

Some factors that affect the English language learning process in primary public education in some institutions from Bogotá.

Monography

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RESUMEN ANALITICO EDUCATIVO RAE

Title of investigation: Some factors that affect the English language learning process in primary public education in some institutions from Bogotá.
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<p>Abstract: The education of the English language in Bogotá does not reach the level that students are expected to achieve at the end of their studies, everyone would all like to get a complete command of the English language to be competitive at work or have a necessary communicative competence in the English language, but this is not the case in Bogotá primary schools, then many of the students reflect poor mastery and knowledge of the English language.</p> <p>This is caused by the students being allowed to advance when they do not have total knowledge in some subjects (ie. Math, Science, History, etc.). These gaps do not allow students to perform with the communicative competence required for advancement in the English language, because of the teacher's urge for promoting the students to the next level instead of taking into account their performance in the language.</p> <p>Taking into account the above learning a second language is not a simple process, some of the students take on multiple difficulties and they face various factors such as motivation, time and study strategies, English teachers are not placed at the appropriate levels for their skills and/or teaching abilities in the grades they have been assigned.</p> <p>Some students have a positive attitude towards their learning process, and this makes a big difference in their performance. Some of the factors that are affecting the process of learning a second language are the fact that the students do not have appropriate materials, the didactic is not appropriated and it is precisely, this fact that does not allow the students to reach the goal expected in the process of learning a second language. On the other hand, the necessity to have teachers properly trained to teach English.</p>
Key words: Quality of education, learning, teaching, English, improve English level.
Problema que aborda la investigación: Some factors that affect the English language learning process in primary public education in some institutions from Bogotá
<p>Objetivos de la investigación o del documento:</p> <p>General Objective. To establish factors that affect English language learning among primary students of the public educational institutions in Bogotá.</p> <p>Specific Objectives.</p> <ul style="list-style-type: none"> • To recognize the strategies and actions proposed and implemented by the Education Ministry to improve the English language learning in public primary school. • To expose pedagogical strategies that can improve the English language learning among students within primary public schools of Bogotá.

Duración investigación: 10 months

Hipótesis planteada por la investigación: What are the different factors that affect the English language learning process in primary public education in some institutions from Bogotá?

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- General Objective
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- How do adequate didactic and technological resources help the learning of the English language for children?
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Tipo de Investigación: Monograph
Población y muestra: Focused on primary public schools from Bogotá
Técnicas de Investigación: Documentary research
Instrumentos de Investigación: Collecting the information throughout the internet
Metodología y estrategias seguidas por la investigación: Documental collection
<p>Argumentos expuestos por el autor:</p> <ul style="list-style-type: none"> • The laws and plans advanced by the government seem to be limited for the elementary grades. • Another research problem that could arise from the study is establishing number of trained teachers to teach English language. • The present monograph can be used as the basis for future researchers • Physical evidence can show that the lack of training of English teachers is one of the factors that affect the quality of English teaching.
<p>Conclusions: With this project it is possible to identify or clarify some problems or factors that do not allow children develop the English language from the beginning of their school life in the public sector, and although the Ministerio de Educación Nacional launched plans that tried to improve the level of English in this institutions, no real improvements have been made to the root of the problem, the lack of qualified teachers in the English language..</p> <p>According to my opinion, the Ministerio de Educación Nacional in Bogotá should consider the fact that early exposure to a language promotes the acquisition of English in early stages, and if the government brings the possibility to improve teachers' English levels, the children could have the opportunity of improving their communicative skills in the second language.</p> <p>One of the factors which affect the students is the lack of teacher specialized in the English language, although the public sector and the ICETEX has launched programs to improve the preparation of teachers in the language proficiency these programs are not sufficient to cover the number of teachers, besides the costs are high and teachers cannot assume the fees by themselves or acquire new debts with ICETEX. One of the solutions could be that the public sector considers investing in teacher training, nowadays, the scholarships offered to strengthen the teaching of English are not enough, as shown below according to ICETEX (2018)"It is so that 25 teachers were benefited with a process of immersion one hundred percent in English at the University English and Foreign Language University (EFLU), in Hyderabad (India), between October 20 and November 30.</p> <p>*Improving the English level in primary public schools from Bogotá could be better when the Ministerio de Educación Nacional establishes the English language as a second language and as a communication option, or when the bilingualism could be promoted in all the institutions, for example using the language when teaching subjects like Math, Science or any other.</p> <p>Another conclusion is that the structure of the curricula needs to be changed to allow students to learn from words to sentences with proper grammar in context, and the students should be given books of other subjects in English to improve their proficiency level. The primary schools in Bogotá could design some strategies where students can communicate in English with Teachers</p>

and their classmates, like conversational classes or conversational clubs, but those classes should be in English only.

Some of the conclusions about pedagogical strategies in public school are that although in some Bogotá school students are encouraged to speak in the English language, it is not fulfilled in all classrooms, because not all teachers have sufficient performance in English to achieve their students' proper pronunciation, and classes are not always given in the English language.

In the same way, children need to be more exposed to the associations of words with images, it is an important method in reading comprehension because it makes the emphasis is on gist comprehension, and we should increase the work in the translation of passages.

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Observaciones

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ABSTRACT

The education of the English language in Bogotá does not reach the level that students are expected to achieve at the end of their studies, everyone would all like to get a complete command of the English language to be competitive at work or have a necessary communicative competence in the English language, but this is not the case in Bogotá primary schools, then many of the students reflect poor mastery and knowledge of the English language.

This is caused by the students being allowed to advance when they do not have total knowledge in some subjects (ie. Math, Science, History, etc.). These gaps do not allow students to perform with the communicative competence required for advancement in the English language, because of the teacher's urge for promoting the students to the next level instead of taking into account their performance in the language.

Taking into account the above learning a second language is not a simple process, some of the students take on multiple difficulties and they face various factors such as motivation, time and study strategies, English teachers are not placed at the appropriate levels for their skills and/or teaching abilities in the grades they have been assigned.

Some students have a positive attitude towards their learning process, and this makes a big difference in their performance. Some of the factors that are affecting the process of learning a second language are the fact that the students do not have appropriate materials, the didactic is not appropriated and it is precisely, this fact that does not allow the students to reach the goal expected in the process of learning a second language. On the other hand, the necessity to have teachers properly trained to teach English.

Keywords: Quality of education, learning, teaching, English, improve English level.

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Chapter 1

Introduction

Schools in Bogotá need to apply targeted procedures to establish a specific goal of learning and knowledge of the English language, through different techniques and play activities, to promote in students the development of skills, collaborative attitude and willingness to learn through play, images, group work and the use of technology of the information and communication.

Some of the students advance in English courses but their level is not reflected in their mastery and knowledge of the language. It is a fact that students are allowed to advance having skipped some major portion of the subject. Thus, students do not possess communicative competence in the English language.

Learning a second language is not a simple process. Some of us encounter multiple difficulties and face various factors such as self-motivation and adaptive strategies. English teachers, who teach at a low level without possessing the appropriate communicative competitiveness affect the teaching process of a second language. Furthermore, teachers who were not trained to teach a second language affect the student's ability to learn the language because the students mimic the teacher, besides the students in primary school are at the ages (1-7 years old) when language learning is most critical. This is due to brain function as well as children's natural inclination to mimic others.

It will be necessary for the country to invest in the teachers by providing the appropriate training that allows them to reach enough level which is best for teaching our students. This will be a continuous process of evolution that will allow the teacher to develop

skills through the acquisition of experiences and learning to their adaptation to the environment. Some of these are through observation, memory, imitation, logic, reflection, and conceptualization.

It will be important to know if the environment and the tools with which the student are learning helps to increase the English language learning and if the evaluation of these aspects is essential to determine why the results obtained are not the results that the city waited according to the relevance of the knowledge acquired. Only then can a plan of action be established on formulated results.

