

Navigating Barriers and Opportunities: Pedagogical Insights from a Bilingual Colombian School

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Table of contents

INTRODUCTION	6
LITERATURE REVIEW	10
Pedagogical Strategies and Student Motivation	10
Learning Environments	11
RESEARCH DESIGN	14
Type of study	14
Context and participants	15
Instruments for data collection	16
Instruments	17
Narrative frames	17
Semi-structured interviews	18
Class Observations	19
ANALYSIS AND FINDINGS	23
Part 1: The Bilingual Learning Environment, institutional conditions and actors	28
Part 2: The Emergent Challenges.	32
Part 3: The Used Tools and the Resignification of the Environment	35
CONCLUSIONS	39
REFERENCES	42
APPENDICES	49

List of tables and figures

Tables

Table 1 Research objectives and instruments depiction 18

Table 2 Instruments codification 19

Figures

Figure 1 Analytical categories: an overview 25

Figure 2 Category Representativity 26

Abstract

This document presents the findings derived from a qualitative narrative study focusing on the experiences of a student with limited prior exposure to English as a second language, within the context of a private, international, bilingual educational institution located in Bogotá, Colombia. The study employed narrative frameworks, semi-structured interviews, and classroom observations as methodological tools to investigate the linguistic barriers encountered by the student upon integration into this bilingual learning environment. Through the analysis of the information, it was observed that the challenges faced by the student encompassed aspects related to academic performance as well as other elements linked to communication with peers and teachers that impacted their disposition, aligning with existing literature on the subject. These findings are consistent with existing literature on the topic. However, beyond the identification of these challenges, the study aimed to resignify them as opportunities for educators and students to develop strategies that foster the student's active engagement in their own learning process.

Key words: bilingualism, educational strategies, language acquisition, learning environment, narratives.

Resumen

Este documento presenta los hallazgos derivados de un estudio narrativo cualitativo centrado en las experiencias de un estudiante con exposición limitada previa al inglés como segunda lengua, en el contexto de una institución educativa privada bilingüe ubicada en Bogotá, Colombia. El estudio empleó marcos narrativos, entrevistas semiestructuradas y observaciones en el aula como herramientas metodológicas para investigar las barreras lingüísticas enfrentadas por el estudiante al integrarse en este ambiente bilingüe de aprendizaje. A través del análisis de la información, se observó que los desafíos enfrentados por el estudiante abarcaron aspectos relacionados con el rendimiento académico, así como otros elementos vinculados a la comunicación con compañeros y profesores que afectaron su disposición, coincidiendo con la literatura existente sobre el tema. Estos hallazgos son

consistentes con la literatura existente sobre el tema. Sin embargo, más allá de la identificación de estos desafíos, el estudio tuvo como objetivo resignificarlos como oportunidades para que educadores y estudiantes desarrollen estrategias que fomenten la participación activa del estudiante en su propio proceso de aprendizaje.

Palabras clave: adquisición del lenguaje, ambiente de aprendizaje, bilingüismo, estrategias educativas, narrativas.

INTRODUCTION

Bilingual educational settings have increasingly gained traction globally, as they offer students not only linguistic assets but also cultural insights that are indispensable in today's interconnected world (García, 2016). However, the realities within these environments can be difficult, especially for learners who confront different linguistic barriers.

This investigation takes on the challenge of understanding the dynamics within bilingual settings, specifically focusing on students who struggle with linguistic obstacles. It takes as reference a fifth-grade Spanish-speaking student from Argentina, who enrolled in a bilingual private school in Bogotá (Colombia) but with a limited previous exposure to EFL. This student, like many others, has shown proficiency in casual conversations but faces difficulties in academic contexts.

This study presents a main objective that aims to resignify a bilingual learning environment based on the experience faced by a Spanish-speaking student who previously had low exposure to EFL. But, to achieve that objective, it is necessary to complete two specific objectives: the first one is to understand the linguistic barriers of a Spanish-speaking student manifested in a bilingual learning environment. These barriers will be depicted from a narrative inquiry perspective (Conelly & Clandinin, 2012), that includes information collected through different sources. And the second one seeks to analyze the obstacles faced by a student when

the linguistic demands from the learning environment exceed their current proficiency levels. In this case, the analysis would be based on the Krashen's Comprehensive Input Hypothesis—as referred by Patrick (2019)—and the Cummin's distinction between BICS and CALP (2003).

To achieve the first specific objective, this study will identify the difficulties that a student with limited exposure to English may encounter while adapting to a bilingual school. About this objective, it is expected to gather firsthand experiences and insights, with the purpose of characterizing those pedagogical approaches and learning tools that aided their academic journey—such as translanguaging (as mentioned by Rowel, 2018), as valid techniques for student adaptation—. Regarding the second specific objective, it is expected to use those firsthand experiences and insights as a source of analysis of the obstacles experienced by the student to develop patterns of both, conversational and academic language, that are respectively related to the concepts of BICS and CALP.

In this context, to allow the development of a more insightful approach, it is necessary to illustrate the concepts of Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Regarding these concepts, they were originally proposed by the Canadian professor Jim Cummins in 1979, who tried to draw attention over the different time periods in which immigrant children acquire fluency in a second language between daily and academic frameworks. That time difference has been the basis of a discriminatory psychological assessment of immigrant students in bilingual contexts (Cummins, 2003). Therefore, the concepts proposed by Cummins have been used in different situations around the world, as some authors like Ricard Brede

(2019) do, who highlight, for the German as a second language learning context, the difference between the skills used in day-to-day situations and the skills required in more formal contexts, also related to cognitive abilities and academic performance.

For our project, that contextual difference is important because, as we referred before, the situation that **we studied** reflects that distinction of the performance between daily routines—where the student was more efficient—and the formal or academic framework. The context of this study will take place in a private bilingual school in Bogotá (Colombia). Specifically, it will focus on a 12-year-old student who arrived at the school in 2021 after moving from Argentina. Before arriving to Bogotá, the student attended a non-bilingual school, where all subjects were taught and evaluated in Spanish (except for the English class). When he arrived at his new school in Bogotá, he faced many challenges as now he was required to take most classes in English (except for Spanish class, P.E. and Religion), and it became clear that he did not have the proficiency level required for this learning environment. After more than a year in a bilingual school, the student that we referred had a better comprehension of language used in the school subjects and we would like to understand how he adapted to this situations and which skills he developed, in the perspective of generating more effective teaching strategies that are tailored to the needs of the student, which can improve their academic performance and their ability to communicate in both, every day and academic situations.

In addition to the theoretical distinction between BICS and CALP, and in order to take a holistic approach, it is imperative to also have firsthand insights. Thus, the investigation will engage in primary research, collecting relevant information from the

student in question, as well as educators within this type of bilingual environment. This will shed light on real-time experiences, strengths, and areas of improvement for students in similar situations.

The guiding research question for this study is: How a Bilingual Learning Environment can be resignified based on the linguistic barriers experienced by a Spanish-speaking student with minimal prior exposure to English?

LITERATURE REVIEW

In an increasingly globalized world, the importance of effectively communicating in more than one language cannot be overstated, particularly in the realm of English language learning (ELL). This literature review delves into the interconnected aspects of multilingualism, pedagogical strategies, student motivation, and learning environments, exploring the most recent insights that researchers and scholars have put forth in these domains.

