



**UNIVERSIDAD
DE ANTIOQUIA**

**Supporting the Professional Practices of Non-English-Speaking Teachers Through an
English Training Program in a Bilingual School
Case Study**

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Submitted as a Requirement for the Bachelor of Education in Teaching Foreign Languages

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Foreign Language Teaching Program

Medellín

2026

Cita	(Quintero Echeverri & Salazar Rico, 2026)
Referencia	Quintero Echeverri, N., & Salazar Rico, L. T. (2026). <i>Supporting the professional practices of non-English-speaking teachers through an English training program in a bilingual school</i> . [Trabajo de Grado]. Universidad de Antioquia, Medellín.
Estilo APA 7 (2020)	



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Dedications

Natalia: I want to dedicate this achievement to my mother, Lucía, whose unconditional love, trust, patience and support has helped me through these years; she has always guided me and reminded me never to give up despite the challenges. To my partner, Javy, for his constant encouragement and motivation to keep moving forward, for seeing my potential even when I struggled to see it myself. And to my daughter, Abigaíl, my greatest inspiration, my strength and the reason for every effort made throughout this journey. This achievement is evidence of their love, support and faith in myself.

Leidy: To my entire family, for being my roots, my safe haven, and the driving force behind every dream I pursue. Thank you for your unwavering support, your sacrifices, and for believing in me even when I doubted myself. To my partner, Rigoberto, for walking by my side with infinite patience, celebrating every small victory, and being my peace during the hardest nights of this journey. Thank you all for your unconditional love and for never letting me give up. I proudly dedicate this work to you; this achievement is as much yours as it is mine.

Acknowledgments

We would like to express our sincere gratitude to our practicum and research advisor, Elizabeth Rodriguez, for her patience, guidance, and constant support throughout this journey.

We also thank our cooperating teachers, Yuly Aristizábal and Aurelio Bautista, for their encouragement and guidance. In addition, we are grateful to José María Berrío School for welcoming and trusting us as practicum teachers and collaborators. Finally, we thank the teachers who participated in this study for sharing their experiences and making this project possible.

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Abstract

In Colombia, bilingual education in private schools has grown, increasing the need for teachers from other areas of knowledge to participate in English-related practices in school environments. Some teachers, however, do not speak English and have problems participating actively in bilingual contexts due to their lack of English language skills. The purpose of this qualitative case study was to explore the effects of voluntary participation in a communicative English training program on the professional practices of non-English-speaking teachers at José María Berrío School, a private bilingual school in Sabaneta, Colombia. The training program had an emphasis on the functional and communicative use of English in classroom routines and interactions at school. Data were collected through self-assessment formats, focus groups, research journals, and observations during the training process. The findings showed higher motivation, more use of English in the routines of the classroom, and more active participation in English-related interactions in the school community. At the same time, the participants evidenced difficulties related to pronunciation, vocabulary, time constraints, and confidence in using English. This study suggests that communicative and context-oriented training programs can help to support the professional practices of non-English-speaking teachers and contribute to have a more inclusive bilingual school environment.

Keywords: bilingual education, professional practices, English training, communicative approach

Resumen

La educación bilingüe ha ganado mayor relevancia en los colegios privados colombianos, lo que ha incrementado la necesidad de que profesores de diferentes áreas participen en prácticas relacionadas con el uso del inglés en los contextos escolares. Este estudio de caso, de enfoque cualitativo, tuvo como objetivo explorar cómo la participación voluntaria en un programa de formación en inglés influyó en las prácticas profesionales de los docentes no angloparlantes. Este programa se llevó a cabo en el Colegio José María Berrío, una institución privada bilingüe ubicada en Sabaneta, Colombia. La investigación recogió datos por medio de autoevaluaciones, grupos focales, diarios de las investigadoras y observaciones. Los participantes mostraron una mayor motivación, más uso del inglés en las rutinas de clase y una superior participación en las interacciones en esa lengua en la comunidad educativa. A su vez, los resultados pusieron en evidencia dificultades relacionadas con la pronunciación, el vocabulario, las limitaciones de tiempo y la confianza al utilizar el inglés. El estudio sugiere que los programas de formación comunicativos y contextualizados pueden apoyar a los docentes no angloparlantes en sus prácticas profesionales en contextos bilingües.

Palabras clave: educación bilingüe, prácticas profesionales, formación en inglés, enfoque comunicativo

Introduction

In private schools in Colombia, bilingual education has gained importance, and English is gradually integrated into classroom routines, school activities, and institutional practices. In these settings teachers from all subject areas are usually required to communicate in English as part of the school's bilingual environment. However, some teachers who are not fluent in English find it particularly challenging to actively participate in these practices due to their lack of language skills. This study investigated the effect of voluntary participation in a communicative English training program on the professional practices of non-English-speaking teachers at the José María Berrío School, a private bilingual school in Sabaneta, Colombia. The program focused on the functional and communicative use of English in classroom routines and school interactions, with the goal of supporting the teachers' participation in the bilingual environment of the institution.

This qualitative case study collected data through self-assessment formats, focus groups, researcher journals, and observations during the training process. Analysis of these data sources led the study to identify patterns regarding challenges, opportunities, use of English in classroom routines, and participation in English interactions in the school community.

This paper is divided into chapters. The first chapters show the context of the study, the main problem, objectives, justification, and theoretical framework. The following chapters present the methodological design, findings, and discussion of the study. Finally, the paper provides the conclusions and recommendations of the research process.

Description of the Context

José María Berrío School (JOSEMA) is a private school located in Sabaneta, Antioquia, Colombia. It was established in 1980. The school has a diverse student population and is committed to an inclusive education, preparing students to face the academic, social, and cultural challenges of a globalized society. The pedagogical paradigm is based on active and flexible pedagogy, giving priority to personal development, the reinforcement of values, and the encouragement of autonomy, participation, and reflection. Students are characterized as the main actors of their learning process (Colegio José María Berrío, 2024).

The school serves about 600 students from mostly high socio-economic strata, especially from strata 4 and above. Most of the students live in the southern part of the Aburrá Valley, in municipalities and neighborhoods such as Sabaneta, Envigado, Itagüí, La Estrella, El Poblado, and other neighboring areas with similar socio-economic and cultural characteristics. This socio-economic background provides pupils access to better educational resources outside and inside the school, as shown by the high expectations of families regarding bilingual education and the use of technological tools in the learning process. These neighborhoods are closer to the school, which favors the active participation of families in school events and institutional initiatives, especially those aimed at strengthening its bilingual education model.

