

DESCRIPTIVE RESEARCH OF THE SCOPE OF NATIONAL AND INTERNATIONAL
PUBLIC POLICIES FOR TEACHING ENGLISH IN RURAL AREAS OF ANTIOQUIA

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SUMMARY

Teaching English as a foreign language (TEFL) in rural educational centers in the department of Antioquia presents a different dynamic with respect to urban institutions; in these rural schools it is important to determine the teaching dynamics and to value the processes of inclusion and exclusion that are perpetuated in their educational dynamics based on the guidelines of international and national public policies. This research is an exploratory and descriptive study of government documents and curricular guidelines for teaching English as a foreign language is used, the study of research projects and the assessment of educational dynamics identifies the need to expand the number of credits and hours of teaching in the English area, strengthen the training of primary school teachers with minimum English levels of B1 and B2 to respond to the needs of students in rural schools, which would similarly strengthen educational quality and present greater opportunities for the region.

Keywords: English, teaching, learning, rural school, inclusion, quality.

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1. INTRODUCTION.

Teaching of English as a foreign language is substantially shaped by the way in which the nature of the pedagogical practice is conceptualized, which implies a mediation system that integrates the participation of the teacher, the student and the tools involved in the educational act. Teaching English as a foreign language is a fact that urges the transformation of educational environments aimed at social inclusion and innovation to allow access to different social environments that currently demand a broad command of the English language and that configure new communicative spaces that the possibilities of personal, professional, labor and social development of many citizens increase or decrease (Usma, 2009).

The teaching of the English language in the perspective of inclusion urges, from the beginning, that the components of the area be applied and oriented effectively in all the educational centers of the country, including rural areas and areas of difficult access. It is in that context where this monograph arises; this investigation is based on the model of education of the MEN, (Spanish initials for Ministerio de Educacion Nacional, Ministry of National Education, 2009) where accordingly, English language is taught in Primary grades in rural educational centers in Antioquia state, Colombia. The main challenges faced by these schools are: different grades working at the same time in a classroom; less teachers than stipulated by the MEN regarding the number of students, must teach and guide all subject areas through books and work guides and teachers with insufficient skills for TEFL.

According to the MEN (2009) the tenets of the teacher in the rural educational centers are based on the interdisciplinary training of different areas of knowledge. The knowledge that primary school teachers have is knowledge that responds to the

competences of primary education, however the requirement of learning English as a foreign language requires greater skills and knowledge, otherwise it would not be sufficient to provide adequate support in language learning (Olleta, 2013). This situation contrasts with what occurs in public institutions. In urban educational centers there is a teacher for each area, that is to say that a graduated person in natural sciences is the teacher in charge of the area of natural sciences, the same happens with the English teacher who is a graduate who has studied professionally the language and that has the knowledge to guide knowledge.

The purpose of this monograph is to identify the educational practice of English language teaching in rural educational institutions in Antioquia state, through a documentary assessment of the principles of public policies and Bilingualism projects at international, national and regional levels, to determine the needs that arise in terms of the pedagogical model in these institutions and the valuation of various bibliographic contributions, that allow to determine the type of educational care that should be offered and provided in the rural areas of the department; as well as the definition of the variables that affect the problem of exclusion in English language education for the rural educational centers of the department.

2. JUSTIFICATION.

Education has been evaluated and deepened by various institutions at the international level with the aim of providing a better quality of life for the world population. Education in Colombia is governed by the guidelines of the Ministry of National Education, this entity prioritizes educational resources and techniques nationwide for each of the areas of knowledge. However, from the experience of many students, teachers and the same society in the execution of various research projects, an exclusion process is identified and that significantly affects education in rural areas. The author Usma (2009) argues that the National Bilingual Program in connection with other educational and linguistic reforms promoted in Colombia is based on various processes of inclusion, exclusion and stratification that prevents the full development of this knowledge and that requires a contextualization to apply effectively in the rural educational centers of Antioquia.

This paper aims to investigate what are the guidelines that encompass public policies for teaching English at international, national and regional levels for rural educational centers and how is their action from the teacher, resources and socio-cultural conditions of this environment, emphasizing the department of Antioquia. It is intended to identify the problems faced in the field to clearly establish a need that can be intervened in future projects and that it serves as reflection and analysis for the entire educational community.

The development of this monograph is important because it will allow the analysis of the real situation regarding the educational model of the English language in the department of Antioquia in rural areas, based on the objectives that have been set at international and national level, with a view to a long-term intervention process that

improves education and therefore the quality of life of the region from cultural development, recognition of foreign languages, the relationship with other cultures and opportunities for cultural exchange in the promotion of new discourses , policies, and school practices.

3. DEFINITION OF THE PROBLEM.

Learning of English language nowadays it is more than an option, it is a necessity that must be appropriated by the education system for all the zones of the country without any exclusion worldwide (Seidlhofer, 2011). In the globalization process that modern societies assume, it is essential to use a second language and more when it comes to the English language as a universal language, for this reason it is fundamental to train all teachers in the country in communicative skills, so that, they provide students with a complete and appropriate knowledge in foreign language. Knowledge of English language requires, according to the National Ministry of Education (2008), communication skills that must respond to the successful mastery of the language. This is developed through standards; these standards allow the student according to their grade level to appropriate language communication tools. In countries where English language is taught and learned as a foreign language or as a second language, it is necessary that language skills be acquired from primary basic education and that, year after year, their skills be strengthened to a thorough understanding of the language.

In rural areas, an economical base of agricultural activities usually gives a very quiet and simple life style. Normally, they are very remote areas of urban areas with few lines of transport, marketing and educational institutions that provide the service only for primary basic education and on occasions until the ninth grade depending on the demands of the context (Olleta, 2013). These characteristics according to Olleta (2013) limit the possibility of accessing a quality education system and limit the possibility of continuing with professional studies. In turn, there are no opportunities to access the general

knowledge and cultural connection developed in the global era where knowledge and mastery of English as a universal language is a requirement.

According to the MEN (2009) regarding the development of the curricular programming of the institutions at the national level, it is evident that there are limited or no capacities to access English learning, it is a daunting reality that government entities have not intervened such situations. While in the urban area, bilingualism programs are being carried out to preschool, primary and secondary school population, in the rural population, the importance of it and the right they have to receive a complete and meaningful education are unknown.

For its part, UNESCO (2018) establishes that at the global level rural areas have suffered from multiple exclusion problems, therefore for these sectors education represents the only alternative to overcome difficulties and access a global environment by fostering opportunities for development and growth of poor countries. Education in rural areas is woven from everyday needs, where poverty forces children to work from an early age to provide resources to their families for food and housing, violence has generated fears, migrations and multiple sufferings and in such environments educational access is a real opportunity that few can access.

In rural areas, according to Bustos (2007), there are several limitations of spaces and accessibility that prevents the population from having potential tools in the educational area, therefore learning English as a foreign language can be something innovative and significant for the population, since they are given the opportunity to receive an inclusive education, they are trained in global communication skills that guarantee greater educational opportunities at a higher and university level, greater employment opportunities

and a better quality of life as long as it is possible to include them in national and international bilingualism plans.

According to the study developed by Roldan and Peláez (2019), a large part of the teachers who are in the rural educational centers do not have the necessary training in the language to guide subjects that stimulate the competences in the four communication skills; speaking, listening, reading and writing. Additionally, from the curriculum defined by the National Ministry of Education, only one or two hours per week are allocated to study English language and, the concepts for each grade level are not consistent with the level of proficiency that each student must obtain for their school grade.

Given this panorama, the exclusion of the rural population from quality education is evidenced, their knowledge is lower than the urban population and therefore their development capacities and their quality of life are also lower, therefore, a study of the current reality that determines the shortcomings of the education system and the tools that can be implemented to include English more strongly in the educational program of rural areas.

Based on the exclusion of many educational tools that promote knowledge of English in rural areas, there are inequality gaps that limit the capacities of students in the rural population, these people sometimes do not transcend professional training due to lack of knowledge, resources, and opportunities or even, for the rejection of the same students that does not know the value of education. Addressing our objectives are very important, since learning English has become a requirement of today's world and, students who have competencies in the area will have greater access to higher education and, therefore greater job opportunities that improve conditions of life of its population. Education in English is a

challenge that the country's education must meet at a general level to acquire world-class skills.

Based on this reality, the goals set in international and national public policies on education in rural areas and the intervention of teaching and learning of English as a universal language that can forge social, educational, cultural, professional and economic opportunities are reviewed for children, young people and adults in rural areas and how these policies are being applied in rural areas of the state of Antioquia , so that, the needs of the region can be conceptualized based on bilingualism projects carried out to out in the department.

The purpose of the investigation is to identify the factors that influence the problem, define the actors that are immersed in the process and that influence in one way or another the persistence of the situation; additionally, it seeks to define the situation of the rural population in in relation to the learning conditions, the perception of the community in general in relation to the learning of the English language and to establish a forecast of the future conditions in case the problem continues in the educational centers in Antioquia state, Colombia.

