

Incidence of Graduates from the Bachelor in Modern Languages English - French of the University of Cauca in the curricular development of the English area in primary, and secondary education.



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Presented by:

Mauricio Efrain Palacios Ledezma

University of Cauca

School of Human and Social Sciences

Program of Bachelor in Modern Languages English - French

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Presented by:

Mauricio Efrain Palacios Ledezma

Directed by:

Adriana Idrobo Hurtado

University of Cauca

School of Human and Social Sciences

Program of Bachelor in Modern Languages English - French

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The undersigned committee of the School of Human and Social Sciences approves the research by Mauricio Efrain Palacios Ledezma

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Mg. Adriana Idrobo Hurtado

Mg. Liliana Lopez Zambrano

Mg. Carmelina Encarnación Mosquera

Approval date

Dedicatoria

A la memoria de mi hermano Ricardo, quien fue partícipe de los primeros años de este proceso, a Papá y Mamá por sus invaluable esfuerzos y perseverancia, por supuesto a mi hermano Christian y su familia por el acompañamiento y el buen consejo en el camino, a mí compañera de vida Estefany por ese apoyo incondicional y fundamental y al movimiento estudiantil como escuela de lucha y dignidad.

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Abstract

Curriculum development is a set of tools of the pedagogical environment that contribute to the integral formation of the student. Based on this precept, this research was carried out with the general objective of determining the incidence of the graduates of the Modern Languages English - French program in the curricular development of the English area in primary and secondary education, through a quantitative approach. For this purpose, it was necessary to design and apply two surveys, with which it was found that the lack of knowledge of the legal framework in question is represented in difficulties for the performance of the teaching profession. In addition, the importance of including in the program's curriculum the theoretical and practical training of normative elements contained in the General Education Law was recognized.

Keywords: Incidence, curricular development, curriculum, second language, bilingualism, curriculum design.

Introduction

This research aimed to determine the incidence of graduates from BMLEF at the University of Cauca in the curricular development of the English area in primary and secondary education, and it started from the need to know in statistical terms, the characteristics of the curricular English area development, such as conceptual and normative knowledge, its regulation, and its implementation. The development of the teaching work of the graduates from Bachelor in Modern Languages English - French, hereinafter BMLEF where the legislation establishes a National Bilingual Program sought at all public and private institutions in the country to train equitably with special emphasis on the regions where there is a low academic level. However, despite what the constitution orders, there is evidence of poor linguistic performance as shown by the English Proficiency Index¹ study carried out by the International Education Company Education First, likewise, it is proposed to develop a characterization study of the participating population to present a broad result desired at the different levels of education in a second language. Hence, the research question will guide the development of this research proposal: "What is the incidence of graduates from BMLEF of the University of Cauca in the curricular development of the English area in primary, and secondary education?" Considering the fundamental elements of the research proposal indicated, the work trajectory that initially establishes the problem statement is generated.

This proposal is based on the General Education Law², specifically in what corresponds to the National Bilingualism Plan³ hereinafter NBP, and the articles of law that regulate and guide the curricular guidelines, where the rights and duties within the teaching exercise are

¹ Education First, The world's largest ranking for your English proficiency EF EPI 2020.

² By Which The General Education Law Is Issued, Law 115 of February 8 of 1994, Colombia.

³ By means of which Articles 13, 20, 21, 22, 30 and 38 of Law 115 of 1994 are modified and other Provisions-Bilingualism Law are issued. No. 1651 of July 12, 2013, Bogotá.

established and education as an essential factor for human development, but also raises key points for the creation, modification and development of the curricular mesh of the English area through the NBP, as well as the different referential studies that were taken as support for the aforementioned research proposal whose title is presented at the beginning of the document. Consequently, it is indicated that this work has a great pedagogical interest because its results can be used as important educational input that will contribute to the processes of knowledge acquisition in future graduates' training, it can also be applied as a referential tool in the self-assessment and accreditation of the BMLEF, or as an academic document that allows contributions to the curricular development of the English area, in the institutions that require it.

The methodological development was given in compliance with the general and specific objectives, through a quantitative approach, which allowed the execution of a statistical exercise, from which the results were collected in terms of characterization and incidence of BMLEF graduates in the curricular development of the English area. For this purpose, two surveys were proposed as research instruments, which were later applied to the "accessible population⁴" in the development of the fieldwork.

⁴ Ñaupas, Mejía, Novoa, Villagómez, 2014 Quantitative - Qualitative Research Methodology And Thesis Writing, p. 246.

1. Justification

Currently, the Ministry of National Education from now on MNE has defined the use of a second language as “It is essential for official, commercial, social and educational activities or required for communication between the citizens of a country. It is generally acquired out of necessity on the street, in daily life, for work reasons, or for being in a foreign country.

Sometimes it is acquired during childhood; it can also be learned in the context of the formal school, under especially favorable pedagogical conditions, particularly in the case of intensive bilingual education programs⁵. (Basic Competency Standards in Foreign Languages: English, MNE, 2006, pp 5)

It is also established as a need that arises in the academic, labor, and economic aspects, according to literal J of article 1651 of 2013. Develop skills and abilities that promote access in conditions of equality and equity to the offer of higher education and opportunities in the business and labor spheres, with particular emphasis on departments with low levels of coverage in education⁶. (Law 1651, 2013, pp 1)

However, the possibility of access to bilingual education is minimal and linked to the socioeconomic conditions of those who try to access this right. Additionally, a low level of English has been demonstrated in international standards, as indicated by the study English Proficiency Index (EPI) 2020⁷, carried out by the international education company EF Education First, to measure the English level in 100 countries, in which Colombia obtained a “very low”⁸ level, ranking 77th in the world and 17th out of 19 in Latin America, with a score of 48.75.

⁵ Ministry of National Education, 2006, SERIES GUIDELINES No. 22, Basic Standards of Competences in Foreign Languages: English, Training in foreign languages, Colombia.

⁶By means of which Articles 13, 20, 21, 22, 30 and 38 of Law 115 of 1994 are modified and other Provisions-Bilingualism Law are issued. No. 1651 of July 12, 2013, Bogotá.

⁷Taken from: The 2020 EF EPI World's Largest Ranking of English Proficiency.

⁸ Taken from EF EPI, EF English Proficiency Index 2020

Taking these elements into account, it is possible to identify the existence of problems, regarding the development of the curriculum established by the MNE for the English area in educational institutions. The relevance of the research lies in the need to identify the key points, whether positive or negative, in the development of the curricular guidelines suggested for the area of English, as well as the incidence of graduates in it, since these particularities have a direct effect on the development of L2 learning skills. The specific information extracted from this study can be applied in different axes such as self-assessment, accreditation, BMLEF curricular design, and in the NBP, or as an academic reference in the development of other investigations related to the subject, which may require the result of this work. From the above, it can be inferred that the research reflects remarkable importance, which seeks a better quality of bilingual education and therefore achieve international standards in the use of English, as well as promote the appropriation of knowledge of the General Law of Education, with special emphasis on bilingualism, and the normative guidelines for the curricular development of the area of English.

2. Problem Statement

Law 115 of 1994 of the Colombian constitution is established in ARTICLE 1o. What: "Education is a process of permanent, personal, cultural and social formation based on an integral conception of the human person, of his dignity, of his rights and his duties"⁹. Likewise, the PNB, Law 1651 of 2013, article 1, literal J, says:

Develop skills and abilities that promote access in conditions of equality and equity to the offer of higher education and opportunities in the business and labor fields, with special emphasis on the departments that have low levels of coverage in education (2013, p.1)¹⁰.

According to what the aforesaid law expresses, it is presumed that bilingual education is a right that must be provided equitably for each one of the Colombians, nevertheless, there are regions of the national territory that have presented a partial or null development of the guidelines of the curriculum, as defined by the General Law of Education.

The curriculum is the set of criteria, study plans, programs, methodologies, and processes that contribute to comprehensive training and the construction of national, regional, and local cultural identity, also including the human, academic, and physical resources to put into practice policies and carry out the institutional educational project (1994, p. 17).¹¹

⁹ By which the General Education Law is issued, Article 1 (1994) Law 115 of 1994, Colombia.

