

CODESWITCHING AS A PEDAGOGICAL PRACTICE: AN INNOVATIVE APPROACH TO BILINGUALISM IN PUBLIC EDUCATION

Natalia Alexandra Pérez Portillo, Juan Esteban Morales Londoño and Juan Pablo García Molano

Facultad de Educación, Universidad Santo Tomás

Maestría en Ambientes Bilingües de aprendizaje

Advisor

Jenny Catalina Loaiza Fuquen

Author Note

Natalia Alexandra Perez Portillo

<https://orcid.org/0009-0003-4114-7009>

natalia.perezpo@usantotomas.edu.co

Juan Esteban Morales Londoño

<https://orcid.org/0009-0000-5128-1533>

Juan.londonomor@usantotomas.edu.co

Juan Pablo García Molano

<https://orcid.org/0009-0001-5462-7269>

juan.molanogar@usantotomas.edu.co

We have no known conflict of interest to disclose.

Abstract

This study explores how intentional code-switching, as a pedagogical strategy, can enhance English language learning and foster an inclusive classroom environment for sixth-grade students in a public school in Bello, Antioquia, Colombia. Grounded in a qualitative, action research design, the study integrates code-switching within three purpose-designed teaching sequences to support conceptual clarification, active participation, and real-life functional use of English. Twenty sixth-grade students participated in the research, which used three instruments: an initial perception survey, a field diary documenting teaching sequences, and a final reflection survey. These tools collected evidence of how learners used their full linguistic repertoires to improve comprehension, motivation, and confidence. Data were analyzed through thematic analysis, revealing two central themes: the pedagogical value of code-switching and the creation of an emotionally safe, culturally responsive learning environment.

The findings show that code-switching enabled students to engage more meaningfully with English, reduce anxiety, and participate actively, while also validating their linguistic identities. Furthermore, the project addressed structural inequities in Colombia's public education system by transforming the classroom into a space where students' native language (Spanish) is recognized as a cognitive asset rather than a deficit. Overall, this study demonstrates that code-switching, when used systematically and intentionally within contextually relevant teaching, enhances both English learning and students' sense of belonging, offering valuable implications for inclusive and equitable bilingual education in under-resourced schools.

Keywords: *Code-switching, pedagogical practice, bilingualism, foreign language.*

Resumen

Este estudio analiza cómo el cambio intencional de código, como estrategia pedagógica, puede mejorar el aprendizaje del inglés y fomentar un ambiente inclusivo en el aula para los alumnos de sexto grado de una escuela pública en Bello, Antioquia, Colombia. Basado en un diseño de investigación-acción cualitativa, el estudio integra el cambio de código en tres secuencias didácticas diseñadas específicamente para facilitar la clarificación conceptual, la participación activa y el uso funcional del inglés en situaciones de la vida real. Veinte estudiantes de sexto grado participaron en la investigación, que utilizó tres instrumentos: una encuesta de percepción inicial, un diario de campo que documentaba las secuencias de enseñanza y una encuesta de reflexión final. Estas herramientas recopilaron evidencia de cómo los estudiantes utilizaron todo su repertorio lingüístico para mejorar la comprensión, la motivación y la confianza. Los datos se analizaron mediante un análisis temático, revelando dos temas centrales: el valor pedagógico del cambio de código y la creación de un ambiente de aprendizaje emocionalmente seguro y culturalmente sensible. Los resultados muestran que el cambio de código permitió a los estudiantes interactuar de manera más significativa con el inglés, reducir la ansiedad y participar activamente, al tiempo que validaba sus identidades lingüísticas. Además, el proyecto abordó las desigualdades estructurales del sistema educativo público colombiano al transformar el aula en un espacio donde la lengua materna de los estudiantes (el español) se reconoce como un activo cognitivo en lugar de un déficit. En general, este estudio demuestra que el cambio de código, cuando se utiliza de manera sistemática e intencional dentro de una enseñanza contextualmente relevante, mejora tanto el aprendizaje del inglés como el sentido de pertenencia de los estudiantes, lo que ofrece valiosas implicaciones para una educación bilingüe inclusiva y equitativa en escuelas con pocos recursos.

Palabras clave: *Cambio de Código, Practica Pedagógica, Bilingüismo, Lengua Extranjera.*

Table of Contents

Abstract.....	2
Resumen.....	3
1. INTRODUCTION	7
2. THEORICAL FRAMEWORK.....	9
2.1. Bilingualism.....	12
2.1.1. Bilingualism in Public Education	13
2.2. Foreign Language	14
2.3. Pedagogical Practice	14
2.4. Code-switching	15
2.5. Learning Environments.....	16
3. RESEARCH QUESTION.....	18
4. OBJECTIVES	19
4.1. General Objective	19
4.2. Specific Objectives	19
5. RESEARCH DESIGN	20
5.1. Context and participants.....	22
5.2. Instruments.....	24
5.2.1. Instrument 1: Student Perception Survey.....	26
5.2.2. Instrument 2: Field Diary from the teaching sequences.....	27
5.2.3. Final Instrument: Reflection Survey	28
6. DATA COLLECTION METHOD	30
6.1. Students' Perception survey.....	30
6.1.1. Students' Initial Reactions and Adjustments	31
6.1.2. Technical and Contextual Challenges.....	32
6.2. Sequences and diary	34
6.3. Last survey	37
7. DATA ANALYSIS.....	41
7.1. Interpretation of thematic patterns	45
7.1.1. Code-switching	45
7.1.2. Scaffolding.....	48
7.1.3. Language bilingual identity and learning process.....	51
9. CONCLUSIONS.....	53
8. CONTRIBUTIONS TO BILINGUAL LEARNING ENVIRONMENTS.....	56
REFERENCES	61

List of figures

Figure 1. Research core concepts.....	12
Figure 2. Phases of action research design.....	21
Figure 3. Findings perception survey.....	32
Figure 4. Findings perception survey.....	32
Figure 5. Findings perception survey.....	32
Figure 6. Findings perception survey.....	33
Figure 7. Findings reflection survey.....	38
Figure 8. Findings reflection survey.....	38
Figure 9. Findings reflection survey.....	39
Figure 10. Findings reflection survey.....	39
Figure 11. Thematic analysis phases.....	42
Figure 12. pyramid strategy	55

List of tables

<i>Table 1. Context and Profile of the Participants and School</i>	<i>23</i>
<i>Table 2. Instruments.....</i>	<i>21</i>
<i>Table 3. Findings field diary.....</i>	<i>32</i>
<i>Table 4. Related items.....</i>	<i>45</i>

1. INTRODUCTION

Today's world is characterized by intercultural communication, by the increasing pace of scientific and technological advances, and by the processes of internationalization. These circumstances raise the need for a common language that allows international society to access this new globalized world (MEN, 2006).

In this context, bilingualism is presented as “a concept that goes beyond its original meaning - the ability of a person to communicate in two or more languages - and is presented as a term that involves complex linguistic, cognitive and sociopolitical dimensions” (García & Otheguy, 2019). As bilingualism began to be implemented in classrooms, it emerged as a fundamental pillar of the dynamic interaction of linguistic resources that, being part of the teaching-learning process, challenges traditional views of education in a foreign language as these emphasize the separation of languages. This is why the concept of “bilingualism” has gained strength and has become one of the central axes of education, since it promotes access to better job and academic opportunities as individuals develop and use two different languages for different purposes.

Taking all of the above into account, we contextualize ourselves in the Colombian educational landscape, which with respect to bilingual education has had both advances and challenges, some of these advances have been the recognition of the importance of the English subject, adoption of the CEFR and its implementation in national tests, bilingualism laws and improvement plans (MEN, 2015). Still, despite all the advances presented Colombian bilingual education continues to present challenges. According to the National Bilingual Program “Colombia Very Well” (2015), estimates that “the number of students in A- is still above 50%” and that “private bilingual schools have the highest achievements, but only represent 1% of

students”. This statistic raises questions about the effectiveness of bilingual education in Colombian public schools and the real challenges such as the misperception of bilingualism as its original conception. For instance, 60% of students in official schools (public sector) have results equivalent to someone who has had no exposure to the language (MEN, 2015), lack of teachers who are experts in different content areas and competent to teach all applications of a language, little clear evidence on the evaluation of the quality of the programs (Medina, J.,2015), insufficient educational resources and poorly structured curricula (Marketing Research, 2025), coupled with vulnerable social and family contexts, make it necessary to analyze the role of bilingual education in promoting bilingualism and the effectiveness of educational practices, curricula and strategies to improve educational quality.

Therefore, it is important to rethink and involve new pedagogical practices that highlight the deployment of the entire linguistic repertoire acquired and to be learned by students without sticking to the linguistic limits defined by traditional education in the learning environments of the Colombian public sector. Since bilingualism depends on new educational approaches, to enhance linguistic and cognitive development, fostering intercultural competence and capturing the attention of students (García & Otheguy, 2019), through which educators can create meaningful learning experiences, facilitating the learning of a foreign language (English) in an effective and significant way, in order to form more competent citizens in a globalized world.

2. THEORETICAL FRAMEWORK

In order to understand how the topic of interest in this study has been addressed, some previous studies identified different approaches. This is the case of the study titled “Code Switching: A Tool in the Classroom” by Algarin (2014). This article defends code switching as a valuable tool in the classroom, particularly in second language teaching contexts. Contrary to the traditional view that labels it as linguistic interference or a sign of communicative deficiency, the text positions code-switching as a legitimate pedagogical strategy. The author analyzes how both students and teachers resort to code-switching not only to translate words or phrases, but also to facilitate access to knowledge, build conceptual bridges between languages, maintain communicative flow and express cultural or emotional nuances. The article draws on practical examples from the classroom to demonstrate how the conscious use of the bilingual repertoire can enrich the learning experience. It also highlights the importance of teachers recognizing the pedagogical potential of this resource, understanding it in depth, and using it intentionally rather than repressing it.

Even though, this article provides an important theoretical basis for arguing the relevance of the use of code-switching in bilingual education, the current research focuses especially on countries like Colombia, where traditional models of English teaching still predominate and it could be difficult to include these kinds of alternatives perspectives. However, its main limitation is the lack of depth in the practical application of this proposal in specific contexts, which makes it necessary to complement it with research that analyzes local experiences and offers concrete guidelines for implementing code-switching as a pedagogical strategy in public scenarios where structural gaps persist.