4. OBJECTIVES.

4.1. OVERALL OBJECTIVE:

Identify the processes, resources, methods and practices of English language teaching in rural educational centers in the state of Antioquia, through a review of public policies in the international, national and regional area, recognizing the needs for the projection of teaching and learning English as a foreign language in rural areas.

4.2. SPECIFIC OBJECTIVES:

- Identify international and national public policies for teaching English in rural schools, by analyzing projects and programs globally.

- Recognize the curricular guidelines that define the teaching of the English language from the beginning of the National Ministry of Education for the entire Colombian territory, through the analysis of official documents.

- Define the needs presented by rural educational centers in the department of Antioquia regarding the teaching and learning of the English language as a foreign language, based on what is established by international and national guidelines, through the analysis of projects executed in the area a regional level.

5. METHODOLOGY.

For the development of the research, the qualitative model is applied, which is recognized by Monje (2011) as an investigative system that analyzes the variables of the approach of a problem from the qualities that compose it, as well as it reviews the participation of the actors that present their view, its meaning and reflections. The qualitative model allows the interpretation of the information consulted in the sources recognizing the guidelines of public policies at international and national level to identify if the educational reality of the rural educational centers of Antioquia state is responding to these objectives.

The information is consulted in the most authoritative educational entities; at the international level, UNESCO's educational policies for rural education and the teaching of English as a second language or foreign language in developing countries are taken, complementing with the postulates of FAO, Cronquist & Fiszbein and proposals of the governments of some countries from Latin America. For the national analysis, the database of the Ministry of National Education, Bonilla & Cruz, Rodríguez & Otálora, among other authors who have critically reviewed the countries' rural and bilingual education, is consulted. In the third part of the monograph, the conditions of rural education in the department of Antioquia are investigated according to the policies and objectives of national and international postulates, for which Roldán & Peláez, Correa, Usma & Montoya and Usma who have developed field research to assess the real conditions in the state based on the experience of managers, teachers and students.

For the development of the research monograph, scientific knowledge techniques are used, where the procedure used is analytical; this type of approach seeks to identify the problem from a documentary review, identifying the actors involved and the needs that

develop from the same problem. It is not sought to solve the problem, since this work is a primary review to identify it, so that, future research and other educational development projects can take these research sources.

The information gathering techniques are conceptual analysis, selection of theoretical data and text contents. The data analysis that is implemented is expository and argumentative, taking as a reference each of the variables and the postulates of each of the sources cited. The manipulation of data was developed through the online system of pages and national libraries of academic and governmental character in the advanced search tool, each of the documents and sources consulted will be cited in the document and will be referenced in the bibliographic list in the final part of this work.

The research aims to understand the actions of each of the sources consulted, so the qualitative method allows to identify the intentions of educational policies, the needs of bilingual programs and their role in the daily life of rural educational centers, referring to the facts for consolidate the contributions of the theoretical framework in recognition of the research approach conceptualizing reality.

6. THEORETICAL FRAMEWORK.

In this chapter a review of the policies, programs and advances at the international, national and regional levels that cover the educational framework in rural areas and the projection of English language education in these educational centers are made. In the first instance, the international development of education in rural areas is evaluated, as well as the universal conception of this pedagogical model and the way in which the teaching and learning of the English language has been introduced to the international educational system, focusing a relevant revision on the Latin American countries from the government projection and the roles of the various educational agents for the community in general.

The second part of the theoretical framework presents a review of national policies, which reviews the projection of educational quality for rural areas in Colombia, the efforts of the government and the projection of their programs in the teaching of English language. Additionally, the nature of the rural educational centers in the country, the teaching methodology, and the strategies applied, the role of teachers and the daily life of families in rural regions are presented. The third part of the theoretical framework makes a review of the regional context of Antioquia state, to verify how international and national policies have impacted the nature of education in the state projecting the teaching of English language as a fundamental component for the development and recognition of new opportunities in rural areas.

6.1. TEACHING ENGLISH IN RURAL AREAS: EDUCATION POLICIES FOR THE DEVELOPMENT OF COUNTRIES, AN INTERNATIONAL VISION.

Education in rural areas worldwide has been constituted as a basic education, in which knowledge about the different areas of knowledge is established, including the learning of English as second language as a purpose of rural, regional, national and world development. According to UNESCO (2003), education for rural development is based on the social, educational, cultural, geographic, political, governmental and administrative need that seeks equal opportunities for rural and urban populations from educational inclusion to the development of tools for social growth.

Kachru & Nelson (2001) recognize that teaching of English has become a global discourse and objective, as the supreme lingua franca on Earth; it is one that links the cultures of different territories. From this first point, teaching of English becomes a social requirement, a challenge and a challenge that must be faced from educational policies to expand the development of communities. Its status as an international language (Fishman, 2002) has promoted the spread of its speakers is increasing, according to the latest reports in English language is spoken as the first language in more than 100 countries in the world, above the “Arabic-spoken as first language in 60 countries-, French -in 51-, Chinese -in 33-, Spanish -in 31-, to mention only some of the world's languages” (Lewis, Gary & Charles, 2015).

Seidlhofer (2011) argues that “English, due to its global nature, has become, today, a widely spoken language in international contexts and not only in English-speaking countries” (p.17), which has contributed that many countries are concerned about establishing it in the educational program in response to development programs that place them in the international context from the communicative vision that presents the configuration of a language and the social relationships that arise from it as well as the

increase of job opportunities; “The higher salaries of graduates who are fluent in English are likely to be the result of better opportunities to obtain job interviews and to work in foreign companies” (Guo & Sun, 2014).

UNESCO (2011) views the teaching of English in rural areas as the new challenge of education at the international level, determined that many areas of knowledge must be replanted with the aim of improving the skills of teachers and students to the extent that they guarantee efficiency of rural education. The educational policies of UNESCO (2011) in recent years have been based on the need to improve the conditions of teachers and teaching in rural schools from the *Fundamentals of Teacher Education Development*, which seeks to strengthen rural teaching competences, institutional tools and educational practices in the rural sector.

This proposal arises according to UNESCO (2011) from the slowness of the progress in achieving the goals of Education for All Programs and the Millennium Development Goals, because of lack of “adequate supply of teachers, their effective deployment, a failed training system to equip them with the required skills and lack of efficient management and career structure that would result in well performing teachers” (UNESCO, 2011, p.3). Rural education in general presents problems in terms of the quality of the offer, teachers require greater skills in knowledge and doing, as their exercise must be responsive to multiple areas, the conditions of space, culture and everyday life of the population.

For UNESCO (2011) the objective of its education policies in rural areas is emphasized in the training of teachers to increase the quality of the contents and in an equivalent way to improve the skills of the students. In the English area, UNESCO

proposal (2011), aims to adopt the needs of the population and counteract them with training in English as a foreign language especially in vulnerable areas, away from civilization and extreme poverty. Currently this project has been carried out in a few areas of the world, according to UNESCO (2018) the challenges are increasing and therefore rural education policies must be more demanding worldwide, the governments of each country must ensure to bring quality education to poor areas to increase their opportunities, especially in the English language domain as a universal language that concentrates global processes and mobilizes towards a joint guideline of developed countries and countries that struggle to achieve a better quality of life for its citizens.

6.1.1. Education in English language for rural population: a crucial factor for sustainable development.

Education is recognized as an instrument to fight hunger and poverty worldwide, multiple organizations have emphasized their work to expand coverage and educational quality in rural areas. FAO (2002) frames the need for literacy in both the mother tongue and the learning of English as a universal language for rural areas, as this creates opportunities for socialization, expanded opportunities, timely knowledge of the world and reach of opportunities at the labor and educational levels that give them tools for the recognition of basic rights in each region.

FAO and UNESCO over the years have promoted various policies that bring together the actions of international organizations, governments, universities and non-governmental organizations with the objective of prioritizing rural education and promoting

a quality system that includes educational projects of improvement for rural areas, is how education in English as a foreign language is introduced as a mechanism of inclusion and development for rural populations worldwide that seeks to promote new opportunities and build a more hopeful future (UNESCO, 2018).

Acker (2012) argues that the role of education, training and capacity development for poverty reduction and food security should be focused on education for the rural population, since this need is created the ERP policy that translates Education for the Rural Population, in which different standards and contents are measured to project a quality education that reduces illiteracy from the mother tongue and contributes to the formation in other knowledge including English as a foreign language or second language in many regions of the world:

Education for the Rural Population (ERP) provides a political approach to reduce, as predicted by the Millennium Development Goals (MDGs), the number of people suffering food insecurity, which now measures around 936 million, and the number of illiterate adults and children, who are currently 776 and 75 million respectively. Education, work, land, livestock and infrastructure are the key elements to enable poor populations to escape hunger and, in this context, ERP is one of the most effective weapons. (Acker, 2012, p.11)

ERP bases its principles on the provision of resources, materials and spaces for rural education, which should be governed by a methodology of practical teaching, in which the teacher starts from the opportunities and needs of the context to create meaningful learning experiences in the recognition of their culture, their language from the four skills and the opportunity to promote the approach to other areas of knowledge such as history, science, mathematics, arts and indispensable English as a universal language that plays a leading

role in the current globalization and the development of countries internationally (Rubiano, Frodden & Cardona, 2000). In this way it is possible to locate and include the rural population within the context and universal dialogue on the way to social growth that includes opportunities for all populations in space those most in need.

