

LEARNING ENVIRONMENTS: A Comparative Analysis Between Two Colombian Institutions

Claudia Bareño, Lina Montoya, Jackeline Rodríguez, and
Yabele Pescador

Facultad de Educación, Universidad Santo Tomás

Maestría en Ambientes Bilingües de Aprendizaje

Claudia Bareño Rodríguez

<https://orcid.org/0000-0002-2455-3262?lang=en>
claudiabareno@ustadistancia.edu.co

Lina Esperanza Montoya Pinzón
id orcid.org 0000-0002-6794-5063
linamontoya@ustadistancia.edu.co

Jackeline Rodríguez Rivera
<https://orcid.org/0000-0001-7924-1648>
jackelinerodriguez@ustadistancia.edu.co

Yabele Pescador Tovar
id orcid.org 0000-0002-1661-0204
yabelepescador@ustadistancia.edu.co

Tabla de Contenido

Introduction.....	4
Literature Review.....	6
Learning Environment.....	7
Characteristics of a Learning Environment	9
Bilingualism	11
Meaningful Learning.....	12
Primary Education.....	13
Pedagogical and Didactical Aspects	15
Spatial Indicators.	16
Functionality of Pedagogical Indicators..	17
Functionality of Didactic Relationships.	17
Research Design.....	18
Context and Participants.....	19
Data Collection Instruments.....	20
Interviews	21
Observations	21
Documental Matrix.....	21
Data Analysis	22
Analysis.....	31
Analysis and Findings	32
1. Pedagogical Aspects.....	33
1.1. CLIL Approach.....	33
1.2 Communicative Approach.....	34
1.3 The Role of the Teachers.....	36
1.4 The Role of the Students	37
2. Social Interaction.....	39
2.1.Cultural Patterns	40
2.2. Collaborative Work	42

3. Physical Space	43
3.2. Lighting and Sound	45
3.3. Design and Display of Materials	46
4. Technology	47
5. Bilingual Learning Process	47
5.1. Mother Tongue	49
5.2. Second Language.....	50
Limitations	51
Further Research	51
Conclusions	52
References	54

Introduction

This research supports the idea that all members participating in the teaching-learning process need to build learning environments through strategies in which they interact and apply them in their daily lives. Therefore, the main function of a learning environment is not only to teach, instruct, explain, organize, locate or transfer concepts, but also to create situations and scenarios that favor students to give meaning to their learning process (Araque, 2021).

Bilingual learning environments represent a challenge for educational institutions committed to bilingualism processes, and constitute in turn the environment that seeks to favor the teaching-learning processes of a second language, making it meaningful.

The implementation of a meaningful learning environment in the classroom is a necessity and reality in Colombian education, however, this is a concept little researched so the importance that has been given in the learning processes is minimal, and it is for this reason that in this study it is important to consider pedagogical alternatives such as the implementation of learning environments and that these are meaningful and include pedagogical and didactic aspects.

For this study, two private educational institutions from different regions of the country were considered, which have designed and implemented their own formal and informal bilingual learning environments, which have a series of implicit components, including pedagogical and didactical aspects, whose operationalization is intended to guarantee student learning and guide their continuous improvement.

For the development of this research project, it is crucial to recognize, compare and contrast the pedagogical and didactic aspects at the elementary school level defined formally and informally by the two participating educational institutions, taking as a reference the existing literature with the purpose of verifying the coherence among them. Under this perspective, the

purpose of this project is to comparatively analyze if the bilingual learning environments of the institutions participating in this study are adequately structured in accordance with the literature, in other words, to analyze the reality of the bilingual learning environments in the institutions against the documentary research defining the relevance and consistency of the pedagogical and didactic aspects. One of these institutions is Inst.BOG, a private Catholic bilingual school. This school has been recognized for its high-quality education and its integral education model, which prepares students as leaders to provide a positive social impact based on the common good, the transformation of reality and the care of creation.

The other institution, Inst.VUP is located in Valledupar- Cesar, in the north of Colombia. It was formed by ten teachers from different areas of knowledge, five of them are English teachers, therefore the emphasis of the institution is mainly on learning English as a foreign language. The Inst.VUP states in its Institutional Educational Project (PEI), the position of the students as the center of the process with the intention of guiding them in understanding their contribution with solid values in local, national and international contexts, which allows them to be part of a competitive and constantly evolving society. The development of the institution's philosophy involves the participation of parents in the teaching-learning process.

Both institutions base their teaching-learning processes for the bilingual project on CLIL (Content and Language integrated Learning) approach which seeks to increase subject-area knowledge while strengthening and improving target language skills. Likewise, the school has defined the communicative approach for English language teaching.

In this regard, the approach of the problem of the aforementioned study, is to analyze the didactic-pedagogical aspects implicit in two bilingual learning environments in third grade of the primary level in two specific regions of Colombia; based firstly on the definition of bilingual

learning environments and their influence on the development of third grade students' teaching-learning process. Secondly, it is intended to establish similarities and differences in the didactic-pedagogical aspects among the meaningful learning environments, and finally, to determine the alternatives to optimize the implementation of a meaningful learning approach in a bilingual learning environment.

What are the didactic-pedagogical aspects implicit in two bilingual learning environments in third grade of primary level in two regions of Colombia, to determine possible alternatives to optimize teaching-learning processes?

Literature Review

The purpose of this study is based on specific constructs that will focus on explaining what implicit aspects can be observed in some learning environments, focusing especially on pedagogical generalities, physical space, social and cultural development and classroom didactics. This section describes the main concepts, theories and implicit aspects focused on the learning environment and its incidence in the learning process.

Considering the previous information, it is important to highlight that a learning environment includes different perspectives, from constructivism through virtuality, communication, engagement, motivation, teachers' professional development and creativity, students social and cultural awareness, and how to build it to provide students with a sense of well-being and community, as well as frequent opportunities for interaction (Organization for Economic Co-operation and Development [OECD], 2006). In particular, all the elements that are involved and how they influence the improvement of education are exposed with the aim to reach the main objective of implementing a meaningful learning-teaching process.

Many of the studies reviewed focus on the learning environment (Tellez, 2014) (Duarte, 2003) (Castro & Morales 2015), bilingualism (Madarova & Garcia, 2020) (Kremin & Byers, 2021), and meaningful learning (Lazaro-Garcia, 2015) (Moreira, 2012) have demonstrated a strong relationship among them. Studies report that implementing an effective bilingual learning environment contributes to the development of capacities, abilities, competencies, skills, and values, which leads to generating meaningful learning. In addition to the teacher's role, other studies focused on the importance of the teacher adapting an environment for learning in which students are introduced to pedagogical scenarios for learning, recognizing prior knowledge, knowledge construction, and problem-solving in their own contexts. Some studies (Tellez, 2014) highlighted the role of the teacher in most of the concepts of the learning environment, highlighting the importance of the power of the relationships between the individuals who are part of the learning process, the roles, criteria, and strategies established, as well as the dynamics and strategies used to promote meaningful learning. Thus, the role played by the teacher is fundamental for learning environments to transcend and fulfill their purpose.

Learning Environment

A conceptualization of the learning environment points to the fact that these are more than physical space, these learning environments are aimed at curricular characteristics, objectives, strategies, and dynamics, which in different ways a teacher implements to create scenarios where students and participants of the process interact. Tellez (2014) argues a learning environment is more focused on the interactions that occur in the learning environment, beyond just the physical space, it allows students and teachers to think about the environment that acts with the human being and transforms it, therefore, the spatial organization, the relationships

between people, with objects, the roles and criteria established, and the activities that are carried out in it must be taken into account.

In addition, about concepts of learning environment, Duarte (2003) argues that the learning environment is the context that has the appropriate conditions for learning; considering the material necessary for the implementation of the curriculum as well as the basic interpersonal relationships between teachers and students, which highlights the importance of building rapport that contributes to the understanding of students' needs, interests, and different learning styles. This is also worth noting, as the curriculum should be as amusing for students as possible.

Creating a meaningful learning environment requires taking into account both didactic and pedagogical characteristics that allow for the integral development of the individual. As Castro et.al (2015) states that creating consciousness among educational institutions and government authorities about the need for learning environments to be “aesthetic, pleasant, motivating, comfortable, clean and promote the emotional stability every human being requires for the learning process to be successful” (p. 1) is fundamental. Consequently, the new generations must be immersed firstly in their learning process, being an active part of it in order to produce a cognitive change in the way they perceive knowledge, and secondly, these new generations demand a series of motivations that not only include the didactic aspects of a learning environment but also the pedagogical aspects, which promote participation, creativity, critical thinking in all situations that arise and that they themselves can provide solutions to these situations.

Furthermore, the current inclination of designing effective learning environments advocates for the creation of spaces close to nature and surroundings in general (Lázaro, 2015); as to boost inspiration where students can relate what they already know with new knowledge

and propose new ideas, meaningful learning (Moreira, 2012); therefore, find a purpose for learning and making it more functional and practical.

Characteristics of a Learning Environment

As described in the glossary of the Ministry of National Education, "The environment (physical, spatial-temporal, functional dimension) is a specific place where learning, teaching and/or teaching-learning conditions exist and develop, allowing students to learn in physical or virtual spaces, with qualities that stimulate reflection, interaction (student-student, student-teacher) and self-evaluation" (website). From this arises the compelling need to promote the creation of learning spaces with certain characteristics. Several authors have contributed their ideas about the important elements that a meaningful learning environment should contain. The following are some of the characteristics found in the various studies that presented ideas in common:

1. The learning environment promotes problem-solving: Viveros (2011) argues that a learning environment should be seen as a means in which the individual learns to provide solutions, relating these solutions to research, analysis, evaluation, and action in the situations of their real context that are presented to them. In this sense, the learning environments should promote individuals who are creators and responsible for their own livelihood.
2. The learning environment is flexible: According to Tellez (2014), Learning environments must be able to modify and adjust to the social and cultural place to which they belong, according to the type of educational model established. Likewise, they must be designed in such a way that they adapt to changes, for which it must be predicted how technologies, spaces, materials, furniture, and learning modalities will evolve. This same flexibility may

also be possible when combining two classrooms into one for team teaching (Osborne, 2013).

