Analyzing the experience of Colombia Viva I.E. D`s participation in the Tandem

Challenge Strategy 2022 of the District Bilingualism Program

Gloria Elizabeth Moreno Valderrama

Thesis director

Ferney Cruz Arcila, Ph.D.

Universidad Pedagógica Nacional

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Abstract

This qualitative exploratory case study focuses on analyzing the academic community´s experience at Colombia Viva I.E.D in its participation in the Tandem Challenge strategy carried out in 2022 as part of the District Bilingualism Program. From this focus, the objective is to contribute to a better understanding of what it entails to be immersed in the implementation of a bilingual district strategy within a public school context, from a critical standpoint.

Data collection for this study were constituted by semi structured interviews, questionnaires, and documents. In order to strengthen the reliability and validity of the study, data were gathered from diverse sources of information, including students, teachers, and administrators, as well as information provided by the final Tandem Challenge report. Data analysis mainly draws on principles related to bilingualism, language policy Content Language and Learning (CLIL), as well as critiques of bilingualism in Colombia and its relevance in a public school.

Findings indicate the contributions of this initiative in Colombia Viva School from the perceptions of the academic community; these benefits encompass the improvement of learning strategies in Mathematics and Science subjects in English. Additionally, it highlights the first-time participation such bilingual initiatives. At the same time, data analysis reveals several important aspects underscoring diverse challenges arising from the execution of this initiative, such as limited impact of the Tandem Challenge at Colombia Viva School, imposition dynamics of the initiative, lack of resources and planning, and the narrow view of bilingualism. The study proposes to conduct investigations with the other participating pairs (public and private schools) in this program, as

well as exploring the continuity and optimization of the Tandem Challenge strategy in the coming years, taking into account the diverse public schools in Bogotá.

Key Words: Bilingualism, Language policy, English language teaching, National Bilingualism Program.

Resumen

Este estudio de caso exploratorio cualitativo se centra en el análisis de la experiencia de la comunidad académica en la institución educativa distrital Colombia Viva y su participación en la estrategia Tandem Challenge llevada a cabo en el año 2022 en el marco del programa distrital de bilingüismo. Teniendo en cuenta esta perspectiva, el objetivo es contribuir a una mejor compresión de lo que implica estar inmerso en la implementación de una estrategia bilingüe en un contexto de educación pública desde una visión crítica sobre cómo se implementan y ejecutan estos proyectos en entornos públicos.

Se utilizan diversas técnicas de recopilación de datos como entrevistas semiestructuradas, cuestionarios y documentos. Con el fin de fortalecer la confiabilidad y validez del estudio, se recopilaron datos de diversas fuentes de información como estudiantes, profesores y administrativos, así como el reporte final de la estrategia Tandem Challenge. El análisis de datos se basa principalmente en sustentos teóricos relacionados con bilingüismo, política lingüística, el aprendizaje integrado de contenidos y lenguas extranjeras (AICLE), como también las críticas que se han hecho al bilingüismo en Colombia y su relevancia en los colegios públicos. Los hallazgos indican las contribuciones de esta iniciativa desde las percepciones de la comunidad académica, entre las que se indican el mejoramiento de estrategias de aprendizaje en las materias de matemáticas y ciencias en inglés. Asimismo, la participación por primera vez del colegio Colombia Viva en esta clase de iniciativas bilingües.

Al mismo tiempo, el análisis de datos reveló varios aspectos importantes que subrayan diferentes desafíos surgidos de la ejecución de esta estrategia tales como el impacto limitado del programa Tandem Challenge en el colegio Colombia Viva, dinámicas de imposición de la iniciativa, falta de

recursos y planificación, como también la noción limitada que se tiene en cuanto a lo que el concepto de bilingüismo se refiere.

El estudio propone realizar investigaciones con las otras duplas de los otros colegios participantes en este programa (públicos y privados) para establecer un estudio comparativo de los diferentes contextos educativos en Bogotá. De igual forma, seguir explorando la continuidad y optimización de la estrategia Tandem Challenge en los próximos años, teniendo en cuenta los diversos contextos de los colegios públicos en Bogotá.

Palabras clave: Bilingüismo, Política Lingüística, Enseñanza del inglés, Programa Nacional de Bilingüismo.

Chapter 1   Introduction

The Constitution of 1991 motivated changes in relation to the education system in Colombia, and a few years later came the General Law of Education, law 115 of February 8th, 1994. This law includes general guidelines addressed to the teaching of foreign languages in basic, middle, and high school.

The Ministry of National education (MEN) launched the National Bilingual Program (Programa Nacional del Bilingüismo -PNB 2004-2019), English as a Foreign Language, as a strategy for competitiveness. This strategic governmental program looked for enhancing the communicative English skills of Colombian people. The principal goal was to have citizens that could communicate in English and accelerate the insertion of the country in the global economy (MEN, 2005). According to the Ministry of Education (MEN), with this plan, English would improve life quality of Colombian citizens, making them more competitive and qualified (National Ministry of Education –MEN, 2006, p.3). One of the most ambitious goals with this bilingual initiative was to have high school graduates reach a B1 in English.

 The recently issued Common European Framework for languages, while widely adopted, has faced criticism for its implementation, particularly regarding its lack of consideration for the sociocultural elements, social needs, and specific characteristics and requirements unique to Colombia. (Ayala, 2005). Despite the controversy, and debate, in 2013 a decree was issued making the Common European Framework the official reference for Colombia`s bilingualism plan (Ley 1651 de Julio 12 de 2013).

 As part of the bilingualism plan in 2006 and with the work of the British Council, the basic Standards of Competence in Foreign Languages: English was published (MEN 2006). This showed specific references to consider for teaching English in both primary and high school levels.

In 2010, under Juan Manuel Santos` government and with the new Minister of Education, continuity was given to this bilingualism plan, under the name of Strengthening Program of Competences in Foreign Languages: English (2010-2014). This National program fostered the learning of English in both schools and universities across Colombia. After being re-elected in 2014, President Santos' government sought to give a new name to the bilingualism plan and called it "Colombia Very Well" (CVW) Programa Nacional de Inglés 2015-2025. Then, 5 months after the program was launched, the Minister of Education was changed the name of the National Bilingualism Program was changed to "Colombia Bilingüe 2014-2018". This name was used for the first stage of this program. Later, a second stage was launched, which covers the period from 2018-2025 (MEN, 2015).

In 2016, the Basic Rights of learning English (BLRs) were published for high school and later for elementary school, these basic rights are in line with what was proposed in the Basic Standards of Competence (BSC) 2007, which showed practical guidelines for what should be done for each course.

 On the other hand, in 2016, with this new program, some teaching materials have also been developed, such as: Way to go, Bunny Bonita, and Eco for Colombia. In addition to this, in this year the Basic Rights of Learning English (BLRs) were published for high school and later for elementary school. As far as the development of pedagogic materials is concerned, in 2016 the MEN made available what they called "The Colombia Bilingual English Kit." This kit contains additional curricular guidelines to the ones stated in the curricular standards mentioned above. The

new documents are: "The suggested Curriculum" (indicators for planning, implementation, assessment, and evaluation of the English curriculum in schools. (MEN, 2016).

In this context, and according to agreement 023, 2020 (District Education Secretariat, 2020) regarding the various bilingualism programs, all education secretariats including Bogota, have the authority to propose initiatives that promote bilingualism in the educational sphere of the city. Among functions of all the regional offices of education I would like to highlight some:

1. Develop and implement programs and strategies that guarantee educational quality through the implementation of various multisectoral policies.

2. Plan, design, coordinate, and execute policy plans, programs, and educational projects related to bilingual education in the city.

3. Coordinate and lead the development of plans and programs for improving the quality of bilingual education in educational institutions of Bogotá.

4. Establish and coordinate mechanisms for monitoring and evaluating bilingual education programs and projects in the city.

5. Promote the training and education teachers and educational leaders in language instruction.

6. Coordinate and lead cooperation and collaboration with national and international entities and organizations related to bilingual education.

In summary, the Secretariat of Education of Bogotá like other secretariats plays a key role in the development and promotion of bilingualism in the city and can propose initiatives and programs to improve language instruction in educational institutions. In line with these responsibilities and functions of the Bogota District, different programs have been created that are described in Table1.

Program	Description	Participants	Date	Led by
"Fortalecimiento de una segunda lengua"	This project aimed to strengthen the learning of English and other languages through methodological updates and the provision of specialized resources.	Public / private schools, educational community.	2004-2008	SED Bogota. British Council Centro Colombo Americano.
Bogotá Bilingüe (PBB)	Through Agreement 253 /2006, the Bogota Council institutionalized the "Bogota Bilingüe" program to train citizens capable of communicating and operating in the global economy.	Educational, (schools), business, communications, and institutional stages.	2006-2008	SED Bogota, British Council.
Aulas de Inmersión	Las Aulas de Inmersión are specialized learning-teaching spaces for language acquisition for children in all educational cycles. These spaces were equipped with pedagogical and didactic materials. In order to learn through technological equipment focused on communication skills (Red Academica)	Public Schools	2013-2015	District Education Secretariat.
District spelling BEE.	Seeks to strengthen English language competencies in public schools and encourage students to improve their pronunciation, writing, and vocabulary use in	Public school	2018-2022	District Education Secretariat.

Table 1. Bilingualism programs in Bogotá. Fuente: Own elaboration.

	English, in order to have a comprehensive learning of the language. (SED Bogota, 2018)			
Know Now: achieving skills, preparing for life to improve in tests SABER 11	A booklet produced by the Secretariat of Education of the District, in partnership with the British Council and Richmond Publishing, to improve students` understanding of the Saber Test in their English Component, enhancing language competencies and the learning process.	11th –grade students	2012-2016	District Education Secretariat, British Council and Richmond Publishing.
The District Bilingualism Plan	The main goals for the four-year period are: • Reduce the number of students at levels A- and A1. Increase the number of students at level A2, according to the Common European Framework of Reference of Languages. • Regarding the transformation of learning environments, specific English programs will be implemented for Secondary Education to improve performance in the socio occupational area, reinforcing abilities to respond to standardized	Public schools.	2020-2024	SED, British Council, and the Colombo American Center.

Table 1. Bilingualism programs in Bogotá. Fuente: Own elaboration.

	tests and provide communicative opportunities in virtual and mixed learning environments. • Teaching and learning environments will be strengthened. (SED,2020)			
Tandem Challenge Strategy (pilot plan)	The purpose of this project is to strengthen the teaching and learning of the language at the institutional level of public and private schools in aspects such as institutional curriculum, classroom practices, and learning environments. Also, the objective of the "Tandem Challenge" is to generate equity and share valuable experiences in the teaching and learning of English, enhancing alliances between educational institutions from both sectors, when for the first time, principals, English teachers, and students from district and private schools will be able to transform their pedagogical practices of English. (SED Bogotá, 2021)	4 Public schools 4 Private Schools 8.659 students 24 teachers and principals.	2021-2022	SED/ United Way Colombia.

Table 1. Bilingualism programs in Bogotá. Fuente: Own elaboration.

I have argued that there is a significant necessity for a thorough and comprehensive examination of public contexts within language policies, to contribute to this demand, one suggested solution is to conduct specialized research. In this context, the Tandem Challenge Strategy implemented by the bilingualism program at Colombia Viva school in 2022 serves as an illustrative example, The motivation for launching this research arises from my personal interest to address this particular requirement.

Problem Statement

As we can see, several programs have been carried out in Bogota, but one of the most recent ones is the Tandem Challenge Strategy. This initiative proposed by the District Bilingualism Plan in partnership with United Way[1], held the opening event, with the participation of school principals and teachers. This strategy consists of grouping 20 public schools and 20 private schools in tandem. The main purpose of this strategy has been to strengthen English teaching and learning practices of public schools by combining the work of two institutions, one public educational institution interested in improving their English level and their bilingual project and one private educational institution that demonstrated leadership in English language teaching and that has achieved a distinguished position in Test Saber 11.

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[1] United Way Colombia is an internationally reaching platform that promotes the permanence of girls, boys, and young people in the educational system, collectively driving innovative educational solutions that seek to improve the quality of their learning and reduce inequity in Colombia. (District Education Secretariat, 2021).

6This strategy began with a pilot project in which 8 schools participated, 4 public schools and 4 private schools, but by 2022 it was expanded to 40 institutions, 20 public and 20 private and one of those twenty public schools is the institution where I work, which is Colombia Viva I.E.D. This initiative of the District Bilingual Plan was carried out by the secretariat of education in partnership with United Way were guided the joint work between 4 pairs, which were formed as follows:

One public educational institution interested in improving their English level and their bilingual project and one private educational institution that demonstrated leadership in English language teaching and that has achieved a distinguished position in the Saber 11 test.

Through this work guided by the SED and United Way, the 4 pairs (public educational institution + private school) proposed the following objectives:

1. Strengthen English language teaching and learning at the institutional level in public educational institutions in two aspects: classroom practices and learning environments.
2. Promote collaboration and learning between educational directors, English language teachers, and students from public educational institutions and private schools, favoring the closing of gaps.
3. Train at least 1 educational director and 2 teachers from the public and private schools in teamwork and in 21st century skills to integrate them into English language teaching.

Colombia Viva was one of the 20 public schools that participated in this project during 2022, and the initiative is set to continue for 2023. The study of the experience of Colombia Viva I.E.D.´s participation in the project holds significant relevance and pertinence for several reasons. Firstly,

examining the results and challenges of this initiative provides valuable insights into the effectiveness of such strategies in the context of Colombian public schools.

What are the perceptions of the academic community of Colombia Viva School regarding their participation in the Tandem Challenge strategy of the district bilingualism program?

What were the contributions of the project for Colombia viva I.E.D from the point of view of teachers, students, and administrators?

What are the areas to be strengthened for a strategy like the Tandem Challenge or similar initiatives to be applied at the context of Colombia Viva School?

General Objective

Analyze the perceptions of the academic community of Colombia Viva I.E.D about the experience of participating in the Tandem Challenge strategy 2022 of the bilingualism program.

Specific objectives

Identify the contributions of the Tandem Challenge project for the Colombia Viva school according to the teachers', students' and the academic coordinator`s perspective.

Examine possible areas of improvement for a Tandem Challenge project in the specific context of Colombia Viva I.E.D.

Rationale

In light of the previously discussed points, as emphasized by Guerrero (2008), Sanchez and Obando (2008) and Cárdenas (2006), it is crucial to achieve coherence between the objectives and foundations of the National Bilingual Program (PNB) and the diverse public contexts. This is vital in addressing educational opportunities between the public and bilingual private sectors. Hence, the examination of Colombia Viva I.E.D. 's participation in the Tandem Challenge Strategy in the district bilingualism plan 2022 is motivated by several key considerations. Firstly, understanding the specific experiences of this educational institution within the larger framework of bilingual education initiatives offers valuable insights about the results of these type of initiatives. Secondly, a detailed exploration of Colombia Viva school´s experience in this project provides a possibility to evaluate the program´s impact in the academic community by analyzing the different viewpoints from teachers, students, and administrators.

Furthermore, this research addresses the need for a localized perspective in the assessment of bilingual programs. Considering that each public school brings a unique set of characteristics, in this case, Colombia Viva IED's participation serves as an example to evaluate how this strategy aligns with this specific context, resources, and objectives of this school.

In summary, the rationale for examining this school´s experience in this program contributes   to a broader understanding of effective pedagogical approaches in such programs. On the other hand, this type of initiatives often ends up without a clear understanding of their outcomes. They are initiated, another one follows, and there is often a lack of assessment. That is why, at the school where I work, I take the opportunity to systematically evaluate these strategies and make well-informed decisions.

Contents of this report

This document is divided into five chapters: Chapter one contains the introduction, statement of the problem, research questions, objectives, and rationale of the study; chapter two deals with the literature review, exploring the key concepts underpinning the study. It outlines the perspectives of various theorists and summarizes recent studies associated with each construct. Chapter three outlines the research design, specifying the type of study, the setting, participants, instruments and procedures for data collection, chapter four presents the data analysis and the categories and subcategories that emerged from the data and are related to the research questions; and chapter five presents the conclusions, the implications, the limitations of this study and the issues for further research that can be carried out taking into account the findings of this study.