In accordance with its objective and vision, the school has adopted a bilingual education approach aimed at developing communicative competence in Spanish (national language) and English (foreign language). This paradigm has been slowly rolled out in recent years. The project was launched in 2021 as a pilot project in the preschool department and, after its initial success, was expanded in 2022 to 1st, 2nd, and 3rd graders who are currently in 7th grade. The bilingual model has developed in parallel with the children's progress, gradually introducing more subjects

into the English-medium teaching. The current bilingual subjects are social studies, science, ethics, arts, and information and communication technologies, which were taught in English before the initiation of the program. These subjects are taught by teachers who are proficient in the second target language, so they feel confident teaching their subjects and promoting the development of the second language among their students.

Certified language teachers teach English in all levels of education, and students get about eight hours of instruction per week. With this multilingual focus, students of all grades systematically study English with Cambridge educational resources consisting of a student's book and a workbook based on the Common European Framework of Reference (CEFR) from A1 to B2 levels. Some grades have leveling or placement classes where students are placed appropriately and given focused help according to their English ability. At key points in their education, students take international standardized tests to measure their progress and confirm their language level: Movers (A1) in 3rd grade, Flyers (A2) in 5th grade, Preliminary (B1) in 8th grade, and IELTS or B2 First (B2) in 11th grade before graduation. Computers and a television or projector are provided in classrooms to allow teachers to incorporate audiovisual materials and digital resources into their instruction. This infrastructure supports English classrooms and a variety of instructional activities across disciplines.

The bilingual program continues to grow and spread into other areas of school life. English is not used as the language of instruction for subjects such as Mathematics, Religion, Spanish, and Physical Education, but the school has promoted the gradual introduction of English in routines, signs, interdisciplinary projects, and special events. The institution advocates for the use of English in interdisciplinary projects, bilingual cultural activities, and daily practices. The institution attempts to expose students to the target language both academically

and informally; this model is a contextualized and flexible approach to bilingualism, trying to be inclusive and responsive to the needs and realities of the whole school community.

Justification

JOSEMA is a bilingual institution where some subjects such as social studies, science, ethics, arts, and technology are taught in English until 7th grade, while other subjects such as mathematics, Spanish, music, religion, and physical education are taught in Spanish. The bilingual curriculum is designed for teachers of the above-mentioned subjects and teachers of ethics, science, and social studies for grades 8-11. As the project develops, these teachers will need to teach their subjects in English over the long term. But comments and informal conversations with the administrative staff suggested that teachers who continue to teach in Spanish are somewhat limited in their participation in bilingual programs because they do not have high English proficiency.

The school, in collaboration with two student teachers from the foreign language program at the University of Antioquia, proposed to implement a voluntary English training program for teachers who did not speak English, which was in line with the institution's vision of improving inclusive bilingual participation. This program was designed to assist participating teachers to learn basic conversational skills in English for educational purposes through weekly meetings. The objective was to encourage the use of English in professional settings such as classroom discussion, informal conversations, and participation in school activities.

This research explicitly investigated the professional practices of the participating teachers, trying to show the impact of training on their use of English in classroom routines, interaction with the school community, and participation in bilingual educational projects. This study focused on visible and immediate changes to teachers' first use of English in their

professional responsibilities. By documenting this process, this study seeks to inform future strategies for teacher development in bilingual settings, with a special focus on inclusivity and institutional alignment.

Research Question

How does voluntary participation in a communicative English training program influence the professional practice of non-English-speaking teachers in a bilingual private school context in Sabaneta, Colombia?

Objectives

General Objective

To analyze how voluntary participation in a communicative English training program influences the professional practice of non-English-speaking teachers in a bilingual private school context.

Specific Objectives

1. To describe the challenges and opportunities that non-English-speaking teachers experience while engaging in the communicative English training process.
2. To monitor arising changes in the participant teachers' use of the target language in their classroom routines during the communicative English training program.
3. To examine emerging changes in teachers' participation in English-related interactions or collaboration during the training program in the school community and bilingual project.

Theoretical Framework

This theoretical framework was mainly based on principles of bilingual education policy in Colombia and the concept of professional practices related to the development of teachers' languages, teachers' engagement in a bilingual school culture, and the practical use of English in

non-language courses. These lenses shed light on personal, professional, and institutional factors that can influence participation in a voluntary English training for educators in a bilingual setting, which is the context of this study.

Bilingual Education in Institutional Settings

Bilingual education is the deliberate application of two languages as the languages of instruction in an educational setting, most often with the aim of improving language proficiency, academic achievement, and intercultural competence (Baker, 2011). In Colombia, private schools have gradually integrated bilingual education to prepare students for the global academic and professional fields, frequently using various models such as immersion, maintenance, enrichment, national bilingual schools, and transitional programs (de Mejía, 2013). JOSEMA follows the model of the National Bilingual Schools, who focus on the improvement of the English language in the curriculum with the promotion of Spanish as the primary language of instruction in some subjects. However, the practical difficulties of implementing such policies are encountered when content-area educators have limited English proficiency to support the multilingual goals of the school (Shohamy, 2006). This problem is evident at JOSEMA, where the bilingual initiative proliferates in all subjects. While foreign language educators teach English, other subject-area teachers struggle to engage effectively with the school's bilingual goals.

Institutional language policies often include grand aims for the integration of English into several disciplines, but researchers often note a gap between policy and practice. Hornberger (2002) called this phenomenon the “implementational space,” the space where educators negotiate, reject, or change policy according to their abilities and beliefs. At JOSEMA, the school’s bilingual model includes English as a fundamental subject, but about 25 subject-area

educators (almost 50% of the teaching staff) cannot support this model, since they are unable to communicate in the foreign language. This problem emphasizes the necessity of specialized support that enables non-English-speaking teachers to participate in the institution's bilingual project.

Teachers' Professional Practices in Education at a Bilingual School

Professional practices refer to the actions, interactions, and responsibilities that educators undertake as part of their roles within the educational community. These practices include instructional decision-making, collaboration with colleagues, participation in institutional initiatives, and engagement with the culture and policies of the school. According to Shulman (1987), professional knowledge, institutional expectations, and contextual realities shape teachers' practices. Therefore, professional practices are influenced not only by what teachers know and do but also by the environments in which they work.

At JOSEMA, the institution's bilingual model influences teachers' professional practices by encouraging the use of English beyond the foreign language classroom. However, non-English-speaking teachers may face challenges in participating fully in these practices due to their limited proficiency in the target language. In response to this situation, the communicative English training program proposed in this study sought to support teachers in becoming more active participants in the school's evolving bilingual environment.