Statement of problem

According to the Ministerio de Educación Nacional(2009) "Strengthening the domain of a foreign language is, without doubt, a basic tool of competitiveness in a country immersed in a globalized environment. And English is the language of global communication"(p.17). This means that learning a second language like English in the country is very important to be competitive in the workforce and globalized society, such as our own.

Besides, there are other advantages to learning English. such as, like the beneficial for the future of the students in case they have job opportunities with international companies because the English language is the primary language of business, another advantage is that the students that learn English can watch movies and any other program without using the subtitles, avoiding the distraction, some students could travel to other countries and they would communicate easily. Many people who travel around the world speak English to some degree and the students could talk with people from different countries and take advantage of the cultural exchange. Finally, the students would read English texts and researching topics for classes in another language.

Ministerio de Educación Nacional (s/f) declares: "The National English Program, COLOMBIA Very Well! It is an initiative that joins the other programs promoted by the MEN to promote the improvement of the quality of education" (p.03). The administration of Bogotá is implementing plans to improve the English level in primary schools. However, despite all efforts to improve the English level, it is necessary to implement techniques that support students to adapt to the changes and learn fast.

According to the report of district educational establishments, in Bogotá Alcaldía Mayor de Bogotá (s.f) the city has 365 district schools, not counting the schools with the agreements. The report District says the following:

In the same way, that it has been a challenge for the District to meet the needs in terms of educational establishments, managing to build new schools in Bogotá, it has been to meet the challenges of bilingual education for these establishments.

Because achieving to improve the level of English in the schools depends on many factors that will be shown in the course of this work here emerged the main question which is: what are the different factors that affect the English language learning process in primary public education in some institutions from Bogotá?

Having clear the factors it is necessary to analyze what plans and laws the Bogota District advances and creates to improve the learning of English in elementary school to reach a better level in national and international exams. In the development of the work it will be shown how other countries have managed to overcome some of the factors and if in some way the district could apply some of its technical and didactic strategies in the classroom to overcome the results achieved so far.

Objectives

General Objective.

To establish factors that affect English language learning among primary students of the public educational institutions in Bogotá.

Specific Objectives.

To recognize the strategies and actions proposed and implemented by the Education Ministry to improve the English language learning in public primary school.

To expose pedagogical strategies that can improve the English language learning among students within primary public schools of Bogotá.

CHAPTER 2

Literature Review

The following paragraphs provide a brief overview of the researches from different authors related to English language learning in primary public schools, to promote educational changes and propose pedagogical strategies that contribute ideas to improve the level of English in children of some public schools in Bogotá, it is necessary to analyze the factors that affect the improvement of the level of English, analyzing these factors will lead to understand the challenges the District of Bogotá is facing, both to achieve the professional development of teachers, improve the physical plant (schools) and the analysis of methodologies used in the classroom in schools with a better level of English.

Some factors that influence the quality of education

Factors that affect the English level in primary public school from Bogotá according to López et al (2008) let's see the following quote that illustrates what has been said:

The variety of approaches and methods that teachers have tried to apply inside the classroom, the design and preparation of classes based on real context, the material resources are not always available for the optimal development of the classes and because teachers are not always trained to discipline and pedagogically.(pp.1-175)

The factor coincides with the development of the present work and other investigations beforehand which demonstrate similar conclusions. This factor affects the methodology used

in the classroom, which could be improved with better-trained teachers capable of teaching English in a real-life context by designing activities and curriculum that students can apply in their daily lives.

Another factor is the use of the material resources like books, flashcards, and didactic material, which should be given to each school for the use of the students, is not being given to the students during the classes, or the material is not enough for all students.

Despite the efforts of the teachers to train by their selves, taking different English courses, and teachers still need to improve the level of English according to the research conducted by González, Montoya y Sierra (2001: 30). In their analysis of the training needs of English teachers in practice, they found that there are many primary school teachers in charge of English, who are not trained for it and this situation will have consequences for the work that is done in the school.

According to Cadavid, Quinchía, & Díaz (2007) this is one of the factors that most influence the education of the foreign language in public schools in Bogotá. There may be schools with very good infrastructure, with a large number of teaching materials, but if the teacher is not updated, incorporating content, forms of education, methods and didactic resources into the knowledge, the teachers will not have the necessary quality for the optimal teaching of children. The above shows that the progress of a country depends, to a large extent on the quality of education received by its citizens.

Added to the previous paragraph the author Brende (2015) sustain:

Governments should work with parent and teacher associations, as well as the private sector and civil society organizations, to find the best and most constructive ways to improve the quality of education. Innovation has to be harnessed, and new partnerships must be forged. (p.12)

Many factors are influencing the quality of education in Bogotá. Much has been said about teacher preparation, institutional assessments, and state examinations, but little has been said about the problems facing English language teaching. We have seen that the bilingual education given by teachers is a sample of the results obtained by students in national tests that have not been satisfactory. To break the chain of errors in bilingual education, the government must delve into the root of the problem, otherwise, the students will continue obtaining the same results in international English tests. Taking into account these words from Tait (2016) comment:

“Teaching, after all, is about engagement, about getting children to listen and switch on. The best investment any government can make is to get the most effective, the most talented, the best teachers they can in front of the children”
(p.05)

The above demonstrates that children need to start developing their English language skills from the first day they get into the classroom, in this way, there is a great need to generate pedagogical, didactic, cognitive and methodological strategies that allow the development of the English language in children who attend primary public schools in Bogotá.

The national government established in the general law of education that one of the specific objectives of basic education in the primary cycle will be the acquisition of elements of conversation and reading at least in a foreign language (Congreso de la República de

Colombia, 1994, p.7). This law permits to improve the learning of the English language in public schools of Bogotá. The passing of this law has great importance in the educational field since it contributes to addressing one of the main problems present in the educational institutions, and which affects the quality of the English language education in Bogotá.

The specific objectives of the law are a starting point for primary school students in Bogotá with strategies that allow them to learn English from their earliest years. The project serves as a reference to extend this type of research to other educational institutions throughout Colombia, to boost and improve the quality of English language education and produce proactive, capable, competitive and professional citizens with English language proficiency.

Additionally, the continuous process of learning requires the feedback of the experience practiced in a real school environment constantly increasing the changes that are culturally presented in the child population since this affects both students and teachers. The passing of this law that permits the teachers to receive does two things. First, it empowers the educational institutions to not only act but be held responsible for properly training the teachers. Second, this law provides Bogotá the opportunity to lead the nation as an example of much needed education reform.

In the article written by Tait (2016) about the importance of qualified teachers for education: "Teachers need to keep learning and growing – it is not a profession for the cynical or indifferent. The best can be identified by their enthusiasm and interest in pedagogy" (p.19). Being a good teacher does not finish when the teacher completes a bachelor's in

education. It is constant work because society is changing and children are adapting to a new world full of information and technological advances.

During the research of the subject at hand, some questions need to be answered regarding the improvement of the level of English in public schools of Bogotá. The questions are as follows:

Why primary school should receive education in a second language?

The students of primary school could improve their English level if they receive education in a second language, according to the author Merritt (2013).

Multilingual people, especially children, are skilled at switching between two systems of speech, writing, and structure. According to a study from Pennsylvania State University, this “juggling” skill makes them good multitaskers, because they can easily switch between different structures. In one study, participants used a driving simulator while doing separate, distracting tasks at the same time. The research found that people who spoke more than one language made fewer errors in their driving. (p.05).

Children are much more open and receptive to the learning environment and do not feel afraid of ridicule-in which their classmates laugh at their mistakes. They are much more spontaneous which allows them to participate in the class activities. This allows teachers to take advantage of their special characteristics which may help children learn a second language easier.

How do adequate didactic and technological resources help the learning

of the English language for children?

The primary education institutions should innovate with their materials for teaching the English language and make the best use of available resources, like technology advances and different didactic tools, to improve the English level. Supporting the Classroom with Materials for Instruction the authors Voltz, Sims, & Nelson (2010) argue:

When we consider standards-based reform, we expect that our students will converge and have similar learning outcomes; however, it is not that simple. We need to account for inclusion, which naturally brings a divergence of student learning styles and challenges. As stated in the Introduction, teachers are being called upon to produce greater similarity in learning outcomes, despite greater diversity in student populations. (...), (p.01).

