

**The Multiliteracy Approach to Enhance Learning Experience for Adult Students in a  
Public School in San Gil.**

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### Abstract

This study reports on the implementation of multiliteracy strategies in English classes for a group of adult students who attended night school at a public institution in San Gil, Colombia. The primary objective of this implementation was to improve English as a foreign language learning experience within a group that exhibited low levels of motivation. This qualitative research adopted an exploratory case study design to examine various aspects such as pedagogical resources, levels of motivation, and teaching methodology. Data were collected through several instruments, including a checklist, teachers researchers' field diaries, student surveys, and teacher interviews. Furthermore, the relevance of this study lies in its contribution to creating bilingual learning environments under a holistic perspective. Therefore, the results revealed that multiliteracy strategies from a holistic perspective such as the use of enriched visual materials and gamified activities had a significant impact on students' learning experiences. In addition, the pedagogical intervention also provided visibility to students' cultural backgrounds, further enriching their learning process. Thus, the study concludes that the implementation of flexible pedagogies that legitimize multimodal and sociocultural responsive practices can enhance language learning experiences in educational contexts with adult students.

**Keywords:** multiliteracy, innovative pedagogical practices, learning experience.



## Resumen

Este estudio da cuenta de la implementación de estrategias de multiliteracidad en las clases de inglés de un grupo de estudiantes adultos de la jornada nocturna en un colegio público en San Gil, Colombia. El objetivo de la implementación fue mejorar la experiencia de aprendizaje del inglés como lengua extranjera en un grupo con bajos niveles de motivación. Así mismo, en la investigación con enfoque cualitativo y de tipo estudio de caso exploratorio se examinaron distintos aspectos como los recursos pedagógicos, los niveles de motivación y la metodología de enseñanza. Además, los datos se recopilaban mediante distintos instrumentos tales como lista de chequeo, diario de campo de los docentes-investigadores, encuesta a estudiantes y entrevistas a docentes; Así mismo, cabe resaltar la pertinencia del estudio para generar ambientes bilingües de aprendizaje con una perspectiva holística. En este sentido, los resultados revelaron que las estrategias de multiliteracidad con una perspectiva holística como el uso de material visual enriquecido y actividades gamificadas tuvieron un impacto en la experiencia de aprendizaje de los estudiantes, la intervención pedagógica permitió otorgar visibilidad al contexto sociocultural, enriqueciendo la experiencia de aprendizaje de los estudiantes. Finalmente, el estudio concluye que la implementación de pedagogías de multiliteracidad permiten el desarrollo de ambientes de aprendizaje con perspectiva holística.

**Palabras clave:** multiliteracidad, prácticas pedagógicas innovadoras, experiencia de aprendizaje.



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## Introduction

In the Colombian educational context teaching English as a foreign language continues to face various challenges, especially among adult learners enrolled in upper secondary education during night classes. In this sense, this study takes place in the municipality of San Gil, Santander, Colombia, with a group of tenth grade adult students from a public institution. This group is characterized by its cultural, occupational, and social diversity which directly influences their learning interests and the construction of meaningful classroom experiences. They are also characterized by their low motivation towards English classes which has led to dropout, low academic performance, poor attendance, and sometimes a negative school environment, all of which are affecting the educational process.

According to DANE (2022), the adult students attending formal night education programs in Colombia show lower retention rates than young students in daytime classes. Indeed, the associated factors include work overload, family responsibilities, and precarious socioeconomic conditions which affect motivation and the ability to sustain the educational process. Likewise, these indicators reveal the need to develop pedagogical strategies that could take into account the life contexts of adult learners, recognizing that their learning depends not only on academic instruction but also on the social and emotional relevance that education holds to build up a bilingual learning environment.

In the specific case of English language teaching, institutional data and observations show that many students perceive the subject as distant from their social realities. In the same way, this perception is linked to teacher-centered methodologies and the use of standardized textbooks that do not reflect local culture or student interests; such practices create a learning environment that is minimally participatory where learners act as passive actors rather than as active agents in their own learning process. In this regard, Rodríguez et al. (2025), propose a paradigm shift toward student-centered learning where learners become active agents and producers of knowledge, fostering the creation of bilingual learning environments with a holistic perspective.

From this integral perspective, UNESCO (2021), states that education must be understood as a human right and a means to achieve social justice, insofar as it promotes inclusion, participation, and recognition of diversity. In its report *Reimagining Our Futures Together: A New Social Contract for Education*, UNESCO calls on states to redesign their educational systems to make them more inclusive, collaborative, and sustainable. Hence, this proposal is relevant to the Colombian context where English teaching needs to transform into a holistic perspective that strengthens local identities and fosters positive learning experience.

In alignment with this, Londoño (2021) highlights that the social and emotional context plays a decisive role in motivation and in strengthening the sense of belonging in a bilingual learning environment. From this perspective, the pedagogical proposal must integrate linguistic, social, and emotional dimensions to build positive learning experiences.



Aligned with this idea, Rodríguez (2022), argues that the development of holistic environments allows students to understand language not only as a means of communication but also as a tool for social interaction and personal growth.

The international framework proposed by OECD (2020), through the Learning Compass 2030, emphasizes the importance of developing learners capable of facing the complexity of the contemporary world by fostering cognitive, social, and emotional competencies. According to this organization, educational systems must go beyond content transmission and focus on deep learning, creativity, collaboration, and autonomy. Consequently, an English teaching approach that incorporates these dimensions such as the multiliteracy approach can contribute to better outcomes in bilingual learning environments.

From a complementary perspective, UNICEF (2022), highlights that inclusive educational contexts must guarantee not only access but also the active and meaningful participation of students in the learning process. Thus, in its report on inclusive education in Latin America, the organization underscores that pedagogical strategies must adapt to the realities of vulnerable groups, including working adults, rural communities, and individuals with interrupted educational trajectories. Therefore, promoting a bilingual learning environment with a holistic perspective can impact the learning experience positively.



Within this reflection, the present study adopts the multiliteracy approach as a pedagogical proposal that responds to the challenges of the aforementioned context. Hence, according to Paesani et al. (2016), this approach recognizes the multiplicity of representational and communicative forms involved in meaning making, allowing the integration of oral, written, visual, and digital texts in the educational process, as well as the interrelation of linguistic, social, and emotional dimensions. Moreover, the multiliteracy approach fosters active student participation, connects learning with culture and identity, and promotes a deeper understanding of language as a social practice.

Above all, the implementation of a bilingual learning environment with a holistic perspective not only seeks to improve linguistic competence but also to strengthen motivation, cultural identity, and social inclusion among adult learners. Likewise, English language teaching is conceived as a space of encounter between knowledge, experiences, and emotions that contribute to holistic perspective. Therefore, the objective of this research is to analyze how the multiliteracy approach can transform pedagogical practices in English teaching within night classes contexts, fostering the creation of meaningful learning experiences and strengthening learners' sense of belonging.

### Research Question

Considering the present issue, a qualitative study was guided by the following research question: How could the multiliteracy approach enhance the English learning experience of a group of 10<sup>th</sup> grade adult students at a public school in San Gil?



## Objectives

### General Objective

Analyze how the Multiliteracy approach could enhance the learning experience of English in a group of 10<sup>th</sup> grade adult students at a public school in San Gil.

### Specific Objectives

To characterize 10<sup>th</sup> grade adult students' learning experiences in the current English classes.

To identify the impact of the didactic material designed with a Multiliteracy approach on 10<sup>th</sup> grade adult students' learning experience in the English classes.

To assess how the multiliteracy approach contributed to strengthen inclusive teaching and learning practices.



## Theoretical Framework

### Multiliteracy Approach

Multiliteracy a concept rooted in The New London Group (1996) framework and subsequently enhanced by Cope and Kalantzis (2016), highlights the integration of multiple communication modes linguistic, visual, spatial, and digital into meaning making.

Teaching through a multiliteracy approach in a classroom of a foreign language helps students make sense of the world and prepares them to flourish in wider social and global contexts.

This study emphasizes on some of the benefits of integrating multiliteracy approach which could be used in a public school in San Gil, specifically during night classes with adult students since it opens the possibility of creating learning experiences using engaging materials that can in turn help broadening students' views of the world in a foreign language classroom. Through the design, implementation, and evaluation of some multiliteracy activities, the study seeks to provide valuable insights into the pedagogical field and learning environments in an English classroom.

The multiliteracies framework in education broadens the conventional understanding of literacy. This perspective highlights the need for students to enhance their skills in interpreting and generating meaning through various forms and media (Kalantzis and Cope, 2020). It encourages inclusive teaching practices that equip learners to engage in a globalized world shaped by digital media (Rowell and Walsh, 2020).

Multiliteracy activates diverse semiotic codes and provides access to various types of information that can activate comprehension, for example with the use of flashcards, posters, gamification acts, interactive activities, etc. adult students can engage and feel motivated to learn a foreign language during their night classes (Paesani et al.,2016).

Recent studies in this twenty-first-century language education involves paying attention to the multimodal pedagogical demands of a global digital world (Reyes, 2020), regarding this an effective English language teaching (ELT) requires guiding learners' literacy development and integrating multiple modes of creating meaning that are broader than language alone.

Multiliteracies scholars (Cope and Kalantzis 2015) use the term reflexive to refer to leaning experiences that weave amongst multiple knowledge processes, including connecting prior experience with new applications. A number of frameworks have been developed by Systemic Functional Linguistics researchers for identifying the knowledge teachers need to support bi/multilingual learners literacies (Hao and Humphrey 2019).

