

**Sociocultural Characteristics and The Pedagogical Practices of a Bilingual Learning
Environment in a Public School in Barranquilla, Colombia.**

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Abstract

This research investigates the sociocultural characteristics and pedagogical practices in a bilingual learning environment within a public school in Barranquilla, Colombia. The study explores how sociocultural diversity, teaching strategies, and institutional factors influence bilingual education outcomes, providing practical insights for stakeholders. Using a qualitative case study methodology, data were collected through semi-structured interviews, classroom observations, and student surveys. These instruments facilitated an in-depth understanding of interactions among students, teachers, and curriculum dynamics, focusing on the challenges and opportunities in bilingual education. Key challenges include limited technological resources, insufficient instructional time, and misalignment between pedagogical strategies and sociocultural realities. However, the findings highlight opportunities for improvement, such as promoting active student participation, leveraging culturally relevant teaching materials, and enhancing teacher training programs to foster inclusive learning environments. The study concludes with recommendations for adopting culturally responsive pedagogical practices, advocating for policy reforms, and integrating formative assessments to support continuous learning progress. These findings contribute to the discourse on bilingual education and its potential for addressing diversity in resource-constrained settings.

Keywords:

Bilingualism, learning environment, pedagogical practice, secondary education, sociocultural characteristics.

Resumen

Este estudio investiga las características socioculturales y las prácticas pedagógicas en un entorno de aprendizaje bilingüe en una escuela pública de Barranquilla, Colombia. Explora cómo la diversidad sociocultural, las estrategias de enseñanza y los factores institucionales influyen en los resultados de la educación bilingüe, proporcionando ideas prácticas para los actores implicados. A través de una metodología cualitativa de estudio de caso, se recopilieron datos mediante entrevistas semiestructuradas, observaciones en el aula y encuestas a estudiantes. Estos instrumentos permitieron una comprensión profunda de las interacciones entre estudiantes, docentes y las dinámicas curriculares, centrándose en los desafíos y oportunidades de la educación bilingüe. Los principales desafíos incluyen recursos tecnológicos limitados, tiempo de instrucción insuficiente y una falta de alineación entre las estrategias pedagógicas y las realidades socioculturales. No obstante, los hallazgos resaltan oportunidades de mejora, como fomentar la participación activa de los estudiantes, utilizar materiales de enseñanza culturalmente relevantes y mejorar los programas de formación docente para promover entornos de aprendizaje inclusivos. El estudio concluye con recomendaciones para adoptar prácticas pedagógicas culturalmente receptivas, abogar por reformas políticas e integrar evaluaciones formativas que respalden el progreso continuo del aprendizaje. Estos hallazgos contribuyen al discurso sobre la educación bilingüe y su potencial para abordar la diversidad en contextos con recursos limitados.

Palabras clave:

Ambientes de aprendizaje, bilingüismo, características socioculturales, educación secundaria, practica pedagógica.

INTRODUCTION

English has become a key language for global communication, prompting many learners worldwide to study it for cultural exchange and interaction with native speakers. In response, educational policies have increasingly focused on promoting bilingualism to prepare students for a competitive, globalized world. Key policies, such as Colombia's General Education Law (1994), the National Bilingual Programme of Colombia (2004), the Common European Framework of Reference (CEFR) (2006), the Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (2006), the Ley de Bilinguismo (2013), emphasize the importance of foreign language proficiency to integrate Colombia into global communication, the economy, and cultural exchange. To support these aims, the concept of a bilingual learning environment has emerged, which emphasizes inclusive, dynamic, and equitable learning that extends beyond the traditional classroom to meet students' linguistic and cultural needs. (Araque Torres, 2021)

As the world continues to evolve, the need for bilingual learning environments that foster critical thinking, problem-solving, and adaptability becomes increasingly important. These changes need a reconsideration of the curriculum and teaching methods, especially in bilingual education. Thus, it is essential to evaluate whether educational spaces align with bilingualism policies and support effective bilingual teaching practices. (Araque, 2023).

The research focuses on a public school in Barranquilla, Colombia, which has designed its curriculum in line with national and local bilingualism policies and community needs. They receive training for English Teaching and Learning methodologies, all with the aim of positioning and projecting the city internationally, and provide more opportunities for citizens and the community. The school serves a diverse population, including students from various

regions of Colombia, as well as Venezuela, and is located in a neighborhood rich in cultural diversity. A classroom with students from different socio-cultural contexts and levels of schooling was sampled in order to make a more focused analysis of their bilingual learning environments. For this exercise, the participants of the study were four students between 11-12 years old and two English teachers assigned to this group of students.

The institution's bilingual education goal is to ensure meaningful, continuous language learning for students. On the other hand, the local public policy of Bilingualism has the objective of strengthening the processes of teaching and learning English in the official educational institutions of the city (British Council, 2024). Despite all these efforts alongside with the presence of evident sociocultural influence in the bilingual environment, this last one is not aptly incorporated in most of the pedagogical teaching practices to encourage meaningful learning at the linguistic and cultural level, which is important to build an inclusive, diverse and dynamic bilingual learning environment in the institution.

Therefore, it is necessary to analyze the effectiveness of bilingual learning practices, focusing on how sociocultural and pedagogical aspects in relation to the curriculum and bilingualism policies influence students' language learning. This research seeks to provide a critical perspective on current learning environments and the pedagogical practices within it through a case study. Then, the researchers will propose pedagogical actions to strengthen bilingual teaching practices as well as contributing on future research related to bilingual education in public secondary schools.

Regarding what was above mentioned, the following question was established according to the purpose of the study:

What feasible pedagogical actions are viable to establish from the sociocultural characteristics and the pedagogical practices of a bilingual learning environment of a public school in Barranquilla?

The research question seeks to verify whether bilingual learning environment parameters and sociocultural aspects are effectively taken into consideration in pedagogical practices. It also aims to assess the positive or negative implications of these practices, alongside their alignment with the needs of the educational community. For this reason, the following general objective is established:

- To analyze the sociocultural characteristics and the pedagogical practices of a bilingual learning environment considering teachers and students' perceptions for strengthening the language teaching and learning processes of a public school in Barranquilla.

Based on the mentioned general objective, the following specific objectives were created according to the different axes that compose it:

- To identify characteristics of the pedagogical practices and sociocultural aspects in a secondary education learning environment in a public school.
- To describe the teachers and students' perceptions about the bilingual learning environment in contrast with the pedagogical practices and the teaching and learning process.

- To propose pedagogical actions considering the participants' perceptions and the practices observed in a bilingual learning environment of a public school in Barranquilla.

Having established these objectives within the research, it is pertinent to undertake a literature review of the research that addresses the same line of study.

LITERATURE REVIEW

Learning Environments: A View from Different Scenarios.

The English language and its scope currently contribute in terms of significant transformation in societies oriented to the solution of social, economic, political, and educational problems. From the Ministry of Education (MEN) and the Ministry of Information and Communication Technologies (ICT), many strategies have been implemented to reduce gaps created by the lack of dynamic learning environments and that in parallel have fostered a motivation to learn the language (Torres, 2014). The evaluation of these objectives through the ICFES (*Colombian Institute for the Promotion of Higher Education*) and through the CEFR (*Common European Framework of Reference for Language Teaching and Learning*), have allowed the focus of language learning to be oriented to the acquisition of knowledge for a favorable future job performance (Chaparro-Aranguren & Narváez-Hernández, 2021). Despite all these efforts, there are still shortcomings in the creation of bilingual learning environments that facilitate a more dynamic, inclusive, ubiquitous, and beneficial process for the participants. To understand the problem of the research study, it is important to review different works that follow the same line of study. These research projects give a clear perspective related to learning environments that allow an education based on significant and inclusive learning.

In the study *Teaching to connect: Community-building strategies for the virtual classroom* by Berry (2019), student integration and satisfaction with online learning environments comprising technological tools are analyzed. Through interviews with thirteen instructors at California Lutheran University, four strategies that drive student interaction and

motivation in online environments are identified, such as the instructor's interest in the student's learning process, the use of video and chat as technological resources, and taking time out of class to discuss personal and professional progress (Berry, 2019).

At the end of the case study, the effectiveness of these strategies was proven by making students feel more engaged in their learning process and identifying with the progress of their peers, thus creating a sense of community in online environments. These results gave the present research an objective look at how essential it is for teachers through pedagogical practice to ensure spaces where students recognize their role and that of the other participants in the construction of a learning environment.

Learning Environments: Research Advances in Colombia

Education demands many challenges as the time goes by, and globalization and technological advancement greatly influence the way students learn taking into account that nowadays everything is just a click away (Compte & Sanchez, 2019). For bilingual education this is not an exception. For this reason, the following study conducted in Colombia in a school in the department of Nariño called "*Design of a learning environment to strengthen English language writing in high school*" is considered relevant. This work was developed under an ethnographic approach and with the case study methodology. It is of great contribution for the development of the research, since it provides information concerning methods and strategies, such as cooperative learning environments and the implementation of technological tools of virtual platforms, obtaining positive results in the strengthening of language skills and motivation of students. Last but not least, it helped the methodological design of the research take shape as they also conducted a case study, and obtained very detailed data from instruments.

In order to gain a deeper perspective on the characteristics of a bilingual learning environment, the research work called "*Learning environments*" by Rodríguez (s.f.) was chosen. It focuses on the bibliographical review of the different conceptions of the term learning environments at international level, concluding that factors such as motivation, the role of the teacher, teamwork, global themes with an importance in learning and the evaluation of advantages and disadvantages for the choice of the best environment. At the same time, it responds to national questions regarding the improvement of learning environments in Colombia. Recognizing the importance of the program *Todos a Aprender* (PTA) under the approach of teacher training, strengthening the competencies and strategies that develop in learning environments.

In relation to the above, it is important to highlight that Rodríguez (s.f.) also focuses on the city of Barranquilla, where through Barranquilla bilingual program, the language skills of young people in the city's schools have been strengthened, the verbal fluency of students, the encouragement of their creativity and greater attention and maturity when learning, in addition to the fact that they build their own knowledge. This is fundamental for the development of the research, since it provides very important and relevant information related to possible pedagogical actions that can be feasible to overcome bilingual education challenges presented in the particular environment studied in this research.

Bilingualism

Bilingualism is recognized as essential for academic and professional development, though linguistic abilities vary globally. Definitions differ: Bloomfield (1993) and KökTürk et al. (2016) emphasize native-level mastery of two languages, while MacNamara (1967), cited by Villalba & Galindo (2014), considers basic proficiency in speaking, reading, and writing sufficient. For this study is considered the concept of bilingualism from Araque and Rodriguez (2019) who argue that this concept also involves socio-cultural understanding, reflecting the complexities of the National Bilingualism Plan (2004) and the diverse educational contexts both locally and internationally.

Bilingual Learning Environment

English is increasingly prioritized in Colombia's educational system, reflecting the global demand for bilingualism, driven by cultural, political, and economic needs. Colombia's linguistic diversity includes over 100 languages, Spanish being predominant. While the government has introduced bilingual education policies and the National Bilingualism Program, challenges such as resource gaps and teacher shortages persist, particularly in public schools. In contrast, private language centers offer more personalized, flexible instruction, catering to the demand for language proficiency (González et. Al., 2023).

A bilingual learning environment is central to effective education according to Araque and Rodriguez (2019), who define it as shaped by various factors, including infrastructure, socio-cultural contexts, and student psychology. Modern perspectives view learning environments as dynamic, interactive spaces where collaboration, emotional awareness, and individual differences are key. The OECD (2017) outlines principles for effective environments,

emphasizing student engagement, social learning, and feedback. A student-centered approach fosters autonomy, critical thinking, and problem-solving skills, improving motivation and academic performance. Similarly, Smith & Brown (2023) emphasize the importance of tailoring learning environments to the specific social and cultural contexts of students while integrating advancements in technology and pedagogy to ensure continued relevance and effectiveness.