Considering their findings, it is important to understand that every student is different and also is their level of understanding and diligence; hence, the necessity of adopting new methodological ways of teaching. The teacher needs to design the curriculum with different materials according to the group of students, based on the most relevant characteristics from the students, their necessities and their learning style. Voltz, Sims, & Nelson (2010) also expressed:

Materials in the typical general education classroom tend to be limited in scope. Commonly found supplies such as textbooks may be supplemented with student workbooks or worksheets. Sometimes manipulatives and specific multimedia such as number-line sets for math, a globe for social studies, or

videos, software, and Internet resources may be used to support learning. These tools typically function as add-ons to the curriculum rather than as an embedded tool for delivering the curriculum. Many schools and districts do not have the funds to purchase these add-on materials. Students in those districts have few options that can be matched to their learning styles or diverse needs. (...), (p.02)

According to the authors, the structuring based on the material to be used from the grassroots level needs to become a universal process. For example, the alphabet can be taught with the use of pictures or games to make the learning process more interesting for small children because it helps to remember the letters easily. The class should be designed with different tools to make students well versed with his day to day work, e.g. a textbook with a worksheet to undergo day to day work, a video makes the student recall daily work, access to notes daily and even structure for those students who are disabled.

How learning a second language affects the students of primary school?

To know how learning a second language in primary school affects the students we need to search how the students perceive the use of the second language as a positive part of the learning process and the impact that it has on the young students Volimer (1992) offers the research conducted in schools in Somerville, New Jersey.

The children studied Spanish or French from the 3rd to the 8th grade. After evaluating them thoroughly, the following results were obtained:

a) The students who had begun the study of L2 in the school obtained a performance of 10% higher than the others, of similar capacity, in the study of other modern languages initiated in the Baccalaureate.

b) In later courses, 70% of them were still choosing the L2 study; while 62% of those who did not study the language at school showed such inclinations.

The Research Department of the Schools of S. Diego, California, after researching with Spanish U teaching for more than 20 years proved that:

a) The proportion of students who studied Spanish during their Baccalaureate, without having started it in school, was minimal.

b) Those who had begun the study of L2 in their childhood obtained better results in their Baccalaureate classes than the uninitiated.

c) Those who had studied L2 in school were more developed in the classes of baccalaureate, less shy and less embarrassed in the activities of Oral Expression.

This author shows us in the result of his research, that exposing children at an early age to learning a second language will benefit their performance in higher education. The students who learned a second language in the primary school had more opportunities to choose a second language study in the baccalaureate, due to those who have initial knowledge as a foundation feels more comfortable to continue with the learning of the second language. This demonstrates that if the District of Bogotá would increase the English language education in public primary schools, it could help the student to feel more confident and chose to continue learning the English language, which could benefit the future of young people. Such

improvements in teaching English as a second language will allow Bogotá to be the forerunner toward education reform, to perform and prosper on the world stage.

We are going to focus on the fact that many children do not receive quality English education during their early academic years, which prevents them from being successful learners in the English language at an early age. To solve the issues, the Ministry of Education of Bogota needs to work in some necessities in public primary school, according López et al (2008) “The processes of transition to bilingualism in public schools have special requirements due to the educational guidelines that govern them, the diversity and quantity of their population and the features of their teaching staff”(p.41). Therefore, these authors recommend a careful review of the context, processes, and actors to ensure the stability and sustainability of the initiatives taken by SED Bogotá or the campuses themselves.

When referring to the needs making the transition to bilingualism, López et al (2008) talk about:

- Have more resources according to the age and level of the students, which can be used inside and outside the institution.
- To provide professional training to teachers continuously and systematically, to transcend simple linguistic training and get into bilingual pedagogies that allow inter-cultural and investigative thinking.
- Look for strategies that encourage interaction and use of a foreign language in the classroom without leaving Spanish as a mother tongue.
- Integrate parents and the community so that their active participation in the bilingualism process is guaranteed. (pp. 1-131)

Related to what the authors mention, the public school in Bogotá should work with the whole of the educative community to improve the result in the project of bilingualism in the school. The resources are not important, but the participation of actors of the primary public school will make a huge difference in our city, there are two types of schools: Private and Public, both have different ways of teaching. Some private schools usually include English in other subjects like science and mathematics in addition to English, hence they have more English language learning hours per day, this adds an English environment for the students, and fast reach of goals in the learning process, another big difference is that the private schools have more native speakers as English teachers, more about this topic will be exposed below.

The different quality of the teachers in public school is another of the causes of different-level English in public schools compared to private schools in Bogotá.

The different quality of the teachers in public schools could be the cause to get different English language learning in public schools in Bogotá British Council (2015) affirms:

Currently, there are about 190,000 primary school teachers and about 193,000 high school teachers in Colombia. Elementary school teachers teach a whole range of subjects and therefore do not specialize in English. Teachers in private schools generally have degrees and access to professional development; however, they may be more qualified to teach other subjects than teach English. (p.55).

According to the author in some public elementary schools, the teacher does not have specializations in English teaching. Due to limited knowledge, the teacher only can manage it until the training received permit it, and the student can't improve the English level that only a qualified teacher can provide.

The teacher needs to be actualized constantly, Ochoa (2005) argues that:

If we look at the profile of the teacher of the present, who is practicing his profession and graduated from either the university or the Normal School more than 10 years ago, I could well say that in the face of these great challenges, teachers have insufficient training. (p.1)

This author suggests that the lack of learning in the school is because the teachers are not receiving specialized training during their professional life. This means that the teacher needs to be updated constantly because the world is changing, and the students need to get better and current education related to the changing environment.

Teachers who know how to teach make a difference in public schools from Bogotá Álvarez (2005) says: "Today's world requires teachers with a great capacity to decide autonomously the content of what is taught and, of course, also the way of teaching" (para.03). To clarify, this author does not want to say that any person can be a teacher, the only teacher who has received formal education or instruction to be a teacher could design a good content of what should be taught and could identify the necessities of the students.

The teacher should receive more education after graduation, be a teacher is constant work and learning, as stated by the author Pizano (2005) who concludes:

Teacher education programs should try to maintain a balance between teacher attention with their prior knowledge, beliefs, and disciplinary knowledge, the emphasis on "the centrality of the student" and the methodologies. Likewise, education after graduation has also become very relevant. (p.06)

Having in mind the author is emphasizing the importance of constant actualization. Even though the English language will ever be the same, methodologies to teach in the classroom can be improved. This statement has been expressed by Álvarez (2005) who says:

"[...] Teachers' training has to point to their creativity, their flexibility, their ability to choose and to select what is relevant. This requires a much more structured teacher concerning the knowledge of the area that manages, more cultured, universal, deep and rigorous, which must be permanently updated, investigated and documented as exhaustively as possible"(para.10).

The teacher must be at the forefront of everything that concerns his field of action, he must be an up-to-date teacher both in the subjects to be taught, and in the new didactic and teaching strategies, and more now with the incorporation of the use of the technologies in the classrooms, and even in the tasks assigned to children, is a world in constant growth and change, for these reasons, the teachers must continue acquiring new knowledge to be able to face new challenges.

The knowledge of teachers about their students is very important in the educative moment is the conclusion of Pizano (2005) who expressed:

The teacher is a guide, in the constructivist sense, especially about Vygotsky, but he is more: he is the one who knows how to ask questions and pose challenges that mark the students all the time; he is an excellent communicator, and he must know his students and his subject very well. (p.11).

As the author pointed out above, he wants to show the importance of having a well-trained teacher in the classroom that possesses good knowledge about the subject and students, because the students will feel comfortable knowing that they are receiving education from a qualified teacher.