Chapter 2   Literature Review   Theoretical Framework

Several studies have investigated the impact and efficacy of bilingualism initiatives in Bogotá, shedding light on the challenges to consider in these types of strategies. Below, I cite   some previous research that have explored initiatives from the district framework of bilingualism. In these studies, aspects such as social problems and objectives, context, data collection methods, main findings and contributions or relevance for my research were considered. These investigations were grouped into similar themes as shown below.

The initial theme encapsulates the diverse array of challenges and difficulties in implementation encountered during the execution of bilingualism initiatives in Bogotá.

One recent research was conducted in Bogota by Pineda (2022). In this case study, Pineda interviewed several teachers and administrative members about the district policy Program Bogotá Bilingüe. The main objective of the investigation was to analyze the perceptions and opinions of four English Language teachers from two public schools about the implementation of the language policies established by the Colombian government. According to the author, the four teachers are committed to providing their students quality in their learning process and are constantly striving to enhance their abilities and create a positive learning experience. Despite their efforts, as Pineda demonstrates, teachers are encountering various challenges and difficulties such us methodologies they are supposed to follow, as well as time and resources in implementing programs that are unrealistic.   This study is relevant to this research because the social environment and the population are similar to my research context. Additionally, this analysis provides valuable information about the impact that these types of initiatives have in public schools in Bogotá. Meanwhile, a descriptive and evaluative study conducted by Rodriguez (2011) that aims to evaluate the Bogotá Bilingüe project to identify how it has contributed to strengthening

bilingualism in public schools in Bogotá. The researcher conducted semi-structured interviews to students, teachers, and school administrators, which he complemented with focus groups, and document review. According to the researcher the results obtained by participating schools in the "Bogota Bilingüe" project is not significantly better than the results obtained by schools in their locality. This showed that the English language performance of students in participating schools had not been significantly impacted compared to the non-participating schools.

This study is relevant to my research because it was conducted in a similar context, with a similar population, and involved large groups. Also, this research about the evaluation of Bogota Bilingüe project contributes to the reflection on the importance of evaluation in the implementation of bilingual programs to verify changes in the social context involved.

Finally, Montero et al. (2021) worked with students from several public schools in Bogota enrolled in 11th grade and who took the test "Saber 11", in 2017, 2018, and 2019. It sought to analyze teacher`s interview about some of the pedagogical interventions done by Secretariat of Education in partnership with the British Council such us "Suggested Curriculum" (2016) and "Booklet know now" strategies to prepare students for the test "Saber 11". According to the author, regarding different pedagogical interventions, some teachers expressed feeling overwhelmed by the number of responsibilities they must assume when participating in projects under agreements between the Secretaría de Educación Distrital and other institutions and the inadequate support, leading to difficulties in implementing the policies developed to improve English education.

 This study is also relevant to my research because it suggests that it is important to implement strategies that help facilitate the process of incorporating, adapting, and strengthening new foreign language programs. To achieve this, it is vital to consider the characteristics of the different contexts involved.

The evaluation and impact are another theme to consider, in research by Lozano (2018) aimed to investigate the factors that influence the implementation and diffusion of curricular innovation in the Language Immersion Rooms program in the Bogota School District. To achieve this, the researcher surveyed 37 Colombian teachers, 13 foreign cooperating teachers, and eight administrative staff members, such us coordinators. Additionally, six teachers were interviewed, and documents   generated during the piloting and implementation process were analyzed. This study is relevant to my research because the results of the study indicate that most of the participants believe that the program contribute to strengthening the students and the teachers` level of English as well as teachers` methodologies and strategies. However, teachers identified certain challenges during the implementation and diffusion process, such us the lack of support administrative staff in schools and frequent logistical changes made by the District Secretariat of Education. Also, the study focused on exploring the attitudes, beliefs, and perceptions of teachers.

Consequently, the academic community´s perceptions in the study   by Bermudez et al. (2015) is a descriptive-explanatory study, which aims to present the findings about conceptions and opinions of principals, coordinators, and teachers from five public schools in Bogota regarding the implementation and development of the Bogota Bilingüe Program (PBB) in their institutions. According to the researchers, the study was conducted as part of the research project "Bilingualism in Colombia: Analysis and Interpretation of the processes of implementation of the National Bilingualism Program (PNB), collecting data through a survey. The main objectives were to describe and analyze the conceptions of principals, coordinators, and teachers from public schools in the capital district on background, resources, external support, and the expectations around PBB, and to present some suggestions for achieving the proposed objectives for bilingual education in Bogota. This study is relevant to my research because the findings of this study suggest that the

perceptions of members of the educational community, in this case, school administrators and teachers, are an issue that needs to be addressed more deeply by the academic community in the city. According to the authors, this approach will allow us to overcome instrumentalist policies and projects characterized by the disregard for the voice of the actors in the process.

The studies mentioned above have in common that they focus on the topic of bilingualism in Bogota and the implementation of initiatives and policies to improve English teaching in public schools in the city. All the studies analyze the perspectives and opinions of different participants in the English teaching process, such as teachers, students, and administrators. However, each research has a different focus and methodology. For example, Lozano Espejo's study focuses on the attitudes and beliefs of teachers in curriculum innovation, while Montero`s study examines the impact of pedagogical interventions on students` Saber 11 test results. In addition, the studies differ in the years they were conducted, as well as in their specific research objectives. For instance, Bermudez et al.'s work focuses on the perceptions of principals and teachers on the implementation of Bogota Bilingüe Program in 2015, while Pineda's study examines the perspective of teachers on the National Bilingualism Program in 2022.

On the other hand, the previously mentioned studies are relevant to this research because the social environment and population are similar. Additionally, some of these studies focus on the perceptions that teachers have regarding the strengths and weaknesses of the district`s Bilingualism Program, which is the emphasis of my study. Furthermore, an innovative aspect of my study is that the Colombia Viva School has not been specifically included in any analysis of these initiatives of District Bilingualism Program. Analyzing the Tandem Challenge strategy through the perceptions of teachers, students and administrators will allow identifying the strengths

and weaknesses of the program to maintain the strong areas and address the weaknesses to have a greater impact.

Theoretical framework

In light of the previously discussed issue and the interest in analyzing the experience of a particular public school regarding a bilingualism strategy of the district, it is appropriate now to discuss some of the most relevant theoretical constructs of this study such as perception, language policy, bilingualism, the review of the criticism made by local scholars about it, and the implementation of English language teaching (ELT) initiatives in Colombia.

Perception

According to Sokoty (2011:86), perception can be defined as the outcome of thought that reveals a set of knowledge, beliefs, representations, and feelings, reflecting the individual´s point of view on a reality of which he has the ability to become aware. Perceiving is thus being conscious of a content or theme based on one´s experience of the world and elements surrounding a subject. In connection with this, Bandura (1986) highlights the importance of learners' perceptions during the learning process, in this instance, the examination of perception as a viewpoint on reality will be explored from the academic community, aligning with one of the research questions of this study.

Language Policy

This initial overview examines the essential elements of language policy, its historical evolution, the central figures engaged, and its impact in societies and individuals. Moreover, it draws attention to the continuous discussion within this field.

Cooper (1989), referred to the field as language planning theory, to stablish a normative framework for a language in order to communicate and promote linguistic unity among speakers. He states

that the process of language planning, includes different activities such as language standardization, corpus planning, status planning, all of them involve making deliberate decisions about language use and development. Thus, Cooper`s framework focused on identifying the actors involved in shaping language policies, the behaviors they sought to influence, and the decision-making processes that oriented those policies. The scholar highlighted the need for a theory of social change to advance the field of LPP (Ricento, 2006, p.22), taking into account this, and as Cooper said, the ultimate goal of language planning must be to promote language policies that serve the interests of the community and contribute to the development of the language itself.

All of Cooper`s contributions regarding language policy seem to take on a rather neutral and, thus, unrealistic position, where only the assumed benefits of language policy are considered. However, there are other authors such as Tollefson and Shohami who have a critical perspective about it, with which this study aligns. For example, Tollefson (1991) defines language policy as the process of establishing language as an institutionalized basis for creating distinctions among different social groups or contexts. He also argues that language policies are often used as structures of power and dominance, and he aimed to locate LPP within social theory by providing a theoretical framework that could account for the social and political context in which language policies were developed. Additionally, he asserts, that language planning could not be understood in isolation from broader social and political issues (Tollefson, 1991, p.8). In other words, Tollefson argues that language policies are not neutral and have implications for power and resource distribution, and they are connected to broader social and political issues. Specifically, he suggests that language policies reflect and perpetuate social issues and political inequalities, such us poverty, linguistic diversity, migration, discrimination, and marginalization of certain linguistic and cultural groups. Thus, he believes that language polices cannot be viewed in isolation but must be

examined within the broader context of power relations, social justice, and equity. Therefore, he emphasizes that language policies can have a profound impact on the opportunities and lives of individuals and communities, and that it is crucial to conduct critical language policy studies that analyze the underlying power structures and ideologies that shape these policies. By understanding the broader social implications of language policies, it is possible to promote more equitable policies that reflect the diverse needs and perspectives of all members of society.

Taking a similar critical view account from Tollefson, Shohamy (2006) points to the differentiation between two types of language policy: overt and covert. Over policy concerns language use and its effects on sociolinguistic norms and social life. On the other hand, covert policy refers more to the persuasive power of language to achieve similar social results. As Tollefson argues, Shohamy also recognizes that language can be used to control people by dictating the use of certain languages and their specific ways to use. Thus, language policy is situated within these struggles and manipulations that involve language ideology and practice. In other words, language policy is a tool used to regulate and manage language use in society, but it is also shaped by ideological beliefs about language and its role in society. Her critical viewpoint conducts to emphasize the importance of considering the sociopolitical context in which language policies are created and implemented. According to her, language policy is not only language education, but also involves power dynamics, identity, and social equity. In my opinion, Tollefson and Shohamy`s contribution in creating a critical approach to language policy that considers the voices and viewpoints of marginalized groups and communities is appropriate for taking into account inclusive policies that addresses the needs of these groups. This could help to promote linguistic diversity reduce discrimination and ensure that language policies do not perpetuate social inequality. For example, by involving indigenous communities and rural contexts in the language policy-making process

could help to promote social justice in terms of the ability of individuals to have the option to develop their capabilities such us education, health care, and political participation (Cruz Arcila, 2017). In consonance with Tollefson's (1991) idea that language policy is related to ideology, Hornberger (2006) argues that language policy is intimately connected with ideology, and interest of those who create them, this set of guidelines rules, and principles regulate the use of language within a society. So, she stresses the importance of understanding the role of ideology in shaping language policies and their implementation thus, it is so important to consider language policy as a tool to protect to preserve linguistic diversity and promoting linguistic human rights. She suggests an ethnographic approach to language policy that considers the cultural and linguistic dynamics of communities. According to Hornberger (1994), taking an ethnographic approach to language policy and planning means examining language policy within its social, cultural, and historical contexts. This approach recognizes that language police is not just a matter of technical decisions but is influenced by social relationships, cultural practices, and historical events. Ethnographic research in language policy involves gathering data through observations, interviews, and analyzing this data to understand the meanings and purpose of language policy within different social and cultural settings.

In summary, while Shohamy emphasizes the importance of a critical perspective that considers social justice in language policy, Hornberger advocates for an ethnographic approach that recognizes the cultural and linguistic diversity of communities. Likewise, Cooper and Tollefson`s contributions were important in stablishing the foundations for the development of LPP as a field of study. Their frameworks helped to shed light on the complexity of language planning and language policy-making processes and highlighted the need for a socially sensitive approach to the field, which this study endorses.

Considering what has been mentioned about what language policy is, what aspects we must consider when talking about language policy to promote bilingualism as it has been done in Colombia for this, it is now important to understand what bilingualism is.

Bilingualism

Bilingualism has been the subject of intense scholarly investigation for decades, and remains a complex and multifaceted phenomenon, Baker (2001), in his book "Foundations of Bilingual Education and bilingualism," views bilingualism as a dynamic and complex phenomenon that involves the use and negotiation of multiple languages in different contexts. He emphasizes that bilingualism is not a fixed or static state, but a continuous phenomenon, where multiple manifestations of the relationship between two languages are evident, for example, when talking about bilingualism, individuals could be equally proficient in two languages. They could add one language to the other, which is called additive bilingualism. On the other hand, an inverse process of bilingualism might take place; that is, one language comes to replace another language. In that case we would be talking about subtractive bilingualism. Likewise, there are different levels of proficiency in one language or the other and we could still be talking about bilingualism.

  Baker also highlights the social and cultural dimensions of bilingualism, and the ways in which it is shaped by factors such as power, identity, and language policy. Baker argues that there are two perspectives on bilingualism: an individual or group possession of a group. Bilingualism as an individual possession relates to an individual`s ability to speak a language and the use made of it. Whereas bilingualism as a possession of a group emphasizes the social aspect of the phenomenon, where attitudes, and linguistic behaviors are shared among members of a particular group. In other words, the social aspect of bilingualism, highlighted as a possession of a group,

aligns with the notion that bilingualism involves more than just the ability to speak two languages. In connection with this difference, Cruz Arcila (2012) argues that in Colombia, bilingualism is being favored as an individual phenomenon rather than as a possession of a group or society. According to Baker (2011), individual bilingualism refers to each person`s ability to speak a language and how they use it, while bilingualism as a possession of a society emphasizes a social aspect of the phenomenon where attitudes and linguistic behaviors are shared among members of a certain group.

Continuing with the idea that bilingualism is a complex phenomenon, Garcia and Lee Wai (2009) argue that bilingualism is not only the ability to speak two languages, it also involves a multifaceted set of linguistic, cognitive, and social skills: in which individuals negotiate the use of multiple languages and identities in different contexts. They assert that this phenomenon is influenced by various political, historical, and social factors such as migration and globalization, cultural and social identity (Garcia & Wai, 2018). Also, they highlight the importance of understanding the power dynamics related to bilingualism. And the ways in which language use and access are linked to issues of social justice and inequality.

 In their work on translanguaging, Ofelia Garcia and Li Wei (2014) focus on the importance of recognizing the fluid language practices of bilinguals as dynamic and complex social phenomena. They argue that bilingualism should not be limited to strict codes of language separation. In other words, Garcia and Wei`s proposal questions traditional views of bilingualism where it is based on the strict separation of languages where individuals are expected to use one language in one context and another language in a different context. Therefore, they suggest that translanguaging is a better concept to capture the ways in which bilingual speakers use their full linguistic repertoire to make meaning, establish social relationships, and assert their identities. According to them,

translanguaging can be a tool for promoting linguistic and social justice by recognizing the full linguistic repertoires of multilingual individuals and communities, to identify the diverse language practices of bilinguals and challenging monolingual ideologies that limit full expression of their identities and experiences. Thus, translanguaging, involves the flexible use of all available linguistic capital in each context, without a compartmentalization of languages. Garcia & Wei (2014).

Models of bilingual education

Bilingual education has emerged as prevalent strategy employed worldwide. Its application varies, featuring diverse educational objectives depending on the country. It encompasses a range of models designed to promote language proficiency and academic achievement in students. According to Pokrivčáková (2013) Bilingual education both formal and informal approaches, refers to the provision of education in a minimum of two languages. In connection with this, De Mejia (2002) pointed out that within the field of bilingualism, there are three fundamental models of bilingual education: the transitional model, the maintenance model, and the enrichment model. Each of these models describes different program objectives related to educational contexts.

As Baker (2011) highlighted, in the transitional bilingual education model, the objective is to shift a child from their home or minority language to the dominant majority language, to promote social and cultural assimilation. Conversely, maintenance bilingual education focuses on nurturing the minority language in a child to strengthen cultural identity to preserve heritage languages. In the same line, De Mejia, 2002; Baker, 2011 argued that the enrichment model, similar to maintenance, goes beyond mere preservation by developing and expanding the first language. This approach promotes linguistic diversity contributing a richer linguistic and cultural experience. In the same vein, Baker (2011) By emphasizing the development of two or more languages, as well as fostering

illiteracy to enhance children`s linguistic skills, these bilingual schools serve as models for enrichment bilingual education. In dual language schools, heritage and immersion programs, language acquisition occurs through the utilization of a second language as medium of instruction. In the USA, this approach is labeled as content-based second language instruction, while in Europe, it is known as CLIL *Content and Language Integrated Learning.