Opposite to practices that focus on students' engagement with multimodal texts, this one recognizes that culturally sustaining practices require multiple approaches to respond to the needs of all learners (Gay, 2015). Recent research in terms of the 'How' of multiliteracies, Cope and Kalantzis (2015) identify four activity types or pedagogic moves, termed knowledge processes, which are woven across teaching and learning. These are:

- experiencing the known and the new
- conceptualizing, by naming and with theory
- analyzing, functionally and critically



- applying, appropriately and creatively

Based on these, these study focus only on the last pedagogical multiliteracy issue because the multimodal representations that students can create provided a rich context for both overt instruction of semiotic resources and carefully constructed opportunities for students to use those multiliteracy tools to enrich their learning process.

Multiliteracy in the classroom opens a world of opportunities for students, ensuring they are equipped for a diverse and interconnected world. By embracing multiple forms of communication, such as visual, cultural, and textual literacies, teachers can create inclusive learning environments that address the varying needs of students. This approach not only enhances comprehension and critical thinking but also prepares students to navigate and contribute meaningfully to a rapidly changing global society. Integrating multiliteracy strategies fosters creativity, collaboration, and adaptability, empowering learners to succeed across different contexts and disciplines.

Multiliteracy is a dynamic approach to learning that prioritizes the development of students' literacy skills, as highlighted by Anstey and Bull (2018). Recognizing that contemporary literacy extends beyond traditional writing, this approach gets into various forms of media literacy, ensuring students are equipped to navigate a rich world of possibilities. Through multiliteracy, learners focus on acquiring essential skills while engaging with meaningful content to cover their needs.



Teachers play a crucial role in selecting high quality resources, ensuring they align with the goals of enhancing students' reasoning abilities and language mastery. This deliberate selection process not only inspires enthusiasm for learning but also helps students expand their vocabulary and improve their language skills, as noted by Kiss and Mizusawa (2018).

In essence, multiliteracy brings the world into the classroom, allowing students to connect with diverse global perspectives through thoughtfully curated literacy experiences.

In short, Multiliteracy adds a new dimension to education and allows teachers to take an alternative teaching approach, moving away from the conventional teacher centred method and toward a more student-centred approach (Gavaldon & McGarr, 2019), with these study, adult students can experiment the boundaries of multiliteracy approach learning a foreign language through powerful learning experiences using a variety of meaningful resources.

The multiliteracy framework underscores the integration of four interrelated dimensions linguistic, cognitive, sociocultural, and developmental that collectively inform how learners engage with and construct meaning through language. Its core principles, including language use, cultural knowledge, collaboration, problem-solving, and reflection, aim to develop learners' critical, communicative, and creative competencies across multiple modes and contexts. When aligned with Flores and Bobadilla (2021) Create Mindset, which emphasizes creativity, equity, engagement, and accountability, the framework supports a holistic and transformative approach to bilingual education that values diversity, promotes critical awareness, and fosters meaningful participation.



### *Multiliteracy and Pedagogical Resources*

In contemporary times technology has changed all areas of human life, the education field needs to enhance and implement the correct compass due to the world being flooded by countless technology toolkits. In that way, Reyes and Portalés (2020), convey how in a currently intertwined educational area students interact with multiple stimuli, so teachers have to avoid implying traditional teaching method where the process is not focus on the students because as educational stakeholders have to design and implement pedagogical strategies which foster the learning experience.

Research has demonstrated that in the current days, teachers can use all forms of text which has been recognized as fostering the learning process. In this regard, Linder and Falk (2024), point out that in this new era of the internet a new multiliteracy has emerged, and it has countless affordance which allow students to overcome learning hurdles, but most important the Multiliteracy approach fosters the positive learning environment in which learners have the opportunity to interact with their own context and share new experiences with others members of the educational community.

On the other hand, one of the main issues that hinder the English learning process in Colombia is that the traditional process focusses on unilateral views of the world, indeed, the pedagogical acts are developed without considering the students' background. According to Rodriguez et al. (2025), taking into account the context, culture, interests of students to create a positive learning experience is fundamental and a multiliteracy approach encompasses all of the points to integrate all of these factors.

In this regard, the implementation of multiliteracy approach to teach English language as a foreign language is a cornerstone that allows the exploration of new ways to promote student's development especially in adult student who have to face difficulties to get time to continue a formal education process.

### **Innovative Pedagogical Practices for English Language Education**

According to Li et al. (2024), AI encompasses technologies such as natural language processing, automatic speech recognition, and large language models, which enable the creation, of interactive and adaptive learning tools. The affordance of AI help educators design pedagogical material. Thus, Rodriguez et al. (2025), argue that educational methods must evolve to meet emerging challenges and diverse learner needs. In this regard, Bates (2019), as cited by Rodriguez et al. (2025), highlights the importance of leveraging all available resources to foster effective learning environments. Hence, some sort of AI tools helps to generate an adequate learning experience in which students who possess different backgrounds can feel what is a positive learning environment.

Moreover, Younis (2025) asserts that AI contributes to more effective instructional practices by allowing teachers to customize and curate content and activities. For instance, educators can generate gamification strategies, comics, scripts, and visual aids adapted to students' real life situations, foremost, getting the own students' context into the learning process, making language learning more engaging.

According to Krashen and Terrell (1983), as cited by Londoño (2021), it is crucial in language teaching to generate pleasant and stress-free learning environments where students are motivated to interact with educational material and take advantage of opportunities to develop linguistic skills. These kinds of technological tools have given educators the opportunity to design and curate appropriate pedagogical activities that encompass the students' interests due to the importance of taking into account the learners' voice in the process of learning.

In this way, Paesani et al. (2016), point out that multiliteracy approach provide the framework for creating better learning experience, and the AI affordance is an incredible assistant to support educational labor, foremost, when the group is formed by adult learners who have to do an extra effort to accomplish learning objectives.

Likewise, one of the central components of Innovative Pedagogical Practices is the integration of engaging and meaningful materials that foster student interest. Nonetheless, a persistent challenge in English language teaching remains the low motivation that many learners display toward English classes. This issue is often reinforced by the predominance of teacher-centered methodologies and the heavy reliance on standardized textbooks, which tend to limit creativity and produce negative effects in bilingual learning environments.

In this regard, Rodríguez et al. (2025) emphasize that a decisive factor in the success of bilingual education is the extent to which students actively engage with the materials provided. From the perspective of a multiliteracy approach, this engagement involves not only the use of multimodal resources such as digital, visual, and collaborative tools but also the recognition of students' cultural and linguistic repertoires.



By incorporating multiliteracies, teachers can move beyond traditional teacher center instruction toward the holistic perspective that is the Student centered learning paradigm and create learning environments that promote inclusion, participation, and deeper connections with the social, emotional dimension. As Mata and Aguado (2017), cited by Rodríguez (2022), emphasize, learning is interrelated with cultural and social environments.

### *Language Learning and Learners*

Language acquisition is a multifaceted and dynamic process, especially for learners navigating the complexities of a second language (L2) in non-traditional educational contexts. While Van Lier (2021) emphasizes the cognitive flexibility and socio-affective dimensions in younger learners, these insights also apply to adult students with diverse backgrounds in nighttime classes in San Gil, who often face fatigue, limited time, and restricted access to resources. In such settings, fostering engagement through relevant, multimodal content becomes crucial.

Central to this process is the concept of interlingual practice, which involves allowing learners to draw upon their first language (L1) as a scaffold for acquiring English. This bilingual strategy not only enhances metalinguistic awareness but also boosts learner confidence and motivation, particularly when learners feel empowered to connect existing knowledge with new linguistic content (Pineda, 2020). In a Colombian context, this aligns with the national bilingualism goals outlined by DANE (2020), which aim to prepare citizens for global communication through improved English proficiency.

In line with the multiliteracy framework adopted in this study (Cope & Kalantzis, 2015), language learning is approached as a socially situated practice, integrating various modes of communication textual, visual, auditory, and digital to support learners' engagement and identity development. This view reflects the project's commitment to inclusivity and to acknowledging the diverse linguistic and cultural backgrounds of the adult student population at a public school in San Gil.

AI enhanced tools such as chatbots, speech recognition software, and interactive storytelling platforms facilitate not only language practice but also meaningful participation and self-expression in the target language.

Additionally, the role of the teacher is redefined within this framework as a facilitator of multimodal experiences. Guided instruction that incorporates games, narratives, and collaborative tasks fosters intercultural activities, while simultaneously supporting language acquisition. This approach resonates with the need for responsive pedagogy in public schools serving marginalized populations, and leverages AI as a strategic support to make instruction more accessible and personalized.

### **Learning Experiences**

A learning experience can be broadly defined as the process through which learners acquire knowledge, skills, attitudes, and values through interaction with content, peers, educators, and learning environments. According to Kolb (1984), an effective learning experience is characterized by active participation, reflection, and application of knowledge in authentic contexts. Similarly, Van Lier (2021) emphasizes that successful language learning experiences are socially and emotionally grounded, requiring both cognitive



engagement and a supportive environment that addresses learners' needs and contexts. In the field of language education, Cope and Kalantzis (2015) further argue that meaningful learning arises when learners engage in knowledge processes such as experiencing, conceptualizing, analyzing, and applying through multimodal resources that reflect real-world complexity.

