

Infrastructure and Resources of Private Schools in Cali and the Implementation of the Bilingual Colombia Program

Infraestructura y recursos de los colegios privados en Cali y la implementación del Programa Colombia Bilingüe

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Institutional factors affect the implementation of educational policies. Physical school infrastructure and the availability of resources determine to a certain extent whether a policy may be successfully transformed into practice. This article provides a description and analysis of school infrastructure and resources of private institutions of strata 1-4 in Cali and how these two factors relate to the implementation of the Bilingual Colombia Program (BCP). In general, it was found that schools were alike regarding the availability of general resources and the inadequate condition of some infrastructure aspects. Yet, significant gaps among schools were found in the availability and number of specialized resources for English language teaching. Results suggest that additional resources might need to be allocated in schools for a successful implementation of the BCP.

Key words: Bilingual Colombia Program (BCP), general school resources, policy implementation, resources, school infrastructure, specialized English Language Teaching (ELT)

Los factores institucionales afectan la implementación de las políticas educativas. La infraestructura física y la disponibilidad de recursos determinan, hasta cierto punto, si una política será llevada exitosamente a la práctica. Este artículo ofrece una descripción y análisis de la infraestructura escolar y los recursos de instituciones privadas de estratos 1 a 4 de Cali y cómo éstos se relacionan con la implementación del Programa Colombia Bilingüe. En general, se encontró que las instituciones guardan similitudes en relación con sus recursos generales y la condición inadecuada de algunos aspectos de la infraestructura. Sin embargo, se encontraron diferencias significativas en la infraestructura y en la

disponibilidad y cantidad de recursos especializados para la enseñanza del inglés. Los resultados sugieren que podría necesitarse proveer a las instituciones de recursos adicionales para la enseñanza del inglés con el fin de lograr una implementación exitosa del programa Colombia Bilingüe.

Palabras claves: implementación de políticas, infraestructura escolar, Programa Colombia Bilingüe, recursos educativos generales, recursos para la enseñanza del inglés

Introduction

The increasing interest in the Bilingual Colombia Program (BCP)¹ and the controversy and concern it has generated among the English language teaching (ELT) community highlight the need for studies that examine it from different perspectives. Teachers fear that most of the responsibility of the accomplishment of its goals has been put on them, disregarding other factors that are also important. Policy implementation appears to be a dynamic and complex process with different agents and factors that interrelate (Van Meter & Van Horn, 1975). According to Hope (2002), there can be obstacles when implementing a policy, one of them being the lack of resources.

Previous research studies depict classroom reality in our country, centering especially on methodology (Cadavid, McNulty & Quinchía, 2004; Hernández & Faustino, 2006), the needs for a proper implementation of the BCP (López, Peña, de Mejía, Fonseca & Guzmán, 2009; Sánchez & Obando, 2008), and teachers (Cadavid, McNulty & Quinchía, 2004). What these studies confirm is an unfavorable reality for ELT: scarce resources, where the white or chalk board is the main and sometimes only tool teachers have; overcrowded classrooms with 40 to 49 students per class; little time assigned to English; and teachers with low proficiency in the foreign language.

However, these studies have tended to focus on public schools and less attention has been paid to schools in the private sector, which account for 43.6% of all schools in our country (Ministerio de Educación Nacional, n.d.) and, therefore, constitute a significant reality. Besides, most of the data sets used in these studies were collected before 2004, which is prior to the introduction of the BCP, and none of them

1 The Bilingual Colombia Program, planned for the 2004-2019 period, is a language education policy that seeks to improve the quality of English language teaching in the country. The aim of the policy is that 11th grade students should reach a B1 level, last-year university students a B2 level, current school teachers a B2 level, and new teachers a C1 level.

provides information of school infrastructure or descriptive evidence of the resources schools possess. For this reason, it is necessary to explore the different factors that directly and indirectly affect the implementation of the BCP. In this paper, we report on preliminary results of an ongoing macro joint research between researchers of Universidad de San Buenaventura, Cali, and Universidad del Valle. The study aims at describing and analyzing the current conditions for the implementation of the BCP in public and private schools of strata 1 through 4 in Cali.

Research Questions

The research questions that guide this study are:

- (i) What are the conditions of schools in terms of facilities and resources in order to implement the BCP?
- (ii) Who is implementing the BCP in our city?
- (iii) What are the profiles of school administrators, teachers and students?
- (iv) What actions are being taken by schools to implement the BCP?
- (v) What are the attitudes and expectations of school administrators, teachers, students and parents towards the BCP?