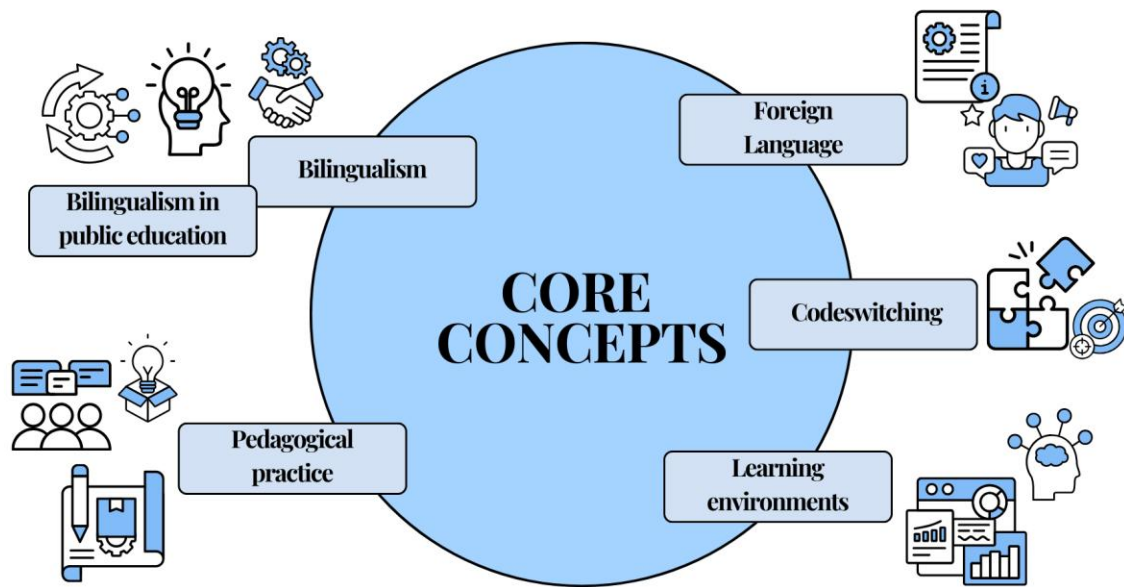
On the other hand, in the second antecedent we raised called “The Impact of Code Switching on Learners' Participation during classroom practice” Simasiku (2016) discusses the impact of code-switching and how it can improve classroom participation, as well as investigating how the use of native language in English classrooms influences students' participation. Throughout the paper the author asserted that code-switching plays an important role in the teaching and learning process, especially in the classroom in multilingual contexts where English is taught and used as a medium of instruction simultaneously. According to this researcher's findings, they reveal that code-switching is not only a common practice among teachers and students, but it is also perceived as a tool that facilitates classroom participation and enhances content comprehension, and its practice significantly improves the understanding of English grammar and vocabulary.

While the study provides valuable insight into the use of code switching by demonstrating that the use of the mother tongue is a strategy and an opportunity, not an obstacle, to student learning by highlighting the potential for code switching to be an effective pedagogical tool, especially in contexts where students have not achieved proficiency in the target language, it also presents some limitations and points. For example, although most teachers recognize the benefits of code switching, there is a divide as to the sufficiency of the vocabulary in the mother tongue to support this switching. In the case of the present research, it is crucial for us to consider not only the academic benefits of code switching, but also possible barriers and challenges, such as negative attitudes toward the use of this educational practice or lack of institutional support. Also, caution should be exercised when directly extrapolating the results from Namibia (where Simasiku's research is conducted) to Colombia, as the linguistic and cultural dynamics may be significantly different.

Finally, another important contribution entitled “Deliberate and systematic use of Code-Switching (CS) in the English classroom - an alternative for strengthening written production skills” is presented by Lopez (2015), this text explores the use of code-switching as a deliberate pedagogical practice to improve EFL writing skills, focusing specifically on coherence and cohesion. This study, conducted with A-level (English 3) students, sought to demonstrate that the deliberate and systematic implementation of code-switching, encouraging intralingual translation or reformulation, can activate students' mental schema and thereby strengthen their coherence and cohesion when writing in EFL. In addition to this, the author investigated how all these implementations in the learning process could address persistent writing difficulties in English language learners. Among the conclusions of this paper is the suggestion that this strategy has the potential to address the difficulties students face in producing written texts in English, not only at the beginning levels, but also at the more advanced levels of the Common European Framework (CEF).

With all of the above in mind, we consider it essential to outline the key concepts underpinning this research (conceptualization), including bilingualism, foreign language, code-switching as a pedagogical practice, and learning environments. These concepts are essential to understanding code-switching not only as a linguistic phenomenon, but as an intentional and innovative pedagogical practice. By situating code-switching within bilingual learning environments in Colombian public education, this framework points out how it can improve the effectiveness of teaching-learning processes and engage students to learn a foreign language (English), acquire and improve their English skills (listening, speaking, reading, and writing), and provide a meaningful learning experience.

Figure 1. Research core concepts.



2.1. Bilingualism

In the development of this paper, it is essential to understand bilingualism not from a single perspective, but as a complex and constantly evolving concept. From a traditional point of view, Bloomfield (1933) defines bilingualism “as the ability to speak two languages with a command similar to that of a native speaker”, although this definition is the mother concept of bilingualism and imposes a standard that excludes the majority of learners and devalues the progressive path of language learning. Moreover, it ignores key elements such as interlanguage, the inherent biculturality of bilingualism, and the evolutionary nature of language learning. In this sense, we seek to present bilingualism with a more inclusive and realistic definition.

For this reason, we propose a broader definition presented by Butler & Hakuta (2004) “Bilingualism refers to the psychological and social states of individuals or groups resulting from

interactions via language in which two or more linguistic codes are used for communication.” Unlike the previous concept, these authors recognize that bilingualism goes beyond technical skills, since it has a profound impact on cognition, identity, and social relations. In addition, it places effective communication in real contexts as the core of being bilingual, distancing itself from visions that privilege native proficiency and opening the way to a functional, dynamic, and situated view of everyday practices. Thus, bilingualism is presented as an individual and collective experience, which manifests itself in the classroom as well as in the family, the community, and social institutions.

2.1.1. Bilingualism in Public Education

Bilingual education in the public sector is a term that describes the programs develop by the government to help students to have a proficiency English level. However, Krashen, 2004, as cited in Grooms, 2011, p. 76 stated that it is possible for students to have proficiency in the second language without the assistance of their native language. This belief also argues that students can learn a second language only with exposure to the target language.

We disagree with the definition that frames bilingual education as a process for acquiring English apart from the mother tongue. Nowadays, particularly in the public sector, students need to interact differently. The strategy used of code-switching strengthens significantly the learning process as it is named in its concept. This process is “bilingual” (two languages involved). Grooms (2011) declared that bilingual and educational policies have been influenced by political ideologies and not but the real learning process.

2.2. Foreign Language

The Colombian Ministry of National Education (MEN) (2006), in its “Guide N°2”, defines a foreign language as one that is typically not spoken in the learner’s immediate environment or used for daily communication. It is usually acquired in formal educational settings, where exposure occurs in controlled timeframes. Despite its limited use outside learning environments, students can still achieve high proficiency levels and become effective communicators. In the same way, Moeller and Catalano (2015) define that “a language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs”. In this sense, understanding foreign language learning as an experience that occurs in isolated academic spaces also reinforces the importance of creating authentic, relevant, and culturally rich learning environments. Within these, learners can construct meaning, relate new knowledge to prior experiences, and develop the confidence to use the language beyond the classroom setting. Strategies such as code-switching, the use of authentic materials, and task-based learning can provide valuable support in this process by connecting instruction with learners’ linguistic realities and cognitive needs.

2.3. Pedagogical Practice

According to the Colombian MEN (2020), “La práctica pedagógica se concibe como un proceso de auto reflexión, que se convierte en el espacio de conceptualización, investigación y experimentación didáctica.” This reflects the idea that educators in the classroom should thoughtfully consider the features of the learning environment and determine what can benefit or nor benefit the students’ learning process. These results give us an opportunity to implement new and diverse pedagogical strategies for the learning and comprehension of a foreign language,

pedagogical practices that must be intentional rather than accidental that supported by the mother tongue.

The mother tongue is emphasized in pedagogical practice because, as stated by Butzkamm (2003):

Using the mother tongue, we have (1) learnt to think, (2) learnt to communicate and (3) acquired an intuitive understanding of grammar. The mother tongue is therefore the greatest asset people bring to the task of foreign language learning and provides a Language Acquisition Support System.

In conclusion, the educational practice needs to be a reflexive and intentional process, in which students are immersed in critical environments for the development of English as a foreign language. Based on Butzkamm (2003), the mother tongue is the greatest tool for the advancement of the foreign language, because they can think, interact, learn, and speak, as they did in their first language. That's why the mother tongue is a strong system for the acquisition of a foreign language.

2.4. Code-switching

When we talk about the fusion of pedagogical practices, the concept of code-switching takes on a central role as a pedagogical strategy that allows mediating between the different levels of linguistic competence present in the classroom. This practice defined by Lin (2008), as cited in Mangila (2018), refers specifically to the “alternate use of more than one linguistic code by any participant in the educational process, such as teachers, students or assistants etc.”, in order to facilitate understanding, reinforce learning and promote meaningful interaction in bilingual

contexts. In the Colombian case, where structural challenges persist, it is positioned as a valuable tool that responds to the sociolinguistic realities of the classroom.

This pedagogical practice allows students to obtain meaningful learning from their L1, gradually developing competencies in FL without feeling excluded from the process. It also promotes a more dynamic and inclusive vision of bilingualism, in which languages are not conceived as isolated compartments, but as resources that coexist in the same learning space. In this way, the teacher becomes a mediator who takes advantage of the students' linguistic repertoire as a starting point for the development of new skills, fostering more equitable, motivating, and culturally relevant teaching-learning processes.

2.5. Learning Environments

Araque (2019) defines learning environments as a dynamic interaction of elements that might occur in nature or involve human intervention. It requires certain factors (biological, social, physical, etc.) to allow any type of interaction. Besides, she suggests that learning environments transcend the simplistic notion of physical or virtual space and should be seen as natural environments where relationships occur to provide meaning to human existence. From this perspective, learning environments are spaces for the significant construction of culture and are designed to facilitate meaningful interactions among learners, educators, and resources, promoting engagement, collaboration, and personal growth.

Considering this definition, it is important to highlight the concept of Authentic and Community Learning Environments, which can transform the perspective on how pedagogical practices should be implemented. This type of learning environment is described as "a pedagogical approach that allows the construction of meaning grounded in real-life situations and the learners'

own personal experiences" (Araque, 2019). This implies that incorporating learning into real-world contexts can benefit both deep learning and meaningful life experiences.

In this context, we can affirm that the use of code-switching becomes a powerful pedagogical tool in the teaching and learning of a foreign language in learning environments. Rather than viewing code-switching as a deficiency or interference, it should be recognized as a natural and strategic communicative practice that reflects learners' linguistic identities and cultural experiences. In authentic learning environments, code-switching can enable learners to negotiate meaning, bridge understanding between their first language and the foreign language, and connect abstract linguistic concepts to familiar, personal contexts.

Moreover, this pedagogical practice can also foster collaboration, reduce anxiety, and promote cognitive flexibility, all of which are central to meaningful interaction as envisioned by Araque (2020).

3. RESEARCH QUESTION

Within the context of the Colombian public education system, the development of bilingualism has been set as a strategic goal that is, however, associated with multiple challenges, particularly in schools characterized by the existing pedagogical, social, and structural gaps. In the environment manifested by these key limitations, the exploration of alternative approaches recognizing the value of students' existing linguistic repertoire is needed. Within this context, code-switching emerges as a potential innovative pedagogical practice that can uplift the process of teaching and learning English as a foreign language. The formulation of the research question is hence as follows:

What is the impact of the pedagogical practice of code switching on the strengthening of bilingualism in a Colombian public school located in Bello, Antioquia?

4. OBJECTIVES

4.1. General Objective

To determine the impact of the implementation of code-switching as a pedagogical practice to support the English learning process in a group of sixth-grade students at a public-school learning environment in the city of Bello, Antioquia.

4.2. Specific Objectives

- To identify the linguistic, pedagogical, and contextual needs of the sixth-grade learning environment in a school in Bello, Antioquia.
- To implement the use of code-switching as a pedagogical practice that responds to the identified needs, promoting the comprehension and functional use of EFL.
- To evaluate the impact of the use of code-switching as a pedagogical practice in the students' English learning process, based on the analysis of learning evidence and perceptions.