In this research project, the learning experience is designed to address the specific challenges faced by tenth-grade students attending nighttime classes in a public school in San Gil. These learners often experience fatigue, economic pressure, and limited access to educational resources, which diminish their cognitive engagement (Vygotsky, 1978). Responding to these contextual barriers, the project proposes a transformative, inclusive, and AI-enhanced ESL learning experience grounded in a multiliteracy pedagogy. The approach emphasizes learner-centered instruction through the integration of digital tools that support personalized and multimodal language learning.

Following the multiliteracy framework proposed by Cope and Kalantzis (2015), the instructional design of this project applies the four knowledge processes experiencing, conceptualizing, analyzing, and applying as the foundation for classroom activities. These are operationalized through AI-supported tasks such as chatbot simulations, multimodal digital storytelling, and gamified grammar activities, which collectively promote language comprehension, vocabulary development, and digital literacy (Li et al., 2024; Ferguson et al. 2024).



By aligning with the cognitive and affective needs of learners, this approach fosters deeper engagement and sustained motivation. Additionally, the learning design incorporates sociocultural elements critical to adult learners in bilingual environments. As Reyes and Portalés (2020) and Michalovich (2024) note, multimodal tools such as comics, posters, flashcards, board games, role plays, etc, enhance collaboration, identity construction, and critical thinking key aspects of meaningful learning in diverse classrooms.

The inclusion of AI-generated feedback and translanguaging strategies further supports students in using their first language (L1) for reflection and planning, which helps reduce anxiety, increase metalinguistic awareness, and deepen comprehension (Breuer, 2021; Carrao, 2023; Jiang et al., 2024).

This innovative learning experience also aligns with broader educational goals for equity and 21st-century readiness, as highlighted by the OECD (2020) and UNESCO (2023). AI tools such as speech recognition and visual analysis enable learners to engage in real-world tasks like digital storytelling and oral presentations, thereby developing both language proficiency and digital citizenship. The use of differentiated instruction and continuous feedback mechanisms ensures that learners' individual needs and voices are respected, enhancing their agency in the learning process (Chin, 2025; Galindo et al., 2024).



In summary, this AI-supported multiliteracy-based ESL learning experience transforms traditional instruction into an inclusive, responsive, and dynamic process. By integrating multimodal tools and culturally responsive pedagogy, it empowers adult students in nighttime education to overcome contextual challenges and become active participants in their own language development.

### *Language Learning Environments*

The effectiveness of language instruction relies not only on curriculum design but also on the learning environment defined as the physical, social, psychological, and digital conditions that shape educational experiences (Garrison & Vaughan, 2008). In adult night classes, this factor becomes especially critical. In Colombia, traditional text-based instruction has failed to yield significant progress, as national assessments continue to report low bilingual proficiency (Carrao, 2023). The multiliteracy pedagogy, supported by digital tools and AI proposed in this study seeks to transform static classrooms into dynamic, learner-centered environments that promote interaction, reduce anxiety, and foster autonomy. A factor that becomes even more significant for adults that choose to attend night classes.

As it was indicated above, multiliteracy, as outlined by Reyes and Portalés (2020), allows learners to engage with language through a blend of text, video, images, symbols, and sound, fostering rich and socially relevant learning experiences. The COVID-19 pandemic further highlighted the affordances of digital tools in building self-directed, hybrid learning ecosystems, particularly for vulnerable populations.



For adult learners balancing work, family, and study, these multimodal tools enable more autonomous and context-sensitive learning (Jiang et al., 2024). Ferguson et al. (2024) underscore how AI-facilitated environments support key dimensions of learning student agency, identity, critical thinking, and collaboration.

In this study, such tools are purposefully implemented to mitigate low student engagement and enhance participation. Through the use of multimodal resources like digital flashcards, role-play, gamified grammar tasks, and comic-based storytelling, the classroom becomes a site for meaning-making and empowerment, rather than rote memorization.



## Method

### Methodological Approach and Design

This research design takes advantage of the numerous benefits offered by the qualitative method. In this regard, Sousa (2014) and Sampieri et al. (2014) assert that qualitative research enables the development of deeper and more enriched studies, as it allows researchers to identify the most relevant issues and adjust the investigative process as the study progresses. The qualitative method supports a circular research process in which, according to Patrick (2018), Amos (2023), and Hill et al. (1997), cited by Sousa (2014), the study does not begin with a pre-established theory; rather, findings emerge directly from the data.

In line with the above, Stake (2010), stands out that qualitative research is an appropriate method for analyzing the object of study within its natural context, requiring researchers to immerse themselves in the environment to understand the dynamics of the issue at hand.

This research project employed exploratory case study approach, according to Wang et al. (2021) and Yin (2018), this type of study allows for the design of in-depth investigations that make it possible to grasp the reality and complexity of any phenomenon. In this sense, Berger et al. (2018) and Yin (2018), cited by Laksmiwati et al. (2023), state that this type of studies make it possible to address complex, new, or infrequent phenomena for which there is little prior research; they also help reveal the realities of dynamics within specific contexts.

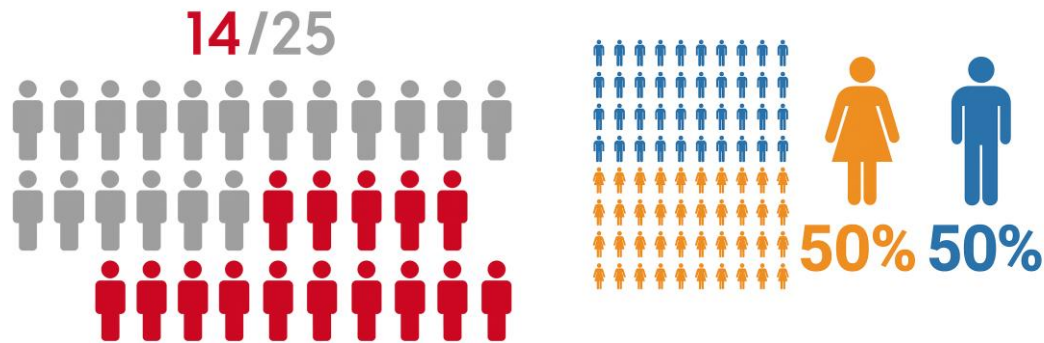
Taking into account what Yan (2024) and Simon (2011) mentioned, this qualitative exploratory case study aims to highlight the effectiveness and affordance of multiliteracy approach in teaching English as a foreign language to a group of adults in secondary night at a public institution. The impact of the multiliteracy approach on creating positive learning environments hence providing better learning experiences in adult learners who chose night school in public institutions has not yet been sufficiently studied due to how specific the context is. For this reason, a case study approach allows the researchers to conduct an analysis suitable to the specific context, taking into account the particular characteristics of the mentioned educational setting.

### **Participants**

The participants included a group of fourteen students who were attending the tenth grade night classes, though there were 25 participants, only 14 were part of the study along with an English teacher who is also a researcher in the present study. Most of the students are adult learners. Moreover, the group consists of seven females and nine males. Their ages range from 17 to 57. Taking this demographic trait into account, the study group was heterogeneous and multicultural, as some students came from different regions of the country and lived in either rural or urban areas.

### **Figure 1**

*Description of the participants in the research project.*



*Note.* The figure shows in red color the number of participants selected to take part in the project; likewise, it displays the percentage of men and women involved in the pedagogical intervention.

### Techniques and Instruments for Data Collection

The appropriate selection and implementation of data collection instruments play a crucial role in the methodological design of qualitative research, as they enable the collection of contextual, in depth, and meaningful information about the phenomena under study (Creswell & Poth, 2018).

In educational research, the use of interviews, surveys, field diaries, and checklists has proven effective for capturing both perceptions and teaching practices in specific contexts (Merriam & Tisdell, 2016; Yin, 2018). For this project, those instruments are relevant to collect information that helps researchers in their quest.

Furthermore, Stake (2010) and Saldaña (2021) emphasize that the combination of various instruments contributes to data triangulation, thereby enhancing the validity and reliability of the study. Accordingly, the following table outlines the instruments used in this research, their implementation dates, and their specific purposes within their purposes during the cycle of exploration and implementation.

**Table 1**

*Data collection instruments used in the research process.*

<b>Instrument</b>	<b>Period of Data Execution</b>	<b>Purpose of Instrument</b>
Check list (Direct observation) <a href="#">See Appendix A</a> to access the document.	May 2 <sup>nd</sup>	To assess the initial classroom conditions through a systematic and objective lens (Scriven, 2000).
Interview <a href="#">See Appendix B</a> to access the semi-structure interview file.	May 5th.	To explore teaching experiences, pedagogical practices, and perceptions regarding the multiliteracies framework and the use of AI tools in English language teaching (Ozer & Yetkin, 2025; Amos, 2023; Patrick, 2018).
Survey <a href="#">See Appendix C</a> to access the questionnaire.	May 12th.	To gather information on perceptions, beliefs, challenges, and expectations related to the multiliteracies approach and the use of AI in language education (Stake, 2010; Creswell, 2029, as cited in Üzümlü et al., 2025).
Field diary (observation) <a href="#">See Appendix D</a> to access the document	During the all the implementation process.	To record classroom observations by English teachers during lessons, allowing for the analysis of interactions, dynamics, and cultural aspects (Stake, 2010; Amos, 2023).



