



CAPÍTULO 6

Self-regulation in learning, motivation and learning environments: Great challenges for learning the English language

Autorregulación en el aprendizaje, motivación y ambientes de aprendizaje: grandes desafíos para el aprendizaje del idioma inglés

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Abstract: The objective of this article is to present the results of a scientific investigation in which methodological, motivational and learning environment factors influence bilingual education. This research used the qualitative and correlational methodology because through it is possible to describe, argue and contrast the data collected.

The population was high school students from an institution in Buenaventura-Colombia. The categories analyzed were self-regulation in learning, motivation and learning environments. The semi-structured interview and the focus groups were used as an instrument and data

collection strategy (March 2017). The interpretation of the results was analysed through the triangulation of the information; which consists of taking as a basis the referential framework of the research and contrasting it with the data collected and with the perception of the researcher. As a consequence, the results showed important shortcomings both in the teaching methodology and in learning strategies and environments. In addition to other factors external to the institution (not deepened here) but that aggravate the situation.

For this, this article presents some useful conclusions to, on the one hand, initiate intervention actions internal and external to the institution in order to generate improvements and on the other hand, so that this article serves as a reference to other research on the learning of the English language and its challenges.

Keywords: Learning strategies, self-regulation learning, motivation and learning environments.

RESUMEN

El presente artículo tiene como objetivo presentar los resultados una investigación científica en la que factores metodológicos, motivacionales y de ambientes de aprendizaje inciden en la educación bilingüe. Esta investigación utilizó la metodología cualitativa y correlacional porque a través de ésta se hace posible describir, argumentar y contrastar los datos recopilados. La población fue estudiantes de secundaria de una institución en Buenaventura-Colombia. Las categorías analizadas fueron la autorregulación en el aprendizaje, la motivación y los ambientes de aprendizajes.

La entrevista semiestructurada y los grupos focales se utilizaron como instrumento y estrategia de recolección de datos (marzo 2017). La interpretación de los resultados fue analizada a través de la triangulación de la información; que consiste en tomar como base el marco referencial de la investigación y contrastarlo con los datos recopilados y con la percepción del investigador.

Como consecuencia, los resultados evidenciaron importantes falencias tanto en la metodología de enseñanza como en estrategias y ambientes de aprendizaje. Además de otros factores externos a la institución (no se profundizan aquí) pero que agravan la situación. Para lo cual, este artículo presenta algunas conclusiones útiles para, por una parte, iniciar acciones de intervención internas y externas a la institución en

pro de generar mejoras y por otro parte, para que este artículo sirva como referencia a otras investigaciones sobre el aprendizaje del idioma inglés y sus desafíos.

Palabras claves: estrategias de aprendizaje, autorregulación en el aprendizaje, motivación y ambientes de aprendizajes.

INTRODUCTION

The 21st century has demanded from society greater transformations in its way of thinking and acting, this, due to the drastic technological and economic changes that humanity has had in recent decades and that significantly affect the social, economic and political relations in the region. In this sense, the globalization of the economy represents one of those changes that society must face. Reason why; bilingualism becomes a key communication tool that facilitates interaction among countries of a globalized world.

This article seeks to discuss self-regulation in learning, motivation and learning environments; key factors for the learning of the English language, necessary tool to develop in the global dynamics. Dynamics associated with the interest of this journal as it seeks to disseminate scientific research and promote academic reflection related to education; interest that shares this article because it seeks to generate discussion on those aspects that represent a challenge to make Latin America a bilingual region.

In accordance with the above, a publication of the magazine *Semana* (2017), and in a report of EF (Education First EF EPI, 2016); the average of Latin America in English proficiency is low; except for Argentina. Colombia, on the other hand, is in the last place. At the same time, "in the region, only Chile has an advanced public policy framework to adequately promote the learning of English," said the director of the Education Program of the Inter-American Dialogue, Ariel Fiszbein. "In general, the region lacks well-developed national policies. This, combined with the general low level of teachers, does not help improve levels of bilingualism. "

Consequently, and as mentioned; most of the countries in Latin America do not escape this reality due to factors that are multicausal, among which this article will briefly expose some factors external to the institutions, but will concentrate on internal factors; In which surely, interventions of

substantial improvements can be made in order to directly and significantly impact the well-being of bilingual education in the region and particularly in Colombia.