The public schools in Bogotá require professional teachers with good classroom practices and training teachers Ochoa (2005) the author claims:

[... They have made important efforts to define the basic competencies of the teacher and these are beginning to be used as references for the qualifying exams of higher education and the pedagogy courses of the unlicensed professionals, there is still a long way to go for specifying the profile. Defining it would allow us, without a doubt, to advance in defining what is required for professionalization and to develop pertinent actions and conducive to real changes in the classroom practices of teachers in practice and training. (p.12)

The author is interested in led us to know that if the schools have teachers good qualified, could help to advance in the teaching in the classrooms, and regarding the issue in mention, we will cite The National Civil Service Commission since it is an organ that is part of the structure of the State and is responsible for exercising the administration and

monitoring of the careers of public servants. Comision Nacional del Estado Civil (2002), which established the process of evaluation of work performance in the Special System of Teaching Career, in light of the provisions of Decree-Law 1278 of 2002. It is understood as the weighting of the degree of fulfillment of the functions and responsibilities inherent to the teaching position or teaching directive aimed at achieving results. This is how the system is permanently linked to the evaluation processes, reason whereby the same Professionalization Statute establishes the aspects to be evaluated in performance, which should be aimed at the objective measurement of quality, results of their students and exceptional merits. Aspects that must be measured in all the advanced evaluation processes, that is to say, evaluation in the trial period, evaluation of competences and the annual or ordinary evaluation as types of evaluation within the framework of the teaching employment exercise.

The Colombian state, evaluates the performance of teachers, both those who are in a trial period and those who have already been permanently linked to public educational institutions in the country, the Comisión Nacional del Estado Civil (CNSC) conducts annual evaluations to ensure the quality of public education schools, after those evaluations improvement measures are taken in the event of cases being presented in this regard.

Taking into account the above, the public schools from Bogotá must hire qualified English teachers, who know how to teach with the use of didactic and adding technology tools to their classes, applying the different methodologies, because the acquired English language knowledge by students varies according to the level of proficiency, they could manner from basic to high-level English language, depending on the previous training English language from other schools or with other teachers Pizano (2005) affirms:

There are two sides to this issue: disciplinary training and how to teach. If the expert teacher in physics does not know how to teach physics at the school level, then what he knows is of no use. That is why measuring the teacher only by their grades is not enough. You have to make sure that you have pedagogical resources to teach your subject in a way that is appropriate to the age and level of the students. The best teachers are those who are aware of the importance of the so-called knowledge on how to teach the disciplinary content (pedagogical content knowledge). (p.12)

According to the author's appreciation, having better-qualified teachers, besides to receive instruction for more time during the week, it could improve the English level in the students because the contact with the language will make them adapt to a second language quicker.

The country does not have enough English teachers to fill the necessary positions and the few qualified and prepared teachers to teach children are not willing to give up the benefits of private schools to teach in public schools. Cárdenas (2001) Said:

[...] The results: many of the teachers who are teaching English in the primary, especially in public institutions, are not well qualified and consequently lack of confidence to do the job or do it unwillingly. They are learning the language themselves, and their performance as a model of English speaking offers and "interlanguage talk" not very grammatical and not very fluent, to the students (p.05)

After this during the pedagogical experience, a practice course offered by the B.A, it was possible to observe a classroom with a teacher with excellent training to teach primary education, but she had not any specific training in the area of English, so children had not the opportunity to listen the English directly from the teacher.

The videos presented by the teacher lacked the quality the children should listen to and watch, although the teacher was giving her maximum effort to prepare and give her class. In one of our feedback, the teacher said she was willing to prepare in the area of English if she received support for it. After our conversation, it was determined, that even those of us who are studying a degree in the English language as a foreign language need to delve deeper and get direct contact with the language, taking much more of the English language to improve the pronunciation.

Another difference between public and private schools is the use of adequate didactic that provides students with the required theoretical knowledge and technological resources. While private schools usually have better infrastructure and enjoy a variety of materials and technological resources (Miranda & Echeverry, 2010), public schools don't have enough resources. Moreover, public schools have improved the infrastructure and access to the internet in the last few years. Correa & González (2016) affirms: "These differences are reflected in the national academic exams, called "Pruebas Saber", in the subject of English, for example, 27% of the students in private schools reached the targeted goals, compared to 3,9% of public schools" (p.04). Thus, understand the factors that affect the results of English tests in the city's students from

primary schools. These measures must be taken or strategies designed to allow the students to acquire the quality of education that the national education needs in the area of English.

Hence, the importance of analyzing the didactic and technological resources that support the teaching and learning English in the children of public schools, because they will be important tools designed to develop skills and practices in the children, which delve the subject, for this reason, a brief review will be given below about the importance of the didactic

The importance of using the appropriate didactic and technological resources to help the kids in the process of learning the English language.

Not all the students learn at the same speed, according to Voltz, Sims, & Nelson (2010) who expressed:

When we consider standards-based reform, we expect that our students will converge and have similar learning outcomes; however, it is not that simple. We need to account for inclusion, which naturally brings a divergence of student learning styles and challenges. As stated in the introduction, teachers are being called upon to produce greater similarity in learning outcomes, despite greater diversity in student populations. [...] (p.01)

It is very important to understand that every student is unique and so is their level of understanding, hence the system needs to be adapted to teach in a methodological way, besides the activities in the classroom should be focused on the students, their necessities and

in the group work, besides to encouraging the students to be part of the class in an active way, interaction between students and teacher have increased in the last years helping the students to develop their knowledge on their rhythm and style.

The designing of materials is important if the teacher wants to center the student's attention in the process of learning, as it is described by the authors Voltz, Sims, & Nelson (2010)

Materials in the typical general education classroom tend to be limited in scope. Commonly found supplies such as textbooks may be supplemented with student workbooks or worksheets. Sometimes manipulatives and specific multimedia such as number-line sets for math, a globe for social studies, or videos, software, and Internet resources may be used to support learning. These tools typically function as add-ons to the curriculum rather than as an embedded tool for delivering the curriculum. Many schools and districts do not have the funds to purchase these add-on materials. Students in those districts have few options that can be matched to their learning styles or diverse needs.

[...] (p.02)

Related to words of the author the structuring based on the material should be used from the primary level, and it should become a universal process. Like when a kid joins preschool, the subject that will be taught can be shown in a toy to make it interesting for the children. The classroom should be designed with different tools to make the student well versed with his day to day work, e.g. a textbook, a worksheet, a video that can make the

students recalling daily work and retain more knowledge quickly. The readings that include images with colors besides the writings are a good help to call the attention of kids in any subject that will be taught, it will be very useful to help the students to be motivated to learn new English vocabulary. “Visually enhanced reading materials can contribute to students' learning experience [...]. Exploring the visual details of an environment helps students with reading or language challenges have a better understanding of the context of the reading material. [...]” (Voltz, Sims, & Nelson, 2010, p.08) This suggests that sharing information and teaching using charts, toys, videos or any other visual participation tool will help students to gather information and learn progressively.

One of the world's leading experts on materials development for language learning is Dr. Brian Tomlinson who has developing materials for language teaching, has been taken his explanation of approach from a taped interview:

I would say what is really required is a rich exposure to language in use, rich means large in quality, large in quantity, varied, many different in genres and especially engaging text-driven framework; it is an approach that doesn't follow the syllabus, it creates a syllabus so instead of starting from a previewing teaching point, you start from what is the most important thing which is a potentially engaging text, a text which you think is likely to move the learners emotionally, to make them laugh, to make them cry, to make them excited, and it is like to stimulate them to think, because it is a fact that when we acquire a language and if you want to acquire it and even enduring that position. I mean completely absorbed, that is the basic premise of the text-

driven approach that you start with this potential absorption in the text, so you start by selecting what you think it is likely to engage the learners.