Pedagogical practices in Bilingual education

In bilingual education, teachers play a crucial role in equipping students with the necessary tools to achieve linguistic and cultural goals. Brisk and Harrington (2010) emphasize the importance of teachers understanding literacy development, bilingualism, language interaction, and literacy skills. Several strategies can support bilingual learners, such as Translanguaging, where students fluidly switch between languages for effective communication (Velasco & Garcia, 2014). This practice promotes engagement and understanding, improving student attendance and participation (Blackledge, 2010). Biliteracy, the ability to read and write in two languages, allows students to express themselves freely, acknowledging both languages as integral to their learning (Bauer, 2017). While gestures are not a linguistic strategy, they help reinforce vocabulary (Rahmat, 2018). Additionally, metalinguistic strategies, such as teaching cognates, expand students' explicit language knowledge (Schwartz & Asli, 2014). Teacher multilingual awareness, particularly through purposeful translanguaging, fosters metalinguistic awareness and academic access (Henderson, 2018). The use of dual-language books supports metacognitive development, helping students compare languages (Sneddon, 2008). Finally, translation remains a debated yet useful tool in bilingual education, with studies suggesting its positive impact on understanding technical terms and cultural contexts (Sulieman, 2017; Samardali & Ismael, 2017).

Sociocultural aspects in Bilingual education

According to García (2009) and Pérez Cañado (2023), describing the cultural identity and origins of the learner is a factor of great importance, considering that it is through them that commitment and success in bilingual education can be achieved. García emphasizes that bilingual programs require recognizing the importance of the languages and cultures of origin to achieve the development of identity, while Pérez Cañado focuses on a summative bilingual approach, where the student's cultural history is considered active. This approach coincides with the idea of integrating sociocultural elements into effective bilingual education programs, creating more inclusive and motivating learning spaces.

In a similar line of study, the work of Vargas & Ocampo (2022) in the Colombian context sheds light on the importance of sociocultural considerations in bilingual education. They argue that bilingual programs must not only focus on language proficiency but also integrate students' cultural histories, values, and lived experiences into the curriculum. By doing so, educators create spaces where students' cultural identities are validated, thus fostering a stronger connection to learning. This approach aligns with the idea of funds of knowledge, where the sociocultural resources students bring from their communities are viewed as valuable and essential for shaping their academic success (Moll et al., 1992).

Moreover, research by Ortega & García (2021) further supports the idea that bilingual education programs that actively incorporate students' cultural and linguistic backgrounds can lead to more inclusive, motivating, and effective learning environments. In their study, they highlight that bilingual programs in Latin America, when culturally responsive, significantly

improve students' academic engagement and overall outcomes. This reflects an important shift in educational practices, where students' cultural experiences are not seen as barriers but rather as assets that enrich the learning process.

The integration of these sociocultural aspects in bilingual education not only empowers students by valuing their identities, but also helps to create pedagogical spaces that are both inclusive and motivating. Bilingual education, when connected with students' cultural backgrounds, has the potential to foster greater academic success and personal growth, equipping students with the necessary skills to thrive in multicultural and globalized contexts.

METHODOLOGICAL FRAMEWORK

Method

This study is conducted under a qualitative approach. This qualitative research evolves within an interpretative framework, which dictates that its primary aim is not to draw broad conclusions based on the studied object (Martínez, 2013). Rather, it places emphasis on exploring attributes that are not easily discernible, quantifiable, or measurable, such as individual motivations, beliefs, and personal meanings. This research approach allows the researchers to understand the reality of the students and teachers at a public school in the city of Barranquilla from the bilingual learning environment in which it develops. Aspects such as the socioeconomic and schooling level, the teaching and learning process, linguistic proficiency, communicative and intercultural competencies, and the pedagogical practices that emerge in this educational context, are analyzed through the praxis of an interpretative research approach. The possible results when using qualitative research will be more accurate and authentic (Gaille, 2017).

In this interpretative and qualitative research, in the first instance, several phenomena were observed in order to identify first hypotheses which might be useful for data collection related to pedagogical practices implemented in favor of the construct of a bilingual learning environment. In second instance, the researchers proceeded with the application of two more instruments of data collection – interviews and surveys - to describe teacher's and students' perceptions in regard to bilingual education, and in third instance, conclusions were drawn to answer the research question and to eventually propose pedagogical actions that can help mitigate shortcomings in terms of practices and socio-cultural aspects' inclusion in bilingual learning and teaching.

Methodological design

This study adopts a qualitative methodological approach, using the case study method according to Yin (2014). This methodology is particularly suitable for investigating complex phenomena in their real context, allowing for an in-depth understanding of the interrelationship between sociocultural characteristics and pedagogical practices in a bilingual educational setting.

Yin (2014) outlines a comprehensive framework for conducting case study research, which includes five critical stages: case study design, data collection preparation, data collection, data analysis, and case study reporting. The design phase focuses on defining the research questions, objectives, and theoretical framework, ensuring connection with the context and scope of the study. In the preparation phase, researchers refine their instruments and protocols, enhancing reliability and consistency. Data collection involves applying multiple sources of evidence—observations, interviews, and surveys—to ensure data triangulation, which strengthens the validity of the findings. Data analysis requires organizing, coding, and interpreting the data to identify patterns and themes that answer the research question. Lastly, the reporting stage involves presenting the findings coherently, associating them to the theoretical framework, and offering actionable recommendations.

This structured methodology integrates closely with the current study's design, which analyzes bilingual learning environments in a Colombian public school. The initial exploratory phase was essential in identifying key questions that guided the study. One of the teacher-researchers, being an active observer in the bilingual educational environment, provided invaluable insights into the pedagogical practices of the institution. Through direct engagement

with educators, the researchers identified recurring challenges and adaptive strategies within the context. These firsthand experiences were crucial to then formulate pertinent research questions that address the subject of this study. At the same time, the researchers began to reinforce their theoretical framework with reference to the theories and studies that feed the central subject of the study. Also, for the reliability and feasibility of the study, the research intention was taken to the administrative bodies and parents of the institution in order to obtain their approval through informed consents and proceed with the research exercise.

As the population is large, the research had to obtain more specific results and focused on the reality of the students, therefore, the population was sampled to four students and two teachers who kindly decided to take part in the data collection. Observations were employed initially to gather classroom dynamics and contextual factors (Creswell & Creswell, 2018). Following this, semi-structured interviews were conducted to inquire into perspectives of teachers in regard to pedagogical practices, providing rich, qualitative insights (Magaldi & Berler, 2020). Finally, surveys were used to collect complementary data from a broader participant base, ensuring the strengthening of the findings through methodological triangulation by having chosen multiple research methods when combining surveys and interviews to understand the impact of data. This synergy with Yin's case study design highlights the methodological rigor of the research, enabling a detailed understanding of the pedagogical and socio-cultural dimensions in bilingual education. Having used this method was of great help when minimizing bias, understanding different aspects of the context and cross-verifying results.

Participants

The participants involved in this study are students from different socio-cultural contexts, as well as the English teachers assigned to the group. Some students come from Venezuelan families who immigrated to the country and also students who live far from the school's location, in rural areas. The target population is a class of 36 students, ranging in age from 11 to 12 years old. The focus group was selected to make a more focused analysis in the public institution classroom, so four students participated in the sampling. Besides, two English teachers, 45 and 50 years old respectfully were also interviewed. This population is characterized by a lower-middle socio-economic status, which according to the researchers' experience may influence their experiences, access to resources, educational outcomes and family support. Gender distribution and other specific demographic data was collected during the data collection phase.

Table 1

Demographic information related to the participants of the study.

<i>Participants</i>	<i>Role</i>	<i>Gender</i>	<i>Age</i>	<i>Years of experience</i>	<i>Cultural background</i>
P1	Student	Male	11		Rural
P2	Student	Female	12		Urban
P3	Student	Male	11		Urban
P4	Student	Female	11		Rural
P5	Teacher	Male	50	23	Rural
P6	Teacher	Female	45	16	Urban

Source: own elaboration

The study's demographic data reflects a rich diversity in roles, cultural backgrounds, and experiences, crucial for examining sociocultural aspects in bilingual learning. Participants include students (ages 11-12) and teachers with 16 and 23 years of experience, offering a well-rounded view of educational dynamics. Cultural diversity spans rural and urban settings, notably incorporating an African-Colombian rural perspective, enriching insights into language learning. Gender balance (three males, three females) further deepens the analysis of engagement and access. This blend of rural-urban contrasts, extensive teaching experience, and students' developmental stage highlights the intricate interplay of culture, geography, and education, strengthening the study's inclusive and context-aware approach to bilingual education.

In addition to the students, the teaching staff that interacts directly with the population includes a full-time English teacher and English reading comprehension-focused teacher. These teachers play a key role in the educational process of the seventh-grade students. They are graduates in modern languages with more than fifteen years of experience in teaching Spanish and English as a foreign language. They work as teachers in the secondary and high school of the institution that is the focus of this research project. The teachers are in turn targeted by the Secretary of Education and the Mayor's Office to participate in the teacher training programme Barranquilla Bilingue.

Data collection techniques and instruments

In this research project, data collection relied on observation, interviews, and surveys, chosen for their connection with Ying's (2014) methodological design phases. Together, these instruments ensured a comprehensive approach, integrating qualitative data to address the study's

objectives effectively. In order to collect the necessary information and to be able to make a specific analysis of effective pedagogical practices in a bilingual environment as established within the objectives of this interpretative and qualitative research, the following instruments and data collection techniques are described deeply.

Observation and Field notes

The researchers included observation as the initial data collection technique to support the perspectives of students and teachers. The researchers themselves took into account their own perceptions regarding pedagogical practices to create their own observation formats including different aspects which are commonly relevant during the language learning process in a bilingual learning environment. Deggs & Hernandez (2018) also claim that the researcher can make their experiences, opinions, thoughts, and feelings visible during instruments' application.

Thus, the researchers decided to analyze in depth aspects of the teaching and learning process that have either a positive or negative impact on the performance of bilingual pedagogical practices, taking as reference the studies mentioned in this study's literature review. The suggested items in the observation format were *Communication and English language use*, *Bilingual teaching strategies*, *Planning and Learning Objectives*, *Evaluation and Feedback*, *Culture and Context Inclusion*, *Classroom Climate* and *Resources and Technology*.

To identify these aspects, a scale from 1 to 5 was created to rate the presence and effectiveness of each of the aspects immersed in the items and, next to it, a space was created for specific comments in order to make a qualitative analysis of the data. It should be noted that at the end of the document, space was also created to be more specific in terms of these phenomena divided into the aforementioned categories. The researchers had the opportunity to be present in

two classes with the agreement of the teacher in charge with sixth grade students. The observer researcher is also a teacher of the institution, therefore, the reaction of the students to the observer was not strange nor would it alter the results since the students are also familiar with this person. This format was initially created using Microsoft Office Word Software where the researchers left their comments and considerations.

Semi-structured Interviews

As Magaldi & Berler (2020) state that the semi-structured interviews are classified as an exploratory interview. They further on to point out that the semi-structured interview is normally centered on the main subject that offers an overall design and is usually based on a guide. The application of this instrument helped to clarify some perceptions that were worth recognizing within the research regarding the pedagogical practices used by the two English teachers, who were interviewed. For this reason, two semi-structured interviews were conducted to inquire about aspects such as the educational and sociocultural background of the students and the teachers themselves, their academic life and experience in teaching practice, bilingual class planning, strategies employed that favor ubiquitous and diverse learning, student performance, intercultural competence and other factors that have an impact on the construct of a learning environment.

Despite the implementation of semi-structured interviews with the two participants in the study and the feasibility of the same, this does not guarantee that the data for analyzing pedagogical practices are accurate and complete since only the teacher's perspective is evident. It is also necessary to analyze the perspective of another stakeholder: the bilingual student. Therefore, the research proceeded with the application of another instrument explained below.

Surveys

Surveys are tools used to collect responses from a sample population through various methods, such as marking or checking answers (Brown, 2001, cited in Johnstone Young, 2016). Unlike censuses, which gather data from entire populations, surveys focus on specific groups, such as individuals sharing common traits. This study surveyed bilingual students in a bilingual learning environment to understand their views on English teachers' practices. The instrument, designed in the students' primary language, ensured clarity and honest responses. The survey included open-ended questions for detailed opinions and closed-ended questions with predefined options. Researchers closely monitored the process, assisting with any unfamiliar terms to ensure accurate responses.

DATA ANALYSIS

One qualitative research technique used by researchers to methodically organize and analyze large, complex data sets is thematic analysis (Creswell & Creswell, 2009). It is an exploration for themes that can encompass the different perspectives found in the accounts of data sets. The process implies examining and rereading the transcribed material to identify themes (Dawadi, 2020). Furthermore, it gives data analysis a methodical component. It enables the researcher to link a frequency analysis of a theme to a content analysis of the entire work. This will add precision and complexity and improve the overall meaning of the research. (Creswell & Creswell, 2009).