Finally, this article begins with the presentation of the backgrounds whose main objective is to expose the facts, actions and regulations that have framed the history of bilingualism in Colombia; then, a review of references dealing with self-regulation in learning, motivation and learning environments as key factors for the development of skills in foreign languages is presented, as well as the methodology with which the study was carried out, results and findings, conclusions, references, annexes; all arranged to expose in the clearest way the sequence of the article and to clear up any doubt about the way of execution of the study presented here.

BACKGROUNDS

As Latin American nations seek to increase their competitiveness and possibilities for economic growth, skill gaps of various kinds emerge, which represent potentially serious obstacles (Fiszbein, Cosentino & Cumsille, 2016). In this sense, the region and Colombia particularly present this great weakness since that gap is the low domain of the English language; that according to the report of EF (Education First EF EPI 2016) occupies one of the last places in the region.

Therefore, it is urgent for the region and especially for Colombia to take action to advance in this issue because the international business community finds in the domain of the English language an important tool for the success of cooperation and in the globalized economy; in fact, a large number of multinational companies demand that English be the common language of interaction, which shows that in the business world, English has established itself as the lingua franca (Neeley, 2012); in this order of ideas, Colombia has initiated some actions to improve in this aspect, among them the regulation of the bilingualism policies that even though they are not enough represent a small advance in this sense.

This is how, through the teaching of English as a foreign language, Colombia's bilingualism begins, the boom of which has grown thanks to the interest of national, regional and district governments, as evidenced by the current programs and policies for the promotion of bilingualism in the country (Álvarez Otero, Moreno Angarita & Zea Arias, 2010, par.1).

That according to the regulations; The foreign language is understood as that which is not spoken in the immediate and local environment, since daily social conditions do not require its permanent use for communication (MEN, 2006 p. 5). In addition, this "is usually learned in a specific educational context and the person is usually in contact with it during relatively short and controlled periods" (Álvarez Otero, Moreno Angarita & Zea Arias, 2010). and then when the following question emerges, what factors have affected so that the region and in particular Colombia has not advanced significantly in the learning of the English language as a foreign language?

Being responsible with the answer must admit that the factors are multi-causal; However, throughout the region there are important shortcomings in three key aspects that are: Teaching-learning strategies, motivation and learning environments; these factors analysed and discussed in this research through the conceptual references from the perspective of other scientific investigations and in dialogue with the researcher; discussion presented briefly in this article.

CONCEPTUAL REFERENCES

Teaching-learning strategies

Conscious of the multiple definitions given to teaching-learning strategies, this research found strong and very coherent the perspective of Pimienta (2012), which argues that teaching-learning strategies "Are instructions that the teacher uses to contribute to the implementation and development of students' competences "... (page 3), a concept that logically approaches reality since teaching-learning strategies are sequential and coherent directions whose purpose is the development of specific skills or abilities who appropriates, internalizes and sets in motion. Pimienta (2012), also states that the didactic sequence (initiation, development and closure) is a fundamental characteristic of teaching-learning strategies and that its permanent use is key when developing competencies is the end desired by the teacher.

On the other hand, although one of the aims of education is the development of competences in general, according to Zimmerman (2001), few teachers prepare their students to learn for themselves. It is probable that, ignoring the strategies of teaching-learning of high cognitive and metacognitive value together with the non-identification of the styles of learning by the teacher in the students are the reasons

for the non-provision of academic-pedagogical actions that impact Directly and significantly the student's learning process. From the position of García, Sánchez, Jiménez & Gutiérrez (2012), there is a positive response in the learning process of the student when, through pedagogical actions, strategies are provided that stimulate different learning styles.