A learning environment is more than just a space or location for gathering a group of people and imply educational practices. Instead, it “may be considered a multi-modal-hybrid-phenomena that involves social, cognitive, cultural and biological features, as well as a relational phenomena”, therefore, an environment requires “agents who interact and enact its affordances” (Todd *et al.*, 2019, p. 8).

Pedagogical Strategies and Student Motivation

A key component of successful language learning is an effective pedagogical strategy. Lasagabaster (2011) investigated the impact of pedagogical approaches on student motivation in Content and Language Integrated Learning (CLIL) and EFL settings. The study emphasized the significance of shifting towards Personal Learning Environments (PLE), where students could have greater power to self-regulate their education. This shift underpins the increasing importance of learner autonomy in language learning, encouraging

students to take charge of their learning processes. This pedagogical shift aligns with contemporary understanding of language learning as a complex, dynamic process involving active learner engagement and personal initiative.

The literature also points to the relevance of teachers' interpersonal relationships in shaping students' motivation. Pishghadam et al. (2021) explored teachers' stroking behaviors' impact on EFL learners' active/passive motivation and teacher success. The term "stroking" in this context refers to the positive reinforcement that teachers offer their students. The researchers found a strong correlation between stroking behaviors and increased learner motivation, underscoring the importance of positive reinforcement in educational settings.

Learning Environments

Learning environments shape the overall language learning process, influencing students' motivation, engagement, and language acquisition. Senjahari et al. (2021) highlighted the importance of learning environments, suggesting that they are influenced by teachers' personalities, teaching methods and materials, and the anticipation of a pervasive language. This research draws attention to the complex interplay of factors that create a learning environment, acknowledging the roles of teachers, curriculum, and learners' expectations.

Furthermore, Mirman Flores (2018) explored the differences between schools regarding bilingual education. The study emphasized that significant variations existed in curricular and extracurricular activities, teacher training, and support. Such disparities

underline the need for a consistent approach to teacher preparation and curricular design to ensure equal access to quality education across different contexts.

In conclusion, this literature review highlights the importance of multilingualism and plurilingualism in academic performance, particularly for ESL learners. The findings suggest that multilingual individuals possess a broader range of communicative resources that can enhance their educational performance. Translanguaging, as a dynamic language practice, allows students to leverage their linguistic repertoire and bridge communication gaps in bilingual classrooms. Encouraging the use of students' native languages alongside the target language through translanguaging practices can create inclusive and supportive learning environments, promoting equity and valuing linguistic diversity.

It is also important to mention how effective pedagogical strategies, such as shifting towards Personal Learning Environments (PLE), can empower students and foster learner autonomy, enabling them to take charge of their own language learning processes. Positive reinforcement from teachers through stroking behaviors has also been found to increase learner motivation. Furthermore, the role of learning environments, influenced by teachers' personalities, teaching methods, curriculum, and learner expectations, cannot be underestimated. Consistency in teacher preparation and curricular design is crucial to ensure equal access to quality education in bilingual settings.

By delving further into the insights from the existing literature, educational institutions can refine their strategies to harness the inherent strengths of multilingual individuals, thereby fostering inclusive and enriching learning environments. Research by Piccardo (2018) underscores the significance of multilingualism and plurilingualism,

emphasizing that these concepts extend beyond mere language knowledge. They encompass the dynamic interplay of languages within a learner's repertoire. As Sandamali (2020) has demonstrated, multilingual individuals possess a unique advantage in academic performance due to their ability to draw upon a broader range of communicative resources. Therefore, by valuing linguistic diversity and recognizing the potential of students' multilingualism, educational institutions can implement effective pedagogical approaches, such as translanguaging practices (Pishghadam et al., 2021), to create more inclusive and supportive learning environments.

In conclusion, this study acknowledges the transformative power of these concepts in bilingual learning environments. By considering the insights from the literature, we aim to shed light on the challenges faced by a student with limited exposure to a foreign language and to redefine these challenges within the context of BICS and CALP. Through a narrative inquiry, we endeavor to understand how students adapt and develop proficiency in both conversational and academic language, ultimately contributing to the enhancement of his educational experiences and outcomes in bilingual learning environments.

RESEARCH DESIGN

This project is related to the qualitative approach, which is characterized by the explicit description of the data collection and the analysis procedures. Also, from this approach it is expected to make a detailed description of the phenomena studied, based on inductive reasoning. This vision of qualitative research approach is shared by Hernández Sampieri, Fernández Collado & Baptista Lucio who make clear that qualitative research is vested in understanding "complex phenomena in their natural context, by collecting mainly unstructured data" (2018, p. 23). The collection of data in this approach employs different methods as observation, interviewing, focus groups and documental reviews that, in most situations, are unstructured. The election of this approach is congruent with the project's objective to look into personal experiences and interactions within a bilingual educational environment.

Type of study

Narrative research is adopted as the type of study, aligning with the thematic core of understanding lived experiences within the bilingual education framework. According to Sadeghi & Sarkhosh (2014), "Narrative inquiries usually focus on a few participants who are the central characters in any narrative study and the study is about them, their lived and imagined experiences" (p. 133). This vision is shared by Arias & Alvarado (2015), who exposed that this type of study represents an entry into the world of the subjects of

experiences from their own voices, with different aspects “that become a complex whole made up of the spiral network of the different elements of the narrative”. (p. 172)

This type of inquiry is instrumental in comprehending the practical nuances of linguistic barriers in bilingual settings, which is the essence of this project. As Barkhuizen, Benson & Chik (2013) outlined, this typology illuminates the learning environment and underscores the importance of context, helping in the direct exploration of the language learner's world, which is fundamental for the fulfillment of the project's objectives.

Context and participants

The project focus is on a sixth-grade Spanish-speaking student from Argentina, who is attending a private bilingual school in Bogotá, Colombia. This specific environment showcases a rich mix of linguistic and cultural interactions, which are central to this investigation. The bilingual school being studied reflects the global movement towards bilingual education, praised for its advantages in linguistic and cultural learning. However, as the student from Argentina shows, there are significant challenges, especially when the language demands of the curriculum go beyond the student's current English proficiency levels. Besides the student and the educators in this setting are a crucial part of the story. Their teaching methods, attitudes toward linguistic diversity, and strategies for overcoming language barriers are essential parts of this inquiry. Their insights and experiences are key in forming a more comprehensive understanding of the linguistic barriers and the possible teaching solutions that can ease these challenges.

Instruments for data collection

Revisiting our project's main objective is crucial at this stage to ensure alignment with our methodological choices and to reaffirm our research direction. The primary goal of our study is to resignify the bilingual learning environment, based on the experience faced by a Spanish-speaking student who previously had low exposure to EFL. This objective is closely linked to our choice of narrative inquiry as our primary research method, as it allows for a deep exploration of personal experiences and perspectives within the bilingual educational environment.

To effectively address our main objective, we have chosen a suite of instruments including narrative frames, semi-structured interviews, and classroom observations. These tools are specifically tailored to capture the intricate details of the student's linguistic and educational challenges. This consideration is not a minor issue because, even as every instrument has its own limitations, it is important to select them according to the aims of the research and its own capacity to collect information from the object of study. This capacity is related to five characteristics related to the validation of analytical methods: a) range, related to the kind of information to be collected; b) precision, associated to the scales to differentiate the collected information; c) accuracy, linked to the level of approximation to the object of study; d) lineality, that is understood as the relation of the instrument with the observation over the object; and e) sensibility, related to the capacity of registering data through the selected instrument (Rao, 2018).