5. RESEARCH DESIGN

This study employed a qualitative approach, since, as Hernández-Sampieri and Mendoza (2018) point out, “qualitative research seeks to understand phenomena by examining the experiences of participants in their natural environment, taking into account the context in which they occur.” (p. 390). Therefore, this approach, which allows us to collect and understand in depth the experiences and perspectives attributed by educational stakeholders regarding practices that emerge in a specific school context, is aligned with our research objective. We seek to determine the scope and outcomes of implementing code-switching as a pedagogical practice for sixth-grade students. This methodology facilitates us approaching the issue from a holistic perspective, recognizing that educational reality is socially constructed and that the voices of the participants are the main source of information.

This approach aims to adapt the research process to the particularities of the context, ensuring that the findings obtained respond to the real needs of the academic community in which our study is conducted. In this context, the selection of this approach responds directly to the problem posed, as it enables us to analyze not only discourses but also practices, and to understand the processes of change that may result from the implementation of pedagogical intervention strategies.

The proposed research was framed in educational action research because an educational action research design involves integrating academic inquiry processes with actions aimed at transforming reality under study. Latorre (2007) explains that educational action research consists of a set of actions undertaken by teachers in their classrooms to develop the curriculum, planning systems, educational policies, and improve educational programs. In this sense,

educational action research is a participatory and reflective approach that empowers educators to transform their teaching practices and enhance the quality of education in their own classrooms. By identifying a problem, teachers assume the role of researchers, planning and implementing changes to address it, observing the outcomes, and critically reflecting on the process through successive cycles, thereby generating situated knowledge and fostering continuous improvement in their teaching and learning methods.

This study followed the phases proposed by Latorre (2007), considering Lewis' (1946) contributions. This process consists of the following steps: 1) planning, defining a plan after identifying the problem, 2) acting to implement the plan, 3) observing the action to gather evidence that allows for assessment, and 4) reflecting on the action proposed, which allows researchers to continuously refine their practices and interventions based on real-time evidence and feedback.

Figure 2. *Phases of action research design.*



Note: Adapted from Latorre, 2007.

This project had characteristics of action research due to its cyclical sequence. According to Latorre (2007), “it is a process characterized by its cyclical nature, involving a back-and-forth—dialectical spiral—between action and reflection, so that both moments are integrated and mutually reinforce each other” (p. 32)

5.1. Context and participants

The study takes place in a public institution located in the municipality of Bello, which is characterized by a low socioeconomic level. Since the change of principal, the institution has undergone a series of methodological reforms. Until 2023, English instruction was based on the textbook Colombia Very Well.

Currently, the English teaching methodology is structured according to the Common European Framework of Reference for Languages (CEFR). In primary school, the focus is on vocabulary recognition and basic grammar rules. In secondary school, the levels are progressively developed as follows: 6th grade (A1 – beginner), 7th grade (A1+/A2 – initial), 8th grade (A2 – elementary/pre-intermediate), 9th grade (A2+/B1 – initial), 10th grade (B1 – intermediate), and 11th grade (B1+/B2 – initial).

Specifically, in 6th grade, the teacher applies different methodologies and approaches, including the use of interactive educational platforms, game-based learning supported by ICT, and a grammar-based approach complemented with elements of the communicative approach. Throughout the process, both formative and summative assessments are implemented to monitor students’ progress.

The research proposal is directed toward two groups, referred to as Group A and Group B. Each group is composed of 40 students between the ages of 11 and 14, guided by a 31-year-old teacher from an educational institution in Bello. It is important to mention that not all of the students attend the English classes. In terms of curriculum, the school does not offer standardized materials for the English classes. Instead, the teacher has the freedom to plan and create activities in alignment with the institution's curriculum. The English classes are held for three hours per week, divided into 50-minute sessions. Although the plan requires the development of one didactic unit per week, in practice, this is difficult to achieve, since more time is needed to explain the lessons and provide feedback on the topics. Therefore, the final population is 84 students, and an intentional sample of 10 from each group of students will be taken, since it is necessary that the selected students have continuous attendance and have also covered the contents taught in class.

Table 1. Context and Profile of the Participants and School

Aspect	Description
Location	Municipality of Bello, Antioquia
Type of institution	Urban public school
Grade	Sixth grade (Group A and B)
Total of students	Initially 40 students. This is the total number of students in sixth grade.
Gender	15 girls and 12 boys
Age range	Between 11 and 14 years old
Socioeconomic level	Low (1-2 stratum)
Level of English exposure	Low

5.2. Instruments

Due to the nature of the qualitative paradigm chosen, which adopts the action research model, this research focused on improving a practice through a cyclical and reflective process, positioning us as researchers who are agents of change. This, combined with our research question, which sought to understand the “impact” of an innovative pedagogical practice such as code-switching, suggested that this research required an approach that transcended the mere measurement of results. As Martínez Míguez (2007) points out, educational reality is not a static and external object, but a complex and dynamic construction that requires a holistic approach.

In proposing a study that seeks to reveal the “perceptions, beliefs, values, and emotions” of students, we recognize the understanding of a human phenomenon, such as learning English in a bilingual environment, which cannot be reduced to a series of quantifiable variables. Instead, we sought to identify the “profound nature of realities, their structure-dynamics.” This project, therefore, does not aspire to universal truth, but rather to a “structural-theoretical synthesis” that emerges from contextualized data. Consequently, the methodology employed had to be flexible, since, as Martínez Míguez (2007) states, there are no “preconceived categories”, and the plan is adjusted as the research progresses.

This principle is fundamental to understanding why the initial survey, although structured, was conceived as a starting point for further exploration rather than a final instrument.

In the educational context, authors such as Antonio Latorre (2005) and John Elliott (1993) have adapted action research, emphasizing that it is a form of inquiry in which teachers themselves actively participate to “improve and/or transform educational practice” (Latorre,

2005, p.7). This approach is based on self-evaluation and “critical reflection on the process and results.” Research is not a linear process; it is a dialectical “back and forth” between action and reflection that complement each other (Latorre, 2005, p.32). The distinctive features of this model, which apply directly to this study, include:

Situational context: The research focused on solving a specific problem within a public school in Bello, Antioquia, without claiming that the sample is representative of other contexts.

Participatory and collaborative: One of the researchers identified himself as a co-researcher working alongside the students, who participated and offered all their data and willingness in the process.

Flexible process: The action plan was not intended to be rigid; we had in mind a plan that would be continuously adjusted based on “continuous feedback” that would allow for modifications and redefinitions.

Action-reflection: The practice was subject to constant analysis, accumulating empirical evidence from various data sources to enrich the understanding of the problem.

The methodological structure of the instruments presented below corresponds to a complete cycle of this spiral. The initial diagnosis is the planning phase and a first survey; the implementation of the teaching sequences is the action phase; and the final evaluation is the moment of reflection that closes the cycle, allowing us to judge the value and quality of the findings and prepare for a new cycle of improvement if necessary.

As mentioned previously, the action research design is divided into three interconnected phases, with each instrument serving a specific purpose and being implemented at a specific

point in the improvement cycle. The phases are coherent, allowing the information from each stage to build on the previous one.

Table 2. Instruments

Instrument	Phase of the Cycle	Objective
Student Perception Survey	Diagnosis	Identify perceptions and the current context or level of trust.
Field Journal	Action	Record linguistic and emotional responses in real time (external observer).
Reflection survey	Reflection	To evaluate the transformation of the learning process following the implementation of code-switching as a pedagogical practice

At this point in the research, we enter the first phase:

5.2.1. Instrument 1: Student Perception Survey

The survey ([apendix 1](#)) was selected as the primary instrument for this phase. Its use was justified by its ability to collect information from a large group of participants in a structured and efficient manner (Useche et al, 2019, p.31). The purpose of this instrument wasn't to measure students' language proficiency, but rather to assess their attitudes, motivations, and perceptions about their English classes. The survey design included 16 questions (3 open-ended and 13 closed ended), which were presented in digital format using Google Forms for greater flexibility and privacy for participants. Throughout the survey, key topics were addressed, such as:

Overall perception of English class: This allowed us to assess the level of motivation and enjoyment of the subject.

Perceived difficulties: Questions were included so that students could identify the barriers they encounter in learning different language skills. (resources –activities–)

Evaluation of teacher performance: Questions were asked about the teacher's clarity in presenting topics, their ability to answer questions, and their role in motivating students.

During the second step of the research, the action plan conceived in the diagnostic stage was carried out. The purpose was to “improve and/or transform social and/or educational practice” (Latorre, 2005, p.8) through the implementation of code-switching as a deliberate pedagogical practice.

5.2.2. Instrument 2: Field Diary from the teaching sequences

The action was carried out by applying a field diary ([appendix 2](#)). In order to implement this instrument, three teaching sequences ([appendix 3](#)) (artifacts) were applied, designed to demonstrate the hypothesis of the action. Each sequence was geared toward a specific pedagogical objective, following instructional design principles that link content to reality and students' experiences:

Teaching Sequence 1 (Conceptual): Focused on the use of code-switching to explain complex grammar or vocabulary concepts, acting as a scaffold for comprehension.

Teaching Sequence 2 (Participatory): Focused on the use of code-switching to maintain communicative flow and encourage dialogue in the classroom, allowing students to participate and express emotional or cultural nuances actively.

Teaching Sequence 3 (Functional): Designed to promote “functional knowledge,” connecting English learning with real-life situations.

Code-switching was used here as a natural tool for negotiating meaning in authentic, everyday contexts. During this phase, observation was an essential component for recording and evaluating the action. The researcher kept a field diary to systematically documenting the process. This journal not only recorded events but also captured the researcher's impressions and reflections on implementation, student behavior, and unintended effects. The field journal is essential for converting pedagogical action into empirical evidence for study, allowing for subsequent qualitative analysis of the practice.

Finally, the action research cycle culminated in a critical reflection phase, where the results of the intervention were evaluated. The objective was to go beyond a simple verification of results to understand the meaning and value of the transformations experienced by the students. This stage seeks to answer the “how” and “why” questions of the intervention, delving deeper into the initial findings of the diagnosis.

5.2.3. Final Instrument: Reflection Survey

For this phase, the use of a reflection survey ([appendix 4](#)) is proposed. Authors such as Marcelo and Zapata (2008) have highlighted the advantages of this type of instrument for the evaluation of educational programs. The survey allows data to be standardized for further analysis, obtaining a large amount of information about attitudes, values, and beliefs in a short period of time (Useche et al, 2019, p.31).

The survey design was a strategic combination of closed and open-ended questions, which facilitated triangulation with the initial diagnostic data and field diary

observations. To avoid respondent fatigue, a total of 17 questions were asked (14 closed questions and 3 open questions).

Closed questions (14 questions): In this section, participants were asked about their perception of the classes in which the teaching sequence and extensive use of code-switching were applied. These questions addressed the usefulness of the strategy in understanding the content, the impact on motivation and participation, the improvement in their skill management, the ease of resolving doubts, and the clarity of the teacher's explanations.

Open-ended questions (3 questions): These questions were designed to elicit “detailed comments” about participants' perceptions. Students will be asked to reflect on their experience during the teaching sequences, identify the most and least useful aspects of the practice, and suggest ways to improve the use of code-switching in the future.

The implementation was carried out at the end of the teaching sequences. Responses were anonymous and voluntary to ensure honesty. The information collected in this phase provided evidence that allowed for evaluation, enabling the researcher to judge the value and quality of the findings and reflect on the action recorded, with the aim of planning a new cycle of improvement if necessary.