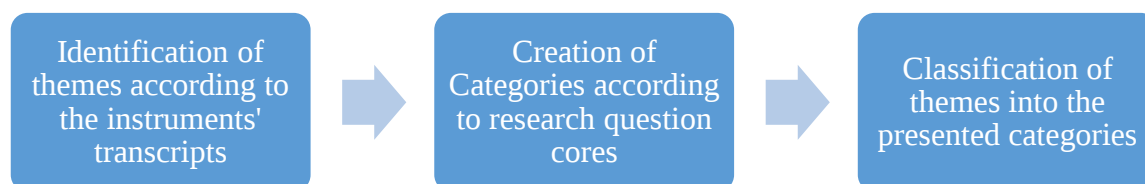
For this research, the two researchers had two different roles in the data analysis. While one of the researchers was the observer and data collector, the other one classified data according to the thematic analysis steps. The interviews conducted with two teachers were analyzed and transcribed into Microsoft office Word format, 4 surveys were organized and classified, and the two observation formats were analyzed using qualitative content analysis and eventually classified using theme-coding technique within the levels of the data coding process (categories and themes) (Mayring, 2004; Smith, 2000; Stemler, 2001) cited in Jain (2021).

In order to make data understandable and classifiable for the research to achieve its purposes, the software NVivo was used. A wide array of potent tools is available in NVivo to assist researchers in delving deeper into the data and visual outputs (Fallin, 2023). This has a variety of models, queries, and diagrams that can assist researchers in comprehending relationships and connections in a manner that is just not possible when using paper documents. Additionally, NVivo makes it simple to transition between different qualitative data forms, such

as text and recorded interviews, which helps with transcription, but it is also critical to keep in mind that NVivo is a collection of tools rather than a methodology or research strategy. Taking into account the data analysis procedure, the Figure 1 shows the steps involved in the three-step data coding process applied in this present research.

Figure 1:

Model of the data analysis applied for data classification



Source: own elaboration

The figure above illustrates the order of the data analysis process. After categorizing the data from the three instruments using the software Nvivo, we obtained in total (3) categories and (15) themes from this exercise. In turn, these categories are connected to the research stages and question of the present study. To maintain focus throughout the analysis, it is critical to go backwards to review the research question (Auerbach & Silverstein, 2003) cited in Jain (2021) as well as classifying the data.

All data was classified according to what was stated in the research question. When creating themes, it was worth highlighting that the researchers had previous ideas about what the themes might be as they started reading the instrument's results. After having created a list of themes in NVivo, the researchers determined which to include and which to merge using iterative process. In an iterative process, the data must be revisited or worked on back and forth

several times. "Moving back and forth between concrete bits of data and abstract concepts, between inductive and deductive reasoning, between description and interpretation" is what this entire process "involves." (Kekeya, 2017).

The following table shows how categories emerge from the data collection:

Table 2

Emergent categories from the data collection.

<i>Research question</i>	<i>Categories</i>	<i>Themes</i>
What feasible pedagogical actions are viable to establish from the sociocultural characteristics and the pedagogical practices of a bilingual learning environment of a public school in Barranquilla?	<i>Bilingual pedagogical practices.</i>	- Limited accessibility to Technological resources. - Time limitation - Use of authentic resources - Students' active participation. - Teamwork for resources creation.
	<i>Bilingual socio-cultural aspects</i>	- Creation of context-based activities. - Motivating bilingual activities. - Language in real context. - Teaching cultural awareness

Bilingual Learning

Environment.

- Recognition of the student's role and context
- Feasible learning objectives.
- Effective bilingual assessment
- Good classroom climate
- Use of code-switching
- Students' poor language proficiency level

Source. Own elaboration.

The table shows the categories that emerged from the data gathered from the participants information. In the first place, researchers analyzed the research question established for the study to identify the main constructs. The analysis is based on the experiences and perceptions of teachers involved in the local educational system, as well as on observations of the dynamics within bilingual classrooms.

From this analysis, the first category emerged was Bilingual pedagogical practices. This category represents different aspects that allow researchers to establish several themes.

In the first theme of this first category, *limited accessibility to resources*, the lack of access to virtual websites was evidenced. In turn, this represented a challenge since resources are beneficial to students since resources help encompass all their educational needs and particularities. Even though, the teacher prepared a video for the class, observed students do not have access to virtual web-based sites. For instance, they do not have a virtual platform to practice the language outside the classroom or the possibility to repeat the video that teacher

showed during the session to reach their learning pace (**See Appendix**). Therefore, the teachers see more suitable to create materials based on the context and to optimize available resources, ensuring that all students have access to quality educational content without incurring prohibitive costs with the educational budget.

Despite the fact that the school is being supported by the public policy of Bilingualism, there are insufficient resources for all students. In this context, the institution has a computer room for students to see multimedia, but internet connection is very poor, and there are not enough devices for all students, which makes it difficult to teach a lesson properly. It is well known that technological resources are essential in a bilingual class because they provide dynamic and interactive ways to enhance language learning since these tools offer access to a wide range of authentic language materials, such as videos, audio recordings, and online articles, which help immerse students in real-life language used (Lan & Li, 2021). Technology also facilitates personalized learning, allowing students to practice at their own pace with language apps and online exercises. Besides, they support collaboration and communication through virtual platforms, enabling students to interact with peers and native speakers worldwide. Overall, integrating technology in bilingual education makes learning more engaging, flexible, and effective (Gomez, 2019).

Another theme found in the data analysis was the *time limitation* for applying these materials. Teachers in the institution had less than an hour to teach the lesson, which is not enough for students to learn the language properly as they only have English classes three times a week and for less than 4 hours. Most of the students did not use strategies different from the English class to get familiar with the language. For instance, in one of the classes observed, students did not have time to get familiarized with the cultural content that was planned for the

lesson, and the teacher had to hurry up and leave the topic unfinished. This does not guarantee that all students had a holistic understanding of the topic due to time constraint. **(See Appendix).**

Another theme worth highlighting is the *use of authentic resources* in the English class. authentic materials are real samples of a linguistic community and representation of a certain culture and its way of seeing the world, through them the student discovers, knows, understands and compares some characteristic aspects of his/her own culture and the culture whose language he/she is studying. That is why, they are a very powerful instrument of cultural approach knowledge and integration of cultural elements in the teaching of foreign languages (Torres Jamarillo, 2018).

It was evidenced that teachers used authentic materials at the school according to the observations. A video related to the topic helped students put into practice the topics that was being taught at that moment and students seemed to be motivated to participate by giving their opinions. On the other hand, it was also noted that students got distracted by the video, misleading the real purpose of the activity **(See Appendix)**. From our experience, this may be true, especially when authentic materials such as videos are overused. Therefore, teachers should keep students aware about what they are expected to achieve at the end of every activity applied in any class. Conversely, when students were asked about how they felt towards the video during the survey, they mentioned that “they are very useful” “things that show how to use the words in English” “they help us to be more creative” “work with songs” “this can make good discussions in the classroom”.

The use of these materials leads to the following finding related to *students’ active participation*. From the observations we could analyze that these activities enabled the students to remain focused, and encouraged them to participate freely. Active participation in a bilingual

class is very crucial because it enhances language acquisition and retention. When students actively engage in speaking, listening, reading, and writing activities, they practice and reinforce their skills in both languages. Participation builds confidence, improves fluency, and helps students apply language in real-life contexts. Additionally, active involvement fosters a more interactive and dynamic learning environment, making the process enjoyable and effective (Chica-Esquivia, 2023).

For the effective construction of a learning environment, all stakeholders must actively participate in the teaching and learning processes. The role of the teacher is one of the most important in the creation of resources, the use of enabling strategies and the recognition of the needs of the educational context. Teacher training stands as a pivotal component within the field of education. Esteemed scholars possessing profound insights into this domain such as Ernazarov (2024), recognize the paramount significance of professional development, enabling educators not only to impart knowledge effectively but also to surmount challenges inherent to the pedagogical endeavor.

Last but not least, *Teamwork for resources creation* was another theme identified during the exercise. Teachers meet to create materials that can be used by students to reinforce all the linguistic and cultural phenomena immersed in the language as evidenced in the observation and then in the interview “P6: *Sharing experiences and resources with other educators can bring new ideas and approaches to using innovative materials in the classroom. Also, involving students in material selection could be effective*”. (See Appendix)

The second category emerged was *Bilingual socio-cultural aspects*. This category shows how sociocultural aspects play an essential part in the performance of bilingual education.

The context plays a vital role in the design of activities for bilingual classrooms, as it allows teachers to address the diverse needs and realities of their students. By incorporating sociocultural elements into lesson planning, educators can create meaningful and engaging learning experiences that enhance both linguistic and cultural competencies. Therefore, the theme *Creation of context-based activities* was present in the data analysis. While the teachers show awareness of the sociocultural diversity in their classrooms, including the presence of students from urban, rural, and migrant backgrounds (e.g., Venezuelan students), interviews indicate that teachers often rely on materials without fully adapting these to the specific sociocultural realities of their students due to the short time and little importance that is given to this aspect from the curriculum planning.

The teacher's ability to acknowledge that they are cultural agents in the class, represents one of the themes from the analysis: *Teaching cultural awareness*, in which the two teachers involved in the study provided their viewpoints. Both teachers are cognizant of the fact that culture symbolizes one of the main features in a bilingual learning environment by indicating that they know that "language and culture are the identity of communities", "they have had the opportunity to understand the importance of their role as teachers to raise cultural awareness" and that "they understand and appreciate diversity" (See Appendix). In contrast, it is evident that intercultural competence was not being properly fostered in the students despite the fact of integrating motivating material. In one of the observations, the researcher witnessed that the students did not show respect and tolerance to the way of speaking of one of the people in the video shown in class. (See Appendix). In spite of the situation, the teacher as a cultural agent must make the students understand that cultural identity is a crucial element in the construction

of more tolerant and inclusive societies, and specifically in the framework of the construction of a learning environment according to OECD (2017).

One positive theme worth mentioning is *Motivating bilingual activities*, which play a crucial role in engaging students and fostering active participation in the learning process. Teachers utilized strategies, such as flashcards, videos, and role-plays, to make lessons interactive and appealing, although time constraints sometimes limited their effectiveness. Students expressed a preference for dynamic activities, emphasizing their importance in building confidence and enhancing language acquisition. The integration of authentic materials, such as newspapers, music, and articles, further connected classroom content to real-world contexts, enriching both linguistic and cultural learning experiences. Tailored methods, such as adapting role-plays and discussions to align with students' language levels and topics, proved effective in promoting active engagement. These approaches not only inspired curiosity but also provided meaningful opportunities for cultural exploration, underscoring the potential of culturally relevant and interactive practices to create a more impactful bilingual education environment.

The integration of *language in real contexts* within bilingual education, the third theme of this category, proves to be a significant pedagogical action for enhancing both linguistic and cultural competencies among students. For instance, the use of podcasts and interviews exposes learners to authentic accents and conversational English, enabling them to experience the language as it is naturally spoken. Complementing this approach, role-play scenarios such as shopping or asking for directions offer students practical opportunities to apply their language skills in controlled, yet realistic, settings. Moreover, the teacher's comparison of idiomatic expressions in English and Spanish, along with explanations of their cultural significance, bridges linguistic knowledge with cultural understanding. Collectively, these strategies not only

enhance communicative competence but also deepen students' intercultural awareness, making the language-learning process more engaging and relevant to real-world applications.

The third category emerged from the data collected was *Bilingual Learning Environment*. Effective teachers recognize the active role of students in their own learning. This involves encouraging participation, autonomy, and responsibility in the educational process. By recognizing students' contributions, teachers can create a more inclusive and stimulating learning environment. Thus, the theme *Recognition of the student's role and context* emerged from an interview, in which the teacher interviewed suggested to involve students by giving them the space to contribute to the choice of topics and resources to be used in the classroom. In this way the students are aware of their role in the educational process and thus become active and interested in learning the language and culture. When students perceive themselves as important contributors to the learning environment, they are more likely to engage actively in class discussions, activities, and exercises. This heightened engagement enhances the overall learning experience for both themselves and their peers. Besides, acknowledging their importance reinforces students' self-esteem and confidence. Feeling valued as active participants in the learning process cultivates a positive self-image and fosters a sense of belonging within the classroom community.