These considerations are fundamental for the selection of the research instruments. For example, *narrative frames* will enable the student to articulate his experiences in a

structured yet flexible manner, providing insights into his personal journey. This is also valid for other participants of the study like his parents or his teachers, who could provide information about how the student faced the challenges experienced. *Semi-structured interviews* with educators, the student and his parents will complement these narratives, offering an external perspective on the student's progress and the pedagogical strategies employed. Lastly, *classroom observations* will provide real-time data on the student's engagement and interaction in the bilingual learning environment. The triangulation of data collection methods ensures a comprehensive and multifaceted understanding of the student's experiences, directly supporting our main objective of reinterpreting the bilingual environment. Let us continue with a broader description of these research instruments.

Instruments

Narrative frames

Narrative frames, as described by Barkhuizen (2011), are written story templates made up of a series of incomplete sentences and blank spaces of various lengths, structured as a skeletal story. Participants have to fill these spaces according to their own experiences and reflections, which, as Barkhuizen Et Al (2013) mention, represents how narrators interpret their own experiences. These frames are useful in qualitative research as they help participants make sense of events in their lives, providing a window into how they resignify those experiences in the narrative.

The relevance of this instrument in this project will be fundamental when approaching and collecting first-hand information from the participants, especially to the

student. By using narrative frames, for example, it is possible for the student to provide specific information based on a careful elaboration of the sentences and stories. It is important to highlight that these narrative frames will be applied in Spanish. This strategic choice is made to facilitate a more honest and detailed articulation of responses and reflections from the student. Conducting the activity in Spanish aims to create a more comfortable and familiar linguistic environment for him, thereby encouraging a more authentic and profound engagement with the narrative frames. This approach is expected to yield richer and more insightful data, essential for achieving the research objectives.

Semi-structured interviews

Semi-structured interviews, as explained by Barkhuizen et al. (2014), are instruments used by researchers to guide them while they are working with the persons that are interviewed. The researcher uses interview guides of open-ended questions that maintain a structure related to the objectives of the research and also help participants to elaborate their respective answers. The main purpose of this instrument is to collect information about the participants, their perspectives, and their context, allowing a deep and flexible exploration of personal experiences in the bilingual educational setting.

By doing so, the study aims to capture the teacher's perspective on the student's language development, participation in classroom activities, and academic progress. This information will offer contextual insights into the student's experiences, aligning with the research objectives of characterizing effective pedagogical approaches and learning tools that have aided the student's academic journey. It is important to note that, in this research,

the semi-structured interviews will be conducted in Spanish for some of the stakeholders (student and parents). This decision is based on the intention to allow the student to express himself more honestly and elaborately, facilitating deeper reflection on each of the questions. This consideration applies to his parents too. Conducting the interviews in Spanish is expected to provide a more comfortable and familiar language environment for the interviewed, thereby potentially yielding more authentic and insightful responses that are crucial for the research.

Class Observations

The class observations are usually related to an ethnographical approach that provides from the field of anthropology. Gutiérrez Quintana (2008) points out the varied use of this instrument in the educational field. For example, class observations are useful in teacher education to follow the attitudes and actions of the novel teachers, but also are used to assess their performance even in their professional life. In the case of research projects, this instrument is also linked to action-participation approaches, but also serves to others qualitative studies. Fundamentally, a class observation requires a scientific point of view, what means “to observe with a clear, defined and accurate aim, the researcher knows what to observe and for what reason” (p. 338).

Class observations allow to capture live pedagogical practice and interactions in the classroom. This approach provided a deep understanding of how professional learning translates into teaching practice. Observations were structured to capture the nuances of teaching and learning in a real context, enabling researchers to understand not only what

teachers do but also how they interpret and implement their knowledge and skills in the classroom. In this case, we followed the emergent challenges and the strategies used by the teachers and the institution to take in a student with a low exposure to EFL: How teachers applied their knowledge in the classroom? What decisions they made? How these intertwined with the school's social and cultural context?

Like the selected instruments are related to the research objectives, the next table develops a relation between those objectives, the characteristics of the instruments and their particular purposes.

Table 1

Research objectives and instruments depiction

Research objectives		Collection Data Techniques	Instruments of Data Collection	Purposes	Resource, date and link
Main object: to resignify the experience faced by a Spanish-speaking student in a bilingual environment who previously had low exposure to EFL	SO1: to understand the linguistic barriers of a Spanish-speaking student manifested in a bilingual environment.	Narrative framework	Structure of narrative frames Recording (audiovisual or audio)	To help participants to give sense to their actions framed by a experience of bilingual education	https://usantotomaseduco-my.sharepoint.com/:b:/g/personal/johanna_lopez_usta_edu_co/EOCbxOlc_W0FOjgi7NaQFWDsBfyIK7SEIb6-rHqhu7R73jg?e=EUOjfn Collection Dates: December 2023 and March 2024
	SO2: to analyze the obstacles faced by a student when the curriculum's linguistic demands exceed their current	Semi Structured interviews	Guide of questions from the interview, differentiated by each kind of	To collect information about participants over their experiences related to a	https://usantotomaseduco-my.sharepoint.com/:b:/g/personal/johanna_lopez_usta_edu_co/EaNyMCQYNpNHt1qE8el

	proficiency levels		participant)(a udiovisual or audio)	bilingual educational context. To develop a story related to the experience	qfLcB9kpxkM1UTriUFd_6cWZ_sw?e=KTSOSv Collection Dates: December 2023 and March 2024
		Class Observations		To gather qualitative data on the student's engagement, participation, and challenges in a naturalistic setting; as well as documenting the strategies used by the teacher, dynamic inside the environment and other relevant factors.	https://usantotomaseduco-my.sharepoint.com/:b:/g/personal/johanna_lopez_usta_edu_co/ETXPdfl76hVMndyhyE7E-AsBHNpOtsW0dVMmkxK6siotpg?e=Vtms9b Collection Dates: From November 2023 to February 2024

Finally, the data collection had as framework or reference the methodological approach proposed by Corbin and Strauss (2008), which emphasizes the importance of Grounded Theory in qualitative research. Based on this perspective, we sought to obtain data from people, living beings, communities, situations, or in-depth experiences, which are manifested through various forms of expression, especially in the language of the participants. These data are collected with the purpose of analyzing and understanding them to respond to research questions and generate knowledge about it.

More aspects about the coding process and the progress of the analysis are developed in the next section, but, first, it is necessary to indicate the conventions adopted to identify the different instruments from the information reported was taken. In others words, like different instruments were applied to different persons, it is important to identify each one. Those conventions are resumed in the next table and the final number is to mark if the instrument was applied multiple times.