6. DATA COLLECTION METHOD

The data collection instruments employed in this research aimed to assess the impact of code-switching on the English learning process of 6th-grade students. The instruments applied were student perception surveys; didactic sequences, and field diaries which provided insights into the contextual reality, considering the participants' perspectives.

6.1. Students' Perception survey

The first instrument corresponded to the diagnostic phase of the action research cycle. Although structured in format, the instrument was conceived as an exploratory tool aimed at understanding students' starting point before the systematic implementation of code-switching as a pedagogical strategy.

The survey was administered during the second academic semester of 2025 (as well as all other instruments), specifically in the fifth week of the ten-week academic period. The survey was conducted during regular class hours. However, due to logistical limitations and institutional constraints, students could not complete it simultaneously. The institution had limited technological resources: although the computer lab contained approximately twenty computers, only five were functional, and the space was frequently occupied by other groups. Additionally, most students did not have personal devices or internet access.

As a result, the teacher-researcher requested permission from other subject teachers to call students individually during class time. The survey was administered digitally using Google Forms, and each student completed it one by one using the classroom computer. The entire process required approximately two hours to complete.

The decision to administer the survey individually rather than sending it home was intentional. The researcher identified the need to guide students during the process, particularly because participants were between 10 and 12 years old and required contextual clarification of certain questions.

6.1.1. Students' Initial Reactions and Adjustments

At the beginning of the administration, several students believed that the survey would affect their academic grades. This perception generated nervousness and led many of them to select the highest possible score (5) in self-assessment items, regardless of their actual proficiency level.

Recognizing this distortion, the researcher paused the process and explicitly clarified that the instrument was investigative rather than evaluative. Concrete examples were provided to help students reflect more realistically on their answers. For instance, when a student rated themselves as fully capable of speaking English fluently, the teacher asked whether they would feel confident introducing themselves to a foreign English speaker. Students often responded with hesitation, acknowledging that they would feel embarrassed or unable to do so. This guided reflection allowed students to reassess their responses more critically and authentically.

After this clarification, students demonstrated greater honesty and thoughtfulness in their answers. This episode highlighted the importance of transparency and trust in qualitative data collection, particularly when working with adolescent learners.

6.1.2. Technical and Contextual Challenges

During the administration process, intermittent internet connectivity issues emerged due to the instability of the school's Wi-Fi network. To ensure continuity, the researcher used personal mobile data to maintain access to the digital platform. Despite these technical difficulties, students remained attentive and focused throughout the process, and no significant behavioral disruptions were observed during the survey administration.

Figure 3. Findings perception survey.

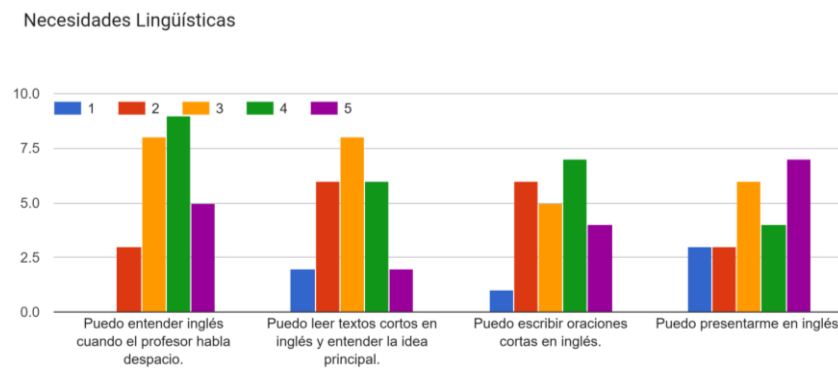


Figure 4. Findings perception survey.

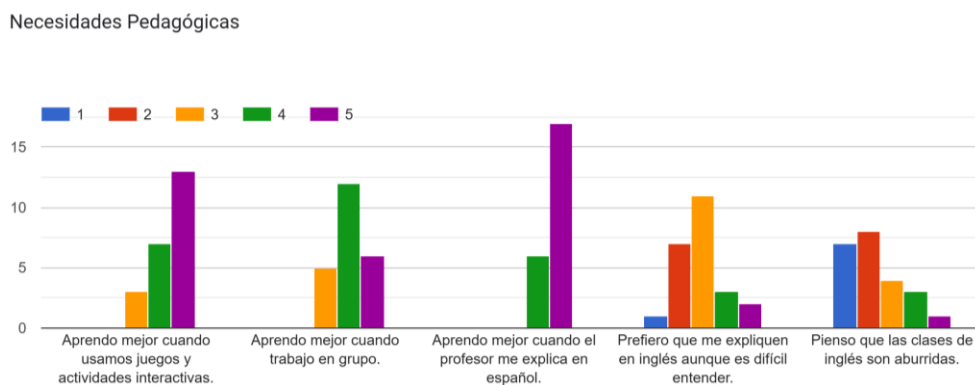


Figure 5. Findings perception survey.

Necesidades Contextuales

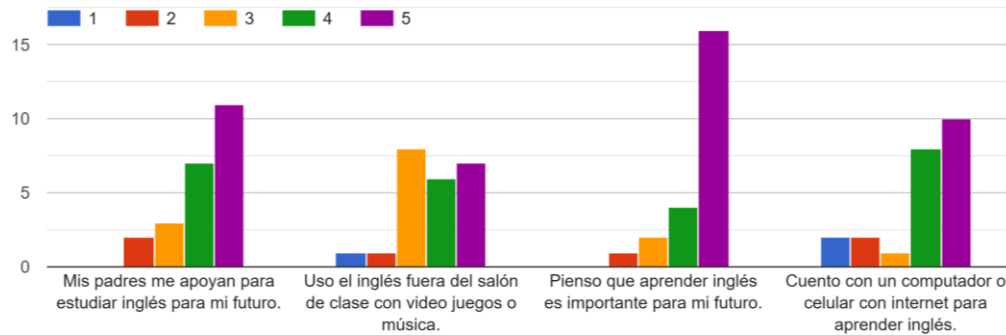
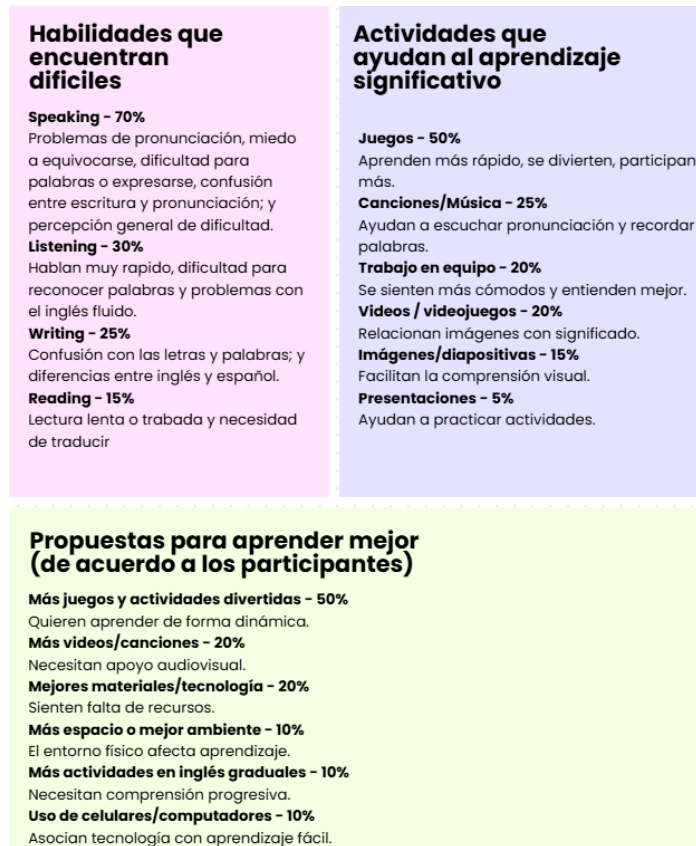


Figure 6. Findings perception survey.



Note: Adapted from applied google forms.

6.2. Sequences and diary

The second instrument corresponded to the action phase of the research cycle and consisted of a field diary completed during the implementation of three teaching sequences focused on the use of can and can't these sequences/field diaries were carried out on three different days in three different classes. Although the topic of the classes had been previously introduced within the institutional sequence, the teacher deliberately revisited the topic in order to align classroom instruction with the research objectives and ensure continuity in the intervention process. The primary purpose of this instrument was to document the pedagogical application of code-switching and to systematically record students' behavioral, emotional, and linguistic responses within the classroom setting.

Unlike the initial diagnostic survey, this instrument was not completed by the teacher-researcher. Instead, the field diary was written by a tenth-grade practicum student who was invited to act as an external observer during the implementation of the teaching sequences. The decision to involve an external observer was intentional, as it sought to reduce researcher bias and provide a more objective account of classroom dynamics. During each teaching session, the teacher-researcher conducted the class while the observer remained present in the classroom, documenting events in real time and completing the diary after the session to ensure detailed and reflective accounts. Particular attention was paid to moments when code-switching occurred and to the ways students responded to this bilingual strategy.

The descriptive sections of the diary included accounts of classroom activities such as warm-up games, the use of audiovisual resources, group work, oral practice in round-table format, and written production exercises. Within these descriptions, the observer carefully documented instances in which students demonstrated confusion and how these situations were

addressed through clarification in Spanish. Likewise, the diary recorded changes in student participation following bilingual explanations, expressions of anxiety or timidity when speaking in English, and moments where increased confidence became evident. Disciplinary challenges and their influence on the overall learning environment were also systematically noted, as they formed part of the authentic classroom context in which the intervention took place.

Beyond description, the reflective component of the diary enabled a deeper analysis of the effectiveness of code-switching as a pedagogical tool. The observer examined how the strategic use of Spanish facilitated comprehension, reduced communicative anxiety, and supported participation, while simultaneously questioning the balance between L1 support and L2 exposure. These reflections also addressed classroom management strategies and the need for scaffolding prior to communicative tasks in order to strengthen students' confidence and autonomy.

The implementation of the instrument was influenced by contextual realities common in public educational settings, including occasional disciplinary interruptions, student distractions, and varying levels of motivation. Rather than being excluded, these elements were documented as integral aspects of the situational nature of action research. The presence of an external observer allowed classroom interactions to be recorded without requiring the teacher to divide attention between instruction and data collection, thereby contributing to a more natural flow of instruction and a more comprehensive observational record.

Within the action research framework, the field diary functioned as the principal instrument for capturing the action stage of the cycle. By transforming classroom practice into qualitative data, it provided detailed evidence of how code-switching operated as a pedagogical

strategy in real time. The information gathered through this instrument later enabled triangulation with the initial and final perception surveys, strengthening the credibility, consistency, and analytical depth of the study's findings.

Table 3. Findings field diary.

Category	Finding	Evidence
Recognition of bilingual identity	Students are in the process of developing their bilingual identity	"Students can feel more confident as bilingual individuals in development"
Use of L1 as a learning resource	The mother tongue supports confidence and second language learning	The mother tongue supports confidence and second language learning
Negative perceptions toward other skills	17.4% report difficulties in reading, writing, or listening	Perception survey
Cultural identity in learning	Students' cultural and linguistic background is validated in the classroom	"Using the language that represents their cultural identity"
Positive impact of code-switching	Code-switching promotes confidence and participation in English learning	"Students can feel more confident"
Pedagogical implication	Educational practices should consider students' emotional and cultural integrity	"It is necessary to implement strategies that take into account the integrity of the student"

6.3. Last survey

The third instrument corresponded to the reflection phase of the action research cycle and consisted of a final perception survey designed to evaluate students' experiences after the implementation of the teaching sequences based on code-switching. The purpose of this instrument was to examine how students perceived the pedagogical strategy once it had been systematically applied and to identify possible transformations in motivation, comprehension, and confidence in the use of can and can't.