Freeman and Johnson (1998) noted the importance of context for teacher learning, arguing that practice is situated and dynamic. In a bilingual context such as JOSEMA, this approach means that teacher development is linked to the institutional context and to the general multilingual purpose of the school. Professional development of teachers, in particular regarding

the use of English is not only a matter of the individual's initiatives but also of the expectations, routines, and interactions in the school community.

In a bilingual school, teachers are responsible for more than classroom instruction. They also influence the culture of the school and should support institutional goals. Wenger (1998) argued that participating in joint practices produces professional identity and forms a sense of community membership. Therefore, in this English training course, the voluntary participation of educators may help them participate more in the whole school culture by improving their foreign language proficiency. This point is of particular importance at JOSEMA, where the bilingual program requires all educators, not just the bilingual ones, to contribute to a language-enriched atmosphere. In this respect, teachers' professional activity is not only concerned with teaching their particular subject but also with showing involvement in English as part of the wider school culture.

English for Communication in Non-Language Disciplines

Research in bilingual schools in Colombia has shown that although non-language teachers have few opportunities to use English due to their low proficiency levels, this small amount of use is enough to increase students' interest in English (De Mejía, 2013). These educators may not formally teach English but use it as a medium of communication in the classroom, which is important to increase students' exposure to the language across a range of disciplines. Such use includes giving directions, grouping sources, or using words related to their area of research. This pragmatic use of English is in line with the idea of English for communication rather than for content delivery (Creese & Blackledge, 2010).

The use of English for communication, even at a basic level, reflects the principles of Communicative Language Teaching (CLT), which emphasizes the idea of language as a means of

meaningful interaction and authentic communication, rather than grammatical accuracy (Richards, 2006). This methodology is of particular relevance at JOSEMA, as the training program implemented in this study was designed to encourage subject-area teachers to use English in real classroom situations without having to teach whole courses in the foreign language.

In addition to CLT, the concept of translanguaging, in which learners use multiple languages in a fluid way to make sense (García & Wei, 2014), can be an effective technique for this training program. Translanguaging can be a flexible approach to communication for teachers with developing English skills, and it enhances understanding and allows more English to be gradually introduced without disrupting the flow of learning. This approach allows the teacher to use their whole linguistic repertoire and to gradually introduce more target language into their practice. The training approach of this study was not designed to produce fully bilingual educators but rather to build confidence and provide participants with tools for meaningful integration of English both in and out of the classroom. Although incremental, this implementation can enhance participants' engagement in English and support the school's multilingual aim.

In addition to these theoretical perspectives, research has been conducted on the relationship between the procedures used to teach English, bilingual education, and the professional activity of teachers in academic institutions. These studies provide important information on the challenges and opportunities that educators encounter with respect to professional development activities related to the English language.

In Colombia, Rodríguez Bonces (2011) studied the implementation of bilingual education policies and highlighted the challenges that many schools face when teachers from other

departments are required to engage in bilingual activities without adequate language training. The study stressed the value of contextualized support and training for educators to improve institutional multilingual initiatives.

Creese and Blackledge (2010) conducted an international study of communicative language practices in bilingual education contexts, showing that a flexible, pragmatic view of language permits speakers with developing skills to join in and interact. Their findings support the idea that language in bilingual contexts need not be grammatically perfect or native-like to enable interaction and engagement.

These findings were relevant to the present research, as they pointed to the importance of training teachers with communicative ways of interacting with English that are appropriate for their professional contexts and institutional settings.

Method

This research was conducted using a qualitative case study design as described by Yin (2018). We conducted it as a single-case explanatory study with an embedded design, as we examined the effect of a voluntary English training program on teachers' professional practices in their actual institutional context. We examined the implementation of the training program through several units of analysis, such as teachers' use of English in the classroom, relationships with other members of the school community, and participation in bilingual activities.

The English training program was planned to be conducted over two academic semesters, approximately 22 weeks; however, the data for this study were collected in the first semester only, around 12 weeks. The program was designed to be flexible and context-sensitive, taking into account the work schedules of the participants. Based on the school's schedule, we divided

the volunteers into two groups: one in the morning and one in the afternoon. Each group met weekly on Fridays for an hour: 12 hours in total.

Participants

We studied a group of 15 teachers from different levels of education at the JOSEMA School in a non-English-speaking context. Participants ranged in age from 20 to 50 years old and had worked at the institution between one and ten years. The group included two teachers from elementary school and 13 teachers from middle and high school. The participants teach different subject areas: four teachers from mathematics, five from Spanish, two from science, one from social studies, two from physical education, and one from religion. This diversity helped us to observe the participation of teachers from different disciplines in the English training program.

In addition to the participants, four members from the school staff joined the training: two academic coordinators (one from the elementary school and one from the middle and high school), one psychologist, and one community manager. While these participants attended the training sessions, they did not participate in data collection activities such as focus groups or formal reflections since they were not teachers. They were part of the program to offer equal learning opportunities, but their contributions were not included in the data analysis or study.

It should be noted that the training program was not mandatory. The program started with 15 teacher participants, but not all of them attended the sessions consistently throughout the implementation because of institutional responsibilities, meetings, schedule conflicts, and workload. Three participants gradually quit from the sessions as the process progressed and did not complete the final phases of the program and the second self-assessment. Thus, the final analysis was primarily based on the 12 participants who were active during most of the implementation process and took part in the main data collection activities. This variation in

participation reflected the contextual realities of the school environment and was taken into account in the data analysis process.

Implementation

The sessions were mostly held in the school using available technological resources such as projectors and computers. In addition, to facilitate participation, we offered virtual sessions through video conferencing platforms, but the option was not accepted by the participants during the whole implementation. Nevertheless, some training content and activities were provided asynchronously when it was not possible to meet with all participants at the same time, allowing teachers to continue engaging with the program despite scheduling constraints.

The training program was based on a pedagogical approach of communicative language teaching (CLT). In the sessions, we supported teachers with practical activities such as giving instructions, using classroom management expressions, participating in simple conversations, and engaging in school-related communication in English. We tailored the content to their professional needs so they could use the language in authentic contexts (see Appendix A).

Data Collection Tools

We collected the data in the first semester of the training process by means of observation and teacher reflection journals, self-assessment formats, and focus groups. These instruments were selected to facilitate triangulation, which enhances the credibility of qualitative research by comparing data from different sources (Altrichter et al. 1993).

Observation Journals

We observed classroom and school space used to document how teachers employed English in everyday routines and interactions given that “observation enables researchers to collect firsthand evidence of people’s behavior in natural settings” (Bell, 2005, p. 186). In the

researchers' journals, we documented each session, describing classroom dynamics, participant engagement, and emerging changes. Following the work of Altrichter et al. (1993), we used journals as a reflective tool to record interpretations and monitor the research process (see Appendix B).