¹⁰ By means of which Articles 13, 20, 21, 22, 30, and 38 of Law 115 of 1994 are modified, and other provisions are issued- Bilingualism Law, Law No. 1651 of July 12, 2013. Subparagraph J of Article 1 of Law 115 of 1994, Colombia.

¹¹ Whereby the General Education Law is issued, Law 115 of February 8, 1994, chapter 2, article 76, Colombia.

The NBP promotes the development of communication skills. Together, these two factors represent the pillars of bilingual education, which for this research proposal refers directly to the area of English, a plan directed by the MNE, as defined in Article 78 of Law 115 of 1994, p. 17.

Regulation of the curriculum. The Ministry of National Education will design the general guidelines of the curricular processes and, in formal education, will establish the indicators of achievement for each grade of the educational levels, as established in article 148 of this law (1994, p. 17)¹²

and literal A of Article 145 of Law 115 of 1994, p. 30 "The study, modification and adjustments to the curriculum, under the provisions of this law"¹³, for this reason, and taking into account what is expressed in this approach, the constitutional guidelines referring to the General Education Law, the NBP, and the regulation of the curriculum, as well as its implementation, are taken as key factors, to establish the need to develop this research, which relates the dynamics of the problem in terms of the incidence of graduates in curricular development, since up to now there has been a low level of English in Colombia, a problem that is exacerbated in remote regions, rural areas, and institutions that lack the necessary resources for the implementation.

Research question:

What is the incidence of graduates from BMLEF at the University of Cauca in the curricular development of the English area in primary, and secondary education?

¹² By which the General Law of Education is issued, Law 115 of February 8 of 1994, ARTICLE 78, 115 of 1994 p. 17, Columbia.

¹³ Whereby the General Education Law is Issued Law 115 of February 8, 1994, literal A of Article 145, Colombia.

3. Objectives

3.1 General objective

To determine the incidence of graduates from BMLEF at the University of Cauca in the curricular development of the English area in primary, and secondary education.

3.2 Specific objectives

To identify the group of graduates from BMLEF as the accessible population, for the realization of the research proposal.

To characterize through a statistical exercise the population of BMLEF graduates. Establish knowledge of the curricular development of the English area in educational institutions.

To provide information based on an analysis of the factors that hinder and benefit, respectively, the incidence of graduates from BMLIF at the University of Cauca in the teaching work carried out in educational institutions.

4. Referential framework

According to the theme exposed in this research, some academic studies have been identified and determined as relevant, given their relationship with the main thematic axes and their significant contribution to the area of pedagogy and directly to the teaching English as a foreign language, these previous studies categorized in the international, national and regional levels. However, the nature of this work has limited the selection of the antecedents, classified as valid, due to their correlation with the established variables, which in most cases were adjusted only in terms of conceptual kinship. In this way, the decantation of material was made objectively and with the intention that it would meet the essential requirements. Accordingly, the following academic backgrounds that were selected to be referenced for this research were presented.

4.1 International background

At an international level, it was found the work entitled "**Design of the Curricular Programming of the English Area for the Initial Level - 3 years, within the Framework of the Curriculum of Basic Education of Perú**" carried out by Angulo (2019). This work raises a characterization of the different institution problems, workplace of the author in question, and object of the same investigation concerning the national curriculum of Perú, which contemplates the education of a foreign language by competencies. In addition, the author points out that teaching a foreign language is not considered in the first stage of development, which generates teaching complications in later years. Angulo (2019) exposes as a general objective the programmatic design of the curriculum of the English area for the initial stage at three years of age. Based on this, she precisely proposes the programming of learning sessions for three-year-old boys and girls. After the development of the work, the author concludes that thanks to the

design of the English area curriculum for the first stage, it has been possible to promote the teaching of the foreign language and strengthen the processes in later stages. This academic experience is related to the present research proposal, in the central object of study, indicated as the curriculum of the English area, in addition to what the author states as the curricular planning, from which elements of analytical interest can be inferred, compared to the curriculum development as considerations in terms of innovation, implementation, and development of the curriculum. The suggests that the teaching population should have direct leverage on understanding and curricular development.

4.2 National background

According to the variables that are the object of this research, there are academic works such as the one entitled: "**Appropriation of the Suggested English Curriculum in six focused educational institutions in the Municipality of Envigado**" where the author, Jaramillo (2020) proposes a curriculum evaluation in the English area, taking as a reference six educational institutions in the municipality of Envigado - Antioquia, and which is directly related to the type of qualitative research and data analysis of each of the evaluated elements of what constitutes the population of the studio. Likewise, Jaramillo exposes a general objective to determine the level of alignment of the English subject curricula of six institutions of the municipality of Envigado, Antioquia, and its relationship with the English Curriculum proposed by the Colombia Bilingual Program. Next, Jaramillo (2020) concludes in his research, as one of the most important results, that many components of the curriculum have a more distinguished advantage than others, such as the level of learning, for example, and the goals that it suggests. In the specific objectives, he concluded that there was no significant participation of teachers in the curricular design, respectively, in each institution. This study is related to the present research on the proposition in

the thematic axis called curricular analysis, and it contains a significant contribution through its conclusions when determining the interference or teacher's participation in the curricular development of the English area.

4.3 Regional background

At the regional level, in the city of Cali, and more precisely at the Universidad del Valle, a research work entitled "**Analysis of the curriculum of the English area in official schools of Cali**" developed by Mayora, Gutiérrez (2019), shows an analysis of the curricular development of the English area in different educational institutions of the city. This background has a direct thematic relationship, understood as the analysis of the curricular development of the English area. This reference is developed as a multiple case study with an analysis unit and a closed type where the population was selected by the Local Board of Education in the municipality of Cali, with a general objective that proposes to recognize the student as a member of the class with some that cover various aspects of language learning such as the identification of everyday words and phrases. It should be mentioned that this study was developed based on the analysis of the curriculum, where it was concluded that the Institutional Educational Project of 46.4% of the institutions is outdated with validity, they are a minimum of 4 years old. It also states that most of the study population does not have a structured approach to teaching a foreign language, in addition to other shortcomings such as conceptual inconsistencies between the proclaimed vision of learning and language.

5. Conceptual framework

The concepts presented below were selected due to their close relationship with the investigation. Each one of them is associated with the discursive construction of this work, which extends from the textual presentation of the title, the elaboration and implementation of the research instruments, to the writing of the conclusions and recommendations. Due to the above, it is pointed out that these concepts are equivalent to one of the theoretical and referential pillars, from which the need to respond to what is stated in the research question and the objectives respectively can be deduced. Likewise, they contribute to the thematic understanding of the study that has focused on an environment related to the curricular development of the English area, and its incidence on the part of the graduates of the BMLEF.

Curriculum:“ Curriculum is the set of criteria, study plans, programs, methodologies, and processes that contribute to comprehensive training and the construction of national, regional, and local cultural identity, also including the human, academic, and physical resources to put into practice the policies and carry out the institutional educational project”¹⁴. (Law 115 of February 8, 1994, ARTICLE 76, p. 17)

Curriculum design: "The curricular design refers to the process of structuring and organizing the elements that are part of the curriculum towards the solution of problems detected in the social, which requires the quality of being flexible, adaptable and originated largely by the

¹⁴ By which the General Education Law is issued Law 115 of February 8 of 1994 ARTICLE 76, Colombia.

students. Students, teachers, and society as the main actors in the educational process, Álvarez (2017)”¹⁵.

Curriculum guidelines: These are the epistemological, pedagogical, and curricular guidelines defined by the MNE with the support of the educational academic community to support the foundation and planning process of the mandatory and fundamental areas defined by the General Law of Education in its Article 23 (Web MNE, 2018, Curricular Guidelines.)

Compulsory and fundamental areas. To achieve the objectives of basic education, mandatory and fundamental areas of knowledge and training are established that will necessarily have to be offered by the curriculum and the Institutional Educational Project.¹⁶ (1994, p.8) among which is education in foreign languages.