Baker (2000) refers to In Dual Language schools, an approach is adopted where students are taught in two languages, and the objective is to maintain a balance between language majority and minority students in each class.

International schools De Mejia (2002) distinguishes two fundamental types of international school: those serving as national institutions for children away from their home country and those aligned with global education principles. English is typically the primary language, and the second language may be taught separately or used as a medium for specific curriculum components.

Furthermore Baker (2000) highlights, in heritage language bilingual education, children from linguistic minority background utilize their native, ethnic, home, or heritage language as the principal medium of instruction.

Finally, as De Mejia (2002) argued immersion bilingual education originating from a Canadian educational experiment, distinguishes from other bilingual and foreign language programs. In terms of age, immersion education encompasses both early initiation, which begins at the kindergarten, and late initiation at the secondary level. This immersion involves a specified percentage of instruction in the second language.

One of those prominent approaches privileged within the Tandem Challenge strategy is Content and Language Integrated Learning (CLIL), coined by David Marsh and Anne Maljers (1994). In

the same vein, Dalton- Puffer (2011) emphasizes that it refers to a pedagogical model where subjects are taught through a foreign language. In this model, the emphasis is on developing cognitive strategies for learning new content in conjunction with language acquisition. It also allows students to engage with the target language in classrooms, using it as a medium for transmitting content with a primary focus on meaning.

In the Colombian context, including CLIL could enhance the integration of bilingual programs by facilitating both subject matter and a second language English in this case. As Rodriguez (2011) argued, if this approach is integrated effectively into the curriculums, communicative proficiency tends to improve. However, it is pertinent to acknowledge that there is a substantial need for further development in public schools in terms of teacher training, materials, and addressing intercultural aspects. These elements are essential to ensure the success of language learning and the promotion of bilingualism through the CLIL approach.

So far, I have discussed what bilingualism means in Colombia as a complex and multifaceted phenomenon that extends beyond only linguistic competence. Thus, bilingualism encompasses more than just the skill of speaking two languages but also the cultural, social, and cognitive aspects associated with it. Additionally, as a conceptual framework to gain insights into bilingualism within the Colombian context, but also how translanguaging allows individuals to flexibly use both languages in various contexts. Now, it is relevant to review some ongoing debates around the bilingualism policies being implemented in the country.

Debates of bilingualism in Colombia and its relevance in public schools

Having explored the notions of bilingualism in the previous section, now I will address some of the debates that have emerged from some local scholars. From there, I will engage in a discussion about the relevance of these debates for the public sector in Colombia.

Considering these foundations of bilingualism, particularly with a broader and dynamic conception about it, the national government`s proposal has received some criticism, which will be discussed in this section. For example, As De- Mejia (2011) asserts, the Colombian government`s bilingual policy has faced significant reactions from Colombian academics who argue that it imposes the Common European Framework of Reference for Language without considering the local context. As stated by Ayala and Alvarez (2005), in Colombia there is a gap in physical, and human resources as well as in technology, available in different schools. Additionally, there is a lack of sufficient governmental economic investment in education. Therefore, it is important to consider the specific local needs when implementing any foreign educational model.

On the other hand, as Cruz Arcila (2017) argues, certain criticism of implementing this framework state that the sociocultural and educational characteristics of the country differ significantly from those of Europe. These distinctions are substantial enough to warrant skepticism about fully incorporating this model into Colombian language policies (Cardenas, 2006; Sanchez & Obando, 2008).

Critics also highlight the disregard for local knowledge and express concerns about the exclusion of others forms of bilingualism. Similarly, Gonzalez (2007) argues that there is no universally applicable model that aligns with the diverse aspects of our reality, including various educational settings, standards, available resources, teacher training, student motivation and curricula. Based on this premise, she suggests that the development of a framework specifically tailored to Colombia would have been more effective in achieving the objectives of language policies implemented in the country (Gonzalez, 2007, p. 312).

Likewise, as Cruz Arcila (2017) affirms, the design of ELT programs in the country has been influenced by eurocentrism and political ideologies, which have intensified issues of social

injustice. While some positive impacts have emerged from these programs, there are also significant concerns that still need to be addressed to make goals more attainable. A critical issue to consider is how language policies can be implemented in contexts where the emphasis of the importance of English is at odds with issues of social inequality. In other words, in contexts where social inequity is prevalent, prioritizing English language learning may create additional differences such us limited access to quality education, lack of resources and unequal opportunities (Usma, 2009).

On the other hand, De Mejia (2006) asserts that Colombia, as a multicultural nation, requires a language policy that supports not only external interests but also takes into account internal interests. That is, the policy should balance both global and local perspectives in order to promote linguistic diversity in the country. For this purpose, Cruz Arcila (2012) argues that in order to achieve greater coherence between the purposes and foundations of the National Bilingualism Plan (PNB) and the diverse national realities, it is necessary to address educational inequality between the public and private sectors, rural and urban education, indigenous and displaced populations, among other examples. Guerrero (2008) and Cardenas (2006) also emphasize the need to recognize indigenous and other languages different from English in the bilingualism plan to address the diversity of local interests across all regions of the country. In my opinion, it is important to note that addressing educational inequalities and promoting bilingualism that is inclusive to all languages and communities is crucial for the development of a diverse country like Colombia. Likewise, the inclusion of indigenous and non-English languages in the National Bilingualism Plan can help preserve linguistic and cultural diversity. The above is necessary to promote social inclusion and ensure that education policies are relevant and effective in all regions of the country. (De-Mejia 2011).

In addition, Cruz-Arcila (2012) emphasizes the importance of closely monitoring the creation and implementation of national standards and the adoption of foreign models, such as the Common European Framework of Reference (CEFR), in regulating the teaching and learning of foreign languages in Colombia. It is necessary to evaluate their effectiveness and relevance in local contexts, especially for marginalized communities. To achieve this, public and private institutions with extensive experience in language teaching could support the Ministry of Education in research processes to inform decision making that enriches the process and foster collaboration between the Ministry and specialized academic groups and institutions. Additionally, as Fandiño-Parra et al., (2012) point out, various sources consistently mention that the program`s basis built only on the belief that English is the exclusive language capable of leading individuals to success and economic empowerment. According to the official reports, the National Bilingual Program (NBP) asserts that proficiency in English communication is the path to opportunities for citizens, social mobility, and personal growth (Programa Nacional de Bilingüismo) regarding this, Valencia (2013) strongly disagrees with the inclination to adopt English as the preferred foreign language, as if it were an obvious result. Moreover, the decisions made by Colombia`s government are primarily motivated by economic factors, particularly related to productivity and competitiveness. Unfortunately, the perspectives of teachers are disregarded, and government representatives adopt an authoritative approach rather than fostering a participatory environment (Quintero Polo, 2009). In connection with this, Guerrero (2008) confirms, her point of view by highlighting that within the Colombian context, there is a single viable choice to become a recognized bilingual individual. Besides, she emphasizes the absence of guidelines for teaching any other language. As Usma Wilches (2009) and Cruz Arcila (2017) remark, the policies surrounding the language programs have resulted in the emergence of linguistic stratification. This means that English is often linked

with notions of advancement and growth, while local indigenous languages are associated with poverty and perceived backwardness (De Mejia, 2006; Garcia Leon, 20012).

Also, Colombian researchers have highlighted, that the introduction of English language teaching (ELT) programs has had negative effects. These include the devaluation of local knowledge, the reduction of language teaching and learning to simple instruments, and the prioritization of foreign models and institutions over local ones (Gonzalez, 2007; Usma Wilches, 2009). Relating to this, Gonzalez (2007) expresses disappointment about the lack of recognition given to the expertise of Colombian academics and institutions in shaping and executing language policies. Instead, the British council was selected for this role. Thus, the prominent involvement of the British Council has led to a significance increase in the adoption of imported models such as (CEFR), examinations (e.g., IELTS and TOEFL test), as well as teaching materials (Gonzalez, 2009; Usma Wilches, 2009). As a consequence of this proliferation, local expertise, teacher training programs, institutions, and locally produced materials have been relegated to a secondary position. Therefore, the adoption of these models amplifies the influence and authority of native speaker teachers.

In this perspective, De Mejia (2009) explained that "English Language Teaching (ELT) funds in Colombia are invested in the National bilingualism Program in the public sector, with special attention to the last two years of secondary school (tenth and eleventh grade)" (p. 19-20). In the same line of thought, bilingualism in Colombia can have a significant impact on public education in the country. In this regard, Cardenas (2006) emphasizes the importance of taking into account regional diversity, local expertise, and employing flexible approaches to teaching and assessment. Similarly, Fandiño-Parra (2014) recommended adopting a critical socio- cultural model to transform the educational environment in response to specific needs. In other words, the two researchers concur that teachers and stakeholders should participate in the development of more

practical policies that consider the intricacies, requirements, and strengths of the local context. Furthermore, De Mejia (2006) urged policymakers to recognize the rich linguistic and cultural diversity in this nation.

In the same way, Castañeda (2019) argues that when discussing the teaching profession and the everyday challenges it brings, it is necessary not to disregard the lives of children outside of the school context. For instance, it is crucial to consider the experiences and circumstances that students face beyond the classroom, as Vygotsky's contributions (1962) emphasize, in the sense of considering learning as a process of reconstructing knowledge produced through the interaction between the student`s personal experience and their social context.

On the other hand, in relation to the use of resources, Correa and Gonzalez (2016) claim that most of the textbooks utilized in the classroom were written and published from foreign entities and lacked contextualized discourses and content that could address the specific local needs. In my opinion, this highlights the importance of creating or modifying educational materials that are more aligned with the educational public context of Colombia. Moreover, the researchers argue that teachers play a central role as the primary users of textbooks, and their perspectives, opinions, and voices should be taken into account in the discussion about how to ensure quality education using the available resources.

Furthermore, bilingualism in public schools tend to contribute to the homogenization of the diverse contexts. Castañeda (2019) argues that there is disconnected between the real-life experiences of students and their school environment within public education in Colombia. For instance, students from diverse backgrounds who share the same classroom are subjected to standardized teaching methods, materials, and assessment that prioritize a single language variety or cultural norm when learning a language, particularly English. As a result, the unique linguistic and cultural differences

of students are overlooked or marginalized, resulting in a more uniform and homogenous language learning environment (Pennycook, 2001).

In this section, I have discussed the significance of adopting a critical perspective when considering English Language Teaching (ELT) as an action that is connected to the social context. Specifically, I have examined the topics that have generated the most debate are the adoption of the Common European Framework and the economic interests behind the promotion of English. There are numerous concerns that must be tackled to effectively confront all related to the language challenges brought about by globalization. Additionally, establishing a language policy in a public school context that is more integral, democratic, and inclusive. It is necessary to address multiple facets to guarantee fair opportunities for every student.

Chapter 3   Methodological Design

This chapter focuses on the elements of the research methodology design. It outlines the approach taken in conducting the study. It begins by presenting the characteristics of the context of the research such us the setting, participants, and sampling, followed by the research paradigm and the type of study. The final section provides a detailed account of the data collection instrument and procedures.

Research Paradigm

The research I conducted is framed within the qualitative research paradigm, which is chosen due to its flexibility and reflective nature in understanding and exploring social situations. This approach involves generating descriptions derived from natural social contexts (Burns, 2003; Wallace, 2006; Corbin & Strauss, 2008).

Qualitative research, as described by Burns (2003), relies on the data collected by the researcher to gain insights into human behavior within the research context. The data collected is utilized to develop comprehensive insights and implications that can contribute to further research. Likewise, Burns highlights that qualitative research is subjective in nature, as it explores naturalistic settings without controlling variables. It emphasizes on understanding the processes rather than seeking generalizability beyond the specific research context.

Corbin & Strauss (2008) argue, that one of the motivations for selecting qualitative research is "the aspiration to go beyond existing knowledge and delve into the world of participants to make an analysis that contributes to the advancement of empirical knowledge" (p. 31). Likewise, qualitative

research is characterized by the understanding that individuals actively construct their reality through interactions within their social environments. In this type of research, the focus is on comprehending the significance and interpretation of the participation of the academic community of the school in the Tandem Challenge project in the year 2022 as experienced by the individuals involved.

Research approach

This qualitative exploratory case study, according to Merrian (2009), is a method that focuses on conducting a thorough and detailed investigation of a particular individual, group, or phenomenon within its real-life context. It aims to provide a comprehensive understanding of the case under study by gathering rich and detailed data through various resources such as interviews, observations, and document analysis. Likewise, Yin (2014) suggests that the exploratory case study design is well-suited for situations where it is difficult to separate the variables of the situation being studied from their context.

On the other hand, Stake (2005) emphasizes the importance of identifying the unit of study, which is referred to as the case. In addition, in Creswell`s perspective (2013) case study research is a qualitative approach where the researcher investigates a specific system (referred to as a case) or multiple systems over a period.

According to Crotty (1998), human beings actively construct meanings as they interact with and interpret the world around them. Therefore, in a basic qualitative study, researchers are interested in three key aspects: (1) how individuals interpret their experiences, (2) how they construct their own realities, and (3) what meanings they attribute to their experiences. Thus, the primary

objective is to gain an understanding of how people comprehend and give significance to their lives and the experiences they encounter. If a qualitative study focuses on examining a limited or specific system such as an individual, a program or an event, it is commonly referred to as a "qualitative case study" (Merriam, 1988).

This exploratory case study is constituted by the experience that the school and its academic community had in participating in the Tandem Challenge strategy in 2022; within this exploration process, the following stages were carried out. First, access to documents, second, recruitment of participants, instrument design and pilot testing, data collection, data analysis, and finally the report writing.

This research approach allows me to examine the impact of the initiative in a particular setting with its specific challenges, resources, and goals. As well as a detailed analysis about the school`s experience to evaluate it and suggest recommendations that contribute to the future initiatives like the Tandem Challenge.

This exploration involves thorough and comprehensive data collection, incorporating multiple sources of information such as observations, interviews, audio visual materials, documents, and reports, which is what I move on to discuss now.

Data collection instruments

To ensure the credibility and consistency of this study, data collection instruments have been designed to sustain a process of triangulation. Merriam (2009) defines triangulation as a method used in navigation or land surveying, where multiple measurement points converge to identify a specific location. In qualitative research, triangulation helps to enhance the trustworthiness of the findings. In this study, three instruments were selected: interviews, questionnaires, and documents.

These tools will gather the necessary information, which will be analyzed, compared, and categorized. This approach allows for a comprehensive examination of the research findings from different perspectives, (Delgado & Chapeton, 2015).

Interviews

Interviews are a crucial part of the research process, involving a conversation between a researcher and a participant centered around questions relevant to the study. As described by DeMarrais (quoted by Merrian, 2009), interviews serve as essential tools for understanding the thoughts and perspectives of individuals (Patton quoted by Merriam, **2009)**, also emphasizes the significance of interviews as a mean for researchers to gain insights into others` minds.

In this context, interviews were utilized as an instrument to collect information from students and teachers about their past and current experiences with the Tandem Challenge strategy. The main objective was to know their perceptions regarding this. Aligned with the research questions, the interviews primarily concentrated on investigating how teachers responded to language policies and public social specificities by incorporating, integrating, or adapting these laws to their teaching practices.

I opted for interviews as a data collection method because, as Scott and Usher (2011) illustrate, this approach allows me to gain insights into past events that I as researcher, have not been present at. Additionally, the interviews serve the purpose of this research by engaging participant teachers to reflect on their perceptions regarding this initiative.

In my research, I have chosen semi-structured interviews. This decision is based on the insights provided by Wallace (2006), who emphasizes that such an approach offers a balance between

control and flexibility. In other words, it provides a framework for conducting the interview while also allowing the participants to express their ideas and experiences in their own words. Thus, the nature of qualitative investigations involves a more open-ended and less structured approach to interviewing (Merriam, 2009, pg. 90). Consequently, this type of interview aligns perfectly with the objectives of my study. It allows for a flexible and unrestrictive exploration of the participants` perspectives and experiences, which is well-suited to the research aims. (See appendix 4).

Questionnaire

According to Johnson and Christensen (2004), questionnaires serve as valuable tools for collecting information about the thoughts, feelings, attitudes, and beliefs, of research participants. For this study, questionnaires are particularly relevant as they allow the gathering of diverse data concerning students` attitudes, and perceptions. Marshall and Rossman (1999) explain that questionnaires usually consist of multiple questions with predefined response options, including a combination of closed-ended and open- ended questions.