3. The learning environment promotes autonomy and collaborative work: taking into account the contributions of Castro (2019), in the journal Sophia, argues that a learning environment should provide individuals with the necessary conditions that allow them to make their own ideas known, stimulate the development of their own skills and competencies, allowing them to be responsible for their own learning process. In the same way, it is argued that the learning environment should promote collaborative learning where interaction between individuals is allowed so that joint learning is built, allowing more meaningful learning with a social purpose.
4. The learning environment should contain great access to resources: A meaningful learning environment should contain not only strategies that allow the development of competencies among individuals but should also be provided with appropriate spaces and elements or materials for the development of such strategies. Osbourne(2013) argues that "Access to resources refers to the fact that learning environments should be surrounded by spaces that enable the exercise of different activities, such as reading, collaborative work, outdoor areas, among others, in which technologies can also be accessed as required by the student" (p.4).
5. The learning environment should aim not only at the development of the student but also of the teacher: The role of the teacher in the creation of an optimal learning environment is fundamental, for this reason, it is important to take into account and promote their continuous training, so that they can improve their strategies and apply them in today's world, considering the specific characteristics of their students and promoting fraternal ties between them. According to Viveros (2011) "The role of the teacher in learning

environments is essential, in addition to seeking ways for students to enhance their skills, the teacher ceases to be the only source of information and becomes an active participant in the learning community, provides feedback and the necessary help to their students and favors in them the self-direction of their learning" (p. 9).

Bilingualism

Bilingualism is one of the bases that support research on language teaching and learning. In this case, English is the language chosen in educational institutions in order to be learned (Wilches, 2009). A bilingual person is described as proficient in two languages (Mackey, 1962). In this sense, being bilingual demands exposure to a second language or a foreign language as it can be studied in a variety of theories.

It cannot be said that in Colombia there are no other languages to be studied. Native languages, Portuguese, and even the gypsy language (spoken in a few parts of Colombia) are considered part of the National Bilingual Plan. But, English has been considered a Lingua Franca (Parra, 2021). It means, it is necessary to communicate with other countries and in this sense, establish business relationships. This is one of the reasons why the Ministry of National Education selected English as the foreign language to be taught in the schools and universities as Ministry of Education states that in a globalized world, learning English promotes professional opportunities and increases the quality of life, in order to be more competent and competitive (MEN, 2004). Considering that a foreign language is mainly learned in the classroom (Lenguas Extranjeras: Inglés. MEN, 2006, p. 5)

Furthermore, the government sees potential in the English language to be open minders. It is hard work for schools, teachers, parents, and students because a language is determined by the context. It is not only a code. it varies and changes according to the

community. Learners need to be in contact with the essence of the language; it means, functions of language. Being bilingual is positive to get that students could be open-minded, could communicate in a better way, could find solutions faster and they could improve their knowledge about their mother tongue.

Nonetheless, Madarova and Garcia (2020) related some misconceptions that sometimes are barriers to bilingualism as bilingual education does stop the learning of the first language, newcomers to a new country learn the national language more slowly than local people, the best way to learn a language is through total immersion. Children learning English should have at least half of the classes in English, at the expense of the first language, dropout rates for students demonstrate the failure of bilingual education, research is inconclusive on the benefits of bilingual education.

Meaningful Learning

Significant learning is seen as the process by which the individual receives information, processes it, and converts it into knowledge and action. Within the research done on significant learning, we will focus mainly on the studies done by David Ausubel (1973; 1976; 2002) who offers us a theoretical framework of reference that shows principles, conditions, and characteristics expressed in his texts on this theory.

Meaningful learning cannot be referred to without talking about Ausubel, who is the creator of this theory. According to Rodriguez (2010), Ausubel argues that, is the meaningful learning the theory that includes the role of the student as the main entity in the learning process, focusing on modern constructivism relating it to psychology, since it includes all aspects of an individual, mental, physical, social, cultural, etc., in order to acquire knowledge with the purpose of giving it its own meaning.

There are three phases of meaningful learning that facilitate learning effectively (Ausubel, 2004)

1. Using an advanced organizer where the teacher presents the lesson's objectives, "conveying the learning intentions is the first step" (Fisher & Frey, 2018), presents the topic and it is when the teacher elicits students' prior knowledge.
2. Presenting the second task or materials which is the phase where learners engage cognitively with the topic, connecting the previous knowledge with the new one (Hung, 2019).
3. Strengthening cognitive organization which means that students promote mental processes.

Hung (2019) with other authors describe some features that point learning to be meaningful, namely:

- Classroom activities should be learner-focused, as learners are the constructors of their own learning.
- The experience of the real world makes the learning process a meaningful one.
- Finally, formative feedback allows learners to evaluate and adjust their learning process (Fisher and Frey, 2018).

Primary Education.

Alcedo (2020), in line with other authors such as Vélez, Guerra, and Veliz (2018), have centered their attention on education as an innovative, transformative, and reflective process. In this regard, it is crucial for primary education, to reshape English teaching, as an intellectual activity intended to educate children for an interactive, communicative, and social life. In this respect, Palacios (2014), added that learning a language must be the result of playing, having

fun, and harmonious coexistence, so those class activities should lead students to participate actively in their learning process.

In light of the above, the institutions that are the focus of this research create safe teaching-learning environments with the purpose of achieving meaningful language learning. Sanz, Lezcano, and Casado (2021) highlighted the need for teachers to cultivate a special sensitivity to generate an environment that encourages language learning. In that sense, they stated that one of the principal factors that complicate the creation of a favorable educational atmosphere for effective interaction in a foreign language is anxiety. This suggests that avoiding anxiety should become a key point for primary teachers considering that anxiety is a limiting factor in the learning process.

Regarding anxiety, Liu and Chen (2013) emphasized, anxiety is a significant problem that should not be ignored in primary education, because of its negative consequences. This suggests the importance of protecting children from stress or nervousness in class, since this may cause weaknesses in their learning outcomes. In addition, Yim and Yu (2011) noted that teaching methods should turn learning into an interesting and motivating process for pupils, strengthening their self-confidence when communicating in a foreign language.

In keeping with the aforementioned, Alcedo (2020), stressed the need for English teachers framed in the new educational guidelines, motivated, and characterized by the constant and innovative search for meaningful teaching practices to ensure students' learning success. This author emphasized the need for teachers interested in their professional development with open-mindedness and flexibility, projecting themselves toward the future as great architects of dynamic and creative teaching experiences in a pedagogic atmosphere taking huge risks for learning.

Pedagogical and Didactical Aspects

When talking about the learning environment, it is not only referring to infrastructure but also, as argued by Rodríguez H. (2014) a learning environment can be understood as the set of physical, social and educational conditions in which learning situations are located; which make up scenarios, materials, strategies, didactics, activities, taking into account the context and development of social competencies. An educational learning environment is that which the educational institution plans and provides, and it is managed, designed, and recreated by the teacher, who in his/her role is the one who creates the natural environment with resources and activities oriented to learning.

Considering the previous information, pedagogical-didactic aspects are a very essential part of the teaching-learning process and learning environment because it means the articulation of several components within the classroom “a place where the magic happens” to fulfill that students can give meaning to their learning, contents, activities, times, roles of the teacher and students. This is how there are a number of aspects to consider in creating a meaningful learning environment, as Cawthon (2020) expresses in his article, an effective learning environment is created through intentional design choices about how an activity, course, or curriculum will lead to the desired outcomes for student learning, regardless of student differences. Thus, an important didactic-pedagogical aspect of creating a meaningful learning environment is the instructional content.

The instructional content is not only focused on the curriculum; however, the curriculum is an important part of this content. First of all, it is important to highlight the meaning of the curriculum. According to the definition in the new oxford online dictionary, curriculum is defined as "the subjects comprising a course of study in a school or college". From this

perspective, content is perceived as equivalent to the curriculum. On the other hand, Harden (2001) expresses that there are widely varying views, however, in the understanding of the term 'curriculum'. According to his study, some people have taken a broader view, which includes not only formal teaching in academic courses but also all the other experiences that students encounter. Thus, Harden (2011) states that curriculum is seen as encompassing not only what is taught, but also how it is taught and learned, how learning is managed and the learning environment.

In this way curriculum can be understood as what students learn in school, this includes something we call the "hidden curriculum," an expression first used by Philip W. Jackson in 1968 to refer to the values and behavior patterns that are acquired, often incidentally. It is then that we can define instructional content as everything that occurs within the boundaries of an institution, including informal conversations between students, formal academic encounters, documents that support academic processes, activities, time, settings, scenarios etc.

According to León et al "there are indicators that allow us to evidence a learning environment that promotes meaningful learning, within these indicators we can find spatial indicators, the functionality of instruments, and functionality of didactic relationships".

Spatial Indicators. Different physical spaces, articulated to the notion of an open school, make it easier to carry out the premise of meaningful learning (Calderón and León, 2016). Previous studies have investigated the spatial attributes of active learning classrooms, and their impact on students' learning experiences and learning engagement independently. According to the studies, it is important to understand how a physical environment must be adapted to let significant processes in students including not only the building but also technology and external places.

Functionality of Pedagogical Indicators. It is important to provide materials with which all students can interact. When curricular materials are appropriately designed, they promote effective learning development, not only for the accessibility of knowledge; but also to promote the understanding of all students (CAST, 2011). Within the didactic instruments we can consider classroom projects, class lessons, workshops, games, problem-solving, learning centers, among others.

Functionality of Didactic Relationships. A learning environment should provide options for comprehension, expression, communication, and interest. As Bravo-Osorio (2018) states, the appropriate design and presentation of information can provide adequate access to education for all students, offering various alternatives both at the level of interaction and individualism, so that they can appropriate knowledge, ideas, and concepts from their own learning environment.

Thus, the didactic character of a learning environment is epistemologically based on various cognitive, disciplinary, communicative, linguistic, sociocultural factors, which depend on the subject and the context in which he/she develops. Therefore, the choice of didactic devices and their effectiveness are fundamental for the development of meaningful learning (Bravo-Osorio et.al, 2018 p. 13).

The learning environment refers to the exchange of information that takes place between the participants (teacher-student, student-student) involved in the teaching-learning process; the development of cognitive skills and meaningful learning depends on or is favored by the affective aspects, attitudes, aptitudes, emotions, and assertiveness in communication-decoding. In that way, another important aspect to consider to create a meaningful environment is the role of the teacher and the student (Rodríguez. H. 2014). Meneses (2007) argued that “The elements,

presented by different authors, involved in the didactic act are the teacher, the learner, the content, and the context”. In this sense, the teacher has several roles and he/she is one the principal actors in this process. The teacher must perform multiple tasks: coordination with the teaching team, search for resources, carry out activities with the students, evaluate the students' learning and their performance, tutoring, and administrative tasks... (Benítez,2007). It means that the teacher guides the process in a particular way so that students can learn easily.