The survey was administered during the final week of the academic term, immediately after the completion of the didactic sequences. Unlike the initial diagnostic instrument, this survey was completed outside regular class hours, as students were already on vacation. It was distributed digitally through Google Forms, and students were instructed to complete it from home. Each participant took approximately eight to ten minutes to respond.

Since the instrument was completed remotely, students did not submit their responses simultaneously. Although this modality provided flexibility, it also presented minor technical challenges, as a few students submitted the form more than once. These duplicate responses were identified and filtered during the data organization process to ensure accuracy in the analysis. Despite being completed outside the classroom environment, the survey was applied to the same group (6°D), ensuring continuity and coherence within the research cycle.

Unlike the initial diagnostic phase, students clearly understood that the survey did not have any evaluative implications. Before its administration, the teacher-researcher explicitly explained that the purpose of the instrument was to evaluate the teaching sequence and the pedagogical strategy rather than to assess individual performance. Emphasis was placed on the

importance of honesty, clarifying that reporting difficulties or low performance would not affect their academic grades. This clarification was fundamental in fostering authentic responses.

Although the survey was completed independently at home, students demonstrated greater precision in their answers compared to the first instrument. Their responses reflected a clearer understanding of their own learning process and of the function of can and can't. From the teacher's perspective, a noticeable increase in confidence was observed during the final sessions prior to the survey administration, particularly in students' willingness to use the target structure orally.

Figure 7. Findings reflection survey.

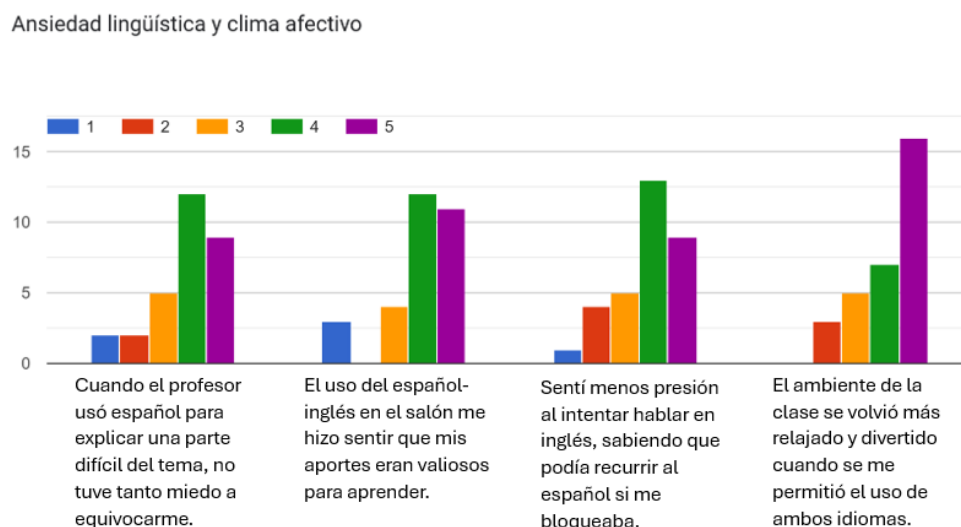


Figure 8. Findings reflection survey.

Rendimiento Cognitivo y Scaffolding

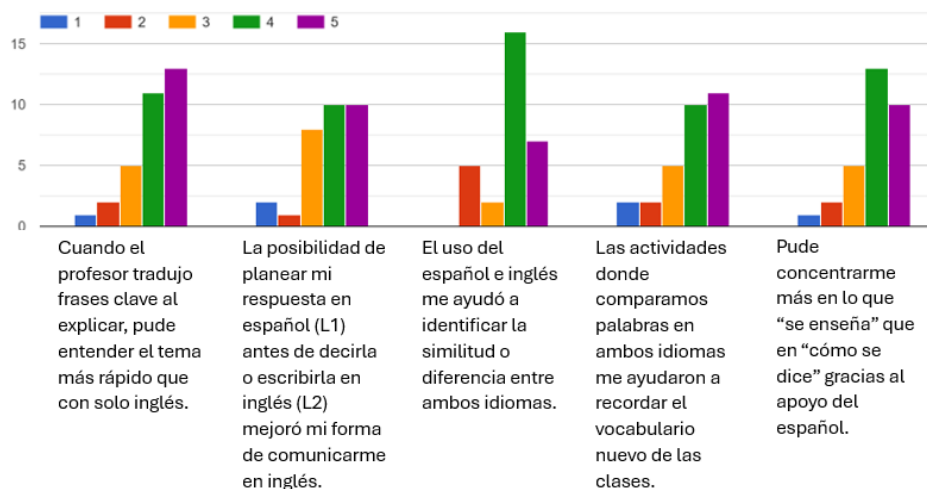


Figure 9. Findings reflection survey.

Aplicación Específica y Autoeficacia Percibida.

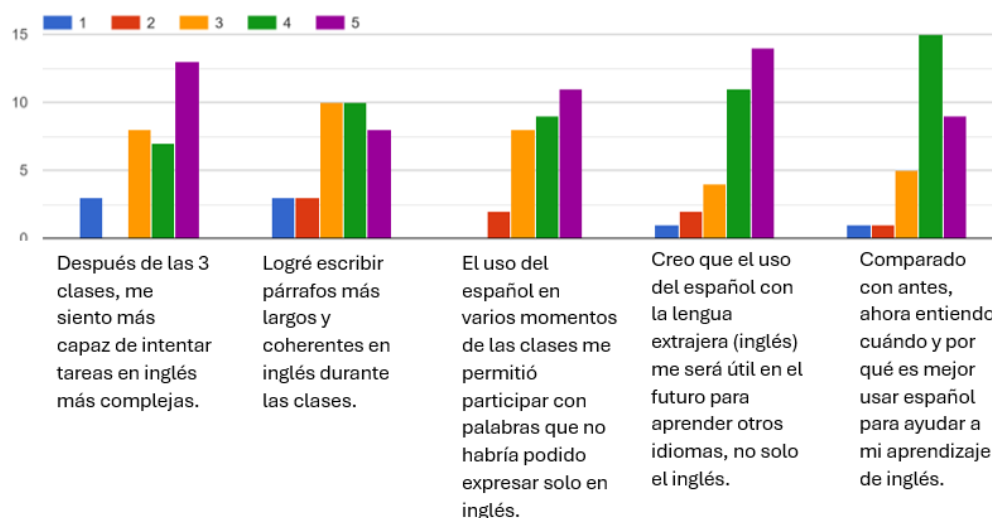


Figure 10. Findings reflection survey



REACCIONES ANTE EL USO DEL CODE-SWITCHING

No se confundieron / sintieron avance - 65%
El uso de ambos idiomas ayudó.

Si hubo algo de confusión - 25%
Dificultades con vocabulario y mezcla de idiomas.

Confusión leve pero manejable - 15%
Necesitan apoyo gradual.

Respuestas neutras o muy cortas - 10%
Poco desarrollo de idea.

CAMBIO DE PERSPECTIVA DESPUES DEL USO DEL CODE SWITCHING

Si - 80%
Se sienten más en equipo y más incluidos, ayuda a comprender mejor el inglés, reduce la confusión o bloqueo, hace al profesor y compañeros más accesibles; y permite aprender más vocabulario.

No/neutral - 20%
Su perspectiva no cambió o no relaciona eso con su entorno.

PROPUESTAS DE ACTIVIDADES QUE LOS PARTICIPANTES DISFRUTAN

Juegos dinámicos/divertidos - 40%
Quieren aprendizaje lúdico.

Actividades tipo Duolingo/videojuego - 20%
Tecnología = motivación.

Conversaciones español-inglés - 15%
Desean practicar speaking.

Juegos con palabras/imágenes - 15%
Aprendizaje visual y vocabulario.

Actividades creativas o grupales - 10%
Aprenden socialmente.

No cambiarían nada - 10%
Satisfacción con las clases.

OBSERVACIONES O COMENTARIOS ADICIONALES

No dejaron comentarios adicionales - 55%

Comentarios positivos y apoyo a continuar - 27%

- "Me gustó mucho las clases"
- "Que sigan adelante"
- "Mezclar el inglés y el español fue lo mejor que pudo hacer el profe para aprender"

Comentarios sobre dificultades o necesidad de paciencia - 18%

- "aprender inglés puede ser difícil"
- "el profe necesita más tiempo para explicar todo"

Note: Adapted from applied google forms.

7. DATA ANALYSIS

Considering that in qualitative research, analysis is not assumed to be a final and isolated stage, but rather a continuous and dialectical process that “begins at the very moment we are thinking about the problem, the techniques for collecting information, and recording results” (Schettini & Cortazzo, 2015, p. 8). The main purpose of this section is to transform the information collected in the field into scientific knowledge, allowing us to understand the complexity of code-switching as a situated pedagogical practice. To achieve this objective, data was analyzed from different sources of information including surveys, field diaries, observations, and teaching sequences, which were articulated to reveal the hidden fabric of the educational phenomenon under analysis. The analysis was carried out by three researchers, one of whom played the role of teacher-researcher, which reinforced the process and encouraged both reflection and active participation.

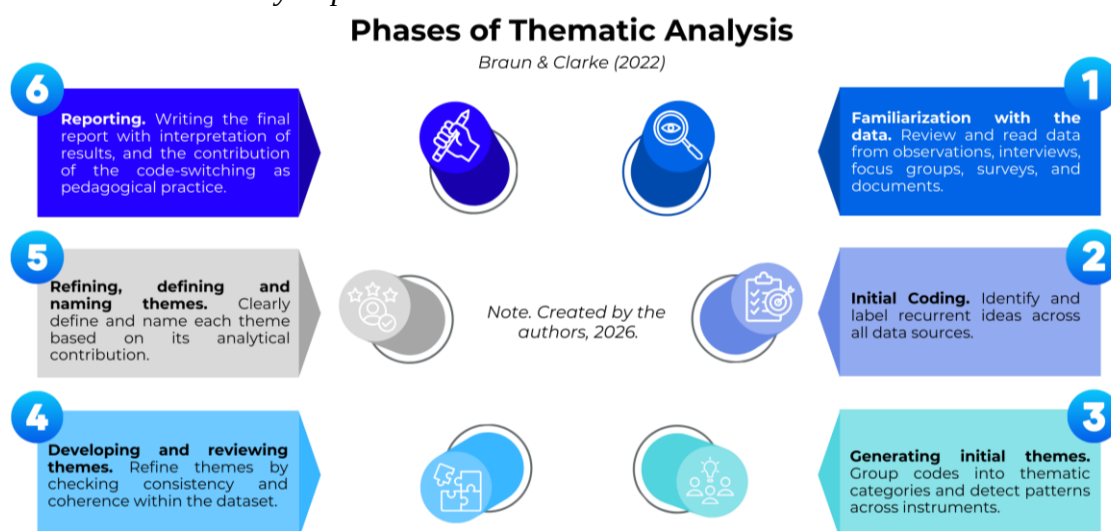
Thematic analysis was selected for data processing, which allowed patterns to emerge inductively, while remaining aligned with the research questions. Following Braun and Clarke (2022, p.37), thematic analysis is understood as “a method for developing, analyzing and interpreting patterns across a qualitative dataset, which involves systematic processes of data coding to develop themes – themes are your ultimate analytic purpose”. This choice responds to the flexibility of the application, which allowed for the identification of both semantic (explicit) and latent (underlying) meanings in the participants' discourse on the alternate use of linguistic code. This analytical process was carried out through a systematic route that moves from the purification and storage of raw data, through orthographic transcription and the selection of strategic fragments, to the construction of a higher theoretical synthesis. This process involved

categorizing the content into thematic units using descriptive labels or codes that serve as a basis for reducing the mass of information into manageable units (Schettini and Cortazzo, 2015; Braun and Clarke, 2012).

