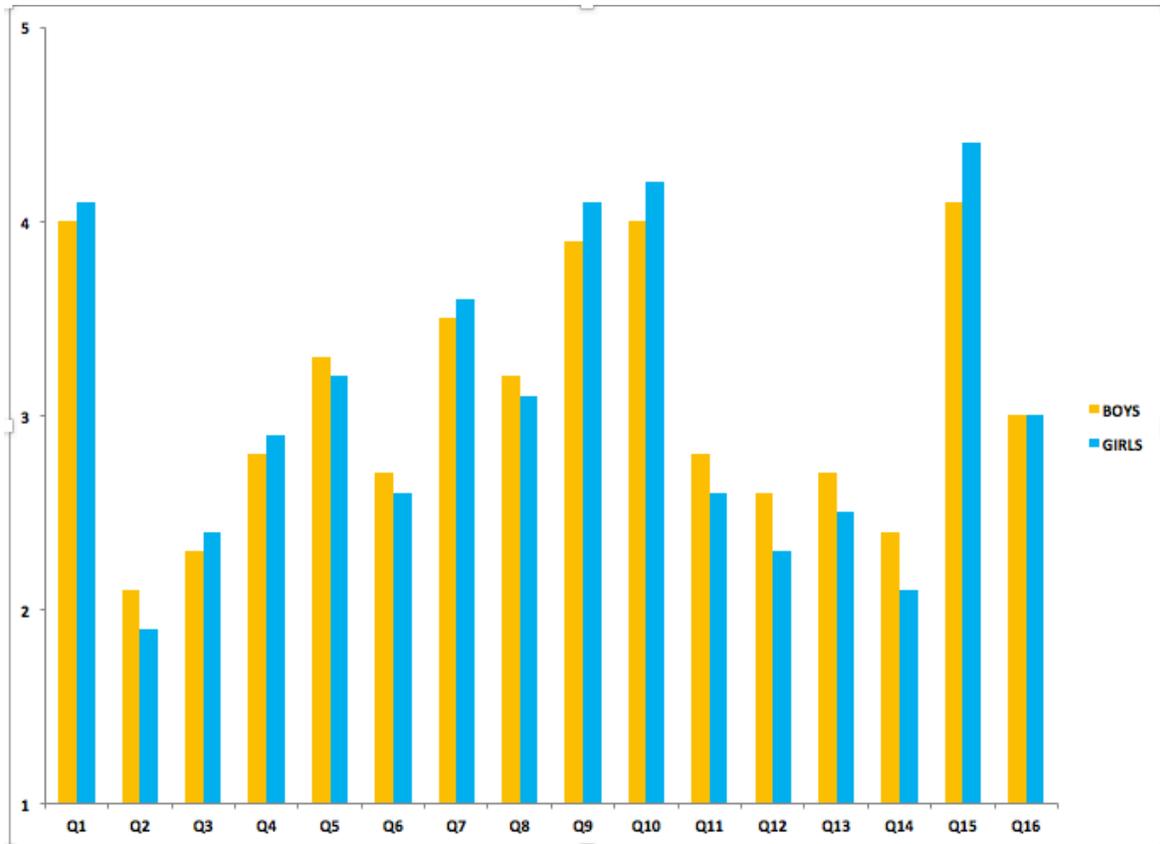
Figure 20. Graphical distribution of the variables in both genders. Analysis of the 16 questions asked to students in public high schools in the city.

Additionally, we carried out the exploratory factor analysis, which allows us to more precisely explore latent constructs or variables of the variables observed and measured during the research (Mavrou, 2015). When analyzing the exploratory factor for each of the genders, related to the social impact, it was found that in males the three factors are described as follows: Factor 1 was determined by questions 2, 3, 4, 5, 6 and 12 which discuss statements about parents' English skills, parents correcting grammatical errors, use of words or expressions in English during social conversations between family and friends, enjoyment using the English language

for extracurricular or work activities, enjoyment using English frequently when talking to family and frequency of English use when writing works and projects.

Furthermore, factor two was associated with questions 7, 11, 12, 13 and 14 which related to aspects like people who speak English are more successful, people who know English are smarter, frequency of English when writing works and projects, English is better than Spanish and Spanish is less important than English.

Factor three was established by variables 8, 9, 10 and 15 which comprise the relevance of using English frequently when talking to friends, the motivation as the most important indicator of success in learning a second/foreign language, the ease to find work when you have linguistic competence in English and the advantage of understanding and knowing English. See Table 34.

For the female gender, factor 1 defines questions 2, 3, 4, 5, 6, 8 and 12. These variables were related to parents' English skills, parents correcting grammatical errors, use of words or expressions in English during social conversations between family and friends, enjoyment using the English language for extracurricular or work activities, enjoyment using English frequently when talking to family, relevance of using English frequently when talking to friends and frequency of English use when writing works and projects.

Factor two was set by questions 7, 9, 10 and 15 which discuss statements such as people who speak English are more successful, motivation is the most important indicator of success in learning a second/foreign language, finding work is easier when you have linguistic competence in English and knowing and understanding English is an advantage. See Table 34.

Factor three is related to variables 11, 13 and 14. These variables discuss statements about people who know English are smarter, English is better than Spanish, and Spanish is less important than English. See Table 34.

Table 34.
Analysis of the exploratory factor

Gender	Masculine			Feminine		
	Factor 1	**Factor 2**	**Factor 3**	**Factor 1**	**Factor 2**	**Factor 3**
Q1			**0.416**			
Q2	0.632			0.426		
Q3	0.489			0.383		
Q4	0.577			0.575		
Q5	0.525			0.646		
Q6	0.744			0.781		
Q7		0.480			0.340	
Q8			0.589	0.645		
Q9			0.658		0.645	
Q10			0.676		0.682	
Q11		0.624				0.560
Q12	0.417			0.34		
Q13		0.688				0.525
Q14		0.662				0.482
Q15			0.721		0.653	
%Variability Explained	0.24277	0.16552	0.11075	0.21557	0.13262	0.09784

Validation: ADEQUACY OF THE CORRELATION MATRIX Determinant of the matrix= 0.026197991412871 Bartlett's statistic=1889.6 (df=120; P = 0.000010) Kaiser-Meyer-Olkin (KMO) test = 0.79551 (fair) ADEQUACY OF THE CORRELATION MATRIX Determinant of the matrix = 0.033308351210542 Bartlett's statistic = 1792.3 (df = 120; P = 0.000010) Kaiser-Meyer-Olkin (KMO) test = 0.76023 (fair)

Questions 17 and 18 from the original format, were evaluated in a different way in order to visualize their percentage. 96.0% of the students surveyed, highlighted that their parents are from Colombia. In addition, 87.7% of the participants affirmed they haven't traveled to English speaking countries as it can be seen in figure 21.
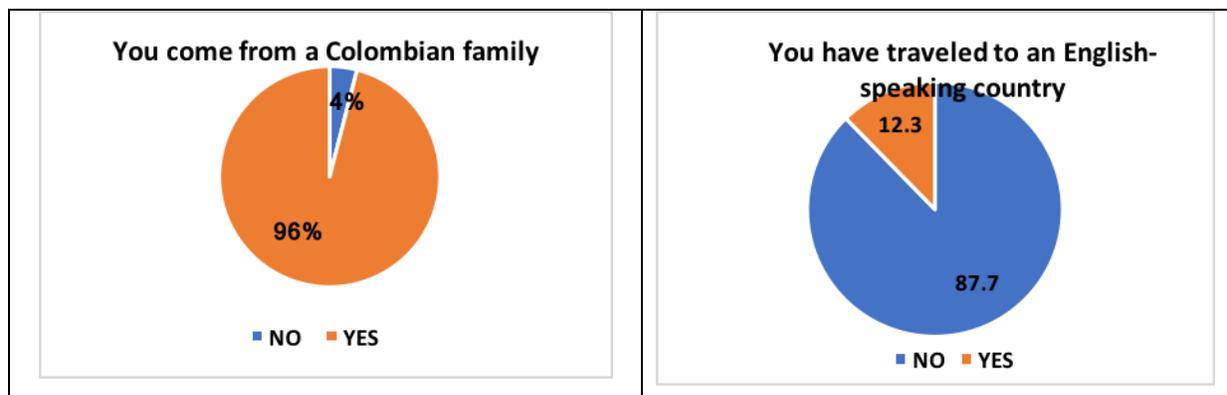
Figure 21. Analysis of questions 17 and 18. These questions had a YES/NO answer. These questions were analyzed by using a simple pie chart to obtain the data

6.1.3.2.1. Biplot Analysis.

The two-dimensional analysis for males allows a more marked relationship between the variables related to use of words or expressions in English during social conversations between family and friends, enjoyment using English frequently when talking to family, frequency of English use when writing works and projects and use of English in Colombia (Questions 4, 6, 12 and 16).

On the other hand, variables 2 and 3 are related. These variables talk about parents' English skills and parents correcting grammatical errors. Another group of interacting variables are related to questions 1, 7, 9, 10 and 15. These variables talk about likes or dislikes about living in an English-speaking country, level of success when you speak English, indicator of success in learning a second/foreign language and ease or difficulty to find a job when you have linguistic competence in English and advantages knowing and understanding a foreign language as English. See figure 22.
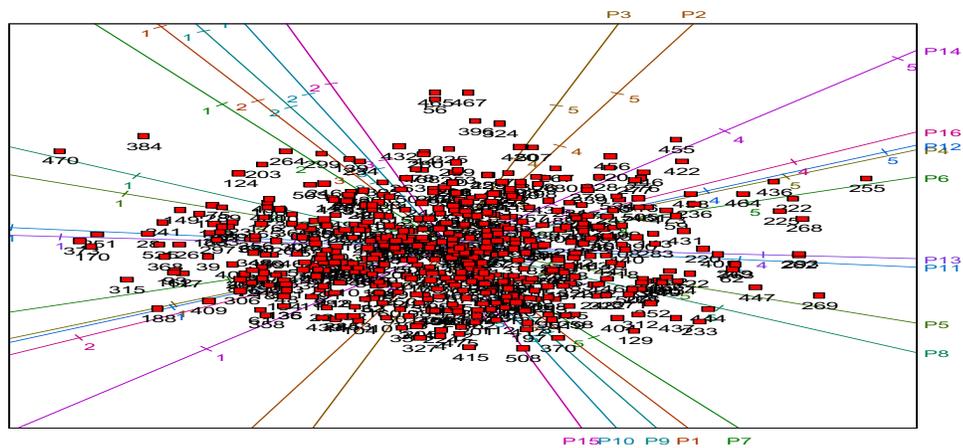
Figure 22. Biplot analysis for the male gender. Analysis of the answers provided by male students from public high schools in the city

The Biplot analysis performed in the female gender allows to highlight the correlations between variables 1, 2, 3, 5, 6, 8, 12 and 16. These variables are related to likes or dislikes about

living in an English-speaking country, parents' English skills, parents correcting grammatical errors, enjoyment using English frequently when talking to family, relevance of using English frequently when talking to friends, frequency of English use when writing works and projects and how widely English is used in Colombia. See Figure 23.
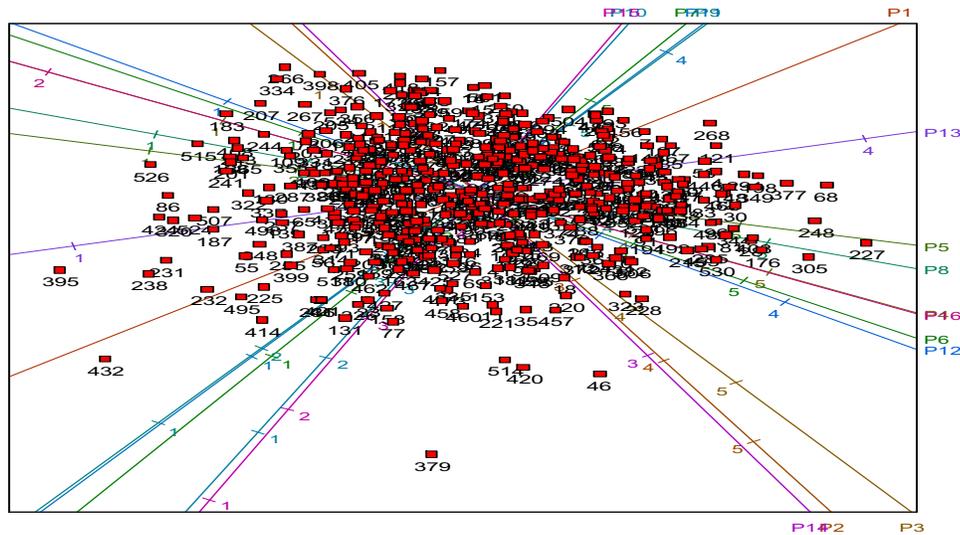
Figure 23. Biplot analysis for the female gender. Analysis of the answers provided by female students from public high schools in the city

6.1.3.3. Discussion and Reflection.

Research related to the acquisition of a foreign language has shown relevant information and data about the social impact EFL can have on a Spanish speaking society. Taylor and Morales (2006) describe how relevant it is to teach students the concepts about intercultural communication to envision an interaction between the two cultures in a horizontal and synergistic way. This supposes learners of foreign languages can have different opportunities to develop skills in order to accept and respect the differences between the target society and their native context. Consequently, it was suitable to collect information from the active participants and impacted population inside the foreign language project in Medellin. High school students

provided relevant information about the social implications and effects while they are learning English as a foreign language. Therefore, a survey was administered so that students could offer their opinion and perceptions about their process working with the local bilingual project. Learners were aware of how the foreign language program and the English acquisition are affecting their social context and, in this way, their future. This survey was built up based on previous studies carried out by Baker (2001), Truscott, Ordoñez & Fonseca (2006), Waas (2008) and Lightbown & Spada (2013). Although, it was impossible to include all the questions used by Baker (2001), Truscott, Ordoñez & Fonseca (2006), Waas (2008) and Lightbown & Spada (2013), I consider the survey was a pertinent method to obtain information from students because it provided data about the learners' reflections with regards to their learning, social interactions in a foreign language and social transformations while they are learning the target language to interact in their Spanish speaking context. In addition, the data gathered during the survey rendered information about the strengths and weaknesses of the local foreign language project in a Spanish speaking society.

In regard to the data analysis, results encompass the opinion students had about living in an English-speaking country. Most of students would love to live in an English-speaking country due to the opportunities and experiences they could undergo there. However, students acknowledge the low linguistic competence their parents have to help them to practice and acquire the proper competence of the English language and make corrections considering the four language skills. Moreover, students were requested to reflect on the different interactions they have with family and friends and the use of words or expressions in English during those interactions. This result could very well be because family and friends do not have a high English language competence, therefore, English learners need to switch to their native language

and do not use words or concepts that can be confusing for the listener. "It is probably true, as some have claimed, that most of us teach as we were taught or in a way that matches our ideas and preferences about how we learn" (Lightbown & Spada, 2013). In addition, according to their answers, students do not enjoy these interactions since their parents do not have a high proficiency level in English, thus, this situation restricts their social practice and communication with the target language outside the English classroom. During informal conversations with family and friends, it isn't the most spoken or used language by those groups of participants. Although, most of students do not enjoy having English interactions with their parents, more than half of the students enjoy using English when they are having conversations with their friends. Most of them feel more comfortable talking to their friends than to their parents. Therefore, it is easier to use some of the concepts of the target language while they are interacting with friends. However, it is possible to identify how little English use there is when writing works or projects inside and outside the EFL classroom. Students do not make use of the English language when they write academic papers or work on projects. They decide on using Spanish better than English because they consider they have more linguistic competence and vocabulary in their mother tongue.

Both, males and females slightly agree on their preference using English for extracurricular activities. Thus, students practice the target language by being part of language clubs or EFL trainings in order to improve their proficiency and enrich their academic and professional opportunities in Colombia (Waas, 2008). Students know how important the acquisition of a foreign language in their social, academic and professional life is. Their answers to question 7 show how conscious they are of the relevance of English in their lives being honest about how people who speak English are more successful.

Through the data analysis, most of the students show a deep understanding on how motivation is the most important indicator of success in learning a foreign language. Therefore, students are keen to learn a language considering the motivation they feel and the discipline they show during the learning (Waas, 2008; Lightbown & Spada, 2013). Students recognize how important the English language in their present lives and their future expectations is. Junior and senior students recognize the high standard English has in their society. They believe that when a person has a high linguistic competence in English, an individual has more opportunities to find a job than a monolingual person. However, students consider that not just people who speak the English language are smarter because it is necessary to acquire other abilities, languages and skills to be more appreciated in the professional communities where they coexist..

During the last part of the data analysis, students showed the great love and respect they feel for their native language and the social impact of the Spanish language around the world. Students express how they believe English is not better than Spanish and how Spanish is more important than English for the popularity this is getting in business, academia and tourism. On the other hand, it is clear how students understand the big advantages of speaking English and having a high linguistic competence in a foreign language. Their social context demands them to be competent not only with their professional abilities but also with their language skills and they know that English can provide them with great opportunities to interact, to obtain scholarship and to work in different local, national and international places. In addition, Waas' study shows how learners understand the importance of acquiring the Catalan to have better professional opportunities in the Baleares (Waas, 2008). Finally, considering students' answers, it is fair to say that English is not widely used in Colombia. The answers taken from here were based on students' social context and all the participant high schools are located in low and medium

economical stratus. Students do not use English in a social interaction with friends or family. In addition, their context is limited, therefore, they do not have direct contact with the places where more foreigners come to spend some time or to live. Moreover, in reference to the results presented by the program *Bilingual Colombia,* in 2015, 3.2% of all senior students in high school in Colombia had a B1 level in English and in 2014, 1% of all the official or public high schools got a B1 in Pruebas SABER 11 (Colombia Aprende, 2017).