Self-Assessment Formats

Two types of self-assessment formats were used to give the participants the opportunity to assess their own communicative competence and professional use of English before and after the implementation of the English training program in the semester (see Appendix C). The self-assessment instruments were developed based on the guidelines for constructing research tools that are clear, relevant, and aligned with the objectives of the study (Bell, 2005). Bell emphasizes that questions should be simple, specific, and directly related to the information the researcher's trying to get. From this we formulated can-do statements addressing practical and observable uses of English in professional contexts, such as "I can give instructions" and "I can greet my students," so that participants could rate their abilities in a clear and accessible way.

The first self-assessment included basic and limited tasks to find out the participants' initial level of English use in their professional practices, such as greeting students or using a small number of commands in the classroom. For the second self-assessment, we intentionally broadened the scope of the questions to include more complex and demanding tasks, such as using a wider range of commands, handling longer interactions, and using language in more varied situations. We made this adjustment to investigate participants' development and record how far they could improve their communicative skills during the training program, beyond our initial expectations. This format provided support for participants to reflect on their learning process and also offered comparable data across the two stages of the study.

Focus Groups

We conducted two focus groups, one for each group of participants based on their schedules (morning and afternoon). The questions for the focus group were created using guidance on qualitative data collection by Bell (2005), which suggests open-ended and clear questions that encourage participants to reflect on their experiences and to express their viewpoints in their words. Using these guidelines as a base, we organized the questions into thematic groups that led participants gradually from general perceptions to more in-depth thoughts (see Appendix D).

The questions started out general, asking participants about their feelings and experiences in the course, and then became more specific, asking about their perceived progress in areas such as vocabulary, pronunciation, and confidence. We asked questions about the use of English language in their professional practice, especially in the classroom, and we also asked questions concerning the difficulties and the strategies during the learning process. Finally, we added questions about how the training affected their role in the school and their participation in bilingual activities.

This setup allowed us to gather detailed and relevant data according to research goals while providing flexibility for participants to elaborate on their responses and link different parts of their experience. It should be noted that all participants signed an informed consent form (see Appendix E) at the beginning of the training program, which included their agreement to participate in the study and to be audio recorded. We could then record the focus group sessions in an ethical and transparent way. The focus groups were audio recorded during implementation and included only the teacher participants, as the school staff members who were involved in the training were not included in the data collection process.

Data Analysis Process

This study employed a qualitative data analysis approach to identify patterns and themes related to participants' professional practices during the communicative English training program. According to Bell (2005), qualitative data analysis involves organizing, classifying, and interpreting information to identify meaningful patterns connected to the research questions. Similarly, Altrichter et al. (1993) emphasized the importance of systematically comparing and reflecting on different sources of data in practitioner research.

The analysis focused on examining information collected through self-assessments, focus groups, observation journals, and field observations in order to identify patterns, similarities, and differences across participants' experiences. The analysis combined deductive and inductive approaches. First, we established broad predetermined categories based on the research objectives, including challenges during the training process, opportunities during the training process, use of English in classroom routines, and participation in English interactions within the school. In addition, the analysis allowed the identification of emerging categories that provided a deeper understanding of participants' experiences throughout the training process. These categories included confidence development, support from students, fear of speaking English, attendance difficulties, and collaboration with English teachers.

Organization and Coding

To organize the information, we used Google Pinpoint as a digital tool to support the categorization and examination of the qualitative data. Pinpoint facilitated the transcription of focus group recordings, the identification of recurring ideas, and the comparison of excerpts across different data sources. After reviewing the information in Pinpoint, we transferred the relevant excerpts into a summary sheet created in Google Spreadsheets, where we organized

quotes, codes, objectives, and themes. According to Bell (2005), visual organization through charts or tables supports systematic comparison and pattern identification in qualitative research.

We analyzed the information collected through self-assessments, focus groups, observation journals, and field observations using open coding. Saldaña (2016) explained that coding allows researchers to examine qualitative data by assigning labels to relevant excerpts according to their meaning. Following this approach, we conducted a detailed review of the data and identified recurring ideas, experiences, and behaviors across the different instruments.

Additionally, we assigned colors to each broad category in the summary sheet to facilitate visual organization and comparison across instruments. We also coded the self-assessment results using a traffic light system to represent participants' perceived competency levels: red for "I cannot do it yet," yellow for "I can do it sometimes," and green for "I can do it easily." Since the two self-assessment formats included different statements, we focused on identifying general trends and changes over time rather than comparing individual items directly.

For confidentiality purposes, each participant received an identification number ranging from "Participant 1" to "Participant 12." This coding system allowed us to track participants' responses across the different instruments while protecting their identities. This systematic organization of data supported triangulation between self-assessments, focus groups, journals, and observations. According to Miles et al. (2014), comparing information across multiple sources strengthens the credibility and consistency of qualitative findings. Through this process, we identified meaningful patterns related to participants' experiences, classroom practices, and engagement with the bilingual environment of the institution.

Findings

This chapter reports the findings of the study based on the analysis of data collected. We used the research objectives as themes to structure the findings that include both the predetermined categories and the emergent ones. These themes helped us organize and make sense of the participants' experiences during the training program.

Challenges During the Training

Participants reported challenges throughout the training process directly related to language use, particularly fear of speaking in English, pronunciation, and limited vocabulary. Others were associated with contextual and logistical factors, such as time constraints, attendance, and difficulties in maintaining consistent practice throughout the program.

One of the mentioned challenges in the first focus group was fear of speaking English. Three participants (25%) expressed concerns about making mistakes and being judged when they speak, especially during their regular classes. For example, participant 3 from the first focus group stated, "Además que uno se enfrenta a un mundo de los grandes que sí se lo gozan a uno... se burlan entre ellos..." referring to that fear as a consequence of teaching the high grades. We also observed and mentioned this challenge in our journal: "Participants showed signs of shyness and lack of confidence when attempting to use English. Many were hesitant to take risks when speaking" (Natalia's Journal, September 5th).

Another recurrent challenge mentioned by three participants (25%) was pronunciation, which appeared across data sources. In response to the focus group question related to the most difficult aspect of learning the language, participant 11 from the second focus group explained, "La pronunciación. Sobre todo." Likewise, participant 1 from the first focus group mentioned "He tratado la pronunciación [sic] varias veces y no he podido como cogerla." One of the

researchers also documented this difficulty in her journal: “pronunciation continues to be one of the main challenges...” (Leidy’s Journal, October 17th).