With those instruments, researchers could deeply explore the different realities of adult students learning English at night classes. Firstly, the check list was used to observe the physical conditions of the classroom, secondly, the semi-structured interview to two administered aimed to explore adult learners' experiences and perceptions regarding their English language learning process within a school setting. This instrument allowed the researcher to investigate key factors that influenced learner engagement, motivation, perceived obstacles, and the effectiveness of teaching strategies.

Thirly, the survey was designed to collect qualitative data on adult students' perceptions, attitudes, needs, and expectations regarding their English language learning experience within the night classes environment. Its primary purpose was to identify common patterns, challenges, and preferences that could inform improvements in teaching practices, curriculum design, and learning support.

Finally, the field diary served as a qualitative tool for systematically recording observations and reflections during English language classes with adult learners and English teachers to capture the dynamic aspects of the teaching and learning process.



## Ethical Considerations

It is important to highlight that, as researchers, all participants were informed about the purpose and scope of the study due to its potential implications. In this regard, once the principal of the public school granted permission to conduct the research, the second step was to present the program to the potential focal group, which initially included 25 students and 2 English teachers. However, only 14 students, and two English teachers were ultimately accepted into the study.

As part of the pedagogical intervention, one member of the research team held meetings with these students and the teachers to socialize the objectives and nature of the research in detail. As a result, 14 students and two English teachers were the members in the project. All the participants completed the required process, which included the corresponding informed consent for adults. All these activities were conducted in face-to-face meetings. The collected information was stored on the [\(See Appendix E\)](#) platform for institutional use.

It is also essential to emphasize that participation in the study was entirely voluntary. Participants were informed that they could withdraw from the process at any time without any negative consequences. Additionally, they were consulted on how they preferred to be identified in the study. It was agreed that students would be referred to as S1, S2, S3, etc., and teachers as T1, T2, and the school as a public institution.

Validity and reliability of the study was also an ethical concern for the researchers. According to the characteristics of qualitative research, it is essential to apply multiple methods to collect sufficient information about the participants or the phenomena. This allows researchers to conduct a comprehensive analysis and subsequently perform reliable data triangulation. In this sense, the present study involved four methods: a checklist, a survey, a semi-structured interview, and a field diary.

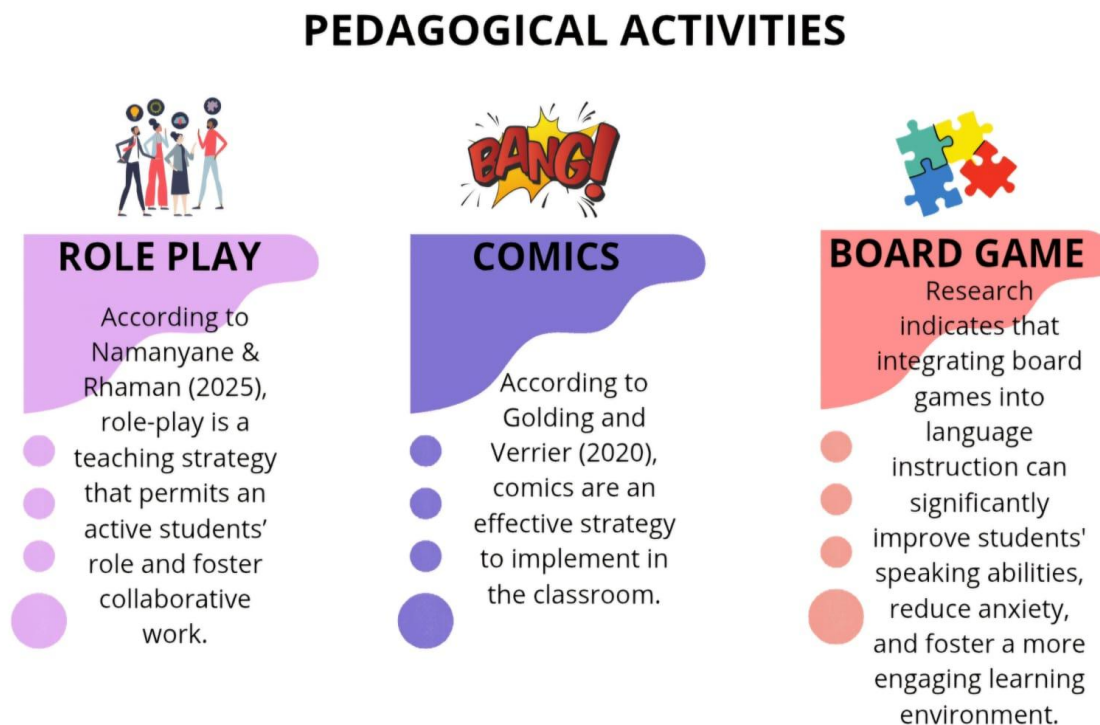
Each of these instruments was previously validated by experts with substantial academic experience and who were pursuing postgraduate studies at the time. Taking into account the required academic rigor, the experts evaluated each data collection instrument using a standardized rubric to ensure its validity, then researchers adjusted the tools accordingly.

### **Pedagogical Implementation**

The pedagogical intervention was grounded in the multiliteracies approach, which enabled the integration of students' linguistic, social, and emotional dimensions within the English learning process. This perspective promoted the construction of a bilingual learning environment with a holistic perspective, where students were not only taught a foreign language but were also encouraged to value their cultural backgrounds and strengthen their identities. Through this approach, English learning was positioned as a socially situated practice, allowing learners to connect new linguistic knowledge with their lived experiences, community realities, and personal narratives (Rodríguez et al., 2025; Paesani et al., 2016).

**Figure 2**

*Pedagogical chart components.*



. *Note.* The figure shows the main strategies that was implemented through the methodological intervention. Source: own elaboration.

The pedagogical intervention was grounded in the multiliteracies approach, which enabled the integration of students' linguistic, social, and emotional dimensions within the English learning process. This perspective promoted the construction of a bilingual learning environment with a holistic perspective, where students were not only taught a foreign language but were also encouraged to value their cultural backgrounds and strengthen their identities.

Through this approach, English learning was positioned as a socially situated practice, allowing learners to connect new linguistic knowledge with their lived experiences, community realities, and personal narratives (Rodríguez et al., 2025; Paesani et al., 2016).

The intervention was implemented over eight instructional sessions, during which an institutional English unit was redesigned and enhanced through a multiliteracies lens. Four main themes were developed. In the first session, focused on daily activities, students actively reflected on their own contexts and routines, generating relevant vocabulary through brainstorming activities, group study guides and role-plays.

The second session addressed the order of adjectives, beginning with the construction of context based adjective lists derived from students' interactions with family and peers. This data informed the design of image based analytical workshops that supported the application of adjective order in meaningful contexts and also applied gamification that integrated physical movement.



The third session centered on the future tense using “will” where students first shared past vacation experiences and then collaboratively created posters representing their future vacations plans. Additionally, students participated in group based multimodal games combining images and words and produced comics illustrating their ideal vacations that were shared in groups in the classroom.

Finally, the fourth session focused on prepositions of place, beginning with explicit grammatical socialization and collective reflection on the most frequently used prepositions. Students constructed memorization lists and engaged in participatory activities, including surveys to identify preferred games. These results informed the design of pedagogical materials such as domino games, flashcards, and study guides, which supported collaborative and experiential learning.

Overall, the findings demonstrated that the eight week pedagogical intervention had a highly positive impact on students’ motivation toward English learning. Likewise, evidence of improved cognitive outcomes was observed during classroom interactions and in final assessments. Thus, the intervention fostered a meaningful and positive learning experience, illustrating the effectiveness of the multiliteracies framework in creating bilingual learning environments with holistic perspective.



## Data Analysis

The main objective of the project is to analyze how the multiliteracy approach could enhance the English learning experience students in a public school in San of adult Gil. This goal aligns coherently with the chosen qualitative exploratory case study method, which allows for an in depth understanding of the learners' experiences and the contextual dynamics of nighttime education.