Table 2

Instruments codification

Instrument	Participant	Codification
Narrative frame	Student	NF-S
	Parent	NF-P
	Teachers	NF-T-1
		NF-T-2
Semi-structured interview	Student	SI-S
	Parent	SI-P
	Teachers	SI-T-1
		SI-T-2
Class observation	(English) Teacher	CO-T-1
		CO-T-2
		CO-T-3

ANALYSIS AND FINDINGS

In aligning our research with the principles outlined by Corbin and Strauss (2008), a dynamic and iterative approach to data analysis was adopted, essential in qualitative research. This approach entailed a laborious process of collecting, reviewing, and interpreting data, enabling the construction of meaningful and credible narratives from our empirical findings. In particular, we focused on the selective coding process, as emphasized by the authors, which involved identifying core categories and systematically relating them to other categories.

The focus of this project seeks to developing a comprehensive and nuanced understanding of the linguistic challenges and the pedagogical strategies within our bilingual educational context of reference. As researchers, we engaged in a 'dialogue with data', to ensure that our interpretations remain authentically grounded in the experiences and expressions of the participants, thereby enhancing the credibility and resonance of the findings. In essence, the analytical journey of this project was set to embrace the complexity of qualitative data and allowing for innovative and contextually relevant insights to emerge from the narratives of the project, as Corbin & Strauss proposed.

A timeframe of two months was established, based on the need to gather comprehensive and in-depth data through narrative frames, semi-structured interviews, and classroom observations. The research team comprises three investigators, each bringing unique perspectives and expertise to the project. Data collection involved a meticulous process, where the team engaged in establishing an appropriate setting to apply each instrument, and also ensured that the data collection methods were effectively implemented, providing valuable insights into the linguistic and educational challenges faced by the student. The firsthand accounts and observations gathered are crucial for the study, offering a rich and detailed understanding of the student's experiences in the bilingual learning environment.

In addition, a software program was used as a tool to analyze the data collected. In this scenario, the *NVivo* platform was selected as the primary tool for qualitative data analysis, resonating with the methodological principles of Grounded Theory as outlined by Corbin and Strauss (2008). This platform allowed the creation of patterns and themes from the narratives of our participants. Also, it is important to draw attention to the different relation of the instruments and the different actors (as individuals and also institutional) that had a role in the experience of the student as learner of EFL; for example, the classmates or the institutional efforts just appears in some cases, especially in the interview of one of the parents and the teachers, but no in others.

Before entering into the analysis and findings, it is important to mention that, as researchers, we followed a three-step collection data process: Step 1: Familiarization with

participants' experiences through the first data collection instrument (*Narrative frames*); Step 2: Record of the *semi structured interviews* with the different participants and development of a scheme to register the *class observations*; Step 3: Uploading of the registers of each applied instrument to the platform *NVivo* and codification of the information collected by means of the categories defined by the research team. This last step is linked to data analysis since the definition of the categories constitutes the starting point of such analysis.

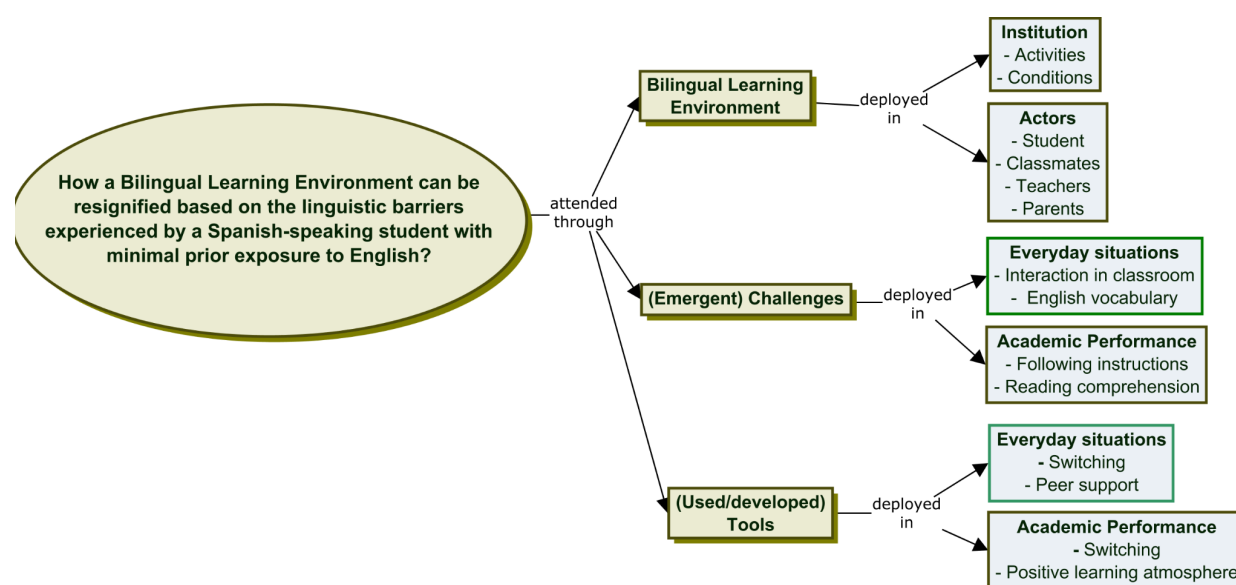
After uploading each register to the *NVivo* platform, information was systematically coded into three main themes/categories, from which new subthemes of analysis emerged. Those categories were demarcated according to the research question and the objectives defined for this project. Our first interest was to identify and to understand the linguistic barriers experienced by the Spanish-speaking student who participates in the study. These barriers are related to the demands of the school context, and they are visible in the institutional conditions, in the activities he was asked to perform, in the relationship established with teachers and classmates. For this reason, our first category is *Bilingual learning environment*. This category includes both *institutional aspects* and *interactions with actors* in the educational community, that are highlighted while they are the two corresponding subcategories.

After the identification of the linguistic barriers initially experienced by the student, how could these be resignified? In this case, we found in the set of information collected that the linguistic barriers appeared depicted as (*emergent*) *challenges*, our second category

of analysis. The student had to face these challenges when he began in the new school, with bilingualism performance demands both in academic and everyday situations. The last category corresponds to *(used/developed) tools*, arranged in response to initial challenges.

Figure 1

Analytical categories: an overview



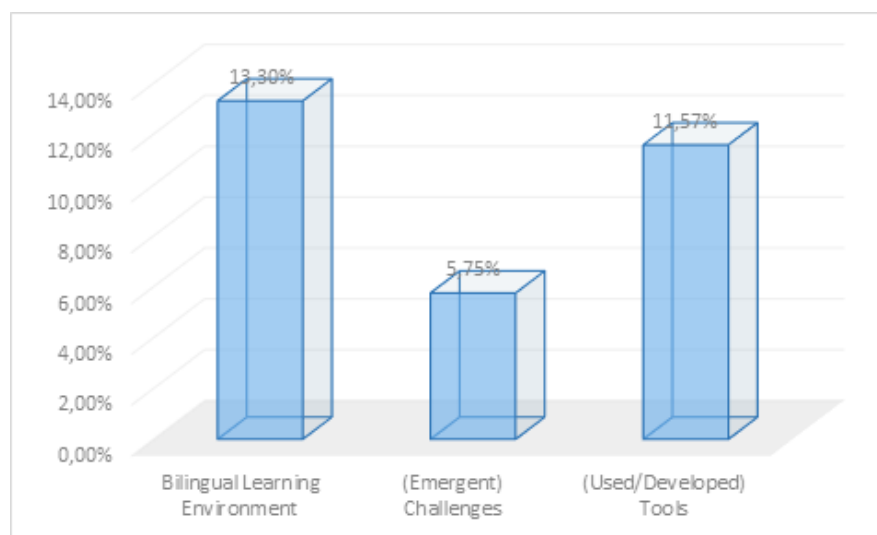
Note: this scheme is derived from the codification of data.