On the other hand, Wallace (2006) outlines both the strengths and weaknesses of questionnaires as a research instrument. One significant advantage is their efficiency in terms of time, especially when administering them to a large number of participants. Nonetheless, there is a disadvantage associated with questionnaires, which is the risk of subjectivity, ambiguity, and imprecision if the questions are not well-defined. Other challenges include the intrusiveness of questionnaires and their time-consuming nature. To address these issues, the questions were carefully crafted following the guidelines proposed by Johnson and Christensen (2004) to avoid problems like double questions, leading, and loading questions. Emphasis is placed on using concrete language

and avoiding questions that could elicit emotional discomfort. Anonymity is ensured by not requiring students to provide their names.

Likewise, according to (Merriam, 2009) conducting pilot interviews is essential because it serves several valuable purposes. Firstly, it provides an opportunity to practice the interview process. Second, it helps identify questions that may be unclear and require rephrasing. Third, it reveals which questions might not provide useful information. Likewise, the process of sample selection in qualitative research is typically characterized as nonrandom and purposeful, often involving a smaller sample size. Therefore, the key qualities that made this group of participants suitable for the study were their willingness and availability to participate in brief interviews and questionnaires, as well as their attitudes toward the research.

The pilot test of this study, involving interviews, was initially conducted with two teachers of Spanish subject, and the questionnaire was applied to two tenth-grade students. After reviewing the outcomes of this testing, adjustment was implemented to refine the research instruments. These modifications aimed to enhance clarity, design, and alignment with the research´s questions, objectives, and participants. This process contributed to assess the instruments 'effectiveness and utility for collecting data.

In the particular case of this research, a questionnaire was utilized to gather information from the students regarding their perceptions and experiences related to their participation in the Tandem Challenge strategy 2022. The questions were carefully made to assess various aspects of the program`s impact, such as students` perspectives, satisfaction with the initiative and the effectiveness of the Tandem Challenge strategy to achieve its objectives. (See appendix 2).

Documents

As stated by Merriam (2009), documents serve as a readily available data source, easily accessible to researchers who are creative and resourceful in their investigative process. Nevertheless, documents encompass more than just institutional files or official public records; they encompass a broad array of written, visual, digital, and physical materials that are pertinent to the research under consideration (Merriam, 2009). Consequently, various types of documents, such as artifacts, public records, and personal documents, can significantly contribute to the data analysis process in qualitative research.

In this research, I took into account institutional documents and artifacts. Institutional documents such as electronic communication specifically. During this research I had access to a WhatsApp group, where discussions and planning related to workshops about socio-emotional learning took place, the participants in the workshop were teachers, examining these communications provided me with insights about the kind of topics were considered in Tandem Challenge 2022 and its specific objectives.

Furthermore, in this context, artifacts concern the written, visual, and physical materials that hold significance for the research, as described by Merriam and cited by Delgado and Chapeton (2015). Therefore, I considered some photographs, images and an institutional video. This visual documentation helped me to understand the physical setting in which the initiative took place. As Zarate and Alvarez (2005) argues, differences about logistics, student population needs and teachers` training evidence the divergence of public and private school contexts. Likewise, as concluded in research carried out by Gonzales and Quinchia (2003) with public teachers, the two settings (public and private schools) need to be considered as two separate worlds.

In summary, photographs and images provided me with a diverse perspective to my research by combining visual and written information. With regard to the institutional video, it offered me a visual representation of the organization between the students in the different activities. Additionally, the video reflected the institution`s identity, values, and culture in each school and showed the physical setting where the institutional video was held. This allowed me to understand the environment in which the "bilingual project" between the students from the two schools took place. In this video, students were required to identify common themes and create a plan for visual meetings and visits at each school.

Setting

This research project was carried out in a public school in Bogota called "Colombia Viva IED" located in the Molinos II neighborhood. It belongs to Rafael Uribe Locality. Approximately, there are 1600 students who come from socioeconomic strata one and two. This public institution offers formal education in preschool, elementary and high school, in the morning and afternoon shifts. Its educational mission seeks that the whole educational community fosters critical skills in their students.

The number of students per course varies, in preschool there are 25 students per grade, in elementary there are usually 35 students approximately and in high school 40 per course.

Regarding the teachers of English, there are three in the morning shift, there is a teacher in elementary school and two teachers in high school and in the afternoon shift, there are two English teachers, one in elementary and one in high school.

About the resources, the school has a library with some English materials, such as: English Language Textbooks, short stories, English dictionaries, Educational DVDs, audiobooks, and Children`s literature, but students have limited access to it, because there is no person in charge of

this area. Additionally, nowadays new technologies have emerged, so materials like DVDs might be considered outdated. Regarding the textbooks, these are outdated and in limited supply for students.

On the other hand, the main reasons that motivated Colombia Viva School to participate in the Tandem Challenge Strategy 2022, according to the academic coordinator were the low results in the ICFES English test and the goal of improving students` communication skills.

Sampling

Following Merrian (1998), the sampling method used in this study is purposeful. It is a form of non-probability sampling in which the researcher deliberately selects specific subjects who possess certain characteristics that are relevant to the study. Additionally, it can be considered a typical public school that participated in bilingualism initiative.

The participants of this research were the academic coordinator, one teacher of English, one teacher of Math and one teacher of science. The three high school teachers with master`s degrees, have more than 10 years of experience in the public sector. I chose these math and science teachers because they have some knowledge of English and they participated in the project with the initiative of including English in their classes.

Students who participate in this study are in grades tenth, and eleventh, in the morning shift. I selected these students because they participated in the exchange program held with St George school; it is relevant to my study, to analyze the perceptions of these students from different grades and different ages in order to provides a distinct view of the Tandem Challenge`s impact, at Colombia Viva school.

Piloting stage

As stated by Merriam (2009), sample selection in qualitative research is generally nonrandom, purposeful, and smaller in size compared to larger, more random sampling used in quantitative research. Thus, for the pilot of the data collection instruments in this study, two Spanish subject teachers were chosen because they were familiar with the Tandem Challenge strategy 2022.They had valuable insights into the language learning process of the students in the context of this study and their input was considered crucial to refining the teachers` interview before implementing it. Likewise, this piloting process was conducted using the online questionnaire, where two students from eleventh grade were selected to respond to this questionnaire before its implementation with the remaining ten students. This was done to assess the clarity of the questions and their relevance. After completing this pilot test, the clarity and precision of the formulated questions for the online questionnaire were examined.

Data collection procedures

The data collection process comprises various interconnected activities that can start early in a research project and remain significant even during the later stages of data analysis (Creswell, 2007). As follows, I will provide a description of each activity.

1. **Institutional concern form:** To begin the data collection, I needed to obtain permission to conduct my research at the school. For this purpose, I wrote a letter to the school principal, presenting my project. **(See appendix 1) and** obtain the necessary approval to start data collection from the students and teachers involved.

2. **Selecting participants and obtaining access:** I had to secure permission of students and teachers. (See appendixes 2 and 3). I invited the 12 students from the different grades (tenth and eleventh) and the 3 teachers from Math, Science and English subjects, who participated in the Tandem Challenge 2022 strategy. I also invited the three English teachers who decided not to participate in this initiative to take part in my project. The concern form was delivered to the participants and all of them accepted to be part of the project.

The real identities of the participants will not be disclosed by their names instead pseudonyms were assigned to everyone involved in the data collection instruments, simplifying the process of determining the source of the information.

3. **Review of documents related to the Tandem Challenge strategy 2022** were selected such as images, photographs and an institutional video found in electronic communications (WhatsApp group), where the group of teachers from Colombia viva school and St George school communicate each other to arrange academic appointments.

4. **Students` questionnaire.** Once the online questionnaire was adjusted, the link was sent to some students who had internet access. For the other students, computers were provided to answer the questionnaire at the school at break time. **(See appendix 5).**

5. **Teachers` interviews.** I conducted a total of eight interviews, conversing with two administrators (academic coordinator and the principal of the school), and six teachers. Among the teachers, three were involved in the Tandem Challenge strategy: one teaching science, one teaching Mathematics and the other an English teacher. The

remaining three teachers were English teachers who chose not to participate in this initiative, these teachers are from the afternoon shift. The interviews lasted between 30 to 40minutes and were conducted in Spanish. This provided participants with the liberty to delve deeper into describing their experiences. According to Riessman (2008), the acts of transcription involve interpretation and can therefore be viewed as integral components of the analytical process. The interviews I conducted were being stored in a cloud file for subsequent transcription. This resulted in 30 pages of word document.

Table 2 presents an overview of the data collection procedures and their respective timeframes employed in this study.

Activity	Schedule (2023)
Selecting participants and obtain access.	July -August
Review of documents related to the Tandem Challenge strategy 2022.	August – September
Students` questionnaire.	August -September
Teachers` interviews.	August – September

Table 2. Data Collection Timetable

Ethical considerations

To successfully conduct this study, it was crucial to address several ethical considerations concerning the well-being and rights of the participants to ensure the ethical treatment of participants involved in the research process.

First, before the participants took part in the study, I obtained informed consent from each teacher (See appendix 3) or their legal guardians in the case of the students (See appendix 2). As well as, this document provided a clear explanation of the purpose of this investigation. Likewise, the participants were provided with information about the study`s objectives and procedures.

Second, confidentiality and anonymity were strictly maintained throughout the study. Personal information and their identities were kept anonymous in the research findings.

Third, continuous communication with the participants was maintained throughout the entire study. Participants were given the opportunity to ask any question they had about the study, before, during and after data collection. Moreover, the participants were informed that if they were interested, they could receive a report of the study once it was completed.

Chapter 4   Data analysis and findings

In this chapter, I outline the methodology employed for data analysis and I describe the findings of this research. Initially, I start with a description of the process followed by data analysis. Afterwards, I elucidate the primary categories and subcategories that have emerged as a result of this analysis.

Procedures for Data Analysis

 The data examined in this study was subjected to analysis using a grounded approach, which is fundamentally rooted in the process of induction.

In accordance with the assertions made by Johnson and Christensen (2004), I initiated the analysis process with the raw data, which comprises the information systematically gathered through interviews with teachers and administrators, questionnaires administered to students, and the final Tandem Challenge report. Afterwards, I followed an inductive analytical approach, as described by Freeman (1998), which entails the actions of labeling, categorizing, identifying connections, and visually representing these categories. I employed the color-coding strategy to emphasize pertinent concepts and thoughts and I utilized various colors to recognize recurring patterns that were consistent across multiple instruments, concurrently assigning specific codes to name and label them. (**See appendix 6**).   Repeatedly reviewing and revisiting the emerging themes or patterns enabled me to formulate initial categories while considering the research questions. In line with Freeman´s (1998) guidelines, this stage involves affixing labels to frequently recurring words or phrases. Finally. I connected and condensed these categories through the application of axial coding, following the methodology outlined by Corbin and Strauss (2008). This method is

employed to reconstruct systematically and consolidate the categories. To accomplish this, I examined their characteristics and interconnections to identify a central category. Furthermore, the categories were subdivided into subcategories to provide a more detailed description of the findings derived from the analysis.

To mitigate potential bias and enhance the validity of the study, I employed a triangulation approach, defined by Freeman (1998), as the process of incorporating diverse sources of information to establish reliability in the interpretation of data and the resultant findings. I conducted a comparative analysis of the outcomes from each instrument and determined the ultimate categories and subcategories. Afterward, considering the findings emerging from the data, I made correlations with the theoretical constructs that underpin the research to offer a meaningful interpretation.

Findings

In light of the data analysis approach discussed previously, this chapter presents all findings grouped into the two emerging categories: **Contributions regarding the implementation of the Tandem Challenge project** and **Challenges of the Tandem strategy implemented in Colombia Viva School.** As mentioned before, the objective of this study is to analyze the experience of the academic community of Colombia Viva I.E.D. in the participation of the Tandem Challenge Strategy. Also, to identify the contributions of the Tandem Challenge Strategy for the Colombia Viva school according to the teachers' students', and administrators´ perspectives. As well as to examine possible areas of improvement for a Tandem Challenge Strategy or similar initiatives in the specific context of Colombia Viva I.E.D. As shown in the following table.

Categories of Analysis

Table 3 shows the categories and subcategories that emerged during the analysis of data connected

to the research questions.

Research question	Categories	Subcategories
➢ What are the perceptions of the academic community of Colombia Viva I.E.D regarding their participation in the Tandem Challenge strategy of the district bilingualism program?	Contributions regarding the implementation of the Tandem Challenge project.	• Views from teachers who took part in the process. • Views from teachers who did not take part in the process. • Administrator´s points of view. • Students' insights
➢ What were the contributions of the project for Colombia Viva School from the point of view of teachers, students, and administrators?		
➢ What are the areas to be strengthened for a strategy like the Tandem Challenge or similar initiatives to be applied at the context of Colombia Viva School?	Challenges of the Tandem Challenge strategy.	• Limited impact of the Tandem Challenge strategy. • Imposition dynamics of the initiative. • Lack of resources and planning for implementing this strategy. • Narrow view of bilingualism.

Table 3. Categories of analysis derived from the data analysis.

The two categories' *Contributions of the project for Colombia Viva I.E.D* and *Challenges of the Tandem strategy regarding its implementation at Colombia Viva I.E.D*, emerged from the data analysis in relation to the research questions. These categories encompass essential aspects related to the Tandem Challenge project. The first category offers a general view of the project´s contribution, providing valuable insights into how this experience impacted the academic community. The second category explores the various obstacles and difficulties encountered in the implementation of the Tandem challenge strategy at Colombia Viva School to pinpoint areas in need of improvement for the Tandem Challenge or similar initiatives to offer valuable considerations that can be integrated into language policies and the district bilingualism plan. Following this broad overview of the categories, I will now discuss them in detail.

Contributions regarding the implementation of the Tandem Challenge project

This category refers to the collective viewpoints of the academic community, encompassing teachers, students, and administrators, regarding the contributions and execution of the Tandem Challenge project within Colombia Viva School, connecting it to broader discussions in the field of bilingualism and language policies.

To make it clearer, this initial category will be further subdivided into Views from teachers who took part in the process, views from teachers who did not take part in the process, administrator´s points of view and students' insights.

Participating teachers' views

As supported by the insights of the educators involved in this initiative, the collaboration and

support received from St. George School played a vital role. St. George School not only

collaborated with them but also provided them with valuable learning strategies. This collaboration

empowered these teachers to create dynamic English classes in Science and Math subjects. As

Teacher Nancy states:

> In this case, the St George School provided us with a lot of support in terms of strategies and classroom methodologies. Specifically, my role was to introduce mathematics from an English perspective, I mean, I was trying to teach mathematics and Geometry subjects in English. Thanks to the feedback from teachers at the other school, it helped me strengthen my pedagogical practices of teaching mathematics in English.
>
> *En este caso pues el colegio san George nos apoyó muchísimo en estrategias también en metodologías de aula de clase. Bueno mi participación específicamente fue ir colocando la matemática desde una perspectiva desde el inglés   es decir pues ir tratando   de dictar la materia de matemáticas y geometría en inglés entonces gracias a las apreciaciones de profes del otro colegio me ayudaron a fortalecer mi práctica pedagógica de la matemática en inglés.* [Teacher Nancy´s interview, August 18th/2023,]

In agreement with this idea, other teachers, like Sophia, also highlighted that to integrate teaching

methods from English language teaching provided from St George school into her natural science

classes has enhanced the dynamism in her science classes.

> The greatest benefit I have experienced for the development of natural science classes has been the knowledge of a different teaching approach. We know, for instance, that there is a difference in teaching science compared to the process of teaching English, which tends to be more dynamic, enjoyable, and active. Natural science classes are not usually as dynamic because they have much larger conceptual background that requires students to acquire specific scientific vocabulary. Therefore, to integrate new methodologies has made the science classes much more dynamic. So, for me, it has been the most significant contribution.
>
> *El mayor beneficio que he tenido para el desarrollo de las clases de ciencias naturales ha sido el conocimiento de otro tipo de estrategia. Entonces sabemos, por ejemplo, que existe una diferencia al enseñar ciencias naturales a enseñar inglés, el cual suele ser mucho más*

dinámico, mucho más divertido, mucho más movido. Las ciencias naturales no lo suelen ser tanto porque digamos que tiene conceptualmente un bagaje mucho más grande que hace que los chicos deban apropiarse del vocabulario, el propio de las ciencias. Entonces relacionar   los dos tipos de metodología ha hecho que las clases de ciencias naturales se vuelvan más dinámicas, entonces para mí ha sido la mayor contribución.