On the other hand, Díaz-Barriga & Hernández Rojas (1998), goes further by stating that, teaching and learning "are processes that occur together, that is, the strategies used for instruction have an impact on learning and are the ones that they facilitate the apprehension of knowledge when it is exposed to the pedagogical experience "(paragraph 6), a position that coincides with many other authors such as Pimienta (2012) & García *et al.* (2012) who find in the teaching-learning strategies a transcendental tool to provide instructions that allow the development of competences.

Reason why, this research presents self-regulation of learning as a key strategy to respond to the cognitive and metacognitive failures that arise while the student is learning. For Boekaerts & Niemivirta (2000), Boekaerts & Corno (2005), cited by Maris *et al.* (2017, p. 178), Self-regulated Learning, which is a concept-system that refers to the general management of one's academic behavior, through interactive processes between different control systems: attention, meta-cognition, motivation, emotions, action and volitional control.

For his part, Pintrich (2000), seeking to be more precise and says that self-regulation in learning is defined as an "active-constructive process by which the student sets their own learning goals, monitors, regulates and controls their acquisition of knowledge, motivation and behavior, guided by the goals and contextual features of the environment " (p. 453).

In this same sense, this strategy is considered as a proactive process that students use to acquire academic skills, establish objectives, select and deploy tools, and self-control their own effectiveness, rather than as a reactive event that happens to students because of impersonal forces Zimmerman (1990). Additionally, Affirms that students can be considered self-regulated to the extent that they are - from a metacognitive, motivational and behavioral point of view - active participants in their own learning process (Zimmerman, 2000); consequently, self-regulated students are aware of the usefulness of

the self-regulation process in order to enhance academic success; attach great importance to the use of learning strategies; they supervise the effectiveness of their learning methods and strategies, and respond to this information in various ways, which can range from modifying their self-perceptions to replacing one strategy with another that is considered more effective (Zimmerman 1994, cited by Lamas, 2008).

Research on the role of teachers in this process is still limited (Rosário *et al.*, 2014), however, for Torrano & Soria (2016) they state that changes in the Classroom climate is a huge strategy to provide students with learning, a positive classroom environment strongly affects high levels of performance, so, it is the teacher's job to provide the appropriate setting for this to happen; Through the implementation of actions such as: Convert the class into a guide for the student, but not the only strong knowledge, raise activities in the classroom that, due to its complexity, require a conscious self-regulation by the student and deliberate of its behavior in such a way that it is seen in the task of planning to carry it out, the students are taught the benefits and the utility of employing learning strategies, motivating the relationship, reflection, explanation and application in the exams and not being limited to the reproduction of contents, involving students in decision-making within the classroom, including the teaching of learning strategies as one of the essential contents of the course, among others; they are decisive actions that contribute enormously to stimulate the commitment of the student with his learning process and to empower him of it.

In short, the learning strategies are materialized in the student's strategic actions to organize, plan, control, monitor and evaluate the cognitive and metacognitive processes that guide learning; reason why the academic-pedagogical procedures oriented by the teacher should be directed to the supply of activities that strongly stimulate these mental processes that are carried out in the brain and that give rise to learning. Therefore, it enhances any learning process and the acquisition of the English language does not escape this strategy.

On the other hand, Emotions, generally associated with motivation are defined as affective stimuli and of sudden appearance, of great intensity, of a transitory nature and accompanied by ostensible somatic changes, which are always presented in response to an emergency situation or stimuli of a surprising nature or of great intensity (Piqueras *et al.*, 2009, p.

98) are sensations experienced by all human beings and in most cases are closely related to the motivation of the learner.

According to Morales *et al.* (2013, p. 99), emotional skills could contribute to social and academic adaptation in various ways. First, facilitating thought. School work and intellectual development involves the ability to use and regulate emotions to facilitate thinking, increase concentration, control impulsive behavior and perform in stressful conditions. In the same way, it produces an increase in the student's intrinsic motivation to carry out their schoolwork. One of the fundamental components of emotional intelligence that is included in most definitions is the ability to motivate oneself.