To proceed with the analysis, through *NVivo* each theme/category was highlighted with a color convention to easily identify in the instruments the original segments that

evidence and connect the different aspects linked to the object of study. At the same time, the platform quantifies the significance of the categories for each record. The following graph illustrates the representativity of the categories in the set of records collected.

Figure 2

Category Representativity



It is important to notice that the segregation of these categories is an analytical strategy that helps to classify, coding and study the information collected. Also, for bringing coherence to the presentation of the results, it is necessary to take into account

those categories to expose the experience studied in this case, without overlooking the relationships between them.

Therefore, our research team proceeded to develop a text divided into three parts that, guided by the categories pointed out before, describes and looks for the resignification of the barriers experienced by the participant student. As Clandinin and Connelly (2000) emphasized, narrative inquiry is, above all, a way of understanding experience and, in turn, a research methodology. Thus, this perspective allows an intimate and in-depth study of individual experiences over time and in context, highlighting the importance of the relationship between researchers and participants and paying attention to relational ethics that are at the heart of the inquiry.

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Part 1: The Bilingual Learning Environment, institutional conditions and actors

When our student began at the school two years ago, their parents chose this institution for three different reasons: the school environment with certain familiar proximity, the academic and the infrastructural conditions, and also the relationship with Catholic but open values (SI-P). They were also aware of the bilingual nature of the school, but were not necessarily aware of all that this could imply for their child. Analogously, the idea of a bilingual learning environment is often presented in a general way. For this reason, it was essential for our team to highlight some of the characteristics of that

environment that, in turn, could become demands of the school context towards our student, but also opportunities to improve his skills.

On the one hand, the institution's curricular proposal is marked by "the academic rigor and the constant use of English" (SI-T-2), a condition recognized by our student's parents and which partly worried them, as they affirm that the educational level in their country of origin -Argentina- was lower than in the new school (SI-P). That concern brought with it a warning that the student reported in the interview. When asked about his expectations regarding the new institution, he mentions: "My parents had told me that it was going to be more difficult, but I did not imagine how difficult it would be for all the subjects to be in English. Almost all the subjects are in English" (SI-S)

Along with academic demands, institutional life also involves the use of English as a language to communicate with other classmates and with their teachers. Although the same student indicated in the interview that communication with his classmates usually occurs in Spanish, there are other activities that occur at the institution and that require the use of English. We will return to this later.

It is important to note that the school offers support to its new students. As indicated by one of the teachers interviewed:

From the same admissions department they gave us, as an x-ray of, let's say, the student's skills in the second language, all the context that we had to know to begin to think about some very specific strategies, to adapt certain particularities of the

planning, of the execution of exams, accompaniment inside and outside of class.

(SI-T-1)

In addition to this initial report of English skills, the institution has the support of a Learning Center. In fact, the second teacher interviewed is part of the team at that Center. Their work focuses on individual support regarding second language acquisition through tutoring (SI-T-2), which occurs two or three times a week. As indicated, from admission to the institution and also thanks to the Center, some adjustments are proposed in the dynamics of the classes that are compatible with the identified needs. The aspects described so far account for some of the institutional conditions that support this bilingual learning environment. As can be seen, the institution recognizes from the beginning that difficulties may arise for new students and therefore has these different reception strategies to incorporate them into school life.

On the other hand, within the framework of these institutional conditions, different actors come into contact. These interactions between actors constitute the second element that, regarding the bilingual learning environment, emerged from the information collected with the different instruments. These actors fulfill different roles in the experience lived by a student who has just entered that bilingual environment. In addition to usual actors as classmates and teachers, we include parents as they are involved in their child's educational process.

As for classmates, these are seen by our student as a reference for his own performance: "I felt that they knew a little more than me, much more than me... They were already used to subjects in English" (SI-S). This image is also indicated in the interview with the mother (SI-P) and with one of the teachers (SI-T-1), not only in what corresponds to her academic performance and in English, but also regarding the times required to execute the proposed activities. In addition to this image, in class observations it is recorded that classmates are peers, who provide support for learning within the framework of that bilingual environment (CO-T-1).

Regarding parents, in addition to the decision to enroll the student in the institution and the initial warning about the difficulty that the environment could represent, they appear as support in extracurricular activities (SI-S) and in complementary activities to those given by the institution, either from the Learning Center or through the teachers of each subject (SI-P; SI-T-1).

Finally, regarding the relationship with the teachers, the interviews and class observations (CO-T-1; CO-T-2; CO-T-3) allow us to demonstrate the dynamics within the class. At this point, the use that the teacher can make of the institutional resources (boards, projector, computer, multimedia) is important, but also the layout of the classroom through the organization of the classroom furniture or the instructions given for working with the students. companions. Regarding this last point, a sequence of activities is identified that, as reported by the teachers interviewed, can be adapted according to the needs of the group or of a particular student - according to the admission report -. This sequence consists of an

initial activity (warm-up) that seeks to link students from their experiences, then instructions are given for the work of the session; During the development of the class, group or pair work is favored, as a resource to identify any difficulty. This work is then shared with the group, where the teacher contributes to the feedback along with the classmates.

Part 2: The (Emergent) Challenges

Our second category of analysis is linked to the enunciation of the difficulties that our participating student had when joining his new school. On this point, it is highlighted that the complications experienced are referred to in the different instruments in terms of something that must be overcome, that is, a challenge that is typical of this new environment and that must be faced as such.

Let's go back to the same point from the previous section. Our student's parents decided to enroll him in the institution for several reasons such as academic level, infrastructure, and its inherent values (SI-P). But, after a few months, they were aware of the difficulties their child had experienced there, and even thought about withdrawing him from the school (SI-T-1). Let's have a look to those difficulties experienced by our student.

In the classes, for example, one of his teachers noticed his struggle “to express himself effectively”, and, also, his puzzlement and hesitant attitude to participate (CO-T-1).

This depiction is relatively recent, but, as the student himself confirmed, that happened relatively often when he began at the school (SI-S).

In addition to the linguistic demands related to classes and the greater experience of his classmates with English, our student also faced some fears, due to the change of country and school, the separation from his previous friends and his academic performance.

Then Santiago began to show a lot of frustration, really as he mentioned to you, his grades were also very low compared to the group and he had that pressure, a bit of trying to level his second language skills, not only to be able to improve his academic performance in those subjects but also to somehow generate feeling comfortable in the classroom, being able to participate effectively, also being recognized as a child who has ideas, which he can propose. (SI-T-1)

So, the first contact with the bilingual environment made it clear that the language barrier was not only related to their academic performance in classes, other more subjective aspects were also affected, linked to the emotional, to the feeling of disadvantage with their peers (SI -S). This double effect could be related to what was identified by Cummins (2003) through the duo BICS/CALP: beyond the barriers in their academic performance, there are the communicative challenges, related to his integration to activities, the quotidian use of English as interaction language and also to the dynamics of their classmates. This

explains why during some classes his work "He often looks puzzled and hesitant when trying to participate" (CO-T-1).

