THE PATH FROM A SPANISH MONOLINGUAL SCHOOL TO AN ENGLISH-SPANISH/

SPANISH- ENGLISH BILINGUAL SCHOOL IN THE COLOMBIAN CONTEXT

A RESEARCH PROJECT

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ABSTRACT

The globalization and migration across countries that has come upon our society, has brought an increased interest in bilingualism, not only on parents, but also on educators who are keen to understand the implications of a bilingual education on the children´s development. Today, more of the world's population is bilingual or multilingual than monolingual, in addition to facilitating cross-cultural communication, said tendency also positively affects cognitive abilities on bilingual students. Researchers have shown that the bilingual brain can have better attention and task-switching capacities than the monolingual brain, thanks to its developed ability to inhibit one language while using another. This study attempts to explore different perspectives into bilingualism, and the benefits of including English as part of a monolingual education system, and the path to achieve this goal. A closer look will be taken to the significance of bilingualism in cognitive processes based on an analysis and study of relevant literature regarding the topic analyzing that a bilingual upbringing has potentially far reaching effects on a child's cognitive abilities as well as its ability to learn new languages due to an increased metalinguistic awareness.

Keywords: Bilingual Education, Monolingual Education, Content Analysis, Colombian Bilingual Context, Bilingual School, Monolingual School

ACKNOWLEDGMENTS

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CHAPTER 1

INTRODUCTION

My intention on writing this paper was born about three years ago from an observation experience I had as a teacher in a monolingual school that chose bilingual education for its students. This fascinating process impacted not only my life, but also my students´ lives. This led me to investigate into it and made me aware of the benefits this transformation could have among the students and their families.

This study attempts to explore different perspectives into bilingualism and the benefits of including English as part of a monolingual education system. A closer look will be taken to the significance of bilingualism in cognitive processes based on an analysis and study of relevant literature regarding the topic, additionally some conclusions from said research will be drawn. The mentioned study is being developed in several steps; first, an opening section that is called Chapter I, in which you are able to see the introduction and general statement of the problem along with the objectives then, Chapter II, which revises the necessary background to the study; furthermore, Chapter III that is called methodology which contains the conception of the monograph, the line of investigation and the method used; followed by Chapter IV results and discussion of the study; and to close a final Chapter is devoted to conclusions concerning the investigation.

Significance of the Study

The path from a monolingual to a bilingual process assumes some unique challenges. It is not unknown that the importance of making a change of this magnitude responds to the contemporary needs of the students to adjust to the demands that current and future society impose on children and young people. It must be recognized within the current processes of education, that the learning of English as a Foreign Language (it will be referred to as L2 in the rest of the paper) is fundamental to move towards what is called globalization, as such one should consider that English language functions as a fundamental vehicle of communication that interconnects cultures and nations. One of the objectives of the Common European Framework of Reference is to describe the levels of proficiency required through existing standards, tests and exams that facilitate the comparison between the different qualification systems. (p. 21)

Seen from this perspective, the importance of learning English is becoming increasingly necessary as well as urgent to be able to talk about the internationalization of the economy and relations in a global linguistic hegemony because the world requires people who know English so that they can improve their working profile by intercommunicating, accessing information and documentation, in addition to generate commercial and cultural relations, or carry out research or studies abroad.

Statement of the Problem

The Project of Bilingualism in a monolingual school is the result of an institution's efforts to create a bilingual environment, in addition to the practices inside and outside the classroom. When this bilingual identity is assumed, the academic practices that improve the use of language to explain oneself are being replaced; the student therefore faces a class where the object of study and the medium is the same, they must communicate in the second language that is being learnt,

which we will call here L2 (Foreign Language), to know the vocabulary that does not have or that is difficult to acquire, and teachers are the facilitators and drivers of this development that allows them to learn about the language and skills. It is the teachers who, in their daily pedagogical practice, give a special meaning and a sense of L2 learning. Taking into account Law 115 in its article 67 of the Colombian constitution, it contemplates the need for "The study and critical understanding of the national culture and of the ethnic and cultural diversity of the country, as a foundation of national unity and its identity", (Constitución Colombiana, 1995), and likewise, promotes the acquisition of at least one foreign language, which in this case is English.