[Teacher Sophia´s interview, August 28th/2023,]

From a similar point of view, teacher Miguel emphasizes that the contribution of this initiative was, in fact, that teaching English is not only the responsibility of the English teacher, but also of teachers who are teaching content subjects such as Science and Math.

There are two more teachers collaborating in the English subject now, mathematics and science are incorporating some English into their lessons. This helps to reinforce the language. So, this program's contribution to the school is evident in this way.

hay dos maestros más colaborando con la asignatura del inglés, ya matemáticas y ciencias están trabajando algunas cosas con el inglés entonces pues ayuda a reforzar un poco el idioma. ¿Sí?, entonces esa es una contribución que tiene este programa al colegio.

[Teacher Miguel´s interview, August 23rd/2023]

According to the review of the final report document of the Tandem Challenge, one of the work proposals carried out during the initiative was that teachers shared their thoughts on why English was important for their institution and what it would mean for them to make a transition to a bilingual education. Various models of bilingual education were illustrated, and strategies to promote bilingualism at the institutional level were discussed. One of these pedagogical models for bilingual education was CLIL, which stands for Content and Language Integrated Learning.

In this regard, as an approach to enhance the bilingual teaching and learning process, Content and Language Integrated Learning (CLIL) is proposed; the implementation of this bilingual education approach refers to any educational context in which a foreign language (L2) is used as means of teaching and learning non-language-related subjects. This involves teaching and learning

processes with a dual purpose: the development of subject-specific skills and simultaneously, the development of language skills (Suárez, 2005).

In the context of Colombia, the introduction of CLIL could enhance the curricular integration of bilingual programs by facilitating both subject matter and a second language English in this case. If this approach is effectively integrated into the curriculum and intercultural skills, communicative proficiency tends to improve, and the content is more likely to be learned successfully (Rodriguez, 2011). Nevertheless, it is important to recognize that there is still much work to be done in the public schools in terms of teachers training, materials, and intercultural aspects to ensure the success of language learning and bilingualism through the CLIL approach.

As we have seen, the general contribution according to the teachers´ points of views, who were involved in the Tandem Challenge project was to enhance teachers' methodologies for teaching Math and Science in English by means of the support received for the other teachers from St George School.

 These viewpoints align more with the visions of bilingualism of the national ministry of education regarding the importance to promote English with educational quality.

Views from teachers who did not take part in the process.

This section focuses on the viewpoints of teachers who voluntarily decided not to be involved in the Tandem Challenge initiative. They are teachers of English subject in elementary and high school in the morning as well as in the afternoon shift.

The examination of the data revealed several perspectives regarding the contributions of the Tandem Challenge Strategy to Colombia Viva School. Even though these teachers did not

participate in this project, they report appreciating the interest and enthusiasm they observed in the

individuals who did participate in this initiative. As teacher Marcel states:

> Regarding the contributions of the Tandem Challenge to the school, I would venture to say that, in this first year when the school embraced this kind of project, there was a hesitant participation in general terms, as if we were just beginning this type of endeavor. However, it´s been exciting, there is an interest, there is enthusiasm, but that interest hasn´t yet spread to all the other teachers. It was like a starting point, an eye-opener, allowing at least the academic coordinator to see that we can work with the language in the school. Even though it´s not a bilingual school. Before, the argument was that English wasn´t needed because it´s not a bilingual school. However, after getting involved in Tandem project, he found himself in this situation and realized, "Wow, we need to get involved in this". That´s when he began to get others engaged, which is a positive step.

> *Respecto a las contribuciones de Tandem Challenge al colegio yo me atrevo a decir que en este primer año en el que el colegio se acerca a este tipo de proyecto pues fue una participación digamos tímida en términos generales como iniciando esta clase de ejercicio sin embargo chévere, hay un interés hay un entusiasmo, pero todavía ese interés, no llega a todo el resto de los profesores. Si fue como dar ese inicio como abrir los ojos y permitir que al menos el coordinador académico mirara que si se puede trabajar con el idioma en el colegio después de que lo había descartado y que su argumento antes era que como no es un colegio bilingüe no se necesita el inglés. Entonces, cuando ya metió la pata con esto del Tandem, ya se vio metido en eso entonces ahí si como que dijo "Wao hay que meterle haber" entonces ahí si comenzó a tratar de que la gente se involucrara eso sería algo positivo.*

<div align="right">[Teacher Marcel´s interview, August 21st/2023,]</div>

In this excerpt, Marcel emphasizes that the academic coordinator has now paid more attention to

the teaching and learning a second language, in this case English, which he had previously

dismissed. In connection to this, according to De Mejía´s (2011) perspective it is evident that the

Ministry of Education´s initiative has effectively popularized the concept of bilingualism among

the general population in Colombia.

 For other teachers like Cesar, teachers who attended the experience have achieved an exchange

of knowledge, and he states that such endeavors play a central role in enhancing student learning

and keeping educators up to date. In this regard, he expresses his viewpoint:

Although I do not know the background of this initiative, it seems to me that these types of initiatives are pertinent to promote student learning and also the updating of us as language teachers at the same time to share experiences with other teachers who work in the private sector.

Aunque desconozco el trasfondo de la iniciativa me parece que ese tipo de iniciativas son pertinentes para favorecer el aprendizaje de los estudiantes y también la actualización de nosotros como docentes de idiomas al mismo tiempo compartir experiencias con otros docentes que trabajen en el sector privado.

[Teacher Cesar´s interview, August 25th/2023]

As De Mejia (2011) highlighted, the National Bilingual Program has helped to promote an inclusive vision of bilingualism by requiring that by 2019 all schools and universities graduates should reach a certain level of bilingualism in English and Spanish at the end of their studies (either B1 or B2 as regards English). In other words, this means that bilingualism is now viewed as an achievable goal for anyone, not just limited to a particular social stratum.

Administrators' points of view

Regarding the contributions of the strategy, administrators highlight the introduction of the Tandem Challenge initiative at Colombia Viva School.

As Boris states, it is the first time that Colombia Viva school is exposed to these types of initiatives within the district´s bilingualism framework, even if it is only with three teachers, as I mentioned before, and 11 selected students interested in participating in Tandem Challenge strategy.

Let´s say that it has at least brought the topic of bilingualism in the school´s stage.
Digamos que por lo menos ya se puso el tema del bilingüismo en la escena del colegio.

[Administrator Boris ´ interview, August 25th/2023]

Once again, we observe that De Mejia (2011) emphasizes regarding the positive impact of paying more attention to bilingualism issues, a viewpoint that Boris shares.

As well as Teacher Marcel, who also mentions it above in terms of bilingualism, previously, the concept of bilingualism was not taken into account, nowadays, it is the first time that Colombia Viva school is exposed to these types of initiatives within the district´s bilingualism framework, in other words, with the participation in Tandem Challenge, these spaces are opening up.

> In connection, Regarding the question, would you recommend that the school participate in similar initiatives to the Tandem Challenge in the future? Oscar states: Yes, because it strengthens the school, and the strengths gained are not just for the school but for the students. A student who can express themselves in English has far greater opportunities than one who cannot. They can explore more of the world, travel abroad, read English books, and engage in English conversations. Another language also offers a different way of thinking. It is not just thinking in Spanish; it is about thinking in English, which is so different and forces you to think in a different way.
>
> *Sí, porque eso va dándole fortalezas al colegio y pues las fortalezas no son del colegio son de los estudiantes, un estudiante que puede expresarse en inglés tiene mucho mayores oportunidades, que uno que no lo hace, puede conocer más mundo, puede salir del país, puede leer libros en inglés, puede conversar en inglés, ¡eso es! otro idioma también le da otra forma de pensar no es solamente pensar en español sino ... en inglés por ser tan diferente, pues lo obliga a pensar de forma diferente.*
>
> [Administrator Oscar´s interview, September 1st/2023]

Oscar emphasizes that the contribution of this initiative is the importance that students be able to express themselves in English. Here we observe De Mejia's assertion that bilingualism in Colombia has primarily been limited to Spanish and English.

Students' insights

It motivates me even more to be able to have a better level of English.
Motivarme aún más para poder tener un mejor nivel de inglés.

> [Student Anny ´s questionnaire, August 24th/2023]

The motivation to continue studying English.

El ánimo de seguir estudiando inglés.

[Student Tomas ´questionnaire, August 25th/2023]

It was very good since it helps to become more fluent in English communication.

Fue muy bueno ya que ayuda a soltarse un poco más con la comunicación en inglés.

[Student Veronica ´s questionnaire, August 25th/2023]

As these students state, the Tandem Challenge strategy contributed to motivate them in the learning of English through the interaction with the peers and teachers from St. George school. As Gardner (1985) argues, motivation is a central factor in the process of language learning, students who are motivated tend to display higher levels of engagement, dedication, and perseverance in their studies. Motivation can be divided in two main categories: internal motivation, driven by personal interest, and external motivation, which comes from outside sources.

In the previous excerpts, it is evident that external motivation has been present. The students are motivated to learn English through interaction with their peers from St. George school. This motivation comes from an external source. In summary, external motivation is evident through the positive influence of external factors such as learning strategies and interaction with other students.

As reported in the final document of the Tandem Challenge project, one of the contributions of this strategy was that both teachers and students discovered they had many things in common, and that they all had experience and ideas to share. The work around bilingual education became an opportunity to get to know people and to share common interests and create bonds among students.

> *As teachers and students, we discovered we have many things in common, and that we all have experiences and ideas to share.*

[Tandem Challenge final report, August 28th/2023]

As discussed throughout this category, it is clear that the Tandem Challenge strategy has made significant contributions for some teachers and some students, these include different learning strategies in Mathematics and Science subjects, discussion and awareness of the notion of bilingualism at Colombia Viva School and the motivation of the students who participated in the project.

As expressed by De Mejia (2011), bilingualism is an opportunity to foster an inclusive perspective within schools even though the official focus has been on English -Spanish bilingualism and the importance of giving more consideration to issues related to bilingualism.

In the following section, however, I will discuss the challenges that need to be considered in the implementation of these language policies in public schools, focusing on the Tandem Challenge strategy.

The Challenges of the implementation of Tandem Challenge strategy at Colombia Viva School

In the previous category, we have seen the most positive aspects highlighted by the teachers, students, and administrators regarding the implementation of the Tanden Challenge strategy carried out in 2022. Now, I analyze how such initiatives can be improved from the point of view of the whole academic community.

As shall be discussed in detail below, the examination of the data revealed several significant points that highlight the different challenges emerging from the implementation of this initiative.

These include Limited impact of the Tandem Challenge at Colombia Viva School, imposition dynamics of the initiative, lack of resources and planning for implementing this strategy, and the narrow view of bilingualism.

Limited impact of the Tandem Challenge at Colombia Viva school

The evaluation of the limited impact of this initiative presents a critical perspective to consider the success of educational programs and policies implemented at this school. This subcategory explores the elements and obstacles that have restricted the influence of this strategy.

It had a limited impact, considering the insufficient dissemination of both the opportunity to take part in this initiative and the subsequent results. Likewise, the small number of participants involved.

Concerning the dissemination of this strategy, participating teachers have expressed lack of knowledge regarding the impact or outcomes of the Tandem Challenge project. Particularly, there is limited information about the experience of teachers who took part in this initiative. As Cesar mentioned:

> I really don´t know the results and the type of the experience that the colleagues who got involved in this program had last year.
>
> *Realmente desconozco los resultados y el tipo de experiencia que los compañeros que se involucraron el año pasado tuvieron con este programa.*
>
> [Cesar no participant teacher´s interview, August 25th/2023,]

From a similar point of view, teachers Marcel and Pilar say:

> I saw very little of the Tandem Challenge in the institution. What I saw was on my own initiative, I tried to stay informed, not because I felt any impact or anything like that, no!

En realidad, pues, fue muy poco lo que vi, digamos que mostrara la presencia del Tandem Challenge en la institución, solo lo que vi fue por iniciativa propia, trate de estar como pendiente de averiguar, ¡pero no porque se haya sentido algún impacto o algo así… no

[Teacher Marcel´s interview, August 21st/2023,]

The idea of bilingualism or any impact on the Colombia Viva school was not visible in this experience.

no se vio esa idea de bilingüismo ni de impacto en el colegio Colombia Viva en esta experiencia.

[Teacher Pilar´s interview, August 22nd/2023,]

As these teachers state, and as I also noted above, there was a lack of dissemination of the initiative to encourage more teachers to participate in this initiative. Also, the presentation and discussion among the academic community for the implementation of the strategy and its connection to this specific context in terms of the school´s educational project (PEI), objectives, materials, methodologies, and evaluation. In line with this, Miranda and Echeverry (2011) emphasize the importance of school administrators adopting and inclusive management approach to overcome the limitations of these actions. This method should involve integrating the implementation of the National Bilingual Program (PNB) with the institution´s projects and ensuring that it is known and discusses by all academic community.

Imposition dynamics of the initiative

In this section, I will analyze the complexities of this imposition dynamics, exploring the improvisation and implications associated with introducing and enforcing this initiative. With regards to this subcategory, it is important to highlight that some teachers hold a critical view of how Tandem Challenge strategy was implemented at the school. Specifically, some of them refer to the attention to the role played by language polices, and the aspect to which they should be either rigorously imposed or collectively crafted. Regarding this matter, Pilar mentions:

Yes, more than an experience it was an imposition by the coordinator because he did not involve us to discuss the possibility of implementing the initiative here at the school in mutual agreement. On the other hand, I perceive that what they intend is that a private bilingual school tells the public school how to teach English.

Si, más que una experiencia fue una imposición por parte del coordinador, porque no nos convocó a nosotros los profesores para plantear la posibilidad de llevar a cabo la iniciativa aquí en el colegio en común acuerdo. Por otra parte, percibo que lo que pretenden es que un colegio privado bilingüe le diga cómo enseñar inglés a un colegio público.

[Pilar no participant teacher's interview, August 22nd/2023,]

In connection with this, Marcel said:

This Tandem strategy idea came about from a stumble by the academic coordinator. So, we found ourselves somewhat stuck into it, but we were not ready or organized to carry it out.

Realmente pues el llegar a esta cuestión del Tandem fue por una trastabillada del coordinador académico. Entonces, quedamos ahí como metidos en eso, pero realmente no estábamos listos ni organizados para hacerlo.

[Marcel no participant teacher´s interview, August 21st/2023,]

This excerpt refers to the improvisation that exists in this type of initiatives. According to Marcel, there was no prior work with the teachers, and this affected the reception of the strategy at the school. In agreement with this, Spolsky (2009), argued the idea of crafting language policies through collaborative efforts, engaging teachers, administrators, and students guarantee that all academic community involved are organized to execute the implementation of the program. In other words, it appears that this collaborative approach, which has been lacking in our school and seems to be a global challenge that should be considered as a critical aspect of policy development.

Lack of resources and planning for implementing this strategy

In any bilingualism policy implementation, resources are very important, especially when it comes to bilingualism. Here it is significant to recall Cardenas' (2006) questionings of the suitability of the country´s conditions for bilingualism, as there are limited hours allocated for English teaching,

a shortage of materials, large class sizes, and overall few opportunities for genuine English communication.

As shown here, all these factors affected the implementation of the Tandem Challenge strategy at Colombia Viva. For example, in terms of resources, teachers like Nancy and Pilar and even Boris. one administrator, expressed their concerns about the insufficient resources for implementing this initiative.