(TESOLacademic, 2018)

Professor Brian expresses that the experience increases in the learner the curiosity to find out more about the language and if the teacher creates the need, the learners only learn what they want and need to learn, activating learner's mind makes the students feel curious about the language, he said that it is necessary to follow the SLA principles, but also add the student's discoveries they make themselves about the new knowledge, which is the key of his approach, which intends to equip the students with skills to discover things by themselves. After watching the video of the interview of the teacher Brian, and listening to how his method has excellent results in the different countries in which he has had the opportunity to put them into practice, he gives a new idea of how to improve the acquisition of knowledge, but this learning has to be discovered by the students themselves, is the approach that allows students to learn by linking the issues to their environment.

Having already analyzed the different factors that affect the English language learning in public schools of Bogotá, the present study will continue with the analysis of some factors that do not affect the English language learning in the elementary schools, but it will be taken the information from EF Company.

Factors that affect the level of proficiency in the English language

Countries with higher economic growth have a better English level since they have a commercial interest in English language proficiency. English is the language required for international business transactions, and the countries with a greater presence of international

companies will generate greater demand for personnel with English proficiency to develop their activities and another factor that influences is the gross domestic product GDP, which indicates that the better a country has English, the better the level of gross domestic product reaches a developing country.

An invention, an idea or a new knowledge will be easier to spread and be recognized internationally if it is communicated in English it will be easier for scientists and thinkers to share their findings in a common language and a country that has skilled workers will attract foreign investment, and therefore will generate economic growth, it is recognized that having the domain of the English language, allows having a wider vision of the world, since access to other cultures and knowledge beyond the borders allows reducing inequality.

Comparative analysis between some cities and their different results in the English tests

One of the ways to know what level of English a country has, is to carry out an evaluation, where the different communication skills are qualified, there are several evaluation companies that also certify the level of English obtained individually, for the development of this study was taken into account an evaluation company called Education First EF, and with the data obtained, started the analysis of the results and the factors that affect such results.

The comparative analysis between the cities and their different results in the tests where the reading and listening comprehension is assessed according to Education First EF (2018) after examining the acquisition of the English language of the students, the following results are given:

When comparing the distribution of auditory and reading skills among 18-year-old students in all the countries/regions studied, we find that the range of

variability in the grades related to auditory skills is greater. One explanation for this pattern could be that some students, due to international travel or high levels of media consumption, have much more exposure to spoken English than others. On the other hand, exposure to English written outside the classroom is less common. (p.12)

Regarding the subject investigated, can be inferred these data are biased, since it demonstrates of students have made international trips, which increases their exposure to the English language, this data could not have been taken in public schools of Bogotá, since the students from those schools are mostly very poor students who could not have traveled abroad and their immersion in the language is practically non-existent. In the same way, Education First EF considers that: "It is also possible that the number of English teaching changes from grade to grade in particular cases, although in general, within a single cycle of an educational system, the hours of teaching English they do not vary dramatically" (Education First EF, 2018, p.07).

Considering the author's statement, students do not have an English language education in a constant and growing from grade to grade, according to his words the teaching of English suffers stagnation not giving significant evidence of variation towards the increase of knowledge acquisition.

Comparing the English level between Colombia and Sweden.

Sweden is the country that obtained better results in the English tests carried out by Education First, for this reason was chosen to make a comparative study of some of the factors by which Sweden could be obtaining better results in the English tests, based on the analysis

will try to find the faults that could be causing in Colombia a low test result. To compare Colombian with Sweden education, was consulted the data taken from Education First EF (2019) and the results are the following:

Colombia is in the 60th place in the position scale and Sweden is in the first place, the level of aptitude in Colombia is low and that of Sweden is very high, the per capita average of Colombia is of 13,900 and that of Sweden is of 49,680, the average number of years of study in Colombia is 7.60 and that of Sweden is 12.30, spending that the government does in Education in Colombia is 16.0 and in Sweden it is 15.2, In Colombia there is access to the internet of 58.1 and in Sweden the access to the internet is 89.7. (p.01)

The comparative data allows us to analyze and give a concept about the results obtained, but the emphasis will be done on three of these data the first one is the number of years of study dedicated to the English language, because there is a marked difference in this issue, since Colombia spends almost half of the time studying English, compared to Sweden, the second fact is the investment by the government to the teaching of the English language.

There is no way to certify that the money is being invested in the improvement of the English language education in public schools of Bogotá, even cannot be demonstrated if it is carried out at the national level, after knowing, the complaints in Caracol Radio, about "the millionaire contract to teach English courses in 38 municipalities of La Guajira, when the department has only 15 municipalities, the Prosecutor's Office opened an investigation" Caracol Radio (2019). Unfortunately, there are corruption cases that are being presented at the national level.

On the other hand, access to internet is another important variable since the gap in the result is wider, compared with Sweden result, the Colombian students need more possibilities to access to the internet to allow them to acquire online courses or initiate conversations with native speakers of English, thus improve pronunciation and acquire more vocabulary.

Pedagogical strategies that can improve the English language learning among students within primary public schools of Bogotá

Having already studied some factors that affect the learning of the English language in public schools of Bogotá and to address some pedagogical strategies that Sweden implements since it is the country that has the current first place in the domain of the English language as a foreign language, an analyze be done to some of the Sweden pedagogical strategies.

First, to talk about the national curriculum (SNAE, 1994) states, which exposes: “Education should be adapted to each pupil’s circumstances and needs. Based on the pupils’ background, earlier experiences, language, and knowledge, it should promote the pupils’ further learning and acquisition of knowledge.” (Karlsson, 2010, p.12). Considering that the national curriculum is perhaps one of the best pedagogical strategies, which ensures the students to receive English language education, adapting the English language to the need of each student, it may sound a difficult goal to reach, but with hard work, can be possible. Not only the curriculum is in accordance with the goal proposed by the nation, then will be analyzed the syllabus and the objective of English as a subject in the Swedish school according to the syllabus (SNAE, 2000) is to teach general communication skills, the syllabus says:

“The subject aims at developing an all-around communicative ability and the language skills necessary for international contacts...” one of the goals to aim for is that “The school in its teaching of English should aim to ensure that pupils develop their ability to use English to communicate in speech and writing [...]” (Karlsson, 2010, p.14)

Taking into account the syllabus and the analysis previously done based on the national curriculum, students must develop communicative skills, that means they will not learn single words or meaningless sentences, students will have the ability to communicate in a spoken and written context, these skills involve learning total speech, listening, writing and reading skills and use of English.

To obtain a better understanding of why Sweden has obtained better results in the English tests will be done an analysis of some strategies used in the primary schools in Sweden, which will give the possibility to compare and find the differences between Colombia and Sweden.

Analyzing some strategies used by Sweden to reach good results in the English classes in primary school.

To reach good results in the English classes in primary school is the goal for a majority of the countries, implementing different theories to get a better English language education, argued by (Lundahl, 2014, p.23), Swedish National Curriculum is largely influenced by constructivist and social constructivist theories, in the sense that it combines a “focus both on cognition in the form of lower-level and higher-order thinking [...] and on the social nature of learning”. According to this, the students will develop their knowledge through the use of

their communicative skills but having in mind the cognitive and thinking in the development of the class. (Schroter & Moliander, 2016, p.52)

If the teaching of English in the classroom would be enhanced by practicing the different communicative skill as much as possible, students could learn the language faster, as is stated by (Lundahl, 2014, p.40) who points out that “[...] learners will not develop the target language unless they get many opportunities to use it”. What exposes that the students learn more quickly if the students can be exposed to L2, which means that the teacher should use the L2 in the classroom the majority time to benefit the learning of the students in the classroom.