The United Nations Development Program (UNDP) (2015) supports in the Millennium Development Goals (MDGs) the framework of public policies for the consolidation of a national system of education articulated for each country, in which Equal opportunities are offered for all communities. This educational policy from the regulatory framework should specialize and articulate in each national education plan, which should address the gaps in education and ensure: the right to comprehensive early childhood education, improve access and permanence of young people to higher education in rural and urban regions, expand education coverage in the rural sector and improve the quality of rural education, eliminate gender disparities and entry into the education system, include vulnerable populations in the education framework including persons with disabilities and ethnic minorities (United Nations Development Program, UNDP, 2015).

Among the main challenges and perspectives of educational policy, the Millennium Development Goals (MDGs) aim to reduce the inequities that have been prevailing in each country, especially with indigenous populations, people of African descent and scattered rural areas which is necessary to impact the determinants related to it, such as poverty, low educational level, inequalities resulting from the gender and ethnic condition from the educational opportunities and the projections of the teaching of the English language as a fundamental component to contribute to the inclusion of these communities in the global world.

The construction of quality education for the Millennium Development Goals (MDGs) must address the training of individual and collective skills and abilities, as established by the United Nations Development Program (UNDP) (2015). National organizations should expand the opportunities of each region to compensate for their socio-economic disadvantages. Education policies for rural areas urge the strengthening of the integrality of the objectives of learning the English language, including knowledge, citizenship training, coexistence and the promotion of a culture of peace. To this end, the United Nations Development Program (UNDP) (2015) emphasizes that long-term public policy agreements are required, from which the foundations are laid “to achieve improvements in terms of institutional capacities that ensure an effective management it is necessary that the family and society in general are integrated into the programs and strategies to consolidate an integral model of quality education” (p.22).

In the specific case of rural areas, according to the United Nations Development Program (UNDP) (2015) insecurity, risks of natural disasters, poverty and lack of transport and infrastructure are used as some of the main barriers to achieve greater coverage in secondary education and therefore greater difficulties in accessing higher education, this is how English training is established as an opportunity that begins to break down knowledge barriers and to establish new effective communication alliances for populations rural areas excluded from many educational, governmental and cultural projects and policies.

Policies and programs described above agree on the importance of improving the quality of education in rural areas from the expansion of coverage and specialization of content, it must be clear the real conditions of the context to promote the teaching of English from their daily life to that the communities begin to understand the importance of

the same, and likewise, greater efforts of the governments are required, since the work plan establishes policies, but since the independence of each country there are several flaws that according to the United Nations Development Program (UNDP) (2015) it requires a greater appreciation and greater efforts to improve the educational conditions of countries that suffer from poverty, that are marginalized, suffer from violence, famine and exclusion.

6.1.2. Policies for teaching and learning the English language in Latin America:

CEPAL (2018) states that education in Latin America and the Caribbean today requires a transformation and integration between various institutions and knowledge to establish educational centers forged for the development of education. Teaching and education policies in general are in the process of restructuring, since the low educational levels of the population, the disconnection of multiple processes and the openness to international participation require more centralized training, especially in the education of English language. For many Latin American countries, the teaching and learning of English language is being introduced into the current legal regulations of their governments and it is proposed by the Ministries of Education as a component of the development plan; for others, they are international regulations and agreements that are just beginning to introduce to classrooms.

In six Latin American countries the legislation establishes that schools must teach English and in the other four countries English is promoted as a foreign language, but it is noteworthy that the legal foundation covers the entire region and is part of the independent management of each government the coverage and applicability of it. Learning standards

are developed effectively in the region; most of the countries have established objectives to improve the teaching and learning of the language supported by curricular and teaching methodologies. According to Cronquist & Fiszbein (2017), Argentina and Brazil are the only two countries that do not define specific standards for learning English, but define them for the learning of any foreign language. Nor do they have a curriculum, but they give greater authority to the provinces and states to design their own mechanisms for teaching English.

Country	A r g e n t i n a	B r a z i l	C h i l e	C o l o m b i a	C o s t a R i c a	E c u a d o r	M e x i c o	P a n a m á	P e r u	U r u g u a y
Legal basis										
Mandatory English by law	*	✓	✓			✓	✓		✓	*
National plan or strategy	X	X	✓	✓			✓	✓		✓
Learning standards										
Standards and learning objectives	*	*	✓	✓	✓	✓	✓	✓	✓	✓
Support for teaching, including curricula and study programs	X	X	✓	✓	✓	*		✓	✓	* *
Student performance										
Measurement standard	X	X	✓	✓	✓	✓		x		✓
Domain goals	X	X	✓	✓	✓	✓		x		✓
Domain evaluation	X	*	✓	✓		*	*	x	x	✓
Qualifications of teachers										
Teachers' educational		✓	✓		*	✓	x	*		✓

standards												
Domino goals	x	X		✓	✓	✓		✓	x		✓	
Valuation of the domain	x	X		✓	*	*		✓	✓	x	x	x
✓ Yes, this issue has been successfully dealt with.	* There has been some progress in the right direction, but it is still not enough.					X There are still no adequate conditions in this area.						

Graph 1. Policy framework for English language learning: Progress indicators.

Source: Cronquist and Fiszbein (2017).

Cronquist & Fiszbein (2017) mention that Chile is the most advanced country in the field of English language teaching, since the country has been founded on the teaching of English from government projects, since the law of education the compulsory nature of teaching this language and is immersed in the National Development Plan and contains high quality standards with expectations of proficiency from levels B2 to C2 of the Common European Framework of Reference for Languages (CEFR). Colombia is also in a breakthrough, the programs and policies for teaching English are involved in education policy, but it suffers from problems in terms of their implementation, since they have not been able to reach the standards of the domain evaluation and teacher qualification, and have not managed to impose it as a norm from the law that is taught in all institutions assertively.

CEPAL (2018) highlights the importance of Latin American countries integrating policies in a uniform manner, sharing progress between countries and working together to build regional development and growth strategies from the education system, government policies and social development plans. In this case, include the lines of the Common European Framework of Reference for Languages (CEFR) in the cultural alignment of the area and create educational policies for both urban and rural areas.

6.1.2.2. Qualification and teacher training in the teaching of English in Latin

America:

Álvarez (2016) highlights that there is a high demand for teachers of the English language in Latin America, new policies and literacy plans have increased the need to expand the coverage of language teaching and therefore the need to hire more and better Teachers in the English area, however, the perspectives have not been met and many institutions do not have professional teachers in the area, the training programs for teachers are varied and in many deficient countries.

Velaz (2005) argues that in Latin America there is no equitable access to education, specifically because primary education is considered to be less demanding for educational institutions, since for many the priority is secondary education, so many standards are less demanding with teacher preparation, even many are not required to have a basic level of English to teach in elementary school. The requirements for these teachers are focused on the formation of the area of mathematics, natural sciences, social sciences and language.

The training of teachers according to the Commission for Quality Education for All (2016) is a specialized task that is being strengthened in each Latin American country, the teacher training policies are increasingly demanding, complying with the standards of the Framework Common European Reference for languages, of which only Chile and Ecuador have reached the goals for the training and qualification of teachers in the area of English, in both countries the highest percentages of teachers examined were located in B2 or B2 + levels in 2015. While the rest of the countries find standard educational faults of the

professors, low levels of compliance in the goals of mastery and inability to overcome the Evaluation of the domain.

EF Education First (2016) presented a report in which he maintains that through a series of evaluations it was recorded that the population of Latin America has lower levels of proficiency in English as a foreign language compared to countries in Europe and Asia. It is evident that teachers do not meet the minimum standards of English language proficiency, so that the teaching qualification is not in accordance with the provisions of the regulations and therefore it is much more difficult for students to comply with it, therefore it must be strengthen the training of teachers in Latin America in the English language.

The levels presented by teachers as established by Quiñones (2014) are due to the precarious conditions in which the framework of educational policies related to the preparation or training of teachers is implemented, which in turn influences the low quality of education in Latin America in the English language proficiency in conversational levels, lacking certification or continuous training. Therefore, the governments of each country must commit themselves to improve the preparation of their English teachers if they want to have an impact on the mastery of that language, since they will have the tools to train students in rural and urban areas.