> I would say that more resources are needed, many resources, in order to continue promoting English language learning.
>
> *Yo diría que faltan más recursos, muchos recursos como para poder seguir incentivando el aprendizaje del inglés.*
>
> > [Teacher Nancy ´s interview, August 18st/2023,]
>
> Regarding the material provided by Tandem, it was very limited.
>
> *En cuanto al material enviado por Tandem fue muy poco.*
>
>
> > [Teacher Pilar´s interview, August 22nd/2023,]
>
> Regarding the material, what Tandem provided is very minimal. Tandem is a platform with the idea that people will engage with it and use it to learn English. However, this implies extra time, and our school operates on a full-time schedule, making it quite challenging to expect students or teachers to allocate extra time for it.
>
> *Respecto del material lo que envío el Tandem es muy poquito. Tandem es una plataforma, la idea es que la gente se meta a la plataforma y haga cosas en plataforma para aprender el inglés, pero eso supone tiempos extras y nuestro Colegio tiene jornada completa, entonces es muy complicado pensar en que los chicos van a sacar tiempo extra para o los profesores van a sacar tiempo extra para.*
>
> > [Administrator Boris´ interview, August 25th/2023]

 As can be seen, resources were limited, and this is once again highlighted by Pilar when she mentions that the material sent by Tandem was very minimal. In this final segment by Boris, he also mentions both resources and time required for teachers and students, which were not taken into account during the planning of this initiative.

In this regard, Hornberger (2008) argues, it is necessary to consider the socio-economic factors that influence resource allocation in bilingualism and language education. On the other hand, the role of materials in Tandem Challenge strategy was critical for effective language learning. In this case, insufficient or inappropriate material as Pilar, Nancy and Boris have emphasized, the implementation of a platform as a learning material is inadequate because it does not align with the specific context of Colombia Viva, especially in terms of its connectivity.

For other teachers like Sophia, the main limitation is the insufficient allocation of financial resources to the program, as the limited resources can significantly impact the effective implementation of the program. She says:

> I consider that the main limitation is the insufficient allocation of financial resources to the program, meaning that the resources are quite limited. For example, last year, I believe the budget for the project was only 1.500.000, and within the strategy, we had many ideas that couldn´t be implemented due the budget. So, I would say this is one of the limitations.
>
> *Yo considero que la principal limitación es que no se le asignen tantos recursos económicos al programa, es decir, que el recurso sea como tan, limitado. Por ejemplo, el año pasado creo que era únicamente 1.500.000 el dinero para el proyecto y dentro ya de la estrategia, se nos ocurrieron muchas ideas que no pudieron ser llevadas a cabo precisamente por el límite en el presupuesto. Entonces pensaría que es una de las limitantes.*
>
> [Teacher Sophia´s interview, August 22nd/2023]

In connection to this, Garcia`s (2014) research highlights the importance of maintaining the necessary resources to support language policies. As shown in the previous excerpts, Sofia and other educators are concerned that without the proper funding, it may be difficult to create an appropriate environment according to the context where students can benefit from the program.

Here, it is important to consider the theory of policy enactment Ball, Maguire, & Braun (2012) to refer to the process to implement and carry out policies, specifically in the context of resources,

this involves the execution and application of the policy related to the management and distribution of resources within the specific school environment. In other words, policy enactment in the educational resource context involves the real-world application of the policy about how resources are allocated in schools. This includes to distribute funds, educational materials and managing technology. Therefore, this requires careful planning, clear communication, resource allocation aligned with policy directives, continuous monitoring, and regular evaluation to ensure that resources are used in a way that aligns with the educational objectives and needs of the school community.

Another aspect is the opportunities for professional development, whenever a policy is implemented, there are various factors to consider, one of these factors, as I mentioned in the previous section, is resource management. Another critical point is to provide opportunities for teachers´ professional development. This involves teachers in collaborative policy discussions, listening to their voices, and taking into account their educational context needs. Thus, regarding areas of improvement in the future of this initiative, teachers recommend the need for additional and ongoing opportunities. As they argued,

> Teachers should also be supported, backed, provided with further education, and given opportunities for international exposure or immersion experiences. This would truly prepare us to perform our best, rather than solely relying on bringing   native speakers. While native speakers possess the natural language, local teachers have the educational background and pedagogical skills. If local teachers can attain a higher level through immersive experiences and training, their contribution could be significantly greater than what is currently achieved. Therefore, we must also consider investing in the teachers´ training.
>
> *También que los profesores sean apoyados, respaldados, tengan estudios, los manden al exterior, los manden a hacer inmersión, nos preparen realmente mejor para poder hacer una labor al cien y no solamente traerles hablantes nativos, porque el hablante nativo pues tiene el idioma nativo , pero el profesor, el docente de acá tiene la formación y tiene la pedagogía, si además logra tener el nivel con una buena inmersión, con una buena experiencia de esta índole, pues pudiera ser muchísimo mayor aparte de lo que actualmente se hace , entonces hay que pensar también en la formación de los docentes.*

[Nonparticipant Teacher Marcel´ interview, August 21st/2023,]

As the excerpt above shows, this initiative fell short with regards the teachers´ needs, likewise the interesting vision that this strategy holds. Given the significant amount of money invested to bring foreigners, it could be better invested in the training of local teachers. In other words, as Marcel emphasized, if resources were used as he suggests, namely in the training of teachers, the contribution of these types of projects could have a more significant impact.

Therefore, this policy should have been discussed and coordinate with the academic community.

From a similar viewpoint teacher Nancy argued:

> Well, initially and if we would like Colombia Viva school to have more teachers involved in the proposal, the idea is to train teachers and offer courses for that purpose because many teachers would like to be part of a proposal, but there isn´t enough training.
>
> *pues inicialmente sí quisiéramos que el colegio específicamente Colombia viva más profesores se integren con la propuesta la idea es que se capaciten a los docentes y se den cursos para ello porque muchos docentes quisieran involucrarse a la propuesta, pero no hay la capacitación suficiente.*

[Participant Teacher Nancy ´s interview, August 18st/2023,]

Therefore, to ensure the effectiveness of these opportunities, teachers should be accompanied by other resources, such as immersions, courses and training, as Marcel and Nancy mentioned above. Despite proposals from the national bilingualism policy, these opportunities are often limited in scope and only accessible to a few teachers.

With regards to this, Ricento (2007) has examined, the difficulties of language policies within diverse societies, highlighting the need for teacher training to face this challenge.   Regarding this, Cruz-Arcila (2017) emphasizes the importance to make English Language Teaching (ELT) policy more socially relevant and less automated by focusing on teacher professional development. In other words, to improve the teaching of the English language (ELT) policies in ways that are more responsive to societal needs and less rigidly automated. The focus should shift towards enhancing

the professional growth of teachers, instead of relying on inflexible and mechanized policies, so the suggestion is to invest in the training and development of educators as means to enhance the quality of English language education, tailored to the specific needs and contexts of academic community.

For other teachers like Cesar, it is necessary to consider his own English projects in these types of initiatives. He mentioned that,

> These types of initiatives could be improved in the future if teachers who participate are given adequate space, recognition, and provided with the necessary tools so that the projects we initiate are taken into account. Many times, we have projects aimed at contributing to the development of the second language, but our voices often go unheard.

> *Este tipo de iniciativas en el futuro se podrían mejorar siempre y cuando a los docentes que participen se les de los espacios suficientes, se les haga un reconocimiento, se les brinde las herramientas necesarias que los proyectos que nosotros tenemos como iniciativa sean tenidas en cuenta porque muchas veces tenemos proyectos en contribución del desarrollo de la segunda lengua, pero no somos escuchados.*

[Teacher Cesar´ interview, August 22nd/2023,]

Regarding teachers` discontent with their opportunities for their professional development, these educators believe that a significant need exists for immersion programs. They think these programs would allow teachers to improve their language skills and gain practical teaching experience needed to implement educational policies. Additionally, Moya (2012) points out that the immersion programs are not just perceived as a chance for teachers to acquire knowledge about content and language but are also regarded as an enrichment of Colombian cultural experience for all participants.

In addition to the previous challenge, another hurdle of this strategy relates to the time, commitment and the distance required to travel from one school to another. Thus, the limitations

associated with time and distance, due to the significant travel demands between the two schools require an investment of teacher`s time, commitment, and dedication. In this regard, Boris argues that:

> Another difficulty is that organizing meetings between schools is quite complicated due to the distances involved. Organizing it virtually is also very complex because we had to coordinate schedules with teachers who had classes. We had to find a day with fewer classes, which was a real challenge. This requires a lot of time and effort in terms of scheduling and coordination.
>
> *La otra dificultad es que el encuentro entre Colegios es muy complicado por las distancias entonces que organizarlo virtual también es muy complejo porque tocó organizar unos tiempos con los profesores que tenían clases, entonces toco mirar, que el día de menos clase y que ya se podía, que ya no se podía, entonces todavía es muy complicado; esto requiere de tiempos, de espacios.*
>
> [Boris´ interview, August 25th/2023]

This meant that the teachers who took part in the initiative had to transport themselves to the meeting scheduled by St. George´s School, and the students of those teachers who attended St. George School did not have classes that day. Thus, this had an impact on the students, as they missed their regular classes, causing disruptions in their learning schedules.

According to the students' viewpoints on the Tandem Challenge strategy regarding time, they highlight a desire for more frequent interactions, and they express a wish to have more opportunities to connect with their peers from St. George school, as is shown in the following excerpts:

I would like it to be more times that we could see each other with this school.
Me gustaría que fueran más veces las que nos pudiéramos ver con este colegio.

[Student Anny ´s questionnaire, August 25th/2023,]

> Time, I would like it if next time there are more than two days to prepare better.
>
> *El tiempo, me gustaría que si vuelve a realizar sean más de dos días para preparar mejor.*

[Student Lili ´s Questionnaire, August 25th/2023]

From a similar point of view, teacher Marcel said:

> Well, the main limitations that the Tandem Challenge had to face are the teachers´ schedules, their busy commitments, and limitations in terms of time and space due to the long distance involved. All of this requires time, dedication, and commitment, so there wasn´t much response, only four teachers got involved.
>
> *Bueno, las principales limitaciones que tuvo que enfrentar el Tandem Challenge son los tiempos de los docentes, las ocupaciones, las limitaciones en cuanto a tiempos y a espacios porque los desplazamientos para moverse por allá lejísimos, todo eso implica tiempo, dedicación compromiso entonces no hubo mucho eco solamente cuatro maestros se involucraron*

[Teacher Marcel´ interview, August 21st/2023]

According to this, the Tandem Challenge faced a notable obstacle due to the considerable geographic separation between Colombia Viva and St George School. This distance presents difficulties in facilitating participation in shared activities among students and teachers. Another aspect is the difference in school calendars, making it challenging to coordinate meetings. Regarding this matter, Teacher Miguel states:

> The only thing that complicates us a little bit is that the other school follows a schedule B, while we follow schedule A, sometimes it is a little bit difficult. That´s why as we are just about to start, they are beginning their school year, and we are almost finishing ours. So, it does pose a bit of a challenge on that front.
>
> Lo único que se nos complica un poquito es que el otro colegio tiene calendario B y nosotros calendario A, entonces a veces se nos cruza un poco, por eso apenas vamos a iniciar, ellos están iniciando año y nosotros casi finalizando entonces si se dificulta un poco por ese lado.

[Teacher Miguel´s interview, August 23rd /2023]

As shown in these excerpts, the situation highlights the importance of coordinating schools' calendars between Colombia Viva and St George schools to facilitate their interactions. An early

planning and adaptability are essential to overcome the challenges posed by differing schedules, ensuring effective participation.

The final challenge in the Tandem Challenge initiative expressed by the academic community is to ensure its long-term sustainability and the need to assess the Tandem Challenge strategy. In connection to this, some teachers say:

> Well, I believe that these initiatives should be continued without limitations, not just for a single government term or a set period, but with ongoing efforts. It's important to establish clear long-term objectives while setting smaller, specific goals to achieve those general objectives.
>
> *pues yo creo que, dándoles continuidad, no limitándolas, digamos para un periodo de gobierno o para un periodo limitado, sino dándole consecución, poniendo unos objetivos claros, pero que esos objetivos quizás sean a largo plazo y se pongan pequeños objetivos específicos que sirvan de camino para llegar a esos grandes objetivos generales.*

[Teacher Sophia´s interview, August 28th /2023]

It suggests that policies should not be influenced by the political cycles of different presidents or mayor but rather should be part of a continuous strategic effort considering its evaluation and recommendations about its implementation in public schools.

In the same perspective, other teachers and administrators like Boris and Oscar believe that Tandem Challenge should be a consistent strategy no matter the political shifts in leadership.

> I think another comment is that hopefully, who takes on the role of academic coordination will continue with the initiative, keep working on it, strengthen learning process, and extend invitations to other areas so that we can all participate.
>
> Me parece que otro comentario es, ojalá que quien llegue a la coordinación académica mantenga la iniciativa, se siga trabajando, se fortalezca en los aprendizajes, se fortalezca la invitación a otras áreas para que todos podamos participar.

[Administrator Boris' interview, August 28th /2023]

We need to keep doing it, yes, continuity is important.

Tenemos que seguir haciéndola, si, continuidad.

[Administrator Oscar´s interview, August 28th /2023]

Regarding the continuity and sustainability of Tandem Challenge strategy according to the academic community, it is important to emphasize that these types of initiatives should not be short-term projects but rather long-term and taking into account that continuity means to avoid abrupt changes or disruptions with each change of leadership or administration. Additionally, to ensure sustainability, it is important to establish clear achievable long-terms objectives to carry out these types of programs in the public schools.

Furthermore, teachers and students underscore the importance to evaluate the strategy and its execution at the Colombia Viva School, with regards to this, teacher Marcel and Cesar mention:

Perhaps next year, there is hope that the matter will be better thought of or at least, the school can come together to consider and discuss how to provide some kind of reception for an initiative like this.

De pronto el año entrante se aspira a que este mejor pensada la cuestión, o que al menos la institución como tal se pueda reunir y pensar y plantear de qué manera pudiera tener alguna acogida una iniciativa como esta.

[Teacher Marcel´ interview, August 21st/2023]

This evaluation serves as an invaluable instrument for enhancing the initiative´s effectiveness and determining its future course. In a similar viewpoint teacher Cesar state:

It is advisable for the school to participate in such activities and other projects, but it´s important to be selective. One should assess whether the project will impact all educational

community, considering its coverage and relevance to the school's educational emphasis. The aim should be to avoid creating a patchwork of disconnected efforts and prevent becoming overly scattered, where many activities are initiated but none are fully completed. It´s crucial to prioritize and focus on projects that aligns with the school´s objectives to make a meaningful impact. Regarding the experience with St. George´s School, I believe it would be wise to review the relevance, scope, and impact it had on the educational community. It´s essential to assess whether the students who participate made any progress in learning and to determine if there was an exchange of knowledge, strategies, and insights between teachers from both St. George and Colombia Viva schools.

Si es recomendable que el colegio participe en este tipo de iniciativas y en otros proyectos pero que sean seleccionados mirar si en verdad el proyecto tendrá impacto dentro de toda la comunidad educativa, mirar la cobertura, mirar la pertinencia del proyecto al énfasis del colegio para no formar una "colcha de retazos" y volvernos activistas y hacer de todo y al mismo tiempo hacer nada y dejar todo a medias. Respecto a la experiencia con el colegio ST George creo que sería prudente revisar la pertinencia, la cobertura y el impacto que haya tenido en la comunidad educativa mirar si en verdad los muchachos que participaron tuvieron algún avance en el aprendizaje y en el dominio de la segunda legua y mirar si hubo un intercambio de saberes, de estrategias, de conocimientos con los docentes que participaron tanto del colegio ST. George como del colegio Colombia Viva.

[Teacher Cesar´ interview, August 22nd/2023]

As shown in the previous excerpt, Cesar´s recommendation underscores the importance of decision-making when it comes to school participation in these types of initiatives. The focus should be on projects that can genuinely benefit the entire academic community, align with the school´s priorities, and avoid fragmenting efforts that lead to incomplete initiatives. Likewise, the emphasis on prioritization and maintaining a coherent, purpose-driven approach is crucial. On the other hand, it is necessary to reflect about the experience with St. George school, in other words, a critical evaluation of its relevance, scope, and impact on the academic community. Also, this assessment should measure the progress of students and evaluate the knowledge exchange, strategies, and insights between teachers from St. George and Colombia Viva Schools to ensure that this initiative contributes significantly to the academic community´s objectives.