On the other hand, for Herrera & Zamora (2014), the term motivation alludes to the aspect in virtue of which the living subject is an autodynamic reality (...), it is a self-energetic process of the person that exerts an attraction towards an objective that supposes an action on the part of the subject and allows accepting the effort required to achieve it. The motivation is composed of needs, desires, tensions, discomforts and expectations, is a step prior to learning and is the engine.

For its part, for Naranjo-Pereira (2009), seeks to be more transcendent and argue that, motivation is an aspect of enormous relevance in various areas of life, including educational and labour, as it guides the actions and conforms so in a central element that drives what the person does and towards what goals he is directed. That is, the motivation has both intrinsic and extrinsic characteristics that become reasons to keep the subject in the process and arrange it to be active in pursuit of its objective.

In the case of foreign languages, it is necessary to have a high level of motivation, both intrinsic and extrinsic, given that the process of acquisition of languages is complex and requires the individual to permanently retain the desire to move forward. In this order of ideas, the region and in particular Colombia with a policy of bilingualism still to "mature", that is, technically in the experimental phase, does not generate enough intercultural exchange actions that allow experiencing the need of the language. In the same way, the Latin American citizen fails to demonstrate the importance of learning English because the system that manages the efficient processes of learning foreign languages is in the hands of the private sector and for economic reasons is not available to the majority and; Public apprenticeship systems are very poor and of poor quality.

That said, the scenario perceived by the citizen does not favour the learning process of the English language in the region because the level of extrinsic motivation whose responsibility is of the government agencies is low due to lack of regulation, structuring, promotion and budget for the plans and programs of foreign languages.

On the other hand, according to Education First EF EPI (2016), the level of English teachers in the region is low, which becomes one of the trigger elements to keep the proficiency levels of this foreign language to a minimum. Without making early conclusions, in any teaching-learning process it is necessary to have professionals of the highest academic quality to be able to respond effectively and efficiently to the demands not only institutional but also personal of the students otherwise the processes are negatively affected as the intrinsic motivation of who wants to learn.

In conclusion, both intrinsic and extrinsic motivation are factors that must be maintained at the highest level because one depends largely on the other, that is, intrinsic motivation often receives stimuli from external events that happen to its around and it is in them that in many cases it finds the reasons to keep the individual in the process, for that reason, it is necessary that the language in the matter of bilingualism policies begins to be more concrete and forceful in the region and particularly in Colombia.

Because learning is multifactorial and complex, it demands the existence of minimal environmental conditions, especially because the environment teaches by itself, that is, the physical conditions of the space, the emotional environment, the methodological and motivational aspects of classroom environments, Key aspects for learning, these should be complemented by a suitable temperature, ventilation, the colour of the walls, the ceiling, the intensity of the light and the decoration according to the age and stage of the development of the students; sufficient resources and materials, in addition to adequate cleaning; coupled with socio-emotional characteristics that lead to motivation, discipline, sense of belonging and commitment in the care of the classroom, as well as the quality of existing interpersonal relationships; all of which favour that the learning achieved by the students is optimal (Castro & Morales, 2015).

In fact, the conditions exposed by Castro & Morales (2015) are the normal conditions demanded by any academic AA (Learning Environment). However, for the suitability of a foreign language environment, it is

necessary to personalize it, in such a way that it takes into account the ages of the participants, that it has sufficient and necessary atmosphere and; that inspires the purpose for which it was conceived. Added to this, that contributes to respect for the identity and cultural diversity of the participants to generate motivation in the students. Finally, that it becomes a real and ideal scenario for the development of foreign language skills.

On the other hand, it is essential that AA enhance and stimulate cognitive and metacognitive processes; as well as the emotions and motivation in the students and; in addition, it causes learning to occur as a result of the presence and articulation of each of these aspects; that, although they are not an infallible whole, if it constitutes and represents an ideal scenario to exponentially stimulate learning in general and the acquisition of a second language in particular.

Finally, it is necessary to note the little existence of AA of foreign languages of a public nature, throughout the national territory. Investments in this regard have not been many, in fact, the national bilingualism plan has limited it to being only a normative program and embodied in a document that in practice does not come to life because significant financial investment is not allocated.