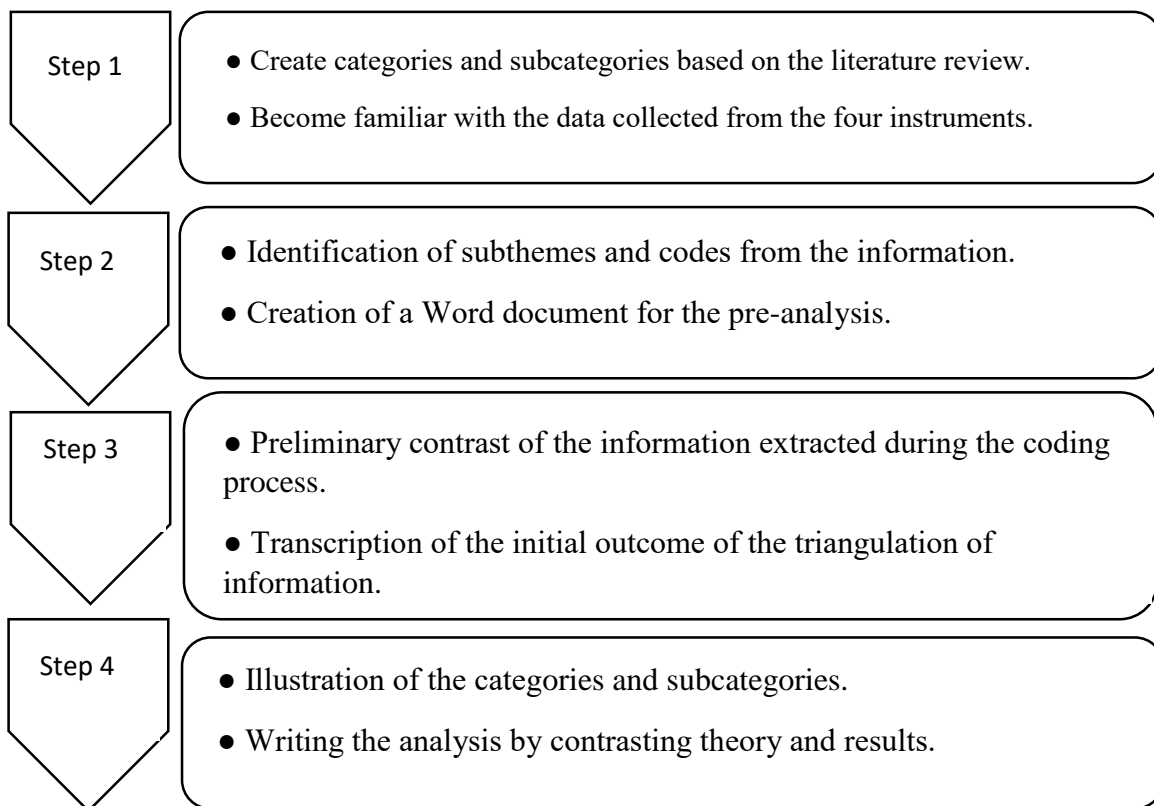
As Sousa (2014) and Sampieri et al. (2014) affirm, qualitative research enables the exploration of complex phenomena within their natural settings, making it suitable for investigating the pedagogical impact of multiliteracies. Furthermore, Yin (2018) and Wang et al. (2021) emphasize that case studies are particularly effective for examining under researched educational practices, such as the integration of multimodal resources and AI tools teaching a foreign language for adult learners. By immersing in the participants' environment and employing instruments like check lists, semi structured interviews, surveys, and field diaries, the study captures rich, contextualized data that supports the analysis of how multiliteracy strategies foster meaningful and inclusive learning experiences (Creswell & Poth, 2018; Merriam & Tisdell, 2016).

The data collection for this qualitative exploratory case study was conducted over a two-month period, from March 31 to May 26, 2025, integrating instructional sessions with systematic data gathering. During this time, researchers implemented various instruments including surveys, semi-structured interviews, field diaries, and complete a checklist aligned with the pedagogical intervention schedule.

The analysis phase followed immediately after data collection, allowing for triangulation and interpretation of findings based on classroom dynamics and participant feedback (Creswell & Poth, 2018; Saldaña, 2021). The research team comprised three members, one of the researchers also served as the English teacher, assuming the role of direct participant and facilitator of pedagogical artifacts, while the others acted as analysts. This distribution of roles ensured both insider perspectives and objective observation, enhancing the depth and validity of the study (Stake, 2010; Merriam & Tisdell, 2016).

### Figure 3

*Steps for data analysis.*



*Note.* The diagram illustrates the steps that were carried out during the data analysis process. Source: own elaboration.

In this research, the process of analysis was conducted through a deductive content analysis approach; in this regard, Schreier (2012), highlight that content analysis is appropriate in qualitative research. Likewise, the categories and subcategories were established in advance based on the theoretical framework. Accordingly, the data obtained from the four instruments were systematically examined and coded in relation to these predetermined categories, ensuring consistency and analytical accuracy throughout the process.

**Table 2**

*Research categories and subcategories.*

Research Question	Main Categories	Subcategories
How could the multiliteracy approach enhance the learning experience of English in a group of adult students at a public school in San Gil?	Multiliteracy	Innovation in strategies
		Cultural awareness
	Innovative pedagogical practices	Engaging material
		Student centered learning
		Gamification
	Learning experience	Dynamic learning environment
		Meaningful learning

In the analysis of the instruments' results, the categories and subcategories were established beforehand, based on the literature review and theoretical framework guiding the study. Once these analytical categories were defined, the data collected from the checklist, field diaries, students' survey, and teachers' interview were carefully examined and coded in relation to those predetermined categories.

The process consisted of selecting relevant segments from the instruments and classifying them according to their correspondence with the theoretical dimensions; also, the researchers include a software Atlas.ti to allow emerging new information. In this way, the analysis highlighted the relationships between the emerging findings and the predefined categories, allowing us to confirm and illustrate how the participants' responses aligned with the constructs drawn from the literature, as shown in the analysis ([See Appendix F](#)).

### **Multiliteracy Approach**

Multiliteracy approach was the first category that was identified for this research. It was directly related to the general objective which states the interest in analyzing how the multiliteracy approach could enhance the learning experience of English with a group of adult students in San Gil.

The multiliteracies framework enriches English language teaching by expanding literacy to include multimodal, cultural, and digital dimensions. It fosters inclusive practices that enhance learners' critical thinking and communication in diverse global contexts (Multiliteracy Framework, 2021; Flores & Bobadilla, 2021).

In the bilingual classroom, critical thinking can be defined as the intentional and reflective process through which learners analyze language, evaluate meanings, and construct new understandings by connecting English input with their cultural knowledge, experiences, and contexts. This ability is fundamental to fostering deeper language comprehension, supporting autonomous learning, and enabling students to use English as a tool for interpretation and meaning making rather than memorization. As Quintero (2009) argues, critical engagement with language allows learners to integrate personal histories, multiple ways of knowing, and dialogic reflection processes that enrich linguistic development and promote more transformative, learner-centered practices.

In this sense, Multiliteracy approach showed to be a suitable option for increasing students interest in learning English. It showed potential in the efforts to enhance students' motivation and engagement in English learning by integrating linguistic, cultural, and digital dimensions that connect language use to authentic contexts (Paesani et al. 2016).

To begin with, before the pedagogical intervention, according to information registered in the field diary, students did not seem really motivated before or during the English classes. "At the start of the lesson, the classroom appeared disorganized, with subdivisions into groups. Those sitting at the front showed greater interest, while those at the back paid little attention, requiring multiple calls for discipline. ([See Appendix J](#)) The teacher's notes showed how students were not engaged with the activities in class, many students got distracted and started misbehaving with other classmates; there were comments such as "Teacher, again we have English class, what a drag." ([See Appendix J](#)) when instruction is not appealing, it can lead to student disengagement and reduced motivation to learn (Paesani et al. 2016).



### *Innovation in Strategies*

During the research process, innovation in strategies such as comics, posters, role play, gamification, board games, etc. emerged as a subcategory of multiliteracy approach after analyzing the collected information and in light of the interest of identifying the impact of the didactic material to improve the learning experience in the English classes.

The checklist ([See Appendix G](#)) functioned as a structured evaluation tool to identify the pedagogical resources available in the classroom where the projects takes place in San Gil, Santander. This tool allowed researchers to identify strengths and weaknesses in the learning environment. This instrument showed that there were some necessary objects in the classroom such as chairs, tables and board. However, there are some others elements that were not available and that would enrich the environment, such as posters, texts or books to learn a foreign language.

After the checklist was applied ([See Appendix G](#)) it was identified that there was an evident limitation in term of materials that allowed the development of an effective class. On the other hand, this was also an opportunity for the researchers to design learning experiences that will include engaging material to give students the possibility to learn in an environment full of meaning, although it still has some logistic limitation.

The study showed that the multiliteracies approach increased adult learners' motivation and participation in English classes by integrating multimodal and digital resources (Cope & Kalantzis, 2015; Paesani et al 2016) with new and gamified activities. Despite its positive results, the small sample and short duration limit generalization.

Future research should explore its application in broader contexts since recent research shows that multiliteracy approach not only improves motivation but also has a measurable impact on students' academic performance (Cahyalaili & Jamilah, 2024).

Regarding teachers views on the multiliteracy approach potential, when T1 was asked about his definition on Multiliteracy or Multi-literacy, he mentioned “ It refers to multiple forms of teaching with different resources” ([See Appendix H](#)) that gave researchers a clue to continue exploring this methodology with the purpose to see how strategies for English classes work with adult students.

In this sense, creating strategies using gamification during the implementation stage let students develop not only team work skills but also develop greater engagement with English classes as the field daily showed ([See Appendix J](#)). About 90% of students participated in the activities, displaying a high level of cooperation.

Additionally, the survey to students showed that with strategies such as role plays, board games, gamification, comics, etc. changed students' perception to English classes. The students survey shows a percentage of the 79% of students like to learn English using variety of pedagogical resources. Definitely, with this pedagogical intervention was identified that not only students enjoyed classes but also improved teacher's support ([See Appendix I](#)).

A compelling finding was discovered regarding the perception of students about English classes since it significantly changed in terms of how students considered the role of the teacher in the classroom. After the pedagogical intervention the 72% of the students strongly agreed on the fact that they received teacher's support when they had difficulties.



This in turn, helped them to build confidence in the classroom to express their doubts or questions to the teacher receiving personalized guidance when they needed it.

With these findings, the teacher-researcher could notice that with his support and close work with students, they had a better attitude and the results of the survey showed [\(See Appendix I\)](#) that 43% of students agreed that they like the class for the reason that they feel more confident to talk and participate in class.