Teachers should analyze their educational context to carefully identify which are the students' needs and characteristics and create activities accordingly. The responsibility of creating an effective learning environment falls on the teacher, who must employ various instructional techniques and methods tailored to individual students' learning needs and styles. For instance, one of the remarks from the observation exercise was the following: “*The teacher makes use of various strategies such as flashcards, roleplays and small discussions according to*

the level of the students and adapted to the topic to encourage the active participation of the students”. To engage students in learning, educators should align teaching objectives with their preferences and interests. Understanding their own teaching style is crucial for developing effective teaching and learning strategies. This enables teachers to accommodate different learning styles and enhance their own methods by integrating others. Incorporating diverse learning styles in education not only caters to a variety of students but also enhances the efficacy of teaching systems, leading to better retention of information (Aponte Rivera et. al, 2019).

Setting realistic learning objectives is critical to student success. Teachers must take into account the individual abilities and needs of their students, as well as the context of the classroom, to define achievable goals that motivate students to excel. That leads to the next category *Feasible learning objectives*, in which we could observe that teachers establish objectives that not always coincide with the reality of students in terms of language proficiency and soft skills.

During on the observations, P6 was performing an activity with the students, and the objective for the class was to understand how the past simple tense works to talk about finished actions in the past. Students did not understand the input related to regular and irregular verbs since most of them were not familiar with the verbs at the first place. On the other hand, P5 introduced an objective that was clearly achieved at the end of the class which was for students to understand how adjectives of appearance can be used to describe themselves and others. As per the teacher himself, despite the fact that students understood the topic at that opportunity, they do not comprehend thoroughly most of the input given, and repetition is often needed.

Effective assessment is one of the challenges for bilingual learning environments since assessing tools should cover all linguistic and cultural aspects when being a language learning

teacher and an emerging bilingual student. Thus, it represents one of the codes: *Effective bilingual assessment*. In regards to assessment, we obtained mixed opinions from the participants and observation in which P5 claimed that uses a combination of formal assessments and informal observations. On the other hand, P6 monitors linguistic process and participation in activities related to the materials. Effective assessment tools in bilingual classrooms contribute to accurate evaluation of language proficiency, monitoring language development, informing instructional planning, promoting equity and inclusion, and facilitating communication with stakeholders. By employing assessment practices that are culturally responsive, linguistically appropriate, and aligned with educational objectives, educators can support the diverse needs of bilingual learners and maximize their objectives (Mahoney, 2023).

Thus, it is necessary to strengthen these assessing tools since from the experience of the researchers, there are more aspects involved when assessing students that may have an impact on performance. Therefore, assessment needs to be more inclusive and realistic, and needs to go beyond informal observations about students' performance and standardized tests limitations. It is well known that standardized tests typically measure a limited range of skills and knowledge, often prioritizing rote memorization and test-taking strategies over critical thinking, creativity, and problem-solving abilities. As a result, they may fail to capture the full spectrum of an emerging bilingual student's capabilities and potential. In spite of all the efforts to improve the evaluation with the help of the Bilingualism Public Police and the international body *British Council*, it is important to adapt strategies that are more aware of the reality of the students.

Acknowledging their cultural agency helps teachers build positive relationships with students, families, and communities. This leads to *good classroom climate*, another code emerging from the data. By demonstrating respect for diverse cultures and identities, teachers

can foster trust and collaboration, leading to stronger partnerships in support of student learning.

Furthermore, teachers who understand their influence as cultural agents are better equipped to recognize and address their own cultural biases (Samuels, 2018). This self-awareness allows them to avoid unintentionally marginalizing or stereotyping students from different cultural backgrounds. This makes teachers more likely to incorporate culturally relevant content and teaching strategies into their lessons. This approach makes learning more meaningful and engaging for students by connecting the curriculum to their lived experiences and cultural identities (Samuels, 2018).

Certainly, *code-switching*, or the practice of alternating between two or more languages within a conversation or discourse (Deuchar, 2019), has its implications in a bilingual classroom. From observations and interviews, it was noticed that teachers used code-switching when giving input to students and sometimes when giving instructions. Teachers in the study use code-switching since it can help validate students' cultural identities and experiences by allowing them to incorporate elements of their language and culture into the classroom discourse.

This is a good strategy as it promotes inclusivity and respect for linguistic diversity. Also, they use it to clarify concepts, provide additional explanations, or support comprehension, particularly when students are grappling with complex or abstract ideas (Palmes, 2023). However, the excessive or indiscriminate code-switching may lead to confusion among students, particularly if they struggle to differentiate when the switching occurs too rapidly, and sometimes it may hinder students' efforts to develop proficiency in the target language, as they may become overly dependent on one language or fail to fully engage with the target language (Deuchar, 2019).

In spite of all the efforts, a lack of proficiency on the part of the students in the competencies of production and comprehension in the language was observed through certain inconsistencies in the activities carried out. Therefore, *students' poor language proficiency level* was found in the data analysis. This may be due to the aforementioned factors, which are not allowing the students to acquire the skills they need in the fundamental practice of the language learned, also to the strategies used by the teachers that do keep the student active and participative in class, but on the other hand it is detrimental in terms of linguistic proficiency. During the interview, the students mentioned that they actively participate in the cultural activities that take place in the institution as well as in the classroom. However, most of these contributions are carried out through repetition and memorization and not through authentic production.

FINDINGS & CONCLUSIONS

The study seeks to answer the research question: *What feasible pedagogical actions are viable to establish from the sociocultural characteristics and the pedagogical practices of a bilingual learning environment of a public school in Barranquilla?*

To address this question, interviews, surveys, and classroom observations were conducted, allowing us to gain a deeper understanding of the practices and challenges teachers and students face. Throughout the chapter, we will synthesize the participants' perceptions and the observed practices within the bilingual learning environment at a public school in Barranquilla.

Bilingual Pedagogical Practices

This category highlights the challenges and strategies in bilingual teaching. A major theme identified was limited access to resources, such as insufficient technological tools, a poor internet connection, and the lack of virtual platforms for students to practice outside class. Teachers in the study addressed these limitations by creating their own teaching materials, which allowed them to tailor content to the specific needs of their students. However, this solution was not ideal, as it required more time and effort from the teachers.

Another important theme was the time limitation. Teachers had less than an hour to conduct English lessons twice a week, which restricted the depth of content they could cover and made it difficult for students to grasp complex concepts, especially when cultural elements were involved. This limited instructional time also meant that students lacked opportunities to practice

outside the classroom. The use of authentic resources like videos and songs was another key practice. These materials helped contextualize the language being taught and encouraged student engagement. Students reported that these resources made the language feel more "real" and relevant. However, overuse or misapplication of these materials sometimes led to distractions, taking focus away from the lesson's main objectives. Finally, student participation was actively encouraged. Through engaging activities that incorporated cultural elements, teachers succeeded in motivating students to participate in class. This active engagement was crucial for developing language skills, as students had the opportunity to practice listening, speaking, reading, and writing in the target language.

Bilingual Socio-Cultural Aspects

This category reveals the multifaceted role that sociocultural elements play in the effectiveness of bilingual education. A consistent theme across the findings is the interplay between teachers' awareness of their students' diverse sociocultural backgrounds and the practical application of this awareness in classroom practices. One significant observation is the potential of context-based activities to enrich bilingual education. Although teachers recognize the diversity of their classrooms, including urban, rural, and migrant students, this acknowledgment does not consistently translate into lesson planning. Reliance on generic resources like textbooks or online materials often overlooks the unique sociocultural realities of students, indicating a gap between awareness and practice. This misalignment suggests an opportunity for the development of more context-sensitive materials and teaching strategies that can meaningfully reflect students' lived experiences.

Motivating bilingual activities emerged as a cornerstone for fostering engagement and active participation. Teachers' use of dynamic strategies, including flashcards, videos, role-plays, and authentic materials, has demonstrated their ability to bridge the gap between linguistic learning and cultural exploration. However, constraints such as limited time hinder the full realization of these strategies' potential. Students' feedback reinforces the importance of interactive activities that build confidence and connect classroom content to real-world contexts, highlighting the need for a balance between creativity and practicality in lesson execution. The integration of language in real contexts stands out as a transformative approach, effectively linking linguistic skills with cultural competence. Through methods like podcasts, role-play scenarios, and idiomatic comparisons between English and Spanish, students gain exposure to authentic language use while deepening their intercultural awareness. This strategy not only enhances communication skills but also empowers learners to navigate cultural nuances, a critical component of bilingual education.

The teachers' acknowledgment of their role as cultural agents underscores the centrality of cultural awareness in bilingual classrooms. Their recognition of the intertwined nature of language and culture reflects an understanding of their responsibility to foster inclusivity and diversity. However, while this awareness is evident, the consistency of its application in daily classroom practices remains an area for potential growth.

Bilingual Learning Environment

Creating an effective bilingual learning environment requires recognizing and fostering students' active roles. Teachers in the study acknowledged the importance of student autonomy and responsibility in their learning. One of the key findings was that when students were given the chance to contribute to decisions about lesson content and activities, they were more engaged and invested in the learning process. Teachers also emphasized the need to understand their students' individual needs and interests, tailoring their teaching methods accordingly.

Teachers with extensive experience played an important role in creating a supportive and effective bilingual learning environment. Their experience allowed them to navigate challenges and implement strategies that met the diverse needs of their students. However, it was also evident that experience alone was not always enough. Teachers noted that their practices needed to continuously evolve to address new challenges and context-specific demands, underscoring the importance of ongoing professional development.

In terms of learning objectives, there was a discrepancy between what teachers aimed to achieve and what was realistic for students, particularly regarding language proficiency. Teachers set ambitious goals, but in some cases, these were not aligned with students' current language abilities, making it difficult for students to meet them. Feasible learning objectives that account for the students' proficiency levels and capabilities are essential for ensuring that learning is both effective and achievable.

Finally, the study highlighted the importance of assessment in bilingual education. Effective assessments should not only measure language proficiency but also account for the cultural context of students' learning. There was a recognition that standardized assessments

often fail to capture the full spectrum of students' abilities. Teachers used a combination of formal assessments and informal observations, but it was noted that assessments should be more inclusive and adapted to the unique challenges of bilingual learners, providing a more holistic evaluation of student progress.

The findings of this study provide significant insights into the pedagogical actions that can be implemented in bilingual classrooms in Barranquilla, addressing both the sociocultural characteristics of the students and the pedagogical practices currently in place. The results indicate that while there are significant challenges, such as limited resources, and the need for more effective assessments, there are also feasible actions that can enhance the bilingual learning experience. Teachers must recognize their role as cultural agents, create inclusive and engaging learning environments, and set realistic learning objectives that align with students' abilities. By doing so, they can contribute to the effective development of bilingual education in public schools in Barranquilla. Additionally, the time limitations were a recurring challenge, as the short lesson durations and infrequent English classes left little room for deep exploration of content, especially cultural aspects, and hindered students' ability to internalize language concepts.

The sociocultural aspects of the bilingual learning environment presented several challenges that impacted student engagement and language learning. One significant issue was the lack of context-based activities. Although teachers made efforts to incorporate cultural elements into their lessons, the limited time and resources available often resulted in superficial engagement with the cultural content. This prevented students from fully experiencing language in a real-world context, thus limiting their opportunities to connect language learning with their

own cultural backgrounds and the broader global community. Moreover, while some motivating activities such as videos and songs were used, their overuse led to distractions, diminishing their potential to keep students focused on the core learning objectives. These activities, although engaging, sometimes failed to provide students with opportunities to use language meaningfully and authentically. In addition, the language in real context—a key component of bilingual education—was not always sufficiently emphasized. Students often struggled to apply what they learned to real-life situations, due to the limited exposure to authentic language use outside the classroom. This gap between the classroom environment and real-world language application left students with a limited understanding of how the target language operates in diverse social and cultural contexts. These challenges suggest a need for more contextualized and meaningful learning experiences that connect language to students' daily lives and cultural environments, which could be further explored and addressed through future research and pedagogical interventions.