Subsequently, we proceeded to structure and search for themes, organizing these categories into a network of relationships that capture essential patterns of meaning about code-switching and its pedagogical purposes. The cycle ended with theorization or structural-theoretical synthesis, which offered an explanatory “composite photograph” of the reality studied, ensuring the credibility of the findings through the triangulation of perspectives and the referential framework (Martínez Miguélez, 2004, p. 276).

In this regard, *Figure 2* presents a visual representation of the sequential stages that guided the data analysis process. The process followed the steps of thematic analysis outlined by Braun and Clarke (2022): (1) familiarization with the data, (2) initial coding, (3) generating initial themes (4) developing and reviewing themes, (5) refining, defining and naming themes, and (6) reporting.

Figure 11. *Thematic analysis phases*



Note: Adapted from Braun and Clarke, 2022.

To conduct the data analysis, the researchers performed a collaborative, AI-assisted analysis using large-scale models such as Gemini and ChatGPT to identify emerging codes and patterns in the discourse. This AI-assisted analysis enabled the extraction of a set of 21 preliminary codes. However, based on the premise that technology should be a tool at the service of humanity and not a substitute for critical judgment, the team of three researchers then conducted a thorough manual review of each tool, analyzing the results in detail and integrating the indispensable human factor to detect additional codes, generated codes, and contextual nuances.

During this process, the researchers entered the “initial coding” phase of Braun & Clarke’s (2022) model, which marks the transition from familiarizing themselves with the data to systematically organizing it. Through this phase, a series of interesting codes were identified, such as **Pre-processing in L1**, as the recurrence of phrases like *“thinking in Spanish to be able to say something”* or terms like *“thinking in Spanish”* and *“understanding first”* appeared with high frequency in the 23 survey responses. Another code with greater theoretical significance, such as **Perceived self-efficacy**, was identified by observing how, after the bilingual sessions, students reported feeling *“capable of doing things well”*. Other codes, such as **Active pedagogy and task design** or **Contextualized design**, emerged from the field journal while documenting the use of various games such as Hot Potato and audiovisual activities such as *Yes, I Can!* or contextual aspects included in the activities of the teaching sequences; for example: the roundtable discussion, and the responses regarding everyday talents in Bello. These four codes, like the others, although fundamental, were not selected as primary patterns because they were

considered “building blocks” or instrumental vehicles; for example, pre-processing was viewed by the researchers as a technical sub-action of scaffolding, and active pedagogy as the physical setting, lacking the interpretive thematic essence necessary to explain the group’s sociolinguistic transformation on their own.

The researchers then reviewed these codes and determined that they could be grouped into 10 main thematic patterns; following a process of analytical reduction and theoretical reflection on the research path, and rigorously taking into account the nature of this study, the researchers identified three recurring patterns: **1) Code-switching**, **2) Scaffolding** and **3) Language bilingual learning process**. Taken together, these topics provide a coherent and theoretically grounded interpretation of code-switching as a pedagogical practice in bilingual educational settings.

To ensure coherence between the research objectives and the analytical process, the main themes were systematically organized in relation to the guiding research question. This organization made it possible to illustrate how code-switching, understood as a pedagogical practice, operates as a mechanism of mediating within bilingual classrooms. In particular, the thematic structure reflects how code-switching functions as a multilevel pedagogical mediator, supports cognitive–multimodal scaffolding, and contributes to the validation of students’ bilingual identities. The table below synthesizes the relationship between the research question, the general objective, and the main themes that emerged from data analysis.

Table 4. Related items

Research question	General objective	Main patterns
What is the impact of the pedagogical practice of code switching on the strengthening of bilingualism in a Colombian public school located in Bello, Antioquia?	To determine the impact of the implementation of code-switching as a pedagogical practice to support the English learning process in a group of sixth-grade students at a public-school learning environment in the city of Bello, Antioquia.	1) Code-switching. as a Multilevel Pedagogical Mediator (CMPM) 2) Scaffolding. Cognitive–Multimodal 3) Language bilingual identity and learning process.

Note. Created by the authors, 2026.

7.1. Interpretation of thematic patterns

7.1.1. Code-switching

Code-switching, conceptualized in this study as a pedagogical practice, played a central role in this research, as it captures how learners strategically mobilize their linguistic repertoire to support learning across cognitive, communicative, and socio-affective dimensions. Rather than being viewed as a mere alternation between languages, code-switching is understood as a meaningful pedagogical resource that facilitates comprehension, interaction, and participation in bilingual classrooms (García & Wei, 2014; Macaro, 2005; Tai & Li Wei, 2021). Within this study, codeswitching was evidenced through students' linguistic productions, perspectives, and reflections, which reveal how learners use both languages as complementary tools to construct knowledge and navigate the learning process.

Across the diagnostic survey, the intervention survey, and the field diary, bilingual mediation consistently appears to support comprehension, reduce anxiety,

sustain interaction, and improve participation in the bilingual environment. Taken together, the data suggests that code-switching is most effective when it is used strategically to connect learners' prior linguistic knowledge with new content.

At the diagnostic stage, only 31.8% of the students reported being able to read short English texts and understand the main idea with relative confidence, and fewer than half felt able to write short sentences or introduce themselves in English. By contrast, pedagogical preferences were highly oriented toward interactive and supportive instruction: 87% strongly agreed that games and interactive activities help them learn better, 78.3% valued group work, and 100% agreed that teacher explanations in Spanish support their learning. At the same time, only 13.6% preferred explanations exclusively in English, which confirms that learners do not reject English but rather require accessible pedagogical support to engage with it meaningfully. This instrument also shows that speaking remains the most difficult skill, mainly due to pronunciation challenges and fear of making mistakes, reinforcing the need for an approach that integrates linguistic development with affective support. This aligns with Creese and Blackledge (2010, as cited in Sakaria & Priyana, 2018), who argue that code-switching in bilingual classrooms can increase students' participation, inclusion, and comprehension, while also strengthening the student–teacher relationship.

The post-intervention survey provides stronger evidence of the mediational value of code-switching. Across the items related to anxiety and climate, agreement was consistently high: 70% of responses indicated that Spanish helped reduce fear of making mistakes, 76.7% reported that bilingual interaction made their contributions feel valuable,

71.4% felt less pressure when they could rely on Spanish if blocked, and 75.9% perceived the classroom atmosphere as more relaxed and enjoyable.

Similar patterns appeared in the cognitive dimension, where between 70% and 76.7% of responses affirmed that translation, bilingual comparison, and L1 planning improved understanding and memory. In the section on self-efficacy, 75% to 79.3% of responses indicated that the students felt more capable of completing more complex English tasks, participating with words they could not otherwise express, and understanding when and why Spanish can be used productively in support of English learning.

These results show that code-switching, when used as a pedagogical practice, functions simultaneously as a cognitive scaffold, an affective regulator, and a bridge toward greater learner autonomy. As argued by Oyedele et al. (2022), it facilitates “the negotiation of new linguistic content while maintaining student engagement and emotional security” (p. 60), reinforcing its role as a strategic instructional resource in bilingual education.

The field diary confirms these survey tendencies through concrete classroom evidence. In the observed sessions, the teacher repeatedly combined English input with Spanish clarification when students showed hesitation, confusion, or silence. During the round-table and question-answer activities, the teacher first modeled the structure in English and then reinforced meaning in Spanish whenever comprehension dropped, which helped students respond with greater confidence using forms such as “*Yes, I can*” and “*No, I can’t*”.

The diary also documents that students were more engaged when activities were brief, playful, and visually supported, and that bilingual explanation helped reduce communicative anxiety without interrupting the flow of the lesson. Importantly, the teacher did not replace English with Spanish; instead, Spanish operated as a temporary support that made English more accessible, especially for timid learners and those with lower proficiency.

From this perspective, code-switching is not the end goal of instruction, but a pedagogical means that enables learners to move from dependency toward participation and from uncertainty toward meaningful production. This interpretation aligns with Ferguson (2019), who states that code-switching in the classroom functions as a strategic pedagogical resource that facilitates comprehension and supports meaningful interaction in second language learning.

7.1.2. Scaffolding

The second central pattern identified, Scaffolding, emerged not only as an instructional technique but also as an indispensable framework of comprehensive support for the students in 6th grade D at Bello. From a sociocritical perspective, these scaffolding challenges the traditional notion that the teacher is the sole source of knowledge, positioning the mother tongue (L1) as the “*more capable other*” that facilitates the transition to complex tasks. This approach allows learning to be a process of identity construction rather than mechanical repetition, reducing the resource gap that characterizes public education in vulnerable contexts.

The theoretical basis of this approach finds fundamental support in the work of Aída Walqui, who redefines support in the bilingual classroom. In this regard, Walqui

(2006) argues that students learning a foreign language “can learn content and succeed in high-level academic work when the teacher knows how to support them” (p. 159). In this research, such support took the form of the strategic use of code-switching to create a zone of proximal development where students feel safe to explore the new language without the stigma of error.

Identifying this pattern revealed a fascinating contrast between the insights provided by artificial intelligence and the researchers’ interpretation. While the AI suggested this pattern after noting a statistical correlation between the use of “*help*” or “*games*” and the generation of longer and faster responses in the assessments, the researchers interpreted this data through the lens of school mental health. For the AI, scaffolding was a variable of efficiency; for the research team, it emerged as an emotional “*safety net*.” This distinction is crucial: AI can count frequencies, but only the human eye could see in the students’ initial silence not a lack of knowledge, but a barrier of anxiety that required a mediated bilingual intervention.

The evidence gathered through these tools confirms the central importance of this issue. The field journal documented the effectiveness of the “Post-it Note Puzzlers” activity, in which students, feeling overwhelmed by the instruction in English, used sticky notes to express their questions in Spanish. This exercise in externalization allowed the teacher to gather the questions and return them to the group first in L1 and then modeled in L2, turning the question into a steppingstone for learning. Likewise, in the reflection survey, students gave top scores (5/5) to the option of “*planning my*

response in Spanish before saying it in English,” validating scaffolding as a necessary cognitive pre-processing step for communicative success.

In Bello’s specific context, where young people face socioeconomic pressures and a significant digital divide that limits their exposure to English outside the classroom, scaffolding acts as a pedagogical “*safety net*” against exclusion. One example that emerged during the research occurred in response to the oral question “*Can you swim?*” A student’s deathly silence did not indicate ignorance of the concept, but rather a mental block caused by linguistic ambiguity. As one participant reported individually, certain words “blocked” her because they had multiple meanings or sounded unfamiliar. At that moment, the teacher provided scaffolding through gestures (mimicking swimming) and a bilingual explanation. The result was the autonomous and confident production of the structure “*Yes, I can*”. Without this temporary and flexible support, the experience would have become a moment of negative exposure, reinforcing the cycle of frustration that often leads to school dropouts in these contexts.