From a similar perspective, student Veronica highlights a concern, the inability to assess the final work, there was no feedback. She says:

> It was not possible to evaluate the final work or the affinity it generated in those who saw it afterwards.
>
> *No se pudo evaluar de forma posterior el trabajo final ni la afinidad que generó en quienes lo vieron*

[Student Veronica´s questionnaire, August 25th/2023]

These views raise questions about the long-term impact and reception of the project, suggesting the necessity for a post-project evaluation and a deeper understanding of its audience ´s reactions.

Thus, it is an urgent step to comprehend how effective the Tandem Challenge strategy is, likewise, to pinpoint where the enhancements are necessary to guarantee that the program aligns with the Colombia Viva school´s objectives and requirements.

Narrow view of bilingualism

Despite discussion of bilingualism at Colombia Viva School by the academic community, it is evident that the prevailing perspective on bilingualism remains confined within narrow boundaries.

From a multicultural perspective, De Mejia (2006) argues that limiting the notion of bilingualism to Spanish/ English bilingualism results in a distorted view of the complex interaction between languages, cultures, and identities in the Colombian context. According to De Mejia, it is essential for Colombia to implement a fair language policy that includes all the languages and cultures within the nation. In consonance with this, Usma (2009) states that the instrumental view of Spanish- English bilingualism not only excludes indigenous languages and other foreign languages but also imposes foreign discourses and practices on the country at the expense of local knowledge.

On the other hand, Guerrero (2008) points out that the concept of bilingualism is frequently reduced to the mere ability to speak English.

In connection to this notion, what the academic community mentioned above aligns with this limited perspective of bilingualism, in terms of the common belief that bilingualism means speaking English.

As these following excerpts demonstrated, regarding the question "What do you think about the national government´s initiative to promote the teaching of English throughout the entire educational system?" Teachers Pilar and Sophia answered,

> I believe it is extremely important, more than an option, it is now a necessity considering the global demands to have a language that works in all contexts, and English becomes of vital importance.
>
> Creo que es   importantísimo, más que una opción ya es una necesidad frente a lo que son los requerimientos del mundo de tener un idioma que funcione en todas las instancias y el inglés se hace de vital importancia
>
> [Teacher Pilar´s interview, August 22nd/2023]

In the same line, Sophia said,

> It is a wonderful initiative; I believe we should provide students with the necessary opportunities to connect with the world. Nowadays, as I tell my students, to now English is not a privilege, it has become a necessity.
>
> Es una iniciativa maravillosa, yo pienso que hay que brindarles a los estudiantes las oportunidades necesarias para que se conecten con el mundo. Hoy en día como yo le comento a los estudiantes no es un privilegio tener una segunda lengua se ha convertido en una necesidad
>
> [Teacher Sophia´s interview, August 28th /2023]

These statements highlight the increasing significance of English fluency in the interconnected global society. Pilar´s viewpoint underscores that English has changed from being an elective choice to a fundamental need. Likewise, Sophia´s statement, aligns with this point of view, she reaffirms that in today´s context, speaking English is not a privilege but a basic requirement to access opportunities and engage with the world.

From a similar perspective students Freddy and Lily to the question "Why they enjoyed learning

English?" they mentioned,

> It is an important language used worldwide that opens new doors in the professional sphere.
>
> Es un idioma importante, que se utiliza en todo el mundo, te abre nuevas puertas en el ámbito laboral.
>
> <div align="right">[Student Freddy´s questionnaire, August 27th/2023]</div>
>
> It is the most widely used language in the world to make business and developing new technologies.
>
> Es el lenguaje más usado en el mundo por su practicidad a la hora de desarrollar negocios y nuevas tecnologías.
>
> <div align="right">[Student Lili ´s Questionnaire, August 25th/2023]</div>

Regarding this, Guerrero´s (2008) critical analysis of the curriculum standards document issued

by the Ministry of Education (MEN). She concludes that in Colombia, bilingualism is reduced to

the only ability to speak English. Based on this perspective, she argues that bilingualism has taken

on a standardized, one dimensional, and exclusive meaning. Guerrero supports, her viewpoint

highlighting the prevalent belief that the only way to be recognized as bilingual in Colombia is

speaking English and there is not established framework for teaching any other language.

Additionally, English-Spanish bilingualism is important for the same reasons the participants in

this study have highlighted. However, it is highly problematic to just think of this monolithic

understanding of bilingualism. Also, bilingualism is just assumed as the task of teaching a second

language, the individual performance measured by means of test, not as a social phenomenon that

implies many other factors.

In this chapter, I have outlined the categories and subcategories that emerged during the data

analysis phase; these were explained in the light of theory and supported by pertinent examples

extracted from the various data collection instruments employed. In the next chapter, I present the conclusions and the implications from these findings, including the limitations and some recommendations for future research.

Chapter 5   Conclusions and Implications

Conclusions

This qualitative case study analyzed the experience of the academic community of Colombia Viva I.E.D in the participation of the Tandem Challenge strategy. Considering the first main question which inquired about the perceptions of the academic community of Colombia Viva I.E.D. regarding their participation in the Tandem challenge strategy of the district bilingualism program, the data showed that the academic community's viewpoints are diverse; some teachers and all the students who participated in this program have expressed enthusiasm, interest and motivation in this initiative, with the interactions between students and their Tandem counterparts. According to the students` perceptions, they feel more confidence to practice English. However, a noteworthy aspect is the lack of information regarding the background and objectives of this initiative expressed by some teachers, which has generated some uncertainties. Despite the benefits, the academic community feels the need to know more about the dissemination regarding the purpose and concrete results of these experiences. In general, according to teachers, students and administrators, these types of initiatives are relevant for fostering student learning and teacher development. Nevertheless, the absence of prior groundwork in introducing and discussing the execution of the strategy within the educational community raises concerns about the implementation of this project at the context of Colombia Viva School and how to ensure the success of this strategy in the future.

On the other hand, the participation in the Tandem Challenge initiative highlights a narrow perspective of bilingualism within the academic community of Colombia Viva School. The perceptions of the teachers, students and administrators show a predominant emphasis on

bilingualism mainly focuses only on speaking English without considering the opportunity to learn other languages.

In relation to the first sub question which asked about the contributions of the project for Colombia Viva School from the point of view of teachers, students, and administrators, it is evident that the Tandem Challenge strategy has made significant contributions to some teachers and students. As I noted in this study from different perspectives within the academic community, these contributions relate to the possibility of enhancing teachers` methodologies for teaching Mathematics and Science subjects in English and the participating students` motivation of learning English.

Also, regarding the Tandem Challenge project`s final report, one of the significant outcomes of this strategy was to share experiences and ideas with St George school.

In agreement with De Mejia's (2011) viewpoint, bilingualism provides an opportunity to foster inclusivity within schools, despite the predominant emphasis on English-Spanish bilingualism. This highlights the potential for a broader approach to language diversity in educational contexts, promoting inclusiveness for students from various linguistic backgrounds.

Regarding the second sub question, the areas to be strengthened for a strategy like the Tandem Challenge or similar initiatives to be applied at the context of Colombia Viva School; several aspects deserve attention, firstly, there is a need to improve the promotion and planning of the strategy with prior and sufficient preparation before its implementation in Colombia Viva school in order to avoid improvisation. As Marcel noted, the absence of previous preparatory work with teachers had an unfavorable effect on the impact on the initiative`s reception within the school. Another aspect to consider, is the limited resources. As Pilar noted, the materials provided by program were quite scarce. Also, Boris mentioned that the issues of resources and time were not

taken into account during the planning of this initiative. Another element to consider is the potential for enhancing professional growth, this includes engaging educators in collaborative policy dialogues, considering their perspectives, and addressing the educational requirements for the specific context. Finally, when thinking about future improvements for this initiative, teachers suggest a necessity for professional development opportunities, such as immersions, training, seminars, etc.

Pedagogical Implications

As indicated by Cruz Arcila (2012), bilingualism is a multifaceted and intricate phenomenon influenced by a range of factors, including linguistic, epistemological, cultural, social, individual, and pedagogical aspects, as well as power dynamics that may impact the inclusion or exclusion of prestigious languages. In accordance with the content presented in this research, the concept of bilingualism extends beyond merely speaking English. It encompasses viewpoints from which these are approached the contextual conditions, individual and social motivations, as well as the cultural and political implications that influence this phenomenon. Hence, a bilingualism strategy such as Tandem Challenge, must take these aspects into consideration and implement measures to ensure that this initiative considers the public schools' diversity related to the factors mentioned above. As Sanchez and Obando (2008) argue, there are educational institutions with a very limited number of weekly hours dedicated to teaching English. For instance, as highlighted by teacher Pilar, public policies are not significantly contributing to the enhancement of English language due to the limited weekly teaching time (just 3 hours), which is notably insufficient in comparison to the ten hours offered by private schools or institutions that have bilingual education or the

inclusion of subjects in various languages. It underscores the need for equitable language education policies.

An additional key aspect is to offer opportunities for the professional growth of teachers. This entails engaging teachers in collaborative policy dialogues, listening to their voices, and addressing the specific educational requirements of their context. Consequently, concerning future enhancements of this initiative, teachers recommend more continuous and supplementary professional development opportunities. As Marcel stated, if local teachers can attain immersive experiences and training their contribution could be significantly greater than what is currently achieved.

On the other hand, in the context of the experience with St. George school, teacher Cesar noted that is advisable to review the relevance, scope, and impact it had on the educational community. An assessment should be made to determine if participating students made progress in their learning, and to identify whether there was a meaningful exchange of knowledges, strategies, and insights between teachers from both St. George and Colombia Viva Schools.

In accordance with this, from the perspective of police enactment, as described by Ball, Maguire, and Braun (2012), the materials and the allocation of the resources play a central role in how police can be implemented successfully; this encompasses the allocation of funds educational materials, and the management of technology. Hence, it needs planning, communication, and regular assessment, to ensure that resources are utilized in a manner that aligns with the educational goals and the needs of the school community.

Finally, according to Cruz Arcila `s (2017) point of view, there are various methods for making ELT (English Language Teaching) policy less mechanistic and more grounded in the social

context. A constructive initial step could entail defining policy objectives that are realistically achievable, taking into account the specific circumstances and available resources. In agreement with this, teacher Sophia suggests that it is important to establish clear long-term objectives while setting smaller, specific goals to achieve those general objectives.

Furthermore, it is important to clarify that these types of initiatives, as mentioned by teacher Marcel, should not be the responsibility of teachers alone, but require the participation of all the academic community.

Another aspect in which Tandem Challenge strategy can improve is by ensuring that teachers` voices are heard and their own projects are considered for such initiatives. Thus, it is not about teachers changing completely their educational practices, but rather teachers being able to negotiate and enhance their pedagogical approaches. As teacher Cesar mentioned, "many times, we have projects aimed at contributing to the development of the second language, but our voices often go unheard". In other words, the initiative should adapt to the school`s context, and not the school to these types of initiatives.

Limitations of the study

One significant limitation of this research arises from the lack of systematic evaluation concerning the Tandem Challenge strategy implemented at Colombia Viva School. Despite the contribution of this initiative, I encountered a substantial obstacle to assess its impact at the school, because there was no trace of any formal assessment or reports that could provide insights about this project and its outcomes. Thus, it was difficult to draw concrete conclusions regarding its impact on the academic community. Considering this limitation, and to obtain more information about this strategy, I had to contact the individuals who led this initiative, and the purpose of that communication was to get a final report and any relevant data that could contribute to this study.

Further research

This case study represents one of the initiatives to examine the development and enactment of language policies in public schools. In this specific case, the focus is on the evaluation of the Tandem Challenge strategy by exploring the complexities of implementing this initiative in public institutions. Thus, in light of the findings from the present study, it seems to generate more questions than it can address. For example, this research specifically concentrates on one of the pairs participating in this initiative, so I would like to conduct other similar investigations with other participants from the 19 pairs engaged in the Tandem Challenge program 2022. This would involve exploring public schools like IED Alexander Fleming, La Felicidad IED, and Ciudadela Educative Bosa, etc. where this project was implemented, to gain a deeper understanding of their respective outcomes and impact.

Furthermore, it is important to broaden future studies to include different participating bilingual private schools, such as San Viator Gimnasio Moderno, San Juan de Avila, and Buckingham schools among others. These institutions should be considered, to gain insights about their perspectives and experience with this initiative.

On the other hand, a more longitudinal study (a longer period) would be beneficial in a context with a larger number of participants. In the case of this study at Colombia Viva IED, the number of participants was quite limited.

Finally, this research has focused exclusively on examining the perceptions of the academic community regarding the Tandem Challenge strategy implemented at Colombia Viva School in 2022. Another significant study I would like to conduct involves examining this program´s continuity and its innovation for future years. As previously mentioned, this exploration would extend to diverse public and bilingual private school contexts.

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APPENDICES

Appendix 1   Institutional consent form
Bogotá, Agosto 2 de 2023

SR,

Otto Leonardo Gómez Huertas.
Rector
Colegio Colombia Viva I.E.D.
Cordial saludo,

En la actualidad me encuentro cursando el quinto semestre de la Maestría en Enseñanza de Lenguas Extranjeras en la Universidad Pedagógica Nacional y como requisito para obtener mi título estoy interesada en llevar a cabo un proyecto de investigación con profesores y estudiantes de la jornada mañana que participaron en la iniciativa "**Tandem Challenge"** en el año 2022; y cuyo objetivo es analizar la experiencia de la comunidad académica del colegio Colombia Viva en la participación de la estrategia **"Tandem Challenge ".** Para recoger la información necesaria de este proyecto se utilizarán diferentes instrumentos tales como entrevistas y cuestionarios.

El estudio no conlleva ningún riesgo ni ningún costo, los participantes no reciben ningún beneficio material y no se dará ninguna compensación por participar. El proceso será estrictamente confidencial, los nombres de los participantes no serán utilizados en ningún informe. Los resultados de la investigación podrán ser publicados o presentados en revistas o eventos académicos con previa autorización de la comunidad académica. La participación es voluntaria, el participante tendrá derecho de retirarse de la investigación en cualquier momento y no habrá ningún tipo de sanción o represalias.

Solicito su aprobación y apoyo para la ejecución de ese proyecto el cual contribuirá a conocer que evaluación se hace de la participación de Colombia Viva I.E.D. en esta experiencia.

Agradezco su colaboración y apoyo en la realización de este proyecto.

Atentamente,

Gloria Elizabeth Moreno Valderrama

Docente de Inglés (Jornada Mañana)

Appendix 2   Parent`s consent form

Estimado Padre/ Madre o Acudiente

Soy docente de Ingles del Colegio Colombia Viva y estudiante del Programa de Maestría en Enseñanza de Lenguas Extranjeras de la Universidad Pedagógica Nacional y como requisito para obtener mi título estoy interesada en llevar a cabo un proyecto de investigación con estudiantes de la jornada mañana que participaron en la iniciativa "**Tandem Challenge"** en el año 2022; y cuyo objetivo es analizar la experiencia de la comunidad académica del colegio Colombia Viva en la participación de la estrategia **"Tandem Challenge 2022 ".** Para recoger la información necesaria de este proyecto se utilizarán diferentes instrumentos tales como cuestionarios.

Solicito su autorización para que su hijo (a) participe voluntariamente en el estudio. El proceso será estrictamente confidencial y el nombre del estudiante no será mencionado en los informes. La participación o no participación en la investigación no afectará la nota del estudiante, usted y /o su hijo (a) tienen el derecho de retirar el consentimiento para la participación en cualquier momento el estudio no conlleva ningún riesgo ni ningún costo. Los resultados de la investigación podrán ser publicados o presentados en revistas o eventos académicos con su previa autorización. Si tiene alguna pregunta acerca de esta investigación, puede comunicarse conmigo en mi horario de atención: VIERNES 9:30 a.m.

Cordialmente,

Gloria Elizabeth Moreno Valderrama

Docente de Inglés Jornada Mañana

AUTORIZACION

He leído la información descrita arriba, voluntariamente doy mi consentimiento para que mi hijo(a) _____del curso _____ participe en el proyecto de investigación de la profesora _____.

Nombre   completo   del   padre/madre/acudiente: _____.