Studies made about the teaching-learning process of English as a foreign language in primary learners, where the use of playful games as a didactic aspect, have shown to have positive effects; and as Cadavid (2009) presents, teachers who apply holistic strategies improve students' ability in the use of the foreign language. Other authors such as Brown (2003), also suggest that playful activities facilitate meaningful learning of the foreign language in primary school children, achieving a possibility of acquiring the pronunciation and fluency of the language, through game situations that involve the language with its psychomotor development.

Research Design

The focus of this study is to establish the didactic-pedagogical aspects implicit in two bilingual learning environments in third grade of the primary level in two regions of Colombia. The methodology proposed for this study is a *Multiple case study*. A case study is “an exploration of a ‘bounded system’ . . . a program, an event, an activity, or individuals” (Creswell, 1998, p. 61). The case study can be seen as a phenomenon related to qualitative research (Creswell, 1998) and “attempts, on one hand, to arrive at a comprehensive understanding of the event under study, but at the same time to develop more general theoretical statements about regularities in the observed phenomena” (Fidel, 1984, p. 274). Yin (1994) is one of the main authors of case study research and is undoubtedly an almost indispensable reference for all those

who use this research methodology. Yin states that the case study is an empirical investigation that studies a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and its context are not clearly evident. In this vein, the research phenomenon is the bilingual learning environment per se where it can be found to be observed through several evidence sources beyond the classroom that guide the investigation.

This study encompasses a descriptive approach Loeb, S., Dynarski, S., McFarland, D., Morris, P., Reardon, S., & Reber, S. (2017) state that a descriptive approach guides the researchers to identify, describe and explain how particular characteristics vary across settings. In this way, the project firstly seeks to identify the key didactic-pedagogical elements or variables that influence a third-grade primary level bilingual learning environment; likewise, it will also have an explanatory approach since it aims to discover the links between the variables within the two learning environments analyzed as well as to provide the observed relationships with sufficient theoretical and predictive rationality.

Context and Participants

Once we defined the research problem, we established the objects, participants and research tools that will be observed and analyzed. They included two Colombian institutions, four teachers, institutional documents, interviews, class observations, etc., called “units of analysis” (Yurdusev, 1993) in technical language. After these units of analysis were determined, the data collection stage started and it involved a period of four months from June to September. The analysis was carried out by four researchers.

One of the institutions is a bilingual private- catholic school, located in the north of Bogotá city with 70 years since its founding. The second institution is also a bilingual-private school, located in Valledupar - Cesar, in the north of Colombia with 12 years since its founding.

Participants in this study were two bilingual teachers for each institution, teaching different subjects in the foreign language, particularly in third grade. The inclusion criteria was due to the stage of the learners of this grade that show their learning progress competences as well as a broad performance in the foreign language, and also the point that in this grade in both institutions students start taking international examinations (Movers). For this study only two classrooms of third grade were chosen for each institution, considering that in one of the institutions there are only two groups of third grade. Coordinators of the English Department of each institution contributed in the pilotage making suggestions and modifications to the questions of the interview. Teachers' approval was sought and obtained from the school to carry out the project ([Appendix A](#)).

Data Collection Instruments

As this research pretended to establish the didactic-pedagogical aspects implicit in two bilingual learning environments in third grade of primary level in two regions of Colombia, based on the definition of bilingual learning environments and, their influence on the development of third grade students' teaching-learning process, with the purpose to establish similarities and differences in the didactic-pedagogical aspects among the meaningful learning environments and to determine the alternatives to optimize the implementation of a meaningful learning approach in a bilingual learning environment. The data collection instruments proposed for the study to implement during the intervention sessions, are:

Table 1

Research Methods and Techniques

Research Method	Technique
Questions guide (interview)	Semi-structured interviews

Observation guide

Direct class observation

Documental matrix

Documentary analysis

Interviews

This study designed a semi structured open-ended interview, which was developed with some teachers from third grade. The open-ended questions were flexible and allowed the interviewer to ask for clarification, examples, or explanations in greater detail (Cohen, et al., 2007). Teachers were asked about important factors and points of view about their learning environments factors ([See Appendix B](#)).

Observations

During the direct class observation, the researchers observed and analyzed some aspects included in their learning- teaching bilingual environments. These observations were also taken into account how the aspects like spatial, pedagogical, and emotional contribute to a meaningful learning process. ([See Appendix C](#)).

The expected results of these research methods will contribute to determine the didactic pedagogical aspects immersed in the bilingual learning environment of both institutions, as well as demonstrate how the incidence of meaningful learning will be looked at through the analysis, disseminate the convergence of aspects, similarities, differences and progress among the two institutions, and reflect on the contribution of this study to the two institutions and to professional development.

Documental Matrix

The analysis of educational institutions' documents is a structured process that allows researchers to review and evaluate (Bowen, 2009), if the policies established in the institutional

documentation are applied in the bilingual learning environment of the two institutions to be analyzed. Furthermore, the data collected helped researchers to identify commonalities and differences in the didactic-pedagogical aspects, as well as the incidence of meaningful learning among both educational institutions. ([See Appendix D](#)).

Data Analysis

Table 2¹

Interview Analysis: Inst.BOG

Objectives	Research methods and techniques	Unit of Analysis (segments, transcriptions, descriptions of observations, focus groups reflections, notes annotations or field diary)	Category (theme, patterns identified in data collection)
To define the bilingual learning environment and its influence in the development of third grade students' teaching-learning process.	Research Method: Questions guide Technique: Semi-structured interviews	... a learning environment is a place where children have all the conditions which are necessary for proper learning and understanding of different concepts and ideas. (T1, Int. 1, June 2022)	Learning environment basic components.
To define the bilingual learning environment and its influence in the development of third grade students' teaching-learning process.	Research Method: Questions guide Technique: Semi-structured interviews	... a learning environment is a scenario that is built by the teacher, and in which it is important to take into consideration some elements that must be framed within social interaction, resources, teacher's didactic and pedagogy, and also didactic materials for the process development. Inside this learning environment, administrators and parents' strategies are included. (T2, Int. 2, June 2022)	Learning environment key components

¹ The interviews were originally conducted in Spanish, but then, the units of analysis were translated into English.



Objectives	Research methods and techniques	Unit of Analysis (segments, transcriptions, descriptions of observations, focus groups reflections, notes annotations or field diary)	Category (theme, patterns identified in data collection)
To define the bilingual learning environment and its influence on the development of third-grade students' teaching-learning process.	Research Method: Questions guide Technique: Semi-structured interviews	Learning process and physical space have a strong relation. Depending on the environment that I create for my students, they will be able to develop certain learning processes which will allow them to acquire new knowledge. The physical space should have the necessary elements and tools for the learning process. There is no doubt that the physical space must be suitable for the students to work daily. It must have the conditions for them to feel motivated, and encouraged to do the proposed activities. (T2, Int. 2, June 2022)	The power of learning environments
To define the bilingual learning environment and its influence on the development of third-grade students' teaching-learning process.	Research Method: Questions guide Technique: Semi-structured interviews	Regarding the environment, students should have at least a place for an optimal learning experience. They must have all the necessary tools and conditions to provide them with everything they need to have that kind of learning (optimal), and above all, learners' readiness. The characteristics and conditions of the physical space are important because children need ideal conditions for learning, starting with the place where they are located to learn, it must be suitable for them. (T1, Int. 1, June 2022)	The power of learning environments



Objectives	Research methods and techniques	Unit of Analysis (segments, transcriptions, descriptions of observations, focus groups reflections, notes annotations or field diary)	Category (theme, patterns identified in data collection)
To establish similarities and differences in the didactic-pedagogical aspects among the meaningful learning environments.	Research Method: Questions guide Technique: Semi-structured interviews	In regard to the school curriculum, it must define the objectives to achieve which are important for the learning process.	Curricular components
		Concerning the school pedagogical guidelines, they are crucial; the teachers need to know them to develop skillfully and meaningfully the learning process. (T2, Int. 2, June 2022)	
		The school guidelines are important, they provide us a curriculum as a guide where it is established what students need to learn in a specific grade. (T1, Int. 1, June 2022)	Curricular components
To establish similarities and differences in the didactic-pedagogical aspects among the meaningful learning environments.	Research Method: Questions guide Technique: Semi-structured interviews	The didactic components are a tool that I consider completely essential in this process. Didactics must frame the class, since according to it, students will acquire knowledge easily.	Factors impacting learning process
		When a teacher applies her/his pedagogy in class, it must be taken into consideration aspects such as the learners' needs, and from there with the teacher's knowledge foster and develop activities focused on those learners' needs and interests, encompassing this way learning motivation. (T2, Int. 2, June 2022)	



Objectives	Research methods and techniques	Unit of Analysis (segments, transcriptions, descriptions of observations, focus groups reflections, notes annotations or field diary)	Category (theme, patterns identified in data collection)
To establish similarities and differences in the didactic-pedagogical aspects among the meaningful learning environments.	Research Method: Questions guide Technique: Semi-structured interviews	An additional aspect that I consider relevant is social interaction. Maybe it is immersed in the didactic and pedagogy of each teacher. It is important to consider that students learn not just from the teachers, sometimes they learn easily from their classmates. Thus, it is necessary to promote collaborative work, it makes students' knowledge acquisition more motivating and interactive. (T2, Int. 2, June 2022)	Factors impacting learning process
To establish similarities and differences in the didactic-pedagogical aspects among the meaningful learning environments.	Research Method: Questions guide Technique: Semi-structured interviews	The didactic components are important due to not all the children learn in the same way. Didactic aspects must be included for learners and might promote daily life application. Pedagogical components are very important because depending on children's interests a part of the class is developed. (T1, Int. 1, June 2022)	Factors impacting learning process
To establish similarities and differences in the didactic-pedagogical aspects among the meaningful learning environments.	Research Method: Questions guide Technique: Semi-structured interviews	Technology is important, but in the case of the science class, the experimental part is even more important. (T1, Int. 1, June 2022)	Influence of technology



