

The impacts of acknowledging intercultural components in translanguaging practices in two different settings.

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Abstract

This study analyzes the influence of integrating intercultural components into translanguaging practices within bilingual learning environments. Grounded in a qualitative action research design, the study was conducted in two contrasting institutional contexts in Colombia, characterized by differing levels of exposure to English and varying degrees of cultural content integration. Data were collected through semi-structured interviews, classroom observations, and surveys, and subsequently analyzed using thematic coding. The findings reveal a predominantly reductionist approach in both institutions. Translanguaging practices are largely neglected and are reduced to a superficial form of code-switching. Similarly, intercultural components are incorporated in a limited and often tokenistic manner, reflecting a lack of critical engagement with cultural diversity. Furthermore, findings highlighted the influence of sociocultural and emotional factors on learners' motivation in the classroom and the use of the full linguistic repertoire. Differences across contexts point to the role of learning strategies and teacher support in effectively integrating interculturality and translanguaging. These results suggest that Colombian learning environments should move beyond surface-level implementations of intercultural content and reconsider the pedagogical potential of translanguaging as a transformative practice. The study underscores the need for transcultural and plurilingual frameworks that transcend instrumental approaches to language teaching and promote culturally responsive, context-sensitive, and critically oriented practices that enable learners to engage with diverse cultural realities while fully mobilizing their linguistic resources.

Keywords: *Translanguaging practices, intercultural components, and learning environments.*

Resumen

Este estudio analiza la influencia de integrar componentes interculturales en las prácticas de translenguaje dentro de entornos de aprendizaje bilingües. Enmarcado en un diseño cualitativo de investigación-acción, el estudio se llevó a cabo en dos contextos institucionales contrastantes en Colombia, caracterizados por diferentes niveles de exposición al inglés y diversos grados de incorporación de contenidos culturales. La recolección de datos se realizó mediante entrevistas semiestructuradas, observaciones de aula y encuestas, las cuales fueron analizadas a través de un proceso de codificación temática. Los hallazgos evidencian la prevalencia de un enfoque reduccionista en ambas instituciones. En particular, las prácticas de translenguaje son en gran medida desatendidas y limitadas a formas superficiales de alternancia de códigos. De manera similar, los componentes interculturales se integran de forma restringida y, en muchos casos, meramente simbólica, lo que refleja una ausencia de aproximaciones críticas hacia la diversidad cultural. Asimismo, los resultados destacan la influencia de factores socioculturales y emocionales en la motivación de los estudiantes en el aula y en el uso de su repertorio lingüístico. Las diferencias identificadas entre los contextos subrayan el papel clave de las estrategias pedagógicas y del acompañamiento docente en la integración efectiva de la interculturalidad y el translenguaje. En conjunto, estos resultados sugieren la necesidad de que los entornos educativos colombianos trasciendan las implementaciones superficiales del contenido cultural y reconsideren el potencial pedagógico del translenguaje como una práctica transformadora. En este sentido, el estudio enfatiza la urgencia de adoptar marcos transculturales y plurilingües que superen enfoques meramente instrumentales de la enseñanza de lenguas, promoviendo prácticas pedagógicas culturalmente pertinentes, contextualizadas y críticas, que permitan a los estudiantes interactuar con diversas realidades culturales mientras movilizan plenamente sus recursos lingüísticos.

Palabras clave: *prácticas de translenguaje, componentes interculturales y ambientes de aprendizaje.*



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Introduction

In recent years, bilingual education in Colombia has become visible. It has been applied as a strategic tool to foster cultural exchange. However, its implementation in public schools often faces challenges related to linguistic inequality, limited time, and one of the most important features, the disconnect between English content and students' realities. In this sense, the present study seeks to explore how translanguaging practices, when considering intercultural components, can change English learning into a more inclusive approach.

Translanguaging is described as the dynamic use of learners' full linguistic repertoire, offering a pedagogical alternative that accepts and embraces identity and encourages profound engagement with language (Gomez, L. 2020). When translanguaging is paired with interculturality, it becomes a powerful tool for fostering cultural awareness and communicative competencies. Therefore, this study is focused on two public schools in Colombia, where English learning is gaining prominence, yet remains disconnected from students' cultural and social backgrounds.

Through a qualitative action research approach, this study aims to compile reflections on learning strategies that align with learners' cultural and linguistic realities by analyzing classroom interactions and students' perspectives. Likewise, this project seeks to contribute to the development of context-sensitive and pedagogically transformative bilingual models.

Research Question

What is the influence of the integration of intercultural components into translanguaging practices in two bilingual learning environments in Colombia?