Another strategy used in Sweden is in that education for the children between seven and sixteen years old it is mandatory, students have to attend compulsory schools according to Rivera (2008) comments on the following quote:

Sweden Education applies “Comprehensive education” is based on the Foreign ideology that children with a variety of social backgrounds, experiences, and cultures should be educated together and receive the same high-quality schooling. Include compulsory basic school (Rundskolan), the school for the Sami peoples of northern Sweden (Sumeskolan), a special school for children with impaired vision, hearing, and speech (Speciulskolan), and compulsory school for mentally disabled children (Zirskolan). Practically all students attend state compulsory schools, and only 2 percent go to private schools. (p.235)

With this in mind, the primary education is an obligation for children, Sweden carries out inclusive education, with schools that educate children with special needs, and taking into

account their prior knowledge, it is not a primary school where all children must attend. Children without taking into account their special needs, and their different levels in the handling of the English language, as it is the case of Colombia, in Colombia the teacher enters a classroom where children have from basic to intermediate and must dictate class according to the curriculum and not according to the needs of each child.

Methods of Teaching in primary schools from Sweden. To study specific strategies used by Sweden for English education in primary schools, will be analyzed the methods of teaching in Sweden schools, according to Rivera (2008)

"Foreign language teachers in Sweden are provided with guidelines for their teaching, but guidance on teaching methods is not specific. As a result, teachers have a substantial amount of freedom in their instruction. English teaching aims to develop four language skills: oral proficiency; listening comprehension; reading comprehension; and written proficiency"(p.237).

According to the author's words, the method is not imposed or determined by the curriculum it gives the teacher freedom in the instruction of the class, but without losing the objective of developing communicative skills. Regarding the methodology in the education, Colombia has a certain similarity, because the teacher is free of its design of instruction, but it must follow the curriculum it has been where until now there is a big difference between Sweden and Colombia.

Will be highlighted each of the communicative skills by making a parenthesis where will be explained how similar or different each one of these language skills has been applied in the classrooms of primary schools in Sweden compared to public elementary

schools from Bogota. It will lean on the words of the author Rivera (2008) the author will tell us how the following language skills are applied in the classroom as follows: "In class, students are encouraged to speak in English while instructions are given in the target language." Although in Bogotá schools students are encouraged to speak in the English language, it is not fulfilled in all classrooms, because as I mentioned before, not all teachers have sufficient English to achieve that students have correct pronunciation, and classes are not always given in the English language.

In Reading Comprehension, "at the beginning level, English texts are presented with pictures, and the teacher spends only a small portion of the lesson on reading practice, reading at the beginning level is done in the chorus, in the lower grades, only the words that students are already familiar with are presented in the reading, [...]" (Rivera, 2008, p.237). The same method is followed in Bogotá, but it is not entirely satisfactory, since not all children have the same level of English in the classroom and many of them do not identify the vocabulary read, although the intention is the knowledge by association, the children need to be more exposed to the associations of words with images as they do in Swedish schools.

Another important point about this teaching method in reading comprehension in Swedish schools is that "Generally, the emphasis is on gist comprehension, while the translation of passages is rarely done." (Rivera, 2008, p.237).

The association of images at the time of reading helps the student to have a better general understanding of the text read, some public schools of Bogotá makes the literal translation of texts in which there are not always an association with images. In the case of Written Proficiency. "Teachers are careful when making the transition from spoken to written

English and do so only when they are confident that the students are completely familiar with the meanings of the words to be presented. While writing is not generally practiced in the lower grades" [...], (Rivera, 2008, p.238). According to the author, the students' first practice spoke English, something that does not happen in some of the Bogota's schools because the students practice reading and writing proficiency and after that, the students are encouraged to speak in the English language.

Plans and normative from the government to improve the English level in the primary schools

To be clear about the national and city regulations, the policies to support the professional development of teachers and if their effect on the quality of the teaching and learning processes regarding the bilingual education, it is necessary to make a deep analysis to expose the pedagogical strategies that can improve the English Language learning among students within primary public schools from Bogotá. Then initially we are going to study some national laws that encourage teaching and learning English as a foreign language.

Colombian normative framework on teaching foreign languages for basic primary school.

The regulations and bilingualism plans created to improve the education of a second language in public schools of Bogotá are aimed at influencing the pedagogical and linguistic factors, will be analyzed some laws and plans created specifically to attend the population of public schools in Bogotá.

Law 115 of February 8 of 1994 by which the general education law is issued. The Congress of The Republic of Colombia establishes:

The general norms to regulate the Public Service of the Education that fulfills a social function according to the needs and interests of the people, of the family and the society. It is based on the principles of the Political Constitution on the right to an education that every person has, in the freedoms of teaching, learning, research, and teaching and its character of public service

ARTICLE 21. One of the specific objectives of basic education in the primary cycle is:

The literal m: The acquisition of elements of conversation and reading at least in a foreign language

ARTICLE 23. Mandatory and fundamental areas. In order to achieve the objectives of basic education, establish compulsory and fundamental areas of knowledge and training that must necessarily be offered following the curriculum and the Institutional Educational Project.

One of the groups of compulsory and fundamental areas that will comprise a minimum of 80% of the curriculum is:

Numeral 7. Humanities, Spanish language, and foreign languages. (Congreso de la República de Colombia, 1994)

The Political Constitution stipulated the right to education to everybody, and in one of the objectives in the primary cycle is the acquisition of elements of conversation and reading

at least in a foreign language in most of the public school in Bogotá, the chosen language was the English language as mandatory fundamental areas in accordance with the curriculum and the Institutional Educational Project, that will comprise a minimum of 80% of the curriculum which will be Humanities, Spanish language, and foreign languages.

In the National Plan of Educational Development, PNDE was formulated in compliance with the mandate of Law 115 of 1994, which in its Article 72 determines: "ARTICLE 72. National Plan of Educational Development. The Ministerio de Educación Nacional, in coordination with the territorial entities, will prepare at least every ten (10) years the National Educational Development Plan that will include the corresponding actions to comply with the constitutional and legal mandates on the provision of the educational service.

This Plan will be indicative, will be evaluated, permanently reviewed and considered in the national and territorial development plans."

Actions: Review the normal schools and faculties of education with respect to the training in the foreign language, training and professional development and a national system for training, updating and promoting teachers with guidelines works and guidelines that articulate levels and promote actions to support innovation processes and pedagogical research, academic communities, significant experiences, internships, master's and doctoral programs.

The Goal is strengthening and implement the bilingualism program to ensure the management of a second language in the country. Some actions strengthen interdisciplinary training programs to develop communication skills to understand and produce written and texts, the use of virtual symbolic languages

and information networks of the current world and access to a second language.

(Ministerio de Educación, 2006-2016)

In ARTICLE 72. The National Plan of Educational Development will review the normal schools and faculties of education with respect to the training in the foreign language the goal is to increase the competence in the teachers and teaching managers with the use of foreign language, and changes in the curricula which have been strengthened where the students can development of the capacities to learn the goal is to strengthen and implement the bilingualism program to ensure the management of a second language in the country, developing the communication skills in order to understand and produce written and spoken texts.

To create a bilingual communicative competence The National Program of Bilingualism in Colombia 2004-2019 was launched by the Ministerio de Educación Nacional (MEN) in 2004 “In order to regulate the teaching of English that is taught in schools and bilingual and monolingual schools to improve the current levels of communicative competence” (Ministerio de Educación Nacional, 2004-2019) and this programs have some lines of action:

For improving the teacher training, in the Language and Methodology, was created this immersion programs in English for teachers of the official sector as Social Program of Languages without Borders (ICETEX-MEN), for teachers who wish to study another language with Regional English workshops making emphasis on oral skills and use of resources. Fulbright-MEN Commission has made a strengthening of technical and technological Institutions in the use of

Media and New Technologies also with Bilingual contents on the Internet in the Portal Colombia Aprende-MEN and virtual network of English (second semester 2007), adding Educational television programs in English in the national channel Señal Colombia and adding Bilingual Classrooms available in educational institutions. Portal Colombia Aprende-MEN

The virtual network of English (second semester 2007)

The program wants to improve the quality of English language in the teacher of public school, offering the opportunity to the teachers to participate in programs of immersion in the program of language without Borders, it is a work made by The Colombian Institute of Educational Credit and Technical Studies Abroad (ICETEX) and The Ministerio de Educación Nacional (MEN), for improving the teacher training.