Of course, the counterpart to these challenges in relation to your communication skills is cognitive and academic proficiency. These linguistic barriers experienced by the student are linked to his academic performance like his topic's comprehension in some classes (as Mathematics), the difficulty to follow instructions given by the teachers, particularly during the written proofs or exams, and also a lack of motivation for the activities proposed to him in the context of the classes (SI-S; SI-T-1). A combination of these difficulties is recognized by one of the teachers:

However, his performance in class was very, very low compared to his classmates because there were many limitations such as the execution time in certain exercises or activities, especially in mathematics, in understanding slightly more academic texts such as in social studies. (SI-T-1)

Once again, the linguistic barriers faced by the student participating in the study can be distinguished into two types: some of a communicative type that correspond to everyday situations in that bilingual learning environment, and those that are of an academic type. However, as the literature on the subject shows, they are two closely connected issues, to the point that the former (communicative) influence the latter (academic). This is reflected in the interview with the second teacher, who states:

Well, the biggest challenges he faced were joining a bilingual environment without being prepared. He did not come from an academic background and, well, it was evident that he had clear concepts of the different subjects in his native language, but his barrier was understanding and communicating. In addition, also produce in all forms, both oral and written, in a second language. In different activities, both academic and evaluative, he did overcome this difficulty. (SI-T-2)

However, the prevalence that the teacher points out regarding linguistic barriers in the communicative part does not mean that such barriers are reduced to that component-in our case, to a subcategory-. In other words, the close relationship between linguistic barriers of a communicative nature and those of an academic nature does not mean that one is subsumed by the other. It is something more complex, associated with the type of content, as suggested by this assessment from the same student in the mathematics class: "It was much more difficult, because we were also looking at topics that I had never studied" (SI-S). Or what he says when faced with exams, whose complexity has more to do with a form of school activity: "It's a little more difficult for me there, because, I don't know, I don't understand as much when I'm reading" (SI-S).

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Part 3: The (Used) Tools and the resignification of the environment.

The difficulties identified when our student entered the institution coincide with the type of barriers that academic literature identifies for any person who joins a bilingual learning environment. As one of the teachers interviewed for this case summarizes, "I consider that the biggest challenge for a new student entering this school is the academic rigor and the constant use of English" (SI-T-2).

For this reason, when identifying these difficulties, institutional support is important. In addition to the teacher's work in classes, extra support is also needed to expand this accompaniment. At the institution, the *Learning Center* played that role. According to the professional who treated our student, in his first contact noticed "that he was distinguished by his difficulty in following instructions in a second language" (SI-T-2). This was also the impression of the other teacher interviewed (SI-T-1).

Once the problems presented by our student were identified, several actions were established to support his integration process. According to the student's mother, he came with a low level of knowledge of the second language, since it was not an emphasis of his school process in Argentina. That was the main challenge. But, through the *Learning Center*, the institution supported him at this point with tutoring almost every day, where: "They took him out of the subjects out there, which was Art and Dance, and in these moments, they supported him for what he was to level in a short time, as fast as they could" (SI-P). In addition, his family also supported him with tutoring at home (SI-T-1).

Tutoring corresponds to actions external to the daily life of the school, since, as observed in the case of Art and Dance classes, it implies suspending them to overcome difficulties with the second language, especially with regard to its academic performance. However, this work is based on daily actions, which are carried out by the teachers and by the student himself in relation to his classmates.

Regarding the actions carried out by the teachers, several adaptations are recognized in the development of the classes: use of vocabulary on known topics—such as environmental conservation—, the presentation of different situations, the use of different media (especially visuals) and activities that involve moving, using the body and working in groups (SI-T-1; SI-S). However, there was one strategy that could be considered a bit problematic:

He had a very good understanding of the content when he could express it in Spanish, but not so much when he did it in English. So, it happened that when verifying that he really understood the contents of each area, many times we had to “switch” from one language to another, which was not favorable, we had to use it so that he could determine or we could determine where he was in conceptually, that was something that represented a great challenge for him. (SI-T-1)

This switching corresponds to translanguaging, described by Rowe (2018) and by Vallejo & Dooly (2019) as a powerful tool not only to learn a second language in the midst

of multilingual environment, but also to enhance the educational process. It is still curious that the teacher points out this strategy as "not favorable", when the academic literature recognizes its potential. However, it is understandable that in a bilingual context the individual is expected to make enough progress to make that change, that switch, on his own.

At this point, another aspect appears that was central to the change of direction in our student's process in his new school. It has to do with his own character, with the relationships he establishes with his peers and with teachers, demonstrating a willingness to participate in school activities inside and outside of classes - for example, participation in the United Nations model - that not only They allow you to connect with your classmates, especially in Spanish, but with yourself and your own needs and what needs to be improved.

This is the case of understanding texts in exams, especially where a higher level of abstraction is required in the second language (SI-T-1; SI-T-2), as well as understanding the instructions given in the test (SI -S). This could be part of what Fiedler & Våljetaga (2013) recognize as the constitution of Personal Learning Environments, where the student could have a more active role in how to face those emergent challenges. As his teacher said: “that language barrier at the beginning was decisive *for what came later*, his evolution, but at the time it represented a great difficulty for him” (SI-T-1, italic by us).

CONCLUSIONS

This research project focused on the resignification of a bilingual learning environment based on the linguistic barriers experienced by a Spanish-speaking student who entered a bilingual learning environment, located in a private bilingual school in the city of Bogotá. In that sense, we not only sought to understand what these linguistic barriers consisted of and how they affected the organization of that bilingual environment, we also sought to explain how these same difficulties became the starting point for developing tools and strategies that would allow us to face and overcome these barriers. Of course, it is not a finished process, but what the study allowed us to see allows us to form some ideas about how to make this resignification possible.

Regarding the barriers experienced, these included difficulties expressing himself effectively, academic struggles, fears related to the new environment, and emotional impacts. These barriers include, following the approaches of Cummins (2003), both academic issues and other communicative issues (CALP & BICS). However, these issues were not the result of applying this author's approaches to the information collected by the research team through semi-structured interviews or class observations. On the contrary, what was intended was to account for the characteristics of the barriers experienced in a bilingual learning environment. This is important to distance ourselves from a kind of mere verification of the ideas provided by the academic literature on the subject.

The ideas about different performances in communicative situations and in academic settings are not new, it is true. But, its appearance in this study and the relationship between both types of scenarios were important for the second part, that is, for the resignification of the difficulties experienced by our student.

In this way, the strategies used to support the integration of the student, such as institutional support through the *Learning Center*, tutoring at school and at home and adaptations in classroom activities are not strange to the relationship between these two dimensions. Even if its orientation is more towards the academic field, it is important to consider how the everyday situations help to improve the general performance of a student, and, in this case, one who had low exposure to EFL. In those quotidian situations, with their partners and teachers, using Spanish to understand and then translating his ideas into English, our student could strengthen his relationship with the environment and also his English language skills. Also, for this kind of interaction it is important to facilitate their interaction with others and the use of various resources, as well as offer a favorable environment to explore new tools and strategies.