National Bilingual Program: The MNE 2004-2019, which includes the new Communicative Competence Standards in English. The Common European Framework was the benchmark for setting the levels of mastery that must be achieved. A program that strengthens competitiveness and incorporates the use of new technologies for learning a second language, according to Altablero (2005)

Bilingualism: The generalized view of bilingualism refers to the addition of English to the linguistic system of the subject. In this sense, bilingualism is conceived as the linguistic binomial made up of two prestigious majority languages: the national (Spanish) and the international (English). At the same time, such addition is achieved through the teaching of

¹⁵ Fonseca, Gamboa, 2017, Theoretical Aspects About Curriculum Design and Its Peculiarities In Sciences, p. 8

¹⁶ By which the General Education Law is issued Law 115 of February 8 of 1994 ARTICLE 23, Colombia.

English. In other words, bilingualism in Spanish-English is the result of the subject's exposure to a school process of teaching English. This leads to establishing a semantic equality between Bilingualism and Foreign Language Methodology. Galindo, Moreno (2008)

It refers to the different degrees of mastery with which an individual manages to communicate in more than one language and one culture. These various degrees depend on the context in which each person develops. Thus, depending on the use made of languages other than the mother tongue, they acquire the character of a second or foreign language. (MNE, guide series No. 22, Basic Standards of Competences in Foreign Languages: English, p. 5.)

Second language: it is the one that is essential for official, commercial, social, and educational activities or the one that is required for communication between the citizens of a country. It is generally acquired out of necessity on the street, in daily life, for work reasons, or due to staying in a foreign country. Sometimes it is acquired during childhood; it can also be learned in the formal school context, under especially favorable pedagogical conditions, particularly in the case of intensive bilingual education programs. (MNE, guide series No. 22, Basic Standards of Competences in Foreign Languages: English, p. 5.)

“It is a comprehensive educational project with a process character that expresses the relationships of interdependence in a historical-social context, a condition that allows it to be systematically redesigned based on social development, the progress of science and needs of students that translates into the education of the personality of the citizen who aspires to form Addine (2000)”¹⁷.

¹⁷ Fonseca, Gamboa, 2017, THEORETICAL ASPECTS ABOUT CURRICULAR DESIGN AND ITS PARTICULARITIES IN THE SCIENCES, p. 8

Foreign language: it is not spoken in the immediate and local environment since daily social conditions do not require its permanent use for communication. A foreign language can be learned mainly in the classroom, and the student is usually exposed to the language during controlled periods. Despite not being used in circumstances other than academic ones, students of a foreign language can reach high levels of performance to be efficient communicators when required. (Basic Competences Standards in Foreign Languages: English, MNE, 2006, pp 5)

Learning meshes: The learning meshes (hereinafter, Meshes) are a resource for the curricular design of educational establishments at their different levels. These take the Basic Learning Rights hereinafter BLR into the practical field through different elements: Organization of the area that starts from its epistemological structuring (which takes up the Curriculum Guidelines and the Basic Competences Standards) and reaches up to the actions carried out by the students that account for the learning they are developing.

Sequencing of learning that makes explicit their growing complexity year after year.

Proposal of activities that give teachers clues to have more and better planning possibilities in the classroom.

Windows offer teachers additional information on four crucial elements to guarantee a transformative pedagogical proposal: pertinent resources, formative evaluation strategies, practices to develop citizenship skills, and strategies to differentiate between didactic and evaluative proposals. Thus, the curricula are not a document that violates the autonomy of either the establishments or the teachers for the development of a curricular design framed in their Institutional Educational Project. On the contrary, it is a resource that seeks to guide and strengthen the contextualized curricular commitments of the country's establishments to

guarantee equity in the learning of all students. (MNE, Document for the implementation of the BLR, 2017, p. 3.)

Profile of the BMLEF graduate: The Bachelor of Modern Languages will be able to develop pedagogical qualities and skills in Foreign Languages so that he or she can perform satisfactorily as an education professional and, in turn, contribute to solving specific problems related to their practice and their social context. (Web University of Cauca, Degree Program in Modern Languages. English-French, profiles.)

Bilingual: a bilingual is a person who has minimal competence in a language other than their native language, in any of the following linguistic abilities: understanding, speaking, reading, or writing (1967: 24).

Self-assessment: "is understood by Falchikov (1986) as 'collaborative assessment' and conceives it as an evaluation that "requires that learner and tutor discuss and negotiate a commonly agreed set of assessment criteria and the final assessment grade" (p. 147).

This collaborative dimension between teachers and students is also defended by Hall (1995) for whom "the participation of students and teachers in the evaluation process makes it possible for students to assess themselves at the same time that allows teachers to maintain the necessary control over final evaluations"¹⁸. Gomez, Ibarra, Garcia (2013)

It takes place when the student reflects on learning from it Sluijsmans, Dochy, Moerkerke, (1998). By carrying out this reflection, the student can make judgments about their

¹⁸ Taken from: Rodríguez, Ibarra, García, Self-assessment, peer assessment and co-assessment: conceptualization and practice in Spanish universities, p. 342.

learning habits, their strategies, and vocabulary, among other aspects. When a student participates in such activities, she becomes actively involved in her formation. Some specific self-assessment activities include monitoring learning, planning events that take place in a process, and evaluating the outcome of the process. (MNE, 2016, Annex 14 Pedagogical Guidelines and Principles)

Common European Framework: This document guides the reflection on the conditions, methodologies, and evaluation of the learning processes of European languages (including Spanish); describes the process of developing levels in three major stages named with the letters A for the "basic" level, B for the "independent" level and C for the "advanced" level, and points out what a language learner can do in each of them. (MNE, Guidelines for the implementation of projects to strengthen English in territorial entities, 2014).

6. Theoretical framework

The theoretical bases on which this research is established, constitute a point of reference that indicates the route, on which the argumentative support is established, which allows giving clarity not only to the development of each stage of the study, but also to the interpretation of the findings associated with the interaction with the participants, and the clarification of each of the results represented in the conclusions respectively. In this way, the theoretical references widely exposed in each of the chapters, is of significant relevance, since they have a direct interaction with the reading of the conceptual, methodological, and theoretical content.

Curricular development and its constant evolution require the active participation of the teacher, from specific contextual perspectives such as socioeconomic, sociocultural, and geographical, since its impact in the educational field must respond not only to the guidelines of the MNE but also to the needs of those who receive the training. Considering the above, it is necessary to give the curriculum an inclusive character in which the incidence in its development, by the educator, is of vital importance. López, and Sánchez (2021), propose taking the curriculum as:

A project because it allows viewing it as the proposal that determines what happens in the classroom and is more directly related to the specific tasks of the teacher, on what guides their practice, and that at the same time, it feeds back into its design (2021, p.4)¹⁹

Consequently, it can be affirmed that the adaptation of curricular development strategies is anchored both to the direct incidence of teachers and to the continuous pragmatic change that for the research proposal is the curricular mesh of the English area. Next, the authors refer that the functionality of the curriculum is linked to a series of specific conditions: first, they mention

¹⁹ López, Sánchez, 2021, Curricular Autonomy in Primary Education. The Case of a Teaching Collective, Mexico

that generating important changes in the development of the curriculum implies great difficulties, but that these changes must be made starting from the previous versions that are well known by the teacher. Second, it raises the importance of giving continuity to the established minimum goals, but institutions and teachers should be promoted and encouraged to exceed these goals. Third, it suggests that the pedagogical work regarding the development of curricular aspects should be implemented under the teaching group analysis. And finally, as the fourth and last condition, it exposes the importance of the educator having a particularly clear knowledge regarding the dispositions of teaching and its particularities within the institution.

Considering the previous assessments, it is necessary to contextualize the conception of curricular development from the legal framework and the provisions of the Constitution of Colombia consigned in Article 76 of the general law of education:

Concept of the curriculum. The curriculum is the set of criteria, study plans, programs, methodologies, and processes that contribute to comprehensive training and the construction of national, regional, and local cultural identity, also including the human, academic, and physical resources to put into practice the policies and carry out the institutional educational project.²⁰ (1994, p. 17)

This compendium of characteristics determines a global vision of what is contained in the curriculum, for which it is inferred that its design must be consistent in its applicability, fulfillment of goals, and its evolutionary character or its character of constant change, as well as integral knowledge of it by the educator, for which he considers it pertinent to take into account what Córca and Dinerstein, propose, "It is essential, before addressing the adaptation of curricular designs to new generations, to be clear about the model of curricular design to which

²⁰ By which the general education law is issued, Law 115 of 1994, Article 76, Colombia.

we adhere.” (2009, p.76)²¹ Continuing with this proposal, it is possible to redirect that the adhesion of the work in terms of curricular design must be considered as a contextual adhesion and that its particularities depend on the environment in which it is taught. Likewise, the authors indicate that projecting a methodological design that allows a good performance in curricular development depends on the analysis that is applied to the position of the person who contributes to growth.