A Bilingualism Project changes the proposed institutional horizon because it becomes another great pole of pedagogical and academic development as well as growth and focus of the institutional improvement plans that need all the attention and efforts of the institutional leaders. The problem then lies in how to go from a Spanish monolingual school to an English-Spanish/ Spanish- English bilingual school in the Colombian context?

Objectives

General Objective

To analyze the process of transformation of a Spanish monolingual school to an English-Spanish/ Spanish- English bilingual school in the Colombian context through a study of related literature.

Specific Objectives

To compile specific information about bilingualism processes in Colombia through index cards.

To contrast the benefits of an English bilingual program in a monolingual school through comparative charts.

To reference information from other studies regarding bilingualism and its implementation through content analysis.

CHAPTER 2

LITERATURE REVIEW

Through this paper the thought about the path to go from a Spanish monolingual school

to an English-Spanish/ Spanish- English bilingual school in the Colombian context will take us

to analyze different aspects about not only the Colombian context and its history of foreign

languages, but also bilingualism and monolingual definitions, followed by the national

bilingualism program(NBP), in addition to taking a look into monolingual schooling compared

to bilingual schooling processes, moreover an approach to foreign language (L2) will be given as

well as how they have been worked in Colombia, and then it will conclude with a comparison of

the benefits of bilingual education vs. monolingual education.

Colombian Context

Colombia is a country where being bilingual is of most importance, and it has hustled

with bilingual education for many years, The Colombian Constitution, issued in 1991, declared

Colombia as a multilingual and pluricultural nation in order to fulfill the requirements of a new

society which was more globalized and open to changes. As mentioned by Mejía, in her article

"Bilingual Education in Colombia: Towards a Recognition of Languages, Cultures and

Identities."

It seems as though for Colombian school graduates it is necessary to develop a broad

vision of the world, so that they can open their minds to new ideas and have contact with

different cultures and their sociocultural background to gain more tools for their future lives both professionally and personally. The idea is that this recognition of linguistic and cultural diversity in our world may lead to recognition of the existence, importance of tolerance and respect for the other. However, in reality, particularly during the last few years, when bilingualism or bilingual education are referred to, the central focus is on one particular language - English. As Valencia (2005: 1) explains:

> As a result of globalization and widespread use of English worldwide, the term 'bilingüismo' has acquired a different meaning in the Colombian context. It is used by many ...to refer almost exclusively to Spanish/English bilingualism.... This focus on Spanish/English bilingualism now predominates and the other dimensions of multilingualism and cultural difference in Colombia are often ignored. The existence of other languages in different regions of the country is overlooked, particularly the languages of indigenous Colombian populations. The teaching of other modern languages (e.g. French ...) has also been undermined by the spread of English and by people's increasing desire to 'invest' in English (p.6)

History of Foreign Languages in the Colombian Context

In the article "Unanswered Questions in Colombia's Foreign Language Education Policy" Bonilla-Carvajal and Tejada-Sanchez (2015) mention that according to the author Gomez Delgado (1971) every single government change in Colombia has tried to implement an English teaching program, also referring to the growing governmental interest shared by different institutions to make the teaching and learning of foreign languages a more technical, academic, and efficient process. The author Rivas Sacconi is mentioned in this article as well, saying that in 1826 there was a national official policy to establish obligatory subjects across all national public

schools such as Spanish, Latin, Greek, French, English, and an indigenous language, the one with the most speakers depending on the region where the school was located as initially mentioned.

Unfortunately, the Latin language disappeared at the end of 1970, French, on the other hand, was adopted as a subject for secondary school (compulsory for grades 10 and 11) at the end of the same decade after a visit of Colombia's president to France. Sadly, this move did not bring any productive transformation in the students' development of bilingualism either, and ten years later, in a report issued by the British Council, the conclusion was that the Ministry of Education had no firm foreign language policy for students, and its decisions were a result of political pressures rather than educational considerations (British Council as cited in de Mejía, 2012b).

The author also mentions that Colombia then signed a political constitutional reform in 1991 that provided an open recognition of all indigenous languages, and of the country's multilingual and cultural richness; furthermore, there was an economic policy expansion and massive admission of imports (USA and Europe), which called for a need to improve the English level of students, and specially of their teachers, thus paving the way for the National Bilingualism Program (NBP). (Bonilla-Carvajal and Tejada-Sanchez, 2015)

National Bilingualism Program (NBP)

With the establishment of the National Bilingualism Program (NBP) and an environment characterized by commercial openness, the issue of bilingualism became a State policy, which is why it gained greater visibility and, therefore, generated greater interest among the academic community. Most of the studies associated with bilingualism have focused on the linguistic component, that is, educational programs and policies, as well as pedagogical methodologies, which facilitate and promote the learning of English. In this sense, it is worth highlighting the

studies compiled by Mejía et al. (2011), which contain some of the main contributions to the national literature.