The overuse of multimedia materials sometimes backfired, with students becoming distracted and losing focus on the lesson's objectives. Furthermore, unrealistic learning objectives were set in some lessons, as teachers aimed for outcomes that were beyond the students' current language proficiency levels. This gap between objectives and students' abilities led to inadequate understanding and slow progress in language acquisition. Lastly, while assessment practices were being adapted to bilingual contexts, they still fell short in effectively capturing students' full linguistic and cultural development, with a reliance on informal observations and standardized tests that failed to provide an accurate, holistic picture of student progress.

RECOMMENDATIONS

In this chapter, we will propose pedagogical actions taking into account the participants' viewpoints and the practices observed in the chosen bilingual learning environment. They can also be of function as models for other educational institutions, as well as persistent challenges that require attention and solutions to improve bilingual education in the local context. The research focused on understanding the sociocultural characteristics of the students and the pedagogical practices currently in place, revealing both obstacles and opportunities for growth in bilingual education. Despite the challenges—such as limited resources, time constraints, and the need for more effective assessments—there are several feasible pedagogical actions that can be implemented to address these issues and enhance the bilingual experience for students. This chapter proposes such actions based on the perceptions of the participants and the practices observed throughout the research.

Recognizing Teachers as Cultural Agents

A critical aspect of the bilingual learning environment is the teacher's role as a cultural agent. The participants emphasized the importance of fostering cultural awareness in the classroom, but the findings also suggest that this aspect remains underdeveloped due to time and resource limitations. It is essential for teachers to recognize their important role in integrating culture into language instruction, not merely as a supplemental aspect of language learning but as a core element that shapes students' identities and their understanding of the world.

As teachers are positioned as cultural agents, they should aim to create a learning environment that promotes cultural integration. This can be achieved by incorporating context-based activities that allow students to connect with the language in real-world scenarios. For example, instead of focusing solely on traditional language drills, teachers should introduce authentic materials such as articles, songs, videos, and discussions that reflect the students' cultural backgrounds and the diverse contexts where the target language is spoken. Additionally, these activities should be tailored to students' interests, as this can foster engagement and motivation (Baker, 2020). Engaging students through culturally relevant activities that resonate with their personal experiences can lead to more meaningful and lasting language acquisition.

One practical pedagogical action would be to allocate time for students to explore their own cultural identities through language, encouraging them to use the target language to reflect on their community and its global connections. For instance, a class activity could involve students interviewing family members about local traditions and then discussing those traditions in English, allowing them to bridge their cultural knowledge with language learning. This approach encourages students to see language not just as an academic subject but as a tool for understanding and expressing their identity.

Enhancing Learning Objectives and Assessment Practices

Another prominent issue highlighted in the study is the gap between learning objectives and students' language proficiency levels. Teachers frequently set objectives that were too advanced for the students, leading to a lack of comprehension and ineffective language acquisition. To address this, teachers should set realistic learning objectives that align with

students' current abilities and learning needs. This approach is not only practical but also ensures that students feel a sense of accomplishment, as they are more likely to meet objectives that are achievable within their proficiency level (Auerbach, 2019).

A feasible pedagogical action here is the scaffolding of learning. Scaffolding involves breaking down complex tasks into manageable chunks, ensuring that students are not overwhelmed by the material. For example, instead of introducing a complex grammatical structure in one lesson, the teacher could divide the concept into smaller parts, revisiting each in subsequent lessons. Teachers should continuously assess students' progress to adjust these learning goals and methods. Formative assessments, which focus on ongoing feedback rather than solely on final tests, can help to monitor students' development and ensure that they are progressing at an appropriate pace.

In terms of assessment practices, the research pointed out the limited effectiveness of both informal observations and standardized tests. Effective assessment in bilingual classrooms should go beyond evaluating language proficiency alone. Culturally responsive assessments are necessary to account for the diversity of students' linguistic and cultural backgrounds. These assessments should incorporate tasks that allow students to demonstrate their understanding through both their language skills and their ability to apply language in meaningful cultural contexts. For example, teachers could use project-based assessments, where students work collaboratively to research a cultural topic and present their findings in English, integrating both language use and cultural knowledge (Samuels, 2021).

Addressing the Challenges of Technological and Time Constraints

The study also highlighted limited access to resources and time constraints as key barriers to effective bilingual teaching. These issues are particularly evident in the lack of technological tools, such as computers and reliable internet connections, which hinder the use of multimedia and interactive resources that are essential for modern bilingual education. To address these challenges, resource optimization is crucial. Teachers can create their own materials based on available resources, which can ensure that all students have access to quality content without incurring additional costs. Additionally, the development of offline learning platforms or low-tech solutions that do not rely on internet connectivity can be explored to provide continuous language practice for students.

Moreover, time limitations—with English classes taking place only twice a week for short durations—prevent students from fully exploring the content, particularly cultural topics, in depth. A possible pedagogical action would be to extend language learning opportunities beyond the classroom. Teachers could encourage students to engage with English outside the classroom through simple activities, such as language clubs, extracurricular cultural events, or even virtual exchanges with students from other countries. This creates more opportunities for authentic language use in real contexts, allowing students to practice language skills at their own pace and according to their interests. This strategy aligns with research that shows the effectiveness of informal language exposure in developing bilingual proficiency (Cummins, 2020).

Fostering Active Participation and Motivation

A significant insight from the study was the importance of fostering active participation in the classroom. Teachers observed that students were more motivated and engaged when the activities involved authentic language use, such as discussions or debates, rather than rote memorization or repetition of phrases. However, these activities were often marred by distractions, especially when multimedia resources were overused. To overcome this, teachers should balance the use of technology with activities that promote critical thinking, problem-solving, and meaningful language production. For example, instead of using videos merely for passive viewing, teachers could integrate task-based language learning, where students are required to watch a video and then collaborate to solve a problem or answer questions related to it, ensuring active engagement with the content.

Additionally, teachers can differentiate instruction to cater to various learning styles, which can significantly improve student motivation and engagement (Tomlinson, 2021). By recognizing the diverse needs of students, teachers can create a more inclusive and stimulating learning environment that motivates all students to participate actively, enhancing their overall learning experience.

LIMITATIONS FOR FURTHER RESEARCH

This study provided a comprehensive understanding of the challenges faced in bilingual education in Barranquilla's public schools and offer several pedagogical actions that can help address these challenges. By recognizing the importance of culture, setting realistic learning objectives, optimizing available resources, and fostering active participation, teachers can create a more inclusive and effective bilingual learning environment. While significant barriers remain, such as limited resources and time drawbacks, the proposed actions provide feasible solutions to enhance the bilingual education experience. Future research can explore these strategies further, implementing them in various contexts to assess their impact on student learning and cultural integration.

One of the primary limitations of this study is the lack of local literature that could serve as a foundational reference for exploring pedagogical practices in bilingual environments and the importance of sociocultural aspects influencing these processes. The scarcity of region-specific research posed challenges in contextualizing our findings within a local framework and limited opportunities to compare results with previous studies in similar contexts. However, this limitation also highlights a positive aspect of our work: by addressing this gap, our research paves the way for future investigations. This study serves as a starting point, encouraging further exploration of the interplay between bilingual education and sociocultural dynamics in local settings.

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[O%20358.pdf;jsessionid=C39DCBE72ED70E2508BF1DF8A7A47E93?sequence=1](https://uvadoc.uva.es/bitstream/handle/10324/8307/TFG-O%20358.pdf;jsessionid=C39DCBE72ED70E2508BF1DF8A7A47E93?sequence=1)

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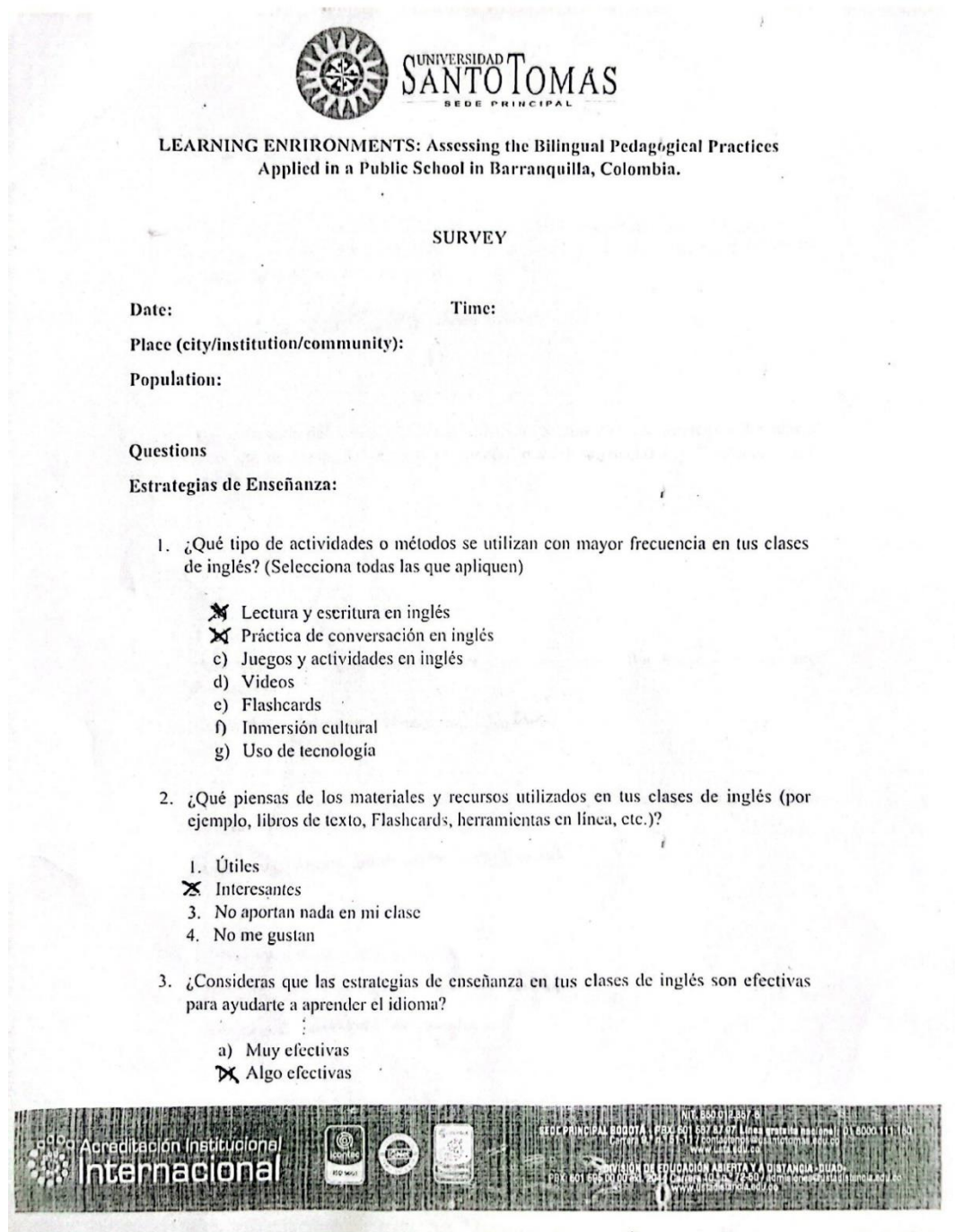
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APPENDICES

Surveys applied to participants:



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**LEARNING ENVIRONMENTS: Assessing the Bilingual Pedagogical Practices
Applied in a Public School in Barranquilla, Colombia.**

SURVEY

Date: _____ Time: _____

Place (city/institution/community): _____

Population: _____

Questions

Estrategias de Enseñanza:

- ¿Qué tipo de actividades o métodos se utilizan con mayor frecuencia en tus clases de inglés? (Selecciona todas las que apliquen)
 - ☒ Lectura y escritura en inglés
 - ☒ Práctica de conversación en inglés
 - c) Juegos y actividades en inglés
 - d) Videos
 - e) Flashcards
 - f) Inmersión cultural
 - g) Uso de tecnología
- ¿Qué piensas de los materiales y recursos utilizados en tus clases de inglés (por ejemplo, libros de texto, Flashcards, herramientas en línea, etc.)?
 - Útiles
 - ☒ Interesantes
 - No aportan nada en mi clase
 - No me gustan
- ¿Consideras que las estrategias de enseñanza en tus clases de inglés son efectivas para ayudarte a aprender el idioma?
 - Muy efectivas
 - ☒ Algo efectivas



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- c) Poco efectivas
d) Nada efectivas

4. ¿Has participado en actividades extracurriculares relacionadas con el inglés en tu escuela o instituto (por ejemplo, clubes de idiomas, English day, semana de la creatividad, eventos culturales, etc.)?