The Law 1651 July 12, 2013 (The Congress of Colombia, 2013) we can find Article 1, which show us the next literals:

G Literal: Develop communication skills to read, understand, write, listen, speak and express themselves correctly in a foreign language.

Literal m: The development of conversation, reading and writing skills in at least one foreign language.

And Article 8 which express:

The National Government will regulate this law and will take the necessary measures to comply with the proposed objectives, giving priority to the promotion of the English language in official educational establishments,

without prejudice to the special education that must be guaranteed to indigenous and tribal peoples.

The present law has intended to improve English language education in public schools, because the law is given priority to English education, to strengthen the different skills: Reading, writing, listening and speaking, using the English language in different contexts, this law will guarantee the right education in the foreign language, but more than teaching other foreign languages, this law is making emphasis in English language as second language target for public schools.

After studying the national laws that protect and incentive English teaching in national education, since there are national standards for the improvement of bilingual education, but Bogotá has a local administration that works to improve the teaching of English in public schools. it is important to analyze the laws and plans of Bogotá on foreign languages to improve education in public primary schools of District.

Regulatory framework of Bogotá on foreign languages.

The objective is to study the implementation of laws and plans at the District level to facilitate the development of English language teaching in public schools in Bogotá with the analysis of these laws and plans can be answered some questions related to issues to facilitate or promote construction of an academic community that promotes educational changes through professional development processes for teachers, local investment in infrastructure, and teaching materials which directly affects the improvement of the level of English in elementary students of public schools in Bogotá.

Regarding the subject studied, we will see the Act of commitment July 2001, this consisted of an action plan to gradually achieve a region bilingual after that was created the plan "Bogota and Cundinamarca Bilingual in Ten Years" September 2003, (Proyecto Bogotá y Cundinamarca Bilingües en 10 años), the purpose of this project was to ensure that Bogota and Cundinamarca in ten (10) years become a bilingual region.

Then with the plan "Bogota without indifference" in the Education Sector Plan 2004-2008, established a program of Educational Articulation Bogota with the central region, with this project wants to strengthen a second language, the goal is that 72 resource centers of languages are endowed to strengthen the teaching of English in educational institutions of the District, another project of this plan is to facilitate educational and pedagogical exchanges with the Region, and the goal is to have 1800 teachers with a B2 level of knowledge of the English language in accordance with the standard of the European common framework.

Bogotá creates the Bilingual Educational Model (SEM), (Modelo Educativo Bilingüe, MEB) in which the District's Education Secretariat (SED) and the British Council participate. At the fair, 88 thousand children and adolescents participated in educational institutions of the public sector of Bogotá, with the implementation of an educational model in which intervention was made to the curriculum, teaching practice and the school environment, so far this strategy has benefited 1225 teachers and more than 147,000 students. (Revista Enfoque, 2018)

Although, it was a positive strategy for some schools, in which many children and professors of the city are benefited, plans like these should be more inclusive, not limited to just a few schools. As a pilot program was fine, according to statistical data the program

reached its goals but related to the student's improvement in their English level, there are no official data that could demonstrate the effectivity of the program.

The following government policy supports the previous formulation, according to the Political Constitution, one of the objectives in the primary cycle is the acquisition of elements of conversation and reading at least in a foreign language the English language is the mandatory and fundamental area in accordance with the curriculum and the Institutional Educational Project it improves the English language education in the primary public schools which is positive for the acquisition of a second language in early years of children, but the educational community has to participate to get the objective according to Brende (2015). Governments should work with parent and teacher associations, as well as the private sector and civil society organizations, to find the best and most constructive ways to improve the quality of education. Innovation has to be harnessed, and new partnerships must be forged. (p.12)

The National Plan of Educational Development, PNDE was formulated in compliance with the mandate of Law 115 of 1994, which in its Article 72 determines or controls the policies implemented by the universities in their education departments when training future teachers of a foreign language. According to the research conducted by González, Montoya y Sierra (2001: 30) in their analysis of the training needs of English teachers in practice, found that there are many primary school teachers in charge of English, who are not trained for it and that situation will have consequences for the work done in the school. (Cadavid, Quinchía, & Díaz, 2007)

The National Program of Bilingualism in Colombia 2004-2019 was launched by the Ministerio de Educación Nacional (MEN) in 2004 “In order to regulate the teaching of English in bilingual and monolingual schools, to improve the current levels of communicative competence” (Ministerio de Educación Nacional, 2004-2019), but it is necessary working the necessities of the students, not all the students have the same level of competence according to López et al (2008) “The processes of transition to bilingualism in public schools have special requirements due to the educational guidelines that govern them, the diversity and quantity of their population and the features of their teaching staff”(p.41). This transition to bilingualism is perfectly attainable since the characteristics set forth by the author are not difficult to realize, changes that allow meeting the requirements are possible, segmenting the students according to their abilities, teaching staff could be selected according to the group of students who will receive the English language education.

The plan "Bogota without indifference" in the Education Sector Plan 2004-2008, this project wants to strengthen a second language, the goal is that 72 resource centers of languages are endowed to strengthen the teaching of English in educational institutions of the city, but according to Voltz, Sims, & Nelson (2010), materials in the classroom tend to be limited in scope. Many schools and districts do not have the funds to get these materials, besides, students in those districts have few options that can be matched to their learning styles or diverse needs. (...), (p.02)

Chapter 3

Methodology

The main objective of this research focused on the analysis of the factors that affect the improvement of English language education in the primary grades of public schools in Bogotá, the methodology to be used is the documentary research of different authors and the analysis of the norms and plans advanced by the city of Bogotá. This process of documental collection allows analyzing advances in bilingual education, pedagogical strategies and the different actors involved in the educational process since they can learn firsthand on their own

educational and research experiences on bilingual education in Colombia, specifically in Bogotá, the purpose is to collect their dynamic and pedagogical relationships that the different authors carried out to get answer to the main question

Contextualization

The city of Bogotá is the capital of Colombia, it is a city composed of diverse cultures, since many people from different areas of the country go to the capital in search of employment and educational opportunities, in addition to the violence and conflicts presented in the different regions make many families seek safety in the city.

In the report of E.F, Education First, Education First EF (2018) “Bogotá is the city of the country that leads the issue of bilingualism. Bucaramanga, Barranquilla, Cali, Medellin and Cartagena were the following with a position on the list”. This result of the studies shows that the level of English in some schools in Bogotá is better compared to other areas of the country since the Bogotá Bilingual project is being implemented in the city from pre-school grades to high school students.

Guidelines

In the present monograph, was used the methodological approach of character qualitative since it is a process of knowledge production is social, where the different researches cited to play a fundamental role. The documentary collection will be specifically a study that allows to depend on the factors that affect the level of English of the elementary schools of Bogotá, for which different resources will be read according to the study, where the

pertinent information will be obtained to reach the main objective of the research, as stated by Hernandez & Faustino (2006), the present approach seeks to "describe, understand and interpret social phenomena or problems through the investigation of perceptions, points of view, experiences, etc., of the subjects", contributions that will serve as support for the advanced research on the subject of the education of public elementary schools in Bogotá.

The Population selected for researching is the public primary school from Bogotá, the population is taken as informative data only for the present research is not based on statistical data, what is sought is the description of the situation, where real events directly influence on the education of the students in English language in public primary schools in the city of Bogotá.

Chapter 4

Results

The following are some factors found in the present study:

During the study and search different research works on the English level in the primary schools and after comparing with Sweden, I could find that the Swedes has achieved a good level of English because the people are exposed to the English language in their daily lives in Colombia bilingual education is not taught for this purpose, the goal of our country is to educate for future performance in the university or to be competitive at work, but not with the idea of implementing a second language in everyday life our country is far to get English speech as a second language of everyday use.