The ideas here point out how students are aware of their necessity to learn and speak English to have better academic, professional and social opportunities in Colombia and all over the world. English language acquisition is impacting their surroundings and social context through the arrival of movies, food, political and religious movements, music, etc. However, they do not have enough social places outside the class where they can practice what they are acquiring inside the classroom. According to students' answers, the program *Languages for Medellin* is not providing enough spaces to interact with the target language directly. Finally, it is possible to visualize the strong identity students have and the high respect they show for their native language. This type of thought helps students to acquire a foreign language without forgetting their native identity which is the base to adopt and learn new concepts.

6.2. Interview Analysis.

In the target population, the following questions on a Likert scale of five values were investigated. Table 35 shows the questions asked students during the interview.

Table 35.
Questions asked students during interview

Questions
Q1= The definition of acquisition of a second language is to speak two languages.
Q2= You would like to have a bilingual institution.
Q3= You believe that the aim of the institution is to be proficient in a second language.

Q4= You consider that English is important, useful and necessary

Q5= You consider that language attitudes are important in language acquisition.

Q6= You use the English language in school, in the English class and with your friends.

Q7= During social conversations, you have used concepts and expressions from the English language.

Q8= You use what you learn in English classes outside the classroom.

Q9= You learn English in the same way you learn Spanish.

Q10= You think that audiovisual resources, grammar books and reading comprehension resources, are essential to achieve a good level, both in the English language as in the mother tongue.

Q11= You would like your institution perform different activities such as bilingual camps, magazines or bilingual newspapers, festivals or bilingual fairs, bilingual seedbeds groups, national and international exchanges, celebration of traditions and festivities of culture of study and / or volunteer with foreign teachers for the teaching and learning process of cultural elements.

Q12= You would like to have cultural and social contacts as intercultural projects, student blogs, institutional newspaper and local volunteer foreign teachers, multicultural festivals in the neighborhood or city, national and international exchanges in the institution to encourage learning English.

Q13= Given the target language (English), events, traditions and special events are held during the school year

Q14= These celebrations are carried out with all the high school students throughout the year and these are in English.

Q15= The study of English culture is reflected in the content of the English area.

Q16= You believe that contact with English culture is important, fun and useful to know, appreciate and respect different cultures while you are learning a language.

Q17= English culture is worked inside and outside the classroom through readings in class (reading comprehension), through videos and questions, music, singing, translating and completing sentences work, research, projects at school fairs, writing stories, plays, etc.

Q18= Learning a second language in our Spanish-speaking society has many advantages.

Q19= The English language can be seen reflected in many sectors of our Spanish-speaking society, as in restaurants, tourism, posters around the city, etc.

19 questions for students of 10th and 11th grade

For the statistical data comprehension, factor analysis was employed using the correlation matrix tetrachoric and establishing the equations derived for each axis; oblique rotation and GLS estimation method were used. Also, parallel analysis for selecting the number of factors was used. Similarly, the multivariate technique of MANOVA variance with orthogonal canonical contrast based on the General Linear Model (GLM) was applied, establishing the dimensionality of multidimensional comparison, by the criterion of maximum likelihood observing the most significant eigenvalue. The analysis was complemented by exploratory descriptive statistics

dimensional type, akin to pull the arithmetic mean and standard deviation. Statistical packages such as SAS UNIVERSITY EDITION and the 8.0 FACTOR package were used.

As mentioned earlier, the instrument was previously validated from a statistical standpoint, focusing on the validity of the instrument structure, content and construct. Resulting in a value of 0.82.

6.2.1. Results and Findings.

The descriptive analysis allowed to evidence that the next set of questions on average were rated below 3 for males: you learn English in the same way you learn Spanish. Considering the target language (English), events, traditions and special events are held during the school year. These celebrations are carried out with all the high school students throughout the year and these are in English. Females rated poorly the following aspects: you learn English in the same way you learn Spanish. Given the target language (English), events, traditions and special events are held during the school year. These celebrations are carried out with all the high school students throughout the year and these are in English.

The best qualified aspects for both genders were related to the following: you consider that English is important, useful and necessary, you consider that language attitudes are important in language acquisition, and learning a second language in our Spanish-speaking society has many advantages.

Through the multivariate analysis of variance MANOVA, it was possible to detect highly significant difference between genders, when assessing jointly the 19 questions posed. See table 36.

Table 36.
Comparative Descriptive Analysis of the Interview

Genre	Male	Female

Question	Media±Std	Letter	Media±Std	Letter	Value p
Q1	3.4±1.2	A	3.5±1.2	A	0.76899
Q2	3.8±1.3	A	3.2±1.5	B	<0.0001
Q3	3.4±1.1	A	3.3±1.1	B	0.02602
Q4	4.5±0.8	A	4.6±0.8	A	0.07116
Q5	4.2±0.8	B	4.3±0.8	A	0.04247
Q6	3.4±1.1	A	3.1±1.1	B	0.00022
Q7	3.6±1.1	A	3.5±1.2	B	0.02501
Q8	3.3±1.2	A	3.4±1.1	A	0.11804
Q9	2.4±1.1	B	2.6±1.1	A	0.03695
Q10	3.8±1.1	A	3.6±1.3	B	0.00373
Q11	4.1±1.1	A	4.1±1.0	A	0.55379
Q12	3.7±1.1	A	3.3±1.4	B	<0.0001
Q13	2.6±1.2	A	2.4±1.2	B	0.00593
Q14	2.4±1.1	A	2.5±1.2	A	0.72752
Q15	3.0±1.1	A	2.8±1.2	B	0.00036
Q16	3.9±1.0	A	3.6±1.2	B	0.00058
Q17	3.8±1.0	A	3.8±1.1	A	0.20074
Q18	4.4±0.9	A	4.3±0.9	A	0.16715
Q19	4.0±0.9	A	4.1±1.0	A	0.08655
MANOVA	Wills=0.9099 p=<0.0001			Pillai's Trace p=<0.0001	

Q1= The definition of acquisition of a second language is to speak two languages. **Q2**= You would like to have a bilingual institution. **Q3**= You believe that the aim of the institution is to be proficient in a second language. **Q4**= You consider that English is important, useful and necessary**. Q5**= You consider that language attitudes are important in language acquisition. **Q6**= You use the English language in school, in the English class and with your friends. **Q7**= During social conversations, you have used concepts and expressions in the English language. **Q8**= You use what you learn in English classes outside the classroom. **Q9**= You learn English in the same way you learn Spanish. **Q10**= You think that the audiovisual resources, grammar books and reading comprehension resources, are essential to achieve a good level, both in the English language as in the mother tongue. **Q11**= You would like your institution perform different activities such as bilingual camps, magazines or bilingual newspapers, festivals or bilingual fairs, bilingual seedbeds groups, national and international exchanges, celebration of traditions and festivities of culture of study and / or volunteer with foreign teachers for the teaching and learning process of cultural elements. **Q12**=You would like to have cultural and social contacts as intercultural projects, student blogs, institutional newspaper and local volunteer foreign teachers, multicultural festivals in the neighborhood or city, national and international exchanges in the institution to encourage learning English. **Q13**= Given the target language (English), events, traditions and special events are held during the school year. **Q14**= These celebrations are carried out with all the high school students throughout the year and these are in English. **Q15**= The study of English culture is reflected in the content of the English area. **Q16**= You believe that contact with English culture is important, fun and useful to know, appreciate and respect different cultures while you are learning a language. **Q17**= English culture is worked inside and outside the classroom through readings in class (reading comprehension), through videos and questions, music, singing, translating and completing sentences work, research, projects at school fairs, writing stories, plays, etc. **Q18**= Learning a second language in our Spanish-speaking society has many advantages. **Q19**= The English language can be seen reflected in many sectors of our Spanish-speaking society, as in restaurants, tourism, posters around the city, etc.

Factor analysis allowed us to see, in a general way, a different typology gender: for men

(Table 37), the first component is defined by topics related to students' awareness about English

relevance in their life and the importance of having a bilingual public institution. In addition, this component is linked to how language attitudes are important in language acquisition and what type of materials and resources are necessary to interact with the target language, culture and society in order to have many opportunities while learning a foreign language **(Q: 2, 4, 5, 10, 11, 12, 16 and 18).**

The second factor is defined by the research topics: **Q13** = Given the target language (English), events, traditions and special events are held during the school year; **Q14** = These celebrations are carried out with all the high school students throughout the year and these are in English; **Q15**= The study of English culture is reflected in the content of the English area.

The third factor is related to **Q1**= The definition of acquisition of a second language is to speak two languages; **Q6**= You use the English language in school, in the English class and with your friends; **Q7**= During social conversations, you have used concepts or expressions from the English language; **Q8**= You use what you learn in English classes outside the classroom; **Q9**= You learn English the same way you learn Spanish; **Q17**= English culture is worked inside and outside the English classroom through reading in class (reading comprehension), through videos and questions, through music, singing, translating and completing sentences, through tasks, research, through projects at school fairs, writing stories, plays, etc.

For females (Table 37), the first component is defined by **Q1**= The definition of acquisition of a second language is to speak two languages; **Q2**= You would like to have a Bilingual institution; **Q8**= You use what you learn in English classes outside the classroom; **Q9**= You learn English in the same way you learn Spanish; **Q10**= You think that audiovisual resources, grammar books and reading comprehension resources, are essential to achieve a good level, both in English and in the mother tongue; **Q11**= You would like your institution perform

different activities such as bilingual camps, magazines or bilingual newspapers, festivals or bilingual fairs, bilingual seedbed groups, national and international exchanges, celebration of traditions and festivities of culture of study and/or volunteer foreign teachers for the teaching-learning process of cultural elements; **Q12**= You would like to have cultural and social contacts as intercultural projects, student blogs, institutional and local newspaper, volunteer foreign teachers, multicultural festivals in the neighborhood or city, national and international exchanges in the institution to encourage English learning; **Q16**= You believe that contact with English culture is important, fun and useful to know, appreciate and respect different cultures while you are learning a language.

The second factor is related to **Q3**= You believe that the aim of your institution is to be competent and proficient in a second language; **Q6**= You use the English language in school, in the English class and with your friends; **Q13**= Given the target language (English), events, traditions and special events are held during the school year; **Q14**= These celebrations are carried out with all the high school students throughout the year and these are in English; **Q15**= The study of English culture is reflected in the content of the English area.

The third factor is defined by **Q4**= You consider that English is important, useful and necessary; **Q5**= You consider that language attitudes are important in language acquisition; **Q7**= During social conversations, you have used concepts or expressions from the English language; **Q17**= English culture is worked inside and outside the English classroom through reading in class (reading comprehension), through videos and questions, through music, singing, translating and completing sentences, through tasks, research, through projects at school fairs, writing stories, plays, etc.; **Q18**= Learning a second language in our Spanish speaking society has many

advantages; **Q19**= The English language can be seen reflected in many sectors of our Spanish-speaking society, as in restaurants, tourism, posters around the city, etc.

Table 37.
Exploratory factor analysis

Questions	Masculine			Feminine		
	Factor 1	**Factor 2**	**Factor 3**	**Factor 1**	**Factor 2**	**Factor 3**
Q1			0.467	-0.354		
Q2	0.725			0.778		
Q3					0.335	
Q4	0.453					0.650
Q5	0.475					0.651
Q6			0.581		0.314	
Q7			0.346			0.372
Q8			0.663	-0.342		
Q9			0.722	-0.436		
Q10	0.466			0.597		
Q11	0.570			0.311		
Q12	0.857			0.783		
Q13		0.838			0.742	
Q14		0.861			0.811	
Q15		0.599			0.649	
Q16	0.662			0.669		
Q17			0.508			0.614
Q18	0.650					0.562
Q19			0.439			0.670
%Variability Explained	0.22526	0.111152	0.08103	0.20042	0.13270	0.09660
Validation	Determinant of the matrix = 0.013532			**Determinant of the matrix = 0.0109879**		
	Bartlett's statistic = 2262.5 (df = 171; P = 0.000010)			**Bartlett's statistic = 2372.0 (df = 171; P = 0.000010)**		
	Kaiser-Meyer-Olkin (KMO) test = 0.81290 (good)			**Kaiser-Meyer-Olkin (KMO) test = 0.77472 (fair)**		

Q1= The definition of acquisition of a second language is to speak two languages. **Q2**= You would like to have a bilingual institution. **Q3**= You believe that the aim of the institution is to be proficient in a second language. **Q4**= You consider that English is important, useful and necessary**. Q5**= You consider that language attitudes are important in language acquisition. **Q6**= You use the English language in school, in the English class and with your friends. **Q7**= During social conversations, you have used concepts and expressions in the English language. **Q8**= You use what you learn in English classes outside the classroom. **Q9**= You learn English in the same way you learn Spanish. **Q10**= You think that the audiovisual resources, grammar books and reading comprehension resources, are essential to achieve a good level, both in the English language as in the mother tongue. **Q11**= You would like your institution perform different activities such as bilingual camps, magazines or bilingual newspapers, festivals or bilingual fairs, bilingual seedbeds groups, national and international exchanges, celebration of traditions and festivities of culture of study and / or volunteer with foreign teachers for the teaching and learning process of cultural elements. **Q12**=You would like to have cultural and social contacts as intercultural projects, student blogs, institutional newspaper and local volunteer foreign teachers, multicultural festivals in the neighborhood or city, national and international exchanges in the institution to encourage learning English. **Q13**= Given the target

language (English), events, traditions and special events are held during the school year. **Q14**= These celebrations are carried out with all the high school students throughout the year and these are in English. **Q15**= The study of English culture is reflected in the content of the English area. **Q16**= You believe that contact with English culture is important, fun and useful to know, appreciate and respect different cultures while you are learning a language. **Q17**= English culture is worked inside and outside the classroom through readings in class (reading comprehension), through videos and questions, music, singing, translating and completing sentences work, research, projects at school fairs, writing stories, plays, etc. **Q18**= Learning a second language in our Spanish-speaking society has many advantages. **Q19**= The English language can be seen reflected in many sectors of our Spanish-speaking society, as in restaurants, tourism, posters around the city, etc.

6.2.2. Discussion.

The analysis of the data allowed to visualize the knowledge and comprehension students have about the foreign language acquisition meaning. Female students proved to have a slightly more connected idea about the meaning of a second and foreign language acquisition than male students. However, when students talk about their preference about a non-bilingual school and a bilingual school, male students prefer bilingual schools than monolingual schools because of their attitudes and priorities toward the learning of a foreign language (Waas, 2008). During the research, students have similar answers talking about the main objective of their schools. Participants truly believe their institutions' main objective is to support students with a high competence in a foreign language. In addition, the majority of students consider the learning of English as an important and relevant goal in their lives because they consider it useful and necessary (Waas, 2008). Moreover, the opinion of students about the necessity of linguistic attitudes to learn a foreign language is similar and connected to the expectation of students about being motivated to acquire a language (Waas, 2008). Data shows the low use of English inside and outside school by both male and female students. Thus, students are aware they are not making use of the target language in their school context or out of it. In addition, students are quite oriented when talking about how they use different concepts from English during a social Spanish conversation. On the other hand, bilingual schools give a lot of importance to the learning and practice of a foreign language inside and outside the classroom (Truscott De Mejía

& Ordoñez, 2006). Students are aware they do not learn English in the same way they learn Spanish. Therefore, they can recognize and iffernetiate some specific features while they were learning their first language and now that they are learning a second/foreign language. Some of the features were related to interaction with both languages, use of both languages in their contexts.

Students were asked if they would like to take part in different activities while they are learning English, for example; bilingual camping trips, bilingual magazines and newspapers, bilingual festivals, national and international exchanges, celebrations of traditions and festivities related to the English culture, etc. The vast majority of students answered they would like to take part in such activities. In addition, the majority of male students would like to get in contact with English culture and society through intercultural projects, school blogs or newspapers, city festivals and support of foreign teachers (Truscott De Mejía & Ordoñez, 2006). Additionally, students were asked about their point of view on the learning of the English culture in order to value and respect other cultures while they are learning different languages. In this sense, most students mentioned the relevance of learning about the English culture in order to comprehend the language and respect other beliefs and traditions.

The majority of students completely agreed on the many advantages of learning a foreign language in Colombia, explaining job opportunities, traveling possibilities and academic growth individuals can have when they acquire a foreign language (Waas, 2008). Although participants were quite young, students were aware of the relevance and importance of learning a foreign language in a Spanish speaking country. However, they are not completely satisfied about their current learning process due to the topics not being related to their context, the lack of connection between what the ministry of education is asking for and the reality inside the

classrooms, the lack of materials and resources and according to their answers they believed they were learning more about structures than about the language use, culture and society of the target language. Therefore, it was useful to conduct an interview so that students could share their opinions about a program that has been in schools since the academic year 2004.

6.3. Historical report of the standard exam SABER 11 (2006 – 2016).

According to Bachman and Palmer (1996), the most important factor to consider during the design and development of a test is the purpose and use for which it is intended. The authors consider relevant to keep a balance between the qualities that make a test useful considering the variation from one testing situation to other. Therefore, their notion of usefulness is related to the following qualities:

- **Reliability:** It is related to the consistency of measurement. It is an essential part of a test because when a test is not consistent, it is not possible to collect data about the ability that is measured.

- **Construct Validity:** It is linked to the "meaningfulness and appropriateness of the *interpretations* we make on the basis of test scores" (p. 17). It is important to have the proper evidences in order to justify the interpretation that can be provided to a test score. It is necessary to demonstrate "the validity of the interpretations we make of tests scores" (p. 21) and not just to assert or simply argue that something is valid.

- **Authenticity:** It is related to the degree of the correspondence of the characteristics of a given language test task. The authenticity relates the test task to the domain of generalization that will help to understand the score interpretations.