So, in effect, the resignification of these initial linguistic barriers becomes viable if there are extracurricular and in-class support tools, as well as an environment conducive to exploring with those tools. This suggests a necessary condition for any bilingual learning environment, regardless of the conditions of the subject who is newly integrated: there must be institutional support and also that alternatives be explored in a combined way. At this

point, as was found in the data collected, the support of the student's parents (or caregivers) also plays a central role.

Finally, it is necessary to comment on two issues related to the limits of the work carried out and its possibilities. On the one hand, in terms of its limitations, the research exercise focused on a specific case and the instruments sought to offer key points about the challenges faced by that participating student. However, once the information was collected through the instruments, the team had some difficulties in extensively developing the tools and strategies implemented that allowed the previous barriers to be redefined. In this way, work in this way could expand this point, especially with regard to class observations and external tutorials, which appeared as a key piece in improving performance.

On the other hand, in the presentation of the analysis and findings, it was decided to favor a narrative aspect that groups elements of the different categories identified from the instruments and the uploading of the records to the NVivo platform. The use of this resource—although it was limited—was powerful to identify connection points that later served to spin a story that, although it retains more the profile of an analytical report that presents categories, can also explore another more aesthetic dimension, even facilitating the dissemination of this type of academic works.

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APPENDICES

Link to informed consent:

https://usantotomaseduco-my.sharepoint.com/:f/g/personal/johanna_lopez_usta_edu_co/ErM1KC8pXt9Bgow_-iL1a4IBXXHHzglp6oWg7U17u1whmQ?e=tSyQ0S



PRESENTACIÓN DE CONSENTIMIENTO INFORMADO A PADRES DE FAMILIA

Bogotá, Mayo 25, 2023

Señores

PADRES DE FAMILIA

St. Matthew School

Cordial saludo.

Por medio de la presente amablemente se solicita su autorización y consentimiento para la participación de su hij@ quien actualmente cursa el curso 5º en el marco del proyecto de investigación titulado, "TransLinguaBridge: Navigating Bilingual Learning Environments for Language Transition Success". Dicho proyecto está liderado por los investigadores, Lina María González, Carlos Andrés León Rodríguez y Christian Camilo Zamudio Rodríguez, quienes actualmente optan al grado de la maestría en ambientes bilingües de aprendizaje, adscrita a la Universidad Santo Tomás.

El proyecto mencionado tiene como propósito proponer, innovar y aportar una ruta de adaptación para alumnos con una exposición limitada al inglés como segunda lengua que se incorporan a un entorno de aprendizaje bilingüe. El proyecto pretende abordar las dificultades a las que se enfrentan estos alumnos durante su transición y proponer estrategias para desenvolverse eficazmente en el centro bilingüe, reduciendo las brechas lingüísticas entre ellos y sus compañeros.

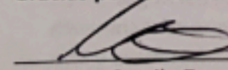
Procedimiento

Una vez obtenida la autorización por parte de la institución educativa, se procede a solicitar el consentimiento para que su hij@ participe en el desarrollo de entrevista, marco narrativo, etc., mencionar los instrumentos y/o técnicas de recolección de datos.

Aspectos éticos y legales

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

Gracias por su atención.


Christian Camilo Zamudio Rodríguez

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Línea gratuita nacional: 01 8000 111 100 / contact@translanguabridge.com.co
www.usantotomas.edu.co

FORMATO CARTA INFORMADO

Bogotá, Mayo, 25, 2023

Señor
Telmo Peña Amaya
REPRESENTANTE LEGAL
ST. MATTHEW SCHOOL

Bogotá

Cordial saludo.

Por medio de la presente, en su calidad de Rector y representante de ST. MATTHEW SCHOOL nos permitimos solicitar su autorización y consentimiento para la participación de esta en el proyecto de investigación titulado:

"TransLinguaBridge: Navigating Bilingual Learning Environments for Language Transition Success"

El cual está a cargo de los investigadores

Lina M^a. González Hurtado linagonzalezh@usantotomas.edu.co
Carlos Andrés León Rodríguez carlosleonr@usantotomas.edu.co
Christian Camilo Zamudio Rodríguez christianzamudio@usantotomas.edu.co

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

El objetivo general del proyecto es:

Proponer, innovar y aportar una ruta de adaptación para alumnos con una exposición limitada al inglés como segunda lengua que se incorporan a un entorno de aprendizaje bilingüe. El proyecto pretende abordar las dificultades a las que se enfrentan estos alumnos durante su transición y proponer estrategias para desenvolverse eficazmente en el centro bilingüe, reduciendo las brechas lingüísticas entre ellos y sus compañeros.

Procedimiento de participación:

Previo su autorización y el consentimiento de los participantes en la investigación, los mismos participaran de acuerdo con la planificación del proyecto de la siguiente forma:

Estudiantes: Santiago Gardel Middelhoff, con el propósito de: proporcionar un ejemplo real y aportar información a la investigación sobre la ruta de adaptación para los

Link to Instrument Designs:

https://usantotomaseduco-my.sharepoint.com/:f/g/personal/johanna_lopez_usta_edu_co/Eh7v2GyQ4ShBnhBUzkOeT2EBi9M_coM0tkSGIc_ODJkiEA?e=fHAiLr



NARRATIVE RESEARCH
CLASS OBSERVATIONS - FIELD NOTES

The purpose of this instrument is to identify some obstacles and linguistic demands experienced by the student who participates in this research project. Below is the record structure.

1. Identification data:

- a) date and time: _____
- b) subject: _____
- c) teacher: _____
- d) level or group: _____
- e) observer: _____

2. Organization of the group

- a) layout of the space: (furniture, shape of the classroom and organization of desks and desks), described in words or through an image):

- b) implements used (teaching materials, stationery, audiovisual resources and others):

3. Description of the session the parts into which the session is divided

- a) Initial activity:

- b) Central activity and development of the class:



c) Closing activity, that includes the last activities developed:

If, for some reason, the class has other organization or subparts, replace those parts in the initial description. It is important that the description of each part is as rich in details as is possible, for example, about the instructions given to the students, their questions. Think about this description as a plot of a movie, because the reader of the record should be capable of imagine all the situation described.

4. Highlights and other observations: corresponds to the identification of some of the elements related to the object of study of the work - in this case, obstacles and linguistic demands, but also the skills and tools adopted by a student with low exposure to the English language who is in a bilingual school -, likewise, other observations that are considered relevant can be included.



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NARRATIVE RESEARCH SEMISTRUCTURED INTERVIEW

This instrument is differentiated by each kind of participant but, in either case, the set of questions leads to develop a story about their experiences in relation to the object of study.

Questions for student:

This interview is projected to be done in Spanish and then translated. See below the translation of the questions of this interview (English).

1. How were you doing in your school in Argentina before you arrived at the school in Bogotá?
2. What were your academic expectations regarding the second language before arriving at this school?
3. Could you describe your experience during the first weeks at this new school in terms of using English, interacting with your classmates and teachers, and the other subjects?
4. Do you feel that your understanding of the contents of the different subjects has been greater or lesser with respect to your adaptation process in this new school? Why?
5. What progress have you noticed in your learning process in English and in relation to the other subjects taught in this language?
6. What actions have been taken by the school and at home to assist you in your English learning process? And what impact have they had on your academic processes?
7. What are your thoughts now about studying in a school with a bilingual focus?
8. What have been the significant changes you have experienced this academic year compared to when you entered the school 3 years ago?
9. How do you think learning this second language might help you in terms of your life project?