Two Participants (17%) also identified time limitations and attendance issues as significant barriers. Participant 2 mentioned in the first focus group some lack of constant practice, which generates difficulties in their learning process: “Si no vamos y lo practicamos, entonces, ahí es donde se puede generar la dificultad; por ejemplo, en mi caso, no he sido constante practicando...” This was supported by the researchers’ journal entries indicating that work responsibilities affected participation: “Two participants identified consistency and attendance as their main challenges...” (Leidy’s Journal, October 24th) and “The development of the class was affected by an unexpected interruption due to an institutional meeting. This situation reflects a recurring condition, as teachers are frequently required to attend other activities.” (Natalia’s Journal, September 12th).

Additionally, the asynchronous modality and independent work were implemented twice due to the impossibility of having the usual sessions because of last-minute scheduled meetings or holidays, which represented challenges for participants: “The lack of a class interrupted the rhythm of the process... completing the task independently still represented a challenge for them.” (Natalia’s Journal, September 19th) and “The lack of an in-person session represented a challenge in continuity.” (Leidy’s Journal, September 19th)

Another difficulty that we identified was related to vocabulary load, which affected their learning pace: “a significant portion of the session was dedicated to explaining terms...” (Natalia’s Journal, October 17th). These findings show that participants faced both linguistic and contextual challenges during the training process.

Opportunities During the Training

Despite the challenges, participants reported opportunities that supported their learning process, particularly related to confidence, motivation, engagement, and positive perceptions of the training.

A recurrent finding was that five participants (42%) reported increased confidence when using English during the focus groups. In the first focus group, participant 1 described this training process as a path to get away from their fear and feel encouraged to correct mistakes: “Ha hecho que empiece a romper el miedo... si me equivoqué, corregirlo.” Similarly, in the second focus group, participant 10 stated, “Uno se motiva más, el hecho de que este tipo de actividades van generando más confianza, ya uno se va atreviendo a hacer otras cosas,” referring to how the activities implemented in the sessions built their confidence and helped them dare to do more with the language. This finding was also reflected in one of the researchers’ journals: “This session also confirmed emerging patterns observed in previous sessions, particularly regarding gradual increases in confidence and attempts to use English in real contexts” (Natalia’s Journal, October 24th).

Six participants (50%) also described the learning environment created for this training course as supportive and non-judgmental. During the first focus group, participant 3 explained, “Podemos hablar abiertamente... sin temor a equivocarnos,” referring to the training as an open space to express themselves. Additionally, participant 5 from focus group 2 mentioned how they have felt comfortable with error correction in the sessions: “Hemos podido aprender que si nos equivocamos, entre nosotros nos vamos corrigiendo. Entonces, por lo menos me he sentido cómoda en ese sentido.” This sense of increasing confidence was also observed in one of the researchers’ journals: “Teachers started to feel more comfortable with English...” (Natalia’s

Journal, November 28th). Additionally, eight participants (67%) highlighted the practical nature of the training, emphasizing that the content was directly applicable to their professional contexts; they also reported positive perceptions of the training and considered the knowledge learned to be valuable and useful for their professional practice. In the first focus group, participant 2 stated: “Es una clase muy práctica, muy a lo que necesitamos como poner normalmente en práctica en el colegio... palabras, frases muy puntuales.” Participant 10 from the second focus group also mentioned, “Las clases que hemos tenido han sido maravillosas. Yo siento que uno siempre se lleva algo...nunca se va vacío.”

Another opportunity found was the development of motivation to improve English, both at a personal and institutional level. This was reflected in a journal entry: “the activity provided an opportunity to continue practicing English at their pace...” (Natalia’s Journal, October 10th). Similarly, during the second focus group, participant 6 stated, “Y el hecho de que somos los únicos que no hablamos en inglés.” “También es una motivación...somos la minoría,” referring to how being the ones who do not speak the language seems to be a motivation for them to learn it.

An additional emergent theme identified during the analysis was the role of JOSEMA school students as a source of support in teachers’ English learning process. Four participants (33%) identified the JOSEMA school students as a source of support in the teachers’ learning process. Participant 1 from the first focus group explained, “Los mismos estudiantes me corrigen... de forma muy linda,” referring to how students correct them. Also, participant 5 from the second focus group mentioned how students help them translate into English: “Pero si uno pregunta, por ejemplo, a un estudiante, ¿cómo se dice tal cosa?, ella me decía y yo ya le decía de nuevo...” This point was also confirmed in the journal: “Students’ reactions have been positive,

and in some cases, they motivate teachers to continue using the language.” (Natalia’s Journal, October 31st).

Use of English in Classroom Routines

One of the most expected findings was the emerging use of English in classroom routines, particularly through the use of simple expressions, commands, and interactions with students. Six participants (50%) reported attempting to use English for communication purposes in their classes. For example, participant 1 from the first focus group stated: “Sí, me [sic] he puesto en práctica en mis clases...” Similarly, participant 6 from the second focus group explained that a student was able to understand something that they said in English: “Le digo algo a un estudiante en inglés... y él entiende.” This has also been confirmed in our journal as "Participants reported that they have started to use more English expressions and commands in their classes." They mentioned incorporating simple instructions and greetings as part of their routines. (Natalia’s Journal, October 31st).

Five participants (42%) also described using classroom vocabulary and commands in their classes at the school, which included some of the content we covered in the training sessions. Participant 9 stated during the second focus group that they expressed some class commands: “En esos días me fui como dando ciertos comandos en inglés...se me sale un comando en inglés...” This pattern was supported by journal data: “All participants reported noticeable progress in their use of English for classroom purposes. They mentioned that they now incorporate English expressions such as greetings, permission commands, and classroom instructions in their lessons.” (Leidy’s Journal, October 24th). Participants also reported an increase in English use over time, particularly in routines such as greetings. Participant 2 from focus group 1 stated that they are using more expressions than the word "hello": “No solo el

hello... sino contestarles otras palabritas.” This progression was also documented in the journal: “Teachers started to feel more comfortable... and began to use English in small but meaningful ways in their classrooms.” (Natalia’s Journal, November 28th)

This finding is consistent with the results from the self-assessment formats (see Figure 1). In the first self-assessment moment, 29% of responses were categorized as “I can’t do it yet” (48 out of 165 responses), while in the second self-assessment, this number decreased to 11% (15 out of 143 responses). This shift shows participants’ perceived progress in performing communicative functions in English.

Figure 1.