- **Interactiveness:** It is related to the "extent and type of involvement of the test taker's individual characteristics in accomplishing a test task" (p. 25). These

characteristics embody language knowledge, strategic competences and metacognitive strategies.

- **Impact:** The impact on society, educational systems (macrolevel) and learners inside those educational systems (microlevel).

Nowadays, it is relevant to hold several and significant evidences that provide a strong trustworthiness, validity and scientific source in order to analyze and interpret data collected during a research study and at the same time, outline "professional expectations for the design, implementation, scoring, and reporting of educational and psychological assessments" (Pitts & Naumenko, 2016, p.1). It is here where the concept of testing validity shows its significance and pertinence at the time of designing and implementing testing and assessment activities.

6.3.1. Standard exam SABER 11.

The SABER 11 test assesses the competence to effectively communicate in English. The purpose of the test is to check the degree of development of the linguistic, pragmatic and sociolinguistic skills of the students who are about to finish eleventh grade in high school. Linguistic competence evaluates the ability of students to handle language levels: deep and superficial. The test assesses whether students can move from an ordered and logical structure of the language to the meaning it has. Pragmatic competence evaluates the student's capacity to organize sentences and produce textual fragments. Finally, sociolinguistic competence evaluates the student's skill to function in a social environment. In this competence, it is possible to visualize the lexicon that a person faces, daily; for example, to handle rules of courtesy and, in general, all the behaviors that social relations request. The questions focused on the sociolinguistic competence evaluate performance in contexts similar to those of students and

also, in more formal contexts. Therefore, the student must then identify whether the language is formal or informal (Ruiz, 2016).

According to the Guidelines for the SABER 11 state test for students, "La prueba de Inglés busca que el estudiante demuestre sus habilidades comunicativas a nivel de lectura y uso del lenguaje en esta lengua" (Ministerio de Educación Nacional - ICFES, 2018, p. 17). [The English test seeks the student to demonstrate their communication skills at the level of reading and use of language in this language]. However, it is essential to understand that this test only assesses abilities related to reading, vocabulary and grammar. As stated by López, Ropero Pacheco & Peralta (2011), "Competencias como escuchar, hablar y escribir no son evaluadas por razones de practicidad (dificultad en la creación de tecnología adecuada para evaluar la habilidad de escucha y dificultad para la formación de evaluadores de habla y escritura)" (p. 78). [Competencies such as listening, speaking and writing are not evaluated for practicality reasons (difficulty in creating adequate technology to assess listening ability and difficulty in training speech and writing evaluators)].

This exam is composed by 45 questions divided in 7 sections and providing 100 points as the highest score. During the first part, the student finds some signs and according to the options, students have to choose the best place or situation where they can see those signs. In the second section, the student finds a list of eight words classified from A to H. Each of the questions describes one of the eight words and the student should look for the relationship between the two and mark the correct letter (A to H). It is important to understand that there are more words (A to H) than the student needs to. In the third section, the student finds five short conversations. The conversation must be completed selecting the correct answer between three options. In the fourth part, the student finds a text with 8 spaces, which must fill out by selecting the correct word for

each space. During the fifth and sixth sections, the student answers some comprehension questions based on a text related to general topics, the student finds a text followed by seven questions, in which the learner must select the correct answer between three options. Finally, in the seventh section, the student finds a text with 10 spaces that must fill out by selecting the correct word for each space (Mineducación, 2016).

6.3.2. Statistical Methodology.

Based on the explanations described above, our objective with this research is to explore and assess the growth of the acquisition of English as a foreign language in Medellin, Colombia through the historical analysis of a standard national test called SABER 11, considering 10 years of study. This analysis took into account the three competences evaluated during the test between the years 2006-2016 in ten public institutions in the city in order to compare language policy expectations and the reality that a Spanish speaking society can face while learning a foreign language. This study considered key fundamentals related to school/academic bilingualism, level of development of the bilingual competence and the use of language skills/abilities (Diebold, 1961; Lambert, 1974; Skutnabb-Kangas, 1981; Baker, 2001). Similarly, this paper provides a synthesis of qualitative and quantitative research focused on the evolution and growth of EFL in a Spanish-speaking context. Therefore, exploratory descriptive analysis of a one-dimensional type was used and also, comparative analysis using Tukey's comparison test based on a 95% confidence level. The statistical package SAS UNIVERSITY was used during the data analysis.

The analysis of the standard exam SABER 11 results was carried out taking into account ten years of study to be able to have a broader view of the changes presented during the tests, the population that takes these exams and the linguistic requirements that the test demands every year.

6.3.3. Results and Discussion.

Statistical difference was detected in the scores obtained between institutions 1, 3 and 9 with respect to the others. When evaluating the behavior dynamics of the scores crossed time, there was a difference in the last three years with respect to the others, highlighting that in the years 2014, 2015 and 2016 the average grade increased in the ten institutions. See table 38.

Table 38.

Comparative descriptive analysis related to the scores in English test

INSTITUTION	*MEDIA±STD*	TUKEY	YEAR	*MEDIA±STD*	TUKEY
1	48.8±5.1	a	2006	43.1±3.8	C
2	46.5±4.9	b	2007	43.6±4.9	C
3	51.7±5.4	a	2008	41.0±4.1	C
4	51.4±3.5	a	2009	43.6±3.0	C
5	42.9±3.9	d	2010	43.8±3.2	C
6	41.9±2.9	e	2011	43.3±2.3	C
7	41.8±3.0	e	2012	45.3±3.5	B
8	43.9±3.9	c	2013	45.3±3.3	B
9	49.0±7.6	a	2014	51.4±4.6	A
10	45.4±4.1	c	2015	52.0±5.4	A
				53.5±4.8	A

Different letters indicate statistical difference between institutions (p <0.05); CV: indicates coefficient of variation.

Considering the scores achieved between the years 2006-2016, it is realistic to say that students are adapting themselves to the strategies and techniques applied by the national bilingual program in order to improve their proficiency in standard tests. Through the years, students are starting to comprehend better and faster the three competences required to get better results in this type of exam. Therefore, the growth of English as a foreign language is showing a positive evolution inside the Colombian context. However, taking into account the scores during these ten years, it is evident the slow pace that this foreign language growth is having in the country, which is affecting negatively the Ministry of Education's expectations of having a bilingual context inside of public schools for the year 2019. Students' proficiency is improving but still it is not accomplishing the national program goals which state that students finishing

high school will have a B1 level based on the Common European framework of reference for languages (CEFRL) in order to continue with their upper education. Considering the CEFRL, a learner in a B1 level, "Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films" (p. 110), and also,

> Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times. (Council of Europe, 2001, p.110)

In Figure 24, it can be seen that in general, the grades in the last three periods evaluated have increased. Each institution has been working with the National Bilingual Program for several years, preparing their students for this exam because the test's results could work as a ranking for scholarships and good places in universities.

INSTITUTION 1

INSTITUTION 2

INSTITUTION 3
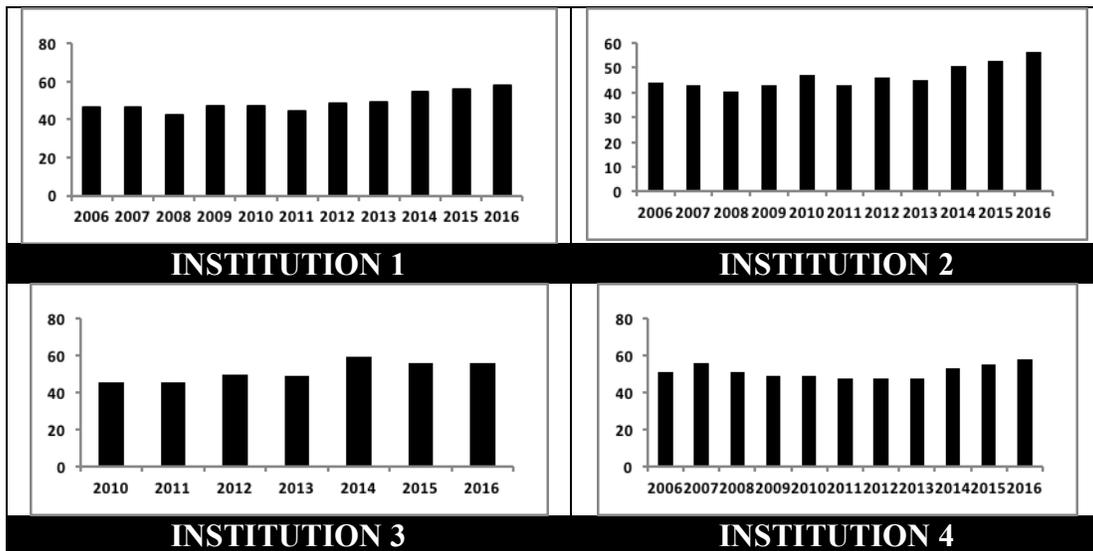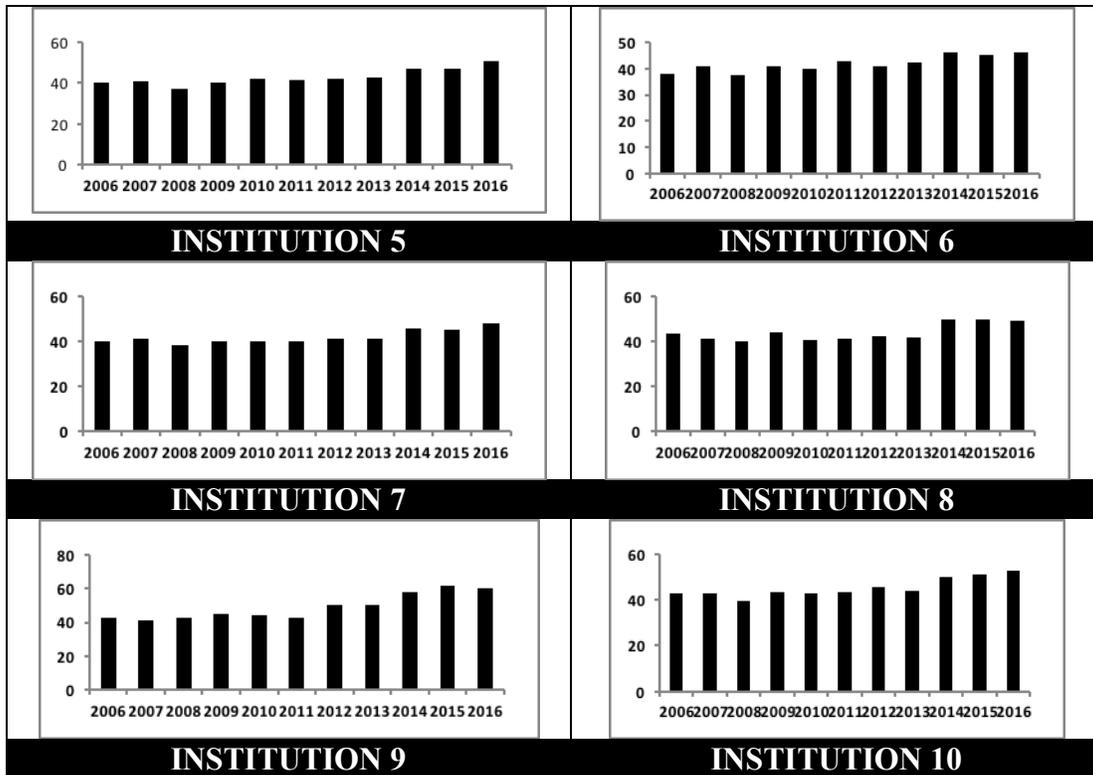
INSTITUTION 4

Figure 24. Graphic distribution over time of each institution

Except for institution number three, which officially became a public institution in 2010, the other institutions show a small growth in the acquisition of English as a foreign language. It is important to clarify that the SABER 11 test does not evaluate all language skills since it only takes into account the reading and writing skills.

In figure 25, it is possible to observe the general growth of English as a foreign language (EFL) during the 10 years analyzed.

SABER 11 test per year

43.1 43.6 41 43.6 43.8 43.3 45.3 45.3 51.4 52 53.5

2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016
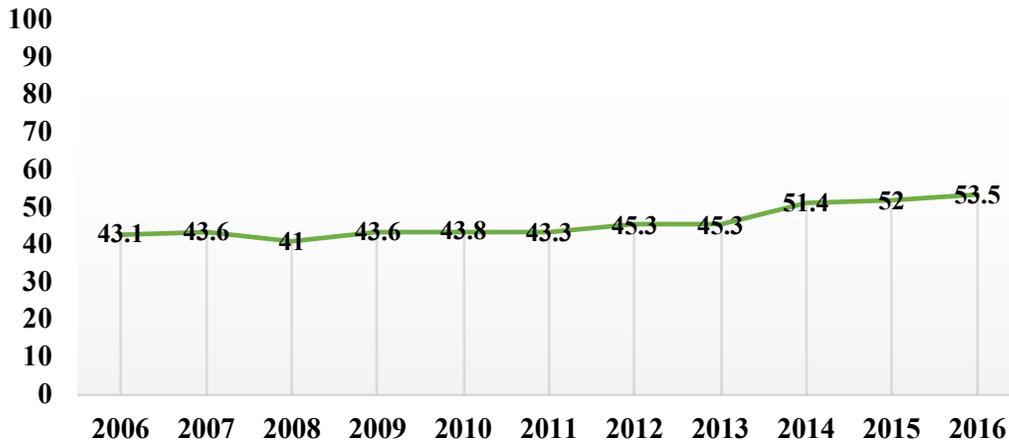
Figure 25. Scores per year based on Exam highest score (down). Years of study analyzed

2006 was a year of adaptation to the bilingual program. Therefore, schools reached very low scores in standard national and international exams. However, improvements were expected during the following years and though some of the schools started to obtain one or two points more in the SABER 11 test, during the years 2007 and 2013, most of the schools presented a stagnant period where there were not significant advances in the EFL growth of high school senior students. In general, students in these schools got scores under 50/100. Nevertheless, during the last three years reported, the participating schools showed an important evolution in the acquisition and proficiency of senior students. One important fact about the year 2014 is that in 2012, Medellín administration and the office of Education, made of EFL in the city, a public law, allowing the endurance and stability of the project during the following years. Thus, the students who started with the bilingual project in 2012 when they were in ninth grade, had the opportunity of studying English with a certain stability which allowed the better acquisition of the target language and better results during the year 2014 when they were in their senior year. The data collected proved how students' proficiency is improving but still it is not accomplishing the bilingual program expectations of having students with a B1 level (based on CEFR) at the

end of their high school life. Hitherto, none of the participating school has been able to achieve scores over 60 points which will mean a final score over the national media and a meaningful success for EFL policies in a Spanish speaking context.

6.4.   Analysis of a checklist of institutional documents.

This checklist was made to further explore the policies of bilingualism (English-Spanish) and English as a foreign language included in the flexible curriculum, institutional curriculum and Institutional Educational Plan (PEI for its acronym in Spanish) of each institution studied.

The format used for data collection and analysis of information from international documents is based on the answers YES, NO, NOT APPLICABLE and observations or comments. Table 39 shows the format used.

Table 39.
Format used

Item	Document	YES	NO	NOT APPLICABLE	Observations
1	The school has a Bilingualism project (Spanish-English) within its institutional educational project (PEI)				
2	The curriculum of the institution is designed under the parameters of the Common European Framework of Reference.				
3	The curriculum of the English area is based on the municipal project *Languages for Medellín*.				
4	The curriculum is completely written in English or in Spanish.				
5	The curriculum and borrows concepts in English to specify and describe ideas.				
6	The curriculum in foreign language (English) of the institution is based on the teaching-learning model of English-speaking countries.				
7	The curriculum in foreign language is consistent and compatible with a specific modality in the teaching of English (bilingual of partial immersion, early/total, intensification of English language, etc.)				
8	The curriculum of the English area is designed with the linguistic, pragmatic and sociolinguistic competences of the subject which are included in the SABER 11 national test.				
9	The curriculum of the English area has a communicative focus.				
10	The curriculum of the English area has a grammatical and traditional school focus.				
11	The English curriculum is connected to the Public Policy Project *Languages for Medellín*.				
12	The curriculum fosters the culture of study through strategies that respect the learner's identity.				
13	The curriculum of the English area is designed taking into account the social environment of the student.				
14	The curriculum contains strategies for				

| 15 | the improvement of the target language taking into account the project of *Languages for Medellín* (English). The materials and resources recorded in the curriculum support the use of the target language inside and outside the classroom. |

Criteria used to assess institutional documents

6.4.1. Statistical Methodology.

Cluster analysis was used in order to establish the classes or groups where each of the ten institutions selected for this research is classified. It was complemented with the Biplot technique, which allows to relate the variables under study. Finally, a frequency distribution was made for each item, comparing the affirmative response with the negative one by means of the Z test adjusted for the finiteness factor, a statistical significance level of 5% was used.

In Table 40, the percentage of affirmative or negative responses associated with the instrument is reported, highlighting that in 100% of the institutions, the curriculum borrows concepts or expressions in English to specify and describe ideas. Moreover, in none of the participating institutions, the institutional curriculum in foreign language possesses and is consistent with a specific modality in the teaching of English (bilingual of partial / total early immersion, intensification of the English language, among others). 50% of the educational entities have a curriculum in foreign language (English), which is based on teaching-learning model of foreign countries whether English or not. Considering the results and the analysis of institutional documents, 50% of the institutions believe that the curriculum fosters the culture of study through strategies that respect the learner's identity. See Table 40.

