

What factors affect the achievement of the goals proposed by public policies in Colombia in the field of bilingual education?

Abstract

This poster presents the background of public policies in Colombia related to teaching English as a foreign language and the goals proposed in each one. Subsequently, the results obtained by secondary students and the factors that have made the language acquisition process difficult are emphasized.

Introduction

Teaching English as a foreign language has been established in Colombia as an educational priority. This language is perceived as a lingua franca (Moscoso, Vega & Martínez, 2019) due to its wide diffusion in the fields of science, technology, economy, tourism, among others. However, the country has not yet reached the expected proficiency levels for communicating efficiently due to different factors.

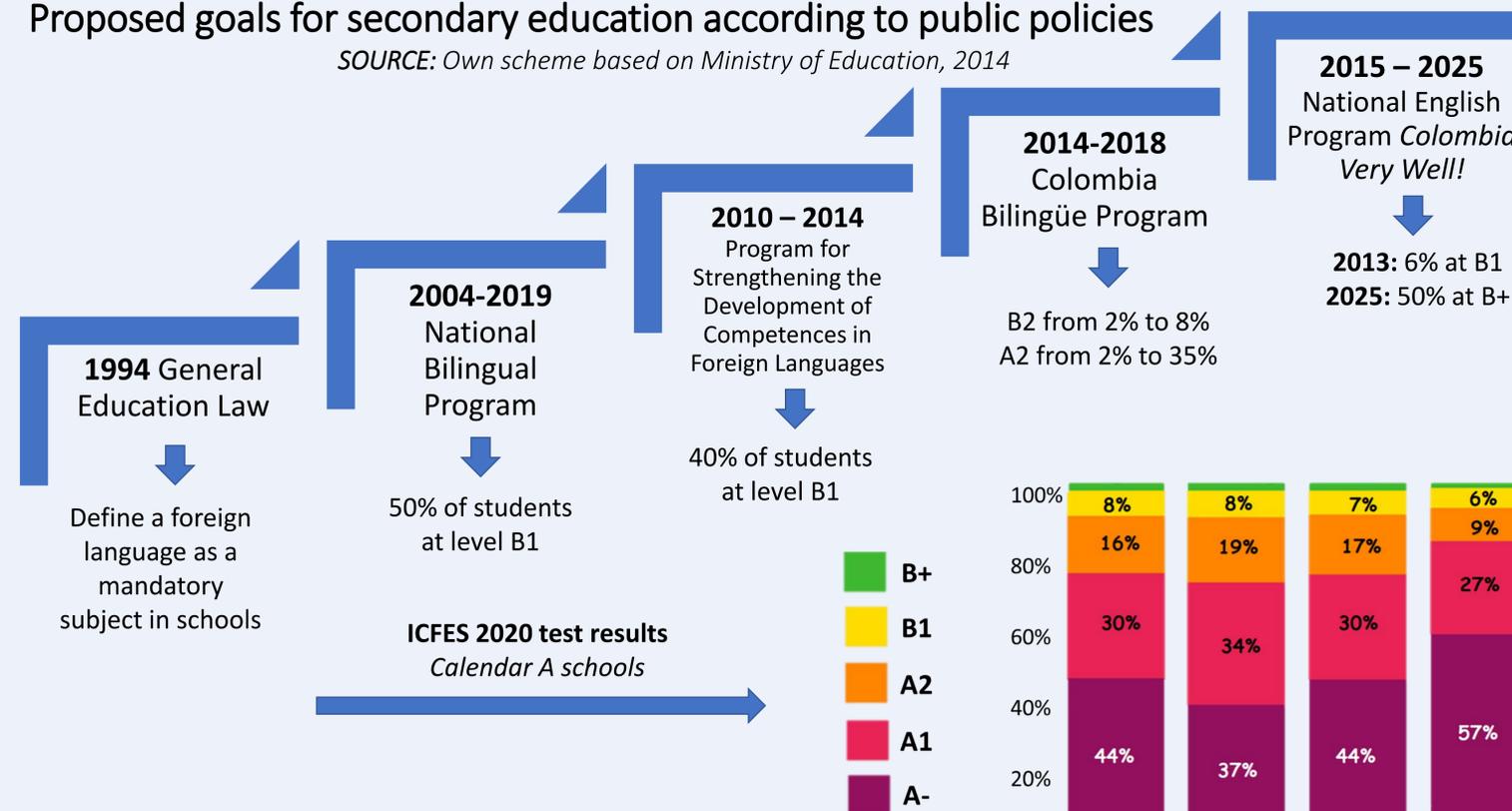
In this regard, it has been identified that **the coherence of the programs, the infrastructure and resources, the curricular design, and the role of stakeholders affect the achievement of the goals proposed by public policies in Colombia in the field of bilingual education.**



SOURCE: Own pictures taken at Colegio Llano Oriental Public school in Bogotá, Colombia

Proposed goals for secondary education according to public policies

SOURCE: Own scheme based on Ministry of Education, 2014



SOURCE: Graphic taken from ICFES 2021, p.189

Challenges

- Establish institutional policies that facilitate the monitoring of bilingualism processes (Fandiño et al., 2012).
- Manage resources and spaces to enhance the learning of English (Miranda and Echeverry, 2011).
- The intensification of English through more class hours and cross-curricular projects for the use of the language in external contexts (Galindo and Moreno, 2008).
- Teacher qualification in bilingual education is essential (Velazco, 2011).

Conclusion

It is relevant to consider the structure of the programs, the resources assigned for their implementation, the curricular design, and the participation of stakeholders to reformulate the public policies regarding bilingual education in Colombia. In this sense, understanding those factors is essential for promoting more suitable and successful programs.

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