There are teacher training programs throughout the region, according to Plan Ceibal, CEIP and ANEP (2016) opportunities are created in a large part of Latin America to specialize the training of teachers of the English language, both within each country and abroad. Colombia, Panama and Peru have ongoing national programs for English teachers to receive training abroad, in addition Colombia has a national program of immersion within its borders, however neither of them are currently in force and the opportunities they

have a restricted number. The Ceibal program in English from Uruguay and the Inter-American Partnership for Education (IAPE) program in Mexico use international links to provide quality training between both countries. The numerous programs in the region focus on the training of teachers, the efforts have brought benefits, however there is a problem with the limited continuity and limited coverage.

The qualification of teachers working in rural areas is an even more worrisome situation, since the majority of qualified professionals are in urban areas in private and public institutions, language academies and language teaching centers, since the conditions of the rural areas are not very attractive in their professional profiles (CEPAL, 2018). Additionally it is to recognize that the teachers of the rural areas, according to Olleta (2013), they have within the requirement of their professional profile, the mastery of other areas of knowledge, so that the majority of rural teachers in Latin America have very basic or null in the English language domain.

SEP (2015) establishes that within the guidelines of teachers in rural areas the knowledge of primary school is specialized, which is the type of education offered in rural areas and areas of difficult access, from a dimension that should identify the systematic reflection on its practice, which involves the analysis of the teaching performance and the revision of beliefs and knowledge about the educational work in the primary basic components, in addition the teacher must identify “forms of intervention and interaction that must be present in the daily work of the teacher to ensure the integrity of students in the classroom and at school” (p.35).

The guidelines of English language proficiency for teachers in general cover a basic knowledge of the language, although it has been a requirement imposed for graduates or

professionals close to graduating in recent years, no policies have been created that require basic compliance with the knowledge of the language for former teachers who are working linked to rural areas in Latin America; according to Velaz (2005) basic education in Latin America has many challenges, among them, there is the need training teachers in an interdisciplinary way; they are teachers who must meet higher standards, thus they should have more time in their training and receive a better salary, especially in rural areas of difficult access.

6.1.3. The English language learning programs in Latin America:

In Latin America there are several programs for learning English; One of the most successful and of greater continuity is the program *Inglés Abre Puertas* (PIAP) of Chile (Ministry of Education of Chile, 2015) and *Plan Ceibal of Uruguay* (Kuhlman, 2012), both programs are included in a public educational policy and they present a really solid institutional framework that has improved the quality of education and has projected it to levels of greater sufficiency in urban areas and its application has been projected through several new programs in the rural area with materials and sporadic accompaniment that the project is strengthened more intensively in the secondary school and to the majority of rural areas with specific attention to primary school.

In Chile in 2004, 5% of the students obtained a level of proficiency of B1 in the Common European Framework of Reference (CEFR) at the end of their fourth year of upper secondary education, for 2016 the number of graduate students with a mastery of a B1 increase to 17%, and there are fewer and fewer students of proficiency in low levels of

English, which has allowed the country to increase its employment opportunities for its population and at the same time has led to a greater recognition of business and government areas. Kuhlman (2012) stresses that in Uruguay educational policies for teaching and learning English have generated favorable results, the application of institutional evaluations in several schools in the country showed that fourth and sixth grade students have acquired a satisfactory command of the English language with conversational levels intermediate and grammatical comprehension.

The National Policy of Peru (2015-2021), *Inglés, Puertas al Mundo* has as purpose to develop competencies in English as a way to facilitate the country's participation in international markets and strengthen competitiveness, in which “specific actions to improve the learning of English from the basic educational level up to the superior level, with a view to using it in the workplace and to improve competitiveness, particularly in the tourism industry” (Ministry of Education of Peru, 2016, p.14).

In Uruguay, the legal basis was established in the Program for Curricular Contents, which seeks to increase Partial Immersion programs. Since 2008, the Department of Second Foreign Languages and Languages of the Council of Initial and Primary Education has been established, which manages the teaching of Portuguese, English and other foreign languages in schools. The General Education No. 18437 makes explicit reference to the linguistic variation of the population and its inclusion in formal education and as a fundamental objective democratize the access of students to a quality education, in which the teaching of a second or foreign language contribute to better academic results; "The learning of a target language by immersion is based on the conception that a foreign

language or second language is learned more effectively, promoting a process of acquisition similar to that of the mother tongue" (Central Board of Directors, 2010, p, 11) .

The *Colombia Bilingüe* program is presented in Colombia with local and national support as an institutional framework (Ministry of National Education of Colombia, 2016), a projected program at the national level, but which has had little significance in rural areas, as other problems at the national level rural education is excluded from various projects. The *National English Program* (PRONI) of Mexico (Ramírez & Sayer, 2016) faces the educational difficulties in the recognition of English as a foreign language of great relevance for the connectivity and development of the country. In Costa Rica there is no institutional framework its *Teaching English as a Foreign Language* (EILE) program (Quesada, 2013) which has had a series of drawbacks with the project costs and the lack of planning of the project has not been able to be introduced effectively in rural areas of the country.

The *Costa Rica Multilingual* program has been legally established in decree No. 34425-MEP-COMEX of 2008 in which it is declared of public interest, which aims to provide language skills to all communities that allow the country to increase competitiveness and national development. The so-called *21st Century Strategy* constitutes the governing body, which works together with the "Presidency of the Republic, Ministry of Public Education, Ministry of Foreign Trade, Directorate of Regulatory Improvement and Technical Regulation of the Ministry of Economy, Industry and Commerce, *Instituto Nacional de Aprendizaje* (INA) and the Coalition of Development Initiatives (CINDE)" (Mendoza, 2014, p.122).

The educational policy for the teaching of English in Mexico is contemplated from Article 3 ° Constitutional, according to the General Law of Education and the National Development Plan 2007-2012, the Ministry of Public Education (SEP) established as the main objective of the Sectorial Program of Education Prosedu “to raise the quality of education so that students improve their level of educational attainment, have the means to have access to greater well-being and contribute to national development” (SEP, 2010, p.11). To this end, the National Program of English in Basic Education (PNIEB) was launched and for 2013, the recent results of the evaluations carried out were announced, among which are:

45% (330,000 students) of the total of their child population that attends some level in basic education already receive classes with specialized teachers and certified in the language. The Trinity College of London and CENNI (National Certificate of Language Level) certified 40 teachers, so it already has 700 certified teachers. In this certification in English proficiency, all professors obtained accreditation at a level 9 or higher, which supports them as bilingual teachers. (Mendoza, 2014, p.121)

The approach of the educational policy from the practice has been very positive because it has focused from the basic primary levels what has allowed the investment to the rural areas of each of its regions, lack even more projection and continuity in the plan of work that has been formulated, but thanks to the links they have with the neighboring United States, the population recognizes the importance of teaching and learning the English language as part of a national development proposal (Seidlhofer, 2011).

Two long-term programs in Latin America are PIAP and Ceibal in English, they have made important efforts in this area; However, Lewis, Gary & Fennig (2015) highlight

the insufficient supply of teachers is a major obstacle to improve English learning. The problem is recognized by each country, so each one has set their own strategy: Uruguay uses technology to take advantage of the skills of English teachers trained nationally and internationally through videoconferences, while Chile and Colombia turn to volunteers to give English classes and support in classrooms, most of them foreigners who master the language, but who do not have the certification and are still evaluating the relevance of such strategy. The IAPE program for English teachers in Mexico contemplates training both in that country and in the United States linked to experiential learning; it has been evaluated in depth and shows strong evidence of its effectiveness.

The different modalities of the programs for the teaching of English in the Latin American according to Shohamy (2010) countries require a greater projection to intervene in the rural areas of each region, since many of the projects did not contemplate their applicability to the conditions that the education in zones has rural areas that are difficult to access. They also need to ensure continuity, develop a strong monitoring and evaluation structure to face the lack of sufficient quality teachers and, in this way, raise the level of English proficiency.

6.2. EDUCATIONAL GUIDELINES FOR ENGLISH TEACHING IN COLOMBIA: NATIONAL POLICIES.

Colombia is a country that has considered itself as a multilingual and multicultural nation since the 1991 Constitution, in which work plans are established for education that strengthens education and literacy in the Spanish language as a language maternal, and

simultaneous learning in conversational levels of the English language with the aim of improving the opportunities for growth and development of the region, from an educational, cultural, economic and business perspective in the assertive relationship with international citizens who understand English as world language (National Constituent Assembly, 1991).

According to Mendoza (2014), in Article 21 of the Colombian Education Law of 1994, the importance of learning conversational elements and basic reading of a foreign language as the main purpose of primary school education is determined, of which It gives off the entire component of urban educational institutions and rural centers as the main coverage tool at the national level. Based on this, the English as a foreign language program is established in the Ten-Year Education Plan of 1996, which is assigned the name “bilingual education” that was executed in 231 official schools and colleges at primary and secondary education levels. Secondary, from this one is assigned between one or two hours per week to the educational curriculum of primary education (Ministry of Education, 2008).