As regards specifically the mastery of this foreign language at the national level, studies are limited. One of the first to provide an overview of the situation of bilingualism in Colombia is that of Velez Rendón (2003), where it was concluded that English has an increasingly important role within Colombian society, due to its increasing use in the academic and working context. Precisely, this is the main contribution of Sánchez-Jabba (2012), who although did not quantify the number of people who dominate English in Colombia, did calculate the proportion of bilingual bachelors. The author concluded that, in general terms, the level of English in Colombia is relatively low, and that the number of students who can be classified as bilingual is approximately 1%. This indicates that advances in bilingualism in Colombia have been discrete, by the middle of the previous decade the proportion of people with a level of proficiency high enough to understand and express themselves in English was less than 1% (MEN, 2006), given this information and taking into account that in times of globalization Colombia needs to develop the capacity of its citizens to manage at least one foreign language The Ministry of Education formulates the National Bilingualism Program 2004-2019, which includes the new communicative competence standards in English. The Common European Framework was the benchmark to set the levels of mastery that must be achieved. A program that strengthens competitiveness and incorporates the use of new technologies for learning a foreign language.

The Common European Framework

This is a well thought of document which includes the basis for curriculums as well as all the guidelines throughout Europe. It is descriptive in manner and it shows what language learners need to learn in order to develop the language skills correctly and manage it well, it also

defines levels of proficiency which allow the learner to measure the process. This document´s intention is to provide a light in the language communication world, also by providing clear objectives, and content language professionals are able to offer a more accurate language acquisition process In general it was created to facilitate communication among the different countries with language differences and in need on coexistence.
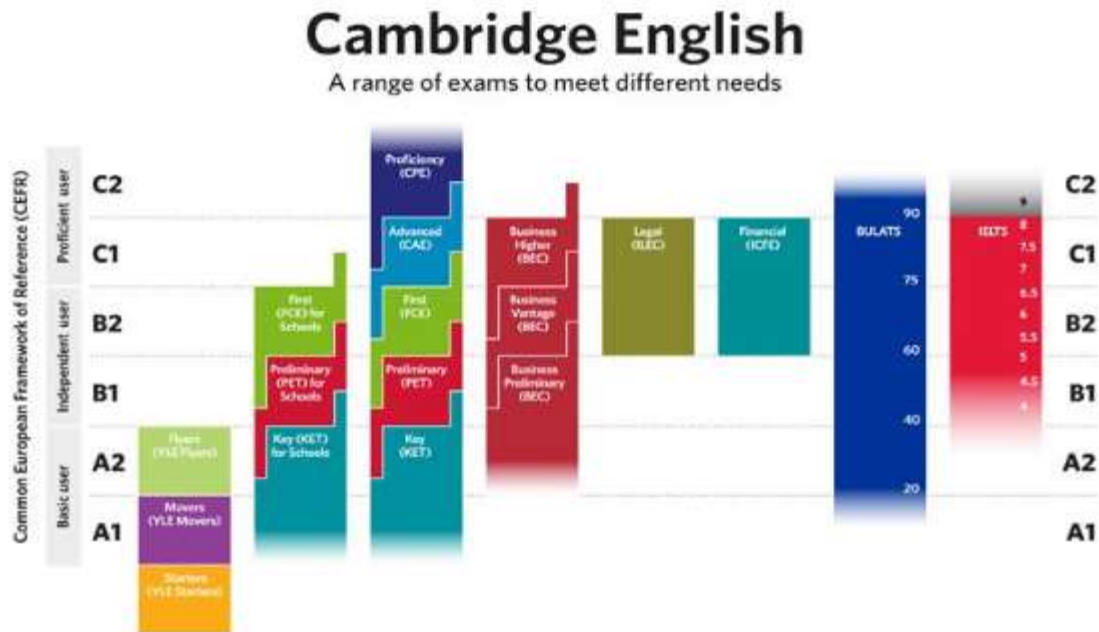
Figure 1. Cambridge English. A range of exams to meet different needs. Source: International Language standards | Cambridge English. (2016). Cambridgeenglish.org. Retrieved from http://www.cambridgeenglish.org/exams/cefr/

The previous chart shows the different levels of proficiency, additionally, it shows the different exams that can be taken by English learners to test their level and be able to get certified.