The implementation of innovative strategies aligned with the multiliteracies approach allowed students to engage more actively in their learning process. As Paesani et al. (2016) affirm, “multiliteracies pedagogy promotes learning through varied, meaningful, and contextually rich resources that connect language use to authentic experiences” (p. 45). This connection was evident in the students’ positive responses to activities such as role plays, gamification strategies and the use of diverse materials, which enhanced motivation and confidence in English learning.

In conclusion, the teacher’s understanding and application of the multiliteracies approach through varied strategies such as role plays, gamifications, etc. proved effective in promoting collaboration and engagement among adult learners. These findings suggest that integrating diverse and interactive resources can enhance motivation, teacher and students’ perceptions and participation in English language learning.

According to what Farrell (2015) describes as the value of reflective practice in language teaching, combining structured observation with critical self-reflection helps teachers gain a holistic perspective of their pedagogical decisions.



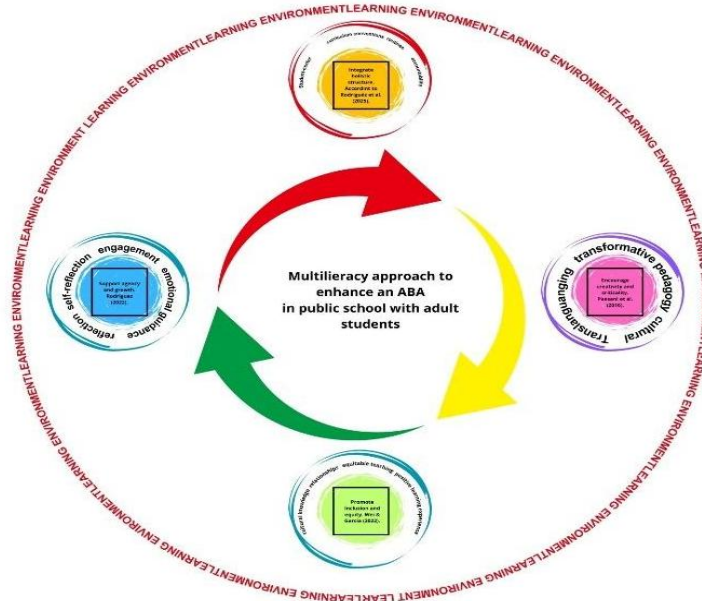
### *Cultural Awareness*

The second subcategory identified was cultural awareness which proved significant during the research process. This subcategory encompasses creative and adaptive tasks in which students could express themselves to talk about their own context and this promoted engagement, multimodal interaction **among** adult students and that allowed them to share their background and experiences.

A holistic structure in bilingual learning environments is essential to achieve the integration of language, culture, identity, values and social interaction making this integration a powerful dimensions of learning. Rodríguez (2022) emphasizes that incorporating a holistic perspective in bilingual learning environments fosters inclusivity, adaptability, and deeper learner engagement, ensuring that students' linguistic repertoires and cultural backgrounds are recognized as valuable resources for academic and personal growth.

**Figure 4**

*Integration of a Holistic Perspective in Bilingual Learning Environments.*



*Note.* The figure shows the interrelation of the four fundamental principles for the creation of bilingual learning environment with a holistic perspective. Source: own elaboration.

In this regard, during classes students started to ask how they could write words and sentences in English related to their culture and context as notes showed in the field daily (See Appendix J) in the classroom atmosphere the research teacher not “ Students enjoyed the activities, and the proposed games, being part of their own culture, made it easier to approach a subject like English, which is not usually simple to develop” which is supported by the survey results when students were asked about motivation and teacher methodologies teaching English.



57% expressed they felt motivated to participate in English classes communicating ideas from their context in English to the teacher as it was mention before students feel confident to ask for example; “Teacher, how can I write in English, yo cojo cafe en las mañanas” it was very important to me as teacher because I have student that live in the rural areas and also they work with agriculture ([See Appendix J](#)).

Also teachers were aware of how multiliteracy approach could facilitate some tools to teach English such as ChatGPT, multimodal aids as posters, audios, scripts. For example, a teacher answered this question: In what areas have you applied Artificial Intelligence in your teaching practice? A teacher answered “Preparation of teaching material, generation of personalized activities, translations or grammatical explanations”. This was how using IA tools could be used to create pedagogical content to contextualize the bilingual learning environment ([See Appendix H](#)).

Connecting these insights with our current research project framed through a multiliteracy approach, it was evident that this holistic structure was a significant factor in creating a supportive and inclusive classroom in a learning environment that effectively manage allowed diversity of backgrounds and identities to come together in the learning place. Without holistic lens, multiliteracy approach arises being reduced to a set of pedagogical strategies rather than a transformative pedagogy. Rodríguez (2022) further highlights that holistic structures in bilingual environments are necessary to avoid deficit views of learners’ home languages and to ensure that students’ full repertoires are treated as assets.



### **Innovative pedagogical practices**

The second category that emerged from the literature review and the objectives of this research was named innovative pedagogical practice. According to Krashen and Terrell (1983), as cited by Londoño (2021), it is crucial in language teaching to generate pleasant learning environments where students are motivated to interact with educational material and take advantage of opportunities to develop new skills. In this sense, Innovative Pedagogical Practices represent a key element for transforming bilingual learning environments, shifting from teacher-centered paradigm toward student-centered learning one (Paesani et al. 2016; Rodríguez et al. 2025). Within the development of the intervention, Innovative Pedagogical Practices were considered a disruptive element that permit faced barriers as teacher center methodologies, standardized text book by means of teachers can transform bilingual learning settings.

With the implementation with the new innovative strategies such as role plays, gamification, board games, etc. students felt more motivated and engaged to participate in the activities and helped to enhance the English skills. This was highlighted by a student in the field diary ([See Appendix J](#)), who commented: “Teacher, you have the same tastes as us because these games we’ve been playing are very fun.”

During the implementation, the group of students were both witnesses and active participants in the process of transforming the bilingual learning environment through the use of various pedagogical materials. The students not only engaged in the process of learning the English language, but also experienced the strengthening and integration of social and emotional dimensions. ([See Appendix J](#)) “Through the methodological intervention the students’ attendance rose in 95% ”

In this second category, there were three identified subcategories that were named engaging materials, student center learning and gamification that played an important role in the pedagogical practice during the implementation stage of this research.

### *Engaging material*

One of the main elements of innovative pedagogical practices is the use of engaging material. At the same time, one of the principal challenges teachers face in English language teaching is students' low motivation toward English classes. However, when examining the methodologies and materials used during the process of the methodological intervention, findings revealed the predominance of teacher-centered approaches and the reliance on standardized textbooks, which generate negative outcomes in bilingual learning environments. In this regard, Rodríguez et al. (2025) highlight that a decisive factor in bilingual learning environments is students' engagement with the material.

During the methodological implementation phase, the researchers designed various pedagogical materials framed within the multiliteracy approach. These materials ([See Appendix K](#)) not only aimed to strengthen the linguistic dimension but also sought to foster social and emotional dimension, and then create a holistic learning experience. It was observed that the activities developed with these materials enabled students to actively engage with the English class. According to Field diary ([See Appendix J](#)), students demonstrated great enthusiasm for each activity. likewise, the students' survey ([See Appendix I](#)) showed that 100 % of the students perceived the pedagogical activities carried out in class positively.



In this sense, when reviewing students' perceptions, it became evident that the materials generated the necessary engagement to contribute meaningfully to the learning process, a point that students expressed categorically. Data collected through the students' survey also evidenced a positive perception toward the pedagogical materials and their capacity to foster engagement. In this regard, students' survey pointed out ([See Appendix I](#)), that 86 % of students reported feeling more motivated to participate in activities. Furthermore, participants indicated that the strategies implemented facilitated their learning: 57 % strongly agreed, 29 % agreed, and 14% partially agreed. Additionally, 100% of the students acknowledged the significant impact of the pedagogical resources used.

Engaging materials had the potential to transform students' learning experiences in the process of acquiring a foreign language, such as English in this case. It is important to take into account the students' prior knowledge, context and interests to design engaging materials that emphasizes the integration of linguistic, social, and emotional dimensions are key factors in developing student engagement with both the learning process and the pedagogical materials.

In this sense, the researchers observed how students' behavior, attention, and attitudes within the teaching and learning process were positively transformed. As is registered in the field diary ([See Appendix J](#)).

“Teacher, I like the way you have implemented these classes because I see that most students enjoy them and work actively. You cannot imagine how bored they get when classes are only about writing on the board and in the notebook; they become very difficult to manage.”

### *Student centered learning*

According to Rodríguez et al. (2025), student centered learning is a paradigm that positions the learner as an active participant. In this sense, the data analysis aimed at evidencing how the multiliteracy approach could improve the bilingual learning environment for an adult population highlights a paradigm shift from teacher centered to student centered learning as a decisive factor in achieving a positive learning experience. Its impact was visible in student's motivation, attendance and participation of the class activities which let researchers see the changes in the learning environment.

After reviewing the information collected through the survey, field diaries and the interview, it was evidenced that student-centered learning is a key factor in generating a positive impact on the learning process. According to Rodriguez et al. (2025), this kind of methodologies have the potential to change the dynamic of the class in which students become an active participant of the educational process.

In this sense, it was observed that students perceived the methodology used for teaching a foreign language very positive, in this case English, where they were now active participants in the learning process. As recorded in field diary ([See Appendix J](#)), “The development of this lesson was very positive. First, including students so they could contribute their own knowledge to the construction of the lesson proved important, as it fostered feelings of inclusion and belonging.”