METHOD

The instrument used in this investigation was the semi-structured interview that according to Vargas (2012, p. 136) is "a conversation, it is the art of asking questions and listening to answers". In this order of ideas, four interviews were prepared (one for a director, one for the teacher and two for the students, written and in audio) and in its construction process the following quality protocol was developed: It starts with the construction of a triple entry table, which is prepared by the researcher and analysed and corrected by two teaching advisors and two experts (external) to the research.

These instruments are constructed from the analysis of the general objective and the specific objectives of the investigation; elements that in turn were the main basis of the categories established in the triple entry table and that, in addition, were the main input of the construction of each of the questions that comprised the interviews.

Therefore, the first written interview was applied to the students, a second interview recorded, applied to the teacher, another interview with the

manager recorded to the manager, finally, a fourth recorded interview, in which two groups of five students (male and female) were organized, on different days, but the same interview was applied for both groups focal. Each of these procedures were with authorized consent by the participants and in the case of minors by their parents and / or legal guardians.

The interviews were coded according to the researcher's criteria, with the advice of the teachers and the following protocol was followed: the interview with the director was called (DA01), the interview with the teacher was coded with (DE01); for student piloting interviews, it was coded from (A01 to A05) and for the application of the actual written interview-students were coded from (A01 to A20), additionally, a semi-structured recorded interview was constructed to be applied to the two focus groups intervened according to the researcher's criteria and which were coded as groups (focus 1 and 2).

Validation of instruments

The data collection instruments were validated following this protocol: Two experts from different local universities were located, who have worked for many years in the academic sector and with extensive research experience. These experts were given a format whose purpose was to make them aware of the process that had to take place prior to the review of the validation exercise.

Therefore, they were first given a brief review about the research exercise that was being carried out to put them in context, then the objectives (general and specific) of the research, the triple entry table and the piloting were reviewed; finally, we proceeded to review the interview questions one by one and analysed (consistency, content, relationship, quality and accuracy and relevance), then suggested corrections, each of which, oriented to the analysis of the items in parentheses.

It is recommended that the questions be related to the categories in order to analyse the information more easily. In addition, the way the questions are written and the number of them are reviewed. Finally, the experts conclude:

- The instrument presents many questions.
- Some questions lead to the same.
- Some questions were not aimed at responding to the objectives of the investigation.

- Some questions, by the level of vocabulary, generated confusion for the interviewee, for the language.
- Some questions would not have the scope by the way they were written.

Recommendations:

- Reduce the number of questions to a maximum of 8.
- Focus the questions on the specific objectives and the selected categories.
- Review the mode and level of writing (simplest vocabulary and clearer and more precise writing).
- Additionally, use the focal group strategy for data collection.
- Based on these recommendations, the instruments were corrected.

Procedures

Through a letter received and signed on February 16, 2018, addressed to the rector (e), of the educational institution, it is made known about the research study in the educational institution where different members of the educational community would participate, mainly students, authorization letter, already listed in the appendices of this investigation.

The same document establishes the commitment not to injure and respect the good name of the institution and the actors that converge there, in addition, request additional permits in advance that would occur each time an intervention was to take place. Finally, update the institution on the progress of the study and generate a report for the institution that serves as a reference for improvement actions and future research. Commitments that were received with pleasure and tranquillity by the rector.

Before scheduling the date and place of the interview with the manager, with the teacher or with the students, the reason for the investigation was explained, the reason for the interviews and the authorization letter from the rector was presented for the purposes of the investigation. Special emphasis was placed on the confidentiality of all the data collected. This in order to generate greater confidence in the interviewees.

While the document was applied, the interviewer had an attitude of respect, guidance and camaraderie with the interviewees. The idea was to avoid feeling evaluated as much as possible. It was envisaged to make the necessary clarifications or precisions in relation to the questions, the aptitudes and attitudes of the interviewee were identified, and the

interview was stimulated as much as possible to avoid tensions. The same methodology will be done with the focus groups. The meetings were recorded via audio and then transcribed to leave evidence.