In some public schools from Bogotá, the English language is taught with a general curriculum for all students, classified by grade level, but students are not classified because of their communicative ability in English Classes are taught without taking into account that in the same course there are students with different levels of English, a leveling plan must be implemented, and achieve it without affecting the curriculum of the other areas of study, the creation of leveling courses, as was expressed by the teacher of cognition and education, Harvard University, Howard Gardner, on his theory of multiple intelligences (Edutopía, 2010).

Now students are exposed to technology, through digital research which helps them to acquire much knowledge, information that a teacher could not possibly know entirely, so the teacher now acts as a guide for the students, studying them and analyzing how they learn.

Teachers can take advantage of technological means to achieve the educational goals proposed, especially when it comes to learning a second language.

Taking the words expressed by Costley & Kevin (2014) “The prevalent daily use of technology in people’s lives overall makes the use of technology very relevant to the students and provides a connection that will greatly benefit student learning”. According to the author if the schools allow the students using the technology in English classes and access to English conversations, students could improve their pronunciation and vocabulary.

After studying the national laws that protect and incentive the English teaching in national education, and some of the laws and plans of Bogotá to improve education in public primary schools of the city, some findings were: The lack of English quality in some English teachers, some of them qualify for basic primary education in other subjects but not specifically in English language education, from the respective training in pedagogy and didactic given the need of the Colombian education, according to Icommunicate (s/f) who said:

Be a good model – speak clearly and slowly and face your child when speaking. If your child says a word or sentence incorrectly, rather than correct them or ask them to repeat it, just say the word / sentence back to them correctly to show you have understood. This way your child always hears the correct version. This is how children learn language. (p.1)

If the students receive classes and can follow a good model, they will get a better English education, because the student will repeat everything from the teacher.

Regarding the education received by the students of the elementary schools, the findings were the following:

The national curriculum is perhaps one of the best pedagogical strategies which make a difference and ensure students receive English language education adapting English to the needs of each student may sound a difficult goal to reach, but perhaps it is the best option to improve the English language education in primary public schools.

Taking into account it is very important to understand every student is unique and so it is their level of understanding and diligence, hence the system needs to be adapted to teach in a methodological way, the teacher needs to design a class with different materials according to the group of students, based on the most relevant characteristics from the students, their necessities and learning styles.

According to Voltz, Sims, & Nelson (2010):

We need to consider inclusion, which naturally brings a divergence of student learning styles and challenges. As stated in the Introduction, teachers are being called upon to produce greater similarity in learning outcomes, despite greater diversity in student populations. [...] (p.01)

Highly qualified teachers can provide better education, in the English language and allow students through the class to feel the immerse education in which the student needs a fluent teacher who could speak a hundred percent of the class in English and communicate with their students effectively.

As the communicative environment is a determining factor in teaching English, the methodology used by teachers is a key point in memorization and repetition it has been set

aside to bring to life to new methodologies such as the direct method, natural approach, among others, for this reason, it is considered important to touch the next quotes:

Methodologies to teach in the classroom need to be improved. (Álvarez, 2005, p. 10)

Teachers must continue acquiring new knowledge to be able to face new challenges.
(Pizano, 2005, p.11)

The country does not have enough qualified English teachers to fill the positions.
(Cárdenas, 2001, p.05)

These are some of the quotations that were used in the development of the work and that coincide with the proposed research problem, future field research may find in the previous authors relevant information that allows the progress in the search for solutions for the problems present in the English language education of the public schools of Bogotá.

To improve the acquisition of knowledge, the learning has to be discovered by the students, the teacher can support them with the use of didactic material. Dr. Brian Tomlinson, (TESOLacademic, 2018).

The students should be encouraged to speak with complete phrases, not only with single words, in the English language from primary school. (Rivera, 2008)

To try to meet the lack of training opportunities for teachers, the government seeks partnerships to offer training benefits to teachers interested in improving their level of English, the government is offering the opportunity for the teachers to participate in the plan of immersion with the programming language without Borders, it is a work done by The Colombian Institute of Educational Credit and Technical Studies Abroad (ICETEX) and The Ministerio de Educación Nacional (MEN), for improving the teacher training.

As can see in the present study, it has some challenges, but only with constant work, it can be overcome them, doing emphasis on the teacher training because they are the base of teaching in our city.

Chapter 5

Discussion

The laws and plans advanced by the district government, seem to be limited to the elementary grades, the proposals and education plans are far from the reality facing bilingual education in the elementary grades, this will be one of the challenges that will face future research that seeks to demonstrate there are failures in bilingual education in the primary grades of public schools and that the statistical results, delivered by district administrations do not match reality, to hide the undeniable before the citizens but not before the certifiers of English internationally.

Another research problem that may arise from the study is to establish how many of the District's teachers are really trained to teach English, since the tests that are carried out to establish their level of knowledge of the language, It does not 100% reliable, the tests would be carried out by certificated organizations, under their supervision, to guarantee the results

obtained, and to provide students with a quality education. It is supported by the following quote “A quality universal primary education will remain a distant dream for millions of children living in countries without enough trained teachers in classrooms,” said Irina Bokova, Director-General of UNESCO. “Teachers are the core of any education system. Hiring and training new and already established teachers are fundamental to protecting children’s ability to learn in school.” (UNESCO, 2014).

This work can be used as a basis for future project research, where data collection or tests can be carried out to help confirm or deny the findings of this monograph, future research could make visits to public institutions and obtain direct information through interviews with the different actors of the educational community

Physical evidence can show that the lack of training of English teachers is one of the factors that affect the quality of English teaching such tests could be used to encourage proposals for improvements or investment in the training of the English teachers.

Deepening research on this issue will give the possibility to find the real problem that prevents the improvement of English in public schools in Bogotá, which goes beyond investing in the construction of new schools.

Chapter 6

Conclusions

With this project it is possible to identify or clarify some problems or factors that do not allow children develop the English language from the beginning of their school life in the public sector, and although the Ministerio de Educación Nacional launched plans that tried to improve the level of English in this institutions, no real improvements have been made to the root of the problem, the lack of qualified teachers in the English language..

According to my opinion, the Ministerio de Educación Nacional in Bogotá should consider the fact that early exposure to a language promotes the acquisition of English in early stages, and if the government brings the possibility to improve teachers' English levels, the children could have the opportunity of improving their communicative skills in the second language.

One of the factors which affect the students is the lack of teacher specialized in the English language, although the public sector and the ICETEX has launched programs to improve the preparation of teachers in the language proficiency these programs are not sufficient to cover the number of teachers, besides the costs are high and teachers cannot assume the fees by themselves or acquire new debts with ICETEX. One of the solutions could be that the public sector considers investing in teacher training, nowadays, the scholarships offered to strengthen the teaching of English are not enough, as shown below according to ICETEX (2018)"It is so

that 25 teachers were benefited with a process of immersion one hundred percent in English at the University English and Foreign Language University (EFLU), in Hyderabad (India), between October 20 and November 30.

*Improving the English level in primary public schools from Bogotá could be better when the Ministerio de Educación Nacional establishes the English language as a second language and as a communication option, or when the bilingualism could be promoted in all the institutions, for example using the language when teaching subjects like Math, Science or any other.

Another conclusion is that the structure of the curricula needs to be changed to allow students to learn from words to sentences with proper grammar in context, and the students should be given books of other subjects in English to improve their proficiency level. The primary schools in Bogotá could design some strategies where students can communicate in English with Teachers and their classmates, like conversational classes or conversational clubs, but those classes should be in English only.

Some of the conclusions about pedagogical strategies in public school are that although in some Bogotá school students are encouraged to speak in the English language, it is not fulfilled in all classrooms, because not all teachers have sufficient performance in English to achieve their students' proper pronunciation, and classes are not always given in the English language.

In the same way, children need to be more exposed to the associations of words with images, it is an important method in reading comprehension because it makes the emphasis is on gist comprehension, and we should increase the work in the translation of passages.

FACTORS THAT AFFECT THE ENGLISH LANGUAGE LEARNING IN SOME PRIMARY
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