From Monolingual to Bilingual

Monolingual

As defined in the Merriam-Webster online dictionary a monolingual is "someone who speaks or uses only one language, or something that is available in only one language". This

concept can be understood as the ability a person has to communicate with others whether in writing or speaking in only one language. When it comes to mother tongue it is said that mother tongue is defined as the language which a group of people considered inhabitants of a certain area acquire in the early years and which it becomes their natural tool of thoughts and communication (Awoniyi, 1978). Mother tongue is the first language that a person learns, it is imperative that an individual manage and develop adequate skills in their mother tongue for the proper development of a foreign language, as it refers to the skills in the mother tongue plus benefits for the acquisition of another language. The communication capacity of human beings has evolved over time, in the face of an innate need for communication, living together and staying as a species, which must be related to their peers, in a social group where people have relationships in different dimensions such as family, educational, labor, political, etc., it is important to achieve and maintain an adequate level of communication between the people that make up said social group. Today in our globalized and technological world we have infinite possibilities to communicate and be connected with the world that surrounds us. Language in general terms includes all the manifestations that are used to create a communication between human beings, on the other hand, language is the great capacity that is developed in the mental field and is known as the human capacity to communicate with others.

Bilingual and Bilingualism

The terms bilingual and bilingualism are probably some of the words used more in everyday and colloquial language to refer to people who can communicate in two languages or to situations and regions that involve the use of two languages. It is also frequently used in local and national public policy programs. According to the Royal Academy of Language, a bilingual

individual is one who speaks two languages and bilingualism is the usual use of two languages in the same region or by the same person.

The Bogota Bilingual program adopted the following definition of bilingualism: Bilingual is a person or linguistic community that habitually uses two languages, is one that in addition to using their first language, has similar competence in another language and is capable of using any of the two in different contexts effectively (Council of Bogotá, 2005) On the other hand, the program of the Ministry of Education of Colombia," Training in Foreign Languages: The Challenge! ", adopted the following definition: bilingualism refers to different degrees of mastery with which an individual manages to communicate in more than one language (Ministerio de Educación Nacional, 2006).

Both definitions reflect the discussion on the concept of "bilingual" and "bilingualism" that is presented in the academic field. For example, in specialized literature, definitions of bilingualism can be very lax or very strict. Moulton, W. G. (1984) taking Bloomfield (1933) as reference says that bilingualism is defined as the control of two or more languages as a native speaker would. Haugen and Dil (1972), define bilingualism by establishing that an individual is considered bilingual if the speaker can produce complete and meaningful expressions in another language. Grosjean (1982), proposes a different definition of bilingualism: The use of two (or more) languages, without knowing two or more languages equally well and optimally.

From these three definitions we can see that the term "bilingual" can be so strict that it implies, as indicated by Bloomfield (1933) and recalled by Moulton, W. G. (1984), a bilingual person is one who masters the other language as a native would. But, another connotation of the term can imply a sufficiently lax look (Haugen and Dil, 1972), so as not to define a level of mastery, in the same way as the first one, and to present as bilingual any person who can produce

expressions complete and meaningful, without taking into account grammar or other elements of language and communication. For his part, Grosjean could be somewhere in between, recognizing as bilingual the speaker of two languages, although the use of one or the other is not as good or optimal in relation to the other. Thus, the term bilingualism can be very controversial and it will be necessary to adopt some definition that makes it possible to operationalize the concept and, therefore, measure it.

When it comes to the transition from a monolingual to a bilingual school, it is important for any school that every step is directed not only to comply with what is established by the Law but also, that learning English is conceived as a formidable tool for the personal, social, economic and cultural growth of children and young people.