In this regard, either the field diary and the teacher's interview showed positive outcomes ([See Appendix H](#)). Teacher highlighted how strategies and engaged material contribute to build up a better learning experience: "I use collaborative learning since, by working in groups, students have the opportunity to achieve a common goal; at the same time, their communicative skills are strengthened and a collaborative environment is fostered."

Scaffolding, group work, inclusion and creativity are inherent elements of the student-centered learning paradigm and constitute a key factor in transforming bilingual learning environments from a holistic perspective. As Mata and Aguado (2017), cited by Rodríguez (2022), emphasize, learning is interrelated with cultural and social environments. Therefore, it is evident that the previously mentioned skills have been strengthened and significantly impact the educational process.

In this way, data obtained from field diary ([See Appendix J](#)) showed how teachers and students perceived the pedagogical strategies. For example, one student stated according to researcher's translation "Teacher, I didn't like coming to English classes with the previous teacher, but now with you, we're having a great time." Likewise, when analyzing the data gathered from the student survey ([See Appendix I](#)). In this sense, the percentages were favorable, with 29 % strongly agreed, 57 % agreed, and 14% partially agreed, the results regarding the motivation item during class development showed a positive impact on the learning experience for the reason that students felt pleasure learning English.

Information collected after the implementation of some strategies based on the Multiliteracy approach showed a shift in students' attitude. "Students expressed enjoyment of the class through their body language, facial expressions, and verbal responses, which resulted in deeper meaning-making in successful participation." ([See Appendix J](#)) besides of that in the student's survey, 79% of students answered that they like to learn English through different materials such as pictures, digital tools, comics, etc. Students after a couple of sessions expressed higher motivation to learn English when exposed to multimodal resources because with them fostered engagement.

### ***Gamification***

The subcategory of gamification emerged as a result of an exploratory process conducted in the Atlas.ti software, which highlighted the relevance of game-based activities. In this sense, gamification strategies such as dominoes, puzzles, grammar races, etc. These dynamic activities were meaningful tools for teachers becoming in a cornerstone strategy to generate a better learning experience in the teaching and learning process offering an inclusive and creative learning environment.

This is evident in students' opinions expressed in the survey ([See Appendix I](#)) which showed a positive perception toward the gamified activities developed: 29% responded strongly agreed, 57% agreed, and 14% partially agreed that the activities were ludic and interactive. These results confirmed the positive impact of the proposed activities because all these activities rose the level of participation, motivation, integration among the group fostering cultural identity.



Hence, from the field diary ([See Appendix J](#)), the researcher's observation reported that: "Moreover, gamification activities generated a positive learning experience, reducing the stress students usually bring into the classroom. The role-play activity served as a brief exercise in pronunciation and reading, which revealed a very enjoyable challenge for the students." In addition, students expressed in spontaneous conversations the importance of implementing gamified strategies. As reported in field diary ([See Appendix J](#)). According to researchers' translation student said: 'Teacher, these days we are harvesting coffee on the farm and we finish the day very tired, but here we are to attend your class because it's very fun.'

Among the issues addressed during the intervention were the lack of motivation and high absenteeism rates; however, these problems were largely overcome. The observation recorded by T2 in field diary ([See Appendix J](#)), highlighted that "Attendance was rising now in comparison to the last academic period in which I used the traditional methodology and without the implementation of this research project."

Gamified activities contributed significantly not only to English language learning but also became a space for social and emotional inclusion. The characterization of the learning environment during the intervention clearly reflected a holistic academic space. As noted a teacher in the field diary ([See Appendix J](#)) "The class reflected a positive learning environment. Students enjoyed the activities, and the proposed games, being part of their own culture, made it easier to approach a subject like English, which is not usually simple to develop."

The selection of each gamified activity was always based on students' cultural knowledge thus boards games, puzzles and races were the most popular and favorite for them. As noted in field diary ([See Appendix J](#)) "Based on this, each student was assigned the task of creating flashcards using a board game that is very popular in this region of the country, called dominoes." The results in terms of generating learning experiences were positive as is reflected in field diary ([See Appendix J](#)) "Board games proved to be a powerful pedagogical tool, as they foster participation, competition, camaraderie, and, importantly, helped manage negative emotions such as stress, frustration, or fatigue."

Similarly, the students' survey ([See Appendix I](#)) showed a favorable perception of gamified activities then they had a significant impact on learning process. Regarding their effectiveness in facilitating learning 29% of students strongly agreed, 57% agreed, and 14% partially agreed. These results indicated that students perceived the gamified activities were beneficial in the purpose to increase the motivation for learning English.

### **Learning Experience**

The third category was named Learning Experience, it has been widely explored in educational research as a multidimensional process through which adult learners construct knowledge, and engagement by interacting with pedagogical materials, peers, and teachers. Consistent with Kolb (2015), meaningful learning experiences emerge when learners actively participate in the educational process, reflect on their performance, and apply new knowledge in authentic and cultural contexts. This perspective is particularly relevant for adult learners, whose learning trajectories are shaped not only by cognitive factors but also by their lived experiences, responsibilities, and sociocultural backgrounds.



Likewise, Van Lier (2004), emphasizes that language learning experiences are strengthened when the classroom functions as a holistic space that values autonomy, interaction, and learners' sociocultural backgrounds elements that proved essential in this intervention with adult students that attending night classes. Cope and Kalantzis (2015), argues that learning experiences improve when learners interact with multimodal resources and knowledge processes experiencing, conceptualizing, analyzing, and applying across diverse sociocultural contexts.

Field diaries, students' surveys and teachers' interviews corroborated the impact of these pedagogical intervention, at the beginning of this research, having a learning experience characterized by low engagement. However, after implementing the multiliteracy based pedagogical intervention, the learning experience faced a significant transformation. In this sense, students' survey results ([See Appendix I](#)) revealed that 86% of students felt more motivated to participate and 100% valued the pedagogical materials used, reflecting the impact of multimodal engagement. Likewise, as was registered in the field diary ([See Appendix J](#)) described a notable change in classroom dynamics, "Group activities with posters, comics and games maintained attention and motivation", suggesting that multimodal strategies fostered participation and peer collaboration.

From an analytical perspective, the learning experience became meaningful as students increasingly connected classroom content with their cultural identities, real experiences. It was evidenced in the field diary that illustrates this shift ([See Appendix J](#)), showing that taking into account the students' sociocultural background generated positive emotions and encouraged participation among learners who previously lacked confidence in using English, "The integration of AI supported tools enriched the learning experience



by providing scaffolding, immediate feedback, and multimodal input allowed students to express more autonomously personal narratives.”

In summary, the learning experience evolved into a holistic learning environment. Multimodal resources, gamified activities, and student centered strategies allowed adult learners to build meaningful connections between English language learning and their everyday activities. As data showed, multiliteracy approach fostered motivation to English classes.

### ***Dynamic Learning Environment***

A dynamic learning environment is understood as the set of physical, social, and digital conditions that facilitate flexible, interactive, and learner centered instruction (Garrison & Vaughan, 2008). In this regard, the transition from teacher centered methodologies to student centered ones as a multiliteracy approach fostered greater engagement and autonomy (Carrao, 2023). Hence, these classroom interactions are consistent with the findings of Ferguson et al. (2024), who argue that AI supported environments enhance learner agency, cultural identity, and collaborative practices, aligning with UNESCO (2023), call for inclusive, technology mediated education. Consequently, the bilingual classroom evolved into a holistic environment that balanced linguistic, social and emotional dimensions.

During the research process, a characterization of the learning environment prior to the beginning of the methodological intervention was conducted a check list ([See Appendix G](#)). The findings revealed basic conditions for the teaching and learning process; however, the teacher did not have sufficient tools to generate dynamic learning environments during academic development.

In this sense, the objectives of the present study focused on creating new learning experiences through the implementation of a student centered methodology, specifically the multiliteracies approach, which enabled the development of educational activities through multimodal strategies such as comics, puzzles, role plays, posters, and other visual and interactive resources. The development and implementation of these strategies significantly energized the learning environment, as evidenced in the field diaries ([See Appendix J](#)), “The class was highly dynamic, and students easily focused on activities such as the poster and the human puzzle; there was clear enjoyment of tasks involving movement and painting.”

Creating a dynamic learning environment does not depend solely on the use of tools that promote classroom interactivity; it also requires the contextualization of knowledge in order to generate student engagement through cultural and emotional connections. This was identified as one of the main findings in the data collected and analyzed through the applied instruments. In this regard, the teachers’ perceptions were clearly documented in the interview ([See Appendix H](#)), “The use of tools such as AI is important because it allows for contextualization, optimization, and personalization of English language teaching.”

The methodological implementation aimed to establish a dynamic learning environment, given that English learning challenges were associated with low student motivation toward English classes, which, as previously mentioned, were characterized by teacher centered methodologies. However, the creation of a dynamic environment in English language teaching generated a positive impact on the learning experience.

In this sense, the students' survey results ([See Appendix I](#)) showed categorical responses when asked about the dynamism of English classes during the methodological intervention, 100% of the students considered the classes were very dynamic. This finding correlates with responses to questions about the positive impact of the implemented strategies on classroom development, where 79% of students strongly agreed and 21% agreed that these strategies aligned with their interests.