These questions are being addressed by ten sub-projects led by the researchers involved in the study. This paper reports on preliminary advances of the research and focuses on the first question concerning the infrastructure and the resources of schools. The report is restricted to the private sector.

Method

A descriptive qualitative research method was used to describe the characteristics of the settings in which the participating schools of the study fulfill their activities. This study was implemented through a mixed design approach where quantitative and qualitative data were collected and analyzed. For the purpose of this paper, we combined statistical analysis with a narrative description of two schools based on evidence provided by school administrators through surveys and observations made by the researchers. The data were collected during four months.

Participants

Participants consisted of 22 private schools located in strata 1 to 4. The study is limited to these strata as schools of strata 5 and 6 in Cali are normally bilingual or they run intensive English programs in terms of the number of instruction hours, which contribute to complying with the quality needed to ensure that students develop a solid academic language background to respond to the existing bilingual Colombia educational policy.

In order to embrace all geographical sectors of the city, one school from each of the communes was chosen except for commune 4 where no school participated, and commune 18, where two schools were part of the study.

Data Collection Instruments

A survey and an observation checklist were used to gather information about school infrastructure and resources. The design of the instruments began late in 2009 and was completed after 5 months of intensive work. The instruments were analyzed and improved after several discussions and feedback provided by the other researchers of the macro joint research. Both instruments were piloted in two schools which were not part of the sample analyzed in this study.

Surveys. The survey was divided into four sessions: (1) general identification information of the school, (2) infrastructure and resources, (3) human resources, and (4) academic-administrative information. This survey combined open and multiple choice questions and was completed by a school administrator in each school. The survey was done in Spanish for their convenience.

Observation. Non-participant observation was carried out using a checklist to note down infrastructure and resources. This instrument contained five sections: (1) general information of the school, (2) infrastructure, (3) conditions of the infrastructure, (4) general resources, and (5) infrastructure and resources for the teaching of English. The instrument had two columns: (i) in the first one, the quantity of school resources was specified and (ii) in the other, comments about what was observed were taken down. The second section of this instrument –infrastructure– included close questions to assess specific aspects of the environmental factors of the school. Through this checklist, some features of the infrastructure and the general

resources of each school were considered in detail. Additionally, the resources used to develop the skills necessary to communicate in English were identified.

Procedure

In order to select schools, the complete list of private schools provided by the Secretary of Education on its webpage was used. The schools were randomly chosen and phone calls were made to confirm that schools belonged within strata 1 to 4. Easy access and safety of the urban areas where schools are located were also considered for the selection. As said earlier, one school in most communes was taken. The schools were visited to present the project and their school administrators were invited to participate in it. Since some schools' administrators were missing, two meetings with them were held at Universidad del Valle in February and March 2010.

For the data collection process each school was generally visited by three researchers; one researcher was in charge of collecting data for the sub-project dealing with infrastructure and resources, while the other two researchers worked with teachers and students to collect data for other sub-projects. In most schools, the survey was completed by a school administrator during the visit of the researchers, while in others the survey was turned in and picked up later. In other schools, as requested by the school administrators, the survey was sent electronically and, once completed, sent back via e-mail. As some questions in the survey were not answered, phone calls were made to schools to complete them. In order to fill out the observation checklist, the researchers visited the school along with a school administrator, a teacher or a student who acted as a guide to the different places that were observed.

Analysis of Information

Descriptive statistical analysis was done using the Statistical Package for the Social Sciences (SPSS) software in its IBM Base version, serial number 10135365. The program helped to collate the data, generate tables and establish correlations between different questions.

The data gathered through the survey from all schools were analyzed first as a whole, looking for similarities and differences in the physical characteristics of school

infrastructure and the availability and number of resources. Frequencies and descriptive statistical analyses were done for the identification of similarities and differences. The same procedure was followed with the data collected through the observation checklist.

Secondly, the results were reexamined by looking at each school individually and observing the data in both instruments. This procedure allowed us to better understand the results and develop a more precise analysis.

To achieve validity and reliability, the data from the survey and the observation checklist were triangulated. Also, two levels of analyses were done: the analysis of the data from schools as a whole and from each school on an individual basis. Finally, the analyses made by each of the two researchers were also compared and discussed.