- a) Si English day ¿Cuál/Cuáles?
b) No

5. En una escala del 1 al 5, ¿Qué tan satisfecho/a estás con las estrategias llevadas a cabo en tu clase de inglés? (1 siendo muy insatisfecho/a y 5 siendo muy satisfecho/a)

- 1
2
③
4
5

6. ¿Qué aspectos te gustan más de tus clases de inglés? Por favor, comparte tus pensamientos.

Cuando hacen obras de teatro

7. ¿Hay algo que consideres que podría mejorar en las clases de inglés en tu escuela o instituto? Por favor, comparte tus sugerencias.

Que las clases sean mas entretenidas

8. ¿Cómo sería tu clase ideal de inglés?

- Juegos que nos ayuden con el inglés
- Escuchar canciones en inglés





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SURVEY

Date: *April 3, 2024*

Time:

Place (city/institution/community):

Population:

Questions

Estrategias de Enseñanza:

1. ¿Qué tipo de actividades o métodos se utilizan con mayor frecuencia en tus clases de inglés? (Selecciona todas las que apliquen)

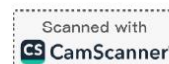
- ☒ Lectura y escritura en inglés
- ☒ Práctica de conversación en inglés
- ☐ Juegos y actividades en inglés
- ☐ Videos
- ☐ Flashcards
- ☒ Inmersión cultural
- ☐ Uso de tecnología

2. ¿Qué piensas de los materiales y recursos utilizados en tus clases de inglés (por ejemplo, libros de texto, Flashcards, herramientas en línea, etc.)?

- 1. Útiles
- ☒ 2. Interesantes
- 3. No aportan nada en mi clase
- 4. No me gustan

3. ¿Consideras que las estrategias de enseñanza en tus clases de inglés son efectivas para ayudarte a aprender el idioma?

- a) Muy efectivas
- ☒ b) Algo efectivas





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- c) Poco efectivas
d) Nada efectivas

4. ¿Has participado en actividades extracurriculares relacionadas con el inglés en tu escuela o instituto (por ejemplo, clubes de idiomas, English day, semana de la creatividad, eventos culturales, etc.)?

- a) Sí club de inglés ¿Cuál/Cuáles?
b) No

5. En una escala del 1 al 5, ¿Qué tan satisfecho/a estás con las estrategias llevadas a cabo en tu clase de inglés? (1 siendo muy insatisfecho/a y 5 siendo muy satisfecho/a)

1
2
3
4
5

6. ¿Qué aspectos te gustan más de tus clases de inglés? Por favor, comparte tus pensamientos.

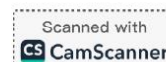
Me gusta hablar de diferentes culturas y aprender de ellas, me gusta leer en inglés y practicar conversación.

7. ¿Hay algo que consideres que podría mejorar en las clases de inglés en tu escuela o instituto? Por favor, comparte tus sugerencias.

Los materiales didácticos (audios y libros)

8. ¿Cómo sería tu clase ideal de inglés?

con mucha interacción, clases con más material didáctico y juegos



Alberto Solís.



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**LEARNING ENVRONMENTS: Assessing the Bilingual Pedagogical Practices
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SURVEY

Date:

Time:

Place (city/institution/community):

Population:

Questions

Estrategias de Enseñanza:

1. ¿Qué tipo de actividades o métodos se utilizan con mayor frecuencia en tus clases de inglés? (Selecciona todas las que apliquen)

- ☒ a) Lectura y escritura en inglés
- ☒ b) Práctica de conversación en inglés
- c) Juegos y actividades en inglés
- ☒ d) Videos
- e) Flashcards
- f) Inmersión cultural
- g) Uso de tecnología

2. ¿Qué piensas de los materiales y recursos utilizados en tus clases de inglés (por ejemplo, libros de texto, Flashcards, herramientas en línea, etc.)?

- 1. Útiles
- ☒ 2. Interesantes
- 3. No aportan nada en mi clase
- 4. No me gustan

3. ¿Consideras que las estrategias de enseñanza en tus clases de inglés son efectivas para ayudarte a aprender el idioma?

- ☒ a) Muy efectivas
- b) Algo efectivas

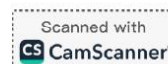


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- c) Poco efectivas
d) Nada efectivas

4. ¿Has participado en actividades extracurriculares relacionadas con el inglés en tu escuela o instituto (por ejemplo, clubes de idiomas, English day, semana de la creatividad, eventos culturales, etc.)?

☒ Si English day ¿Cuál/Cuáles?
b) No

5. En una escala del 1 al 5, ¿Qué tan satisfecho/a estás con las estrategias llevadas a cabo en tu clase de inglés? (1 siendo muy insatisfecho/a y 5 siendo muy satisfecho/a)

1
2
3
4
☒ 5

6. ¿Qué aspectos te gustan más de tus clases de inglés? Por favor, comparte tus pensamientos.

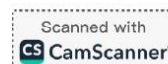
me gusta que mi profesor me pone a practicar con mis compañeros,
me gusta cuando nos ponen a cantar canciones en inglés

7. ¿Hay algo que consideres que podría mejorar en las clases de inglés en tu escuela o instituto? Por favor, comparte tus sugerencias.

Me gustaría que pusieran videos en inglés en el salón.

8. ¿Cómo sería tu clase ideal de inglés?

Que el profc ponga más actividades como juegos en inglés.



Angie Escobar.



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LEARNING ENVIRONMENTS: Assessing the Bilingual Pedagogical Practices Applied in a Public School in Barranquilla, Colombia.

SURVEY

Date:

Time:

Place (city/institution/community):

Population:

Questions

Estrategias de Enseñanza:

1. ¿Qué tipo de actividades o métodos se utilizan con mayor frecuencia en tus clases de inglés? (Selecciona todas las que apliquen)

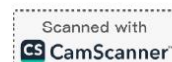
- ☒ Lectura y escritura en inglés
- ☒ Práctica de conversación en inglés
- ☒ Juegos y actividades en inglés
- ☐ Videos
- ☒ Flashcards
- ☐ Inmersión cultural
- ☐ Uso de tecnología

2. ¿Qué piensas de los materiales y recursos utilizados en tus clases de inglés (por ejemplo, libros de texto, Flashcards, herramientas en línea, etc.)?

- X Útiles**
2. Interesantes
3. No aportan nada en mi clase
4. No me gustan

3. ¿Consideras que las estrategias de enseñanza en tus clases de inglés son efectivas para ayudarte a aprender el idioma?

- a) Muy efectivas
☒ Algo efectivas





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- c) Poco efectivas
d) Nada efectivas

4. ¿Has participado en actividades extracurriculares relacionadas con el inglés en tu escuela o instituto (por ejemplo, clubes de idiomas, English day, semana de la creatividad, eventos culturales, etc.)?

- a) Sí English day ¿Cuál/Cuáles?
b) No

5. En una escala del 1 al 5, ¿Qué tan satisfecho/a estás con las estrategias llevadas a cabo en tu clase de inglés? (1 siendo muy insatisfecho/a y 5 siendo muy satisfecho/a)

- 1
2
3
4
5

6. ¿Qué aspectos te gustan más de tus clases de inglés? Por favor, comparte tus pensamientos.

Conocemos canciones nuevas, los libros son interesantes

7. ¿Hay algo que consideres que podría mejorar en las clases de inglés en tu escuela o instituto? Por favor, comparte tus sugerencias.

Clases didácticas, más interacción al hablar.

8. ¿Cómo sería tu clase ideal de inglés?

Hablamos, lemos y escuchamos audios y libros de inglés



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LEARNING ENVIRONMENTS: Assessing the Bilingual Pedagogical Practices Applied in a Public School in Barranquilla, Colombia.

OBSERVATION FORMAT

Type of population: Young adults

Grade/ level: Eighth Grade

Date: Tuesday, October 17th, 2023

Time: 1 hour

Observer's name: Johan Sebastian Julio Julio

Objective: To identify the characteristics of pedagogical practices and sociocultural aspects within the secondary education learning environment in a public school, through direct observation of classroom interactions and methodologies used.

	Communication and English Language Use	1	2	3	4	5	Observation
1	Grade of use of English in communication in the bilingual learning environment by students			x			The teacher is trying the use English during all the section. However, it is hard for students to keep the flow of the class and the teacher switches to Spanish to give any info or instructions. It is appreciated the way the teacher makes effort to keep students immersed in the language context by giving commands in English.
2	Use of English language by teachers.			x			
3	Fluency and correct pronunciation of students.			x			
4	Immersion in real language situations in English.				x		
	Bilingual Teaching Strategies						
5	Variety of strategies used to promote English language learning.				x		

6	Implementation of listening, speaking, reading and writing activities.			x			It was noticed that the teacher uses flashcards and other didactic resources to motivate students. On the other hand, the short time for the class does not allow to show students all resources entirely, which does not always allow them to practice all communicative skills.
7	Use of authentic materials and resources in English.				x		
8	Encouraging interaction between students.				x		
Planning and Learning Objectives							
9	Clarity of class objectives.				x		When taking a look at the lesson plan for the class, it was noticed that the activities were related to the class objectives previously set for the class.
10	Coherence between objectives and learning activities.				x		
11	Emphasis on the development of linguistic and communicative skills.					x	
12	Relevance of bilingual learning objectives.				x		
Evaluation and Feedback							
14	Clarity of the evaluation criteria.				x		Through two activities, the teacher tries to evaluate what the students learned about the class. However, one hour is not enough to determine if this evaluation strategies are suitable and effective.
15	Frequency and quality of feedback provided to students.				x		
16	Adaptation of teaching based on evaluation results.			x			
Culture and Context Inclusion							
17	Incorporation of the foreign language's culture and history.			x			Due to the time limit, there is not enough space for the teacher to show cultural content to the students but what is on the book. However, the teacher compares some expressions to the equivalents in their context in order for students to be intercultural.
18	Use of authentic situations to practice English.				x		
19	Promotion of interculturality.				x		
Classroom Climate							
20	Communication and interaction between students and teachers.					x	The teacher lets students complete the assignments after giving them instructions and the class development itself. Then, allows space for production and active participation.
21	Classroom management strategies to encourage participation and respect.				x		
22	Encouraging students' autonomy and responsibility.				x		
English Resources and Technology							
23	Use of materials and multimedia resources.				x		

24	Access to technology and online resources for learning.			x			The teacher prepared a video for the class for them to understand the uses of the expressions given in the class. They do not have a virtual platform to practice the language outside the classroom.
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EVALUATION SCALE- DESCRIPTION

- (1) This aspect is rarely or never observed.
- (2) This aspect is sometimes observed.
- (3) This aspect is observed in some situations.
- (4) This aspect is frequently observed.
- (5) This aspect is always or usually observed.

NOTES:

Teacher's signature

LEARNING ENVIRONMENTS: Assessing the Bilingual Pedagogical Practices Applied in a Public School in Barranquilla, Colombia.

OBSERVATION FORMAT

Type of population: Young adults

Grade/ level: Eighth Grade

Date: Tuesday, October 3rd, 2023

Time: 1 hour

Observer's name: Johan Sebastian Julio Julio

Objective : To identify the characteristics of pedagogical practices and sociocultural aspects within the secondary education learning environment in a public school, through direct observation of classroom interactions and methodologies used.