Field work schedule

Chart No. 1.
Schedule of activities

Ítems	Objectives	Dates
Interview to director	Compiled info.	March 19 / 2018
Interview to teacher	Compiled info.	March 19 / 2018
Interview to students	Compiled info.	March 21/22 / 2018
Interview to Focal Group	Compiled info.	March 19/23 / 2018

Own elaboration

ANALYSIS AND DISCUSSION OF RESULTS

Strategies in Learning

From the perspective of Pimienta (2013), the teaching-learning strategies "are instructions that the teacher uses to contribute to the implementation and development of students' competencies" ... (page 3), a concept that is logically close to the academic-pedagogical reality since the teaching-learning strategies are sequential and coherent directions whose purpose is the development of specific skills or abilities of those who appropriate, internalize and implement them.

Chart No. 2
Trend analysis. Subcategory: Learning strategies.

Instrument	Questions No.	Trend
Interview (DA01)	2	The performance has been low, we have not had good results, we have been low and regular, due to the low interest of the students themselves to know the foreign language.
Written Interview to (Students)	4	It is assumed that good performance depends on the way the teacher guides the class.

Instrument	Questions No.	Trend
Focal Group 2	4	There is an imaginary that the themes of the subject are very basic, which is why most of the students decide to copy themselves from others.
		The subject of English is assumed as another requirement, but not as a subject that is for life.
		The classes are oriented to writing, students demand other strategies to work other skills.
		Students use unstructured self-regulation techniques, they are more learning techniques for entertainment, but without academic purposes.
	10	Most students do not spend time or dedicate only the hours assigned by the institution for language learning.
Written interview A0014	4	It is assumed by the students that the good performance of them is more responsibility of the teacher than of themselves.

Own elaboration

(Directive DA01) maintains that, the institution recognizes the lack of promotion and support to the area of English; both by the district government and the administrative-institutional; In addition, he is aware that the results in English tests (internal and external) have been between low and medium, a phenomenon that he attributes to the lack of interest and motivation of the students. A position that is quite debatable, since in order to achieve desirable results, it is necessary to know the structure and intensification of the bilingualism plans and programs of the country CEFR (Common European Framework of Reference for Languages and PNBC (National Plan of Colombian Bilingualism) for articulate efforts from different directions that contribute and support this purpose.

On the other hand, the teacher recognizes that from his role as teacher there are strengths and weaknesses; the latter contained in the skills of Listening (listening) and Speaking (speech), in addition, of some methodological aspects to improve. Therefore, materializing academic-pedagogical actions that generate direct and significant impact on

students is a difficult challenge to achieve given that; The methodological weaknesses are reflected in the use of teaching strategies and the lack of mastery of language skills in pedagogical practice, a scenario that makes it very complex to move forward.

Additionally, although students recognize the importance of the English language as a useful tool for productive life, they also recognize their low commitment to the learning process and; Although the way the teacher has physically organized the classroom positively calls their attention, this does not become sufficient to get fully involved, on the other hand, the learning strategies they use are not very effective, that is, they are more oriented to repetition, memorization and entertainment than true tools of self-regulation of learning.

Finally, the students affirm that it is the English teacher, the only person that encourages and encourages them to recognize the importance of the language and to learn the language, however, from the administrative point of view the opposite is evident since the language is treated as a mere subject that must be met, in fact, the allocation of hours for learning is minimal (2 hours per week). However, students applaud strategies such as the collaborative work assigned by the teacher as they become an opportunity to learn from others, share and discuss.

In short, the ignorance of the programs and plans of bilingualism on the part of the educational community, the weaknesses both in the teaching methodology and in the mastery of English language skills, the little impact generated by the learning strategies used by the students, the hourly intensity dedicated to learning among other factors are elements of consideration that largely justify the weakness of the mastery of this language by the educational community in training.