Results

School Infrastructure

School Infrastructure refers to the site, buildings, indoor and outdoor spaces that support effective learning and teaching. A good infrastructure should provide a friendly, inspiring and visually pleasing school environment where students can develop their personalities and overall education to their maximum potential. Within school infrastructure, the availability of physical spaces such as staff room, library, playground, cafeteria, canteen, administrative offices, classrooms, auditoriums, computer room, language lab, science labs, workshops, sports areas, and ramps was considered. Further, as part of the school infrastructure, some environmental factors such as sound, lighting, ventilation, and indoor air were included as well as basic services such as water and sanitation, and elements like school age, school size, and classroom size.

Figure 1 presents a summary of the results of the different aspects found in school infrastructure.

As observed in Figure 1, 72.7% of the school buildings (16 schools) have an auditorium or a big hall where school events or gatherings are held. Computer rooms are present in all schools, and other features such as a library, a science lab and a staff

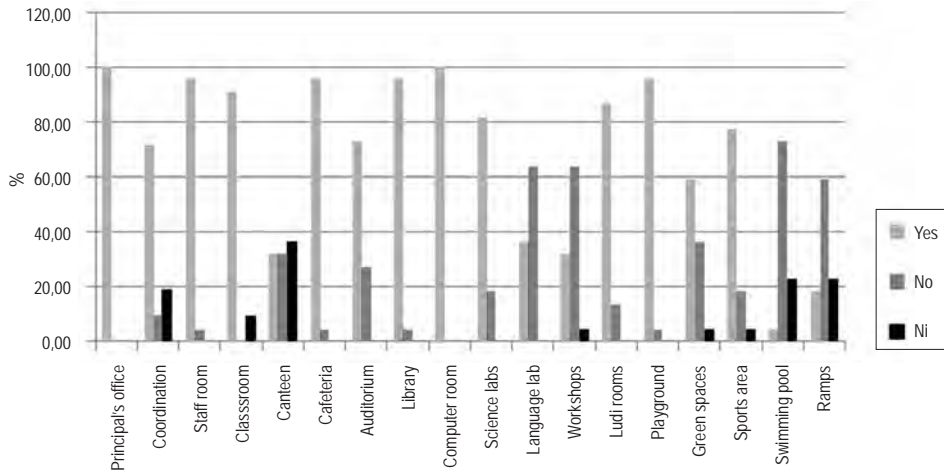


Figure 1. School infrastructure

room are also available in almost all schools. It was found that 36.4% of the schools (8 schools) have a language lab.

Although 95.5% of the schools reported having a playground, it was noted in the observation checklist that in some schools this is a closed space, where the recreation ground is not sufficient and the lack of adequate facilities is evident. Provision is made for green space in a lot of schools, but only few schools supply ramps for the physically challenged.

A small percentage reported owning workshop facilities where the students can get training. 86.40% of the schools have a special place for ludic activities and most of them have a cafeteria. Data collected showed that not many schools have a canteen. For their safety, all schools have fire extinguishers and almost all have a first-aid kit.

Regarding the age of the construction, half of the schools surveyed were set up before 1970. There are 6 schools that run their activities in buildings constructed more than four decades ago. There is a set of 14 buildings that were built between 1968 and 2000 and only one was erected in early 2000, as seen in Figure 2. Some constructions are not suitable structures designed or planned to