Justification

Languages change and flux ceaselessly based on the context in which they occur; thus, they coexist with culture (King, Lai & May, 2020). Consequently, it is pivotal to comprehend their social, historical, and educational context from diverse perspectives so as to transform bilingual learning environments (Bonilla, 2024). In light of the country's ethnic and cultural diversity, as well as the language heterogeneity (Laurent, 2018), not only is integrating distinct languages crucial, but it is also advisable to promote a multilingual and plurilingual atmosphere to refine the individuals' repertoire and language grasp (García & Lin, 2023) through intercultural components and translanguaging practices.

In this sense, translanguaging constitutes a sociocultural practice that is intrinsically linked to speakers' identities (Wei, 2018). Thus, it is vital to understand how bilingual speakers interact and construct meanings. According to Ortega (2019), fostering bilingual environments in which linguistic diversity is valued and interactions among languages are viewed as complementary constitutes a fundamental principle for promoting tolerance and equity in bilingual education. Hence, the importance of including interculturality within the environment is imperative as it "aims at respect and coexistence between cultures, which

allows not only an equal relationship but also mutual learning and enrichment” (Cruz, 2013, p. 55).

Over the years, the Ministry of National Education and the bilingual program (2006) have implemented a series of policies to improve English proficiency among students in Colombia, with the goal of progressing from an A1 level at the beginning of primary school to a B1 level upon completion of secondary education. According to the Common European Framework of Languages, basic users are expected to demonstrate A1 and A2 proficiency levels, independent users B1 and B2, and proficient users C1 and C2 (p.26). However, results from the ICFES national examinations have revealed persistently low levels of proficiency, indicating that the majority of students remain at the A1 and A2 levels by the time they complete high school (Barragán & Marcelo, 2023).

In addition, in the classroom, there is evidence of a lack of motivation among students toward English learning, as they consider it a subject alien to the country's cultural reality (Bello & Cardenas, 2024). Students fail to see the connection between the value of learning a foreign language and their local culture, which provokes disinterest, memorization of Anglophone structures and expressions unrelated to cultural identity, lack of motivation, and apathy toward learning English (Lou & Noels, 2018). According to Ramos, B. (2021), English curricula “cannot be the same in each country” (p. 101); therefore, adopting an intercultural perspective enables communities to become actively involved in the teaching and learning process while also accounting for the particularities of each context. Thus, the reason for conducting such research lies in understanding the impacts of acknowledging intercultural components in translanguaging practices in two Colombian learning environments.

The first context is at the Instituto Integrado San Bernardo Public School, Campus B, located in Floridablanca (Santander). In this context, it was observed that the English class has a weekly schedule of three hours, in which students can think and express their ideas in Spanish, even though the class is 90% in English.

Students used the digital version of the Ministry of National Education textbooks, Way to Go for grades 6 to 8, and English Please for grades 9, 10, and 11. Although the texts are structured into four modules, oriented toward foreign language learning with a CLIL approach, few readings and audio exercises are directly related to Colombian culture and identity. In this sense, students didn't find a direct connection between learning English and exploring Colombian culture, which creates a disconnect between the subject content and its relevance to students' experiences.

The second context is located in Montelibano- Córdoba. A public urban institution called San Bernardo, where students have low levels of English proficiency. In recent years, the shortage of English teachers has made the development of language skills particularly challenging. As a result of this problem, learners have limited opportunities to strengthen their language proficiency. Currently, classes are conducted using both English and Spanish, with approximately 50% of instruction delivered in each language, which presents several challenges. For instance, they only take two hours of English lessons per week; in addition, these can be interrupted by school events such as civic events.

On the other hand, one of the biggest struggles at the institution is that students do not feel motivated to learn English. This stems from several factors, such as not finding a reason to use the language outside the environment, their personal career goals not aligning with professional requirements and assets, not interacting with other cultures or underlying

perceptions regarding English learning, as they deem the language to be a hard subject to acquire and master.

In the contexts described above, the exclusive use of English language textbooks poses a considerable barrier to meaningful learning. Students in the first and second contexts use a textbook developed by the Colombian Ministry of Education in collaboration with national and international experts. Nevertheless, these resources similarly fail to address students' local realities, resulting in limited English-learning comprehension and skill development. Although these textbooks align with CERF proficiency levels and prioritize standardized competencies, they often do so at the expense of cultural relevance and significance.