PROGRAM	OBJECTIVE OF THE PROGRAM OR STANDARD	GRADE 11 GOALS
National Bilingualism Program (GNP) 2004-2019	Achieve citizens capable of communicating in English, so that they can insert the country in the processes of universal communication, in the global economy and in cultural openness, with internationally comparable standards.	100% in B1 to 2019
Program for the	To develop communicative	40% in B1 to 2014

Strengthening of Foreign Languages (PFDCLE) 2010-2014	competences in English in educators and students of the educational system, to favor the insertion of human capital to the knowledge economy.	
Law 1651, 2013: Law of Bilingualism	Modify articles 13, 20, 21, 22, 30 and 38 of Law 115 of 1994, General Education Law, in relation to foreign languages.	N.A.
National English Program (PNI) 2015-2025	Contribute to achieving the goal of making Colombia the most educated country in Latin America and the country with the best level of English in South America in 2025.	50% in B1 by 2025
Bilingual Colombia, 2014-2018	Contribute to students in the education system communicate better in English. (...), Mastering this language will allow Colombian students and teachers to have access to scholarships in other countries, greater mobility and better job opportunities, including in Colombia.	8% in B1 to 2018

Graph 2. *Bilingualism programs in Colombia since 2004.*

Source: Urrea (2018).

By the year 1997 the Ministry of National Education (MEN) creates the National Bilingual Program, which sought to expand the knowledge of English for students of the

official sector at the national level, for this purpose the MEN implements policies in the Colombian education system with the In order to follow up on this program, the evaluation system that contained the 1996 achievement indicators and the Castilian language guidelines in 1998 is highlighted; “To form citizens able to communicate in English who can immerse the country in processes of universal communication, global economy, and cultural openness through internationally comparable standards” (Ministries of National Education, 2006).

The National Bilingualism Program presents a little projection and creates the need to expand coverage and for the 2004-2014 period a new objective is proposed that seeks the population to acquire the ability to communicate in English, in accordance with comparable international standards (Common European Framework of References for languages), to facilitate access to employment and educational opportunities both inside and outside the country. From the planning materials are established to provide teachers with content according to educational levels, however in rural areas a deficiency is configured to the extent that teachers have little or no knowledge of the English language, therefore educational practice it is not efficient according to the results of teacher evaluation in the area (Ministry of Education, 2008).

National Plan of Bilingualism 2004-2019 as a new national project has as main objective to assist the particular bilingual needs of the different Colombian populations to achieve the multiculturalism of the nation. According to Gómez (2017), the program addresses three lines of action; the first line focuses on the ethno-education that provides indigenous communities with bilingual education in their aboriginal and Spanish languages, the second line is based on the inclusion of flexible models of education to regulate the

teaching of foreign languages according to professional needs in the line education for work and human development. The third line seeks to improve communication skills in the English language in public and private colleges and universities in the country.

National Plan of Bilingualism 2004-2019 has proposed a teaching dynamic that seeks to intensify the hours of study of the English language for public and private institutions, since education policy requires a level of understanding according to the Common European Framework of Reference for Languages (Council of Europe, 2014) as an educational strategy to improve the country's competitiveness from pre-school, basic, middle, higher education and education programs for work and human development, in this way it is complemented with the 2019 Bilingual Colombia Project validating according to Mendoza (2014) only English as a second language among Colombian students through the promotion of quality in English teaching programs:

The communication skills proposed are: linguistic, pragmatic and sociolinguistic, all framed in the know, know how, know how to do and know how to learn, with the aim of achieving the integral development of the English language proficiency levels, which establish them as: User basic A-1 beginners grades 1-3, A-2 basic 1 grades 4-5 and basic 2 grades 6 and 7; Independent user B-1 pre-intermediate 1 grades 8-9 and pre-intermediate 2 grades 10-11. English language learning takes place during three hours per week. A total of 720 hours for studying English, during Basic and Middle education. (Mendoza, 2014, p.117)

The implementation of this project has been permanently evaluated, Mendoza (2014) argues that the proficiency test for teachers in general for the entry domain is done in writing and evaluates the language reading and use skills (grammar and vocabulary) according to the levels of the MEQR. In 2005 teachers are evaluated with the Teaching

Knowledge Test (TKT) instrument, year after year new evaluation systems are implemented, but these are only applicable to teachers licensed in the English area, who mostly orient classes in the Bachelor's degrees, technical institutes and universities. Diagnostic and formative tests are applied to teachers in the rural area, but the skills they demonstrate in English proficiency although they are very low are not an impediment to continue their work, since the nature of rural areas has imposed a Alternate dynamics to the work plans that are made in the national education proposals.

The educational policies have focused all their attention on the teacher, they have recognized that to achieve effective goals in the knowledge of the English language they must in the first instance strengthen the competences and knowledge of the teachers of the English area, since the evaluations have demonstrated the problems and challenges of their competences when facing international certifications that urge greater intensification in training programs. The MEN, according to Mejía (2011) has implemented various projects and training programs regulated in Decree 3870 of November 2, 2006 that seek the accreditation of the quality of various educational institutions, but the projection of them has only reached A few institutions in the urban sector and efforts to rural areas have not been those raised in education policy.

Decree 3870 of November 2, 2006 has presented from the MEN various training policies to strengthen the competences of English teachers area with the aim of improving their language skills in the four communication skills. Among the main training strategies according to Mendoza (2014) are: Immersion courses in English-speaking countries, virtual courses with professionals abroad, training of e-learning tutors, language level improvement and methodology with academic proposals and virtual materials and guides.

Additionally, the international cooperation of the England and United States governments has been provided: The United Kingdom government, through its strategy of the British Council-Colombia, advises teacher training programs and the US government provided human resources (American teachers and / or native speaking professionals) as financiers for the realization of Regional English Workshops aimed at teachers of the English area and students of last year of Bachelor of Languages (Mendoza, 2014).

Fandiño, Bermúdez & Lugo (2012) argues that the bilingualism programs in Colombia continue to face many challenges, it is a population that is urgently developing and in which various international projects have been established, mastering English as a foreign language will allow communities be part of a global development, however there are many shortcomings related to the quality of teacher training in general, not only in the area of English, since in rural centers there are teachers from other areas of knowledge, but that in the same way they must guide English language content and do not have the required training, this represents a problem of exclusion for these sectors that continue to create gaps to access opportunities to improve their quality of life and escape poverty.

It is important to recognize that Colombian educational policies are promoting the use of new technologies in the teaching-learning of foreign languages through virtual training and publication of centralized pedagogical resources in sites such as "English for all" (Mendoza, 2014), but it is also important that these programs be a real tool and that they can be delivered to all teachers in the country. An extension in the coverage of bilingual programs is required, as well as greater continuity in teacher training is required to be at the forefront of national and international needs.

Each of the educational policies and development plans for the teaching and learning of the English language have been arranged as a methodology at national level, however the first guidelines focus on pilot institutions and are gradually being extended by educational centers in cities and areas urban areas around the country, rural areas have had little intervention, since efforts for this sector have focused on expanding coverage, linking children and young people to primary education, literacy in the mother tongue and the understanding of its dynamics to provide new opportunities for the field (Guerrero, 2009).

6.2.1. Rural education in Colombia: educational policies and development plans.

The Ministry of National Education (2015) argues that the national education system does not have the capacity to guarantee to all people living in rural areas the full enjoyment of the right to education and although it works year after year to expand coverage Educational needs are still present in the country, and many areas do not have the spaces or tools to access education. This creates a system of inequality, where the well-being of rural populations is violated by multiple social problems limiting access to public goods, rights and various services that are enjoyed by urban areas of the country, which is also manifests in the limitation of the possibilities of economic and social development of all Colombian society (Rodríguez & Otálora, 2018).

Arias (2017) states that in Colombia education and life in the countryside are linked to business processes, where work becomes the main objective of families. The need for employment leads them to many processes, in which many children begin to work from an early age; there are also permanent transfers and loss of identity, thus, cultural tradition is

generated because they are subjected to processes that often transform children's everyday life and, also, the inhabitants exclude themselves from opportunities, education and quality of life because they believe that all this is only for people in urban areas; "Together with these deficiencies, it is imperative to weave relationships to strengthen arguments of recognition of the rural population: peasants, Human Rights, education and pedagogies appropriate to their rhythms and dynamics, which are reflected in new curricula where such dimensions are included" (Arias, 2017, p.60).

The rural education in Colombia is linked to processes of agriculture and humble forms of work, accordingly, the particularities of a population that is formed in a simple and precarious life with countless needs that are met in the day to day. From this perspective proposed by Arias (2017), rural education in Colombia is recognized as a literacy process that is reaching vulnerable communities, low-income families and where children from an early age recognize that the most important thing is work and money, leaving aside education and all the knowledge they can find in rural school:

The current school, the one that exists on the sidewalk, it is a social institution that has been the engine of profound transformations in the world of the countryside, but from a more adjusted perspective and closer to the needs of the country's capitalist economic model; that is, in a dynamic of supply and demand of production in which education seems to offer one more preparation to be consumers. (Arias, 2017, p.60)

In this sense, from government entities, education is promoted as a proposal for rural development that encompasses knowledge and, opportunities at the national level as part of a system as a whole, where rural and urban must be complemented in a same educational system that seeks the realization of national projects that allow generating new

opportunities and a better quality of life for all (UNDP, 2012). Education policies at the national level have focused on the needs of the rural population, according to the Ministry of National Education of Colombia (2015) it has been recognized that the rural population has been violated and violated in many ways, so education seeks to be an instrument of healing, training, opportunities for change or development that improves living conditions in all regions of the country.

