

RESUMEN ANALÍTICO EN EDUCACION RAE

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Título del documento	Addressing Translanguaging Practices at Higher Education in a Bilingual Virtual Learning Environment involving Learners from Diverse Regions of Colombia.
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Línea de investigación	Eje B - Proyectos dirigidos desde y para la aplicación de bilingüismo en los ambientes de aprendizaje
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Problema a solucionar	How to address translanguaging practices in a bilingual virtual learning environment of higher education involving learners from diverse regions of Colombia?

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Palabras Claves	<p>Translanguaging, higher education, Bilingual Virtual Learning Environment (BVLE), multicultural context, monolingual perspective, exploratory study.</p>
Descripción	
<p>This qualitative research project employed an exploratory study aiming to address translanguaging practices in a Bilingual Virtual Learning Environment (BVLE) of higher education settled in diverse regions of Colombia, through an open online questionnaire and the observation technique for achieving three goals: to explore the relevance of translanguaging practices in a higher education setting, to design a proposal with those practices adapted and thought up to the study context and to determine the implementation's influence on the selected practices. This project arose from the need to overcome a monolingual perspective and analyze the perceptions of students about taking advantage of both languages -English and Spanish- in BVLE and the tensions related to bilingualism in this multicultural context. As a result, this study expects all the participants and agents of higher education to reflect upon bilingualism, and their roles when exploring new pedagogical approaches in language learning.</p>	
Contenidos	
<p>This work is composed of five chapters: a) summary and introduction, b) literature review, c) method, d) analysis and discussion of analysis, and e) conclusions and contributions. In the first chapter, the type of the study is addressed together with the particular context where it is visible, the justification, and the objectives proposed to interpret it. The second chapter presents general and specific concepts that contribute to the understanding of the intentionality of the study,</p>	

including contrapositions of bilingualism in Colombian higher education, addressing bilingual learning in virtual education environments, translanguaging in a multicultural environment, and translanguaging in higher education. The third section presents the methodological process implemented throughout the study to collect information from the participants involved. In the fourth chapter, the phases of analysis executed for the information obtained are presented, as well as the discussion of the results found, based on such analysis, which allowed to answer and relate to the proposed research objectives. The fifth chapter presents the most important conclusions of what was found during the development of the project along with the recommendations that should be considered for future studies.

Metodología

The research design used a qualitative method and employed an exploratory study. It was implemented two instruments - an open online questionnaire applied to 27 higher education participants and the observation guide to 3 synchronous sessions where translanguaging practices were planned and developed - for gathering information, which was possible through a consent certificate format accepted by the participants of this research (4-B1 learners), the academic coordinator, and the teacher participant. The process of analysis was carried out by hand-made analysis and in vivo coding that arose aprioristic and emergent categories.

Actividades generales

It started with the open online questionnaire, aimed at exploring the relevance of translanguaging practices in a higher education setting, it was formulated twelve questions in English and Spanish regarding the concept of translanguaging; the questions were previously validated by experts from the research group of the Centro Internacional de Lenguas y Culturas Extranjeras (CILCE) Villavicencio, and the tutors of the MABA bilingualism axis. A pedagogical workshop technique was carried out with three selected practices named: my

childhood hero; life is like a story told at the musical rhythm; and a life landmark in my story.

Then, through the observation technique, the second instrument was the observation sheet, applied synchronously and asynchronously, focusing on determining the implementation's influence of the practices in the context.