Considering the theoretical arguments exposed, concerning the role of teachers in the preparation and execution of the curriculum of the English area, and clarifying that this must start from the framework of Law 1651 of July 12, 2013 "By means of which Articles 13, 20, 21,22,30 and 38 of Law 115 of 1994 are amended and Other Provisions are Enacted Law of Bilingualism"²², “Defining bilingualism in the Colombian majority context implies addressing it, on the one hand, from a popular vision and, on the other, from the framework of bilingual school education legislation.”²³ For this reason, what Bolívar (1992) specifically expresses about the role of an educator is essential:

The teachers who are going to put the curriculum into practice and the planners in an open, cooperative work environment that is predisposed to change, are actively and collegially involved in ensuring that the new curriculum is going to adapt to the circumstances for which it is prepared (1992, p.138)²⁴.

However, on many occasions, this participation is aimed solely at compliance with the institution's regulations, or with national guidelines. In addition, it is evident that some

²¹ Córca, Dinerstein, 2009, Curriculum Design and New Generations, Argentina.

²² By means of which articles 13, 20, 21, 22, 30 and 38 of Law 115 of 1994 are modified and other provisions are issued-bilingualism law, LAW NO. 1651 of July 12, 2013, Colombia.

²³ Galindo, Moreno (2004-2019), Structure, results and challenges of the 1 Colombian bilingualism program

²⁴ Bolívar (1992), THE TEACHER'S ROLE IN CURRICULAR DEVELOPMENT PROCESSES, p. 138, Spain.

educational institutions have a low capacity to update their educational projects as indicated below. Mayora, Gutiérrez (2019) “The PEI of 46.4% of the 28 IEO, (Official Educational Institutions) are outdated, with validity greater than 4 years. Most IEOs lack a structured approach to foreign language teaching.”²⁵ information that poses a challenge for the population of educators to evaluate their correlation of teaching work with its impact on curricular development and its respective application in the projected goals of the English area within institutional and national quality standards.

²⁵ Mayora, Gutiérrez (2019), Analysis of the English area curriculum in official schools in Cali, p. 18, Columbia.

7. Contextual framework

Colombia, located in the extreme northwest of the Latin American continent, is a country that has extensive coastal areas on the Pacific and Atlantic oceans, respectively, and shares borders with Panama to the north, with Peru and Ecuador to the south, and with Venezuela and Brazil to the east. Its extension is 1,141,748 km² which is divided into six zones: Andean, Caribbean, Pacific, Orinoquía, Amazon, and Insular. The great variety in its relief creates the perfect scenarios for the development and operation of the different socioeconomic aspects of the nation. Implicit in this, Colombia bears with its name the identity of a people that has been a victim of social inequality, war, corruption, and state abandonment. However, the National territory has also seen for decades, innumerable struggles for fundamental rights such as education, which is enshrined in Article 67 of the Constitution "Education is a right of the person and a public service that has a social function. ; With it, access to knowledge, science, technology, and other goods and values of culture is sought."²⁶ According to the context explained above, this research proposed is aimed at graduates from BMLEF of the University of Cauca, which with its vision promulgates the "contribution to the educational development of the community, training upright, suitable and caring professionals"²⁷ who are found throughout the national territory and who within their academic training has fulfilled the curricular core of the program such as the Linguistic Foundation, the Socio-Humanistic Foundation, the Pedagogical Foundation, and the Investigative Foundation, important tools that have provided practical theoretical knowledge. The purpose of directing the research proposal to the graduates of the program is to seek the fundamental contribution, due to their knowledge, experience, and

²⁶ Political Constitution of Colombia 1991, Article 67

²⁷ Web University of Cauca, academic offer, undergraduate programs, modern languages, philosophy

academic training in the development and application of different pedagogical models within their teaching practice, which allow an excellent contribution to eventual changes and improvement of the curricular mesh of the English area.

8. Methodology

The present investigation was developed in compliance with the general and specific objectives set out in the draft document of degree work, endorsed by the Council of the Faculty of Human and Social Sciences of the University of Cauca, through resolution 076 of March 17, 2022. As indicated in the introduction, this study started from the need to know in statistical terms, the incidence of the graduates from BMLEF in the curricular development of the area of English, in primary, secondary education. For this, a research model with a quantitative approach was proposed that *"uses data collection to test hypotheses based on numerical measurement and statistical analysis, to establish patterns of behavior and test theories"*²⁸, the sampling technique was, random probabilistic sampling *"This probability sampling is based on chance, and the units that make up the sample are selected randomly"*²⁹. to establish in figures, the characterization and incidence of graduates, through descriptive statistics that *"has as its fundamental purpose to process, summarize and analyze a set of data obtained from the variables studied"*³⁰. in the exposed theme. The analysis of the surveys applied to the *"accessible population, which is the one available and the one used for the research"*³¹.

Based on the previous conditions and due to the statistical numerical object that determined the results of the work, a methodological route was established that had as a starting point, the characterization of the participating population, through the implementation of the first research instrument. **"Incidence of Graduates from Bachelor in Modern Languages English -**

²⁸ Hernández, Fernández, Baptista (2014), Definiciones De Los Enfoques Cuantitativo Y Cualitativo, Sus Similitudes Y Diferencias, p. 37.

²⁹ Grande, Abascal (2005), Análisis de Encuestas, p.70, España.

³⁰ Ñaupás, Mejía, Novoa, Villagómez (2014), Metodología de la investigación Cuantitativa - Cualitativa y Redacción de la Tesis, p. 254, Colombia.

³¹ Ñaupás, Mejía, Novoa, Villagómez (2014), Metodología de la investigación Cuantitativa - Cualitativa y Redacción de la Tesis, p. 246, Colombia.

French of the University of Cauca in the Curricular Development of the English area in Primary, and secondary education.” was developed. For the design of this survey, elements referring to the particularities of teaching work were considered. And the purpose was to correlate the results obtained, with the design of the survey that was applied later and unify them around the respective conclusions of the study and in compliance with the general and specific objectives. For the application of the aforementioned research instrument, the coordination of the department was requested via email, a database with the emails of the graduates of the program, which was provided by this same means, however, the document was inapplicable because it only contained information related to degree projects carried out between 1984 and 2017, (see Appendix A), which did not serve the purposes of the investigation, because the aforementioned file does not record any form of contact with the graduates. Subsequently, the program coordination provided a list of 152 emails of graduates, which after a thorough review, it was determined that it was insufficient for the requirement since it not only contained emails of active students but also unused accounts, which after undergoing a debugging, resulted in about 88 emails, with which the application of the survey was performed, an exercise that resulted in only 9 responses. It is necessary to point out that during this first investigative moment, a problem of significant relevance was identified in the channels of communication and follow-up of the Department of Languages to the community of graduates. This situation posed the first challenge for data collection since the difficulty in establishing contact with the population was manifested in the lack of information regarding the number of graduates in a specific timeline, in addition to the ambiguity of the agencies regarding the responses to requests for information, which were made verbally and in writing. The last option for the development of this requirement, was the self-management in the acquisition of the necessary information, to make

contact with the population, taking as a fundamental tool the use of digital media such as social networks Facebook, Instagram, and WhatsApp, for the creation of communication bridges.

The culmination of phases 1 and 2, comprising the contact with the graduate population and the characterization, respectively, coincided with the beginning of the holiday period at the end of the year 2022, a time that marked an interruption in the process, due to the absence of academic activities and, therefore, of the subjects, the object of study. However, once the school activities of the current school year began, the objective of characterizing the population was achieved through the first research instrument, which promised to respond voluntarily, before the approval of the informed consent (See Appendix B) in which the aspects related to the confidentiality of the responses, their use and the processing of personal data are established as established by Law 1581 of 2012. The second research instrument entitled: "The purpose of this survey was to determine the incidence of the graduates from Bachelor in Modern Languages English - French of the Universidad del Cauca, in the curricular development of the English area in their educational institutions." This was applied in the same way as the immediately previous one, with the same self-management mechanisms for data collection, to overcome the difficulties of the linkage with graduates. As a result of this work, the necessary scope for the successful completion of the fieldwork could be achieved. This was applied in the same way as the immediately previous one, with the same mechanisms that provided the necessary scope for the successful completion of the fieldwork. Its design was specifically focused on the fulfillment of the general objective of the research. For its construction, knowledge of the topic in question and its application in the teaching practice was proposed as transversal axes in the determination of the incidence of curricular development. The survey initially consists of the title, followed by the informed consent (See Appendix C) and 16 questions concerning knowledge of specific research

concepts, and open questions, in which the different forms of participation in the indicated topic are manifested.