Furthermore, the majority of the schools consider that the curriculum of the English area of the institution is designed under the parameters of the Common European Framework of Reference. In addition, the curriculum of the English area is based on the municipal project

Languages for Medellín letting know that most of the institutions in Medellín are connected to the National and local bilingual projects. A large percentage of the institutions have their curriculum written entirely in Spanish. In the same way, they affirm that the curriculum of the English area is designed with the linguistic, pragmatic and sociolinguistic competences that the public policy of *Languages for Medellín* demands. Finally, it is possible to affirm that there is a tendency in this study since, analyzing the programs and the study plan of the English area, most of the institutional documents affirm to have a communicative approach, where the materials and resources proposed in the lesson planning, study plan and the curriculum support the use of English inside and outside the classroom. See Table 40.

Table 40.
Percentage of affirmative and negative responses

Item	Document	YES	NO
1	The school has a Bilingualism project (Spanish-English) within its institutional educational project (PEI)	20%b	80%a
2	The curriculum of the institution is designed under the parameters of the Common European Framework of Reference.	70%a	30%b
3	The curriculum of the English area is based on and connected to the municipal project *Languages for Medellín.*	60%a	40%b
4	The curriculum is completely written in English.	10%b	90%a
5	The curriculum and borrows concepts in English to specify and describe ideas.	100%a	0%b
6	The curriculum in foreign language (English) of the institution is based on the teaching-learning model of English-speaking countries.	50%a	50%a
7	The curriculum in foreign language is consistent and compatible with a specific modality in the teaching of English (bilingual of partial immersion, early/total, intensification of English language, etc.)	0%b	100%a
8	The curriculum of the English area is designed with the linguistic, pragmatic and sociolinguistic competences of the subject which are included in the SABER 11 national test.	80%a	20%b
9	The curriculum of the English area has a communicative focus.	70%a	30%b
10	The curriculum of the English area has a grammatical and traditional school focus.	40%b	60%a
12	The curriculum fosters the culture of study through strategies that	50%a	50%a

	respect the learner's identity.		
13	The curriculum of the English area is designed taking into account the social environment of the student.	**40%b**	**60%a**
14	The curriculum contains strategies for the improvement of the target language taking into account the project of *Languages for Medellín* (English).	**40%b**	**60%a**
15	The materials and resources recorded in the curriculum support the use of the target language inside and outside the classroom.	**80%a**	**20%b**

Different letters indicate significant statistical difference ($p < 0.05$)

6.4.1.1. Cluster Analysis.

The cluster analysis allowed the definition of three groups or classes. In the first group, institutions 5, 8, 10 are located. Moreover, educational institution 4 is located in the second. Finally, it is possible to see schools 1, 2, 3, 6, 7 and 9 in group three. See Figure 26.

Cluster Dendrogram
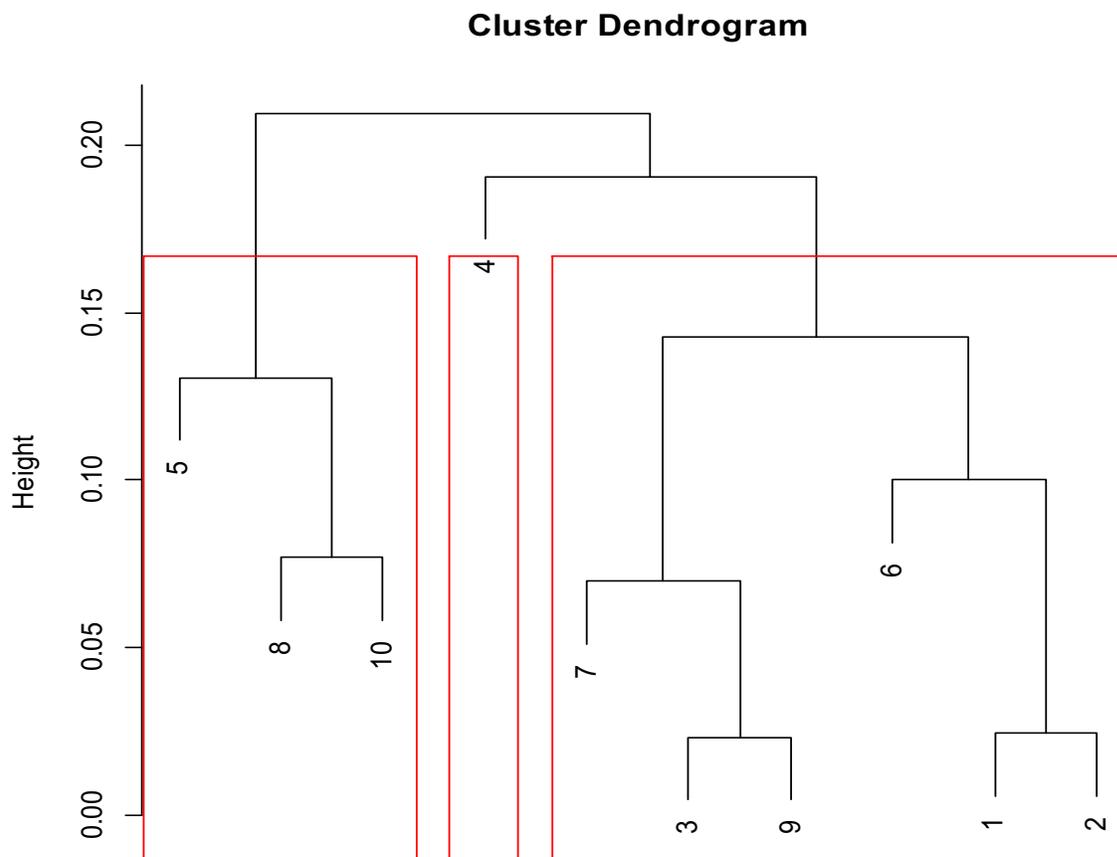
Figure 26. Cluster analysis related to educational institutions

6.4.1.2. Biplot Analysis.

The Biplot analysis allowed to observe a more marked relationship between: the materials and resources proposed in the curriculum and the curriculum, which support the use of English inside and outside the classroom. Additionally, it is possible to visualize a relationship with the lesson planning and the curriculum that fosters the culture of study through strategies that respect the identity of the learner and the planning and curriculum that borrow concepts or expressions in English to specify and describe ideas. On a different matter, there is a correlation between the curriculum presenting strategies for the improvement of the target language considering the project *Languages for Medellín (English)*, the curriculum of the English area based on the

municipal project *Languages for Medellín* and the curriculum in foreign language (English) of the institutions based on the teaching-learning model of foreign countries, whether English-speaking or not. See Figure 27.
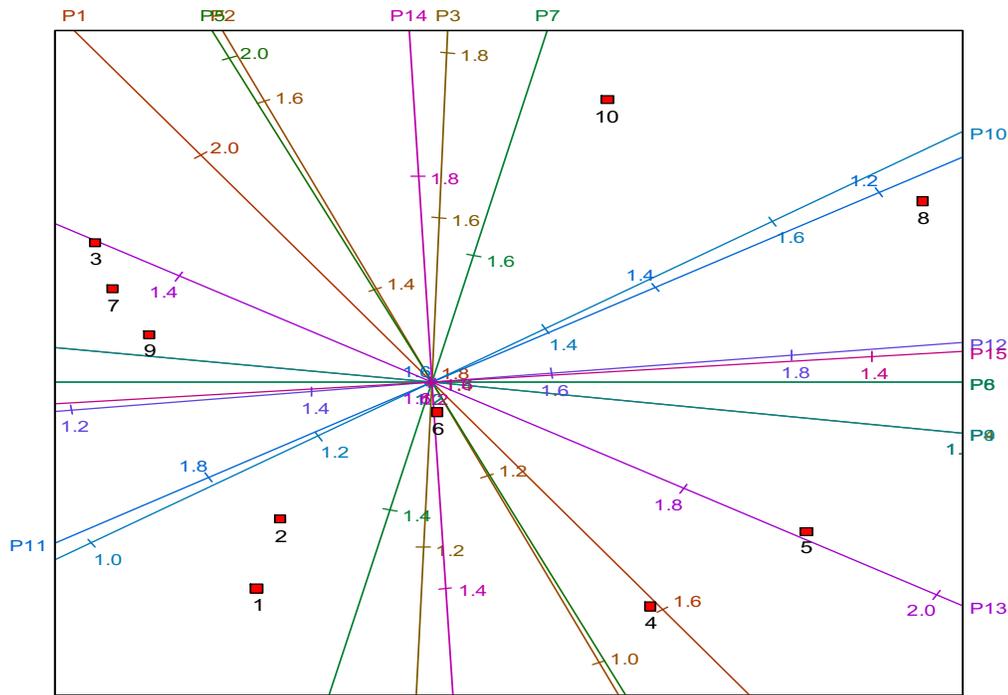
Figure 27. Biplot Analysis

6.4.2. Discussion and Reflection.

Assessing programs and curricula inside institutions requires specific and objective criteria that provides relevant and valid information about the connection and relationship between the written decree of the National program and the written curriculum in public institutions. Additionally, projects related to the acquisition of a foreign language have proven to affect the way and method used to plan the teaching/learning of a foreign language in an educative institution where the language is learned. However, it is difficult to find information and diagnosis about how written documents inside schools in Medellín connect themselves with the

objectives, goals and expectations of a standard national language program written for a whole country. Moreover, there is no evidence of studies that assess the written view of institutional documents considering the flexible curriculum provided by the National bilingual program and how documents, decrees and policies provide balance and harmony to the teaching/learning process in a school. Some of the studies found are related to some evaluations of general curriculum in upper education institutions but not about EFL or ESL acquisition, programs and curriculum in public institutions. Therefore, a chart with assessing criteria was designed in order to further explore the policies of bilingualism (English-Spanish) and English as a foreign language included in the flexible curriculum, institutional curriculum and Institutional Educational Plan (PEI for its acronym in Spanish) of each institution studied. I considered this checklist analysis an appropriate method to obtain information about the type of resources, materials, methodologies and strategies expressed in institutional documents and to compare this data with the teaching/learning processes followed in public schools during the acquisition of a foreign language. This type of instrument shows acquired facts about the linguistic, social and cultural transformations of programs inside the institutions and strategies adopted from the target language to interact in EFL classrooms. Moreover, through the use of the criteria, it was possible to collect information about the cultural strengths or weaknesses of the local project during the learning of a foreign language.

Almost none of the institutions has extra foreign language programs to the national program of bilingualism. This means that documents such as the curriculum and the institutional educational project are related to the discourse proposed in the national project on bilingualism. Therefore, the curriculum of these institutions is designed under the parameters of the Common European Framework of Reference, which provides guidelines and references for designing,

planning, and writing foreign language programs and English curricula within institutions. Considering Medellín, the programs of the participating institutions are based and guided with the municipal project *Languages for Medellin*. However, the strategies for the improvement of the target language taking into account the language project for Medellín is low and is not consistent with the wishes and expectations of the national program of bilingualism.

Additionally, the curriculum in foreign language of the institutions is based on the teaching-learning model of foreign countries, whether English-speaking or not. However, the institutional curricula in a foreign language is not consistent with any specific modality in the teaching of English, whether partial or total immersion, English language intensification, among others. This means that the teaching of English is presented as a foreign language acquisition process with a certain number of hours within its normal schedule without having extracurricular activities or groups of languages for the practice and intensification of this type of learning. Thus, in most participating institutions, the curriculum is written entirely in Spanish, adopting or borrowing concepts or expressions in English to specify and describe ideas because most of the people who write these programs do not have a high proficiency in English or in any other foreign language, thus, they need to use their native language for a general comprehension in the school, the city and the country. This type of situation does not occur in other countries such as Spain, where institutions operate with a specific modality of learning English, which is related to the CLIL methodology. The school programs are written in English and are consistent with the bilingualism program designed by the British Council, which supports the foreign language education in Spain since 1996.

Furthermore, Colombia conducts a state exam with the last year students of secondary school. This exam is designed taking into account the linguistic, pragmatic and sociolinguistic

competences. In this way, the vast majority of institutional documents are written based on these three competences demanded by the public policy of languages for Medellín, which makes them have a communicative approach instead of a traditional or grammatical one.

Perhaps, no neat formula or system may ever provide a definite way to judge institutional documents, EFL programs and reciprocity of schools' discourse with national government discourse. However, the documents clearly demonstrated that there is a lack of work in their development of strategies that encourage and respect the learner's identity during the acquisition of English as a foreign language. In this way, the area plan and the institutional educational project are not designed taking into account the social environment of the students. Thus, the institutional documents are not specific in terms of the methods they use in order to promote the target culture, the society of study and the target language. Therefore, researchers like Nguyen (2011) point out how if the goal of EFL is "to develop fluent speakers of English who are capable of accommodating themselves to a wide variety of cultural perspectives without losing their own sense of self and identity" (p. 22), all the regulations, norms and expectations written in the institutional documents and the curriculum are both limited and limiting.

Finally, agreeing with the study of Ansary and Babaii (2002) who stated, "The process of materials evaluation can be seen as a way of developing our understanding of the ways in which it works and, in doing so, of contributing to both acquisition theory and pedagogic practices" (p. 7), most of the participating institutions wrote down in their documents specific support for the use of English inside and outside the classroom.

The ideas presented in this section point out the type of resources, materials, methodologies and strategies expressed in institutional documents and compare this data with the teaching/learning process inside public schools during the acquisition of a foreign language in

Medellin, Colombia. It was possible to obtain acquired facts about the linguistic, social and cultural transformations of programs inside the institutions and strategies adopted from the target language to interact in EFL classrooms. Moreover, through the use of the criteria, information about the cultural strengths or weaknesses of the local project during the learning of a foreign language was collected.

6.5.   Recording and analysis of 4 EFL classes.

The aim of this instrument was to recognize in a real context the criteria identified during the acquisition of English as a foreign language in an English class, considering the linguistic and sociocultural implications during the acquisition of English as a foreign language.

These criteria were chosen and written taking into account the annex of pedagogical guidelines and principles and the Basic Standards of competences in foreign languages: English GUIDE 22 (Part 1 and 2). This analysis was carried out taking into account a YES NO data collection and the instrument was used by the researcher. The format used for the analysis is shown in table 41.

Table 41.
Form used to analyze and assess 4 EFL classes

CRITERIA			
LINGUISTIC ASPECTS	**YES**	**NO**	**NA**
1. Assimilation of the new vocabulary and construction of meaning.			
2. Lexical aspects of English (EFL)			
3. Syntactic aspects of English (EFL)			
4. Phonological aspects of English (EFL)			
5. Participation in English during the class, Spanglish, adoption of concepts of the language of study.			
6. Task-Based Learning: the class elaborations deal with a particular situation in which the development of cognitive skills is empowered during the process.			
7. Problem-Based Learning: students face a problematizing situation in order to formulate a response resulting from the combination of skills, notions and functions of the target language.			
8. Linguistic Attitudes: Interest in learning. Students are interested in			

progressing in their learning and show curiosity to learn new things, if they pay attention in class, if they ask questions or if they want to solve doubts.

9. Discursive and functional competences that relate to knowledge "[of] both, linguistic forms and their functions as the way they are linked to one another in real communicative situations"(Hymes, 1972).

SOCIOCULTURAL ASPECTS	YES	NO	NA

1. Interest in knowing other cultures: Students show interest in learning about cultural aspects of English-speaking countries. They pay attention when talking about these topics and ask questions to expand their knowledge.

2. Respect for others while learning a foreign language: Students show respect for their peers, listening uninterruptedly, respecting the speaking time and appreciating the ideas and opinions of others when they participate and interact in English.

3. Cooperative work and learning: Students' behavior is observed, for example, if they participate in a constructive way in the activities of the group, collaborating with their work to the harmonious development of the learning in the classroom.

4. Global Understanding: Ability to understand in general the essential in brief oral messages, delivered in the most appropriate conditions of communication, i.e. in situations of direct communication and contextual support.

5. The World: Students discuss about the characteristics of cultures worldwide to support the acquisition of the target language (English).

6. Students make use of language as a semiotic system that favors the construction of discourse and several types of textual genres.

7. Diversity: detachment from traditional and rigid teaching-learning processes. Students accept diverse lifestyles, learning, teaching, and the expanding ways to assess learning.

8. Observation of students' experience, teaching mediation in the socio-cultural reality in which they live, including internal, inter and intragroup conflicts, social and cultural encounters and disagreements that they face during the acquisition of English.

9. Students develop knowledge and skills that allow them to conceptualize, internalize their exercise and assume commitment and awareness by communicating with each other, in a positive and creative way, taking into account the cultural groups around them and respecting their diverse identities (Albó, 2002).

Criteria used to assess and analyze 4 EFL classes

6.5.1. Results.

The results collected with this instrument were based in 4 classes of EFL with a group of 35 students of 11th grade in a public institution in Medellín, Colombia. The analysis showed significant results considering the criteria used during the research. In table 42, it is possible to identify the criteria and the percentage observed during the classes recorded.