The motivation

Motivation is a self-energetic process of the person who exercises an attraction towards an objective that supposes an action on the part of the subject and allows to accept the effort required to achieve it. Motivation is composed of needs, desires, tensions, discomforts and expectations, constitutes a step prior to learning and is its driving force (Herrera and Zamora 2014, p.126). That is, the motivation represents the intrinsic force that keeps the individual active towards the achievement of their objectives. However, there are conditions and situations extrinsic or alien to the individual that affect (positively or negatively) this enhancing energy; In the box we will observe these situations:

Chart No. 3.
Trend analysis. Subcategory: Motivation

Instrument	Question No	Trend
Focal Group 1 y 2 Students	1-2-3- 6-8-13	The students assume the organization of the classroom by the teacher as a strategy of high motivational value for them.
		The attitude and aptitude demonstrated by the teacher in the classroom is taken by the students as elements of personal and professional commitment, very positive.
		The topics dealt with in the classroom, although very basic in some cases, raise the interest of the children
		Little commitment is shown to the promotion of bilingualism by managers, a situation that is perceived by students.
		The activities in collaborative groups turn out to be a strategy that stimulates the students since it gives them confidence to feel accompanied and to work for the same objective.
		The intensity of hours assigned to the training in English is very low (2 hours) per week, the resources for teaching are scarce and the administrative language for the promotion of the subject is very little.
Interview Teacher	5	The teacher tries to generate the highest level of security and confidence in the students, encourages them to participate actively in the class, says: "nobody was born" this is the scenario that is required to make mistakes and correct.
		The teacher recognizes that his opinions, judgments and comments about his students generate a great impact (positive or negative) for it, try to emit positive judgments to increase their self-confidence.

Own elaboration

In an interview with (Director DA01) he affirms that he is aware of the needs of the institution in relation to the bilingualism program; that from its role as administrative has requested support for this need as for others,

unfortunately, its multiple requests have not been answered positively, a fact that affects the programs organized by the institution and that reflects to the students a lack of institutional interest.

Consequently, it is unlikely to maintain the motivation of the educational community in high, since it is expected strong actions in the field of investment by the state for improvements that contribute to educational quality, actions that do not occur. On the other hand, the dissemination of bilingual policies such as the promotion of intercultural events by the assigned agencies and educational institutions in the territory is null, which generates disinterest and discouragement of those involved in learning.

Despite the previous scenario, the teacher maintains a permanent struggle to maintain the motivation above, through internal actions such as the adaptation of the learning environment, permanent recognitions that stimulate the commitment to the subject, favourable aptitude to develop the contents of the area and the learning strategies that, although they become somewhat monotonous and little empowering are the ones you know to develop skills in this foreign language.

Students, for their part, recognize in the English language a very useful tool for their lives and many of them are willing to make greater efforts to learn and develop competences in this subject, however, the conditions outlined above are a hopeless reality that leaves the only option for training in the private sector, an opportunity that many cannot access through the economy.

In conclusion, from the lack of financial investment, outreach on the policies of bilingualism and promotion of intercultural events to the limited actions of the teacher are situations external to the students that contribute to injuring their interest and motivation towards the progress and learning of the English language. In this sense, extrinsic "motivational" factors strongly and negatively affect the intrinsic motivational factors.

Learning environment

For Castro & Morales (2015), "Because learning is multifactorial and complex, it demands the existence of minimal environmental conditions, especially because the environment teaches for itself (p.2), that is, the physical conditions of space, emotional environment, the methodological and motivational aspects of the classroom environment, are key aspects for learning.

In the teaching-learning process of foreign languages, an ideal environment is crucial because within it the academic-pedagogical processes that stimulate student learning are articulated, generating greater cognitive and metacognitive activities until each experience becomes a reality. competences and these in significant learning.

Reason why, a high percentage of the educational community agrees that a suitable learning environment makes the actors involved in the process and generates empowerment because they would have an appropriate space to develop their skills in English and measure them permanently. Thus, to have control of both the weaknesses and the strengths and the advances that are obtained in the process of developing language skills.

Question: What factors have affected the region and particularly Colombia has not made significant progress in learning English as a foreign language?