According to the Ministry of National Education of Colombia (2018), a new plan for rural education in the country is called the Special Plan for Rural Education (PEER), which consolidates a broad framework with objectives and proposals to be developed in the next fifteen years. This special plan for rural schools seeks that these marginalized centers, victims of armed conflict, belonging to complicated geographical conditions and with multiple challenges focus on education a way to build society, to recognize oneself and recognize the other, to acquire competencies that allow them to face global challenges.

The strengthening of rural communities according to Ocampo (2014) is integrated by the constitution of educational centers, where leading teachers present a proposal consistent with their reality and allows the school to make sense, increasing attendance and strengthening teaching processes and learning that it remains in the commitment of families and communities. In the Colombian rural world, learning processes according to the Colombian Ministry of Education (2018) happen in many ways, in very diverse rural, indigenous and Afro-descendant communities, but in general the access to “technology and communications already exists. Formal education generates a cultural mixture with everyday life and ancestral knowledge, in which most young people contrast certain remote ideals of modernity with traditional values” (p.5).

Ocampo (2014) points out that, rural communities in many regions of Colombia want to harmonize the richness of local knowledge and, many teachers have efficiently led their populations to align with global culture, but do not have the tools to achieve it. The rural teachers do not have training in English language and do not have materials that support their teaching; the exclusion is recognized for the rural schools in Colombia in terms of learning English as a foreign language and the Ministry National Education has not provided tools to teachers, and although they have national-level Bilingualism plans, their coverage does not extend to rural areas that are difficult to access, generating greater inequality gaps (Rodríguez & Otálora, 2018).

6.2.2. Educational dynamics in rural centers:

The rural educational centers refer to the set of specific schooling forms of some geographical areas called rural areas, where according to Olleta (2013) the conditions of grouping of different educational cycles prevail, a single teacher who guides all the areas of knowledge, the untying with the rural environment of the teachers, the predominance of state schools, the coexistence of complete and incomplete schools, low population density, high teacher mobility, the deficiency or lack of facilities, and the New School educational modality, where each students depending on the grade level have educational guides that guide learning and where the teacher is a mediator between them to facilitate understanding.

According to FAO (2002) for children living in “isolated rural areas, from Angola to Zambia, from Bangladesh to Brazil, attending school means stealing time from many

other activities: collecting water, caring for animals, perform domestic tasks” (p.2), activities that are often considered more important than the school, since most of them only complete primary and basic education and continue with work in the field with precarious conditions, therefore they find meaning in education because for the majority it has not represented an opportunity for personal, work or social improvement.

FAO (2002) has emphasized that families have the thought that education is not accessible to their condition, parents consider that they cannot afford the education of their children, they think that the school is too far away, it is expensive and it is a luxury that cannot be allowed, because in addition children enter the working world from a very young age and their low income is a relevant source of survival in the home. This measure creates the need to strengthen education models in the region, which recognize that knowledge is “the most effective instrument to get these children and their families out of the cycle of poverty and hunger. Farmers need more schools with better methods, techniques and teaching materials, focused on their real needs” (FAO, 2002, p.2).

From this context, Olleta (2013) presents the need for teaching English in areas that are highly limited by conditions of space and time, so it is essential to forge strategies for training in the English area and prevent the population move to other areas of the country such as towns and cities in search of better educational opportunities, or that in cases of extreme poverty abandon studies because they do not have the resources to move to other places.

6.2.2.1. New School: Rural educational model in Colombia.

Bustos (2011) argues that the rural school throughout the world has evolved, the new tools that have consolidated globalization have allowed part of the technology, knowledge and scientific advances to reach rural institutions and be compared with its structure based on One or two classrooms, dining room, patio, bathrooms and even some institutions have rooms for teachers, because over long distances teachers do not have mobility facilities and must remain in rural schools. Electricity and access to drinking water is another challenge that many institutions face, since for some they are unstable resources and for others they have not yet been considered.

In Colombia, the educational model that is applied in rural institutions is called Escuela Nueva, which is a directed educational model, which is mainly used by the multi-grade constitution characterized by the high dispersion of its population with the objective that students reach basic standards of competencies, are intended to provide conceptual elements for the development of disciplinary areas, and the learning sequences contained in student guides. According to the Ministry of National Education of Colombia (2010):

Escuela Nueva is an educational model that emerged in Colombia approximately 35 years ago. Since then it has been enriched by teams of educators who have integrated the theoretical proposals of active pedagogy with lessons learned from their experiences and practices in the classroom. Various documents and materials circulate widely among primary school educators with information on conceptual, historical bases and evaluation results. (p.5)

The educational dynamics of the Escuela Nueva model synchronize all students in the space regardless of their grade level, each has its own material, its own guide, is an autonomous learning where the teacher is presented as a guide that guides the concerns of the students. students referring to the material that is provided and created by the Ministry

of National Education according to the achievements required for each grade level, which are qualified guides for students within the framework of current quality benchmarks (curricular guidelines, Basic Competency Standards , Pedagogical orientations, Decree 1290/09), to support optimal learning processes of children, girls and young people of rural educational institutions in the areas of; language, mathematics, natural sciences, social sciences and complementary areas such as artistic, religion, humanities and recreational education or physical education.

For the English area, a basic material corresponding to the achievements that must be achieved in each academic degree is presented, this type of content works on language reading and writing skills. In many rural schools, according to Correa, Usma & Montoya (2014), teachers work in this area in an integrated way for all students but they are very basic skills, there is no assertive work in pronunciation, nor in listening because they are teachers who do not know the language; and this is a real important origin of problems of teaching English in rural centers of Colombia; where bilingualism programs in rural areas are not carried out correctly and specialized interventions are not permanent.

Correa, Usma & Montoya (2014) state that the National Plan for Bilingualism in Colombia did not meet the standards of education policy because the necessary resources were not invested, second because teacher training was arranged for a few teachers and third, because the intervention in the rural area it had no impact and was not aligned with the dynamics of the New School model. The delivery of guides without efficient guidance from a professional in the English language presents great shortcomings for the communicative action of the language. The students of the rural educational centers do not have spaces for the learning of the English language in the skills of listening and speaking,

so that the acquisition of the other two skills become a systemic learning and of little or no projection for their reality, since communication becomes the primary need of learning a language.

6.2.2. Educational exclusion in rural areas:

Bustos (2007) points out that rural schools “suffer a double exclusion: that which represents rural underdevelopment and unequal socioeconomic backwardness, and the absence of recognition of their rich and potential territory and their untapped resources in educational, political and social decisions” (p.11). Students and many parents do not know the importance of education and more when it is a new language that for them can be considered censorious or absurd not knowing the global development that surrounds them.

Perfetti (2003) argues that in Colombia there is a great historic gap between rural and urban systems of education, the gaps are always maintained and although there is an approach and projects to improve rural education it will never match the competences of students in urban areas. This is due according to Lakin & Gasperini (2004) because countries with administrative difficulties and that have not reached their development status maintain a rural-urban gap first caused by lack of coverage and poor assistance in remote areas where it is not even possible they have schools, second because those who do have schools do not have required spaces, unassigned schools, children who must work to support family needs, and third, teachers are poorly qualified in the area of English and other areas, do not have with support and are poorly paid.

Around the exclusion of many educational tools that promote knowledge of English in rural areas Bustos (2007) establishes inequality gaps that limit the abilities of students of rural population that sometimes does not transcend professional training by ignorance, lack of resources, and lack of opportunities or rejection by students who do not know the value of education.

Bonilla & Cruz (2014) state that teaching English in rural areas in Colombia is not a reality, many institutions do not have the correct practices in foreign language teaching and rural communities still do not have an efficient approach to the language . Programs and policies for teaching English are marked in guidelines, but in practice there are many deficiencies, first because there are no professionals in the area and secondly because teachers do not have the minimum communicative language skills; “Teachers have to mediate between global and local tensions; in addition, they have to face sociocultural disagreements and concordance in their work” (p.117).