When a process of this type is initiated in an educational institution, the type of population must be taken into account, according to (Hamers & Blanc, 2000, pp. 8-24) which in its Valuation Theory defines that:

Valorization is understood as the attribute of certain positive values to language as a functional tool, this is an instrument that will facilitate the fulfillment of communicating and cognitive functioning at all social and individual levels. The concept is the most important in situations of linguistic contact linked to the formal and functional aspects of language will help to elaborate and trigger off a motivational process for learning and using those aspects of the language. (p. 17)

This way the students are the first beneficiaries and their "value" is increased not in the economic term but in the social and cultural importance they acquire by the fact of managing a foreign language, therefore the school system seeks to improve the cognitive process of students in a staggered and sequential manner, giving priority to students in the first grades and increasing

the level of learning of students in higher grades. It should be noted that as the process

progresses from year to year, students of higher grades will be able to improve their language

development, since they will be increasingly "exposed" to the use of English within the levels

required by the institution and should find satisfactory results of this experience.

This process goes hand in hand with the awareness that is made by the educational

community; In reviewing what was said by Cummins in The distinction between *basic*

interpersonal communicative skills (BICS) and *cognitive academic language proficiency*

(CALP) (1979, 1981a), the importance of transmitting to parents and the community in general

the duration of the process that students live and that can take from 5 to 7 years to develop a

whole series of skills to handle the foreign language for the purpose of personal and academic

intercommunication. The use of language within the school context allows the learner to

manifest their basic needs such as explaining and asking for explanations, spelling and asking for

meanings, but it requires a prudential time to be able to carry out thorough processes when trying

to achieve complex conversations or debates in a language that is not your own.

It is also necessary that the institution makes changes regarding its institutional culture;

as Hakuta (1985) says, "... there is no need to run in a bilingual program," "... bilingualism is by

itself a desirable product of education that in any case, expands in the global perspective so that

children can increase their cognitive ability and continue in the bilingual process that feeds

itself...".

Before continuing, it is important to emphasize that the term bilingualism implies the

existence of a dominant language or the learning of a First Language (which I will call L1)

chronologically, in most cases, the mother tongue, and the presence of another recessive or the

Foreign Language learning (which I have named L2) after the first one or the mother tongue. (Martín Martín and de Sevilla, Secretariado de Publicaciones, 2000).

Finally, a foreign language is understood as that which is not spoken in the immediate and local environment, since daily social conditions do not require its permanent use for communication (MEN, 2006 p.5). In addition, unlike the second language, which is generally learned in the various contexts of everyday activities, the foreign language is usually learned in a specific educational context and the person is usually in contact with it for relatively short and controlled periods, this reflects in most cases how Colombians learn English as a foreign language in Colombia.

CHAPTER 3

METHODOLOGY

For this monograph the researcher has chosen different methodologies for conducting the research, one of them being content analysis; on the online Merriam-Webster´s dictionary is defined as "analysis of the manifest and latent content of a body of communicated material (such as a book or film) through a classification, tabulation, and evaluation of its key symbols and themes in order to ascertain its meaning and probable effect", however according to Krippendorff, Klaus (third edition 2013):

Content analysis has three distinguishing characteristics, such as that content analysis is an empirically grounded method, exploratory in process and predictive or inferential in intent, contemporary content analysis has been forced to develop a methodology of its own, one that enables researchers to plan, execute, reproduce and communicate, and critically evaluate their analysis.(p.7)

Stemler (2001) mentions that according to his research beyond making valid inferences from texts, most content analysis "seeks to quantify content in terms of predetermined categories and in a systematic and replicable manner" as said by Holsti, 1969. Looking at it with a general perspective, content analysis may be used to describe characteristics of communications. Furthermore, it may be used to infer psychological or other characteristics of the speaker, finally

as outlined previously, content analysis is defined by the quest to analyze text in a manner that is systematic, valid, and replicable.

Additionally, I will use index cards to compile the bibliographical information needed to do this research project as an essential tool for organizing the literature review, part of a well-constructed monograph goes along with organization, and index cards have been proven to aid in the reference and organized reading of the authors involved.

I developed this monograph with a qualitative research by taking into account multiple interpretations taken from diverse authors as meaningful sources as well as I supported my interpretations by quoting important parts from the analyzed text and literature review about the topic at hand, after this step a compilation of information was developed. The aim of this monograph was to present to the reader a critical overview using adequate literature review to support the conclusions in regards of the path from monolingual to bilingual education in the Colombian context.