Objectives	Research methods and techniques	Unit of Analysis (segments, transcriptions, descriptions of observations, focus groups reflections, notes annotations or field diary)	Category (theme, patterns identified in data collection)
To establish similarities and differences in the didactic-pedagogical aspects among the meaningful learning environments.	Research Method: Questions guide Technique: Semi-structured interviews	Nowadays, technology is a crucial tool in the educational field. Digital resources allow teachers to have a wide range of activities, methodologies, strategies to be used with the students, avoiding traditional classes. Technology enables students to develop life skills. It also promotes not just students' development, but also teachers' progress. (T2, Int. 2, June 2022)	Influence of technology
To determine the alternatives to optimize the implementation of a meaningful learning approach in a bilingual learning environment.	Research Method: Questions guide Technique: Semi-structured interviews	To optimize the environments, I think it would be great to have more technology access in each classroom for the children to interact directly with the devices. It should be better that each child has a device/screen to interact. It is necessary to associate the subject, since for example some topics are repeated, all the subjects could teach them at the same time for the children to interrelate and achieve an advanced and global concept of what they are learning. (T1, Int. 1, June 2022)	Ways to optimize bilingual learning environments
To determine the alternatives to optimize the implementation of a meaningful learning approach in a bilingual learning environment.	Research Method: Questions guide Technique: Semi-structured interviews	Bilingual learning environments can be optimized taking into consideration different aspects: * Physical structure of the classrooms. It is necessary to avoid traditional arrangements and promote collaborative work.	Ways to optimize bilingual learning environments



Objectives	Research methods and techniques	Unit of Analysis (segments, transcriptions, descriptions of observations, focus groups reflections, notes annotations or field diary)	Category (theme, patterns identified in data collection)
To determine the alternatives to optimize the implementation of a meaningful learning approach in a bilingual learning environment.	Research Method: Questions guide Technique: Semi-structured interviews	* To have didactic material in each classroom to foster nontraditional learning. * To have more technological devices * And undoubtedly, the teachers' methodology is vital to improve bilingual learning environments. Teachers need to be updated; they have to be knowledgeable about educational changes to provide what students need to actually acquire knowledge. (T2, Int. 2, June 2022)	Ways to optimize bilingual learning environments

Table 3²

Interview Analysis: Inst.VUP

Objectives	Research methods and techniques	Unit of Analysis (Segments, transcriptions, descriptions of observations, focus groups reflections, notes annotations or field diary)	Category (theme, patterns identified in data collection)
To define the bilingual learning environment and its influence in the development of third grade students' teaching learning process	Research Method: Questions guide Technique: Semi-structured interviews	T1 "... where all the elements are mixed, such as work material, information, experiences.... and social interaction as a pillar in the creation of these learning spaces. Learning environments are spaces created for the acquisition, enrichment of learning and development of skills in students. They are cultural elements that intervene in the learning process". (T1, Interview.1, June, 2022)	Understanding of the components that make a learning environment

² The interviews were originally conducted in Spanish, but then, the units of analysis were translated into English.



Objectives	Research methods and techniques	Unit of Analysis (Segments, transcriptions, descriptions of observations, focus groups reflections, notes annotations or field diary)	Category (theme, patterns identified in data collection)
To define the bilingual learning environment and its influence in the development of third grade students' teaching learning process	Research Method: Questions guide Technique: Semi-structured interviews	T2: "The processes through which an individual acquires or modifies his/her abilities and skills in terms of knowledge and behavior, so related to the environment, it is where development of those same teaching processes that identify processes within the classroom. Empowering them andprovide greater meaning to what our students can achieve in terms of experiences". "A learning environment is everything that encompasses a host of elements that integrate topics, knowledge, and contexts around those skills that our students express in the classrooms". Inside a classroom, "we have many ways of carrying out our lives, which are always reflected in the same space... defining a learning environment as only a physical aspect would be to stay in a first limitation that would not indicate what a learning environment is". (T2, Int.2, June,2022)	Understanding of the components that make a learning environment
To establish similarities and differences in the didactic-pedagogical aspects among the meaningful learning environments.		T1: "There should be some curricular guidelines, an educational and pedagogical approach to later implement.... as teachers, we have a deck of resources and methods...based on the approach of the institution where we are. The 21st century translates to technology, and I believe that students, children, and every individual has access to information through...communication technologies. It is important to implement it in our educational process".	Most mentioned Pedagogic-didactic aspects, and the understanding of the concept of meaningful learning



Objectives	Research methods and techniques	Unit of Analysis (Segments, transcriptions, descriptions of observations, focus groups reflections, notes annotations or field diary)	Category (theme, patterns identified in data collection)
		“Experience is a very important element in the learning process because it helps students to face different problematic situations, in order to provide solutions and build new knowledge”- “I think it is important to take into account the integration of the contents referring to culture, society, and science without it being only merely linguistic learning” The need for students and teachers to communicate in the foreign language, to learn together. (T1, Int.1, June,2022) T2: “The characteristics and conditions of the physical space... are, in my opinion, the most relevant because they are associated... with what we know a learning environment with the same learning itself”. “The curricular guidelines...taking into account the educational focus of each education, but it is not the most important”. “Designing, structuring or carrying out didactic strategies for learning, from my area, in the case of English, will always involve a part of the context and the vocabulary of the language itself. Yes, because we cannot separate both external factors and the use of knowledge at the time of the class”. “Technology and digital resources as a primary tool in these times, becomes a dynamic tool of those didactic and pedagogical strategies that transmit specific content and knowledge”. (T2, Int.2, June,2022)	



Objectives	Research methods and techniques	Unit of Analysis (Segments, transcriptions, descriptions of observations, focus groups reflections, notes annotations or field diary)	Category (theme, patterns identified in data collection)
To determine the alternatives to optimize the implementation of a meaningful learning approach in a bilingual learning environment.		T1: “All individuals who participate in education must be aware of the need for change that this process implies, but this change translates into improvements in resources, lived experiences, in methods, in the relationship of the socio-cultural aspect that it is important in learning a second language... also the physical aspect... if we take all this into account, we will be able to optimize more”. (T1, Int.1, June,2022) T2:”They can be optimized, we all know that not everything is said and not everything is proven then, taking into account what we have said about learning environments. We can determine the variable environments according to these external factors. Those internal factors too, which, in one way or another, affect the real learning processes and give meaning to it. So we could say that these are channels for optimization or improvement of our work in the classroom when teaching a second language, which, in this case in our country, is a foreign language”. (T2, Int.2, June,2022)	Alternatives of optimization suggested by the interviewees

Analysis

LeCompte & Preissle (1993, as cited in Hatch, 2002) describe typological analysis as dividing the obtained data into groups or categories on the basis of some canon for disaggregating the whole (p. 152). In the words of Hatch it means to divide the data into categories based on predetermined typologies (p. 152). In this regard, the researchers of this study followed the steps in Typological Analysis established by Hatch (2002) which incorporate identifying typologies, reading the data, marking entries related to the typologies, coding entries according to patterns, looking for patterns, themes, categories within typologies, look for relationships among the patterns identified, and select data excerpts to support generalizations (p. 153)

For data selection, researchers chose a deductive coding approach through which the initial set of codes were established based on theory and taking into consideration the objectives of the project as well as the methodological design matrix. Once the initial codes were stated, the researchers worked in pairs reading through the data. In this early step, two researchers were in charge of the interviews and the matrix, and the other two were in charge of the class observations. From then researchers assigned colors to the codes and collated codes with excerpts identifying passages, phrases, comments, etc. that helped to identify concepts and find relationships among them. This process allowed researchers to turn semi-structured data into categorized information making it quantifiable, and contributing to determine that the data collected truly reflected the project's objectives.

After this initial process, the four researchers analyzed and grouped codes into categories and subcategories in a structured way, observing the relationships among the codes. However, during the process of selecting categories and subcategories, there had been some changes

because as the research progressed, new codes have been added, others have been eliminated and categories had been reorganized. . In addition, while reading and rereading the data some unexpected themes jumped out and it was necessary to establish emergent categories and subcategories, thereby involving inductive analysis.

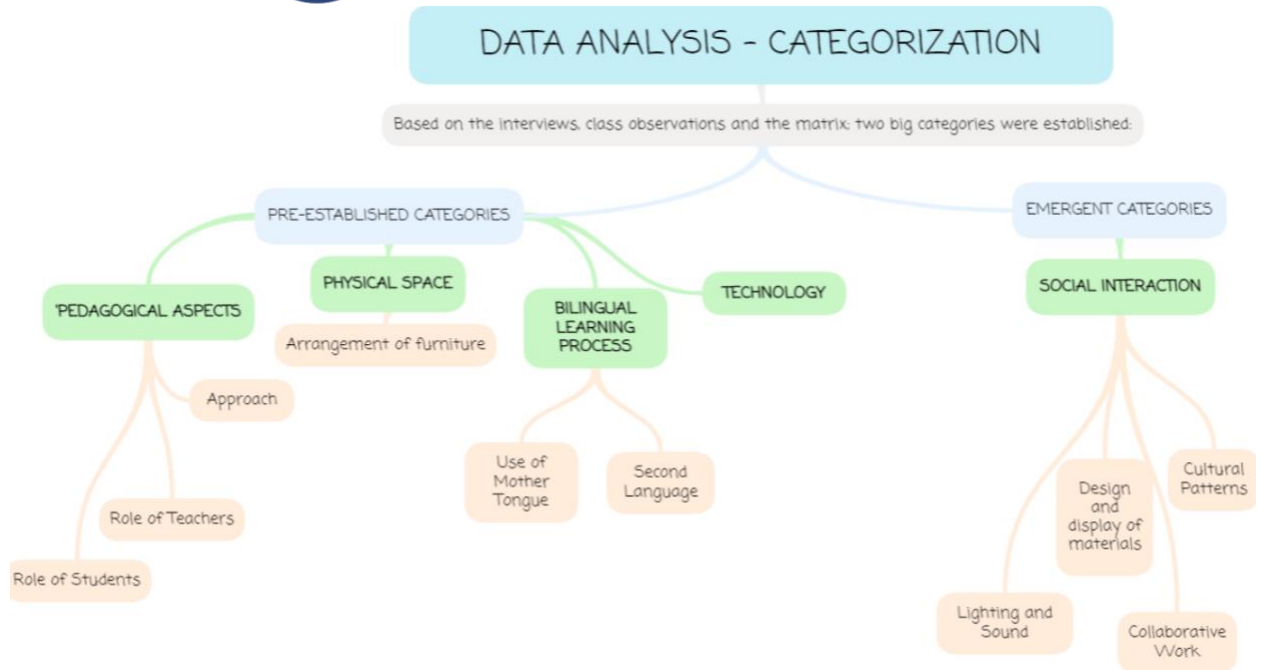
Analysis and Findings

During this project, several aspects related to a learning environment have been analyzed, among which we can find the pedagogical aspects, from which the teacher researchers found some characteristics to take into consideration when adopting pedagogy in their classroom.