### ***Meaningful Learning***

Meaningful learning is understood as a process in which new knowledge becomes connected to learners' prior experiences, cognitive frameworks, and sociocultural contexts. Illeris (2018) explains that meaningful learning integrates cognitive, emotional, and social dimensions, enabling adults to construct understanding through relevance and engagement. Likewise, Dirkx (2008) highlights that emotional resonance and personal significance are essential for adults to internalize new learning. These perspectives frame the pedagogical approach applied in this multiliteracy based intervention.

The declining relevance of educational stakeholders in providing meaningful learning experiences highlights the urgent need to redesign educational environments so that they foster authentic, contextualized, and lifelong learning opportunities (Rodríguez et al. 2025; Rodríguez, 2020). Hence, rather than functioning solely as spaces for content transmission, schools must evolve into dynamic learning ecosystems that connect academic knowledge with students' real life experiences, cultural identities, and future life, thereby restoring their central role in the construction of meaningful learning.

The methodological implementation carried out by the research group made it possible to generate meaningful learning through strategies such as comics, posters, board games, puzzles and similar resources. All of these were framed within the multiliteracy approach, which, in turn, transformed the traditional passive role of students by turning them into active agents and co-creators of learning experiences grounded in their social and emotional backgrounds. In this sense, the integration of contextualized strategies proved to be highly effective in fostering the meaningful learning required to optimize English language learning.

Furthermore, as described in the field diary ([See Appendix J](#)), “The development of the class was positive, especially in the last activity. “Participation was strong, and attendance has been increasing since one of the main problems was students’ apathy toward English class, which often led to absenteeism. Enthusiasm was noticeable during the activities, creating a participatory and dynamic learning experience throughout the lesson.”



Likewise, from the perspective of the teachers involved in the methodological intervention, as recorded in the interview ([See Appendix H](#)), the implementation of the multiliteracy approach enabled the generation of meaningful learning experiences, as one teacher stated “In my English classes, I now use collaborative learning because, by working in groups, students have the opportunity to achieve common goals; at the same time, their communicative skills are strengthened and a collaborative learning environment is fostered.”

Moreover, when students were asked about the importance of integrating their context, needs, and interests into the development of academic activities, the responses were conclusive in the students’ survey ([See Appendix I](#)), with 57% strongly agreed and 43% agreed. In the same way, the integration of multimodal strategies such as comics, puzzles, posters, role plays, board games, and flashcards was perceived by students as a highly significant factor in the construction of meaningful learning experiences. Thus, the recorded responses in the students’ survey ([See Appendix I](#)), showed that 79% strongly agreed and 21% agreed with the positive impact of these strategies, these findings revealed the strong interrelation between the linguistic, social, and emotional dimensions in the generation of meaningful learning.



## Conclusions

The present exploratory case study allowed to stand out how multiliteracy approach can contribute in the process to change traditional pedagogies into more innovative educational process thus the creation of meaningful learning experience base on a holistic perspective in which the integration of the linguistic, social and emotional dimensions rise the motivation and engagement toward the English classes.

Additionally, the multiliteracy approach supported by digital tools and AI proposed in this study sought to transform static classrooms into dynamic, learner-centered environments that promote interaction, reduce anxiety, and foster autonomy.

The intervention revealed that student engagement is a key factor in supporting agency and growth. Thus, Krashen and Terrell (1983) who is cited in Londoño (2021) “affective filter” hypothesis highlights how emotional states directly influence learning outcomes. Moreover, fostering enjoyable and contextually relevant learning experiences through gamification and multimodal strategies helped to increase motivation among students. This demonstrated how a multiliteracy approach grounded in affective and cultural awareness, can lead to more meaningful and sustainable learning experiences.

Furthermore, the social and emotional dimension emerged as a driving force in promoting agency and growth. Rodríguez (2022) underscores the importance of addressing issues such as exclusion, disinterest, and lack of communication through pedagogical strategies that integrate emotional guidance and cognitive development. Within the research process, emotional support played a vital role, helping students recognize, understand, and regulate their emotions while facing academic and personal challenges.



As a result, cultivating emotional awareness and resilience fostered an environment where students felt safe, valued, and motivated to participate actively in class.

This research concludes that the multiliteracy approach allowed the incorporation of students' sociocultural contexts to improve the bilingual learning environment and make it more equitable and inclusive, thus transforming the dynamics of teaching and learning by giving voice and prominence to students.



## Contributions to Bilingual Learning Environments

A holistic perspective in bilingual learning environments is essential to achieve the integration of language, culture, identity, values, and social and emotional interaction as powerful dimensions of learning. In this sense, Rodríguez (2022) emphasizes that incorporating a holistic perspective into bilingual education fosters inclusivity, adaptability, and deeper learner engagement, ensuring that students' linguistic repertoires and cultural backgrounds are recognized as valuable resources for academic and personal growth.

From this perspective, building strong bilingual learning environments requires going beyond methods and focusing on the whole learner. A holistic perspective, combined with multiliteracy principles, enables students to connect languages, cultures, backgrounds, and experiences in meaningful ways. In this sense, Zajda (2020) points out, education in a globalized world must be inclusive and adaptive, which is only possible when learning environments value diversity and encourage critical thinking across multiple literacies.

In this research project were designed and implemented pedagogical actions that aimed to transform traditional bilingual teaching practices and contribute to the construction of more holistic learning environments. Thus, when the methodological intervention was carrying out the contributions supported students in taking ownership of their learning processes, promoting autonomy active participation, rise motivation, strengths cultural identity, improve teachers' perception. Hence, as Rodríguez et al. (2025), affirm education must develop the adaptive capacity necessary to fulfill its transformative mission one that reshapes both individuals and communities and must also promote lifelong learning, particularly in the context of an increasingly adult learner population.



Creating bilingual learning environments that foster positive learning experiences requires spaces for reflection and self-reflection. In this regard, holistic pedagogical perspectives such as multiliteracy approach supported the integration of linguistic, social and emotional dimensions in the teaching and learning process. Thus, according to Mata and Agudelo (2017) as cited in Rodríguez (2022), critical pedagogies transform traditional educational roles into reflective and participatory spaces.

Drawing on reflections developed throughout the MABA program, was identified limitations in traditional bilingual education models where curricular development often fails to promote creativity, critical thinking, or collaborative learning. According to Rodríguez et al. (2025), education must be flexible and responsive to the needs of an increasingly diverse and dynamic world. Hence, the implementation of the multiliteracy approach allowed to rethink these traditional models from a holistic perspective, enhancing learning through creativity, reflection, and peer collaboration core components of a transformative pedagogy.

Finally, throughout the research process, it was recognized the relevance of translanguaging as a facilitating element of positive learning experiences. García and Nounsy (2024), conceptualize translanguaging as an action encompassing linguistic, social, emotional, and even spiritual dimensions through which learners construct meaning from their lived experiences, prior knowledge, and belief systems. This understanding aligns with this research findings, as was observed that valuing students' linguistic and cultural diversity enriches the bilingual learning environment and fosters inclusivity, creativity, and collaboration.



### **Limitations**

During the research process, it was evidenced that economic constraints hindered the development of the methodological implementation, as the design and production of instructional materials required a process of contextualization aimed at granting students a central role in the educational process. In this regard, the research team assumed full responsibility for the costs associated with each of the activities implemented.

Likewise, students' exposure time to the English subject is limited to only two hours per week, which represents an insufficient instructional intensity to sustain an active and continuous pedagogical dynamic throughout the methodological implementation. This time constraint directly affects the depth of content coverage, the frequency of communicative practice, and the consolidation of learning, particularly in educational contexts that require differentiated strategies and more extended pedagogical support processes.

Despite its positive results, the sample of participants in the research project was small and this issue limited the generalization of the academic results. Besides of that, the number of session during the implementation stage was short too and this impeded a deeper analysis of the impact of the strategies proposed to improve the learning experience of the adult students.

A critical concern, however, is that many bilingual programs continue to apply multiliteracies superficially, focusing mainly on digital tools or multimodal texts without addressing deeper issues related to identity, equity, and power (Rowsell & Morrell, 2021).



Likewise, Cope and Kalantzis (2020), argue that while multiliteracies provide a framework for navigating diverse meaning making modes, teachers often struggle to integrate these practices meaningfully within rigid curricula. Therefore, without a holistic lens, multiliteracy risks being reduced to a set of techniques rather than a transformative pedagogy.



## Recommendations

Future research should explore its application in broader contexts since recent investigation shows that multiliteracy approach not only improves motivation but also has a measurable impact on students' academic performance. It is suggested to do a comparative study with other institutions as public, private, etc with different ages to broaden the range of reliability.

It is recommended that future research delve deeper into gamification as a fundamental element in foreign language learning, particularly in the case of English. In this sense, games proved to be an essential component in enhancing learning experiences; likewise, teachers relied on gamification to transform the learning environment, which made it possible to create spaces of inclusion, collaborative work, and, above all, to strengthen students' voices and cultural identities. Thus, this was achieved by drawing on learners' cultural backgrounds for the selection and design of gamified materials.

Nevertheless, it is suggested that multiliteracy approach continue to be explored further as it offers significant benefits for the development of bilingual learning environments from a holistic perspective.

## Appendixes

[Appendix A](#): Checklist Format.

[Appendix B](#): Interview Format.

[Appendix C](#): Survey Format.

[Appendix D](#): Field Diary Format.

[Appendix E](#): Informed Consent.

[Appendix F](#): Findings and Analysis Table.

[Appendix G](#): Data from the Checklist.

[Appendix H](#): Data from the Interview.

[Appendix I](#): Data from the Survey.

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