Research Line

The topic of this monograph was selected, and aligned with the following ECEDU research line defined in the Article 24 of the Statue of Research of the Universidad Nacional Abierta y a Distancia, UNAD, (2016). To be able to develop the research problem, I have examined each of the research lines that support the school of education sciences (ECEDU) of UNAD, finding a profile that fits the research line in "Education and human development"; since in the fundamental objectives of the research line is the object of study of the present academic research: The path from a Spanish monolingual school to an English-Spanish/ Spanish –English bilingual school in the Colombian context, which main objective is to understand the relationship between human development and education. (ECEDU, 2007), this line of investigation can

contribute to the creation of new knowledge regarding the topic at hand and the implementation

of a bilingual project in a monolingual school.

Research Tools

To elaborate this monograph different tools were used, such as literature review,

Contrasting Charts template of monolingual and bilingual education in Colombia (See Appendix

A), as well as Index Cards template as part of the organization of the bibliography as tools to

help gather and organize this monograph (See Appendix B). The index cards contain the author,

the year, the citation, and the analysis made by the researcher.

Population

This research looked to establishing the influence and benefits of an English bilingual

education in the school system vs. a Spanish monolingual education. So, the population for this

research refers to students from primary through secondary school being part of bilingualism

processes in their schools. The researcher selected diverse literature to review the topic and get

some insight on how the students are benefiting from the inclusion of a second language, as well

as how the teachers and school administrators are taking the challenge of adjusting curricular

activities and the increment of the language exposure which is very important to take into

account, and finally the legislators who have created the National Bilingual program (NBP),

giving our country not only an opportunity, but also a challenge.

It has been mentioned by different academics that the bilingual process in Colombia is

still an ongoing one, given that the Ministry of education has made several advances towards

bilingual education and these are important to the extent that they establish a general guideline

for teaching English, proposing a general standard on what each student should know and know

how to do at the end of their passage through each grade, without determining what and how the

teacher should teach or not to their students. Likewise, it proposes a series of suggestions that encourage and facilitate the appropriation and daily practice in the classroom of the foreign language standards, it is also imperative to understand that even though bilingual education is here to stay, it would be significant to think about how in the case of most educational institutions the teaching of the foreign language is limited to the teaching of English, which should lead to reflect on the meaning of teaching the English language, then, according to De Mejía (2006), "bilingualism is not having a class in another language, but teaching students to use languages as means to learn and transmit knowledge" (p.37), this should contribute to enrich one's own culture and not generate tensions between the own and the foreign, as it usually happens. Finally, regarding the population aimed in this monograph it would be necessary to give some thought to the directives and administrators of the institutions that would like to undergo the curricular bilingual implementation, and how they must determine what their real situation is in relation to the teaching of English and in view of the proposed goals and resources; the other thoughts are aimed at teachers, who must assess their language level, establish how they can improve and improve it, and evaluate their pedagogical practices in light of new methodologies in teaching English as a foreign language.

Procedure

During the development of this paper different stages were taken into account, first of all the identifying the research line I was able to choose content analysis as the best way to do the literature review, during this stage I was able to gather bibliography appropriate for the monograph and my line of study, second identifying out of this gathered bibliography which was more pertinent for the monograph while using the index cards that helped me evaluate the information as far as its relevance and relation to the object of study, and finally I started writing

the I and II chapters, and continued with the III chapter to give organization to the entire

document.

CHAPTER 4

DISCUSSION AND RESULTS

It must be recognized within the current processes of education, that the learning of a second language is fundamental to move towards what is called globalization, which is nothing more than the internationalization of political relations and the economy and that has the disseminating effect of the mass media of electronic communication. The English language functions as a fundamental vehicle of communication that interconnects cultures and nations.

Viewing a Bilingualism Project as a general work process should point to a strategy that convinces our educational community that the Project offers advantages such as the recognition of its culture and the structures of its own language when examining them for the benefit of the learning a second language (Richards, 1994).

The use of a foreign language within the school context allows the learner to manifest their basic needs such as explaining and asking for explanations, spelling and asking for meanings, but it requires a prudential time to be able to carry out complex thought processes when trying to make complex conversations or debates in a language that is not their own. Therefore, when reviewing the process of change from a Monolingual to Bilingual School, the time together with the administrative-academic action and the appropriate pedagogical intervention, are key factors for the improvement of the quality of the communication and the oral and written production of the students and, of course, the debugging of difficulties and

limitations. A critical key is the quality of the teaching of the language that is conditioned to the quality of the teachers, the quality of the resources and class materials and to the opportunities of application of what is learned in class and to the administrative-pedagogical management that leads and supports the process.