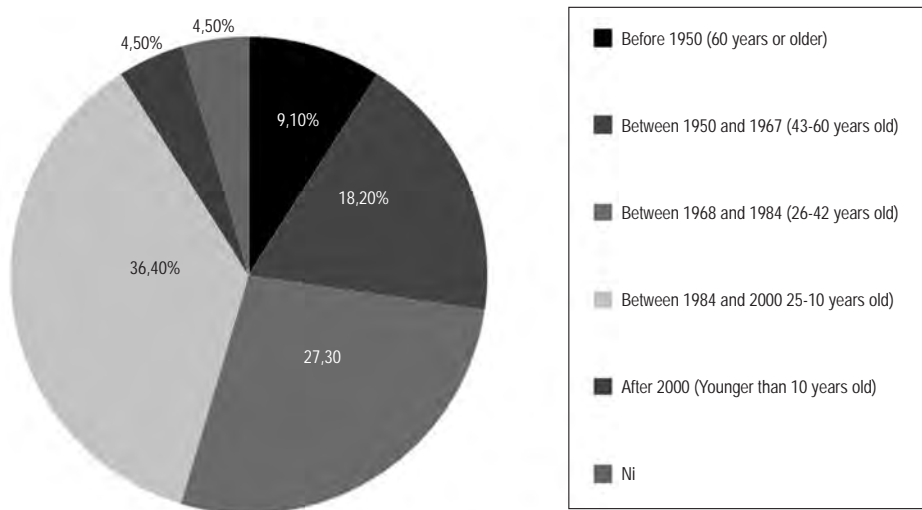


Figure 2. Age of school facilities

be run as a school. Some schools are located in modified or barely adapted premises of old houses.

On school size, the result that emerged ranges from 1,000 m² to more than 10,000 m². The highest percentage is represented by schools whose premises are between 1,000 and 5,000 m². Concerning this element of the infrastructure, some cases caught our attention. There some institutions with an area of no more than 1,000 m² and house almost 400 students and other schools with fewer students and a total area of 10,000 m².

Although all schools have an adequate number of sanitation facilities, access to clean drinking water and electricity, some of them do not comply with satisfactory conditions of lighting, noise and ventilation, as shown in Table 1.

Table 1. Adequate environmental factors of schools

	Lighting	Noise level	Ventilation
YES	77.30%	77.30%	86.40%
NO	18.20%	18.20%	9.10%
NI	4.50%	4.50%	4.50%
Total	100%	100%	100%

Resources

For the purpose of this study, the expression “school resources” means the set of materials that are necessary for the accomplishment of educational goals. School resources assist teachers and educational agents in implementing different pedagogical practices, and, as such, play a key role in education.

A practical way to analyze school resources with regard to ELT is to divide them into general resources and specialized ELT resources. The former group includes materials that support the teaching of a foreign language and, at the same time, can be used for different purposes and in the teaching of different subject areas. Included in general resources are printers, video-beams, photocopying machines, computers, CD players, tape recorders, TV sets, DVD players and Internet access, among others.

On the other hand, specialized resources for ELT include those school materials that are especially allocated for the teaching of English in order to be able to implement or support the syllabi for English and, as opposed to general resources, they are materials not normally shared with other teachers or school staff. Some of this type of resources include audio tapes in English, audio CDs in English, software with content in English, English textbooks, flashcards and posters, among others.

General school resources. Concerning general resources, it can be said that almost all schools have basic materials for their teaching. Printers and photocopying machines, TV sets, computers, tape recorders and CD players are present in all schools, although it was observed that not all of them worked. Photocopying machines, DVD players and Internet access are also common in most schools. Table 2 summarizes this information.

Table 2. General school resources

Resources	<i>n</i>	% of schools that own the resource	% of schools that do not own the resource	No information
Printers	22	100.00		
TV sets	22	100.00		
Computers	22	100.00		
Tape recorders	22	100.00		
CD players	22	100.00		
Photocopying machines	22	86.40	9.10	4.50
Video beams	22	72.70	27.30	
DVD players	22	90.90	4.50	4.50
Internet access	22	95.50	4.50	

Specialized resources for ELT. As explained earlier, these are resources that are normally acquired to be used in the English class. Table 3 provides an overall picture of the presence of these resources in schools.

Table 3. Specialized ELT resources

Resources	<i>n</i>	% of schools that own this resource	% of schools that do not own this resource	No information
Bilingual dictionaries	22	77.30	18.20	4.50
English textbooks	22	90.90	9.10	
Tapes in L2	22	68.20	31.80	
Audio CDs in L2	22	86.40	13.60	
Flashcards	22	68.20	27.30	4.50

Resources	<i>n</i>	% of schools that own this resource	% of schools that do not own this resource	No information
Posters	22	59.10	36.40	4.50
Videos in L2	22	72.70	27.30	
Software with L2 content	22	45.50	54.50	
Content-based books in L2	22	36.40	63.60	
Big Books	22	22.70	59.10	18.20
Worksheets	22	81.80	18.20	

In comparison to the table of general resources, this last table shows that fewer resources are allocated to the teaching of English, although textbooks and audio CDs are present in most schools. Other ELT specialized resources such as content-based books, big books and software are scarce.