Self-Assessment General Results



Participation in English Interactions in the School

The findings also show changes in participants’ engagement with English beyond the classroom, particularly in interactions with colleagues and participation in school activities. Three participants (25%) reported using English with colleagues in informal contexts. For

example, participant 9 stated during the second focus group that they greeted an English teacher who went to their classroom: “Ella llega al salón y yo salgo y la saludo en inglés...” Similarly, participant 3 from focus group 1 described actively engaging with English conversations to test their comprehension: “Paro el oído... para ver qué entiendo en inglés.” Such behavior also appeared in the journals: “teachers now greet each other in English... in informal spaces such as hallways” (Natalia’s Journal, October 31st). “Informal conversations with some participants indicated emerging improvements in basic English skills. Specifically, participants demonstrated the ability to use simple social language, including greetings outside the classroom” (Leidy’s Journal, September 26th).

Two participants (17%) also reported collaboration with English teachers. Participant 12 stated they have joined some English classes: “He acompañado algunas clases...” Additionally, one journal entry documented the use of English in broader school contexts: “participants spontaneously using simple English words and commands... during the EXPO JOSEMA (an activity where the students present their best projects made in all the subjects during the year and all teachers participated)” (Leidy’s Journal, November 7th).

Three participants (25%) also expressed a greater awareness of the importance of English within the institution. Regarding the influence of the training program on their professional role, participant 1 from the first focus group explained that the course made them reflect on the importance of English for their future within the institution, particularly considering the school's bilingual context: “Me hizo cuestionarme mi futuro en la Institución...” Also, Participant 10 from the second focus group mentioned, “Es un espacio que incentiva al aprendizaje... es importante que entendamos que estamos en un colegio ya de un contexto bilingüe,” referring to the value of the training and its relevance to the school context. This was also supported by

journal data: “there is a growing sense of comfort and willingness to engage in English-related communication apart from the classroom purposes” (Leidy’s Journal, November 7th)

These findings show that the use of English extended beyond classroom practices and became part of at least eight participants’ interactions within the school environment (67%).

Discussion

This chapter presents our interpretation of the findings related to the research question: What is the impact of voluntary participation in a communicative English training program on the professional practices of non-English-speaking teachers in a bilingual private school setting? We organized this discussion based on the themes presented in the previous section.

Challenges During the Training

We have identified problems such as anxiety about communicating in English, pronunciation problems, limited vocabulary, and time constraints. These issues may point to the gap between the participants’ expectations and their actual language skills. The participants’ concern about verbal communication and their worries about pronunciation are considered a sign of the pressure they might face in integrating into a bilingual environment. Shohamy (2006) found that language policies often profess high ideals that do not always align with the reality of teachers. Thus, this finding suggests that the participants of this study had difficulties meeting their expectations due to their limited skills.

We can also understand these issues through Hornberger’s (2002) notion of implementational space, in which teachers negotiate institutional demands with their capabilities. The participants like the bilingualism character of the school, even though their English is pretty basic. They have handled institutional demands skillfully, overcoming their limitations, and their voluntary participation in our study is proof of their commitment.

We also found that time constraints and attendance difficulties impacted participation in training. According to Freeman and Johnson (1998), teacher learning is contingent on the context in which it occurs. In this study, participants had to balance the training process with their regular institutional responsibilities, including meetings, academic planning, grading, and other school-related tasks. These responsibilities often limited their ability to attend sessions consistently or dedicate additional time to independent practice outside the course. This finding suggests that professional development processes in this school setting cannot be detached from teachers' daily working realities. The participants showed interest and motivation in learning English; however, the demands of their professional roles in the institution limited their participation.

We found that 100% of participants reported that their lack of availability for some of the synchronous sessions made it difficult to continue the process on their own, especially for activities that required further explanation or guided practice. Therefore, the challenges found in this study were not merely linguistic but contextual. Evidence indicates that teachers' working conditions and institutional responsibilities affected how they interacted with the training program and the sustainability of their involvement throughout the process.

Opportunities During the Training

The results indicated a good promise, especially with more confidence, motivation, and engagement. The reason for the increased confidence was probably the communicative approach used in the training. Communicative Language Teaching emphasizes meaningful interaction and real communication rather than the form of grammatical correctness (Richards, 2006). Our sessions allowed participants to make mistakes, and we encouraged them to interact, making them feel comfortable to play with the language. This finding can be related to Wenger's (1998)

notion of communities of practice. In the training sessions, participants took part in collaborative activities that helped them learn. Their exchanges created confidence and a sense of belonging to the group.

Another important factor was motivation. Participants began to view English as important for their professional development. According to De Mejía (2013), educational contexts where there is a multilingual setting often generate situations in which English is necessary for educators. In this study, participants recognized this need and started to view English as a way to participate more actively in the school's bilingual culture rather than merely as an institutional obligation. That made them more involved in the training and more willing to use English in their daily work.

In addition, we could identify the role of school pupils in the social dynamics of learning within the school community as an emergent category. What the teachers reported indicates that students' help created a collaborative learning environment, in accordance with Wenger's (1998) view that learning develops through participation and interaction within a community of practice. Based on this perspective, we interpret that receiving support from students not only facilitated teachers' use of English but also contributed to their motivation and willingness to continue learning, as positive interactions within the community encouraged greater engagement with the language-learning process.

Use of English in Classroom Routines

English began to be incorporated into the teaching practices of the participants through greetings, directives, and simple expressions. This change is an example of functional language use, when English is used by educators to communicate, not as a subject matter to be taught

(Creese & Blackledge, 2010). The participants were not intending to teach in English but rather to use it as a means of facilitating classroom interaction, which was the aim of the program.

This finding is consistent with the principles of communicative language teaching, as participants prioritized communication over grammatical accuracy. By using simple expressions and adapting the language to their abilities and classroom contexts, participants focused on conveying meaning rather than producing language without mistakes. This flexible and practical use of English can also be related to the concept of translanguaging (García & Wei, 2014), as it allowed participants to draw on their linguistic resources and gradually incorporate English into everyday classroom interactions in ways that were manageable and meaningful for their teaching practice.

The findings from the self-assessment formats confirm this interpretation. The increase in responses indicating partial or full competence in English (see Figure 1) reflects participants' perceived progress and is consistent with the practices they reported. The progress observed was apparent not only in the self-assessment results but also in the participants' comments and reflections during the training and in our observations of their increasing willingness and ability to use English during the sessions.

Participation in English Interactions in the School

Participants also increased their use of English outside the classroom setting, especially with peers and in school activities. This shift is related to Wenger's (1998) concept of engagement in communities of practice. As participants began to use English in informal spaces, they started positioning themselves as active agents in the bilingual environment of the school. This is also relevant to Shulman's (1987) concept of professional practice, which includes

communication and engagement within the school community. Participants used English in different professional and social situations.