	Communication and English Language Use	1	2	3	4	5	Observation
1	Grade of use of English in communication in the bilingual learning environment by students				x		The teacher tries to use the foreign language in most of the class because the policies require it. However, it is noticeable when the teacher chooses to give instructions in Spanish in order to be clearer.
2	Use of English language by teachers.			x			
3	Fluency and correct pronunciation of students.			x			
4	Immersion in real language situations in English.				x		
	Bilingual Teaching Strategies						
5	Variety of strategies used to promote English language learning.				x		The teacher makes use of various strategies such as flashcards, roleplays and small discussions according to the level of the
6	Implementation of listening, speaking, reading and writing activities.			x			

7	Use of authentic materials and resources in English.				x		students and adapted to the topic to encourage the active participation of the students.
8	Encouraging interaction between students.				x		
	Planning and Learning Objectives						
9	Clarity of class objectives.				x		Upon reviewing the lesson plan, it was observed that the activities were aligned with the predetermined class objectives.
10	Coherence between objectives and learning activities.			x			
11	Emphasis on the development of linguistic and communicative skills.				x		
12	Relevance of bilingual learning objectives.				x		
	Evaluation and Feedback						
14	Clarity of the evaluation criteria.				x		They did a quiz on the class and its instructions were clear and were suitable for each one of the evaluated topics.
15	Frequency and quality of feedback provided to students.			x			
16	Adaptation of teaching based on evaluation results.				x		
	Culture and Context Inclusion						
17	Incorporation of the foreign language's culture and history.				x		For the last part of the class, the teacher asked the students to compare the free time activities in different parts of Colombia with some others from a video. Some students were joking about the people that were speaking in the video.
18	Use of authentic situations to practice English.				x		
19	Promotion of interculturality.			x			
	Classroom Climate						
20	Communication and interaction between students and teachers.				x		Students feel to ask for clarification about exercises and topics given in the class since the teacher contributes to the class atmosphere.
21	Classroom management strategies to encourage participation and respect.				x		
22	Encouraging students' autonomy and responsibility.				x		
	English Resources and Technology						
23	Use of materials and multimedia resources.				x		The teacher uses videos to fill in the void for a virtual platform. However, the internet connection in the school is very poor and they could not watch the assigned video. These videos are created by the teachers themselves when they team up.
24	Access to technology and online resources for learning.			x			

EVALUATION SCALE- DESCRIPTION

- (1) This aspect is rarely or never observed.
- (2) This aspect is sometimes observed.
- (3) This aspect is observed in some situations.
- (4) This aspect is frequently observed.
- (5) This aspect is always or usually observed.

NOTES:

Teacher's signature

Date: October 20th 2023

Estimated time: 30:00

Participant: English Teacher

Interview code: 13

Place: Public School

Researchers: Johan Julio Julio & Sandra Escalante Galindo

Objective: To inquire into teachers' perspectives on the characteristics of pedagogical practices and sociocultural aspects within the secondary education learning environment in a public school.

Interviewer: Mister, first. Thanks for your participation in this interview. Ok, Question number one. Can you briefly introduce yourself, your teaching experience, and your background in bilingual education?

Interviewee: Of course. I am happy to share a little bit about myself. I have been teaching English in public schools for over a decade. I have had the experience of teaching students of different ages, levels and with different backgrounds. I love my job and I would like to say that during the years of experience I have had the opportunity to understand the importance of my role as a teacher to create awareness about culture and how language is the identity of the communities.

Interviewer: Ok, the second question is how do you consider the sociocultural context of your students when designing your lessons?

Interviewee: When I plan my lessons, I try to use examples that most students can relate to. For instance, if we're talking about holidays, I might mention things like Christmas or New Year that are familiar to everyone. I like to keep it simple so that all students can follow.

Interviewer: How do you do that?

Interviewee: I pick materials that work well for the whole class. For example, I might use a story about a family celebrating a holiday or someone living in a city. Sometimes I ask students to share their experiences during activities, but I make sure everything stays clear and focused on the lesson.

Interviewer: Ok, let's continue! How do you define "authentic materials" in the context of bilingual education, and why do you think they are important?

Interviewee: Well! Authentic materials, from my perspective, are those resources that reflect the culture, language and authenticity of the target community. I mean, they are very useful resources and the most important thing is that they are, in my opinion, a tool that shows a real context of the language being taught or learned. These can include magazines, videos, films, newspapers, songs and more. They offer the familiar language fluency, idiomatic expressions and cultural knowledge that textbooks cannot always provide.

Interviewer: Interesting! Can you provide examples of authentic materials you have used or encountered in your bilingual education classes?

Interviewee: Of course, I have worked in contemporary Caribbean music, classical and contemporary literature, as well as films and documentaries that reflect the cultural diversity of our region. These resources have provided real-life contexts and motivated students to explore the language beyond the classroom.

Interviewer: ok. Good! Taking into account your strategies using authentic material, I have this question: What challenges, if any, have you faced when integrating authentic materials into your pedagogical practice? I mean in this context...

Interviewee: Yes, the accessibility of some authentic materials has occasionally been a challenge. In addition, adapting these resources to different levels of language proficiency has required creativity. However, I have overcome these challenges by collaborating with colleagues and developing strategies to make these materials accessible and beneficial to all learners.

Interviewer: Can you share a specific example of how you have used authentic materials to promote cultural understanding among your students?

Interviewee: Sure, I have used contemporary music, culturally relevant literature, and films. These resources enrich lessons, provide authentic contexts and motivate learners to explore the language beyond the classroom.

Interviewer: In your opinion, how does the use of authentic materials encourage cultural sensitivity and awareness in bilingual classrooms?

Interviewee: In my opinion, authentic materials expose students to diverse cultural perspectives, fostering respect, understanding, and appreciation of diversity. They help students understand the cultural complexities intertwined with the language they're learning, promoting greater cultural sensitivity.

Interviewer: Have you experienced this with your students?

Interviewee: Of course! Culture is always present in their minds. Not only in this class or learning English.

Interviewer: before his previous answer I had the next one prepared which I think could expand a little what we are talking about. Have you noticed any changes in students' attitudes and performance since you apply authentic materials in terms of language performance and cultural awareness?

Interviewee: yes!! I have observed greater enthusiasm and engagement among students as they learn the language through authentic materials. They have also demonstrated a greater

understanding of cultural differences, which enriches their learning experience and interactions with their classmates.

Interviewer: How do you assess their effectiveness?

Interviewee: I use a combination of formal assessments and informal observations. I monitor linguistic progress, participation in activities related to these materials and learners' ability to apply what they have learnt in real-world situations.

Interviewer: Based on your experiences, what strategies could help make your teaching more inclusive of cultural diversity?

Interviewee: Maybe showing videos about different traditions or celebrations could help. For example, something about festivals in other parts of the world. It's always nice when students see something familiar or interesting that gets them talking

Interviewer: OK, this is the last question. This is a question that could be used to motivate other educators to use this strategy in bilingual learning environments. Is there anything else you would like to share regarding your experiences with using authentic materials in bilingual education or any advice for other educators?

Interviewee: It is important to adopt authenticity in learning. These materials not only enhance language acquisition, but also build culturally awareness people. My advice would be to encourage experimentation and creativity in integrating these materials to improve the students' learning experience.

Interviewer: Thank you very much!



Date: October 26th 2023

Estimated time: 30:00

Participant: English Teacher

Interview code: 13

Place: Public School

Researchers: Johan Julio Julio & Sandra Escalante Galindo

Objective: To inquire into teachers' perspectives on the characteristics of pedagogical practices and sociocultural aspects within the secondary education learning environment in a public school.

Interviewer: Can you briefly introduce yourself, your teaching experience, and your background in bilingual education?

Interviewee: Teacher in this public school for two years but with sixteen years of experience in the education system in Colombia and experience in English teacher training, methodologies and strategies in English teaching.

Interviewer: How do you consider the sociocultural context of your students when designing your lessons?

Interviewee: Well, first of all, I have students from Venezuela, as well as from rural and urban areas. This means my classroom is diverse, so I try to plan my lessons considering these differences and the unique backgrounds of my student.

Interviewer: How do you do that?

Interviewee: I usually follow the curriculum and use materials such as textbooks or online resources. Sometimes I change the examples to make them closer and cover the necessary content of the grade.

Interviewer: Ok, let's continue! How do you define "authentic materials" in the context of bilingual education, and why do you think they are important?

Interviewee: I would define it as a material that already exists; it was not created to teach English or a second language. It simply already exists and it is used for teaching a second language. I think that to use it in class is appropriate because it allows contact with the real world. For example, using an interview, a song or anything that is real, in which students can extract what is being carried out in class. I think it brings them closer to knowledge because they will find it not as something fictitious, but as something that is really happening, and it is also a contact with pragmatics, with a culture and a local accent. Therefore, it can be beneficial from this perspective.

Interviewer: What challenges, if any, have you faced when integrating authentic materials into your pedagogical practice?

Interviewee: I don't use authentic materials much because they can make students lose focus on the main topic. They also take a lot of time to adapt since only a small part is usually useful for the lesson. Instead, I prefer creating my own materials using books and online resources, so they match my students' interests, the content, and their level.

Interviewer: ok. Interesting! Can you provide examples of authentic materials you have used or encountered in your bilingual education classes?

Interviewee: One example I often use is newspapers or magazines. By bringing in current articles, students not only practice reading and comprehension skills, but also stay informed about what is happening around the world. This can stimulate meaningful discussions in the classroom.

Another example is using music, such as songs or music videos, as a teaching tool. Music can offer students a way to engage with language in a fun and dynamic way. They can learn new vocabulary, phrases, and idioms while also enjoying the cultural context of the music.

Interviewer: Can you share a specific example of how you have used authentic materials to promote cultural understanding among your students? Let's continue!

Interviewee: In one of my classes, I introduced a project that involved analyzing different cultural festivals around the world. Students were tasked with researching and presenting on a specific festival using authentic resources such as videos, articles, and interviews. This exercise helped them understand the cultural significance of these events and broadened their perspectives on different traditions and customs.

Interviewer: How does the use of authentic materials encourage cultural sensitivity and awareness in bilingual classrooms?

Interviewee: As I mentioned at the beginning using authentic materials gives students direct access to the language as it is spoken and used in real-world contexts. This exposure helps them recognize cultural nuances that might not be present in standard language textbooks. By interacting with materials such as podcasts, interviews, or online forums, students can gain a deeper understanding of different viewpoints and practices, fostering empathy and respect for diverse perspectives.

Interviewer: Have you noticed any changes in students' attitudes and performance since you apply authentic materials in terms of language performance and cultural awareness?

Interviewee: Culturally, students have become more open-minded and respectful towards different cultures. They ask thoughtful questions and express curiosity about the world beyond their immediate surroundings.

Interviewer: What strategies could help make your teaching more inclusive of cultural diversity?

Interviewee: Sharing experiences and resources with other educators can bring new ideas and approaches to using innovative materials in the classroom. Also, involving students in material selection could be effective. This empowers them and creates a more student-centered learning environment.

Interviewer: Thank you very much!

Interviewer: Is there anything else you would like to share regarding your experiences with using authentic materials in bilingual education or any advice for other educators?

Interviewee: One suggestion is to involve students in the selection process. Allow them to suggest topics or resources that interest them. This empowers them and creates a more student-centered learning environment.

Also, collaboration with co-workers can be extremely valuable. Sharing experiences and resources with other educators can bring new ideas and approaches to using innovative materials in the classroom.



PRESENTACIÓN DE CONSENTIMIENTO INFORMADO A PADRES DE FAMILIA



UNIVERSIDAD
SANTO TOMÁS
— SEDE PRINCIPAL —

Barranquilla octubre 18 de 2023

Señores
PADRES DE FAMILIA
I.E.D Jorge Isaac

Cordial saludo.

Por medio de la presente amablemente se solicita su autorización y consentimiento para la participación de su hijo quien actualmente cursa sexto grado en el marco del proyecto de investigación titulado, *Learning Environments: Assessing the Bilingual Pedagogical Practices Applied in a Public School in Colombia*. Dicho proyecto está liderado por los investigadores, Sandra Escalante Galindo y Johan Sebastian Julio Julio, quienes actualmente optan al grado de la maestría en ambientes bilingües de aprendizaje, adscrita a la Universidad Santo Tomás.

El proyecto mencionado tiene como propósito To analyze what pedagogical and socio-cultural aspects positively or negatively influence the pedagogical practices applied in a public learning environments in a Colombian city, taking into account demographic factors and the demands of the globalized world, in order to establish strategies that strengthen the teaching practice based on meaningful bilingual learning and teaching.

Procedimiento

Una vez obtenido la autorización por parte de la institución educativa, se procede a solicitar el consentimiento para que su hija participe en el desarrollo de cuestionarios y encuestas.

Aspectos éticos y legales

Los datos obtenidos a través de la participación de su hija tiene un propósito académico, investigativo y anónimo en virtud de la identidad de los participantes. Asimismo, tendrá a su disposición la información que usted requiera desde su rol como acudiente y/o adulto responsable del menor de edad.

Gracias por su atención.


Sandra Patricia Escalante Galindo

FORMATO CARTA INFORMADO

Barranquilla octubre 19 2023

Señores
PADRES DE FAMILIA
I.E.D Jorge Isaac

La ciudad

Cordial saludo.