Resources are very important not only in accessibility but also in number. Table 4 summarizes quantities collected in the 22 schools surveyed. It is important to note that the information presented is the product of an initial exploration and that these data were compiled from the school characterization surveys, which were completed by school administrators who sometimes did not know the exact numbers or did not have the information at hand. Therefore, in some cases they gave approximate numbers.

While descriptive statistical analysis provides a general picture of the conditions under which the BCP is to be implemented in private schools of strata 1 to 4 in Cali with regard to infrastructure and resources, it is also true that they miss presenting specifics. Numbers and percentages can be complemented if they are accompanied by more descriptive analyses, which help to complete the picture of the current school conditions. Below, the descriptions of two schools are presented to accomplish this objective.

Table 4. Quantities of ELT resources

	Mean	Minimum	Maximum
Tape recorders	6.82	1.00	20.00
CD players	5.82	1.00	20.00
TV sets	6.41	1.00	30.00
Audio tapes	14.35	.00	100.00
Audio CDs	24.83	.00	100.00
Software programs	1.26	.00	11.00
Textbooks	85.40	.00	500.00
Content-based books	8.32	.00	100.00
Flashcards	166.89	.00	902.00
Posters	23.71	.00	110.00
Videos	9.00	6.00	12.00

School 22101

School 22101 was created 12 years ago and offers pre-kindergarten to 11th grade to around 300 hundred students. The school is located in stratum 2 in a building of 300m² of construction in a 150m² area. The institution operates in a two-story house that has been adapted to accommodate twelve classes. Another area, though very small, was adapted to function as the Principal and the Coordinator's office. It also has a small room with 12 computers. During the visits, several observations were made: some maintenance was needed, the level of noise was high, the lighting was low and there was little ventilation. To compensate for the lack of spaces, the school has set up agreements with the local library and with different organizations to use their workshops.

Regarding resources, this school owns basic equipment: a printer, photocopying machine, a tape recorder and two TV sets. Students bring CD players from home when they need more. Specialized resources for ELT are very scarce: only worksheets

produced by the teacher and three videos that are used in Primary. The teacher, consequently, brings some materials of his own, basically flashcards and posters.

School 21801

Founded more than 60 years ago, this school is located in stratum 4 and offers pre-kinder to 11th grade to almost 1,500 students. In an area of 30,000 m², the school building has around 10,000 m² where 45 classrooms are accommodated with generous green spaces.

During the visits, it was observed that school 21801 has an organized infrastructure where spaces are well differentiated, which makes the orientation in it easier. The Principal and the five different Coordinators have separate offices where teachers, parents and students are assisted. There are also spaces that function as auditoriums, two computer rooms, special spaces for ludic activities and art, and two playgrounds. The school has ramps for the physically challenged. It was observed that classrooms have enough light, the level of noise allows for academic work without disturbance and there is good ventilation. The school has science laboratories, too.

In relation to resources, it was noted that the institution has made significant investments in both general resources and specific resources for ELT. There are English textbooks, bilingual dictionaries and content-based books in English –more than teachers can actually use, said the librarian- several CD players, videos, software programs and big books and lots of flashcards and posters. There is also a language lab used by elementary and secondary.

Discussion

In the present study, we investigated two institutional factors in the implementation of the National Bilingual Program within the private sector: school infrastructure and resources, as these are variables that can either support or hinder effective learning and the performance of schools towards the achievement of the goals of an educational policy (UNESCO, 2010; Hope, 2002). The aim of studying these variables was to identify the physical facilities and resources private schools of strata 1 to 4 own and to analyze how these variables might affect the implementation of the BCP in these schools.

Román (2008) states that school infrastructure and resources are indirect factors that have an influence and impact on the aspects that affect learning directly, which are class environment, methodology and time management. She found high achievement is correlated with the use of resources: “the teachers that get their students to learn more and better are those who support their teaching processes with use of didactic resources both traditional and high tech.” (2008, p. 214) The aim of this study was not to check whether or not teachers make proper use of resources in the classroom, but to acknowledge the fact that if teachers have the resources at hand, they will have a better chance to use them.

The statistical analysis and description presented above provide evidence that although most private schools of strata 1 to 4 count on general resources for their basic functioning, there are some schools that present some problems as regards the conditions of their infrastructure that might hamper the implementation of the BCP. Besides, the current significant differences among schools regarding the availability and number of their specialized ELT resources might result in differences in the implementation of the BCP.