Finally, this research is indispensable since it facilitates students, in public academic schools, the development of linguistic and communicative skills in their first language and the second language since, according to Schulze, J., Ittner, A., & Marquez, E. (2024), a classroom that promotes the practice of translinguaging, emergent bilingual students are not viewed from a deficit perspective, but rather as language pioneers, bringing their linguistic repertoire into new spaces and learning contexts. Similarly, it stimulates open-minded and dialoguing environments where several cultural identities co-reside, which helps private and public bilingual educational communities understand differences and commonalities among sociocultural backgrounds, impacting their language output and the way they interpret their reality. In addition, research on translinguaging fosters inclusion and respect for diversity, enabling spaces of linguistic equity.



Objectives

The main objective

To analyze the influence of integrating intercultural components into translanguaging practices within two Colombian learning environments.

Specific objectives

1. To identify the characteristics of intercultural components in translanguaging practices in two different settings of learning
2. To describe students' interests in intercultural components while learning English.
3. To analyze intercultural awareness in translanguaging practices to improve English learning in bilingual learning contexts.

Theoretical Framework

Literary Review

This literature review critically examines existing literature on translanguaging practices, interculturality, and the impact of their practices and components across diverse learning environments worldwide. It seeks to explore the needs, approaches, findings, and proposals that have emerged within this field. Consequently, a range of studies and scholarly articles were incorporated into the research process and are discussed in the following sections.

The study, titled “Translanguaging as a pedagogical practice in Chinese language and (inter)culture courses”, was conducted by Yu Li and Jin Liu in 2021. This research is significant because it highlights the importance of incorporating translanguaging practices

to foster students' intercultural understanding by engaging them with cultural perspectives, values, attitudes, and beliefs within the classroom (Li & Liu, 2021). Consequently, the two contexts analyzed in this study are characterized by diverse cultural backgrounds, socioeconomic conditions, and linguistic repertoire related to bilingualism. This diversity encourages an examination of their dynamics to grasp how sociocultural factors influence the translanguaging practices teachers might implement. One of the study's limitations is that these aspects, which usually pose challenges to language acquisition, are not analyzed in monolingual contexts transitioning toward bilingualism. Therefore, it could be argued that learners in such settings should be encouraged to gradually use their full linguistic repertoire throughout their learning process.

An additional study, titled “Translanguaging challenges in multilingual classrooms: scholar, teacher and student perspectives,” was conducted by Anouk Ticheloven, Elma Blom, Paul Leseman, and Sarah McMonagle in 2021. The article provides a thoughtful study of translanguaging in pedagogical practices. Its critical questions may be used as a starting point for educators to create and implement more effective strategies for a multilingual education. Furthermore, it was carried out in Dutch multilingual classrooms focused on translanguaging practical challenges (Ticheloven et al., 2021); conversely, the two contexts of this study do not entail such features, since nearly all students speak Spanish and some teachers speak two or more languages. Therefore, a question that needs to be asked is whether those challenges can resemble and must be applied as did the research. Finally, given that the article does not completely address the cultural dynamics shaping multilingual classrooms, it serves as an initial basis for investigating its implications and status.

While existing literature highlights intercultural knowledge underlying sociocultural practices and raises critical questions concerning translanguaging practices, a third study, entitled Unveiling discourses on interculturality and identity construction in primary schools in Italy: a study based on translanguaging pedagogy, and conducted by Andrea Scibetta and Valentina Carbonara, further expands the discussion by examining power dynamics. This study is particularly relevant to the present research because it addresses a pivotal issue in learning environments: the marginalization and disempowerment of certain languages.

It should be noted that the two contexts analyzed in the study do not consist of multilingual individuals; however, bilingual and linguistic power dynamics are evidenced in Colombian professional and academic settings among monolingual and bilingual learners. Thus, applying translanguaging and intercultural practices through projects such as the one in the article suggests the possibility of creating a “third space” (p. 425) in the learning environment in which power relations are reconfigured and a deeper understanding of the dichotomy between minority and dominant bilingual speakers can emerge. In addition, it is claimed that identity influences interactions and dynamics in classrooms, especially when institutions dictate individuals’ repertoire, which is fruitful due to the cultural diversity within the two Colombian contexts to be studied. Finally, Scibetta et al. (2020) correctly argue that constant and positive feedback advocates for language plurality, diversity, as well as effective engagement during lesson time.

The literature reveals a persisting gap, which underscores the need to examine the investigation “Translanguaging, motivation, learning, and intercultural citizenship among EMI students: A structural equation modelling analysis” driven by Michelle M. Gu, George

L. Jiang, and Ming M. Chiu in 2024. The study is valuable for this study because it addresses the interconnectedness between translanguage practices and its benefits regarding interculturality and motivation in numerous colleges; this area remains underexplored in Colombian learning contexts due to reasons that are not fully understood. Regarding interculturality, the research remarks that translanguage promotes openness and flexibility while learning; hence, learners gain cultural awareness through the content, as well as open-mindedness, whilst being exposed to various languages and cultures.