Table 42.
Criteria and percentage observed during the classes

CRITERIA		
LINGUISTIC ASPECTS	**% YES**	**% NO**
1. Assimilation of the new vocabulary and construction of meaning.	50	50
2. Lexical aspects of English (EFL)	75	25
3. Syntactic aspects of English (EFL)	0	100
4. Phonological aspects of English (EFL)	25	75
5. Participation in English during the class, Spanglish, adoption of concepts of the language of study.	50	50
6. Task-Based Learning: the class elaborations deal with a particular situation in which the development of cognitive skills is empowered during the process.	100	0
7. Problem-Based Learning: students face a problematizing situation in order to formulate a response resulting from the combination of skills, notions and functions of the target language.	0	100
8. Linguistic Attitudes: Interest in learning. Students are interested in progressing in their learning and show curiosity to learn new things, if they pay attention in class, if they ask questions or if they want to solve doubts.	75	25
9. Discursive and functional competences that relate to knowledge "[of] both, linguistic forms and their functions as the way they are linked to one another in real communicative situations" (Hymes, 1972).	100	0
SOCIOCULTURAL ASPECTS	**% YES**	**% NO**
1. Interest in knowing other cultures: Students show interest in learning about cultural aspects of English-speaking countries. They pay attention when talking about these topics and ask questions to expand their knowledge.	0	100
2. Respect for others while learning a foreign language: Students show respect for their peers, listening uninterruptedly, respecting the speaking time and appreciating the ideas and opinions of others when they participate and interact in English.	50	50

3. Cooperative work and learning: Students' behavior is observed, for example, if they participate in a constructive way in the activities of the group, collaborating with their work to the harmonious development of the learning in the classroom.	100	0
4. Global Understanding: Ability to understand in general the essential in brief oral messages, delivered in the most appropriate conditions of communication, i.e. in situations of direct communication and contextual support.	75	25
5. The World: Students discuss about the characteristics of cultures worldwide to support the acquisition of the target language (English).	0	100
6. Students make use of language as a semiotic system that favors the construction of discourse and several types of textual genres.	0	100
7. Diversity: detachment from traditional and rigid teaching-learning processes. Students accept diverse lifestyles, learning, teaching, and the expanding ways to assess learning.	100	0
8. Observation of students' experience, teaching mediation in the socio-cultural reality in which they live, including internal, inter and intragroup conflicts, social and cultural encounters and disagreements that they face during the acquisition of English.	75	25
9. Students develop knowledge and skills that allow them to conceptualize, internalize their exercise and assume commitment and awareness by communicating with each other, in a positive and creative way, taking into account the cultural groups around them and respecting their diverse identities (Albó, 2002).	0	100

Data collected and analyzed during the classes recorded

During two of the classes, it was possible to observe the assimilation of the new vocabulary and construction of meaning. Students were using the new vocabulary learned to build up not just new concepts but also new structures. However, during all the classes observed, it was not possible to identify the learning, teaching or practice of syntactic aspects of English (EFL). Classes were focused on lexical aspects of English and the phonological practice was minimum, showing a 25% of use, compared to a regular EFL institution or private school which emphasizes the correct pronunciation of concepts and new structures.

Although, it was not present during the whole time, during half of the classes, students participated in English, making use of their Spanglish and adopting concepts of the language of study to communicate with the classmates and the teacher. 100% of the classes were focused on

a task-based learning, where the class elaborations deal with a particular situation in which the development of cognitive skills is empowered during the process. None of the classes were focused on problem-based learning. Students did not have to face a problematizing situation in order to formulate a response resulting from the combinations of skills, notions and functions of the target language.

Throughout the majority of the classes, the students exhibited a high interest in learning. Their linguistic attitudes toward the acquisition of English as foreign language were strong and unchanging. Students were interested in progressing in their learning and show curiosity to learn new things, they paid attention to all the instructions provided in class and they asked questions when they wanted to solve doubts about the process. Finally, assessing the linguistic aspects, all the classes showed discursive and functional competences where students made used of the structures to interact in real situations, for example, talking about their dreams, their future professions and stories.

Additionally, assessing the sociocultural aspects, throughout the four classes, students did not show interest in learning about cultural aspects of English-speaking countries. They did not pay attention when talking about these topics neither asked questions to expand their knowledge. Moreover, students did not discuss about the characteristics of cultures worldwide to support the acquisition of the target language and also, they did not make use of the language as a semiotic system favoring the construction of discourse and several types of textual genres. Furthermore, during the four classes students did not show a high development of knowledge and skills to interact and build up a positive and creative way to explore cultural groups around them and respect their diverse identities.

Throughout the four classes, students showed a 100% of cooperative work and learning. All students participated in a constructive way in the activities of the group. The classes had activities that required students to work in groups all the time. Therefore, 100% of the time, students collaborated with their work to the harmonious development of the learning in the classroom. Along with this, the teaching/learning process reflected a detachment from traditional and rigid processes. It could be observed how all students accepted diverse lifestyles, learning and teaching strategies, and the expanding and open ways to assess learning.

The observation and analysis of these classes allowed to witness how most of the time, the topics worked and studied in class reflected the students' experience, the teaching mediation in the sociocultural reality in which students live, including internal conflicts, social and cultural encounters and disagreements that learners can face during the acquisition of English as a foreign language.

During two of the classes, students showed a great respect for others while learning a foreign language. They respected their peers while trying to participate using the target language, listened uninterruptedly, respecting the speaking time and appreciating the ideas and opinions of others when they participated and interacted in English. Finally, 75% of the time, students showed a global understanding of the topic studied in class by displaying an ability to understand in general the essential information in brief oral messages, delivered in the most appropriate conditions where a direct communication and a contextual support are present during the interaction.

6.5.2. Discussion and Reflection.

Research related to the assessment and analysis of English as a foreign language inside classrooms have proven to provide objective data and information about the learning and

acquisition process of students during the secondary level. However, it is difficult to find information and diagnosis about the linguistic and sociocultural implications and effects while learners are acquiring a foreign language. Therefore, the criteria to evaluate these four classes were used so that it could offer a wider and more objective view on the reality Colombian students and public institutions face every day inside EFL classrooms. I considered these criteria an appropriate method to obtain information from the classes because it provided data about students' context, thoughts and reflections with regards to their learning, practices, conflicts, issues cultural changes or transformations, and strategies adopted to acquire a foreign language. Moreover, through the use of the criteria, it was possible to collect information about the linguistic and sociocultural strengths or weaknesses of the bilingual project during the learning of a foreign language.

Considering first the linguistic aspects, the lessons are focused on a Task-based learning (TBL), where students had to deal with a particular situation in order to empower their cognitive skills to develop and carry out the task. This type of learning has proven to be a good method and strategy to shift from a traditional classroom to a more active classroom where students can use all their cognitive abilities to complete specific tasks. Therefore, it is a solution to certain problems inside de classroom such as student's low motivation to acquire a foreign language. Ruso (2007) proves the success of this type of learning through her research with 55 Turkish students. The study revealed that "implementing a TBL approach in EFL classes creates a variety for the students" (p.1). Moreover, Ruso pointed out how the target population in her research unveiled significant changes in their learning, showing involvement and engagement in the activities and leading to "significant improvements regarding their language performance" (p.1).

Additionally, a second point of reference during this analysis was the linguistic attitudes observed during the classes. Considering the continually growth and presence of English in the Spanish linguistic landscape, students observed showed a high interest in progressing in their learning and improving their English proficiency level in a multicultural context as Medellín is. Furthermore, even knowing most of the participants come from low socioeconomical status, they were interested in learning new things in English, asking questions and solving doubts about the target language. Contrasting with research carried out in Aragón, Spain by Huguet et al. (2008), in which students in secondary education acknowledged neutral attitudes toward English finding a discrepancy between students from higher and lower social classes. Students coming from high socioeconomical status showed more favorable attitudes toward the EFL acquisition due to their awareness of the international importance of English. However, without taking economic variables into account, some studies carried out in the Basque Country, Lasagabaster (2003, 2005) studied the language attitudes toward English of participants with Spanish as L1 and participants with Euskera as L1. His results were related to the ones obtained in this study since participants with Spanish as L1, revealed a more favorable attitude toward EFL than participants with other languages as L1. Moreover, considering his findings, Lasagabaster highlighted that attitudes toward English could be influenced by the participants' proficiency level and their sociolinguistic context. Contrasting with my research, Lanos (2014) conducted a study about the language attitudes in multicultural contexts revealing how autochthonous students held more positive attitudes toward Catalan and less positive attitudes toward Spanish and English in comparison with students of immigrant origin" (p.401). However, considering the observations held during those four months, most Colombian students are interested in learning and expose positive attitude toward the English language and its learning.

Throughout the observations, students did not have any interaction with syntactic or phonological aspects. Therefore, a significant amount of grammatical errors and pronunciation issues during the EFL classes was observed. The national and local bilingual programs have specific expectations about the need for enhancing communication in the classroom. However, along with the problems public institutions have to face such as large classes, students do not have the opportunity to practice phonology or syntax of the target language.

These four classes allowed to observe what Hymes (1972) pointed out as the use of discursive and functional competences. Students relate and connect their knowledge through the use of the linguistic forms and their functions because they are connected to one another during real, direct communicative situations.

Focusing on the sociocultural aspects, although students did not show a high interest in knowing about other cultures, they paid attention when teachers talk about these topics, respect others while they are making use of the target language, work on the harmonious development of the learning process in the classroom. Moreover, there was a detachment from traditional and rigid teaching/learning processes. Here, Ho (2009) agrees with the statement and the thought I could observe during the EFL classes. Ho, points out how the relevance of connecting culture with language in the classroom, "has become an important focus of modern language education, a shift that reflects greater awareness of the inseparability of language and culture, and the need to prepare language learners for intercultural communication in an increasingly multicultural world" (p. 64). Therefore, considering how different cultures interact inside an EFL classroom and how students are learning and exploring a culture different from theirs, it is relevant to develop sociocultural awareness inside EFL classrooms in order to switch from a traditional

stance to a more cultural position where it is feasible to develop both linguistic and intercultural competences. In his research, Ho (2009) states,

> Teaching from an intercultural perspective involves developing in learners critical cultural awareness of their own culturally-shaped world view and behaviours as well as the skills and attitudes to understand and successfully interact with people from other cultures, that is, to become interculturally as well as linguistically competent. (p. 63)

Therefore, these observations proved that though students did not discuss about the characteristics or cultures worldwide, their context allowed them to have a direct communication providing them with a global understanding of the different societies and cultures around them and the target culture they are exploring and learning about, in this case English.

Finally, Albó (2002) pointed out the relevance of empowering students during the learning process and enhancing the development of knowledge and skills. Therefore, students had the opportunity to conceptualize, internalize their language exercise and assume commitment and awareness by communicating with each other. Thus, considering different cultural groups as Albó explains, during the classes, students enhanced their creativity to explore, learn and respect their diverse identities while learning a foreign language.

It is important to clarify that these four classes were taken as a point of reference and tendency for the other public institutions in the city. However, it is also pertinent to be conscious of the necessity of continuous observation in order to guarantee the validity of data and the analysis of the information collected.

6.6.   Comparative Chart

This comparative chart included information of two spanish speaking contexts in different continents. The participants were students of high school in Colombia and first level of English

in a university in Madrid, Spain. Participants were close in age and education; therefore, the

information could be acuarate and relevant for the study.

Characterization of students' perceptions about the linguistics and sociocultural implications during the learning of English as a Foreign Language in Medellín, Colombia and Madrid, Spain		
Linguistic Perceptions	Medellín	Madrid
1-26	It was carried out with 1068 students (534 men and 534 women) of secondary education (10 and 11). A structured survey was presented on paper designed on the Likert scale. The students were from different public institutions in the city. Considering a report presented by the Ministry of Information and Communications Technologies in 2015, Medellín had an internet accessibility rate of 19.8%. However, according to ITL 2018 quarterly boleting, Antioquia has 16.6% of internet accessibility (MinTic, 2018) In addition, the average number of years of education is 7.60 in the city. Medellín has had a national bilingual program since 2004, but it also has a local bilingual project since 2012. The majority of students in the city are familiar with the foreign language curriculum and how this project is developed and is based on teaching-learning models from English-speaking countries. In addition, 50% of students believe that the language learning curriculum is consistent with a certain mode of English language intensification during the high school period but this intensification of English only occurs in the last two years of high school. Different from most private schools	It was carried out with 52 students, 67.3% were men and 32.7% were women who had just finished high school. A structured survey was presented in Google Drive designed on a Likert scale. The students came from different public, private and charter educational institutions in the city and they were called at the same time to answer the survey. Madrid has 85% or more of its population with Internet access (Instituto Nacional de Estadística, 2018). 54% of the students are enrolled in public schools, 30% in private schools and 16% in charter schools (Ministry of Education and Research, 2017). 75% of the participating students received a monolingual education even knowing that since 1996, Madrid has a bilingual education program, which has been sponsored by the Spanish Ministry of Education for 20 years and the British Council for 12 years. This program aims to promote bilingualism by starting English classes from a young age and implementing an approach that serves the entire school. The program supports more than 350 public elementary schools in Madrid and another 180 private elementary schools are bilingual, offering courses in English and Spanish. Other regions in Spain have adopted

in the country that have had an early bilingual immersion in the foreign language through the use of Canadian methodologies or content based learning CBL (Truscott De Mejía, Ordoñez, & Fonseca, 2006).

Additionally, most participants (men and women) know that books and materials used as teaching and learning resources are designed based on textbook references from English-speaking countries. This is connected and related to their knowledge of the curriculum and the resources used during their learning process. Therefore, considering their connection to the language, culture and study society, a little more than half of the participants, both men and women, really believe that texts in English are better, more important and easier to understand than texts designed based on Spanish-speaking countries, by the mere fact of coming from English-speaking countries.

However, according to the results, most of the participants, during their school years, never take exams of international proficiency in English, such as IELTS, TOEFL or Cambridge exams in order to assess their English proficiency level. On the contrary, with bilingual schools, where students perform a variety of standardized English tests (TOEFL, Michigan, IOWA, Stanford) to demonstrate their bilingualism or English proficiency level. It is argued that public institutions are called bilingual because, since 2006, they have been working with the national bilingual program implementing strategies based on the American educational system

similar bilingual models. In these bilingual schools, teachers must have a C1 level of English, and additional training is provided to those who require it. However, a recent university study questioned the effectiveness since it was found that students from Madrid who took courses in English had lower levels of scientific knowledge than their classmates when finishing primary school (Data taken from "EF EPI English Proficiency Index", 2017).

Unlike in Medellín, students in Madrid do not know exactly where their curriculum comes from or if these materials are based on teaching-learning models from English-speaking countries. In addition, 42.3% of the students did not present a position of agreement or disagreement regarding the approach of learning in the secondary stage since they affirmed that they received classes in English, but the bilingual program of the community of Madrid was not visualized within the classrooms. Even only 3.8% of the participants considered that in the secondary schools there was a bilingual approach through the CLIL methodology.

Additionally, considering the first two levels of the Likert scale, 36.6% of the participants (men and women) declared that the books and materials used as teaching and learning resources are not designed based on references from textbooks of English-speaking countries. This shows an ignorance about the bilingual program because materials and resources come from two important sources related to the British sources

supporting their teaching process by hiring native English teachers who help with phonological instructions and cultural activities.

The majority of students in Medellín believe that the earlier they start learning a foreign language, the greater and better the learning will be. However, despite being a small percentage, there are students who believe that at any age you can acquire a high competence in a foreign language. According to Dunn (2011), children have a biological and academic facility to acquire language naturally, since they have a self-motivation through unconscious learning unlike adolescents and adults. Therefore, participants are aware of the importance of an early start to acquire a foreign language. Three quarters of them believe that the earlier a person begins to learn a second or foreign language, the greater the student's success. Read (2003) also supports this analysis by stating that younger is better when "learning is natural, contextualized, interesting, relevant and social" (p.5) when the student can "build on the things the child knows" and learning is properly supported.

In Medellín, more than half of the students surveyed stated that in their English classes, reading and writing strategies are developed throughout the schooling in Spanish and then, in English, they argue that, as in the studies conducted by Truscott , Ordoñez and Fonseca, "students relate and apply naturally the skills of reading and writing in languages" (2006, p.43) specifying that this relationship between both languages

and the Hispanic sources providing material from known and professional publishers like Santiyana, Anaya, etc). In addition, 40.4% of the students do not present specific knowledge on this subject and this is evidence of the lack of information students could have about the bilingual project in the community of Madrid.

Once again, considering the first two levels of the Likert scale, 36.6% of the participants (men and women) do not consider or believe that English textbooks that come from models of monolingual English-speaking countries are better than textbooks designed in Spanish-speaking countries. In addition, 40.4% of the students do not have a basic criterion about the design of the books and which are better during the process.

Despite of having a solid bilingual program where schools have worked by using the CLIL methodology for several years, 71.1% of students have not taken international for a competence certification in English, such as IELTS, TOEFL or Cambridge exams to assess their level of competence in English.

92.3% of students in Madrid believe that the earlier the learning of a foreign language begins, the greater and better the learning will be. However, despite of being a small percentage, there are students (8.7%) who believe that at any age you can acquire high competence in a foreign language.

With some differences with respect to Medellin, 46.2% of students in

is acquired considering the argumentative, interpretive and propositive competences in the native language and then, this helps to obtain the basis for acquiring a foreign language.

Considering the notion of a balanced bilingualism and despite having a bilingual national and local program, and having been in the English learning process for many years, students do not consider themselves as bilingual speakers. Students believe this confusion about their language level begins with the name given to the different programs they have experienced in the classroom. The programs that the participants study in the school are not bilingual programs, but programs of foreign languages acquisition. This means that students receive a pedagogical approach related to the teaching/learning of foreign languages as explained by Truscott De Mejía et al., (2006) in their comparative study of public education and private education in Colombia.

In addition, most participants consider that their learning process and the methodology used in class to learn English is consistent with the communicative approach where grammar is not the most important part of learning, 100% of the class is in English and it is a learning based on the students' context where English is taught (Truscott De Mejía et al., 2006) (Q12: 3.5). However, some of the students surveyed really believe that the student's learning process shows a more structural approach focused on grammar and

Madrid declare to have received reading and writing strategies in Spanish, but also showing that 42.3% of participants started their reading and writing strategies and instruction in English.

Surprisingly, despite of having more hours of instruction in English than in Medellin and having up to 70% of their classes in English in their curricula, 50% of students in Madrid do not consider themselves bilingual.

53.9% of the participants considered that their learning process and the methodology used in class to learn English is not consistent with the communicative approach. Students declared that in most class situations, grammar is the most important part of learning, 100% of the class is not in English and is a learning that is not based on the students' context where English is learned (Truscott De Mejía et al., 2006) (Q12: 3.5). The students surveyed really believe that the student learning process shows a more structural approach focused on grammar and reading comprehension due to national and international exams, large classes, few hours of instruction and low practice in the target language inside and outside the classroom. Here, considering the sample as a whole, students are aware that the school and government hours established for learning English are not adequate and satisfactory to acquire the language of study (67.3%).