Por medio de la presente me permito solicitar su autorización y consentimiento para la participación de su hijo o representado menor de edad en el proyecto de investigación titulado:

Learning Environments: Assessing the Bilingual Pedagogical Practices Applied in a Public School in Barranquilla, Colombia.

El cual está a cargo de los investigadores

Sandra Patricia Escalante Galindo
sandraescalante@usantotomas.edu.co

Johan Sebastian Julio Julio
johan.julio@usantotomas.edu.co

Este proyecto se lleva a cabo como requisito de grado para optar al título de Magister en ambientes Bilingües de aprendizaje de los investigadores por parte de la universidad Santo Tomas.

El objetivo general del proyecto es:

Analizar qué aspectos pedagógicos y socioculturales influyen positiva o negativamente en las prácticas pedagógicas aplicadas en un ambiente de aprendizaje bilingüe de una escuela pública en la ciudad de Barranquilla, Colombia, teniendo en cuenta factores demográficos y las exigencias del mundo globalizado; con el fin de establecer estrategias que fortalezcan la práctica docente basada en el aprendizaje y la enseñanza bilingüe significativa.

FORMATO DE CONSENTIMIENTO

Nosotros: NOPELIS BORRERO SANCHEZ identificado(a) con la cédula de ciudadanía número 1045689931 de BARRANQUILLA, en calidad de progenitor(a) ☒ tutor(a) legal ☐, e ALLISON JIMENA BORRERO, identificado(a) con la cédula de ciudadanía número _____ de _____, en calidad de progenitor(a) ☒ tutor(a) legal ☐, a través de este documento, manifiesto que fuimos informados suficientemente y el objetivo de la investigación, el procedimiento de participación y beneficios implicados en la participación de nuestro hijo(a) y/o la comunidad académica de la institución, en el proyecto de investigación:

Learning Environments: Assessing the Bilingual Pedagogical Practices Applied in a Public School in Colombia.

El cual está a cargo de los investigadores

Sandra Patricia Escalante Galindo
sandraescalante@usantotomas.edu.co

Johan Sebastian Julio Julio
johan.julio@usantotomas.edu.co

Procedimiento de participación

Será observado durante el desarrollo de sus clases de inglés en compañía de su docente de aula y desarrollará una encuesta que permitirá recolectar los datos y analizar aspectos académicos estudiados en la presente investigación.

Participación Voluntaria

La participación de nuestro hijo(a) o representado en este estudio es completamente voluntaria, si él o ella se negara a participar o decidiera retirarse, esto no le generará ningún inconveniente, ni tendrá consecuencias a nivel institucional, ni académico, ni social.

Riesgos De Participación

El riesgo por participar en este estudio es (referir los riesgos si los hay)

Confidencialidad

La información suministrada por nuestro hijo(a) o representado será **confidencial**. Los resultados podrán ser publicados o presentados en reuniones o eventos con fines académicos sin revelar su nombre o datos de identificación. Se mantendrán los cuestionarios y en general cualquier registro en un sitio seguro. En bases de datos, todos los participantes serán identificados por un código que será usado para referirse a cada uno.

Así mismo, declaramos que fuimos informados suficientemente y comprendemos que tenemos derecho a recibir respuesta sobre cualquier inquietud que tengamos sobre dicha investigación, antes, durante y después de su ejecución y a acceder a los resultados de la información recabada. Considerando que los derechos que mi hijo(a) o representado tiene en calidad de participante de dicho estudio, a los cuales hemos hecho alusión previamente, constituyen compromisos del equipo de investigación responsable del mismo, *nos permitimos informar que consentimos, de forma libre y espontánea, la participación de nuestro hijo(a) o representado en el mismo.*

Este consentimiento no inhibe el derecho que tiene mi hijo(a) o representado de ser informado(a) suficientemente y comprender el alcance de su participación y a ofrecer su asentimiento informado para participar en el estudio de manera libre y espontánea, por lo que entiendo que mi firma en este formato no obliga su participación.

En constancia de lo anterior, firmamos el presente documento, en la ciudad de Barranquilla, el día 26, del mes Octubre de 2023.

Padre, acudiente o representante legal del menor:

Firma NOPELIS BORRERO SANCHEZ
Nombre NOPELIS BORRERO SANCHEZ
C. C. No. 1015689977 de BARRANQUILLA.

Procedimiento de participación

Previa autorización de la institución y su consentimiento, su representado participará en: el desarrollo de una encuesta con el propósito de recolectar los datos de la presente investigación.

Fecha de la participación: tercer periodo académico del año lectivo 2023 y primer periodo académico 2024.

Aspectos éticos y legales

La información aquí obtenida tendrá una finalidad exclusivamente académica, anónima y acorde con la legislación vigente, en consecuencia, se salvaguardará la identidad de los participantes, los datos e información de ser requeridos estarán a su completa disposición.

Agradeciendo su atención,

Cordialmente,

Sandra Patricia Escalante Galindo
Docente investigador

Se adjunta: Formato de consentimiento informado.

FORMATO CARTA INFORMADO

Barranquilla, noviembre 28 2023

Señora
Mag. Rebeca Carbonó
Rectora
I.E.D Jorge Isaac

La ciudad

Cordial saludo.

Por medio de la presente, en su calidad de rectora me permito solicitarle autorización y consentimiento para la participación activa de los docentes de inglés y estudiantes de sexto grado en el proyecto de investigación titulado:

Learning Environments: Assessing the Bilingual Pedagogical Practices Applied in a Public School in Barranquilla, Colombia.

El cual está a cargo de los investigadores

Sandra Patricia Escalante Galindo
sandraescalante@usantotomas.edu.co

Johan Sebastian Julio Julio
johan.julio@usantotomas.edu.co

Este proyecto se lleva a cabo como requisito de grado para optar al título de Magister en ambientes bilingües de aprendizaje de los investigadores por parte de la Universidad Santo Tomás.

El objetivo general del proyecto es:

Analizar qué aspectos pedagógicos y socioculturales influyen positiva o negativamente en las prácticas pedagógicas aplicadas en un ambiente público de aprendizaje en una ciudad colombiana, teniendo en cuenta factores demográficos y las exigencias del mundo globalizado, con el fin de establecer estrategias que fortalezcan la práctica docente basada en el aprendizaje y la enseñanza bilingüe significativa.

Procedimiento de participación

Previo su autorización y el consentimiento de la institución, los docentes de inglés participarán de acuerdo con la planificación del proyecto de la siguiente forma:

FORMATO DE CONSENTIMIENTO

Yo: Rebeca Caballero Franco, identificado(a) con la cédula de ciudadanía número 32 826267 de Saladillo, en calidad de rectora vinculado con la I.E.D Jorge Isaac ubicada en Barranquilla Atlántico, a través de este documento, manifiesto que fui informado suficientemente en relación con el objetivo de la investigación, el procedimiento de mi participación y de los docentes y estudiantes de la institución los beneficios implicados en el proyecto de investigación:

Learning Environments: Assessing the Bilingual Pedagogical Practices Applied in a Public School in Barranquilla, Colombia

El cual está a cargo de los investigadores

Sandra Patricia Escalante Galindo
sandraescalante@usantotomas.edu.co

Johan Sebastian Julio Julio
johan.julio@usantotomas.edu.co

Procedimiento de participación

Docentes: Permitiendo la observación directa en el desarrollo de su quehacer pedagógico dentro del aula y llevar a cabo por parte de los investigadores las notas de campo. A su vez, respondiendo a preguntas, formatos y entrevistas semiestructuradas. Con el propósito de: determinar las estrategias pedagógicas implementadas en el ambiente bilingüe de aprendizaje focalizado en la investigación.

Estudiantes: Previa autorización de la institución y su consentimiento, su representado participará en: el desarrollo de una encuesta con el propósito de recolectar los datos de la presente investigación.

Participación Voluntaria

Mi participación en este estudio es completamente voluntaria, en caso de negarme a participar o decidir retirarme, esto no me generará, ni tendrá consecuencias a nivel institucional, ni académico, ni social.

Confidencialidad

La información suministrada por la organización **será confidencial**. Los resultados podrán ser publicados o presentados en reuniones o eventos con fines académicos sin revelar su nombre o datos de identificación.

Así mismo, declaró que fui informado suficientemente y comprendo que tengo derecho a recibir respuesta sobre cualquier inquietud institucional que se presente antes, durante y después de su ejecución y a acceder a los resultados de la información recabada. En consecuencia, **me permito informar que consiento, de forma libre y espontanea, mi participación en el desarrollo del proyecto de investigación.**

En constancia de lo anterior, firmó el presente documento, en la ciudad de Bamanguella, el día 24, del mes Octubre de 2023.

Firma Rebeca Carbonio S.
Nombre Rebeca Carbonio Suarez
Cargo: Rectora
C. C. No. 32826267 de Soledad.

FORMATO CARTA INFORMADO

Barranquilla, octubre 18 2023

Señora
Laura Muñoz
DOCENTE
I.E.D Jorge Isaac

La ciudad

Cordial saludo.

Por medio de la presente, en su calidad de docente de aula me permito solicitarle autorización y consentimiento para participar activamente en el proyecto de investigación titulado:

Learning Environments: Assessing the Bilingual Pedagogical Practices Applied in a Public School in Barranquilla, Colombia.

El cual está a cargo de los investigadores

Sandra Patricia Escalante Galindo
sandraescalante@usantotomas.edu.co

Johan Sebastian Julio Julio
johan.julio@usantotomas.edu.co

Este proyecto se lleva a cabo como requisito de grado para optar al título de Magister en ambientes bilingües de aprendizaje de los investigadores por parte de la universidad Santo Tomas.

El objetivo general del proyecto es:

Analizar qué aspectos pedagógicos y socioculturales influyen positiva o negativamente en las prácticas pedagógicas aplicadas en un ambiente público de aprendizaje en una ciudad colombiana, teniendo en cuenta factores demográficos y las exigencias del mundo globalizado, con el fin de establecer estrategias que fortalezcan la práctica docente basada en el aprendizaje y la enseñanza bilingüe significativa.

Procedimiento de participación

Previo su autorización y el consentimiento de la institución, usted participara de acuerdo con la planificación del proyecto de la siguiente forma:

FORMATO DE CONSENTIMIENTO

Yo: Laura P. Muñoz F., identificado(a) con la cédula de ciudadanía número 32743426 de Barranquilla, en calidad de docente de inglés vinculado con la I.E.D Jorge Isaac ubicada en Barranquilla-Atlántico a través de este documento, manifiesto que fui informado suficientemente en relación con el objetivo de la investigación, el procedimiento de mi participación y los beneficios implicados en el proyecto de investigación:

Learning Environments: Assessing the Bilingual Pedagogical Practices Applied in a Public School in Colombia

El cual está a cargo de los investigadores

Sandra Patricia Escalante Galindo
sandraescalante@usantotomas.edu.co

Johan Sebastian Julio Julio
johan.julio@usantotomas.edu.co

Procedimiento de participación

Permitir la observación directa en el desarrollo de su quehacer pedagógico dentro del aula y llevar a cabo por parte de los investigadores las notas de campo. A su vez, respondiendo a preguntas, formatos y entrevistas semiestructuradas.

Participación Voluntaria

Mi participación en este estudio es completamente voluntaria, en caso de negarme a participar o decidir retirarme, esto no me generará, ni tendrá consecuencias a nivel institucional, ni académico, ni social.

Riesgos De Participación

El riesgo por participar en este estudio es (referir los riesgos si los hay)

Confidencialidad

La información suministrada por la organización será **confidencial**. Los resultados podrán ser publicados o presentados en reuniones o eventos con fines académicos sin revelar su nombre o datos de identificación.

Así mismo, declaró que fui informado suficientemente y comprendo que tengo derecho a recibir respuesta sobre cualquier inquietud institucional que se presente

antes, durante y después de su ejecución y a acceder a los resultados de la información recabada. En consecuencia, **me permito informar que consiento, de forma libre y espontanea, mi participación en el desarrollo del proyecto de investigación.**

En constancia de lo anterior, firmó el presente documento, en la ciudad de Barranquilla, el día 24, del mes Octubre de 2023.

Firma Laura Olmos
Nombre Laura Patricia Olmos Fernández
Cargo: Docente Inglés
C. C. No. 32743026 de Barranquilla