6.3. TEACHING ENGLISH IN RURAL AREAS OF ANTIOQUIA.

Language policies proposed and directed by the national Government are promoted in the country with the objective of regulating the teaching and learning of English in standards that measure the capacities and mastery of it in each of the educational levels. From this point of view, in the department of Antioquia the institutions must be responsive with the objective of promoting the teaching of English; however, according to Roldán & Peláez (2016), several problems arise in relation to the execution of the same. , since they do not develop in the required competences, the learning levels are not responsive to the

needs of each level or educational level, the majority teachers do not have the training, and some areas such as rural areas do not have access full:

The linguistic policies that the national government is implementing around bilingualism become an ethereal discourse for the inhabitants of rural areas, at the same time that they are perceived as a homogenizing proposal that does not respond to the needs of rural communities and that finally it is not being implemented effectively. (Roldán & Peláez, 2016, p.121)

Since the educational policies for teaching English in rural areas in Antioquia state are not effectively implemented, there is an educational exclusion system, in which rural populations are involved in a system without opportunities and that does not allow them linked to global growth and therefore does not allow them to improve their quality of life. The conditions of the state in rural areas are diverse and with multiple needs, the populations have been hit by the violence of the armed conflict, the geographical conditions of the territory in the rural areas also create spaces of difficult access and, job opportunities are very restricted besides, most of the people have very low income, so education becomes the only tool for the population to improve their lives and for this, projects in the area must be strengthened.

Correa, Usma & Montoya (2014) developed an exploratory study in Antioquia state National Bilingualism program and, its results show that the program does not show a successful image of the region; there are many difficulties in which teaching, particularly in rural area, and the efforts have to make in the day to day to teach this matter. Additionally, it was found that the adequate materials are not available that allow them to help themselves in educational process, therefore, the teaching of English for rural areas in

Antioquia has become a growing need and to which many children and young people have no access.

The study of these authors showed that the quality standards in Antioquia in relation to the teaching and learning of English has improved in the municipal centers thanks to the scope of the bilingualism plan, in urban areas there are specialized teachers in the area, Those who use efficient didactics and have tools for language orientation, the advances have been very significant, nevertheless, the study demands greater depth and applicability for rural areas. It is important to provide articulated and continuous training for rural teachers to acquire English language skills and can pass it on to their students:

For the participants of this study, to the shortage of spaces to share what was learned, the lack of adequate conditions to carry out their teaching work was added: the scarce financial, technological or didactic resources of most of the Educational Institutions, the difficulties of legislative order that had never been resolved, and the social problems that increasingly affected the regions. (Correa, Usma & Montoya, 2014, p.110)

Other difficulties encountered by Correa, Usma & Montoya (2014) are related to the management of the project and the relevance of the professional positions of those who lead an educational project, in which there are coordinators who master the language but whose profession is related to medicine, administration or technology which generates errors in the methodology and insertion of a project based on teaching models and for which there should be professionals in the area of education and who recognize the conditions of the educational model of the country and each of its departments.

Additionally, the exclusion of the program is added to the rural teachers in the continuity of the project, since as is found in the study by Correa, Usma & Montoya (2014)

as the implementation of the Bilingualism program advanced continuity and coverage it was reduced, since “the departmental tables were programmed more sporadically than the municipal ones, and gathered less teachers, since to attend them it was required to be a linked teacher and have a certain level of English” (p.106), a process of exclusion since most of the teachers who were attending these trainings were high school teachers or urban teachers, leaving the rural population excluded from the program, since they are teachers from other areas and primary school.

The authors point out that only some municipal entities provided support from the Secretariats of Education, which allowed teachers to have paid permits until direct support for trips to Medellin or other municipalities where training programs were executed, in other regions there was only permission to attend the sections, but the teachers had to search for themselves the resources for the displacement, so that each municipality in Antioquia obtained an uneven training process and an inconsistent consistency.

According to Bonilla & Cruz (2014) there are socio-cultural elements in Antioquia and in all departments of the country that define not only the practice of rural education, but also the professional teaching function; “Rural English teachers in Colombia face particular challenges that, like other actions taken in relation to the implementation of national policy, have been overlooked” (Bonilla & Cruz, 2014, p.118). The development of a more efficient educational model that allows the integration of the English language into the education system in a harmonious way, where teachers and their students can learn at the same time and accompanied by speakers to specialize their skills, has been overlooked.

Roldán & Peláez (2016) the same public officials in charge of the bilingualism plan in Antioquia have stated that it has not been possible to comply with the established

intervention tables, the training programs for teachers have been little constant, in addition to other projects associated with the ICT, teacher development and recognition of other areas have made this just one more task, one more obligation which prevents a full and efficient knowledge of it. Learning English in Antioquia and specifically in rural areas is not fulfilling communicational requirements, the knowledge of teachers and students is very low and focuses on basic aspects of written language, working only reading and writing skills little assertive and leaving aside the other skills; listening and speaking.

Figuroa (2013) cited by Roldán & Peláez (2016) states that there are many mistakes due to the administration and implementation of Bilingualism projects that seek to respond to the educational policy for teaching and learning English as a foreign language in the rural areas of Antioquia, in which there is a homogenizing nature that is somewhat opposed to the way in which the national government projects its policies and programs towards the national territory. According to the participants: “these policies are established by the national government establishing similar parameters for the whole country, with the main purpose of having bilingual citizens in a certain amount of time, but without taking into account the context of rural communities” (p.11), therefore the Ministry of Education and the National Government must take these perceptions into account when implementing their plans and policies in accordance with the specific conditions and needs of the regions of the rural educational centers throughout the country.

This system of exclusion according to Usma (2009) is due to the alignment with the tendencies of the international reform in the matter of teaching English, the outsourcing and internalization of the political discourses in which new discourses are imposed for Colombian reality, therefore, when policies and management projects are created from an

international law, their applicability to the daily life and truth of the real surroundings of rural areas becomes a challenge for the elderly, since most of these institutions do not have adequate spaces, the needs of families are innumerable and there are not even English teachers in these areas, in general the lack of assertiveness of international models creates an indirect exclusion for rural local areas; “In this process, the local is taken as outdated and obsolete; local knowledge is superseded by foreign, and borrowed discourses are internalized by native policy makers and school stakeholders while taken as the basis for reform ”(Usma, 2009, p.5)

Urreo (2018) points out that the Colombia Bilingual program ends with advances for some educational centers and also marking multiple needs that must be projected in the new stage of an educational project focused on teaching and learning the English language, especially for rural areas and elementary and early childhood students, since the efforts were more focused on secondary education and it is important to promote this education from the earliest years of age. The need for greater need and projection to be addressed must focus on improving and redesigning education for teachers and university students in this vocation, which “are responsible for transmitting and training young people and children to not only raise the level of this language in Colombia but also to improve education in general as an investment for the consolidation of the national economy” (p.22).

This objective urges a strategic direction that covers the rural areas of the department of Antioquia, since several investigations show that the efforts have not been imparted in a constant and relevant way, the goals proposed for this year have not been achieved, therefore, people involved in these processes must rethink the strategies by

integrating teachers and students to the planning table that contribute their ideas from the assessment of their experience and needs, strengthening a practical and relevant methodology for communities that generate significant learning for the rural communities of the department and the country in general .

The Bilingual Colombia policy has not achieved the expected results for 2018, the National Government, together with the Ministry of Education and City Halls according to Urrea (2018), must “redesign the methodology and focus efforts to renew and modernize an educational system that has shortcomings in the implementation of bilingualism in a globalized environment ”(p.22). It recognizes the actions that have been advanced and the projects that have been implemented, but it is important to evaluate them and create interventions of greater depth for the rural areas of the department, Antioquia requires greater assertiveness in educational projects and policies than work goals imposed if they are complied with, greater efforts and investments are required to favor the rural education of children.

The development of the foreign language, especially English, and the consolidation of new public policies, has been strengthening since the last two decades; the leaders and international organizations are aware of the globalization of the world, the importance of attracting foreign investment to the States, promoting tourism, offering new goods and services; for that it is necessary that the new generations dominate this language. (Urrea, 2018, p.7)

In Antioquia the opportunities for rural areas are limited to work in the field, if students do not have a quality education they will not be able to access higher education opportunities, therefore the English language represents a mechanism of growth and

opportunities, a knowledge that will really bring many benefits to the field and that will allow students to have a more open awareness to global development, opportunities and knowledge in general. As Palacio (2013) cited by Roldán & Peláez (2016) states, the Colombia Bilingual program “is a well-designed policy, but when it comes to the reality of a small town, far from the capital, too many actions are missing to ensure that the Colombian population It will really be bilingual in 2019 ”(p.5), it is necessary to be consistent and efficient with the realities of each region, it is important to extend the actions and give it the importance of learning English as the foreign language in Colombia.

In the interests of the national government to significantly improve their educational levels, policies are being advanced to have a significant impact on the educational scenarios of the country, however, as well as Roldán & Peláez (2016) argue, local administrations are not planning the curricular model correctly. To implement, therefore, in rural schools in Antioquia it is common to find study programs that saturate the educational plan, few hours of study, many reports and processes to cover both for teachers and for students related to technology, language, reading comprehension, development of research projects among others. Therefore, the curricula are saturated with “grammatical structures that are only increasing the student's rejection of learning English and in that way it will not be possible to comply with the proposals of the national government about having a bilingual country (Sergio Figueroa, interview, 2013)” (Roldán & Peláez, 2016, p.5).