Proper infrastructure of school buildings is needed as it might affect learning. Schneider (2002) concluded that acoustic conditions, lighting and ventilation, among other factors, bear on students’ and teachers’ ability to perform. If acoustic conditions are linked to the implementation of the BCP, it could be stated that high levels of noise might hinder the development of students’ listening comprehension. As was found, there is a lack of adequate acoustic conditions in some participating schools which might result in difficulties for effective listening and could set learning back. Furthermore, as has been announced by the American Speech Hearing Association (n.d.), to overcome poor classroom acoustics, teachers need to talk louder and therefore the strain on their voices worsens. Teachers’ voices represent an asset, and this is especially true for language teachers. According to Malley (2009), language learners associate their impression of the language with the impressions they have of their language teachers’ voices. This calls for a need to have proper acoustics in schools so that language learning and implementation of the BCP can be facilitated. Some studies have proved that teachers suffer voice problems 32 times more in comparison to those in similar occupations as a result of the effort they have to make when teaching (American Speech Hearing Association, n.d.).

In relation to the availability and number of specialized ELT resources, it was found that there are variations from school to school. For instance, while some

schools have only one tape recorder and one CD player, others have up to 20. Regarding audio tapes, audio CDs, textbooks, content-based books, flashcards and posters, the fluctuation goes from zero to hundreds. Many of these kinds of resources are considered basic materials to teach an English lesson (González, 2006). UNESCO acknowledges the relation between materials and school performance as well as the importance to ensure that all schools have the same conditions: “In many developing countries, differences in performance across schools are linked to the teaching environment. School systems are often marked by large variations in class size, availability of books and teaching materials, teacher quality and school building standards” (2010, p. 110). In the document of standards for English language teaching in Colombia, the Ministry of Education (2006) refers to the use of multiple resources that help meet the objectives proposed by the teachers.

Based on the cited authors and the data found, it can be inferred that the difference in the availability and number of ELT specialized resources among the participating schools might affect English learning and the implementation of the BCP. This, in turn, might also lead to either different levels of accomplishment of the policy goals or the non-realization of them in some schools by 2019, as established by the language education policy.

Commonalities: General School Resources

General resources, such as printers, photocopying machines, computers and CD players were present in almost all schools surveyed. These resources serve teachers of all subjects and can be used to prepare material and support different class activities. These general resources, if properly used, might serve as aids in the implementation of the BCP, for example, when preparing worksheets and playing audios aimed at addressing different Colombian ELT standards. However, as these resources are shared with teachers of other areas, access to them by the English teachers might be limited.

Infrastructure: Between Large Bulky Buildings and Small Adapted Schools

On the whole, even though most schools have a good infrastructure and basic services such as water and sanitation, some might need to modify or redesign their

premises in order to develop a more effective and sophisticated educational environment over time. While the declining state of maintenance of some buildings is deteriorating the quality of the construction and making it less appealing, others provide a more modern and attractive setting, showing that owners and administrators care about how things look. As people's morale and behavior generally tend to improve when the environment is upgraded (Rutter, 1983), it would be wise to maintain buildings in good condition.

Despite their age, some school buildings have adequate facilities where students can spend their time not only studying, but playing or resting. These schools have generous green and open spaces that can increase enthusiasm for learning or engage students in outdoor learning activities. Quiet and supervised areas are available, too. The infrastructure of these schools seems to facilitate the development of the curriculum and provide a friendly setting for students to learn. In fact, Rutter (1983) refers to the correlation between the physical plant and learning stating that pupil outcomes are better in schools that are kept in good order and in an attractive decorative condition.

Nevertheless, the owners/administrators of poorly-equipped schools that need improvements in almost all areas of study need to offer their students better opportunities to learn. Some facilities include shabby and dull spaces which are either too small or too big and their walls and finishings are not visually stimulating. These might deserve investment to be changed in order to comply with current teaching demands.

Other schools run their activities in a renovated building where there is a long corridor with classrooms on either side, thus freedom of movement among structures is not easy. These schools do not seem to be well-planned or designed to accomplish new educational approaches, and they might not guarantee students and teacher's security and comfort where trees, grass, or gardens cannot be seen.

Toranzo (2007) states that school space is not considered part of the curriculum as it should be. She suggests educators should teach *with* the space and not only inside it. There is much to do in the future to make educators consider the space as part of the curriculum in the new educational policies, she states.