This is understood to be an answer to the school's bilingual policy. As Hornberger (2002) points out, educators interpret and adapt institutional policies in their contexts and possibilities. In this study, the training program offered participants practical tools that allow them to start participating more actively in the school's bilingual goals in small but significant ways through their use of English. This finding suggests a connection with Rodríguez Bonces (2011), who stated that bilingual educational policies in Colombian schools usually have difficulties when teachers outside the English department are asked to participate in bilingual practices without the necessary language preparation. In this sense, the gradual use of English by the participants in classroom routines and school interactions indicates that communicative and contextualized training opportunities may help to make the gap between institutional bilingual expectations and teachers' actual language abilities shorter.

Voluntary participation in a communicative English training program can affect trainers' professional practices in a number of ways. Linguistic and contextual challenges were faced by the participants of this study, yet it was coupled with the development of confidence, motivation, and increased engagement with English. Teachers started to use English in their teaching practices and became more involved with the multilingual context of the school. The findings emphasize a real need to provide accessible, relevant opportunities for teacher development in bilingual settings that will better support teachers' increased engagement in classroom practices and the larger bilingual culture of the institution.

Conclusions

This study examined the effect of voluntary participation in a communicative English training program on the professional practices of non-English-speaking teachers in the context of a bilingual private school. The results showed that the participants, despite facing some difficulties, were able to gradually introduce English into different aspects of their professional practices.

We can conclude that communicative and contextualized training opportunities can support non-English-speaking teachers to feel more comfortable in using the language in their daily school routines. Through language sessions, many of them began to use English in the form of greetings, classroom commands, short expressions, and interactions with students and colleagues, inside and outside their classrooms. These changes indicate that meaningful use of English can have a positive impact on teachers' engagement in bilingual school settings.

The study also pointed to the importance of establishing supportive and non-judgmental learning environments for teachers. Participants mentioned that feeling comfortable, motivated, and accompanied throughout the process made them more willing to practice, participate, and use the language with others. Additionally, the voluntary aspect of the program seemed to encourage more authentic involvement in the learning journey.

During the implementation of the training program, we also faced some limitations. One of the main challenges was the institutional meetings and activities scheduled at the last time, which occasionally required sessions to be interrupted, postponed, or canceled. In addition, participants' professional responsibilities within the school often took priority over attendance at the training sessions, resulting in occasional absences. The voluntary nature of the program also represented a limitation. Since participation was not mandatory, teachers' attendance and level of

engagement varied throughout the process. As a result, the pace of the training was sometimes affected, requiring adjustments to the planned schedule and the prioritization of certain content over others.

The responsibility for bilingual education cannot be placed solely on the shoulders of English teachers. Rather, bilingual school environments may benefit from creating conditions for teachers from different subject areas to gradually and meaningfully become part of the institutional bilingual culture in their settings and possibilities.

Recommendations

Bilingual schools can provide non-English-speaking educators with the opportunity to acquire and use English in a communicative and contextual way. Given the results of this study, we recommend focusing on practical application in the classroom and the school environment rather than on grammatical accuracy.

The participants of this study emphasized the value of supportive learning environments. Bilingual schools ought to provide flexible scheduling and continuous support for instructors involved in professional development programs and collaborative environments where teachers can practice English without the fear of making mistakes.

Future research could examine the long-term effects of communicative English training programs on teachers' professional practices and involvement in bilingual education settings. It may explore similar training approaches in different educational settings or with more participants to understand other experiences and outcomes.

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Appendix A

Teaching Plan

Week	Classroom Language	Grammar Focus
1. Introduction & Diagnostic	Good morning, Hello, How are you?, I am..., See you.	Verb to be (affirmative)
2. Classroom commands I	Sit down, Stand up, Open your book, Listen, Repeat.	Imperatives (affirmative)
3. Classroom commands II	Be quiet, Pay attention, Raise your hand, Stop talking.	Imperatives (negative: Don't + verb)
4. Routines & Procedures	Let's start, Today we are going to..., Time is over, See you next class.	Present continuous (for activities)
5. Asking & Giving Permission	May I go to the bathroom?, Can I open the window?, Yes/No you can.	Modal verbs (can, may)
6. Politeness & Interaction	Please, Thank you, Sorry, Don't worry.	Present simple (polite forms)
7. Checking Understanding	Do you understand?, Any questions?, Can you repeat?, Very good.	Yes/No questions with do
8. Managing Materials & Activities	Take out your notebook, Write on the board, Work in groups.	Imperatives + classroom materials vocabulary
9. Instructions for Games & Activities	Let's play, It's your turn, Ready?, Start.	Simple present (It's your turn)
10. Giving Feedback	Good job, Try again, Be careful, Almost.	Present simple (You did well / You need to...)
11. Emergencies & Unexpected Situations	Calm down, Wait a minute, Are you okay?, Let's call...	Questions with be, let's + verb
12. Integration Project	Review of all expressions.	Review of all grammar

Appendix B

Data Collection Tools: Journal sample

Date: September 5th, 2025

Topic: Course introduction, greetings and farewells, verb *to be*, basic classroom commands

Objectives:

1. To describe the challenges and opportunities that non-English-speaking teachers experience while engaging in the communicative English training process.
2. To identify arising changes in the participant teachers' use of the target language in their classrooms routines during the communicative English training program.
3. To examine emerging changes in teachers' participation in English-related interactions or collaboration during the training program in the school community and bilingual project.

Total registered participants: 7 out of 7

Research participants: 4 teachers

Other attendees: 1 coordinator, 1 psychologist, 1 community manager

Summary of Class:

During the first session, we began by reviewing the course program and expectations. The main focus of the class was introducing and practicing greetings and farewells in English. Participants also reviewed the verb *to be* and practiced forming basic sentences. Afterwards, we worked on classroom management language, introducing simple commands such as *sit down*, *stand up*, and *raise your hand*.

Participation:

All seven registered participants attended. The group was engaged and actively participated in the exercises.

Reflection (linked to objectives):

- **Objective 1:** Initial challenges were observed in pronunciation and confidence when using greetings, but participants demonstrated openness to practice and viewed the activities as opportunities to improve communication.
- **Objective 2:** The introduction of classroom commands allowed participants to begin integrating English into school-related routines, showing the first steps toward practical application.
- **Objective 3:** Collaborative role-play and repetition created an environment where participants interacted with one another in English, setting the foundation for greater participation in school-based English exchanges.