9. Analysis of results

Next, the results and analysis of the data collected in the fieldwork process will be presented, which was developed using two surveys as research instruments as indicated in the methodology section. The legitimacy of the findings that meet the general and specific objectives is supported by the information that was collected in each of the responses to the characterization and incidence surveys, respectively. It is also necessary to mention that the quantification of the answers obtained in the open questions was carried out by separating the positive trend, which establishes a contribution or position focused on the specific characteristic on which the questioning was built, and the negative trend, which proposes a disagreement, or because it does not respond to the requirement, in addition to the quantification, these answers were interpreted objectively where all the opinions of those who participated were collected. The data presented below is distributed in small groups or individually. The figures represent the documentary support of the figures mentioned and only those that are most important are shown. Each result is presented consecutively in the order established in the questionnaires. (See Appendix D and F).

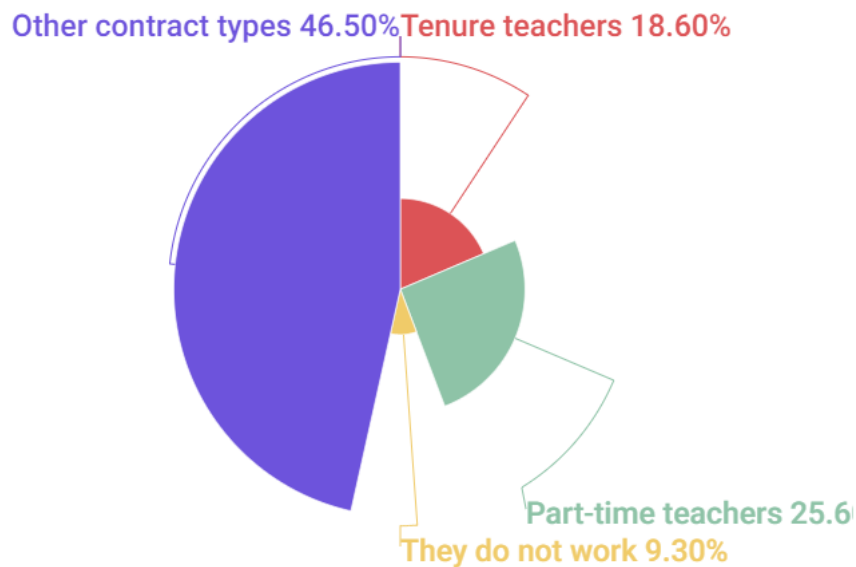
Title of the instrument	Purpose of the instrument	Number of participants
Characterization survey of the participating population in the research title "Incidence of Graduates from the Bachelor in Modern Languages English - French of the University of Cauca in the	Characterize the population of BMLEF graduates through a statistical exercise to identify the social and labor conditions and their geographic area of influence in the teaching profession.	43

curricular development of the English area in Primary, and secondary education"		
The purpose of this survey is to determine the incidence of Graduates with Bachelor's in Modern Languages English - French of the University of Cauca in the curricular development of the English area in their educational institutions.	Determine the incidence of graduates from BMLEF at the University of Cauca in the curricular development of the English area in primary, and secondary education.	36

9.1 About the characterization of the population

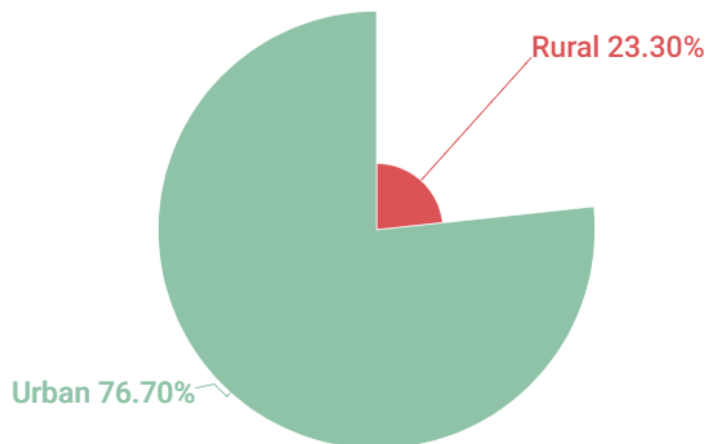
Regarding the characterization, 100% of the participants voluntarily agreed to participate in the research with prior knowledge and approval of the informed consent. It was found that the population's ages range between 22 and 54 years; The geographical distribution indicates that 62.8% reside in Popayán, 9.4% in other municipalities of the Cauca department, 20.9% in other departments of Colombia, and 6.9% abroad. It was also found that 97.6% of the participants graduated between 1992 and 2022, and 2.3% did not specify the requested date. Work experience ranges from 0 years to 30 years of seniority in teaching. The labor relationship with their respective institutions, where they practice their profession, has a considerable number of types where part-time teachers 25.6%, Tenure teachers 18.6%, 9.3% answered that they do not work, and 46.5% have other types of connection. The contract is shown below.

Figure 1 What type of employment contract do you currently have?



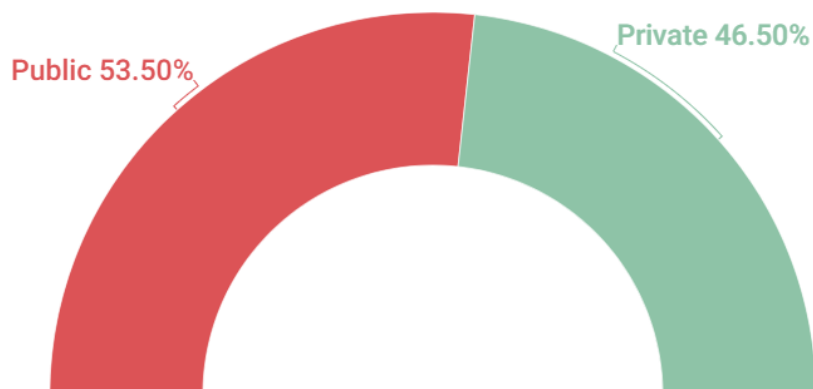
The next graph shows the distribution of the population according to the place where they work. In the urban sector, 76.7% while 23.3% are in the rural area.

Figure 2 In which sector is the institution where you work?



37.2% of the respondents have had to move from their place of residence, and 62.8% remain in their residence. According to the figures presented in the points related to geographic distribution, it can be estimated that most of the population of graduates centralize their teaching activity in Popayán, while the remaining 30.3% work in other municipalities of Cauca or other departments of the national territory, from these data, it can be inferred that the graduates who leave the city of Popayán, arrive at smaller populated centers, and a minimum part reaches rural areas. It should be noted that for this reading, the minority population living abroad was not considered. In specific terms of the department of Cauca, where according to the Study of Sufficiency and Limitations 2022, of the Department of Education Secretary, 60.42% of the population is rural and 39.58% urban, is indicated that the action of teachers. The information provided in Figure 2 has a behavior that indicates the following: the greater the population distributed in rural and difficult-to-access areas, the fewer teachers trained in foreign languages, and therefore if only this proportion is taken, it is inferred that the incidence in the curricular development of the English area is lower. However, some institutions are located in rural areas, where the teacher in charge has the function of building the entire curriculum since he is the only one in his area. Despite this, the shortage of professors in remote geographical points is an indicator of low incidence in terms of quantity, so the graduate who arrives in these areas of the country may be the only one who performs the curricular development. The inequity that exists between rural and urban areas, the latter has a greater number of trained teachers, but this is not an indicator that guarantees full coverage, because the percentage of teachers concentrated in the city, since the institutions are characterized by being mostly public by 53.5% and the remaining 46.5% report having a private nature as shown below.