Taking the Learning Principle #2 (OECD, 2017) as a reference in the design of learning environments, researchers considered the fact that learning relies on social interaction, cooperation coupled with communication technology, learning spaces and even seating arrangement, in their analysis.

The analysis of the data collected in this study allowed for the answering of the research question in terms of the didactic-pedagogical aspects implicit in the two bilingual learning environments mentioned above bearing in mind the identified categories and subcategories.

In the course of this analysis, some categories were initially established with the research question and by the four researchers; however, during the process of the collection of information, other subcategories emerged taking into account aspects mentioned by the two participants of each institution and the class observation notes taken by the researchers. In the following conceptual map:



1. Pedagogical Aspects

This category was predefined since the initial process of categorization, due to the main purpose of this study was to determine the didactic-pedagogical aspects implicit in two bilingual learning environments in third grade of primary level in two regions of Colombia. Taking into consideration that pedagogical aspects promote reflection on how the teaching-learning process is conducted, four specific subcategories were stated: CLIL approach, communicative approach, the role of the teachers and the role of the students which are considered essential components of the category.

1.1. CLIL Approach

In regard to the pedagogical aspects, there was strong evidence of CLIL (Content and Language Integrated Learning) approach implementation in both institutions. In this respect, Inst.BOG and Inst.VUP had stated in their official curricular documents, CLIL approach as the one leading their bilingual programs (*PEI Inst.BOG and Inst.VUP*). Despite being explicitly

established this institutional policy in each school, during the interviews, only one of the teachers from Bogotá (T2 Inst.BOG) mentioned this approach specifically:

“...it is established that students must develop certain skills in the foreign language and besides that it focuses on the other subjects regarding CLIL, taking into consideration the foreign language learning through the other subjects as well...” (T2 Inst.BOG)

Nevertheless, the class observations in both institutions clearly evidenced CLIL strategies enforcement in terms of use of the language to learn and to communicate, progression in knowledge and development of thinking skills. Consistent with the above, the classroom practices reflected a successful implementation of this approach with regards to promoting a balanced teaching and learning process of both content subjects (science, social studies, language arts) and foreign language (English). In line with this, in both institutions, students’ outcomes showed foreign language learning as well as content subject assimilation:

“...a wide knowledge about the topic was noticed through the active participation of some students” (T1. Inst.VUP – Class observation 1)

“The activities carried out allowed students to show understanding of the content subject” (T1 Inst.BOG - Class observation 2)

“Students show understanding of the topic as well as a foreign language learning process (health problems)” (T2 Inst.BOG - Class observation 2)

In view of the results obtained from both schools in relation to the official documents, class observations and some interviews, it is possible to state that CLIL approach implementation fosters students’ subject-areas knowledge strengthening while at the same time improving target language knowledge and skills development, making the learning process a dynamic and successful experience.

1.2 Communicative Approach

Data analysis revealed that the communicative approach has been the bases for the foreign language teaching process in both institutions as noted in their curricular documents:

“For the specific area of English (L2), the approach is communicative, based on learning the second language (English) through communication with real meaning, in other words, communication in real life situations” (Syllabus Inst.BOG).

“Communicative approach is the central goal in each one of the classes because students have the opportunity to express themselves in order to communicate what they feel, think, believe and know. The center of the class is the speech activity through real life situations” (Syllabus Inst.VUP)

In addition, teachers’ perspectives from both institutions are consistent with some characteristics and principles of the communicative approach, such as real-life situations, real contexts, student-student interaction and collaborative work, which are essential components to successfully learn:

“Children learn better on an experimental basis and even more in an applicable form in their lives. If children do not observe the usefulness of what they are learning, they actually are not going to take it into consideration for their lives” (T1 Inst.BOG)

“... we could say that one characteristic is the real-life learning environments of the foreign language” (T2. Inst.VUP)

“... to establish collaborative work with children in groups and in pairs, make that knowledge for students should be developed in a motivating and interactive way.” (T2 Inst.BOG)

In keeping with the foregoing, class observations enabled researchers to corroborate communicative approach implementation through interactive and dynamic classes contextualized in real-life situations. In line with this, in both institutions, teachers prioritized communication and interaction among students.

It is important to note that according to the school policies for the institution from Valledupar, the communicative approach was the umbrella for all the subjects taught in English, while for the institution from Bogotá, communicative approach focused on the subjects linked to the English department. Nonetheless, Learning Communities as the institutional teaching approach adopted for the school from Bogotá, strongly emphasized the importance of interaction

among students, class participation, and collaborative learning which is in line with the umbrella of the communicative approach.

Some examples of communicative approach activities in the classroom were:

For the institution from Bogotá:

Sharing prior knowledge, asking questions, answering questions, expressing ideas about a video, contrasting answers, etc. (T1 Inst.BOG)

Peer conversations, sharing knowledge and helping others, role plays, mime time concerning real-life situations-health problems, active participation, collaborative work, expressing opinions, brainstorming, among others (T2 Inst.BOG)

For the institution from Valledupar:

Expressing points of view, active class participation, interactive games, peers feedback, among others (T1. Inst.VUP)

Active and spontaneous participation, role plays, past sentences game, guessing time, classmates' feedback, etc. (T2. Inst.VUP)

Connecting the findings obtained from the three data-collection instruments, it was possible to stress that the communicative approach became an effective way of engaging students in developing not only communication skills but also interaction skills, strengthening this way both the target language and the relationships among students. In addition, this study showed evidence that real-life contexts or scenarios made learning meaningful for students, encouraged participation and strengthened their learning outcomes.

1.3 The Role of the Teachers

In terms of the teachers' role, it is important to note it was not defined in the curricular documents at any of both institutions; notwithstanding, during the interviews it was possible to notice that teachers were aware about some of the implicit characteristic of this role in respect of knowledge of students' needs, interests, and abilities:

"As a teacher it is important to be aware of what are the interests of the students in each classroom" (T1 Inst.BOG).

“... when a teacher applies his/her pedagogy in the classes, must take into account aspects such as precisely the students’ needs... In this way I can promote and develop activities focused on those needs that each student has and also in their interests to promote motivation within the learning process” (T2 Inst.BOG)

“...each student in the classroom has a specific need and we as teachers must look for strategies and pedagogical components that we have as teachers to facilitate the process. As teachers, we must ensure optimal learning development...” (T1 Inst.VUP)

According to the class observations, this study provided evidence in both institutions of a high level of teachers’ commitment in terms of knowing each student, identifying their needs and interests, and engaging them through diverse and meaningful learning opportunities and experiences. On the one hand, teachers from Valledupar performed the role of planners, designers, creators, organizers, facilitators, and evaluators of the learning process fostering students’ real-life skills development. On the other hand, teachers from Bogotá offered help, support and guidance to students clarifying ideas and encouraging autonomy and independence during the learning process, they also promoted collaboration and participation while monitoring performance and providing positive and constructive feedback. In this way they fulfilled the role of guides and facilitators .

Based on the research data collected especially from the interviews and class observations, it is possible to state that teachers from both institutions are still authority in the classroom, but they have assumed a new role as facilitators of the learning process creating environments where students feel comfortable and respected. Teachers in class supported students, provided feedback, promoted teamwork, encouraged them to share ideas, and expressed viewpoints. In general, teachers evidenced commitment in searching out and constructing meaningful learning experiences in positive learning environments.

1.4 The Role of the Students

With reference to the students' role, it is relevant to point out that although it was not defined in the official documents at any of the institutions, and in addition it was not mentioned by any of the teachers involved in this study, when the reading of the lesson plans was taken by the researchers, it was noticeable that students in both schools played an active role in their learning process. While having a view on the lesson plans it was remarkable to find a significant number of activities proposed by the teachers in order to meet academic goals, develop skills, enjoy classes and achieve lifelong learning.

The English and Science lesson plans from the school located in Valledupar proposed a number of activities whereby students could be active participants in terms of knowledge building and knowledge sharing:

“Students will create a life cycle web in their notebook about the various life cycles mentioned in the video. Students will draw their organism... and compare the size of the organism at these different stages. Students will have a class discussion on the parts of a life cycle that all plants and animals go through...” (Taken from the Science lesson plan - Inst.VUP)

In the same way, the lesson plans from the school located in Bogotá set out a number of activities through which was expected a strong involvement of students integrating participation, dialogue, and collaborative production:

“Students get in groups of three people and come up with a role play about an imaginary situation at home... After that, students present their role plays...Students develop their project: create an aid leaflet where they mention the dos and don'ts of a minor health problem...Students present their leaflets to the class... Students make the self-assessment: based on a rubric they evaluate their own processes. Students identify their perceptions regarding the learning process through the term using a KWL chart...” (Taken from the Language Arts lesson plan - Inst.BOG)

In line with the aforementioned, class observations allowed to actually corroborate consistency between what was planned and what was done during the classes. In the case of the Valledupar institution, children participated actively in the classroom activities sharing knowledge

and experiences about the topics, evidencing this way a dynamic role during the classes (*T1 Inst.VUP – Class observation*). In the case of Bogotá, students were engaged in their learning process by interacting with peers and teachers socializing their ideas and knowledge. They worked in an autonomous and independent way once they understood the indications. In general, they got so excited with each of the activities proposed for the classes (*T2. Inst.BOG – Class observation*).

In light of the above, learning experiences in both schools enabled researchers to visualize environments that empowered students in their own educational processes fostering engagement, promoting collaboration and participation, developing autonomy and independence, and giving students choice and voice.

2. Social Interaction

This category emerged as a result of the interviews, where the teachers of both institutions considered social interaction and the cultural aspects involved in a class as fundamental factors in the teaching-learning process. As one specific teacher said “*within a classroom, we have many cultures, many customs... ways of carrying out our lives, which are always reflected in the same space*” (*T2-Inst.VUP-Interview 2*)and the other teacher said:” *social interaction as a pillar in the creation of these learning spaces*”(T1-Inst.VUP-Inter.1), therefore, in class observations the researchers paid special attention to how this aspect was carried out and how it influenced the development of the class.