On the other hand, Gu et al. (2024) make the very valid point that translanguage might facilitate interdisciplinary knowledge by helping learners connect concepts and their words in L1 and L2. Likewise, if the full repertoire utilization is allowed, it may cause positive impacts on “lexical retrieval and complexity” (p. 3) when acquiring a language and knowledge, which would enrich Colombian language learning contexts, where nowadays, Spanish is mostly used during lessons, or English is taught through superficial and detached contexts. A notable weakness of the study is that its findings were based exclusively on students’ surveys and insights on the topic. Consequently, the outcomes may be biased or limited due to the lack of diverse collection devices. It may have been beneficial to broaden the scope of the study by involving more stakeholders’ opinions, as well as in situ observations and analysis.

Conceptualization

In light of the existing literature, it’s essential to outline the key concepts that inform the present study to better understand its purpose. Such constructs are *identity*, *translanguage*, *translanguage practices*, *learning environments*, *interculturality*, and

intercultural components. This conceptualization draws on current research to explore how they interact and contribute to this research.

The study foundation is grounded in *Translanguaging*, a pedagogical approach that conceptualizes bilingualism as an integrated linguistic repertoire rather than two separate languages used side by side. The concept emphasizes the fluid and dynamic usage of all available language resources to construct meaning, foster learning, and facilitate effective communication (Gomez, 2020). This study aligns with the perspective that banning L1 and considering it solely an interference should change, as L1 can support both knowledge construction and communication development. Furthermore, the use of multiple languages promotes a more adaptable and inclusive learning environment, enhancing linguistic diversity and cognitive flexibility within the educational ecosystem.

On the other hand, scholars such as Schulze et al. (2019) advocate for maintaining a clear separation between the learner's repertoire and distinct language systems. Even though their study recognizes the value of translanguaging acknowledgment in fostering inclusive pedagogical spaces where students gain confidence, it challenges what Gomez 2020 refers to as a “weak view” (p. 33) of translanguaging. From our perspective, the repertoire is not a fragmented collection of separate codes but rather a unified system in which various “named languages” are coordinated and integrated.

Poza (2017) develops the social nature of the construct, suggesting that when speakers practice translanguaging, language becomes more natural and dynamic. By incorporating both codes, speakers use them for communication purposes. In this sense, it emerges as a social practice in which identity and languages come into play. The present study aligns with Poza's perspective, viewing translanguaging as an opportunity to promote

inclusive and equitable environments, where students can learn a foreign language without disregarding their mother tongue and cultural identity, while also presenting teachers with the challenge of designing a methodology that promotes critical thinking in both languages and reinforces cultural values.

This leads us to the concept of *identity*, which is strongly intertwined with translanguaging. It has been defined by Norton, B. (2013) as “how a person understands [their] relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future.” likewise identity is also understood as ‘processes or self-representation and belonging’ (Ceginskas, 2010, p. 211) in bilingual classrooms, translanguaging let students negotiate their identity by on the full linguistic repertoire engaging meaningfully content.

Conversely, one may find notions that overlook the importance of learners’ linguistic identities. For instance, Li Wei (2017) argues that translanguaging transcends rigid language boundaries. Yet, the author considers the question of which languages are used in the classroom to be of little relevance. Our standpoint believes that in some classroom environments, particularly those with diverse linguistic backgrounds, it is essential to inquire about the languages in use, as understanding the specific spoken language can inform the adaptation of teaching strategies and support the individual learning needs more effectively.

Building on these conceptual foundations, Zhang et al. (2023) discuss how translanguaging integrates linguistic diversity, fomenting intercultural communication competencies. The author acknowledges the challenges that immersion-based language teaching brings. While immersion methods encourage language fluency, translanguaging

integration assists in more meaningful culturally responsive ways of learning so that students embrace diverse perspectives and improve linguistic proficiency. Accordingly, this research echoes this perspective, which is especially relevant in Colombia, where educational policies often place strong emphasis on foreign languages, neglecting the importance of cultural identity and L1 resources. This view aligns with the study objective to explore translanguaging as an instrument to encourage equity, inclusivity, and cultural identity preservation.