The educational policies around foreign languages have been associated with the promotion of professional development and the insertion of the country in the global economic dynamics, which makes it necessary to invest. For Cuenca & Pont (2016), economic intervention is one of the key elements to achieve educational quality; the investment ensures the acquisition of the necessary input to carry out efficient and effective processes that guarantee the achievement of the objectives set. In this order of ideas, quality is proportional to development, and this to investment (Moreno, 2009, as quoted by Fandiño, 2014).

While it is true, learning strategies are academic-pedagogical tools guided by the teacher and used by the student to facilitate learning. The implementation and implementation of any learning strategy does not require economic investment but rather the interest, willingness and ability to self-regulate learning by the student. In fact, self-regulation in learning is a strategy that materializes the tools necessary for the student to gain effectiveness and efficiency in learning, and that according to Zimmerman (2008) (...) is a "proactive process that students use to acquire academic skills, to establish objectives, select and deploy tools, and self-control their own effectiveness" (p. 166). Therefore, for this exercise it is not necessary to consider the economic intervention by the state.

However, if students are not aware of these strategies, a qualified teacher is required to initiate them in the use and implementation of these important strategies for learning, which implies permanent training, updating

pedagogical content and attention to different pedagogical scenarios that directly involve the financial investment of those who attend among other resources that are necessary to update this professional of foreign languages.

On the other hand, it is clear that intrinsic motivation plays a fundamental role in the student's performance; however, you should consider the existence of external factors that negatively affect this self-energetic behaviour, for this particular case:

In the first place, there is not enough disclosure and promotion of plans, policies or programs that involve the integration of foreign visitors and native staff interested in learning the English language as a foreign language. Secondly, there are very few international companies based in the territory that stimulate the hiring of talents that master this second language; In addition, when required, they are brought from other regions of the country, a situation that significantly discourages local students. Finally, access to private English teaching programs is supremely expensive compared to the purchasing power of the natives, which takes away any possibility.

It must be admitted that, the financial investment leverages, significantly and significantly, not only the bilingualism programs, but also the educational infrastructure that presents significant deterioration with the risk of collapse throughout the territory, as well as providing training to teachers to strengthen their skills. cognitive and pedagogical in relation to the English language.

Also, in schools, students feel lack of depth of the content seen in training, monotony in learning strategies; what is the teacher's responsibility; In addition, it is evident that there is no learning environment that meets the academic needs of students in relation to learning the English language; institutional responsibility.

In summary, the results show a multiplicity of factors that cause the low level of English in the region. However, the low impact generated by the teaching strategies of teachers; In addition to its low level of foreign language skills, the flaws in the learning strategies of the students, the lack of adequate public spaces for the development of English language skills and the lack of governmental commitment are detonating factors that justify the low level of language in the region and particularly in Colombia.

CONCLUSIONS

Pedagogical strategies play a role of great importance in the teaching-learning processes of foreign languages, which is why self-regulation in learning is a strategy that not only helps and facilitates learning but also allows students to gain independence and autonomy while learning, therefore, it is necessary to have teachers who can provide their students with actions, activities and strategies that significantly stimulate the cognitive and metacognitive processes that their brains perform while they learn, self-regulation in learning supplies this benefit for students.

Emotions and motivation are inherent aspects of man and represent an intrinsic force that moves him towards his objectives. However, these aspects of multi-causal origin can often be stimulated by external factors, and it is then, when institutions in general must join forces to foster active participation from students so that they can find through this participation, the necessary motivation that keeps them in the process and retains internal will to develop the competences of the language.

Learning environments not only motivate the participants of the learning process, but also become in a tool that, in addition, facilitate learning through the developing of the maximum potential in those who learn, hence, to have a suitable learning space, it ceases to be a luxury for academia and becomes an essential need for the teaching-learning process.

Finally, there is a multiplicity of factors in Latin America and particularly in Colombia to take the last unlucky place in the development of bilingual competences in the region, however, when reviewing the methodological, motivational and learning space aspects, you find reasons enough to justify why the situation is just like it is. Nevertheless, this research does not only seek to criticize the processes, but also to become a reference that shows what is failing to undertake improvement actions in the field of learning English as a foreign language.

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