Active engagement, effective communication, and friendly interaction were observed in both environments, two aspects that seemed to facilitate the use of the foreign language, especially after giving formative feedback to students, which generated a certain feeling of confidence, and above all fostered improvements among them. A good example of this was noticed in one class in Inst.BOG observed by one of the researchers “*The teacher demonstrates*

interest in each student's strengths and interests, as well as their difficulties and frustrations. She acts as a positive role model for learning and celebrates achievement". (Class observation # 1 of T2-Inst.BOG). Having a friendly environment, not only proved to increase learners' motivation, it has also activated engagement in the activities proposed by teachers and as a result improved the performance of both students and teachers. These findings included more behavior features rather than the integration of local culture or traditions.

2.1.Cultural Patterns

One commonality observed in class between the two institutions was the similar teaching didactics. They usually follow a similar sequence of events, beginning with a warm up activity to activate students' participation and prior knowledge, a power point presentation of a topic and an ongoing assessment; this pattern was also evidenced in the lesson planning as there are descriptions of the expected outcomes (see [appendix E](#)). Another pattern, which might come across as irrelevant, but makes a big difference, is the fact that teachers gave importance to calling the students by their names and not their surnames, making the interaction closer and more personal.

The main difference between both institutions was reflected in other cultural patterns, although they belong to the same country, the institutions are part of different regions, framing a variety of differences such as dialect, customs, etc. evidencing some particular characteristics within the teaching-learning process. The dialect used upon teachers and students in Inst.BOG was more formal, but even though it denoted an atmosphere of respect, security and confidence in the classroom, besides it seemed to encourage students to respect each other's turns to talk and to cooperate with the teacher's instructions. As evidenced in the Class Observation # 1- Inst.BOG. *"Students arrive to class on time, are prepared, pay attention, take notes properly,*

participate in the different class activities and cooperate with the teacher to help achieve the proposed objectives. respect for both teachers and other students is evident” (Class Observation 1 of T2-Inst.BOG).

Whereas, the dialect in Inst.VUP appeared to be more relaxed, so communication between students and teachers denoted more camaraderie that generated more conversation and “this lets students construct different ways to communicate in verbal and nonverbal ways” (Suárez and Rodríguez, 2018. P. 96) during the lessons; however, this camaraderie sometimes caused constant interruptions and loud talking among students, especially at certain times of the class, for example after lunch, making the environment noisy and somehow frustrating for the teacher. Further research of these aspects could be deepened in a future investigation.

Two samples of the previously mentioned can be seen in the following excerpts: “*The teacher seems to be patient, keeps a calm voice to call someone’s attention at all times. It is as if he understood very well the age and the time of the class; which is after lunch*” (Class observation #3 of T1- Inst.VUP) and in the observation of a different class with the other teacher, “*The teacher tried to be patient, but on several occasions had to speak in a loud voice so that students could listen. Apart from that, I could notice some frustration in the teacher for not being able to avoid so many interruptions among them*”.(Class observation #4 of T2-Inst.VUP)

It is worth noting that the time when the class was carried out may have influenced the behavior of students in third grade, due to their young age. Consequently, there were times when the teachers felt challenged by the constant talking, but they remembered the characteristics of students and also external factors such as the time of the class.

Regarding teachers' dress code, which was something that one of the researchers was interested in when describing the culture or image of the institutions, it was noticed that in Inst.BOG was not required to dress formally, they wore an apron when the institutional jacket was not needed, whereas in Inst.VUP wore an institutional uniform the whole time, suitable for the high temperatures in Valledupar; but quite elegant, which also added some level of formality to the environment.

2.2. Collaborative Work

According to the information collected in interviews, class observations and syllabus, both institutions reflected the importance of promoting activities focused on collaborative work, "to make evident how interactions occurred" (Suarez and Rodríguez, 2018. P. 96), in order to develop skills in a more motivating and interactive way. The following excerpt was one of the interview units that generated interest and therefore, this subcategory emerged.

"An additional aspect that I consider relevant is social interaction...It is important to consider that students learn not just from the teachers, sometimes they learn easily from their classmates. Thus, it is necessary to promote collaborative work; it makes students' knowledge acquisition more motivating and interactive." (Table 2³ - T2. Inst.BOG, Int. 2)

The above statement made by the teacher was evident in action during an observation class note, "Students socialize their ideas and knowledge with their classmates. Students have an active role during the class" (Class observation #3-T2 Inst Bog). Students seemed to have the confidence to share their ideas with their classmates, indicating that developing collaborative skills played an important role in the learning process.

The institution in Valledupar, also showed evidence of the collaborative work that is present in class activities, some in pairs, others as a whole group.

³ The interviews were originally conducted in Spanish, but then, the units of analysis were translated into English.

“some students as a team, played the role for their classmates to guess the profession.....The classmates that had to guess the acting profession could then question if the acting was good or not.....students provided constant feedback related to the performance of their classmates”
(Class observation #4 of T2-Inst.VUP).

The following competence is established in the syllabus of the Inst.VUP:

“Collaborative Competence: works in a team to recognize the own and common needs and wants, how people interact in the local and global economy and the different jobs available for each one” which is an articulation between the institutional documents and the teaching practice regarding collaborative work.

3. Physical Space

Inst.BOG has many years in the education industry and has had more opportunities for investment than the Inst.VUP. Therefore, there are significant differences in terms of financial resources, which are visible in each institution's facilities; nevertheless, as this research focused mainly on what happens in classrooms, there is a description of them. In both institutions the organization of the classrooms, in general, is similar, adopting the typical traditional style. Classrooms are furnished with chairs and desks, normally in rows. There are no spaces for interaction with reading, technology, learning centers, nor specific spaces to keep the visual aids corresponding to the area since the spaces are shared with other areas. In both institutions, the classrooms are equipped with computers or tablets and video beams, which allow the interaction of technology with the learning process. Most teachers use these tools as visual and interactive aids and promote more meaningful learning.

This category was established from the beginning of this study, though researchers decided to wait for interviews and other instruments of information collection, to make sure it

was important to include it as an essential aspect of a bilingual learning environment. The following excerpts confirmed the need to mention it.

“The characteristics and conditions of physical space, they are in my opinion one of the most relevant” (T2-Inst.VUP, Inter.2)

“...a place where the child has all the conditions for his/her learning...optimal conditions for learning, starting for where he/she is sitting... if it’s not right , he/she might get distracted by things that aren’t relevant to the moment”(T1-Inst.BOG, Interv.#1)

3.1.Arrangement of Furniture

In Inst.BOG, the furniture seemed comfortable and it showed to be in very good condition. The space was big enough to offer a variety of possibilities for learning such as a range from individual study to large group activities. In terms of visual aids, the wall’s color was soothing and inviting as was the room's temperature, which had a positive impact on student performance. It is worth noting that Bogotá has cold temperatures, but the classrooms were quite warm. The above was also described in the following excerpt *“Desks in the classroom are arranged in pairs, it is evident students enjoy the classroom atmosphere, the space is enough and students have some opportunities to move around. The space let seating arrangements vary, including small groups, pairs, individuals and the whole group. As students are organized by pairs the learning process could be supported easily by the teacher or their classmates” (Class Observation #1 of T2-Inst.BOG)*

Unlike Inst.BOG, the classrooms’ furniture in Inst.VUP seemed very uncomfortable and old-fashioned; it did not create a child-friendly atmosphere. The size of classrooms where the classes took place, were relatively small for 19 students and did not allow different distributions, which did not allow distance among students, even after the pandemic. Classrooms seemed a bit dark, and apart from that, the little sunlight that got in, went directly to the board, where the video beam was projecting a musical video; however, the speaker proved to have a high sound quality. Despite all of the above, during the class observations, none of the students complained

about it. They seemed quite used to it and contented. This institution is located in a city with very hot weather, nevertheless, the classrooms have fans and air-conditioned equipment. The following excerpt demonstrates the previously mentioned.

“The physical environment is quite small for 19 students. It does not give many possibilities of organizing desks in a different way than in rows...The furniture seems very uncomfortable and old-fashioned; it does not create a child-friendly atmosphere. The space in the classroom is limited and it does not allow students to move easily, so role plays become complicated; however, brainstorming and short discussions took place during the class” (Class observation#1 of T1-Inst.VUP)

Furniture plays an important part in a learning environment as it can impact negatively or positively on students' motivation and even determine the way they learn (JICS, 2016).

3.2. Lighting and Sound

Lighting and sound in the classroom are aspects as essential as temperature to guarantee a proper and pleasant learning environment. Classrooms in Inst.BOG showed to be very well lit with large windows that allowed natural light in the rooms, although they were equipped with sufficient artificial white light when required. The quality of lighting in the classroom was optimum; it was evident that lighting conditions optimize the classrooms' environment, the following observation note supported the previously mentioned “the classroom is very well lit, has large windows where natural light enters and is equipped with sufficient artificial light” (Inst.BOG, Observation #1 T.2), but that was not the case in Inst.VUP, since the classrooms were quite dark, especially those where the observations took place, which had a wide protector in the windows with the purpose of avoiding the heat coming from the outside, this was noticed by the researcher “The space is small and does not allow different layouts, also seems a bit dark; apart from that, the little sunlight goes directly to the board, where the video beam is projected” (Class Observation #3, T1-Inst.VUP). White artificial light is also used in this institution, but it is necessary to turn them off to reduce glare on the whiteboard.

In terms of sound or acoustic both institutions count with a good quality of sound of electronic devices, the floor covered with a plastic carpet reduces noise caused by the movement of furniture and despite the constant conversations of students do not generate disruptive noise either, so it is fair to say that teachers as well as students managed to communicate with each other satisfactorily.

3.3. Design and Display of Materials

The decisions made in terms of pedagogical material can make a significant difference in students' learning processes, as Dixon (2022) stated “the pedagogical moves ...can impact if an idea is understood or misunderstood by students. One important pedagogical choice is the use of material to represent a choice” (P.1), Introducing a topic with the right video can catch the attention of students right from the start. Both institutions seemed to be aware of this as they mentioned the following: “...having the required tools to provide the right materials so that students have this kind of learning” (T1-Inst.BOG, Interview 1).

Materials available in each class were basically a computer and a video beam where videos or slides to introduce a topic or to reinforce it were used, also textbooks and worksheets were visible in the dynamics of the classes, a classroom observation note can support this information: “After this exercise, students worked on the students’ book. The teacher used the computer as a media to explain the exercises and reproduce the tracks..... The video presented looked foreign”. (Class observation #2. T2-Inst.VUP) and “....show some slides with pictures so that the students could identify the kind of resource shown in the picture. He also had a worksheet with a matching activity related to the topic. The worksheet layout was of good quality”(Class observation #1 T1-Inst.VUP). An interesting observation was that the videos or

pictures used were foreign. It would be good in future research to experiment using images of their own surroundings to analyze the impact of this on students.