Yuvayapan, F (2019) further develops this argument in the construct of *multilingual practices*. Demonstrating how bilingual speakers use their mother tongue as a source to facilitate complex cognitive processing in a foreign language. The author defines the term "practices" when speakers use their native language in English classes. From our point of view, teachers favor these practices when they encourage students to reflect on and explain complex ideas or to use translations of texts as a learning aid. Nevertheless, many educators face challenges in implementing translanguaging practices due to the dominance of immersion-based methods, which prioritize second language acquisition and often undermine the value of students' native linguistic resources.

This brings up the concept of translanguaging in bilingual and monolingual education. Even though they are different, both offer complementary pedagogical possibilities. In bilingual settings, translanguaging allows students to draw flexibly from their full linguistic repertoire, often the target language (L2) and the first language (L1) to construct meaning, foster critical thinking, and maintain identity (García & Wei, 2014). This interaction between languages promotes more inclusive learning environments where the sociocultural background of students is valued. On the other hand, translanguaging also

occurs using dialects and informal language within a single language system. Flores and Rosa (2015) affirm that such practice challenges rigid norms of linguistic appropriateness and validates students' everyday communicative resources. This study considers translanguaging in bilingual and monolingual contexts as a pedagogical strategy that fosters linguistic equity and meaningful engagement in diverse educational settings.

The concept of *the learning environment* is of great importance to this study because it contributes to promoting ecosystems in which learners' diversity thrives. Araque (2021) states that these environments are enriched and dynamic spaces for learning, incorporating not merely physical space but also actions, experiences, attitudes, and socio-affective conditions. Similarly, Bates (2016) asserts that the term also encompasses the culture of a school or class, its presiding ethos and characteristics, including how individuals interact with and treat one another. Hence, the reason this study supports the idea of highlighting the importance of fostering inclusive environments in which the diversity of learners is recognized and utilized in the stakeholders' favor, as Araque and Bates suggest in their contributions.

On this matter, in a translanguaging context, acknowledging diverse learning environment perspectives is essential to validate students' identity and make a better learning experience that can result in stronger engagement. Based on the previous theoretical background, this study considers a learning environment with translanguaging practices as one in which multiple languages are purposefully and flexibly used to support teaching and learning processes. In this environment, students and teachers can use their entire linguistic repertoire to facilitate comprehension, communication, and critical thinking.

Regarding *interculturality*, Aleidine, J. et al (2014) defines it as the ability of students to communicate effectively with other speakers, where culture, cultural identity, and values are as important as the linguistic code. The author states that language learning must extend beyond grammatical precision and include connections that encourage mutual respect and “cross-cultural dialogue” (p. 3). Consequently, this study is in accordance with the author’s assertion that incorporating interculturality into language classes represents an opportunity to connect foreign language learning with the speakers’ cultural identities and values. In this sense, it is necessary to rethink the idea of using only the foreign language and its particularities to create a more inclusive learning environment.

Likewise, it is worth pointing out the relevance of the *intercultural components* outlined by Offorma (2016). According to the author, intercultural components refer to knowledge, skills, values, and attitudes about different cultural elements as part of the curriculum planning, intending to make learning more meaningful and purposeful to develop a multilingual identity and deepen understanding of the learner’s bilingual (and by extension intercultural) worlds, helping them appreciate and navigate diverse contexts. Thus, the present study validates that it is important to build bridges between languages and cultures to foster mutual respect, cultural awareness, and sociopolitical engagement. In other words, it moves beyond monolingual, monocultural approaches to embrace bilingual or multilingual competencies and identities.

Talbi (2023) has contributed to this concept as well. He expounds that other components to include are “attitudes of tolerance, respect, openness to, and curiosity about people from other cultures, knowledge and understanding of one’s and others’ cultures, discovery, interpretation, linguistic, sociolinguistic and discourse skills” (p. 31). Whilst

Offorma (2006) also emphasizes active learner engagement and real-life application by supporting interactive and integrative teaching methods, which are essential for successful cultural assimilation.

Therefore, this study considers it necessary to rethink curriculum design to adapt it to emerging cultural trends, dynamic societies shaped by diverse identities, and varied cultural values. Curricula should strive to reflect students' cultural backgrounds and experiences. This integration also implies linking what the school offers with what the community needs, suggesting a cross-cultural perspective in which a variety of cultural content and learning forms should be available in schools, so that students' learning process resonates with their identity.

This theoretical framework contributes to the current study by demonstrating the importance of encouraging linguistic equity and motivation, along with cultural inclusion through translanguaging. Educators can bridge linguistic breaches by integrating intercultural communication approaches and creating inclusive learning environments. In this way, the students' socio-cultural realities will be aligned with bilingual education. Finally, redefining pedagogical methods through translanguaging and intercultural frameworks could ensure that bilingual education is meaningful, real, and culturally receptive.