7. DISCUSSION.

The research methodology used allowed the identification of public policies, projects and goals set for rural education at international and national level and from these postulates to determine the scope and goals obtained in rural areas in Antioquia state, Colombia, in terms of learning English as a foreign language. Firstly, from the contribution of UNESCO (2003) it is identified that rural areas worldwide have multiple needs, they are poor populations and with few educational opportunities, therefore the projects and initiatives exposed in recent years have worked to expand coverage and include in the educational plan the teaching and learning of the English language to expand its opportunities and contribute to the social, educational, economic and cultural development of the countries.

UNESCO (2013) states that educational policies at an international level are increasingly demanding, in which learning English as a universal language becomes a necessity and a challenge, especially for poor communities that have been on the sidelines of multiple educational processes year after year. Current needs set a new guideline for educational history, in which the multiple tools currently used create new work mechanisms that allow improving educational coverage and establishing continuity for rural areas.

In itself, from the research contribution of FAO (2002) it is possible to recognize that rural communities in many parts of the world are excluded from educational policies, since conditions of difficult access to many rural regions prevent mechanisms from being built, spaces and methodology for teaching the English language, including limits for learning your own mother tongue. This situation, according to Seidlhofer (2011) represents a serious problem and a system of exclusion of great magnitude, since at the international

level the learning of English as a second language or foreign language becomes a necessity that each government must attend, since the English language is taking on a universal language character.

UNESCO (2018) determines that educational policies for teaching English in rural areas have been extended by various countries worldwide, the guidelines indicate that English language teaching should be governed by a continuous program and with highly trained teachers in the mastery of the language, each government designs and establishes its work plan according to the conditions that remain in its context, just as the United Nations Development Program UNDP (2015) supports in the Millennium Development Goals (MDGs) the importance of introducing English language teaching in the institutional curriculum including rural educational centers to improve the opportunities of the population.

In response to the international framework, according to Cronquist & Fiszbein (2017) and CEPAL (2018) Latin American countries have developed large economic investments to establish a framework that includes teaching English to their educational plan, countries such as Chile have reached high educational levels, their students and Teachers have advanced level certifications and specialized in the English language meeting the development goals. Other countries such as Costa Rica, Ecuador, Mexico, Colombia and Argentina have made some progress in the inclusion of educational policies that make teaching and learning English a requirement that is already being worked in the different educational centers, however the levels of language proficiency is still very low, even for the qualification of teachers and the problem begins to configure a process of educational exclusion and problems in the management of resources to execute projects.

At the national level, the Ministry of National Education (2015), the entity in charge of educational policies, affirms that they do not have the capacity to guarantee to all people living in rural areas the full enjoyment of the right to education, therefore although Colombia has implemented various educational programs in the area of English in rural areas have not had continuous training programs for teachers, much less for students. Currently, the Ministry of National Education of Colombia (2018) has created various Bilingualism projects which have generated positive impacts at the national level, however it is necessary to extend efforts to reach teachers in all areas, in rural spaces and build a permanent and efficient training that allows them in this sense an effective teaching.

Arias (2017) argues that rural education in Colombia is woven into a process where multiple needs are put in place, since rural communities are poor and with few tools to get ahead and overcome the barriers of their context. In rural communities, agricultural work is the main source of income, and in these areas it is traditional for boys and girls to start working from an early age, helping their parents in different household tasks, so that education becomes a secondary exercise that loses prominence before so many economic needs.

According to Mejía (2011), the Ministry of National Education in Colombia has implemented various training projects and programs regulated in Decree 3870 to strengthen the competences of teachers in the English area with the aim of improving their language skills in the four communication skills and thus effectively guide quality education for rural areas and for this they have implemented various strategies that range from traditional methodologies to technological systems with teaching materials that allow enriching the teaching work.

In the Ten-Year Plan for Education the English as a foreign language program has been introduced to the curriculum, it has been executed in 231 official schools and colleges at primary and secondary education levels, from which it is assigned between one or two hours Weekly to the primary education educational curriculum (Ministry of Education, 2008), from this the efforts to extend the hours have intensified, however this plan competes with many other training programs in various areas of knowledge that also becomes in a necessity for the development of the country.

From the international and national context it is possible to determine that education in English is a right that is consolidated for all regions including rural areas, the new demands of each country frames the importance of including the teaching of English as part of the educational plan From the global and universal system that is building up to modern society, flaws are observed in terms of their implementation since the same authors demonstrate that they have been a real challenge, since the programs have not been continuous, the educational methodology has not been perfected and the immersion of a language has been done unnoticed, there is no awareness of the need for teaching and learning of a universal language and the opportunities that this can generate.

Therefore, when reviewing English teaching in rural areas in Antioquia according to Correa, Usma & Montoya (2014), there is a breach of educational policies and regional development goals, an exclusion system is observed because in any bilingual education programs, they do not frame the characteristics of the rural population and all that entails including in their educational framework the learning of a foreign language; hereby, so many children and young people are not enjoying quality educational law. It is identified that the rural population requires greater efforts, education projects in English require

thinking about rurality and how knowledge is built in the region to be intervened efficiently.

Roldán & Peláez (2016) developed a research project where it is found that rural areas in Antioquia do not have adequate spaces, teachers must be multitasking and respond to a lot of regional needs, the government does not provide enough resources and Educational policies for teaching English have not been designed for these regions, so many of the initiatives have not reached rural areas, because most of them are designed for schools in urban areas and for secondary school grades.

The research reveals a problem that must be intervened, where rural populations are outside of many educational projects that prevent being at the level of other populations, prevent improving the quality of life and therefore conditions them to be below the system of global development that is woven throughout the world, minimizing opportunities and increasing the needs from generation to generation. Educational discourses are not consistent and communities suffer from the lack of planning and effort of governments, education in Antioquia and in Colombia in general requires an evaluation and review of what to do as teachers, the role of communities and opportunities or threats that the government builds for its rural communities.

8. CONCLUSIONS AND RECOMMENDATIONS.

Rural education in Antioquia is linked to the national curricular guidelines offered by the Ministry of National Education, in which the areas of knowledge and the hourly intensity to which they must respond are specified, from which all educational institutions create their institutional work plan so that all students can access knowledge. The established policies to improve the quality of education are really relevant; however, the problem is presented in the agents that lead the projects, since the institutions in charge of the bilingual programs according to the sources consulted do not have continuity with the project, since either due to lack of resources or lack of proper planning. Additionally, many strategies are not planned according to the conditions of the communities and pose demands that are rarely met.

It is important to conclude that international and national public policies have a very clear and relevant structure of the needs and importance of the English language. Policies promote educational inclusion for all rural and urban areas of the world, so that a relevant curriculum framework is identified. However, the problem that arises is that the policy guidelines are not exercised and the projects are incompletely fulfilled. In Colombia, it has been difficult to have professionals in the area that can guide an educational project of this magnitude and therefore teaching English in rural Antioquia is not meeting what public policy expects at the national level, much less at the international level. Since the educational policies for teaching English in rural areas in Antioquia state are not effectively implemented, there is an educational exclusion system, in which rural populations are involved in a system without opportunities and that does not allow them linked to global growth and, therefore does not allow them to improve their quality of life.

In this measure, according to the proposed postulates, there is an exclusion process in the rural areas of Antioquia, since the population is excluded from many educational projects and although the efforts and initiatives undertaken by the Ministry of Education are recognized, due to lack of continuity and competent staff the achievements have been very few, without impacts that really help to include the teaching of English as a foreign language in the state. Urrea (2018) presents a strong evaluation report for the Bilingualism program in the area, which highlights the importance of increasing efforts, resources and personnel to meet the objective of mastering the language, since from public policy and the project has a good address, but it is important to redesign the practical methodology when applying it in each educational institution.

It is also identified that the rural areas in Antioquia state have many needs, the majority of the population does not have the basic resources of decent housing and does not have permanent assistance from public services, the populations have been hit by the violence of the armed conflict, the geographical conditions of the territory in rural areas also create spaces of difficult access and labor opportunities are very restricted and very low-income, so education becomes the only tool to improve their lives, build peace, be professional and overcome the obstacles of poverty.

The main recommendation establishes the importance of developing a study that evaluated the real conditions of the rural educational centers of the department of Antioquia, where teachers, students and educational communities are interviewed to evaluate the type of education and motivation in English teaching language, clearly reviewing an on-site exploration, where various rural educational centers are visited, especially those with difficult access to assess and plan an intervention strategy; such in -

situ research will help more clear actions to include this population in national and international projects, in this way, greater opportunities for the region can be generated.

Learning a second language urges a permanent effort, being in daily contact with the language, sharing with speakers who correctly dominate written and verbal language, as well as generating spaces to fulfill the communicative function of all languages where speakers and learners share an environment conducive to display communication skills. Therefore, in the rural areas of Antioquia it is important in the structuring of methodologies and the focus of the efforts towards the renewal of the educational system for teaching and learning English, starting with an efficient training program for teachers of the rural areas consistent with their institutional and personal responsibilities.

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