Besides, we learned that some schools do not comply with some requirements demanded by the Ministry of Education (2009), such as facilities for the physically challenged, especially ramps for wheelchairs or suitably adapted toilets.

The classrooms, as observed in all schools, keep the traditional square classroom furnished with rows of individual or double desks suggesting the prevalence of the teacher's authority and the student's passivity (Crespo & Pino, 2007).

Advances and Challenges Regarding ELT Resources

The availability of general resources which can be used in English teaching and that are present in most institutions is a gain for the learning processes: tape recorders, CD players, TV sets, and Internet access. These resources, however, as explained earlier, are usually shared with other areas or subjects, which might lead to fewer opportunities for actual use in the English classes.

On the other hand, big differences were found among schools regarding the availability of specialized resources for language teaching, such as audio tapes, audio CDs, videos, language labs, software with L2 content, content-based books and big books, which only few institutions own. These results are akin to what Cadavid, McNulty and Quinchía (2004) reported on their research done on seven public schools in Medellín: "Although the schools have equipment such as televisions, VCRs and tape recorders, they are lacking video or audio tapes that can be used with this equipment" (pp. 42-43). The limited number or lack of some media resources in the participating schools of the macro joint research might be due to the high investment they demand. Indeed, in her study about training on materials use in EFL teacher education programs González (2006) reports that technical media materials are pricey.

With regard to *quantities* of ELT resources, as noted earlier, the difference among schools also seems substantial. Regardless of the size of schools, these resources in many of the schools are scarce and do not meet the needs of the population they serve, while in others the needs are satisfied beyond expectation as seen in the case of school 21801. As these types of resources can be considered paramount in foreign language teaching, their lack thereof constitutes a challenge for some institutions.

Likewise, the number of textbooks and content-based books differs greatly from school to school. The situation of scarcity leads to few opportunities for students to practice reading in some schools, unless teachers devote sufficient time to find and prepare supplementary material using different sources. To cope with this situation, it was found that some teachers bring their own materials from their homes.

Though many students face restricted opportunities to learn English in appropriate, fully-equipped environments, a gain is the availability of the Internet in almost all schools, which suggests its use to support and encourage students' learning (Román, 2008). Further, as reported before, all schools have their own computer lab which could be used as language labs to ensure that students can do activities supported by information and communication technologies.

This is the overall current picture of what some private schools from strata 1-4 are like in Cali and what they rely on for the implementation of the BCP. It should be noted, however, that this study is limited to the analysis of two institutional factors that affect the implementation of the BCP. Far more research is needed to explore different aspects; for instance, (i) how well the policy has been communicated to the implementers and understood by them, (ii) the disposition of the school community for the implementation of the policy, and (iii) the actual capacity to implement the policy (Van Meter & Van Horn, 1975). Some of these aspects are considered in the ongoing macro joint research. Its results will be communicated to the academic community as the analysis progresses.

Conclusions

This report on the current school infrastructure and resources suggests that schools might need to revise these factors to provide a better learning environment to facilitate the implementation of the BCP.

Although the infrastructure of most participating schools is in good condition, more attention should be paid to some aspects to assure long term and good outcomes in the teaching process. The schools should be prepared to face the challenges demanded by the BCP to improve English teaching in the country which aims to facilitate access to employment and educational opportunities.

Private schools of strata 1 to 4 in Cali that participated in the study are facing challenges in the availability and number of resources that are specially designed for the teaching of English. These resources play an indirect role in foreign language education since they assist teachers in their methodologies, thus contributing to language learning and achievement.

Supportive actions towards the BCP should include the consideration among policy makers and school administrators that educators teach not only inside a space,

but also with it. This means that space should be considered part of the curriculum. Awareness should be raised in those who lead the educational processes to provide the conditions needed regarding infrastructure so that the goals of education policies can be met.

For a proper compliance of the bilingual Colombia policy, it is important for schools to reflect upon the availability and number of resources they have to teach English with. Each school ought to assess the resources they possess to implement the English program and decide if it is what is necessary and sufficient to attain the goals of the BCP. They should take actions based on these reflections.

In summary, the official announcement of an educational policy is not enough to guarantee its enactment. Consideration should be given to different factors that might affect and determine the accomplishment of the goals. Infrastructure and resources are two of these factors.

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