Figure 3 The institution where you teach is it?



The workload is made up of two fundamental parts, the first is the working day, understood as the time in weekly hours and the time slot such as morning, afternoon, night, part-time, full-time, or by hours of the chair. Secondly, the subjects they are responsible for, as described below: 48.8% in the morning, 27.9% full-time, 9.3% in the afternoon, and 13.9% are distributed among people who do not work, their schedules are randomized in the modality of school hours and lack periodicity or do not specify the required response. Regarding the subjects taught by the teacher, we found that 48.9% teach English, 6.9% teach English and French, 23.2% have two or more subjects other than the teaching of foreign languages, in addition to English, and 20.9% do not specify the subject that corresponds to them, or do not teach any subject. It is also observed that the number of weekly hours dedicated specifically to the area of English ranges between 0 and 48 hours. Teachers also indicate that the teaching of a foreign language in their respective institutions is at a high level, 32.6%, medium, 37.2%, and low, 30.2%. It is also noted that 74.4% of each level or course has a few students greater than 10, while 25.6% of them

have a lower number than indicated. In addition, 95.3% of the subjects taught by the teacher have independent classrooms, and 4.7% refer to shared class spaces.

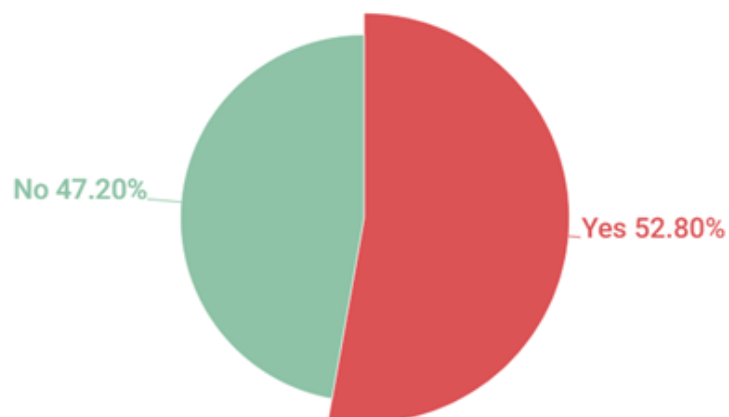
These particularities of employment, in addition to what is estimated in Graph 1, allow us to deduce that most of the graduates are outside the participation of the improvement plans, the formulation of the Basic Standards of Competences in Foreign Languages, and even the offers of training in and mastery of English as a Foreign Language of the NBP of the MNE, because these are aimed at public sector educators, specifically primary school teachers, bilingual teachers, and universities with undergraduate programs in the formation of bachelor's degrees, as stated in the Ministry's portal and its Accountability 2018 - 2022. Based on this information, a correlation is established that shows deficient participation and linkage of BMLEF graduates in public policies focused on bilingualism, since of the total number of participants in this research, only 44.2%, a figure that reflects the result of the sum of permanent teachers and those linked to the provisional modality, can become participants in the dynamics of educational development set out in the National Bilingualism Program since this percentage is in the official education sector.

9.2 About the incidence in the curricular development

The results of the application of the second research instrument begin with the voluntary acceptance of 100% of the participants, who approved the informed consent included in the initial part of the survey. In response to the first question, 52.8% stated that they were aware of the concept of curriculum established in Law 115 of 1994, General Education Law, while the remaining 47.2% did not know it.

Figure 4

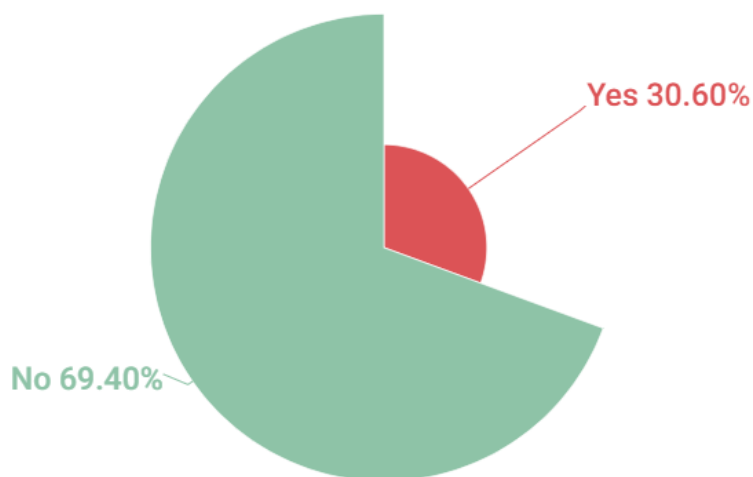
Do you know the concept of curriculum established in Law 114 of 1994?



69.4% of the participants said they did not know the curricular norms enshrined in Article 76 of the General Education Law, while a minority, equivalent to 30.6%, said they did.

Figure 5

Are you familiar with the curricular regulations enshrined in Article 76 of the General Education Law?



Of the participants, 78.8% said they knew and implemented the BLR and 21.2% said they did not. These figures are like those expressed regarding knowledge of the National Bilingualism Law, where 81.8% stated that they were aware of the stipulations of the Law, while 18.2% said they were not.

To determine the impact on curricular development, it is necessary to mention that the variables contemplated for this purpose are knowledge of the subject and its implementation. These considerations, and the results related to the conceptual and normative knowledge of the curricular components, are the theoretical basis that allows the creation of strategies for their development and subsequent execution in the teaching practice.

The personal and open perception of the respondents, when asked for a brief description of the importance of curriculum development, is represented in two parallel and contrasting aspects: on the one hand, 80% of the opinions agree on the importance of carrying out this exercise, because based on this it is possible to establish the fundamental objectives and project the goals that allow for efficient L2 learning. On the other hand, the remaining 20% express divergent opinions to those mentioned above, because they believe that curriculum development is not important, this position is presented because they have not had the experience of working in curriculum development, or because they find it irrelevant.

The research participants propose different positions regarding the importance of curriculum development when assigning a numerical value, in which 1 is the minimum quantity and 5 is the maximum. The scores were distributed as follows: 2.8% assigned one point, 8.3% two, 25% three, 16.7% four, and 47.2% five points, which infers that the majority gives it relevance. significant to the importance of its implementation.

Figure 6

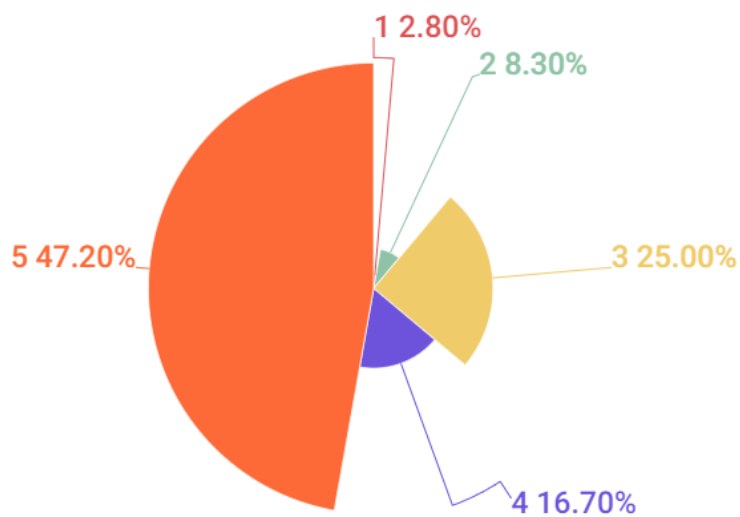
Do you participate in the curricular development of your institution?



54.3% of the participants state that during their teaching experience, they have not participated in the curricular development of the English area, while 45.7% have.

Figure 7

On a scale of 1 to 5, how important is the curriculum development in the area of English for the institution where you work?