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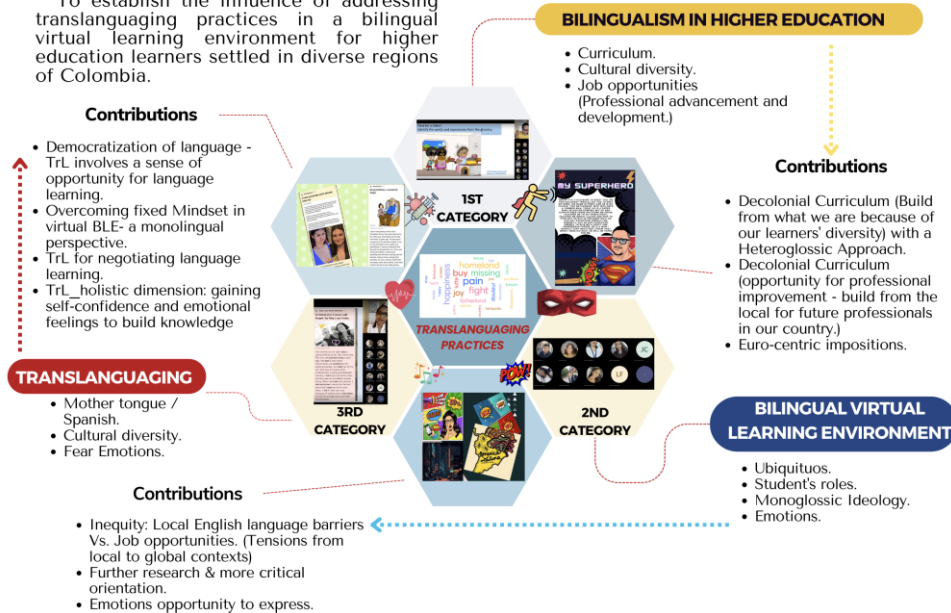
Nowadays, enforcing a bilingual program must guarantee the priorities in education and its principles as UNESCO (2021) reports everybody has the right to education, inclusion, and learning throughout life as well as develop autonomy, decision-making, collaboration, and in general life skills; this is why, the impact of our research has disruptive implications as: creating bilingual learning environments as ideal scenarios for building, interacting, learning and unlearning; overcoming the fixed mindset of the bilingual and virtual learning environment, which refers to the monolingual perspective of traditional language teaching; on the other hand, the democratization of language emerges from the applied practices allowing us to experience that translanguaging implies a sense of opportunity for language learning, where participants discovered that it is not always necessary to understand from a foreign context since it is possible to make use of the mother tongue; finally, translanguaging as a negotiator of language learning, allowed language users to build from the base with a heteroglossic approach, characterized by a holistic, affective, and social dimension, which enabled them to gain confidence in themselves, connected with their emotions allowing the construction of knowledge and work collaboratively, playing a role of equity, respect and acceptance of the other, betting on the local, forming from the inside out.

Unidades

The following figure evidences the contributions associated to the categories established in the exploration of translanguaging practices carried out in this research.

RESEARCH OBJECTIVE

To establish the influence of addressing translanguaging practices in a bilingual virtual learning environment for higher education learners settled in diverse regions of Colombia.



Note. Contributions that were arisen from the pedagogical exercise of translanguaging practices implemented in a BVLE for higher education in Colombia. Source: own elaboration.

Conclusions

This exploratory study set the ground for researchers to whom translanguaging practices in Bilingual Virtual Learning Environments (BVLE) for higher education might be of interest, it also reveals how the influence of addressing translanguaging practices represents a duality mainly for local tensions on professional advancement, when thinking about professional improvement and life projects; on the other side, some other views defended the use of mother tongue for emotional and equity factors, thus, the scope of this study impacts directly bilingualism. The translanguaging practices explored might result in support for further investigations; the relationship of translanguaging with emotional components related to overcoming fears and frustration, expressions of gratefulness about the flexible heterogeneous pedagogical practice (S22, S2, S1), teamworking, increasing socio-critical positions towards cultural topics, it also evidenced how exploring translanguaging practices permitted the use of their whole repertoire, the recognition of ubiquitous learning, and the negotiation of language by using their mother

tongue "profe se puede en español?"(S22) and English as considered by Garcia (2009) the possibility to use their full repertoire for meaning making avoiding monoglossic ideologies.

The monoglossic ideology of participants is considered a limitation, this might affect the exploration of official and natural translanguaging practices in the learning process, especially for those reluctant to use mother tongue and used to English-only sessions, as well as for others who need Spanish to feel confident; these ideologies have permeated students mindsets including language prestige and power in social and academic spheres and the tendency to accept uncritically the necessary connection between English language proficiency and better employment prospects (de Mejia, 2006; Daniel & Pacheco, 2016) as it was highly enunciated by participants "para conseguir un trabajo y este exija tener un segundo idioma." (S24). Considering teamwork was essential for the exploration, it was recognized as a challenge for some students since it is common to find learners (S9, S20, and S18) who want to work by themselves, because they feel more comfortable alone than socializing and interacting with strange people.

To conclude, It is also necessary to reconsider teachers and learners' role in BVLE, various studies highlight how some limitations of language deal with curriculum deconstruction and enactment, and the pertinence of a curriculum assumed from transformation of roles of different actors involved, when English is standardized as mandatory it turns into inequity for learners with their excluded mother tongue (Rodríguez, 2022; Tupas & Martin, 2016); then, trying to bridge this gap of inequity constitutes a need for a rigorous analysis regarding negotiation and democracy between languages. Given that, It is important to clarify that researchers were not aiming at establish translanguaging as a panacea or the virtue of this approach; instead, to analyze the effectiveness further investigation might be necessary to explore the impacts of this inclusive practice with a critical position towards a disruptive bilingualism, to take advantage of mother tongue for life-long learning, as Medina agrees (2019) to contribute to

existing and future research studies concerning disruptive practices, attitudes, and perspectives about translanguaging in BVLE in Colombian higher education.

Fecha de elaboración del Resumen	27	Junio	2023
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