Finally, the practical implications of this finding suggest that bilingual scaffolding is a tool for equity. By allowing Spanish to serve as a supportive framework, it ensures that the right to learn a second language is not limited to those with access to extracurricular resources. In 6th grade class D, scaffolding established itself as the method for moving from frustration to self-efficacy, demonstrating that the use of L1 is not a step backward, but rather the indispensable foundation for public school students to recognize themselves as capable and competent bilingual individuals.

7.1.3. Language bilingual identity and learning process

In the language bilingual learning process, we identified one of the challenges related to bilingual linguistic identity, which is defined as a deeply personal, social, and cultural construction. According to Pérez-Luzardo Díaz and Schmidt (2016), when an individual becomes part of a linguistic community, they inherit a cultural legacy that shapes both their identity and their self- and social perception. For this reason, within the classroom it is essential to identify the variables that hinder the recognition and validation of the first language (L1), as well as to promote strategies that position it as a resource for learning a second language (L2). In the educational institution under study, several data collection instruments were implemented to determine the contextual linguistic needs involved in second language learning.

Through the perception survey, a key need was identified: students do not perceive themselves as bilingual individuals. For example, when asked about their difficulties, one student stated, “*hablar porque es muy difícil, yo no soy bilingüe*”. This perception is not isolated. The analysis of the survey reveals that, out of 100% of the students, 56.5% consider speaking English to be very difficult. Additionally, within the remaining 43.5%, 17.4% express highly unfavorable perceptions regarding other skills such as reading, writing, or listening. These findings indicate that the challenges go beyond linguistic difficulties and are more closely related to how students perceive bilingualism.

This is further supported by the findings from the field diary, where several students avoid participating orally, expressing comments such as Student 2: “*Don’t ask me*”. In addition, withdrawal behaviors such as timidity, nervousness when speaking

English, and low participation were observed. These patterns reveal a high level of insecurity and a lack of validation of their bilingual identity.

The behaviors observed above thus become a barrier for students to develop their bilingual identity. In this sense, Barón (2022) states that students, when learning English, tend to feel anxious and tense when using the foreign language in the classroom. Therefore, when anxiety and lack of confidence are present, students do not perceive themselves as bilingual individuals, affecting their motivation and participation in class, resulting in the weakening of their identity. In this sense, the findings allow us to infer a limited construction of themselves as language users, which affects their positioning toward learning.

Considering all the above, it is necessary to implement strategies that take into account the integrity of the student. Factors such as anxiety and lack of motivation can be positively influenced if we use the language that represents their cultural identity. Therefore, educative practices such as code-switching help bridge the gap between the mother tongue, where students feel highly confident, and the foreign language. By validating the use of the mother tongue during the learning process, students can feel more confident as bilingual individuals in development.

9. CONCLUSIONS

This study provides strong evidence that code-switching, when used intentionally, pedagogically, and systematically, can function as a significant multilevel pedagogical mediator (MPM) in bilingual education, transcending simple language alternation to become a resource for cognitive, communicative, and socio-affective mediation.

The results demonstrate that strategic code-switching between English and Spanish supports students across multiple dimensions of the learning process; in this context, the use of Spanish does not represent a linguistic deficiency, but rather a deliberate mobilization of the student's comprehensive linguistic repertoire to facilitate comprehension and active participation.

This perspective aligns with the “multilingual turn” approach proposed by García and Li Wei (2014), who argue that the use of the student's native language in the classroom allows bilingual students to make sense of their worlds through multiple and flexible discursive practices. In the case of our specific context, this translated into accessible pedagogical support that allowed 100% of students to validate their learning process through bilingual explanations, overcoming the limitations of traditional monolingual models that often marginalize learners with limited prior knowledge.

Likewise, the research confirms that scaffolding in the applied activities was crucial in the cognitive-multimodal aspect, being indispensable for overcoming comprehension barriers in educationally vulnerable settings. Within the conceptual framework of Aída Walqui (2006),

scaffolding is defined as both a structure and a process that allows students to achieve levels of academic performance they could not attain on their own.

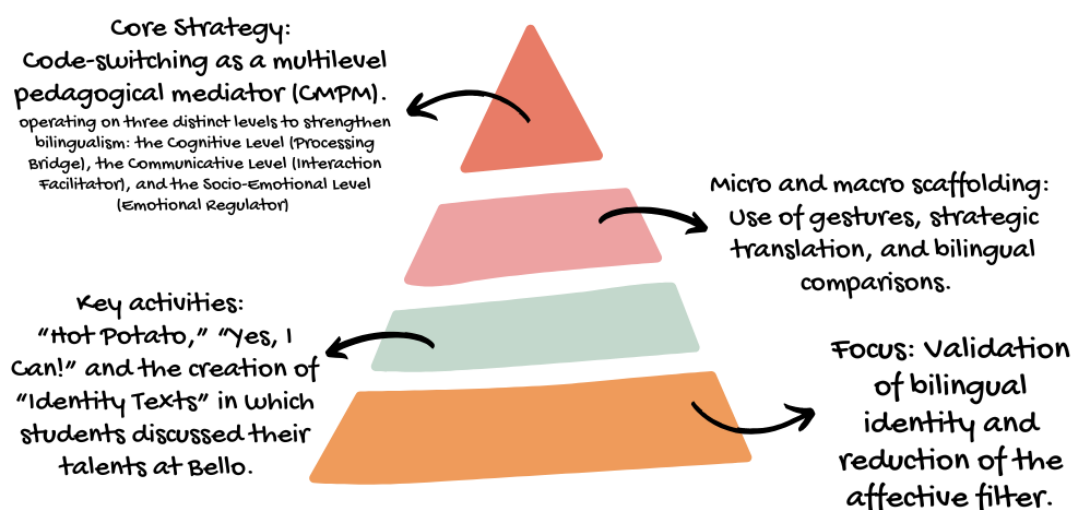
In the proposed pedagogical practice, this scaffolding manifested in moments of “micro-scaffolding” (moment-to-moment support) where the use of gestures and bilingual clarifications transformed students’ silence into autonomous production, as evidenced by the transition from mental blocks to confident responses in English. This support acts as an “emotional safety net” that, according to Walqui (2006, p. 159), allows learners to be treated not for what they lack, but as capable and intelligent individuals who, with adequate support, can fully participate in academic discourse.

Another critical finding of this study is the systematic reduction of the affective barriers that have historically limited student engagement in Colombian public schools. The implementation of a flexible pedagogical practice significantly reduced the “affective filter,” decreasing anxiety and fear of making mistakes in 70% of the participants. As Oyedele et al. (2022, p. 60) point out, the strategic use of the mother tongue facilitates the “negotiation of new linguistic content while maintaining the student’s emotional security and engagement.” This socio-affective regulation is essential in contexts where learning is hindered by a range of factors such as insecurity and low self-esteem, allowing the classroom to become a space of trust where error is perceived as an opportunity for growth rather than a sign of linguistic failure.

Finally, the research highlights the importance of validating bilingual linguistic identity as a driving force in the learning process. Initial data revealed that many students did not perceive themselves as bilingual, using evasive expressions such as “I am not bilingual” due to a

fragmented view of their abilities. However, by integrating their mother tongue as a legitimate learning resource, what Jim Cummins (2017) defines as “active bilingualism” was promoted, where languages are interwoven into the individual’s set of intellectual tools. This construction of identity is a profound social and cultural process that, according to Pérez-Luzardo Díaz and Schmidt (2016, p. 54), requires educational institutions to recognize and value the cultural heritage that students bring with them. By fostering the creation of “identity texts” and spaces for bilingual expression, the transition from a deficit-based view to a perception of self-efficacy was facilitated, gradually consolidating an empowered and resilient bilingual identity.

Figure 12. *strategy pyramid.*



8. CONTRIBUTIONS TO BILINGUAL LEARNING ENVIRONMENTS

Natalia Alexandra Perez Portillo

Over the years, bilingual education in Colombia has been marked by significant paradigm shifts, where government policies clash with the sociolinguistic realities found in the classroom. Given this context, as an English teacher I have encountered several situations in which this gap between the curriculum and classroom reality has become evident; therefore, my journey through the Master's in Bilingual Learning Environments (MABA) and the research project I conducted have represented fundamental epistemological shifts, allowing me to question my “monolingual perspective”—one that prevails not only in the educational system but in all the institutional settings where I have worked professionally.

Through the various activities I have undertaken throughout the master's program, I have come to understand that Bilingual Learning Environments (ABA) are not merely spaces for technical instruction, but dynamic ecosystems where identities and sociocultural trajectories converge (Rodríguez, et al., 2023, p. 11). This educational experience has led me to recognize that bilingualism involves much more than simply the use of two isolated codes (Bloomfield, 1933); Bilingualism encompasses complex cognitive, linguistic, and sociopolitical dimensions that go beyond (Rodríguez, 2021, p. 17), requiring an approach that validates the student's voice and feelings.

Throughout the course of our research project, I have been able to identify concepts that I previously accepted without analyzing or questioning them; for example, I have deconstructed Bloomfield's (1933) traditional view of bilingualism to embrace a heteroglossic perspective on

it, which is defined by the psychological and social states resulting from interactions mediated by multiple codes (Blackledge & Creese, 2013). Through this analytical lens, a series of tools emerge, such as translanguaging or code-switching, which validate students' entire repertoire as a cognitive tool, dismantling colonial linguistic hierarchies. During my training at MABA, I have observed that the strategic use of the mother tongue (L1) is not a deficiency, but rather the most valuable support system for foreign language acquisition that the learner brings to the classroom, functioning as essential scaffolding for meaningful learning.

Although I was not present in the context on which our research focuses, I have contributed to its theoretical and argumentative analysis as well as the design of its research tools. I have done all of this by drawing on my own context and experience as an educator, as well as the perspectives of various authors, which has allowed me to arrive at a series of findings; For example, the research design allowed me to identify that, in vulnerable contexts, it requires an ethical sensitivity that transcends the merely metric (Braun & Clarke, 2012, p. 257). An example of this is that during the administration of our first instrument, we identified that participants tended to rate their skills with the highest score out of fear of academic reprisals, which forced us to redefine the instrument as a space for dialogue and trust.

All of this allowed me to adopt a holistic perspective (a key concept of MABA) on ABAs, understanding them as spaces of disruption that respond to the local and global realities of the times we live in, fostering ubiquitous, flexible, and open learning, where home and community are learning ecosystems, and shifting my monolingual perspective toward a heteroglossic one, which has allowed me to recognize and validate the students' full linguistic repertoire.

Juan Pablo García Molano

My learning process in the Master's program in Bilingual Learning Environments has involved a significant transformation in my understanding of bilingualism and "Learning Environments" (LE). At first, I understood learning environments as going beyond the traditional notion of physical or virtual spaces, to become dynamic and complex settings where sociocultural, emotional, and pedagogical dimensions interact among the entire educational community. From this perspective, Rodríguez et al. (2024) state that an LE is a dynamic setting that is not limited to a physical space, but rather integrates actions, experiences, attitudes, and socio-affective variables that generate connections among its participants, without separating them from their contexts and cultural traditions.

Regarding bilingualism, my understanding has evolved from a view focused exclusively on the development and strengthening of language skills to a broader and more holistic perspective. Today, I recognize that bilingual education requires acknowledging and valuing the linguistic repertoire and sociocultural context of learners. In this regard, I agree with what Rodríguez et al. (2024) propose when they state that educational processes should seek the integration of students' home language, which leads to a more inclusive stance on what bilingualism is and to the need to pay attention to cultural identity, as well as family and ethnic values.