61.5% of students are aware that they are improving their language skills in a foreign language, but they do not get a balanced bilingualism during

reading comprehension due to national and international exams and expectations, large classes, few hours of instruction and low practice in the target language inside and outside the classroom. Here, considering the sample as a whole, students are aware that the school and government hours established for the learning of English are not adequate and satisfactory to acquire a foreign language taking into account the national expectations of a level B1 at the end of the high school.

Students are aware that they are improving their language skills in a foreign language, but do not get a balanced bilingualism during their school years because most participants even believe that, taking into account national expectations, their English language proficiency does not correspond at level B1 of the Common European Framework of Reference for Languages (CEFRL).

In addition, it is important to point out that these perceptions are related to what students perceive, think and believe about their language skills in English (Q: 23, 24, 25 and 26). Students believe that their language skills (reading, speaking, reading, and writing) in English are not very high or proficient. All of them truly believe they have some knowledge of English. However, taking into account the years of study through the Languages program, students are not satisfied with their level of English proficiency in the four language skills. Unlike the Waas study, where the students showed a wide knowledge of both languages

their school years because most participants even believe that, taking into account national expectations, their linguistic competence in English does not correspond to level B1 of the Common European Framework of Reference for Languages (CEFRL).

In addition, it is important to point out that these perceptions are related to what students think about their language skills in English (Q: 23, 24, 25 and 26). Different from Medellín, students believe that their language skills (reading, speaking, reading and writing) in English are good but not competent enough for the European world. They all really believe that they have some knowledge of English. However, taking into account the years of study of the English language, students are still not satisfied with their level of English proficiency in the four language skills.

Additionally, with the results analyzed, it is possible to affirm that students in the city, although they adopt concepts or expressions of the English language to communicate verbally and in writing, do not use it very often either because it is not of their interest, or because they think that it is difficult to change from Spanish to English and vice versa during a conversation.

Finally, considering the study carried out by the European Science Foundation (ESF) that examined the influence of the first language in learning a second language, it is possible to conclude that "By learning something new, we build on

studied, demonstrating an excellent command of the four skills in their mother tongue and a high level of competence of their L2 (Waas, 2008).

Furthermore, with the results analyzed, it is possible to affirm that students in the city adopt concepts or expressions of the English language to communicate verbally and in writing. Nevertheless, they think that it is difficult to change from Spanish to English and vice versa during a conversation. In light of the studies carried out by Lightbown and Spada (2013), the ability of the code change or codeswitching to learn a foreign/second language, which describes how there is an "intentional use of a word from the other language for a variety of interaction factors" is highlighted (p.31). Moreover, research has shown how the code change experience has contributed to the development of cognitive flexibility (Lightbown & Spada, 2013). Competent bilingual students use this skill after several years of practice and study. Additionally, Baker (2001) stated that "el cambio de código es una herramienta lingüística valiosa. No sucede al azar. Usualmente hay un propósito y lógica en el cambio de idiomas" [code change is a valuable linguistic tool, it does not happen at random, there is usually a purpose and logic in the change of languages] (p.101). Therefore, it is not common for bilinguals "[que] mantengan sus dos idiomas completamente separados, y las formas en que los mezclan son complejos y variados" [to keep their two languages completely separate, and the ways in

what we already know" (Lightbown & Spada , 2013, p.57). Therefore, students' perceptions of this variable support the knowledge of ESF research when describing and affirming how most of the mistakes that second language or foreign language students make are due to the interference of their mother tongue. However, the students clarified that this interference is not something negative or incorrect because what they are trying to do while learning a foreign language, in this case English, is "resorting to the patterns of other languages they know while trying to discover the complexities of the new language they are learning" (Lightbown & Spada, 2013, p.57). Therefore, while students are experimenting with the new language, they have an exchange between new and old/established patterns.

which they are mixed are complex and varied] (p.101).	

Characterization of students' perceptions about the linguistics and sociocultural implications during the learning of English as a Foreign Language in Medellín, Colombia and Madrid, Spain		
Cultural Perceptions	**Medellín**	**Madrid**
1-15	Considering the sample studied and evaluated in the city, students understand the importance of learning and understanding more than one language to achieve professional and personal goals. However, there is a significant lack of activities in their institutions related to the study and practice of culture of the target language. In addition, students feel that institutions do not encourage the cultural exchange of the foreign language studied inside the classroom. However, students in the city are aware that somehow English is presented in the city, which allows citizens and foreigners to understand specific instructions and directions to interact with the English language. In Medellín, senior students present difficulties and little interest in motivating other students in the school to make use of the study language. In addition, students do not cultivate foreign language education through language groups that encourage interaction and learning of the English language learning culture. Students show a negative correlation between what the local language program has written by law and what reality indicates within the EFL classrooms. It is visible that the	94.2% of students are aware of the importance and relevance of learning and understanding two or more languages, if possible. However, only 26.9% of the participating students consider that public institutions in Madrid enhance and encourage the development of activities and festivities related to English-speaking countries. In Madrid, students consider that the English language is displayed around the city, but not as strongly as it should be presented in a European city of high reputation. There is still much more work to be done for the acquisition and use of resources, advertising, symbols, signs, posters and books that enable apprentices with the culture and language of study. Taking into account the answers given in levels 4 and 5 of the Likert scale, 59.6% of the students are always motivating other learners to make use of the English language. However, only 5.7% of the participants are members of working, research groups or conversation clubs that promote the culture of the English language. In addition, the English culture has influenced the culture of the Spanish-speaking countries, but it is considered that it has not been a significant change to be considered positive.

culture studied in class has a significant impact on students and Truscott, Ordoñez & Fonseca support these results through the data collected in their research about the study of culture and society of the target language. However, students are not willing or very interested in deepening the learning and exploration of the English language through research or language groups.

Furthermore, according to the survey information, the students demonstrated to be aware of how the English culture has positively influenced the Hispanic culture and the learning of a foreign language through the arrival of different elements such as videos, music, movies, foreigners who live and work in the city, national policies for foreign languages that are studied in the city and educational changes through time.

In Medellín, apprentices know that the object culture is a very important and relevant part of their second/foreign language acquisition process, however, they are aware that learning about the traditions and beliefs of the English language is not the most important element in order to acquire the competence in a foreign language.

Since 2004, the National Bilingual Program started, the Spanish-speaking culture in Colombia and in Medellin, has adopted from the English language and society, many concepts, beliefs, and traditions (religious and market celebrations). The students are aware of how their city has been positively transformed

Similar to the data collected in Medellín, the sample analyzed in Madrid coincides with the relevance in learning and exploring the culture of the study language, but they consider that it is not and should not be the most important during the acquisition of a foreign language. Additionally, Madrid is a society where the English-speaking culture has entered to make part of its context by adding concepts, beliefs and traditions that make up the English culture.

Unlike the apprentices in Medellín, students in Madrid do not consider the fact that they come from an English-speaking country to be an indicator of success. They consider that it is important to know and acquire a second/foreign language to improve in different personal, professional and academic fields, but, they do not observe being Spanish speakers as a limit to be successful. Consequently, the locals, despite their close proximity to different foreign languages, and housing the largest British population in the EU, identify themselves much more with their native culture and not with that of English-speaking countries.

Different from Medellín, students in Madrid do not enjoy in depth activities related to the culture of English-speaking countries, such as plays, songs, debates, etc; since their expectations are more related to competitiveness and good performance in national and international exams that compare countries according to their linguistic competence. In addition, they

with the entrance of the English-speaking culture in different locations of the city. However, they continue to identify strongly themselves with their native culture, but specifying how they feel that their context, culture and reality are becoming increasingly connected to the English language.

Unlike in Madrid, students in Medellín enjoy in-depth activities related to the culture of English-speaking countries, such as plays, songs, debates, etc. However, they consider that during the secondary stage there are not enough cultural learning activities related to the English language. A significant part of the students thinks that there are not enough classroom activities that are related to the target culture in order to facilitate the learning of the English language and the respect for other cultural groups.

Finally, most of the students in Medellín agree on how the learning of the English language has helped them to develop a better understanding of their own identity and culture and therefore to value it much more. They mention the relevance of learning about English culture to understand the language and respect other beliefs and traditions. At the same time, this learning process has given them the opportunity to deepen their study culture, compare it with their native culture and understand their own identity as a Spanish-speaking country that is growing in a global market. However, a high percentage of students still consider that they have not had the opportunity to

consider that during the secondary stage there are not enough cultural activities related to the English language. Only 15.4% of the participants believe that there are enough cultural activities related to the English language learning.

Finally, most students in Madrid do not comprehend well how learning a second/foreign language has helped them develop a better understanding of their own cultural identity. They know they are exploring and comparing the target culture with their own culture. Therefore, they mention the relevance of learning about English culture in order to better understand the language and learn to respect other beliefs and traditions.

However, students believe that this learning process has given them the opportunity to deepen their study culture, compare it with their native culture and understand their own identity as a Spanish-speaking country that is growing in a global market. Thus, different from the results collected in Medellín, a high percentage of students consider that they have had the opportunity to become familiar with the culture of study in order to have a better understanding of the cultural groups studied within the EFL classrooms and their own identity as Spanish speakers.

	become familiar with the culture of study in order to have a better understanding of the cultural groups studied within the EFL classrooms and their own identity as Spanish speakers.	

Characterization of students' perceptions about the linguistics and sociocultural implications during the learning of English as a Foreign Language in Medellín, Colombia and Madrid, Spain		
Social Perceptions	**Medellín**	**Madrid**
1-18	Most students would love to live in an English-speaking country based on the opportunities and experiences that could be lived there. However, students are aware of the low linguistic competence of their parents to help them practice and acquire adequate English language skills and make corrections taking into account the four language skills. Furthermore, students do not make much use of the foreign language with family members. This is due to the fact that their relatives do not have a high linguistic competence and because of this, the students change to their mother tongue in order not to confuse the receiver with expressions and concepts of the foreign language. Students do not enjoy these interactions because their parents do not have a high knowledge and fluency of the foreign language and this limits their practice and communication in their social context. Although many students do not enjoy the interaction of the foreign language with their relatives, most of them enjoy practicing their foreign language with their friends. Students find it easier to use foreign language concepts while interacting with their friends	Considering the answers with the highest scores, most students would love to live in an English-speaking country based on the opportunities and experiences they could live there. However, 61.5% of the students are aware of the low linguistic competence of their parents to help them practice and acquire adequate competence of the English language and to make corrections taking into account the four linguistic skills. Different from Medellín, 50% of students in Madrid enjoy using the English language for extracurricular activities. However, 53.8% of the participants do not write frequently in English because they do not have sufficient linguistic confidence to do so. 82.7% of students consider motivation to be the most important factor in learning a foreign language. This harmonizes with the ideas and studies proposed by Waas (2008) and Lightbown & Spada (2013), which highlight that motivation is a relevant and crucial factor in the acquisition of a foreign or second language. 92.3% of the participants believe that it is easier to find a job when they

English is very little used in written work or projects inside and outside the English class. Students make little use of the English language when they write essays and academic articles. They prefer to use Spanish because they consider that they have more language competence and more vocabulary in their native language. In addition, their love for the use of English during extracurricular activities is low.

Through data analysis, most students show a deep understanding of how motivation is the most important indicator of success in learning a foreign language. Therefore, the study of Waas agrees with this thought when affirming how students wish to learn a language taking into account the motivation they feel and the discipline they show during learning (Waas, 2008). In addition, Lightbown & Spada (2013) also reinforce how the motivation that students have during the learning of a foreign language can improve the acquisition of the language, but also the internalization of the culture and the study society.

Students from tenth and eleventh grade recognize the high degree of use and demand of English in their society. They believe that when a person has a high linguistic competence in English, it is possible to have more opportunities to find a job than when they only have linguistic competence in only one language. However, students consider that not only people who speak the English language are smarter because it is necessary to

have language skills in a foreign language. However, like Medellín, most participants consider that not only people who speak the English language are smarter because it is necessary to acquire other skills, languages and abilities to be more appreciated in the professional communities where they coexist.

Likewise, 65.4% of the participants in Madrid demonstrate and feel a great love and respect for their mother tongue and like Medellin, they believe that Spanish is becoming more important than English because of the popularity this is getting in the economy, in education and tourism.

71.2% of the students in Madrid share the thoughts and beliefs of the students of Medellín. They understand the great advantages of speaking English in Madrid and in Europe and having a high linguistic competence in a foreign language in their Spanish-speaking context. The national and global competence of their social context requires them to be competent not only with their professional skills but also with their linguistic skills. Thus, they know that English can provide great opportunities to interact, obtain scholarships and work in different places either in the city , in the country or in the world.

Considering the answers with the highest scores in the survey, the participating students consider that English is a widely used language in Spain (61.6%).

94.2% of the students surveyed come from Spanish monolingual families.

	acquire other skills, languages and abilities to be more appreciated in the professional communities where they coexist. Likewise, the majority of students demonstrate and feel a great love and respect for their mother tongue and the social impact of the Spanish language throughout the world. The students express that English is not better than Spanish and that Spanish is becoming more important than English because of the popularity it is getting in business, academia and tourism. However, without losing their identity as Spanish speakers, it is clear how students understand the great advantages of speaking English and have a high linguistic competence in a foreign language in their Spanish-speaking context. Their social context requires them to be competent not only with their professional skills but also with their linguistic skills, and they know that English can provide great opportunities to interact, obtain scholarships and work in different places either in the city, in the country or in the world. Waas' study shows how students understand the importance of acquiring Catalan in order to have better professional opportunities in the Balearic Islands and this means that the perceptions of students in different Spanish-speaking contexts can be connected. Taking into account the answers provided during the survey, the participating students consider that English is not a widely used language in Medellin, nor in	In addition, different from Medellín, 61.9% of the students have traveled to an English-speaking country. This could be concluded due to its proximity to these countries, the economic facilities that Spain has and the cheap transportation system that all of Europe has.

	Colombia either because of their place of residence, their school, their interaction between friends and family or their little contact with places where most foreigners spend their days in the city.	
	96% of the students surveyed come from monolingual Colombian families. In addition, 87.7% of students have never traveled to an English-speaking country either because of their socioeconomic status or their low interest in knowing them.	

6.6.1. Discussion and Reflection.

Comparing cities and countries can contribute to the enrichment of strategies, projects and public policies in order to improve the acquisition of a foreign language. This type of work helps to improve infrastructure, curriculum, assessment strategies and resources that support the learning of a language in a country. Through this comparison, it was possible to find significant and relevant information about two types of programs and education system that are used in two different cities in two different countries on two different continents where Spanish is the official language.

Researchers like Waas (2008), Lightbown & Spada (2013) and Truscott, Ordoñez & Fonseca (2006) have studied the same subjects coming to conclusions that support this research and provide relevant data about the learning and acquisition of languages as foreign or second languages in students of different ages and school level. Therefore, some of the key points highlighted during the comparison are related to the consistency of the language learning curriculum with a certain mode of English language intensification during the high school period but this intensification of English only occurs in the last two years of high school. Different from

most private schools in the country that have had an early bilingual immersion in the foreign language through the use of Canadian methodologies or content-based learning CBL (Truscott De Mejía, Ordoñez, & Fonseca, 2006). Furthermore, students in both countries understand the importance of learning a foreign language in order to have better academic, professional and personal opportunities and Waas' study shows how students understand the importance of acquiring a second language like the Catalan in order to have better professional opportunities in the Balearic Islands.

Additionally, through data analysis, students in both countries show a deep understanding of how motivation is the most important indicator of success in learning a foreign language asserting how students wish to learn a language considering the motivation they feel and the discipline they show during learning improving their proficiency level and also, internalizing the culture and the target society (Waas, 2008; Lightbown & Spada, 2013). Therefore, the comparison highlighted the ability to change the code while students interact with the target language. In light of the studies carried out by Lightbown and Spada (2013), the ability of the code change or codeswitching to learn a foreign/second language, which describes an "intentional use of a word from the other language for a variety of interaction factors" (p.31). Competent bilingual students use this skill after several years of practice and study. Additionally, Baker (2001) stated that "el cambio de código es una herramienta lingüística valiosa. No sucede al azar. Usualmente hay un propósito y lógica en el cambio de idiomas" [code change is a valuable linguistic tool, it does not happen at random, there is usually a purpose and logic in the change of languages] (p.101). Therefore, it is not common for bilinguals "[que] mantengan sus dos idiomas completamente separados, y las formas en que los mezclan son complejas y variadas" [to keep their two languages completely separate, and the ways in which they are

mixed are complex and varied] (p.101). Although students do not show a high use of codeswitching for its difficult handling or the lack of vocabulary and structures in the target language, students in both countries understand the importance of trying to and making use of the target language.

7. Results obtained

At the end of the project, it was achievable to:

- Develop a comparative analysis of the linguistic and sociocultural processes that operate in bilingual education (English-Spanish), considering the national bilingualism program and the program of the Municipality of Medellín *Languages for Medellín* in tenth and eleventh grade students in public schools, applied linguistics and its different interdisciplinary areas of knowledge as reference; and in regard to the sociocultural field, taking sociolinguistics into account, as the social study of languages.

- Contribute to the reflections on how bilingualism (English, Spanish) can result in a process of integration of a modern and globalized world, reducing isolation and inequality or contributing, from education, to the establishment of new marginalities and inequalities, how sociocultural processes intervene in the development of bilingualism, so that acquiring another language, goes beyond the linguistic as it refers to second and foreign language pedagogies, language policies, cultural and symbolic references of the acquired language and high levels of mastery of this new language.