Firma: _____

Numero de Cedula: _____

Fecha: _____

Appendix 3 Students and teachers` consent form

	FORMATO		
	CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN		
Código: FOR026INV	**Fecha de Aprobación: 28-08-2019**	**Versión: 02**	**Página 96 de 105**

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley Estatutaria 1581 de 2012 "Por la cual se dictan disposiciones generales para la protección de datos personales" y la Resolución 1642 del 18 de diciembre de 2018 "Por la cual se derogan las Resoluciones Nº0546 de 2015 y Nº 1804 de 2016, y se reglamenta el Comité de Ética en Investigación de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, se ha definido el siguiente formato de consentimiento informado para proyectos de investigación realizados por miembros de la comunidad académica considerando el principio de autonomía de las comunidades y de las personas que participan en los estudios adelantados por miembros de la comunidad académica.

Lo invitamos a que lea detenidamente el Consentimiento informado, y si está de acuerdo con su contenido exprese su aprobación firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Título del proyecto de investigación	Analyzing the experience of Colombia Viva I.E.D`s participation in the Tandem Challenge Strategy 2022 of the District Bilingualism Program.
Resumen de la investigación	El siguiente proyecto de investigación tiene como objetivo general analizar la experiencia de la comunidad académica del colegio Colombia Viva en la participación de la estrategia **"Tandem Challenge 2022"** en el marco distrital del bilingüismo. A través de la misma se obtendrá una evaluación acerca de las percepciones de la comunidad académica profesores y estudiantes para conocer el impacto que tienen este tipo de iniciativas en el colegio Colombia Viva.
Descriptores claves del proyecto de investigación	Política Lingüística, Bilingüismo.
Descripción de los posibles beneficios de participar en el estudio	El Colegio Colombia Viva se beneficiará de esta investigación dado que las voces por parte de la comunidad académica contribuirán a sugerir dinámicas contextualizadas respecto a este tipo de iniciativas.

Forma en que se socializarán los resultados de la investigación	Los resultados de la investigación serán presentados en el documento escrito denominado Tesis de Grado, con el cual se cierra el ciclo de formación de la Maestría de Enseñanza de Lenguas Extranjeras.		
Forma en que mantendrá la reserva de la información	La información obtenida a través de los instrumentos de recolección de datos (entrevistas, cuestionarios) se mantendrá en estricta reserva y será utilizada únicamente con fines académicos ligados a esta investigación. La investigadora no revelará los nombres de los estudiantes y/o participantes en el estudio, solamente tendrá en cuenta la información obtenida de los participantes que firmaron el consentimiento informado.		
Datos generales del investigador principal	**Nombre(s) y Apellido(s):** Gloria Elizabeth Moreno Valderrama		
	N° de Identificación: 52101422	**Teléfono**	3142710125
	Correo electrónico: gemoreno@educacionbogota.edu.co		
	Dirección: Cra 70B No. 3-45.		

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo: _____

Identificado con Cédula de Ciudadanía_____, en representación de _____ con número de identificación _____.

Declaro que:

1. He sido invitado a participar en la investigación y de manera voluntaria he decidido hacer parte de este estudio.
2. He sido informado sobre los temas en que se desarrollará el estudio, han sido resueltas todas mis inquietudes y entiendo que puedo dejar de participar en cualquier momento si así lo deseo.
3. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.
4. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos.
5. La información obtenida de mi participación será parte del estudio y mi anonimato se garantizará. Sin embargo, si así lo deseo, autorizaré de manera escrita que la información personal o institucional se mencione en el estudio.
6. Autorizo a los investigadores para que divulguen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto y que no comprometan lo enunciado en el punto 4D.

En constancia, manifiesto que he leído y entendido el presente documento.
Firma del participante (si aplica),

_____
Nombre: _____
Identificación:_____

Fecha: _____

Con domicilio en la ciudad de: _____

Dirección: _____

Teléfono y N° de celular: _____

Correo electrónico: _____

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

Documento Oficial. Universidad Pedagógica Nacional.

Appendix 4: Teachers` Interview

SEMI-STRUCTURED INTERVIEW

Bueno, muchas gracias por haber aceptado participar en este estudio que como ustedes saben su objetivo es analizar la experiencia de la comunidad académica del colegio en la participación de la estrategia Tandem Challenge 2022, en el marco distrital del plan del bilingüismo.

La idea es tener una conversación corta sobre su experiencia y sus percepciones al respecto de esta participación del colegio en el programa de bilingüismo llevada a cabo el año pasado.

1. Bueno para empezar, quisiera que me contaran un poco de ustedes, quienes son, su nombre, su formación académica y cuánto tiempo llevan trabajando aquí en el colegio.

2. ¿Cuál es la asignatura que tienen a cargo en el colegio? desde hace cuánto?

3. ¿Está familiarizado con el programa nacional de bilingüismo que actualmente se está desarrollando en Colombia? ¿Qué sabe al respecto?

4. ¿Qué piensa sobre la iniciativa del gobierno nacional de promover la enseñanza del inglés en todo el sistema educativo?

5. ¿Cómo ha sido su experiencia en la enseñanza del inglés en el colegio? ¿Qué tanto ha permeado esa iniciativa del gobierno nacional del programa nacional de bilingüismo al colegio? ¿Cómo ha sido su visión?

Ahora hablemos de la experiencia que tuvo el colegio el año pasado con el programa Tandem Challenge.

6. Recuerda usted, ¿En qué consistió esa iniciativa de Tandem Challenge?

7. ¿Qué tanto estuvo involucrado(a) en este proyecto? ¿Cuál fue su participación en este proyecto?

8. ¿Cómo lo percibió? ¿Cuál fue su impresión al haber participado?

9. ¿Según su percepción, ¿Cuáles fueron las contribuciones de este proyecto al colegio, ¿al curso o a la materia que usted imparte?

10. ¿Cuáles fueron las principales limitaciones del Tandem Challenge en cuanto a su implementación en el colegio?

11. ¿Cómo cree que se podría mejorar este tipo de iniciativas en el futuro?

12. ¿Ha implementado cambios en su quehacer pedagógico a partir de la experiencia en Tandem Challenge? ¿Cuáles?

13. ¿En general cuál cree usted que ha sido el impacto positivo o negativo de esta participación?

14. ¿Recomendaría que el colegio participara en otras iniciativas similares a la Tandem Challenge en un futuro? Si o no ¿por qué?

15. Tiene algún otro comentario sobre la experiencia que tuvo el colegio Colombia Viva de intercambio con el colegio San George y esa iniciativa?

Appendix 5. Students` questionnaire

Muchas gracias estudiantes por haber aceptado la invitación a participar en este proyecto, el objetivo del proyecto es   analizar la experiencia de la comunidad académica del colegio en la participación de la estrategia Tandem Challenge 2022, en el marco distrital del bilingüismo.

Vamos a responder este cuestionario que tomará aproximadamente 10 minutos, el cual busca recolectar sus percepciones acerca de   la experiencia vivida en la estrategia "Tandem Challenge" el año pasado.

Información del estudiante:

a. Nombre completo

b. Edad

c. Grado

1. ¿A usted le gusta aprender inglés?

- Si

- No

¿Por qué? _____

2. ¿Está satisfecho(a) con la manera en que se   enseñanza inglesa en el colegio?

- Si

- No

¿Por qué? _____

3. ¿Recuerda alguna experiencia memorable relacionada con el aprendizaje del inglés en este colegio?

- Si

- No

¿Cual? _____

4. ¿Recuerda usted el intercambio que se hizo con el colegio St. George ¿En qué consistió?

5. ¿Qué tipo de actividades se llevaron a cabo durante el intercambio?

6. ¿Cómo fuiste seleccionado para participar en la estrategia Tandem Challenge?

7. ¿Qué fue lo que más te gusto de participar en este intercambio?

8. ¿Qué te aportó el haber podido participar con estudiantes del colegio St. George?

9. ¿Qué cambiarias de esa experiencia?

10. Tiene algún otro comentario sobre la experiencia que tuvo el colegio Colombia Viva de intercambio con el colegio San George y esa iniciativa?

Appendix 6. Color coding sample

T3. Sophia´s Interview

1.Bueno para empezar quisiera que me contara un poco de usted, su nombre, su formación académica y cuánto tiempo lleva trabajando aquí en el colegio

T3: Eh, buenas tardes, mi nombre es Paola Ruiz, soy profesora de lenguas modernas, licenciada en lenguas modernas, español, inglés de la universidad distrital, magister en lingüística aplicada en la enseñanza del inglés, también de la universidad Distrital graduada en el 2015, en cuanto el Colegio mi experiencia es desde el 2008, soy profesora del área de humanidades. Y he venido trabajando, pues enseñado español, inglés de sexto a once, cada año cambio mucho este año soy jefe de área. Y el año pasado era directora del grupo de Grado 11.

2. Elizabeth: ¿Está familiarizada con el programa nacional del bilingüismo que actualmente se está desarrollando en Colombia? ¿Qué sabe al respecto?

T3: ¡sí! <mark>Pues, el plan nacional de bilingüismo tiene varias estrategias que buscan precisamente la ciudad y que los colegios muestren que pueden llegar a ser bilingües,</mark> eh, varias de estrategias son conocidas, por ejemplo, me gusta mucho la experiencia de capacitar niños e área de inglés, por ejemplo, este año estamos trabajando un grupo de niños con el Color americano que están tomando cursos, de acuerdo con su nivel de profundización.

> To become a bilingual city.

3. Elizabeth ¿Qué piensa sobre la iniciativa del Gobierno nacional de promover la enseñanza del inglés en todo el sistema educativo?

Creo que es importantísimo, más que una opción <mark>ya es una necesidad frente a lo que so requerimientos del mundo de tener un idioma que funcione en todas las instancias y el inglé hace de vital importancia, desafortunadamente en el sector público y en niños de bajos recu como los chicos de nuestra colegio no ven la importancia ni la necesidad de aprender otro idi ni la posibilidad que tienen de conocer el mundo a partir de eso,</mark> son muy pocos los chico hallan la necesidad en cuanto a los profesores, lo sabemos ! Pero, también si miramos, el niv profesores, ¡son muy pocos los profesores que también manejan otro idioma o que por lo menos estarían dispuestos a aprenderlo! en las convocatorias que se hacen, por ejemplo, acá en el colegio, cuando hay cursos de capacitación en inglés, son muy pocos los profesores que se inscriben.

> Necessity,
>
> Language apathy
>
> Opportunity

5. Elizabeth: Bien, ¿Cómo ha sido su experiencia en la enseñanza del inglés en el colegio?

¿Qué tanto ha permeado esta iniciativa del gobierno nacional de bilingüismo al colegio y como ha sido su visión?

pues es muy relacionado lo que estaba diciendo anteriormente, los chicos no ven la necesidad, y <mark>desafortunadamente, las políticas públicas tampoco ayudan mucho al fortalecimiento en inglés</mark>

> Three hours a week. (limitation)

entorno, por ejemplo, a la intensidad horaria 3 horas a la semana, eh , que es el tope que tene~~mos~~ No compiten con los colegios privados que tienen 10 horas a la semana o los colegios, qu~~e~~ incluso son bilingües o están empezando a dar otras materias en otros idiomas. Eh, particularm~~ente~~ veo que los chicos no son muy motivados por más actividades que uno haga y uno traiga, eh~~ no~~ se ven mucho los resultados, a excepción de los niños, Claro, esta que les gusta. (**apathy language**).

Public vs private schools .

6. Elizabeth: ¿Bueno entonces ahora hablemos de la experiencia que tuvo el colegio el año pasado en el programa de Tandem Challenge recuerda usted en qué consistió esta iniciativa de Tandem Challenge?

T3: Si, más que una experiencia fue una imposición por parte del coordinador, porque no n~~os~~ convocó a nosotros los profesores para plantear la posibilidad de llevar a cabo la iniciativa aquí ~~en~~ el colegio en común acuerdo. Por otra parte percibo que lo que pretenden es que un colegio priva~~do~~ bilingüe le diga como enseñar inglés a un colegio público.

Imposed by the coordinator.

7. Elizabeth: OK, ¿Cuál fue su participación en este proyecto?

T3 : Yo no participe. Son actividades que demandan mucho tie~~mpo~~

Non- participation due time.

8. Elizabeth: Y ¿Cómo percibió esta iniciativa?

Me parece que fue una iniciativa que se llevó a cabo más por cumplir, por ejemplo, en cuanto a los estudiantes fueron seleccionados por los profesores y no porque ellos se postularan.

Teachers selected students.

9. ¿OK, según su percepción cuáles fueron las contribuciones de este proyecto bueno primero al colegio?

Ninguno. En cuanto al material enviado por Tandem fue muy poco, el colegio st George r~~emitió~~ unos libros de otras materias al colegio, pero en realidad no parece nada útil.

Insufficient Tandem materials.

10. ¿Cuáles fueron las principales limitaciones de Tandem Challenge en cuanto a su implementación en el colegio?

Me parece que los tiempos, la inequidad que se ve entre las interacciones de los dos colegios ~~el~~ nivel en cuanto a inglés no son lo más adecuado.

Timing, inequality, and English proficiency.

11. Elizabeth: ¿Cómo cree que se podría mejorar este tipo de iniciativas en el futuro?

Primero tener en cuenta las condiciones de los chicos sus intereses y necesidades y segund~~o el~~ contexto.

Students´needs and context.

12. Elizabeth: En general ¿Cuál cree usted que ha sido el impacto positivo o negativo de esta participación?

Mas negativo que positivo porque si bien no se vio esa figura de bilingüismo ni de impacto en el colegio Colombia Viva en esta experiencia, yo no creo que con un video que se realizó entre dos colegios "y en español" se haya hecho un proyecto bilingüe; creo se consiguió más con gestión de cursos de inglés que se logró con el centro colombo americano.

[Comment box: Video collaboration vs. English courses achievements]

13. Recomendaría que el colegio participara en otras iniciativas similares a la de Tandem Challenge en un futuro? ¿Si o No? ¿por qué?

No, pienso que hay otras opciones como las de cursos de inglés gestionadas a partir de la institución, ósea convenios que les permitan a los chicos estudiar el idioma u otros idiomas que a ellos les intere...

[Comment box: Others languages that align with students´ interests.]

Elizabeth: ¿ya para finalizar tiene algún otro comentario sobre la experiencia que tuvo el colegio Colombia viva con el intercambio en el colegio San George con esa iniciativa?

T3: ¡No, no!

¡Muchas gracias, profesora!

A	B	C
Categories of analysis		
GLOBAL VISION	CONTRIBUTIONS	AREAS OF IMPROVEMENT
collaboration and support from St George School	What the teachers who participated said	What the teachers who participated said
Students motivation	Two more teachers (Math- Science) teaching in English	Teacher training
	Introducing bilingualism into Colombia viva school.	Institutional support.
St George school's strategies	Learn Others strategies.	Sustain initiative through long-term.
	Create Dynamic science classes in English.	Clear objectives
teachers from others subjects	Visible learning	
	To create similar materials	
Institutional support private school strategies		
learn from private school		
a public school is adopted by a bilingual private school	What the teachers who did not participate said	What the teachers who did not participate said
Learn others strategies	First year of school´s initiative.	English courses at the centro colombo americano
create dynamic science classes in English	Reconsider language education option	Prioritize students needs and context.
	Knowledge exchange between public and private schools.	Align with the context.
What the teachers who did not participate said		support, recognition, and tools
Imposition of the coordinator		consider teacher´s voices and their English projects.
No presence of the Tandem Challenge within the school.		
Tandem imposed by the academic coordinator.		
Insufficient Tandem Challenge materials.	What the administrators said	what the administrators said
Time, Inequality, and English proficiency	Breaking the language education Taboo.	Advocate for change through Distric pedagogical workshop.
To learn others languages.	Introducing bilingualism into de Colombia viva school	English must be mandatory for all teachers.
Students' interest.	Colombia viva toward bilingualism.	
What the administrators said	What the Students said	What the students said
no social stratification	Opportunity to meet new people.	More interaction with the St George school.
bilingual practices	experience	change the video for a magazin.
the importance of bilingualism	new environmental initiatives	More time.
Teachers from others subjects	motivation to learn English	
Two aspects of the experience (curriculum/ knowledge)	Identify my communication mistakes	
	Confidence in English.	
What the Students said		
Memorable English learning experiences without mentioning the Tandem Challenge		
students remember the Tandem Challenge experience , but they don´t recall what it consisted of or its objective.		
Sharing with some students.		
Differences between public and private school.		
Interacting with others		