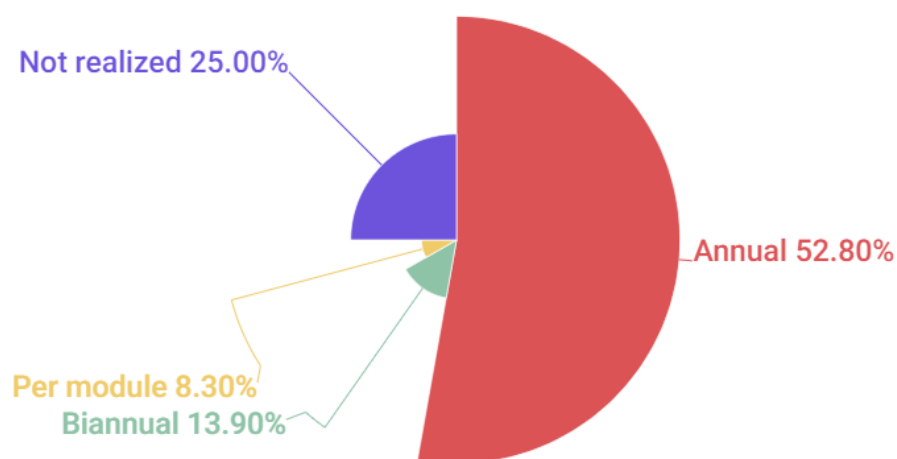


In practical terms, it was necessary to ask graduates how they have participated in this activity, to which 25.7% stated that they have not participated in this activity, either because they have not had the opportunity to do so or because the curriculum was developed and imposed by the directives of the institution, because they do not teach classes, or because they simply preferred not to answer the question. Those who did participate represent 74.2%, and these exhibit numerous forms of participation ranging from observation and planning, the presentation of suggestions that refer to new methods and didactic tools for curricular innovation, the resolution of problems, the Integration of Technologies Through ITT, and even the total creation of the curriculum of the English area, in the case of unitary teachers.

Within the participation in the curricular development, 71.5% of the participants highlighted some of the fundamental aspects such as the design, updating, execution, and updating of the curriculum, the application of the BLR, the organization of contents and formulation of objectives, the planning of evaluation activities and the contextualization of English as a second language, while 28.5% did not indicate any relevant element because they have not participated, do not teach or this activity does not apply to their job functions. In the participation of the curricular development of each institution respectively, it is indicated that in 68.6% of the cases, the work is focused individually and in group spaces, where the teachers of the English area and the academic coordinators, the teachers, the rector of the institution and the governors of the indigenous community, the teachers together with the directors and students, and the teachers of the area under their autonomy within the institution. 37.4% do not participate in the activity because they have not had the opportunity, they are not part of any work group related to curriculum development, they do not work as a teacher, or it is irrelevant to them.

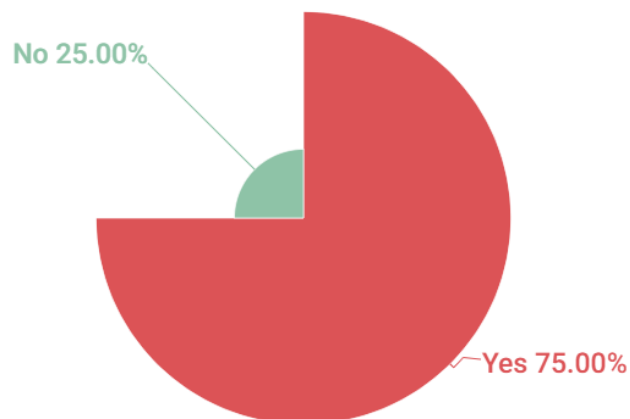
The participants in this research also indicated that the frequency with which curricular planning is carried out varies significantly according to the dynamics of each institution, the results are presented as follows: 52.8% annually, 13.9% per semester, 8.3% per module, and 25% stated that it is not carried out.

Figure 8 How often do you do curriculum planning in your institution?



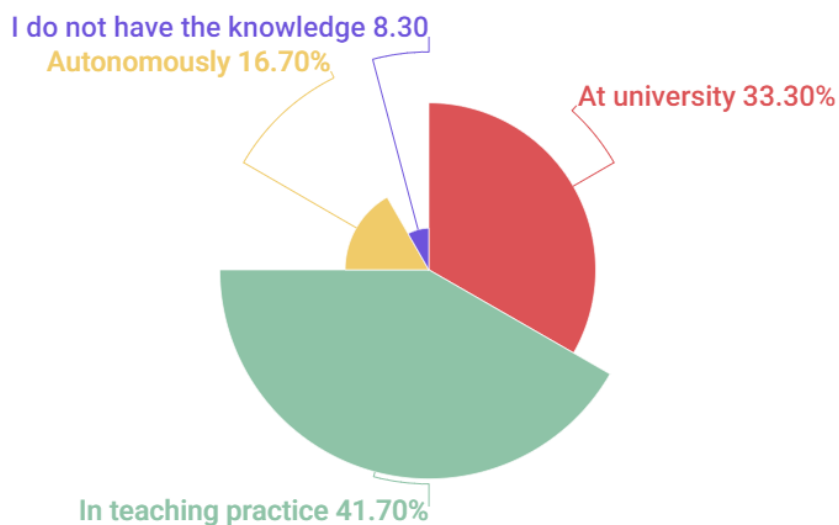
According to the participants, 75% of the institutions develop the English curriculum according to the guidelines of the MNE, and 25% do not.

Figure 9 The English curriculum is developed in accordance with the guidelines of the Ministry of National Education?



33.3% of those surveyed indicated that the knowledge related to curricular development was acquired at the university, 41.7%, in teaching practice, 16.7% independently and 8.3% indicated that they do not have any knowledge about it.

Figure 10 How did you acquire the knowledge related to curriculum development?



94.2% of the participants indicated that during their time at the university, they did not receive training concerning curricular development, but also in practical theoretical terms regarding the General Education Law. They consider that the little they could see they did not put into practice and that upon reaching the teaching profession, for which they received training as graduates, they had significant difficulties in their performance as teachers, due to ignorance of educational regulations. 5.8% of those surveyed omitted to answer the question.

Based on the findings exposed in the analysis of the data obtained in instruments 1 and 2, it is proposed to generate a reflection, in front of the preparation that the graduates had in the curricular development component, considering that this is a transversal theme in the training of professional educators. Finally, it is highlighted that this research was developed to establish a focused perspective, in offering a small and respectful contribution, to improve the pedagogical experiences of future graduates of the program.

10. Conclusions

Based on the above methodological development, and the findings obtained in the implementation of the research instruments, it is imperative to point out the importance of the follow-up that the Department of Foreign Languages carries out on graduates and their different academic and educational dynamics in the field, of the teaching exercise, they can make significant contributions in terms of solving the possible curricular needs of the program.

After analyzing the data extracted from the characterization, it is found that a minimum part of the population enters the teaching practice with the labor formality established by law, either through the modality of appointment to the teaching position before the MNE or as a provisional teacher on a transitory basis to the official educational service. From the foregoing, it is inferred that most graduates, equivalent to 55.8%, enter the labor market with hiring models that do not contemplate current legal labor conditions, will remain in the educational informality, or are unemployed.

It is important to highlight that of all the graduates who enter the working life, a minority part equivalent to 23.3%, is decentralized from the municipal capitals and urban centers, to reach the rural sector. From this information, it is established that bilingual education in this majority sector, within 67.4% is at a partial medium or low level, due to the lack of coverage of teachers trained in foreign languages.

Considering that the variables used to determine the incidence in curricular development were knowledge and its implementation, it is necessary to correlate the results obtained with the work experience of active teachers ranging from 0 to 30 years. In this way, the following proportional reason is established in general terms: the greater the number of years in the field of

education, the greater the amount of knowledge acquired in the conceptual, regulatory, and practical aspects.

According to the finding of the proportional reason between the variables and the experience in the teaching practice, a conclusive result is projected that corresponds to a positive evolution in practical and participatory terms in the incidence in the curricular development in the English chair in their respective institutions where they work.

The graduates state that during their academic training at the university, they lacked adequate training in the dynamics of curricular development. It is also noted that the minimum amount of the topic that was addressed was not put into practice, in terms of its construction and execution.

It is recognized that when they began to practice as teachers, they did not have the necessary tools to participate in curricular development by current legal regulations, and therefore curricular plans were imposed on them, which did not meet the contextual needs of the institution, that once launched, there was no possibility of making changes.

The analysis of the exposed experiences indicates that the teachers with reduced experience are not part of the teams in charge of the curricular construction, this situation means that the contributions or proposals expressed by the teacher are not considered, and curricular plans are imposed on them. that do not adjust to the contextual needs of the institution and particularly to the English area.