- Provide information about linguistic and socio-cultural processes and impacts of bilingual education (English-Spanish) on tenth and eleventh grade students in public schools in Medellin, in order to create and design improvement plans for continuation and the success of this type of education in a Spanish-speaking country. Therefore, contribute to the enrichment of the public policy of teaching foreign

language learning *Languages for Medellin* so the academic community, researchers and local administration can have a more complete analysis about its background, causes and consequences in a Spanish-speaking society and thus, structure improvement plans within institutions that help strengthen the acquisition of a foreign language and its linguistic competence.

8. Conclusions

"We construct identity through language" (Phan, 2008, p. 26). We use language to talk about us, it is used by us and also it exists for us. "Each of us has embedded within us cultural values, and through language we communicate our culture. Language acts as a means through which identity is communicated, extended, confirmed, constructed, negotiated and reconstituted" (Phan, 2008, p.26). This section is devoted to the discussion of the conclusions that derived from this research. Therefore, I draw the final analysis performed through the data collected during this study through the use of the five principal instruments. After this section, some pedagogical implications are provided for the design of improvement plans and opportunities to advance in the development and adoption of this type of education in a Spanish speaking context that lead to the creation of harmonic contexts where the structure, culture and society of a language are easily acquired in continuous growth.

8.1. Interview

The descriptive analysis made it possible to show that the participating public educational institutions are not connecting the learning of their foreign language with the history, culture and society of the target language through the study of the traditions, celebrations and events that marked and influenced the English language. These elements help to connect the context of the students with the language studied (in this case English) and to visualize the importance of what has been learned in the classrooms of foreign languages. Furthermore, it was possible to conclude that the majority of students are aware of the importance of learning a foreign language in our Spanish-speaking society. They consider it useful and necessary for their academic, personal and professional growth; thus, they think that their linguistic attitude towards the learning of a language is essential for the acquisition of a foreign language.

Considering the answers with the greatest impact during the interview, students recognize the challenges and shortcomings of the *Languages for Medellin* program and call for the restructuring of activities and strategies including in this project bilingual camps, bilingual magazines or newspapers, national and international exchanges of students, audiovisual resources and books connected with their context and the culture of the target language. Similarly, taking into account the answers obtained during the interview, the study of English culture and society is not reflected in the area plans of the majority of the participating public institutions. In this way, it is mandatory that the area plans are connected to the curriculum suggested by the program *Languages for Medellín* in order to have a pedagogical, linguistic and didactic basis that allows the assimilation not only of concepts, but also of experiences that support the effective acquisition of a foreign language.

Finally, it can be concluded that, in general terms, tenth and eleventh grade students from the participating public institutions in the city of Medellin are influenced and surrounded by concepts, terms and ideas of the English language, whether in the school, in the neighborhood or in the city. However, some of the participating students are aware of their social, cultural and economic limitations; thus, they have a negative attitude towards learning a language that, according to them, will not help to support a family, nor to take money to their homes.

8.2. Survey

8.2.1. Linguistic Impact.

The learning of a foreign language is encompassed in the theory of Applied linguistics, which "draws on theory, findings and method from many other scholarly fields aside from general linguistics, including education, anthropology, sociology, public policy, health sciences, information technology and others" (Hall, Smith & Wicaksono, 2011, p. 16).

In light of the linguistic aspects, significant conclusions are drawn. Firstly, considering the perceptions of the students regarding their education in a foreign language, it can be concluded that the learners understand their academic realities within the EFL class and thus, they should have an intensification in the foreign language process in order to comply with the expectations that the national government imposes on them regarding their proficiency level at the end of the high school period. Secondly, despite of the different methodologies from English speaking countries used during these years, learners are aware of the long path they have ahead to obtain a bilingual level in their high school period. They have some knowledge about English but the national requirements to graduate from high school create a stressful atmosphere among 10th and 11th grade students who just focus their attention on passing national exams and not on the normal acquisition and use of the target language. Moreover, it is necessary to reflect on the number of hours of English in public institutions because, certainly, students want to learn the target language, but, clearly, they do not have the adequate instruction and practice time they need to empower their knowledge.

Finally, it can be concluded that the local language program has had profound impact in the linguistic variable, allowing students to improve their skills by using reading and writing activities in both languages but relying on Spanish first and then providing some instructions in the target language. Moreover, the research findings draw insights the general idea that the earlier a person starts learning a foreign/second language, the higher the learner's success. However, it is important to support these assumptions by enhancing pronunciation skills, developing learning strategies and developing empathy and understanding of others from early childhood stages while learning a foreign language in order to understand their classmates' strengths and weaknesses in order to build on respect and values (Read, 2003).

Furthermore, from this research, it can be concluded that although students adopt concepts or expressions of the English language to communicate verbally and in a written way, they do not consider this as a lack of vocabulary or an error while learning the target language. Actually, this concept adoption comes from the interference of their native/mother tongue which helps them to use the patterns stablished in a language they know in order to use them to build up new knowledge in the target language.

8.2.2. Cultural Impact.

Most of the public educational institutions involved in a foreign language acquisition through the national bilingual project in Medellin are not connecting the learning of a foreign language with culture and society of the target language through the study of traditions, celebrations, and events that have marked and influenced the English language. We truly believe these elements help connect students to the context of the target language (in this case, the English language) and to visualize the importance of learning foreign languages in the classroom in order to use it in their daily lives. Moreover, most students are aware of the importance of learning a foreign language in our Spanish-speaking society. They understand how mastering two or more foreign languages is going to help them in their academic, social, and cultural context. They consider it useful for personal and professional growth and for this reason, they enjoy learning English through cultural learning activities that enhance and empower the acquisition of not just the language but also the traditions, values, and beliefs that are an important part of this target language.

Senior students recognize the low help they provide to motivate other students of the institution to make use of the language of study. Furthermore, most of them are not part or members of language groups that foster the exploration and learning of the culture of the target

language. Therefore, students are not taking advantage of different resources provided by the Ministry of Education such as local languages groups, local and national exchanges or scholarships, foreign fellows, or volunteers inside the classrooms. Students truly believe that coming from a Spanish speaking country is not going to help them to get better jobs or academic opportunities in life. However, students are aware of how the English culture has positively influenced the Hispanic culture and this is helping to enrich their identity and use the target language to interact inside other cultural groups all over the world.

From this research, it can be concluded that junior and senior students from public institutions in the city of Medellin identify themselves more with Spanish than with English. Nevertheless, they consider it relevant to explore and interact with the target culture, traditions, and beliefs in order to have a better acquisition of English as a foreign language through the study of celebrations, festivities, and traditions. These include Thanksgiving, St. Valentine's day, Independence Day, Halloween, St' Patrick's Day, etc., which will help them not only to learn about grammar structures, but also will guide them through the world of the target culture in order to respect and value their own native culture and other cultural groups in Colombia and all over the world.

8.2.3. Social Impact.

When analyzing the exploratory factor for each of the genders, it is possible to conclude that the most significant impacts are presented in a negative way. The social environment of the students has not been a great strengthening support for the acquisition of English as a foreign language since most students do not have parents or family members who have language competence in English. Therefore, most parents do not speak, read, write or understand English, thus, parents do not have sufficient knowledge of the English language to support the students'

learning process and make relevant corrections during the acquisition of the target language or also motivate them to use words and expressions in English during social and family conversations and in this way, enrich the vocabulary acquired during the learning of the foreign language. However, it can be observed that students are aware of their learning when affirming that people who have a second and even a third language can possess or hold more knowledge and professional opportunities than a monolingual person. Wherefore, it is stated that it is easier to find work when an individual has linguistic competence in English.

"Bilingualism is not a unitary phenomenon"(Romaine, 2000). This is shaped in different ways determined by social factors, which need to be taken into account when the linguistic competence of foreign language learners is evaluated. Students are aware of their own identity and they respect this by giving the social context the importance their native language has in order to acquire a foreign language. This identity impacts their foreign language acquisition by adopting concepts from the target language to enrich their own one. Students understand the importance of social interaction to improve their competence in a Foreign Language and are aware of the low level they have to interact in the target language.

From this research, it is possible to conclude that the program *Languages for Medellín* has had a big impact in the social context of high school students because it has provided resources, teachers training and city spaces where foreigners and locals can interact and practice both languages, English and Spanish. However, these spaces are located where high school students from low and medium socio economical stratus are not allowed to attend or it is difficult for them to get to those places because these are very far from where students live and coexist. Therefore, students cannot have a high linguistic competence to take national tests and to keep a proper conversation with family, friends and foreigners in the city. Their linguistic competence

to speak in English is low and this is not helping to achieve the goals the local bilingual program has stablished since 2012.

It can be concluded that junior and senior students from public high schools in Medellin, Colombia, recognize the advantage of knowing and understanding a foreign language inside their Spanish speaking society. Learners understand the opportunities provided by universities and companies to people with high linguistic competence in English and this has helped to motivate them to acquire a foreign language in order to be competent in this globalized world. Moreover, students believe it is relevant to explore and interact with the target language, to see the English language around their social context, where they coexist and not just around some specific areas in the city. Thus, they understand how mastering two or more foreign languages is going to help them in their academic, social and cultural context. They consider it useful for personal and professional growth and for this reason, they would like to live in English-speaking countries, work in bilingual and international companies and study in the most prestigious national or international universities.

It is fair to say that although the language program has had great impact in the linguistic variable, the social aspect has been limited to some signs around the city and language clubs in high socio economical places in the city and may not have been able to fully articulate students' concerns with its goals and expectations. They would do well to raise the foreign language awareness in all the city spaces, orienting families toward the relevance of learning a foreign language and supporting students' learning process by national and international exchanges, language fairs, etc.

Finally, it is possible to state that although the majority of students do not come from foreign families and have not traveled to English speaking countries, they see in the program

Languages for Medellín the opportunity to strengthen the linguistic bases of the language, motivate their families and friends to be part of this process of acquiring new languages that are becoming part of our Spanish-speaking society and, at the same time, promulgating bilingualism (English-Spanish) as a public and inclusive need, to visualize multilingual expectations and Multi-cultural policies promulgated by the MEN since 1999, where it is described as "The capital and wealth that a country produces multilingualism (translate) into linguistic capital for each individual" of our Spanish-speaking society (MEN 1999: 1).

8.4.   Institutional Documentation

Considering this instrument, as a general conclusion, it is clear that globalization, economic growth and the social and cultural competence of our current society mean that the acquisition of a foreign language is considered a valuable and relevant strategy for the future of the people. This is recognized by the education authorities, the Ministry of Education and the municipality of Medellín, which consider that Colombia has good bases for this type of education because the country has solid principles in bilingualism and a solid experience in teaching and learning Spanish and other languages. Therefore, taking into account the data collected with this instrument, the education of the English language in Medellin needs to be consolidated as a matter of high importance that requires the interest and attention of all the characters and entities that work and support the area of education in the city and in the country and not only, of some institutions or bilingual schools. It is essential to work together in order to visualize the strong tradition of Colombia as a multilingual country built on a base of experience and knowledge.

In this document, the discussion has focused on public schools and the institutional documents which have to be connected to the National bilingual program and the local project

running in the city. As a conclusion, it is clear the great challenge that public schools have to consolidate their curricula taking into account the parameters established by the education ministry, the national bilingualism plan and the current needs of a globalized world. We must work as a team so that both the national bilingualism plan and the institutional documents in each public school reflect the true objectives and measurable goals when learning a foreign language. Our public institutions do not work with bilingual plans. They work with foreign language acquisition plans and this abyss between what is written and what is practiced is preventing the secondary education institutions from having fixed goals, clear bases and continuous projects that support the acquisition of English as a foreign language in a Spanish-speaking society. It is important to understand the pedagogical models schools are using because it is not the same to be taught with a bilingual program in a bilingual context thant to be taught with a program called Bilingual in a monolingual social context with a prestigious foreign language, in this case English, which is only handled in educational institutions, as is the case of Colombia.

If we are talking about a national bilingual program, curricula in public institutions should be written in English and in Spanish and not just in the mother tongue. The Ministry of Education is making a great effort to reach this goal and provide each public institution with a bilingual package of documents and resources for teachers and students who are part of the English language program. Curricula of the English area are designed with the linguistic, pragmatic and sociolinguistic competences that the public policy of Languages for Medellín demands. However, schools need to put into practice the written words of documents inside EFL classrooms in order to accomplish their goals.

Finally, the institutional curriculum in foreign language does not possess and is not consistent with a specific modality in the teaching of English (bilingual partial/total early

immersion, intensification of English language, among others). These models come from different monolingual contexts. Therefore, it is necessary to reflect on the type of models this context is using and adopting because as Baetens Beardsmore (1995) highlighted in Housen (2002)

> Research undertaken in varied setting throughout the world has clearly indicated that the effectiveness of a bilingual model depends on a myriad of variables (several of which are beyond the control of policy makers, program designers and educators) and that no model, no matter how well tried in its original context, should be transplanted in its entirety to other contexts (p. 5).

8.5.   Historical Report Tests SABER 11 (2010-2016)

This instrument aimed at describing how students are assessed in order to prove their English proficiency before they finish high-school. Moreover, this study explored the evolution and growth of English as a foreign language (EFL) in Medellin, Colombia through the historic analysis of SABER 11 results between the years 2006-2016 in ten public institutions in order to compare language policy expectations and the reality that a Spanish speaking society can face while learning a foreign language.

The data collected allowed the visualization of a growth in linguistic, sociolinguistic and pragmatic competences. However, taking into account the objectives and goals proposed by the Colombian government and its ministry of education, the growth is not significant and meaningful enough as to speak of a bilingualism (English - Spanish) and a bilingual education inside public institutions in Medellín and in Colombia.

It is necessary to reevaluate the goals proposed by a program that are intended to place high school students with a B1 level in the medium term without first, reevaluating the realities

of public institutions in a Spanish-speaking context; and second, analyzing the type of program we are using now, which comes from monolingual countries and is being adopted by and established in a multicultural country.

Considering these ten schools as a tendency, public schools in Medellín have wandered half of the path about bilingual education in Colombia. However, if improvement plans are not designed and implemented soon considering the real needs and the context where English is studied, students from Medellín and from Colombia, will not be able to reach B1 levels for 2019.

8.6.   Recording and analysis of four classes of English as a foreign language (EFL)

As a language teacher, I believe that reflection on what we learn and experience is an important process to become aware of our strengths and weaknesses in our daily teaching mission. By doing this careful observation, I have certainly gained experience and knowledge about language acquisition, learning methodologies, languages policies inside the classroom and use of resources to teach and learn a foreign language. According to the data analyzed with this instrument, it is possible to conclude that there is a tension between the national expectations and the results obtained inside the EFL classrooms. Thus, schools have to achieve several goals established by the national and local administration. Unfortunately, these expectations are not connected with the realities students face in the EFL classroom, such as large classes, different socioeconomical status, social issues (drugs, not proper feeding, violence) and lack of materials. These situations make students change their linguistic attitudes toward the learning and acquisition of a foreign language and restrain them from having a proper proficiency level to take national and international exams and competing in a globalized world where English is the language of business.

It was possible for me to better understand the students' context when learning English as a foreign language. While observing and assessing the classes, it was possible to visualize the lack of significant activities and strategies connected with the target culture and society without losing the students' identity and their native values and beliefs. It is necessary to guide students through their EFL learning by putting together these three variables (linguistic, cultural and social aspects), thus, students are going to see the relevance of learning about the target culture and society and, consequently, they are going to enrich their own mother tongue by adopting and adapting their speech with the language they are learning.

After finishing this project, I believe I have gained more experience and confidence with the adaptation of the national and local language programs inside EFL classrooms. While doing the literature review, I had the opportunity to explore different theories about language acquisition, bilingual education, English as a foreign language, language policies, etc. I learned to recognize the different concepts, types and uses of bilingual programs and bilingual education inside different contexts and how all these programs plan to support the learning of English as a foreign/second language. In addition, I feel motivated to continue researching and enhancing my learning on the different language programs, methodologies and strategies used in the EFL classrooms in order to continue collecting significant data that help to improve EFL education in Spanish-speaking contexts. Because it is the first time that I have widely studied how bilingual programs are adopted, designed and applied in public institutions, language policy has become an interesting topic of study. I believe it is necessary to continue studying, exploring and evaluating the foreign frameworks we are adopting inside our schools. Usma (2015) highlights how "current reforms in Colombia respond to the interest of the national government to appear more competitive in the international scenario and attract foreign investment" (p. 133). These

reforms are not responding to the actual needs students or local stakeholders are facing. Thus, continuous observation, analysis and assessment of this type of language education will support the improvement of methodologies in the Colombian EFL classrooms.

In conclusion, I believe that this topic and this research will provide one more resource in the search for improvements in our educational system to continue competing with the demands of this globalized world. It will be a useful tool when academic community, language groups and national or local government try to find new frameworks, discourses, standards or policy tools to implement in schools without previously having a view of the conditions and possibilities inside EFL classrooms. Therefore, in the future, I would like to share the findings and production of this study with my colleagues in order to expand the research of the acquisition of English as a foreign language in a Spanish-speaking context, its great benefits and challenges in the future. By conducting this study, I hope to contribute to the improvement of foreign language acquisition and proficiency by studying, exploring, evaluating and suggesting changes and improvements that stimulate the restructuration of reforms, materials and classes to enhance students' learning process. Therefore, I hope this study provides a useful complement to the existing curriculum on the teaching of a complex but exciting language, mandatory for the academic, professional, economical and personal growth of a developing society.

9. Pedagogical implications

Considering the deep study carried out here, some pedagogical implications are important to consider in order to continue updating and improving the educational programs used to teach a foreign language in our country; thus, students will have the opportunity to reflect upon their own learning and help to make significant changes during their learning process.