 English_Course_Teachers_Plan.xlsx

Appendix C

Data Collection Tools: Self-assessment questions

1. Before the implementation

Statement	I can do it easily	I can do it sometimes	I can't do it yet
I can greet my students in English (e.g., "Good morning") and reply to their greetings	☐	☐	☐
I can introduce myself in English (e.g., "My name is...")	☐	☐	☐
I can give basic classroom commands (e.g., "Sit down", "Stand up")	☐	☐	☐
I can ask students to open or close their books	☐	☐	☐
I can count from 1 to 20 in English	☐	☐	☐
I can say the days of the week	☐	☐	☐
I can ask for permission (e.g., "May I go to the bathroom?") and answer to students' requests	☐	☐	☐
I can name at least 5 classroom objects	☐	☐	☐
I can use "I am / You are" in short sentences	☐	☐	☐
I can ask and answer simple questions like "What is this?"	☐	☐	☐
I can say short encouraging phrases (e.g., "Good job!", "Excellent!")	☐	☐	☐

2. After the implementation

Statement	I can do it easily	I can do it sometimes	I can't do it yet
I can greet and introduce myself and my students in English	☐	☐	☐
I can use at least 10 classroom commands	☐	☐	☐
I can ask and give permission using polite expressions	☐	☐	☐
I can say the numbers up to 31 and the days of the week	☐	☐	☐
I can give clear instructions for class activities	☐	☐	☐
I can name at least 10 classroom objects	☐	☐	☐
I can use the verb to be (am/is/are) correctly in simple sentences	☐	☐	☐
I can ask and answer simple WH-questions (What, Where, Who)	☐	☐	☐
I can give positive feedback and encouragement to students	☐	☐	☐
I can manage a short part of the lesson using English only	☐	☐	☐

Appendix D

Data Collection Tools: Focus group questions.

1. Calentamiento / inicio

- ¿Cómo se han sentido participando en el curso de inglés hasta ahora?
- ¿Qué es lo que más les ha gustado de las clases?

2. Percepción del progreso

- Desde que iniciaron el curso, ¿qué avances sienten que han tenido en su aprendizaje del inglés?
- ¿Qué aspectos creen que dominan mejor ahora? (vocabulario, pronunciación, comprensión, confianza al hablar, etc.)
- ¿Ha habido algún momento en el que se hayan dado cuenta de que están mejorando o que están aprendiendo?

3. Aplicación en la práctica docente

- ¿Han intentado usar algo de lo aprendido sobre el inglés durante sus clases?
- ¿Cómo reaccionaron los estudiantes ante eso?
- ¿Qué tan útil les ha parecido usar inglés en sus clases, incluso en pequeñas frases o instrucciones?

4. Retos y estrategias

- ¿Qué ha sido lo más difícil de aprender inglés para ustedes en este curso o de poner en práctica?
- ¿Cómo han enfrentado esas dificultades?
- ¿Qué tipo de apoyo creen que podría ayudarlos más? (opcional)

5. Impacto e integración institucional

- ¿Sienten que el curso ha influido en su rol como docentes dentro del colegio?
- ¿Creen que estar participando del curso de inglés los motiva a participar más en actividades escolares relacionadas con el inglés?
- ¿Cómo perciben su uso del inglés en el entorno escolar desde que están en este proceso?

6. Cierre

- Si pudieran describir su experiencia en este curso con una palabra o frase, ¿cuál sería y por qué? (opcional)
- ¿Qué expectativas tienen para las semanas que faltan?

Appendix E

Consent form

Universidad de Antioquia
Escuela de Idiomas
Licenciatura en Lenguas Extranjeras
Consentimiento Informado de los profesores participantes del curso de inglés en JOSEMA

Estimado/a docente:

En el marco de un convenio de cooperación entre la Escuela de Idiomas de la Universidad de Antioquia y el Proyecto de Bilingüismo Institucional del colegio José María Berrio, se está desarrollando un estudio de caso titulado "Apoyando las prácticas profesionales de los docentes no angloparlantes a través de un programa de formación en inglés en un colegio bilingüe" (*Supporting the Professional Practices of Non-English-Speaking Teachers Through an English Training Program in a Bilingual School*). Este estudio es liderado por la docente Leidy Tatiana Salazar Rico, con el acompañamiento de Natalia Quintero Echeverri desde la institución.

El propósito central de esta investigación es apoyar a los docentes que no hablan inglés a mejorar sus prácticas educativas mediante un programa de formación en inglés. La intención es que los profesores logren hacer uso de comandos básicos en inglés durante sus clases, fomentar el uso de la **segunda lengua** en espacios distintos a las clases propias del programa de bilingüismo y que, al mismo tiempo, puedan participar de manera más activa en las actividades de la comunidad educativa relacionadas con el inglés.

Su participación consiste en las siguientes actividades

1. Diligenciar un test de sondeo previo al inicio de las clases, con el fin de conocer el nivel de idioma real de los participantes y establecer un punto de partida adecuado.
2. Asistir y participar activamente en las clases de inglés ofrecidas por la institución. Estas tendrán una duración aproximada de doce (12) semanas, hasta la finalización del año escolar.
3. Reflexionar/Reportar sobre el uso de inglés en sus clases y por fuera de ellas a través del tiempo que dure su participación en las clases.
4. Tomar un test de sondeo al finalizar las clases para validar su progreso en el nivel de idioma durante su participación en el curso.

Adicionalmente, para fines de investigación, se recogerán otros datos mediante entrevistas, observaciones y diarios de campo, siempre con resguardo de su información personal.

Eventualmente, en el marco de las clases de inglés, su identidad será visible para los demás participantes; sin embargo, para efectos de la investigación, todas las respuestas y datos serán manejados con estricta **confidencialidad** y únicamente con **fines académicos**.

Confidencialidad

La información recolectada será tratada con reserva. En los análisis y posibles publicaciones académicas, la identidad de los participantes **no será revelada en ningún caso**.

Voluntariedad

La participación en este proyecto es **completamente voluntaria**. Usted puede abstenerse de participar o retirarse en cualquier momento sin que ello implique consecuencia alguna en su rol dentro de la institución. También, en cualquier momento, puede continuar participando en el grupo de inglés y retirar sus datos de la investigación, si así lo desea.

Contacto

En caso de dudas o inquietudes puede comunicarse con las docentes líderes del proyecto o por parte del colegio JOSEMA: **Aurelio Bautista** – coordinacionbilinguismo@josema.edu.co y por la Universidad de Antioquia: **Elizabeth Rodríguez** – elizabeth.rodriguez@udea.edu.co

Por favor marque la opción que corresponda:

- ☐ Acepto que mis datos y mis resultados en el curso sean usados en el proyecto de investigación de forma voluntaria
- ☐ No acepto que mis datos ni mis resultados en el curso sean usados en el proyecto de investigación.

Nombre: _____

Firma: _____

Fecha: ____ / ____ / ____