From this perspective, our master's degree research project is aimed at understanding "code-switching" as a pedagogical mediator that supports the construction of meaning in bilingual learning environments. In the words of Ferguson (2019), "code-switching" in the classroom functions as a strategic pedagogical resource that facilitates understanding and

promotes meaningful interaction in second language learning. In this way, our research aligns with a more inclusive and contextualized view of bilingualism, in which learners' linguistic practices are recognized as legitimate resources for learning rather than as limitations within the classroom.

Finally, this learning process has led me to profoundly rethink the way I understand bilingualism and my role as a teacher within Bilingual Learning Environments. Today, I recognize that teaching a language goes far beyond developing linguistic skills; it involves understanding the student, with their history, culture, and particular way of interacting with the world. From this perspective, I take on the challenge of transforming my pedagogical practice into one that is more conscious, inclusive, and contextualized, where languages are not imposed but rather engage in dialogue, and where each linguistic resource the student has is valued as an opportunity to build meaningful learning.

Juan Esteban Morales Londoño

Pursuing the Master's Degree in Bilingual Learning Environments has helped me consolidate a critical stance regarding the current challenges of education. Personally, before starting the MABA, I believed I knew enough about learning environments. However, through immersion in educational resources and the guidance of professors, those aspects that were previously unknown to me have been internalized, resulting in new learning. An example of this is the recognition of bilingual environments not merely as settings for improving linguistic competence. The reality I encounter is that educational contexts are far more complex than they appear, since emotional, social, and cultural aspects emerge within them.

For this reason, our thesis proposal emerges from the need to include the student's own linguistic knowledge within the curriculum and to use it as a resource through the code-switching strategy for the comprehension and acquisition of the English language. In this sense, the translanguaging approach proposes that students can use all their linguistic resources in an integrated manner to construct meaning (García & Nuonsy, 2024).

This is why culture plays an important role in the student's personal development, and recognizing their overall well-being becomes a fundamental element for the proper development of learning. In this regard, the educational trend of wellbeing in education, as discussed by Rodríguez (2023), especially draws my attention, since it allows me to consider common factors such as bullying or low self-esteem before beginning my lesson planning. Many times, I prefer to move forward with the content and leave aside these fundamental aspects related to students' social and emotional well-being. In this way, pedagogical strategies should be more oriented toward the holistic benefit of students and the construction of educational communities.

Another aspect that I can reinterpret in my learning environment is changing the perspective that only English should be spoken in class. In this sense, the recognition of culture, which is linked to the student's linguistic repertoire, is essential for students to understand meaning and interpret the contemporary world.

Taking the translanguaging perspective as a reference, as proposed by Rodríguez (2023), within the classroom it is necessary to value and integrate the use of all languages as a resource for learning; that is, the student's linguistic background is incorporated as a resource in second language learning.

REFERENCES

- Algarin-Ruiz, K. M. (2014). *Code switching: A tool in the classroom* (Master's thesis, The College at Brockport, State University of New York). Digital Commons @Brockport. https://digitalcommons.brockport.edu/ehd_theses/393
- Araque Torres, D. M. (2020). Learning environments: definitions and types. In *Learning Module 1. Learning Environments in a changing society*. Retrieved from: <https://fliphtml5.com/afqfp/aabf>
- Barón Ayala, G. A. (2022). *Relación entre la motivación y la ansiedad durante el aprendizaje de la lengua inglesa en estudiantes del Colegio Integrado de Puerto Wilches* [Tesis de maestría, Universidad Autónoma de Bucaramanga].
- Barón, J. E. (2022). English learning anxiety and code-switching in Colombian classrooms. *HOW Journal*, 13(1), 31-45.
- Blackledge, A., & Creese, A. (2013). Heteroglossia as Practice and Pedagogy. En *Educational linguistics* (pp. 1-20). https://doi.org/10.1007/978-94-007-7856-6_1
- Bloomfield, L. (1933). *Language*. New York: Holt.
- Braun, V., & Clarke, V. (2022). *Thematic analysis: A practical guide*. SAGE.
- Butler, Y. & Hakuta, K. (2004). Bilingualism and second language acquisition.
- Butzkamm, W. (2003). *We only learn language once: The role of the mother tongue in FL classrooms: Death of a dogma*. *Language Learning Journal*, 28, 29–39. <https://doi.org/10.1080/09571730385200181>
- Colmenares, A. M., & Piñero, M. L. (2008). La investigación acción. Una herramienta metodológica heurística para la comprensión y transformación de realidades y prácticas socio-educativas. *Laurus*, 14(27), 96-114.

- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publications.
- Cummins, J. (2017). Teaching Minoritized Students: Are Additive Approaches Legitimate? *Harvard Educational Review*, 87(3), 404-425.
- Elliott, J. (2000). *El cambio educativo desde la investigación-acción*. Morata.
- Ferguson, G. (2019). Code-switching in the classroom: Critical perspectives on language, teaching, and pedagogy. *Language and Education*, 33(5), 418–433
- García, O., & Li Wei. (2014). *Translanguaging: Language, Bilingualism and Education*. Palgrave Macmillan.
- García, O., & Nuonsy, S. (2024): Actionable translanguaging love in education and research, *Critical Inquiry in Language Studies*, DOI: 10.1080/15427587.2024.2336449
- García, O., & Otheguy, R. (2019). Plurilingualism and translanguaging: commonalities and divergences. *International Journal Of Bilingual Education And Bilingualism*, 23(1), 17-35.
<https://doi.org/10.1080/13670050.2019.1598932>
- Grooms, A. M. (2011). *Bilingual Education in the United States: An Analysis of the Convergence of Policy, Theory, and Research* (Doctoral dissertation, University of Pittsburgh).
Recuperado de <https://d-scholarship.pitt.edu/10875/D-Scholarship>
- Koo, M., & Yang, S.-W. (2025). Likert-type scale. *Encyclopedia*, 5, 18.
<https://doi.org/10.3390/encyclopedia5010018>
- Latorre, A. (2004). *La investigación-acción. Conocer y cambiar la práctica educativa*, 4.
- López Gerena, J. C. (2015). *Uso deliberado y sistemático del code-switching (CS) en el aula de clase de inglés: Una alternativa para el fortalecimiento de la habilidad de producción*

escrita [Trabajo de grado, Universidad de los Andes]. Repositorio Uniandes.

<https://repositorio.uniandes.edu.co/handle/1992/10617>

- Macaro, E. (2005). Codeswitching in the L2 Classroom: A Communication and Learning Strategy. En *Non-Native Language Teachers* (pp. 63-84). Springer.
- Mangila, B.B. (2018). Pedagogic code-switching: A case study of the language practices of Filipino teachers in English language classrooms. *English Language Teaching Educational Journal*, 1(3), 115-133.
- Mares, M. G. (2019). Hernández-Sampieri, R. & Mendoza, C (2018). Metodología de la investigación. Las rutas cuantitativa, cualitativa y mixta. *Revista Universitaria Digital de Ciencias Sociales (RUDICS)*, 10 (18), 92-95.
<https://doi.org/10.22201/fesc.20072236e.2019.10.18.6>
- Marketing Investigación. (2025, marzo 8). *Ser o No Ser Bilingüe: El Desafío de la Educación en Colombia*. Edu.co. <https://noticias.unad.edu.co/index.php/investigacion-noticias/7339-ser-o-no-ser-bilinguee-el-desafio-de-la-educacion-en-colombia>
- Martínez Miguélez, M. (2004). Ciencia y arte en la metodología cualitativa. Editorial Trillas.
- Martínez Miguélez, M. (2007). *La investigación cualitativa etnográfica en educación: Manual teórico-práctico*. Editorial Trillas.
- Medina, J. D. (2015). Retos de la educación bilingüe en el contexto colombiano / Challenges of Bilingual Education In The Colombian Context. Ruta Maestra.
<https://rutamaestra.santillana.com.co/retos-de-la-educacion-bilingue-en-el-contexto-colombiano/>

- Ministerio de Educación Nacional de Colombia. (2006). *Estándares básicos de competencias en lenguas extranjeras: Inglés. Formar en lenguas extranjeras: ¡el reto!* Imprenta Nacional.
https://www.mineduacion.gov.co/1621/articles-132560_recurso_1.pdf
- Ministerio de Educación Nacional de Colombia. (2015). *Programa Nacional de inglés (2015-2025)*. Bogotá, Colombia.
- Ministerio de Educación Nacional de Colombia. (2020). *La práctica pedagógica como escenario de aprendizaje*. <https://www.mineduacion.gov.co>
- Moeller, A. K., & Catalano, T., (2015). "Foreign Language Teaching and Learning". Faculty Publications: Department of Teaching, Learning and Teacher Education. 200.
<http://digitalcommons.unl.edu/teachlearnfacpub/200>
- Ospina Giraldo, V. A., & Muñoz Fandiño, M. A. (2024). Educación bilingüe en Colombia: retos y beneficios de transformar una escuela monolingüe. *Educación Sentipensante*, 3(2), 35-41.
- Oyedele, M., Awoyemi, O., Atobatele, F. A., & Okonkwo, C. A. (2022). *Code-switching and translanguaging in the FLE classroom: Pedagogical strategy or learning barrier?* *International Journal of Social Science Exceptional Research*, 1(4), 58–71.
<https://doi.org/10.54660/IJSSER.2022.1.4.58-71>
- Pérez-Luzardo Díaz, J., & Schmidt, A. (2016). El bilingüismo y la identidad: estudio de caso sobre la relación entre las lenguas y las emociones. *Revista de Lingüística y Lenguas Aplicadas*, 11, 51–59. <https://doi.org/10.4995/rlyla.2016.4424>
- Pérez-Van-Leenden, M. (2019). La investigación acción en la práctica docente. Un análisis bibliométrico (2003-2017). *magis, Revista Internacional de Investigación en Educación*, 12 (24), 177-192. doi: 10.11144/Javeriana.m10-20.ncev

- Rodríguez, S. M., et al. (2023). Bilingual Learning Environments: Reflections and Contributions. Recuperado de: <http://hdl.handle.net/11634/67037>
- Rodríguez, S.M., (2021). Contribuciones a los ABA. Módulo 3 - CONTRIBUCIONES A LOS ABA (Ambientes Bilingües de Aprendizaje) - CAMPUS VIRTUAL
- Simasiku, L. (2016). *The impact of code switching on learners' participation during classroom practice. Studies in English Language Teaching*, 4(2), 157–167.
<https://doi.org/10.22158/selt.v4n2p157>
- Tai, K. W., & Wei, L. (2021). Constructing playful talk through translanguaging in English medium instruction mathematics classrooms. *Applied Linguistics*, 42(4), 607-640.
- Temesgen, A., & Hailu, E. (2022). Teachers' codeswitching in EFL classrooms: Functions and motivations. *Cogent Education*, 9(1), 2124039.
- Urbano, I. C. P. (2023). AVANCES Y DESAFÍOS DE LA EDUCACIÓN BILINGÜE EN COLOMBIA: UN ESTUDIO DOCUMENTAL SOBRE SU IMPACTO EN LA PROMOCIÓN DEL BILINGÜISMO EN LA NIÑEZ BAJO LA LUPA DE POLÍTICAS PÚBLICAS.
- Walqui, A. (2006). Scaffolding Instruction for English Language Learners: A Conceptual Framework. *International Journal of Bilingual Education and Bilingualism*, 9(2), 159–180.
<https://doi.org/10.1080/13670050608668639>