It is useful to use a sequential and staggered model of the process which must be monitored year after year, frequently evaluating it in order to satisfy the expectations of the community of students and families. Each filtering in the academic programs, improvement of the pedagogical practices and each new project, activity and event that strengthens the practice of the L2, inside and outside the classroom, will be elements that nourish and give feedback for the Institutional Educational Project (PEI) consequently, the level and quality of the school as an educational structure will improve. This researcher has also found that all observations must be recorded, taking into account that what is sought is for students to be able to recognize the world through English as L2, in addition to mastering the semantic and syntactic structures of it.

CHAPTER 6

CONCLUSIONS AND SUGGESTIONS

In conclusion, the research here shown, demonstrates some steps that can be taken starting at the classroom, where teachers and/or education professionals can teach or guide students to learn a language different from their own, thus facilitating the construction of a democratic, critical and intercultural citizenship. The communication capacity of human beings has evolved over time in the face of an innate need to communicate, live and maintain as a species; it is important to appropriate the mother tongue to obtain communication skills when teaching a foreign language, it is also significant to take into account that the mastery of the mother tongue is linked directly to the management that a human being can acquire in a second language, consequently, opening a vital window of opportunity for the learners to experience not only language learning, but also cultural exposure and consciousness of others around them. Additionally, bilingual education can be a very useful instrument in the intellectual and emotional development of a student, providing him with important strengths, many studies have shown that bilingual learning stimulates the part of the brain responsible for learning new concepts and promoting spatial growth, also learning a second language increases the capacity for concentration and assimilation to learn more and more quickly on different subjects. In addition to being a feature that is not only desirable but also required in the labor market,

bilingualism, according to studies, leads to greater emotional balance, greater confidence and self-esteem.

Focusing on young learners or school age students, it can be said that bilingual children will follow a series of stages in their semantic and syntactic acquisition: in the beginning, one can expect to witness a bilingual disadvantage in which an individual is attempting to sort through and categorize the somewhat confusing input of two languages and therefore, falters behind their monolingual peers. This is followed by a bilingual advantage in which an individual excels ahead because of a series of 'light bulb' moments in which their understanding of the complexity of language allows them to outscore that of monolingual children on vocabulary and attention tasks.

Finally, and to close the findings and conclusions, the English language functions as a fundamental vehicle of communication that interconnects cultures and nations, learning English is becoming increasingly necessary as well as urgent to be able to talk about the global relations, as social beings speaking more than one language opens opportunities to relate to other people different from our cultural background and upbringing.

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APPENDIX A: CONTRASTING CHARTS

Bilingual Concept Vs. Monolingual Concept

BILINGUAL CONCEPT	The Bogota Bilingual program adopted the following definition of bilingualism: Bilingual is a person or linguistic community that habitually uses two languages, is one that in addition to using their first language, has similar competence in another language and is capable of using any of the two in different contexts effectively "(Council of Bogotá, 2005) On the other hand, the program of the Ministry of Education of Colombia," Training in Foreign Languages: The Challenge! ", adopted the following definition: bilingualism refers to different degrees of mastery with which an individual manages to communicate in more than one language "(Ministerio de Educación Nacional, 2006).
MONOLINGUAL CONCEPT	When it comes to mother tongue it is said that mother tongue is defined as the language which a group of people considered inhabitants of a certain area acquire in the early years and which it becomes their natural tool of thoughts and communication (Awoniyi, 1978).