Methodology

This research adopted a qualitative approach, based on the belief that social and cultural phenomena must be understood, as Lim, W. (2024) states, to prevent oversimplification and misinterpretation of social realities. Building on this idea, Lim, W. (2024) explains that qualitative research allows researchers to explore the meanings

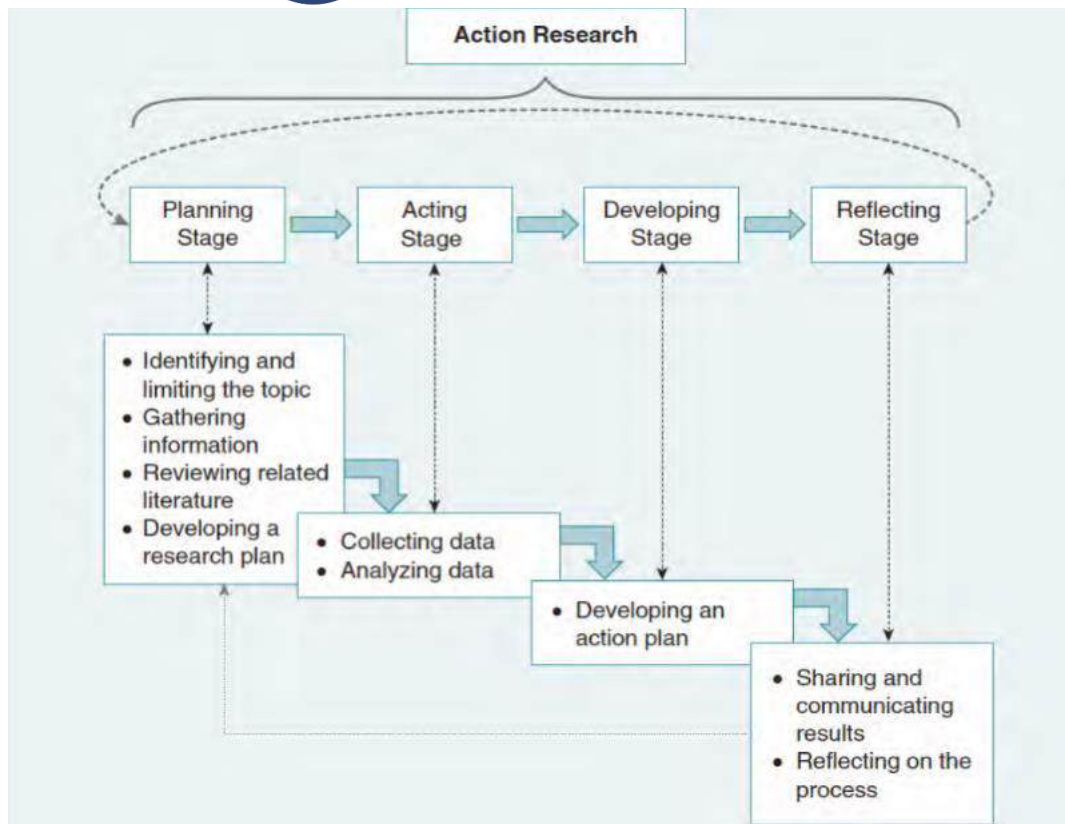
individuals ascribe to their experiences and how these experiences influence their beliefs and actions, as well as their perceptions and perspectives on various issues. This perception chains with the reality of bilingual education in Colombia, where intercultural dynamics build classroom practices.

Following the aforementioned methodology, an action research design was employed to implement, collect information, and analyze this proposal, considering its inherent connection with the educational contexts, and a reflective basis that aids researchers in interpreting the effects of translanguaging and interculturality within real English classes in Colombia. Action research is defined by Clark et al. (2020) as a “method to generate knowledge around inquiry in practical educational contexts... (it) allows educators to learn through their actions to develop personally or professionally.” (p.11). Moreover, action research also implies constructing knowledge through data collected in the process, besides making interpretations of it. Therefore, not only will this construction be affected by educators’ individual ideas and values, but also their ecological context in which they work (Clark et al. 2020).

Action research followed these steps or phases: As described by Melter, Craig A. (2021), the four key phases of action research are: planning, acting, developing, and reflecting.

Chart 1

Action research phases



Note. From “Overview of the Action Research Process,” in Action Research: Improving Schools and Empowering Educators (6th ed.), by C. A. Mertler, 2020, p. 37, SAGE Publications.