4. Technology

This category was always present in the researchers' minds as technology is a useful tool in every pedagogical activity and in the development of some 21st century skills, in this case in communication and creativity skills. Araque (2021) stated "ISTE (International Society for Technology in Education) believes in the power of technology to transform teaching and learning, accelerate innovation and solve challenging problems in education" (P.23). Participants of institutions were aware of the advantages that technology provides in order to empower bilingual learning environments.

The following excerpt shows evidence of the technological devices available in each classroom and the helpful use of them "... *Technology will allow us to reach a different type of activities and for students to develop life skills precisely, which may not be developed without this type of tools... It is necessary that within that room or within that space, where students will develop their class session, they have the technological tools that allow them as such an appropriate development of their activities, this focused on sound, that technological resources adapt for all of them, such as tablets, computers...*" (Interview-T2 Inst.BOG). "*A video beam, a laptop and a speaker were visible in the classroom; but this time it wasn't used*" (Class observation #4, T2-Inst.VUP). After the pandemic period there were significant improvements. Teachers and students enhanced technological skills and increased confidence and reliability in using them.

5. Bilingual Learning Process

This category was determined by researchers to be investigated as an essential aspect to understand how students learn a second language, how both languages can be integrated, and explore several alternatives to get it. The investigated institutions are bilingual schools; which means that they are looking for some opportunities for optimizations in terms of the teaching-learning process related to the mother tongue and second language (English). For this reason, these schools look for engaging students in their own process through real-life activities and self-confidence; namely to be change-ready people, to be competent students and experience is the principal way to fulfill that goal: bilingual students. These institutions have methods and in socio-cultural aspects particularly in the acquisition of a foreign language, having always in mind that not everything is said, therefore a learning environment must be flexible.

The bilingual learning process is focused on students' interests. In this way, teachers focus their class on activities that involve using vocabulary in real-life situations, and communication between students and teachers is a key aspect to express themselves through language. Classes promote peer- knowledge, check and recheck vocabulary from visual-auditive- pictorial material to abstract knowledge,

"...depending on how the class is developed, the children have different interests, for example, one class may be interested in one thing and another may be interested in something totally different. You have to be aware of what interests each class..." (T1 Inst.BOG)...

Learning is not only a cognitive process, it is a whole of social, cultural and emotional aspects that make successful learning possible, *"...experience is a very important element in the learning process because it helps, it contributes to students facing different situations and problems, with the purpose of providing solutions and building new knowledge. As teachers, we must ensure that the development of learning is full and optimal, and all this happens if we fully comply with these components mentioned above..." (T1 Inst.VUP).*

In this sense, although they have common interests, they have their own way of working based on two components: mother tongue and second language use.

5.1. *Mother Tongue*

First language is crucial in the teaching - learning process. Students can use it unconsciously as a means for communication among themselves in circumstances when they do not know how to express something or when they are curious to ask, because it is the immediate tool they have. For that reason, the role that mother tongue played in Inst.VUP's bilingual learning environment was essential to allow interaction, especially from students to teachers and not otherwise as shown in this excerpt: *“there were some interactions in Spanish among them and towards the teacher, even though the teacher rarely spoke in Spanish “(Class Observations Inst. VUP).* However, it is worth mentioning that mother tongue is not encouraged in class.

The relationship between teacher and student is not affected by the language itself, because it is not the only way to communicate. Students feel comfortable speaking in their mother tongue because they do not make an effort when they think to communicate. It allows learners to feel free to express their emotions as happiness. Classroom becomes a place where students learn but also, where students enjoy being. *“The atmosphere is pleasant and with no stress. Students joke with each other in Spanish in a lower voice and the teacher does not seem to mind or probably did not notice” (Class observation #3, T1-Inst.VUP)*

On the other hand, in the Bogotá Setting regarding the use of the mother tongue, *“this situation is quite common, taking into account that students have not fully developed the skills to communicate with their peers and teachers within the English language. Therefore, of course, they refer to their mother tongue all the time.” (T2 Inst.BOG)* Students feel more comfortable speaking in their first language, it allows them to express themselves naturally; but, the second language

process could be affected because they are not communicating orally in the second language. Their skills in their mother tongue are being fostered and social interaction could be stronger through the time because they are relaxed.

5.2. Second Language

Second language process involves several factors based on before, during and after the instruction. Teachers are the planners, guides and artisans of learning. *“Everything that has to do with didactics and learning always carries out... a design of learning.. so designing, structuring... didactic strategies for learning.. in the case of English, will always involve a part of the context and vocabulary of the language itself.... because we cannot separate both external factors and the use of knowledge at the time of carrying out a class” (T2-Inst.VUP- Interview 4).*

At this point, language can not be isolated as a code. It needs to be connected to reality because language is constructed in society according to the context rules. As a result of that conception, in both institutions teachers believe that it is essential to connect the students' experiences. It allows the students to possess the language and facilitate its acquisition. It shows teachers care about students' progress and they try to be empathetic, explaining if learners can not get what they mean.

Furthermore, they apply several strategies to fix the pieces to fulfill the goal, such as speaking clearly, giving examples, involving students in real life situations, planning activities based on skills, asking questions constructively and constantly. In this case, VUP teachers demonstrate classroom management and knowledge of how to guide the learning process through modeling: *“The teacher managed a clear and friendly tone of voice. His pronunciation was clear and he made emphasis in the intonation of some particular words to ease understanding and therefore the learning process” (Class observation #1, T1-Inst.VUP)*

On the contrary, BOG teachers promote autonomous learning. They are guiding the process but also they allow students to build the road of knowledge. They promote learning by connecting the dots to give a sense in the process of communication. *“Students check themselves about their understanding of vocabulary, teacher promotes self- learning about vocabulary, motivating students to learn the vocabulary to be used in the next activities check their understanding and in the same way the phonetic of each word (pronunciation)”*. (Class Observation #1, T2-Inst.BOG)

Limitations

The limitations that became evident during the analysis of the learning environments in two private institutions in Colombia are as follows:

- The population to which the analysis was directed, in this case third grade, was limited; it would have been possible to extend the analysis to a larger population where it could be shown from a more general perspective what a learning environment is like in different elementary school grades.
- The project reached an initial phase responding to the analysis of conditions and features of the learning environments in both institutions to optimize them; however, the time of project only allowed the observations of a few classes to see more cultural contributions.
- The distance between researchers to generate face-to-face meetings and discuss research findings.

Further Research

This study has greatly enhanced the understanding of how to integrate a meaningful bilingual learning environment, not only in order to gain a working knowledge of the difficulties that may be encountered along the way, but also a first-hand experience of the benefits that can be gained.

It is important to understand what learning environment means and to propose a process of change in terms of this concept, so support for teachers must adapt to meet their changing needs and provide a process of support that maximizes the opportunity for teachers to grow and succeed in creating learning environments.

This study may have an extension in terms of a more in-depth investigation that directly involves students and their perceptions of their learning environments, extending it to other grades and types of populations.

This analysis opens the possibility of making a reflection in the institutions on how we are implementing a learning environment, and evaluate the veracity of a meaningful learning environment.

Conclusions

According to the findings of this study, it is concluded that the pedagogical and didactic aspects in the two private institutions analyzed, are crucial components of their learning environments and have a positive impact on the development of third grade students' teaching-learning process. During the analysis it was possible to identify a series of similarities and differences, which allowed us to delve deeper into what a learning environment is like in private institutions in Colombia, deducing that:

The learning environments analyzed are mostly traditional in both their physical and pedagogical aspects, in this regard, their organization consists only of a classroom that was

usually equipped with tables, chairs, whiteboards, video beams and other classroom essentials. And the pedagogies are focused on strengthening skills, transmitting knowledge and developing competencies in the students. Both schools are represented by a traditional classroom in which for the most part it is the teacher who primarily imparts knowledge to students, although teachers try to be facilitators of the learning process, it is difficult to them to think out of the box, reconfirming that this is the most common way of learning around the country, focusing on a steady pace of learning. In addition to the above, it is remarkable to note that in both institutions it was evidenced a high level of teachers' commitment which is reflected in the development of meaningful learning opportunities and experiences for their students. In view of the foregoing, an alternative for improvement would be the transformation of these learning spaces into more innovative classrooms, based on "educational practices and dynamics of interaction with the purpose of gradually moving away from traditional models" (Araque, 2022, p. 59).

This analysis has led to the understanding that various classroom activities such as debates, group projects and group discussions are carried out within the classrooms, with social interaction being fundamental to the teaching and learning process. Thus, it can be determined that these learning environments are very interactive, where the transfer of knowledge and information takes place from the teacher to the students and also among students, and any type of consultation or difficulty flows from the students to the teacher. There is clarity in that a previously planned curriculum based on CLIL and communicative approach is established in both schools fostering students' subject-areas knowledge strengthening while at the same time improving target language acquisition.

However, some differences have also been found in the analysis, the most important of which is related to the difference in culture between the two institutions, since they are from two

different regions, things such as dialect, expressions and even the way the teachers dress have had an impact on this analysis. Nevertheless and in spite of this regional difference, it was not possible to observe any integration of local culture or traditions as such in the development of the classes.

It is very significant to take into consideration the increasingly important role of ICTs in the educational context. In this sense, technological mediation becomes especially relevant and a reason to reflect in order to propose strategies for the pedagogical incorporation of technologies for learning, especially after the pandemic period. This study revealed that the teachers continued using technological resources and took advantage of their own learning process in this regard during the pandemic.

An alternative to optimize the teaching-learning processes in both institutions could consider the idea about how digital sources are changing the vision of the physical space and the learning processes and that “they give way to actions as diverse as personalization, inclusion and recognition that learning is a continuous process and is not limited to the time-space of the classroom” (Araque, 2022, p. 60).

Actually, when carrying out this analysis of learning environments, it can be said that although there is a variety of literature on the subject, a better review should be made of how we are establishing learning environments in an institution, closely relating pedagogy and the design of learning environments and look for possible alternatives to optimize teaching and learning processes; which in this study, were more noticeable in the improvement of physical space, in the allowance of the use of both languages as a mean of effective communication and a closer attention to the immersion of local culture in the learning environment.

References

Alcedo-Salamanca, Y. A. (2020). Fundamentos filosóficos que resitúan el rol del docente como gestor lúdico- creativo en la enseñanza del inglés. *REFCALE*, 0(0), 94–113.