Monolingual Education Versus Bilingual Education

	MONOLINGUAL EDUCATION	BILINGUAL EDUCATION
Early Development	The mother tongue is the first language that a person learns, and it is imperative that an individual manages and develops adequate skills in their mother tongue for the proper development of a foreign language, as it refers to the skills in the mother tongue and the given benefits for the acquisition of another language.	Bilingual individuals, including children, have a unique configuration of languages in comparison to monolinguals (Grosjean, 1989; Peña, Bedore, Rappazzo, 2003). According to Barbara Zuer Pearson, author of Get your child bilingual, just a few days after birth, a baby can distinguish between two different languages. "Children, when they are young, have an incredible capacity to assimilate and learn different languages at the same time, so it is the best time for them to learn different languages."
Mother Tongue versus Foreign Language	It is essential that an individual manages and develops adequate skills in their mother tongue to have good development of a foreign language, the more they reinforce the skills in the mother tongue, the more benefits they will have the acquisition of another language.	Bilingual children will follow a series of stages in their semantic and syntactic acquisition: in the beginning, one can expect to witness a bilingual disadvantage in which an individual is attempting to sort through and categorize the somewhat confusing input of two languages and therefore, falters behind their monolingual peers. This is followed by a bilingual advantage in which an individual excels ahead because of a series of 'light bulb' moments in which their understanding of the complexity of language allows them to outscore that of monolingual children on vocabulary and attention tasks.

Communication and Adaptation	Language in general terms includes all the manifestations that are used to create a communication between human beings, on the other hand, language is the great capacity that is developed in the mental field and is known as the human capacity to communicate with others.	There are other positive social effects of bilingualism on multi language speakers. Bilingual people also constantly practice cognitive flexibility in deciding which language to speak and which to suppress in accordance with the context in which they find themselves, skills that also apply to the ability to adapt to changes easily and process information in an efficient way. English language functions as a fundamental vehicle of communication that interconnects cultures and nations Learning English is becoming increasingly necessary as well as urgent to be able to talk about the internationalization of the economy and global relations.

APPENDIX B: INDEX CARDS

Template

Author:
Year: Citation: Analysis:

Designed by: Viviana A. Ospina

APPENDIX C: INDEX CARDS SAMPLES

Samples

Sample 1

Author: *Hamers & Blanc*
Year: 2000   **Citation:** Valorization is understood as the attribute of certain positive values to language as a functional tool, this is an instrument that will facilitate the fulfillment of communicating and cognitive functioning at all social and individual levels. The concept is the most important in situations of linguistic contact linked to the formal and functional aspects of language will help to elaborate and trigger off a motivational process for learning and using those aspects of the language. (p. 17)   **Analysis:** This way the students are the first beneficiaries and their "value" is increased not in the economic term but in the social and cultural importance they acquire by the fact of managing a foreign language. The value of learning a foreign language goes beyond the mere monetary value to become an asset in a person`s life as a tool to benefit his or her life.

Sample 2

Author: *Holsti Ole R.*
Year: 1969   **Citation:** Content analysis "seeks to quantify content in terms of predetermined categories and

in a systematic and replicable manner"

Analysis: The way the content analysis is carried out, helps the researcher to follow an orderly manner when gathering information, it also leads to more reliable findings**.**

Sample 3

Author: *De Mejia*

Year: 2003

Citation: "Bilingualism is not having a class in another language, but teaching students to use languages as means to learn and transmit knowledge" (p.37),

Analysis: This author aims at the way teachers should handle their pedagogical practices to be able to encourage language learning within the classroom with the main purpose of walking the students through the learning path being motivated and finding meaning to the process.

Sample 4

Author: Cummins, J. (2009). *Basic Interpersonal Communicative Skills and Cognitive Academic Language Proficiency*.

Year: 2009

Citation: "If we take two monolingual English-speaking siblings, a 12-year old child and a six-year old, there are enormous differences in these children's ability to read and write English and in their knowledge of vocabulary, but minimal differences in their phonology or basic fluency"

Analysis: this author mentions how children of different ages and within the same context present huge differences in their stage of development of the language due to their scholar

instruction and age, and hints on the fact that the different abilities of the language are learnt in a different way with diverse proficiencies on the part of the language learner.

Sample 5

Author: *Haugen E.*

Year: 1972

Citation: Defines bilingualism by establishing that an individual is considered bilingual if the speaker can produce complete and meaningful expressions in another language.

Analysis: This conception of bilingualism is more realistic, although it gives the impression of a very simplistic answer to such important topic, because it has been discussed that a bilingual person is not only the one who can produce complete expressions, but also can be at the point of starting to produce expressions.

Sample 6

Author: *Grosjean F.*

Year: 1982

Citation: Proposes a different definition of bilingualism: The use of two (or more) languages, without knowing two or more languages equally well and optimally.

Analysis: His analysis is more to the reality of what is known today as being bilingual given that many people lack one ability but are proficient in other abilities, therefore it would be useful to explore a little more this postulate.