The planning phase.

The research begins with a diagnostic stage to explore intercultural perceptions in both educational contexts. Data gathered from the initial surveys and preliminary observations revealed generalized students’ perceptions of English as an isolated, structural subject. Based on this information, a pedagogical proposal centered on a didactic sequence was planned. The sequence was designed to intentionally embed local sociocultural components such as identities and local traditions into the English class, explicating and

validating translanguaging practices as an authorized strategic resource rather than a linguistic deficiency. See [Appendix 1](#).

The acting phase.

The acting phase involved the implementation of the pedagogical proposal across two sessions in both participating institutions. During these lessons, the traditional grammar approach was replaced by an interactive, culturally oriented framework. This action was operationalized through the execution of the designed didactic sequence, which maintained a consistent methodological progression in each lesson.

First, students were introduced to key lexical items; second, they applied this vocabulary within communicative and meaningful contexts; third, they established a direct connection between linguistic structures and the cultural theme of the lesson. Finally, they consolidated their learning through oral presentations. Within this sequence, the final expositions focused explicitly on exploring local traditions and local artists, allowing students to employ their full linguistic repertoire, including Spanish, local idioms, and English, to negotiate complex cultural meanings and express their own backgrounds with higher confidence.

The developing phase

Simultaneously with the execution of the didactic sequence, the developing phase focused on collecting and analyzing data to monitor students' responses and examine how the bilingual environment was reshaped. Through participant observation, qualitative data were gathered to document the immediate impact of the pedagogical intervention. The active classroom observations were recorded through field notes. In this phase, the real-

time transition from a restrictive monolingual environment to strategic and meaningful translanguaging practices could be seen.

The reflecting phase

After completing the implementation of the didactic sequence, a retrospective analysis was executed. Semi-structured interviews were administered with the selected subgroup from both institutions to gather their retrospective narratives and insights about the learning experiences. To finish, the data from the surveys, observations, field notes, and interviews were triangulated and subjected to thematic analysis. This deep reflection led to the critical findings regarding the reductionist and tokenistic challenges identified in both institutions, allowing the critical evaluation of the scope of the intervention and proposing future pathways for bilingual education.

Participants

Considering the project's objective of analyzing the influence of integrating intercultural components into translanguaging practices within two learning environments, as well as the type of design, which was action research, the sample selected was from mid-size cities' public schools. These institutions are located in Córdoba and Santander, in an urban area. Likewise, it comprised students from 7th to 11th grade, from age 12 to 18. In total, 24 students were included in the research, 16 men and 8 women. The sample socioeconomic context corresponded to the lower class. Moreover, the participants signed the consent agreement, see [Appendix A](#)

The individuals' selection followed the guidelines for purposive sampling, which allows researchers to “select research participants based on their presence in a population of

interest, characteristics, experiences, or other criteria” (Stratton, 2024). Additionally, the sample encompassed students who showed interest in learning languages and engaged in cultural activities.

Data Collection Instruments

The survey.

Introduction and justification. The survey obtains data in an effective way.

Medina et al (2023) defines the survey as "It is a versatile and accessible tool that allows researchers to obtain information on behaviors, attitudes, opinions, and demographics of a target population" (p.23). In this sense, the survey is an efficient instrument for collecting data among a large number of people in short periods of time.

One of the main advantages of the survey is the flexibility of the instrument, as it allows researchers to apply it in print or digital layout, which makes it easier to obtain answers in geographically dispersed populations and analyze the information collected efficiently, since the questionnaire is designed with closed questions with multiple choice and a single answer. In this regard, Niño, 2011; Núñez, 2007, cited by Medina et al (2023) define the survey as "a tool that is carried out through an instrument called a questionnaire, is aimed only at people and provides information on their opinions, behaviors or perceptions. The survey can have quantitative or qualitative results and focuses on pre-established questions with a logical order and a staggered response system. (p.24). See

[Appendix B](#)

Semi-structured interview.

Introduction and justification. The present study adopted a qualitative design. The semi-structured interview was among the instruments of the design. It allows for the generation of rich, contextualized insights while maintaining a flexible structure, seeking deeper exploration of emerging themes. Given the studies' focus on translanguaging practices and intercultural components in bilingual learning environments, this format encouraged a dialogic process between the researchers and the participants, making it especially suitable for educational inquiry Barkhuizen, G., Benson, P., & Chik, A. (2013). See [Appendix 2](#).