10. What would be a recommendation or piece of advice you could give to a child with a story similar to yours, to improve their academic performance in relation to the second language?

Questions for teachers:

This interview is projected to be done in Spanish and then translated. See below the translation of the questions of this interview (English).

1. When the student entered the institution and had a class with you, what was your first impression of him? Did you notice some difficulties in his academic performance?
2. After the first months in the institution, do you remember which challenges the student faced? (To deepen, try to guide the question to their difficulties with the bilingual school environment)
3. Did you help this student to overcome those initial challenges? How did you help him?
4. After all those situations and challenges faced by the student, how do you evaluate his current academic performance?

Questions for parents:

This interview is projected to be done in Spanish (as parents do not speak English). See below the translation of the questions of this interview (English).

1. How do you think your child's school process has been?
2. What aspects did you consider when selecting the school institution in Colombia where you would enroll your child?
3. After the first months in the institution, do you remember which challenges your child faced? (To deepen, try to guide the question to their difficulties with the bilingual school environment) How did you help him to overcome those challenges?

Link to Data Collection:

https://usantotomaseduco-my.sharepoint.com/:f/g/personal/johanna_lopez_usta_edu_co/EvZw9skN4gRJvau1a-6SC8kBh6Os6RoNbWu1nWOuTa-T9Q?e=JvzxXb



ANNOTATIONS:

- PARTICIPANT ANSWERS TRANSLATION - HIGHLIGHTED IN YELLOW
- BELOW THIS DOCUMENT IS THE ORIGINAL SHEET WITH THE STUDENT'S ANSWERS (IN SPANISH)

NARRATIVE RESEARCH NARRATIVE FRAMEWORK

This exercise is designed to foster self-exploration and emotional honesty, inviting you to freely express your thoughts and feelings without concern for right or wrong answers. It is a space for introspection and authenticity, where what matters is being true to oneself and validating every emotion and thought that arises.

By completing the sentences with the first thing that comes to your mind, we encourage you to connect with your deepest feelings, offering you a unique opportunity for self-knowledge and personal reflection.

1. The biggest difference between my old school in Argentina and my school in Bogotá is **the academic difficulty and the use of English.**
2. When I started school in Bogotá, I felt **uneasy** because **I didn't know anyone and didn't understand the classes.**
3. The hardest part of adapting to a bilingual school was **that I didn't understand the classes in English while my classmates did.**
4. When I joined the school, the most challenging subject for me in English was **English and math** because **they moved very fast and I had to guess.**
5. During my English classes, I usually **asked a lot of questions** to better understand.
6. In Spanish class, I felt **better** compared to my other classes because **I could speak in Spanish comfortably.**
7. Nowadays, when I don't understand something in English, I **ask the teachers and use the dictionary.**

ANNOTATIONS:

- PARTICIPANT ANSWERS TRANSLATION - HIGHLIGHTED IN YELLOW

- BELOW THIS DOCUMENT IS THE ORIGINAL SHEET WITH THE STUDENT'S ANSWERS (IN SPANISH)

NARRATIVE FRAMEWORK – SANTIAGO'S ENGLISH TEACHER

This exercise is designed to foster self-exploration and emotional honesty, inviting you to freely express your thoughts and feelings without the worry of right or wrong answers. It is a space for introspection and authenticity where the important thing is to be true to oneself and to validate every emotion and thought that arises.

By completing the sentences with the first thing that comes to your mind, we encourage you to connect with your deepest feelings, offering you a unique opportunity for self-knowledge and personal reflection.

1. My first contact with the student was due to I was his English teacher, and there I noticed that they were distinguished by his shyness and lack of self-confidence, as well as their low performance in English.
2. I consider that the biggest challenge for a new student entering this school is to adapt to the type of curriculum and academic demands.
3. I noted that the student had some difficulties adapting to the new school when their comprehension was good but not their output, and to support them I sought help from the learning center and called for a meeting with the parents.
4. To support the student in their adaptation to the new school, the institution sought reinforcement through specialized tutoring and several reasonable adjustments within the classroom and materials.
5. Regarding their relationship with their peers at the institution, I consider that the student has made progress in terms of his security and self-confidence.
6. As for their academic processes, I consider that the student has made progress in written expression as well as in having an extensive vocabulary.

Resultados Codificación NVIVO:

https://usantotomaseduco-my.sharepoint.com/:b:/g/personal/johanna_lopez_usta_edu_co/EbGdu4N4JLpEv_UCfywl0RcB2RGf7_zMEjXaRx_4xiWvPw?e=aWPArc

Nombre: Comunicación

[<Archivos\\Class Observation 3>](#) - § 2 referencias codificadas [Cobertura 5,49%]

Referencia 1 - Cobertura 3,06%

Students brainstorm ideas and vocabulary related to environmental conservation. They share their thoughts in English, with Mr. Zamudio guiding the discussion and adding ideas to a digital mind map displayed on the smartboard.

Referencia 2 - Cobertura 2,43%

The main lesson expands on the theme of environmental conservation, focusing into more complex sentence structures that express necessity and suggestions for conservation efforts.

[<Archivos\\Narrative Frame - Profesisonal Learning Center>](#) - § 1 referencia codificada [Cobertura 2,82%]

Referencia 1 - Cobertura 2,82%

I consider that the biggest challenge for a new student entering this school is the academic rigor and the constant use of English.

[<Archivos\\Transcripción 1 Santiago - estudiante>](#) - § 3 referencias codificadas [Cobertura 8,05%]

Referencia 1 - Cobertura 5,53%

I-1: ¿Cómo fue tu experiencia esas primeras semanas, esos primeros meses? En relación a las materias, a convivir con tus amigos, a hablar con tus profesores.

E: Creo que era difícil para mí, y... o sea, hablar con los profesores, yo no tenía el nivel en el que se hablaba en ese momento.

Referencia 2 - Cobertura 2,30%

I-1: ¿Y con tus amigos sentiste alguna barrera?

E: ¡Eh! Sentí que ellos sabían un poco más que yo, mucho más que yo.

Referencia 3 - Cobertura 0,21%

interactúas

[<Archivos\\Transcripcion 3 Camilo - docente>](#) - § 2 referencias codificadas [Cobertura 10,93%]

Referencia 1 - Cobertura 3,16%

Santiago venía con muchos miedos, en verdad aunque pudo adaptarse en la parte convivencial y digamos en la emocional porque extrañaba a sus amigos del colegio pasado

y profesores, le costó demasiado al principio entender que la gran mayoría eran dictadas en segunda lengua.

Referencia 2 - Cobertura 7,77%

Entonces Santiago comenzó a presentar mucha frustración, realmente como te mencionaba, también sus notas en comparación al grupo eran muy bajas y él tenía esa presión, un poco de tratar de nivelar sus habilidades en segunda lengua, no sólo para poder mejorar su performance académico en esas asignaturas sino también para generar de alguna forma sentirse a gusto dentro del salón de clase, poder participar de manera efectiva, ser reconocido también como un niño que tiene ideas, que puede proponer. Sin embargo, esa barrera idiomática al principio fue determinante para lo que vino posteriormente, su evolución, pero sí en su momento representó para él una gran dificultad.