It is important to recognize that most of the graduates highlighted the importance of curricular planning as a mechanism that allows them to innovate, update and execute the objectives and contextual goals projected in teaching; they also state that this activity allows them to plan evaluation methods and the integration of technological tools to the area of English.

Based on these points, it can be inferred that training in curriculum development is fundamental in the BMLEF, considering that it is a degree focused on the training of educators.

It is noted that the lack of solid foundations in the management of curricular development implies problems of adaptation to working life and appropriation of the different educational processes that are developed in each institution, respectively.

11. Recommendations

As a researcher, I would like to respectfully relate in this section some suggestions based on impartiality and objectivity, making use of the information gathered in each aspect of this work, to contribute to the improvement of the BMLEF, and with the desire that future graduates of the program have the necessary tools for a successful adaptation to the teaching work.

The participants unanimously point out the importance of curricular development and considering their different opinions regarding this research, the need to articulate the practice spaces with the study, construction, and execution of curricular plans in the area of English is suggested.

Propose the theme of curriculum development as a transversal axis in the integral pedagogical training of future graduates of the program.

Create training and updating spaces focused on the knowledge of curricular regulations, based on the General Education Law, as a complementary option to the regular subjects of the program, through the Integral, Social, and Humanistic Training Component (FISH).

According to the considerations of 100% of the graduates who participated in the research, it is recommended to strengthen and deepen training in the area of curriculum development at BMLEF. They point out that although the topic was mentioned in the OPE, its construction, and application were never put into practice in real learning spaces.

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13. Appendix

Appendix A


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Solicitud base de datos egresados > Recibidos x ✕ 🖨️ 📧

 **Mauricio Efrain Palacios Ledezma** <mpalaciosl@unicauca.edu.co> lun, 18 abr 2022, 10:28 ☆ ↩️ ⋮
para Maricela ▾

Muy buenos días Profesora Maricela, reciba un cordial saludo.

En vista de la necesidad de la necesidad de establecer contacto con los egresados del programa, para el desarrollo de mi trabajo de grado y para lo cual es necesario hacer uso de la base de datos de los mismos, me remito a la profesora Carmelina dado que ella tiene gran experiencia en el trabajo con esta población, ella me recomendó que la solicitud de la base de datos de los egresados la hiciera directamente a la coordinación del programa, por esta razón me dirijo a usted para realizar dicha solicitud, y poder así, darle continuidad al trabajo investigativo. Agradezco su atención y quedo atento a su valiosa colaboración.

 **Maricela Lopez Molina** <marilopez@unicauca.edu.co> lun, 18 abr 2022, 17:37 ☆ ↩️ ⋮
para mi ▾

Buenas tardes Mauricio

En atención a su solicitud, le remito la base de datos que tenemos en este momento.

Universitariamente,

Maricela López Molina
Coordinadora Licenciatura en Lenguas Modernas con Énfasis en Inglés y Francés

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Hacia una Universidad comprometida con la Paz Territorial

Hacia una Universidad comprometida con la Paz Territorial

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Item	Nombre	Formato	Tamaño	Fecha	Estado
1	TRABAJOS DE GRADO DE LOS EGRESADOS DEL PROGRAMA DE LICENCIATURA EN LENGUAS MODERNAS CON ÉNFASIS EN INGLÉS Y FRANCÉS	PDF	1.2 MB	18/04/2022	Completado
2	TRABAJOS DE GRADO DE LOS EGRESADOS DEL PROGRAMA DE LICENCIATURA EN LENGUAS MODERNAS CON ÉNFASIS EN INGLÉS Y FRANCÉS	PDF	1.2 MB	18/04/2022	Completado
3	TRABAJOS DE GRADO DE LOS EGRESADOS DEL PROGRAMA DE LICENCIATURA EN LENGUAS MODERNAS CON ÉNFASIS EN INGLÉS Y FRANCÉS	PDF	1.2 MB	18/04/2022	Completado

X Trabajos de grad...

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Appendix B



ENCUESTA DE CARACTERIZACIÓN DE LA POBLACIÓN PARTICIPANTE EN LA INVESTIGACIÓN TITULADA “Incidencia de los egresados del Programa de Licenciatura en Lenguas Modernas Inglés Francés de la Universidad del Cauca en el desarrollo curricular del área de inglés en su labor docente en la educación básica primaria, secundaria y media”

Apreciado participante, la presente investigación para la cual se le ha solicitado su colaboración, tiene un fin netamente académico, la información suministrada será manejada de acuerdo con la protección de datos personales establecido en la Ley 1581 de 2012.

Appendix C



Sección 1 de 2

La presente encuesta tiene como objetivo determinar la incidencia de los egresados del Programa de Licenciatura en Lenguas Modernas Inglés - Francés de la Universidad del Cauca, en el desarrollo curricular del área de inglés en sus instituciones educativas.

Apreciado participante, la presente investigación para la cual se le ha solicitado su colaboración, tiene un fin netamente académico y la información suministrada será manejada de acuerdo con la protección de datos personales establecido en a la Ley 1581 de 2012. Agradecemos su participación.

Correo *

Correo válido

Appendix D

Instrumento 1

1. Correo electrónico
2. Nombres y apellidos
3. Número de identificación
4. Edad
5. Lugar de residencia (municipio, departamento, país)
6. Fecha de egreso del PLLMIF
7. ¿Cuántos años de experiencia como docente?
8. ¿En cuántas instituciones ha ejercido como docente?
9. ¿Qué tipo de vinculación tiene actualmente?
Nombrado, Provisional, Otra
10. ¿La institución donde desempeña la labor docente actualmente se encuentra en el sector?
Rural, Urbano
11. ¿Cuál es el nombre de la institución?
12. ¿La institución en la que labora queda en el mismo lugar de residencia?
Sí, No
13. ¿En qué jornada desempeña la labor docente?
Mañana, Tarde, otra
14. ¿Cuales asignaturas tiene a su cargo?
15. ¿La institución donde se desempeña como docente tiene un carácter?
Público, Privado
16. ¿Cuántas horas semanales tiene asignadas en el área de Inglés?
17. Respecto a la enseñanza de una segunda lengua, ¿en que nivel cree usted que se encuentra la institución en la que labora?
Alto, Medio, Bajo
18. ¿Cuántos estudiantes tiene por nivel o curso?
Menos de 10, Más de 10
19. ¿Los cursos se imparten en aulas independientes?
Sí, No

Appendix E

Instrumento 2

1. ¿Conoce el concepto de currículo según se establece en la Ley 115 de 1994, Ley General de Educación? Si.....no
2. ¿Conoce la reglamentación curricular consagrada en el artículo 76 de la Ley General de Educación? Si.....no
3. ¿Conoce e implementa los Derechos Básicos de Aprendizaje (DBA) del área de inglés? Si.....no
4. ¿Conoce la Ley Nacional de Bilingüismo? Si.....no
5. Describa la importancia, que tiene para usted, el desarrollo curricular en el área de inglés
6. En una puntuación de 1 a 5 ¿Qué tan importante es para la institución donde usted labora el desarrollo curricular del área de inglés?
7. ¿Ha participado en el desarrollo curricular de su asignatura? Si.....no
8. ¿De qué manera ha participado en el desarrollo curricular?
9. ¿Cuáles son los aspectos curriculares dónde usted más participa?
10. ¿Quiénes participan en el desarrollo curricular de la institución dónde labora?
11. Con qué frecuencia realizan planeación curricular en su institución? A. Anual. B. Semestral. C. Por módulo. D. No se realiza
12. ¿El currículo del área de inglés se desarrolla conforme a los lineamientos del Ministerio de Educación Nacional? Si.....no
13. ¿Cómo adquirió el conocimiento relacionado al desarrollo curricular?

En la universidad, En el ejercicio docente, De forma autónoma, No tengo el conocimiento
14. ¿Durante su paso por la universidad, qué considera que hizo falta en su formación integral, en relación con la Ley General de Educación?
15. ¿Considera que desde el PLLMIF se debería fortalecer el conocimiento sobre desarrollo curricular? ¿Por qué?
16. ¿Qué recomendaciones le haría al PLLMIF para que los futuros egresados tengan una mejor preparación en el tema?

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