1. It is necessary to include specific policies about the use and practice of the target culture inside and outside the EFL classroom in order to lead teachers through the knowledge and exploration of the English culture to support students during the internalization of values, traditions and beliefs of the language they are learning.

2. Public policies need to integrate the native society with the target society in order to show a clearer road for students, where they are going to understand and comprehend what they are learning, where this learning is coming from and how they can apply it inside their context.

3. Based on the research, it is necessary to have a continual program without changing every year or trying different models every time our country changes administration. Thus, students can have certain stability during the acquisition of English as a foreign language and will be able to recognize the objectives, goals and expectations set by the national and local administration and will not feel lost during their learning process.

4. The SABER 11 test is proving that English is growing and improving every year in our country. However, our methods are not moving at the same speed national and local expectations and requirements are going. Therefore, significant changes should

be done in language programs and inside EFL classrooms starting with the number of students per class, the traditional methods still used in schools and the clarification of the goals established in the national bilingual program and the reality students face inside public schools. Thus, an objective diagnosis of schools, English curriculum, lesson plans and materials, and continuous interviews and surveys with the direct impacted population (students) will be useful methods to collect data and information about the strengths and weaknesses of the program. This could light the path to a proper language learning.

5. Finally, further research on this area is necessary in order to continue enriching the languages policies established in the country and therefore, improving the methodologies used to teach and learn a foreign language in the city and obtain meaningful results nationwide and worldwide.

10. Project Limitations

Through this research, it was ossible to collect significant and relevant information and data about the English learning process, the bilingual project and the current situation lived by students in public high schools in Medellín. However, some difficulties were evidenced during the process of collection and analysis of data:

1. I wanted to cover a significant area in Medellin in order to have data from different points of view and from different contexts in the same city. However, sometimes, it was difficult to find, enter and have access to some schools because of the heighborhood and its gangs, the multiple events inside the school during the school year, teachers and their fear to be observed or analysed by students or researchers.

2. It was a big sample and when you have this quantity of participants sometimes time is stressful and tiring. It is important to remember that in this type of study, it is possible to work with smaller sample and the researcher might get the. Same results, in ashorter time and without so mush stress due to deadlines.

3. It is a local study. It would be great to multiply it in a national level

4. It was not possible to explore and study deeply the social context of students learning English as a foreign language in public institutions.

5. Finally, it would be interesting to cover more years and more schools in the historical report of SABER 11 test, since this assessment instrument provides relevan information about competences evaluated during the English learning. During this study, it was difficult to collect information of the years 2017, 2018 in Medellín in order to add it in this thesis.

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273

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12. Appendices

Appendix A
Invitation letter for validation of Experts

SEÑOR (A):
Juez (a)

Lo saludo cordialmente,

Me dirijo a usted con la finalidad de solicitar su valiosa colaboración en la validación de contenido de los ítems que conforman el instrumento que se utilizará para recabar la información requerida en la investigación titulada: "**Evaluación del programa de enseñanza del inglés del Municipio de Medellín (Idiomas para Medellín) a través del análisis de sus impactos lingüísticos y socioculturales**".

Su valiosa ayuda consistirá en la evaluación de la pertinencia de cada una de las preguntas con los objetivos generales y específicos de la investigación.

Por su experiencia profesional y méritos académicos me he permitido seleccionarlo para la validación de dicho instrumento, sus observaciones y recomendaciones contribuirán para mejorar la versión final de mi trabajo.

Agradezco de antemano su valioso aporte

Atentamente,

Martha Inés Gómez Betancur
Master in Arts of TESOL
Investigadora Doctorado en Lingüística
Facultad de Comunicaciones
Universidad de Antioquia

Appendix B
Instrument 1: Survey: Linguistic, Social and Cultural Implications

Assessment of the English Acquisition process in the Municipality of Medellín (*Languages for Medellín*) through the analysis of its linguistic and socio-cultural impacts

Objective: Investigating and assessing the acquisition of English as a foreign language and its linguistic and sociocultural implications: The case of public high school students in Medellín, Colombia. This questionnaire aims to contribute to the study of English as a foreign language, a key area of knowledge in a Spanish-speaking context in order to enrich the public policy in the city and to contribute to a more complete analysis related to the antecedents and effects of *foreign language acquisition* in a Spanish-speaking society.

This questionnaire is anonymous, and the information provided is confidential and will only be used for the purposes of this study. Thank you for your collaboration and honesty in completing this questionnaire. It is requested to answer the questionnaire individually without commenting on the answers with your classmates.

Institution Name:				
School Modality/Specialty	Bilingual	Academic		Technical
Genre	Masculine		Feminine	

N	Linguistic Implications	Totally Disagree 1	Disagree 2	Neutral 3	Agree 4	Totally Agree 5
1	The curriculum in Foreign Language (English) of the institution is based on teaching-learning models of English-speaking countries.					
2	The curriculum in Foreign Language is consistent with a specific modality in the teaching/learning of English (early partial/total bilingual immersion, intensification of English language, etc.).					
3	The books and materials used as teaching and learning resources are based on references from English-speaking countries.					
4	The texts in English are better than the texts in Spanish					
5	During your school years, you take English international proficiency exams, such as IELTS, TOEFL or Cambridge tests.					
6	The earlier you start learning a foreign/second language, the higher the learner's success.					
7	The reading and writing process in the high school begins in the mother tongue.					
8	The reading and writing process in the high school begins in English.					
9	You consider yourself as a bilingual speaker.					
10	A language is learned mainly through imitation.					
11	Apart from the classroom, you use the English language in other spaces inside the institution.					
12	The methodology used in class to learn the English language is consistent with the communicative					

	approach.					
13	In English class, English is widely used.					
14	When an apprentice knows 1000 words and basic structures of the target language, he/she easily engages in conversations with native speakers of English.					
15	During the English class, you use the language of study to communicate with your teacher or with your classmates.					
16	The hourly intensity of the English teaching is adequate for learning the target language.					
17	Most of the mistakes that foreign/second language learners make are due to the interference of their native / mother tongue.					
18	You adopt concepts or expressions of the English language to communicate verbally and in a writing way.					
19	I consider that my linguistic competence in English corresponds to level B1 of the Common European Framework of Reference for Languages (CEFRL).					
20	During a conversation, it is easy to switch from Spanish to English and vice versa.					
21	All schools should be bilingual Spanish-English.					
22	Classrooms are good places to learn about a language, but not to learn how to use the language of study outside the classroom.					
23	How do you rate your communicative skills in English?	**Very Bad**	**Bad**	**Neutral**	**Good**	**Very Good**
	Reading					
	Speaking					
	Listening					
	Writing					

N	Social Implications	Totally Disagree 1	Disagree 2	Neutral 3	Agree 4	Totally Agree 5
1	You would like to live in an English-Speaking country.					
2	Your parents speak, read, write and comprehend in English.					
3	Your parents usually correct your English errors.					
4	During social conversations between family and friends, you use words or expressions in English.					
5	You enjoy using the English language for extracurricular activities.					
6	You enjoy using English when talking to your family.					
7	People who speak English are more successful.					
8	You enjoy and see relevancy by using English when talking to your friends.					
9	The most important indicator of success in learning a second/foreign language is *motivation*.					
10	It is easier to find a job when you have a good linguistic competence in English.					
11	People who know English are smarter.					
12	You use English frequently when writing essays and doing projects.					

13	English is better than Spanish.					
14	Spanish is less important than English.					
15	Understanding and knowing English is a big advantage in a Spanish-speaking country.					
16	In Colombia, English is widely used.					
17	You come from a Colombian family.					
18	You have traveled to an English-speaking country.					

N	Cultural Implications	Totally Disagree 1	Disagree 2	Neutral 3	Agree 4	Totally Agree 5
1	Understanding and mastering two languages is better than understanding and mastering one.					
2	In this institution festivities related to the language of study, such as Thanksgiving, St. Valentine's Day, Independence Day, Halloween, Language Day, are held.					
3	This institution encourages the cultural empowerment of the target language through student exchanges, conversation groups, language fairs, summer camps, etc.					
4	The culture of the target language is manifested in the school and in the city through posters, symbols, images, screen projections, literature books and different texts in English.					
5	As a senior student, you motivate other students of the institution to make use of the language of study.					
6	You are part of languages groups that encourage the knowledge and understanding of the target culture.					
7	The English culture has positively influenced the Hispanic culture and the learning of a foreign language in Colombia.					
8	Learning about the English culture, its traditions and beliefs, is the most important thing in acquiring a language.					
9	The Hispanic culture has adopted many of the concepts, beliefs and traditions that are part of the English culture.					
10	Coming from an English-speaking country gives more chances of success in life than coming from a Spanish-speaking country.					
11	You identify yourself more with the Hispanic culture than with the English culture.					
12	You enjoy activities about the target culture such as games, plays, songs, debates and field visits or trips.					
13	You do satisfactory cultural learning activities related to the English language in your classroom.					
14	Learning a foreign language has helped you develop a better understanding of your own cultural identity.					
15	While studying a foreign language, you have had the opportunity to become familiar with the culture and civilization of the countries where the language you are learning is spoken.					

Appendix C
Instrument 2: Interview (19 questions)

Assessment of the English Acquisition process in the Municipality of Medellín (*Languages for Medellín*) through the analysis of its linguistic and socio-cultural impacts

Objective: Assessment of the English Acquisition process in the Municipality of Medellín (*Languages for Medellín*) through the analysis of its linguistic and socio-cultural impacts. This interview aims to contribute to the study of English as a foreign language, a key area of knowledge in a Spanish-speaking context in order to enrich the public policy of teaching and learning Foreign Languages "Languages for Medellin" to contribute to a more complete analysis related to the antecedents and effects of *bilingualism* in a Spanish-speaking society.

This interview is anonymous, and the information provided is confidential and will only be used for the purposes of this study. I appreciate your collaboration and honesty in the participation of this interview.

Date: Institution:
Hour: Level:
Neighborhood: Genre: M   F

N	Linguistic and Sociocultural Statements	Totally Disagree 1	Disagree 2	Neutral 3	Agree 4	Totally Agree 5
1	The definition of acquisition of a second language is to speak two languages fluently.					
2	You would like to study in a bilingual institution.					
3	You believe that the aim of the institution is to be proficient in a foreign/second language.					
4	You consider that English is important, useful and necessary for your academic and social life, and your cultural identity.					
5	You consider that language attitudes are important in language acquisition.					
6	You use the English language in school, in the English class and with your friends.					
7	During social conversations, you have used concepts and expressions from the English language.					
8	Outside the classroom, you use what you learn in English classes.					
9	You learn English in the same way you learn Spanish.					
10	You think that audiovisual resources, grammar books and reading comprehension resources, are essential to achieve a proficient level, both in the English language as in the mother tongue.					
11	You would like your institution to carry out different activities such as bilingual camps, magazines or bilingual newspapers, festivals or bilingual fairs, bilingual conversation groups, national and international exchanges, celebration of traditions and festivities of the target culture and / or volunteering					

	with foreign teachers for the teaching and learning process of cultural elements.					
12	You would like to have cultural and social contacts as intercultural projects, student blogs, institutional newspaper and volunteering with foreign teachers, multicultural festivals in the neighborhood or city, national and international exchanges in the institution to encourage the learning of English.					
13	Based on the target language (English), events, traditions and special events are held during the school year.					
14	These celebrations are carried out with all the high school students throughout the year and these are in English. (This question is asked in the light of the answer given in question 13).					
15	The study of English culture is reflected in the content of the English curriculum.					
16	You believe that contact with the English culture is important, fun and useful to know, appreciate and respect different cultures while you are learning a language.					
17	English culture is worked inside and outside the classroom through readings in class (reading comprehension), through videos and questions, music, singing, translating and completing sentences, research, projects at school fairs, writing stories, role plays, etc.					
18	Learning a foreign/second language in our Spanish-speaking society has many advantages.					
19	The English language can be seen reflected in many places of our Spanish-speaking society, as in restaurants, public transportation, posters around the city, etc.					

Instrument 3: Institutional Document Checklist (Format used for the Experts)

EVALUACIÓN DE JUECES INSTRUMENTO _____

FECHA: _____

VALIDADO POR: _____

FORMACIÓN ACADÉMICA DEL JUEZ (Títulos Académicos):

_____

_____

_____

EVALUACIÓN CUALITATIVA:

CRITERIOS	EXCELENTE	BUENO	REGULAR	DEFICIENTE
Presentación del Instrumento				
Calidad de Redacción de los ítems				
Pertinencia de las preguntas con los objetivos				
Relevancia del contenido				
Factibilidad de Aplicación				

Observaciones:

_____

_____

_____

_____

EVALUACION CUANTITATIVA:
Por favor marque con una equis (X) la opción que considere debe aplicarse en cada ítem y realice, de ser necesarias, sus observaciones.

CRITERIOS LINGÜÍSTICOS						
ITEM	TOTALMENTE DESFAVORABLE 1	DESFAVORABLE 2	NEUTRO 3	FAVORABLE 4	TOTALMENTE FAVORABLE 5	OBSERVACIONES
1						
2						

3					
4					
5					
6					
7					
8					
9					

CRITERIOS SOCIOCULTURALES					
ITEM	TOTALMENTE DESFAVORABLE 1	DESFAVORABLE 2	NEUTRO 3	FAVORABLE 4	TOTALMENTE FAVORABLE 5	OBSERVACIONES
1						
2						
3						
4						
5						
6						
7						
8						
9						

Appendix E
Instrument 3: Institutional Document Checklist

This checklist was made to further explore the bilingualism policies written on the language program carried out in the city which should be included in the curriculum and the IEP of each institution studied.

N	Social Statements	NO	YES	Not Applicable	Notes or Observations
1	Aside from the local language program, the school has a project of bilingualism within its institutional educational project (IEP)				
2	The institution's curriculum is designed under the parameters of the Common European Framework of Reference (CEFR).				
3	The curriculum of the English area is based on the municipal project *Languages for Medellín*				
4	The curriculum is written entirely in Spanish or English.				
5	The curriculum borrows concepts from the English language to specify and describe ideas.				
6	The curriculum in Foreign Language (English) of the institution is based on teaching-learning model of English-speaking countries.				
7	The curriculum in Foreign Language is consistent with a specific modality in the teaching/learning of English (bilingual early partial/total immersion, intensification of English language, etc.)				
8	The curriculum of the English area is designed with the linguistic, pragmatic and sociolinguistic competences requested by the ICFES.				
9	The curriculum of the English area has a communicative approach.				
10	The curriculum of the English area has a grammatical and traditional focus.				
11	The curriculum is connected to the public Language Policy Project for Medellín.				
12	It is possible to visualize how the curriculum encourages the study of the target culture through strategies that respect the learner's identity.				
13	The curriculum of the English area is designed considering the social environment of the student.				
14	The curriculum contains strategies for improving the target language considering the project *Languages for Medellín* (English).				
15	The materials and resources recorded in the curriculum support the use of the target language in and outside the classroom.				

Instrument 5: Criteria to evaluate the recording of four classes of English as a Foreign Language group (Eleventh grade)

OBJECTIVE: To assess in real context the criteria identified during the acquisition of English as a foreign language in an English class considering the linguistic and sociocultural implications during the acquisition of EFL.

These criteria were proposed considering the annex of pedagogical orientations and principles, and the Basic standards of competences in foreign languages: English GUIDE 22 (Part 1 and 2).

CRITERIA			
LINGUISTIC ASPECTS	**YES**	**NO**	**NA**
1. **Assimilation of the new vocabulary and construction of meaning.**			
2. **Lexical aspects of English (EFL)**			
3. **Syntactic aspects of English (EFL)**			
4. **Phonological aspects of English (EFL)**			
5. **Participation in English during the class, Spanglish, adoption of concepts of the language of study.**			
6. **Task-Based Learning: the class elaborations deal with a particular situation in which the development of cognitive skills is empowered during the process.**			
7. **Problem-Based Learning: students face a problematizing situation in order to formulate a response resulting from the combination of skills, notions and functions of the target language.**			
8. **Linguistic Attitudes: Interest in learning. Students are interested in progressing in their learning and show curiosity to learn new things, if they pay attention in class, if they ask questions or if they want to solve doubts.**			
9. **Discursive and functional competences that relate to knowledge "[of] both, linguistic forms and their functions as the way they are linked to one another in real communicative situations"(Hymes, 1972).**			
SOCIOCULTURAL ASPECTS	**YES**	**NO**	**NA**
1. **Interest in knowing other cultures: Students show interest in learning about cultural aspects of English-speaking peoples. They pay attention when talking about these topics and ask questions to expand their knowledge.**			
2. **Respect for others while learning a foreign language: Students show respect for their peers, listening uninterruptedly, respecting the speaking time and appreciating the ideas and opinions of others when they participate and interact in English.**			

3. **Cooperative work and learning: Students' behavior is observed, for example, if they participate in a constructive way in the activities of the group, collaborating with their work to the harmonious development of the learning in the classroom.**
4. **Global Understanding: Ability to understand in general the essential in brief oral messages, delivered in the most appropriate conditions of communication, i.e. in situations of direct communication and contextual support.**
5. **The World: Students discuss about the characteristics of cultures worldwide to support the acquisition of the target language (English).**
6. **Students make use of language as a semiotic system that favors the construction of discourse and several types of textual genres.**
7. **Diversity: detachment from traditional and rigid teaching-learning processes. Students accept diverse lifestyles, learning, teaching, and the expanding ways to assess learning.**
8. **Observation of students' experience, teaching mediation in the socio-cultural reality in which they live, including internal, inter and intragroup conflicts, social and cultural encounters and disagreements that they confront during the acquisition of English.**
9. **Students develop knowledge and skills that allow them to conceptualize, internalize their exercise and assume commitment and awareness by communicating with each other, in a positive and creative way, taking into account the cultural groups around them and respecting their diverse identities (Albó, 2002).**