<http://refcale.uleam.edu.ec/index.php/refcale/article/view/3225/2001>

Araque-Torres, D.M. (2021): Challenges in 21st Century Education. Module 1: Clues to tackle educational challenges. <https://fliphtml5.com/hpdre/flwi>

Araque-Torres, D.M. (2021). Understanding Learning Environments Part 2: Shaping ecosystems for learning: Principles and affordances. Retrieved from

<https://programasvirtuales.ustadistancia.edu.co/course/view.php?id=14§ion=5>

Araque Torres, D. M. . (2022). Los Smart Classroom y Ambientes de Aprendizaje Híbridos ¿Dónde está la innovación?. *Sol De Aquino*, (21), 58–61. Recuperado a partir de

<https://revistas.usantotomas.edu.co/index.php/soldeaquino/article/view/7812>

Benítez, G. M. (2007). El proceso de enseñanza–aprendizaje: el acto didáctico. *NTIC, Interacción y aprendizaje en la universidad*, 31-65.

Bravo-Osorio, F., León, O., Molano, G., Rocha, R., Reis, M. & Centeno, B. (2018). Fundamento Conceptual Afectividad.

Brown, J. D., & Rodgers, T. S. (2002). Doing second language research: An introduction to the theory and practice of second language research for graduate/master's students in TESOL and applied linguistics, and others. Oxford university press.

Cadavid Múnera, I. C., Quinchía Ortiz, D. I., & Díaz Mosquera, C. P. (2009). Una propuesta holística de desarrollo profesional para maestros de inglés de la básica primaria. *Ikala, Revista de lenguaje y cultura*, 14(21), 135-158.

<http://www.scielo.org.co/pdf/ikala/v14n21/v14n21a7.pdf>

- Calderón, D. & León, O. (2016). Elementos para una didáctica de las matemáticas en estudiantes sordos de niveles iniciales. Bogotá: Universidad Distrital Francisco José de Caldas.
- CAST (2011). Universal Design for Learning Guidelines version 2.0. Wakefield, MA: Author.
- Traducción al español version 2.0. (2013) Carmen Alba Pastor, Pilar Sánchez Hípola, José Manuel Sánchez Serrano y Ainara Zubillaga del Río, Pautas sobre el Diseño Universal para el Aprendizaje (DUA) octubre 2013, Universidad Complutense de Madrid, 2013. Recuperado de <http://www.educaria.cl/home/PAUTAS-DUA-2.0.pdf>
- Castro Pérez, M., & Morales Ramírez, M. E. (2015). Los ambientes de aula que promueven el aprendizaje, desde la perspectiva de los niños y niñas escolares. *Revista electrónica educare*, 19(3), 132-163.
- Castro, MC. (2019) Ambientes de aprendizaje. *Sophia*, 15 (2); 40-54.DOI: <http://dx.doi.org/10.18634/sophiaj.15v.2i.827>
- Cawthon, S. (2020, November 11). *Managing the learning environment*. Faculty Innovation Center. Retrieved April 1, 2022, from <https://facultyinnovate.utexas.edu/instructional-strategies/managing-learning-environment>
- Corpas Arellano, M. (2013). Buenas prácticas educativas para el aprendizaje de la lengua inglesa: aspectos pedagógicos. Contextos Educativos. *Revista de Educación*, 0(16), 89-104. doi:<https://doi.org/10.18172/con.1292>
- Creswell, J. W. (1998). Qualitative inquiry and research design: *Choosing among five traditions*. Sage Publications, Inc.<https://psycnet.apa.org/record/1997-36445-000>

Dixon, J. (2022). LEGO blocks in the Maths classroom. *Prime Number*, 37(4), 16–17.

<https://search.informit.org/doi/10.3316/informit.648496264106711>

Duarte, J. (2003). Ambiente de aprendizaje. Una aproximación conceptual. *Iberoamericana de Educación*, 1-18. <https://www.redalyc.org/articulo.oa?id=173514130007>

Estupiñan, M. C., & Mahecha, M. Á. (2020). Enseñanza de la (s) lengua (s) en Colombia desde una perspectiva glotopolítica. *Cuadernos de Lingüística Hispánica*, (35), 157-178.

Fidel, R. (1984). The case study method: A case study. *Library & Information Science Research*, 6(3), 273–288

<http://faculty.washington.edu/fidelr/RayaPubs/TheCaseStudyMethod.pdf>

Fisher, D., & Frey, N. (2018). A map for meaningful learning. *Educational Leadership*, 75(5), 82-83. Fisher, D., & Frey, N. (2018). A map for meaningful learning. *Educational Leadership*, 75(5), 82-83.

Harden, R. M. (2001). *The learning environment and the curriculum*. *Medical Teacher*, 23(4), 335–336. doi:10.1080/01421590120063321

Hung, B. P. (2019). Meaningful Learning and Its Implications for Language Education in Vietnam. *Journal of Language and Education*, 5(1), 98-102.

<https://doi.org/10.17323/2411-7390-2019-5-1-98-102>

JISC Designing Spaces for Effective Learning: A guide to 21st-century learning space

design. https://www.researchgate.net/publication/307571230_21st_Century_Learning

Kremin, Lena V. , & Byers-Heinlein Krista. (2021). Why not both? Rethinking categorical and continuous approaches to bilingualism. *International Journal of Bilingualism*.

<https://journals.sagepub.com/doi/10.1177/13670069211031986>

Lázaro-García, L. (2015). *Ambientes de aprendizaje: Implicaciones pedagógicas y propuesta para el segundo ciclo de Educación Infantil* (Bachelor's thesis).

https://reunir.unir.net/bitstream/handle/123456789/2864/Laura_Lazaro_Garcia.pdf?sequence=1&isAllowed=y

Mackey, W. (1962). The description of bilingualism. *Canadian Journal of Linguistics/Revue Canadienne De Linguistique*, 7(2), 51-85. doi:10.1017/S0008413100019393

Ministerio de Educación Nacional. (2011). Ambientes de Aprendizaje. Obtenido de Colombia Aprende: <http://www.colombiaaprende.edu.co/html/productos/1685/w3-article-288989.html>

Ministerio de Educación Nacional de Colombia. Estándares Básicos de Competencias en Lengua Extranjera: Inglés. (2006). *Formar en lenguas extranjeras: Inglés*. [Series: Guides 22]. Santafé de Bogotá: Imprenta Nacional.

Ministerio de Educación Nacional de Colombia. (2004). Programa Nacional de Bilingüismo 2004-2019. Bogotá: MEN.

Moreira, A. (2012). Al Final, Que es el aprendizaje Significativo.

https://riull.ull.es/xmlui/bitstream/handle/915/10652/Q_25_%282012%29_02.pdf?sequence=1

OECD (2017), The OECD Handbook for Innovative Learning Environments, OECD, Publishing, Paris, <http://dx.doi.org/9789264277274-en>

Osborne, M. (Abril de 2013). Modern Learning Environments. Obtenido de CORE Education: <http://core-ed.org/legacy/thought-leadership/white-papers/mod-ern-learning-environment>

Parra, L. E. (2021). *The importance of English as a lingua franca in teaching pronunciation to Spanish speakers*. [Monografía]. Repositorio Institucional UNAD.
<https://repository.unad.edu.co/handle/10596/41693>.

Revistas.ugca.edu.co. 2022. *Vista de Ambientes de aprendizaje*. [online] Available at:
<<https://revistas.ugca.edu.co/index.php/sophia/article/view/827/1473>>

Revistas.pedagogica.edu.co. 2022. *Vista de Los ambientes de aprendizaje en el aula.* [online] Available at:
<<https://revistas.pedagogica.edu.co/index.php/NYN/article/view/1291/1277>>

Rodríguez Palmero, M. L. (2011). *La teoría del aprendizaje significativo una revisión aplicable a la escuela actual*. <https://dialnet.unirioja.es>.
<https://dialnet.unirioja.es/servlet/articulo?codigo=3634413>

Rodríguez, S.M (2022). Cultural diversity in a globalizing age - Flipbook by prof.sopvirtualidad2. <https://fliphtml5.com/hpdre/ydzt>

Rodriguez Vite, Higor (2014). Ambientes de aprendizaje. Universidad Autónoma del Estado de Hidalgo, *Escuela Superior de Huejutla Boletín Científico CIENCIA HUASTECA*.
<https://www.uaeh.edu.mx/scige/boletin/huejutla/n4/e1.html>

Sanz de La Cal, E., Lezcano-Barbero, F., & Casado-Muñoz, R. (2021). La ansiedad en el aprendizaje del inglés en educación primaria: percepciones y estrategias educativas.

RLA, 59(2), 153–172. <https://doi.org/10.29393/rla59-15alef30015>

Slavka Madarova, Jesus Garcia Laborda. (2020). Seven common misconceptions in bilingual education in primary education in Spain. *Cypriot Journal of Educational Sciences*

10.18844/cjes.v15i2.4605. <https://www.un-pub.eu/ojs/index.php/cjes/article/view/4605>

Suárez Ramírez, I. R., & Rodríguez, S. M. (2018). Language interaction among efl primary learners and their teacher through collaborative task-based learning. *Profile: Issues in Teachers' Professional Development*, 20(2), 95-109. <https://doi.org/10.15446/profile.v20n2.63845>

Tellez, N. (2014). Ensayo sobre el diseño de ambientes de aprendizaje. Obtenido de Universidad Autónoma del Estado de Hidalgo:

<https://www.uaeh.edu.mx/scige/boletin/prepa4/n3/e3.htm>

UNESCO (2021) *Panorama regional: América Latina y el Caribe*.

<https://unesdoc.unesco.org/ark:/48223/pf0000232836/PDF/232836eng.pdf.multi>

Viveros, P. (14 de Julio de 2011). Ambientes de Aprendizaje: Una opción para mejorar la calidad de la educación. Obtenido de EducacionAlternativa.Org:

<http://practicadocente.bligoo.com.mx/media/users/13/669001/files/77986/AMBIENTES DE APRENDIZAJE. ENSAYO.pdf>

Usma Wilches, J. A. (2009). Education and language policy in Colombia: Exploring processes of inclusion, exclusion, and stratification in times of global reform. *Profile Issues in Teachers Professional Development*, (11), 123-142.

Yin, R. K. (1984/1989). *Case Study Research: Design and Methods, Applied social research Methods Series*, Newbury Park CA, Sage