Observation

Introduction and justification. Since this project relied on a qualitative method and an action-research design, observations were an essential part of the data collection process. The method used observations to validate findings within a sample, thanks to systematic recording of observable phenomena and behavior in one specific setting (Kumar, 2023). Consequently, the instrument served as a vehicle to analyze the proposal that was implemented, which was the main goal of the project, providing different perceptions and effects that are to be evidenced throughout the implementation of the proposal. See [Appendix 2](#).

Data Collection.

The next section encompassed the annexes gathered once the researchers applied the three mentioned instruments. The survey responses information was organized according to schools; therefore, questions 1 to 10 correspond to the Instituto Integrado San Bernardo in

Florida Blanca, while responses from question 11 onwards correspond to the Institución Educativa San Bernardo in Montelibano. They are displayed in the data analysis table; See [Appendix E](#). Students were labeled according to their institution. Thus, the label “Student #” referred to respondents in Floridablanca, while “Participant #” referred to respondents in Montelibano.

The information obtained through the interview and classroom observation was classified according to the learning environment. Hence, see [Appendix C](#) to access the semi-structured interview and observation data obtained in Instituto Integrado San Bernardo; see [Appendix D](#) to retrieve the interview and observation notes collected in Institucion Educativa San Bernardo.

Data Analysis.

The data process in this study was designed to gather insights and perceptions from students in classroom practices and the integration of intercultural components within translanguaging. To achieve this, three instruments were employed: surveys, semi-structured interviews, and classroom observations. Each instrument was selected to provide complementary perspectives, ensuring a comprehensive understanding of the dynamics in the two Colombian public schools studied.

The survey allowed to identify general tendencies and attitudes toward English learning and interculturality. On the other hand, the semi-structured interview provided deeper insights into students’ personal experiences, motivation, and cultural connections, and finally, classroom observations provided direct evidence of translanguaging practices and intercultural interactions during lessons. Together, these instruments make a triangulated dataset that reflects both students’ voices and the realities of the classroom.

Taking the above into account, the data analysis was conducted based on seven categories that enabled the triangulation of data from the survey, the interview, and the observations in the two learning environments. These categories are Language use in context, Motivation to learn English, Intercultural awareness, Learning strategies, Teacher support, Perceived difficulty, and Self-awareness. In this regard, a detailed analysis of the findings by category, for both learning environments in Montelibano (Córdoba) and in Floridablanca (Santander), is presented below.

Language use in context

The first category, Language use in context, aimed to identify the various contexts in which students used English in different settings. Among the main findings of the survey, 62.5% of students prefer to use Spanish and English in different communicative, social, or academic situations; 25% try to incorporate English into daily interactions with friends and family, and 12.5% of students use Spanish as their unique language of communication, as you can see in figure 1.

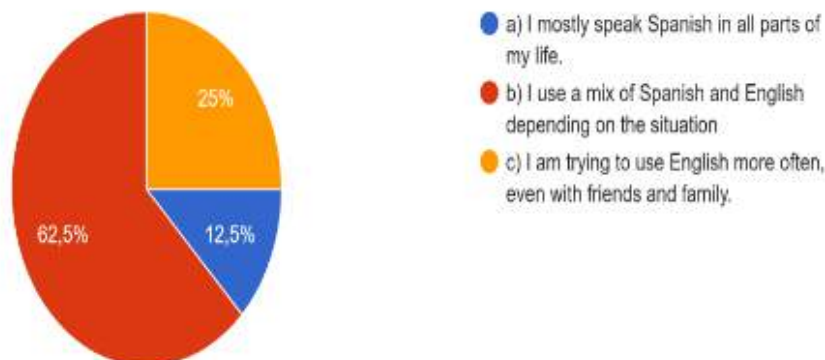
During the observation, there are some similar tendencies. Students asked: “¿Puedo decirlo en español?” Students mix English vocabulary with Spanish idioms; hybrid language use during presentations (Instituto Integrado San Bernardo), and Students stated: “Voy a decir esto in Spanish”; mix English vocabulary with Spanish idioms; conscious language switching (Institution Educative San Bernardo).

Figure 1.

Language used in Context

2. Which of the following best describes your language use?

24 respuestas



These results underscore the importance of employing strategies that promote translanguaging, as it enables students to develop meaningful thought processes in both languages. As García (2009) states, she defines the term translanguaging as the flexible use of linguistic resources by students to “make sense” of learning. The author recommends this type of activity for students with high intellectual abilities, as it helps them develop language skills.

Motivation to Learn

Findings from the survey’s second category, Motivation to Learn English, suggest that students’ motivation is largely driven by access to news, media, and entertainment in the target language, representing 58.3% of the sample. Additionally, 20.8% of students

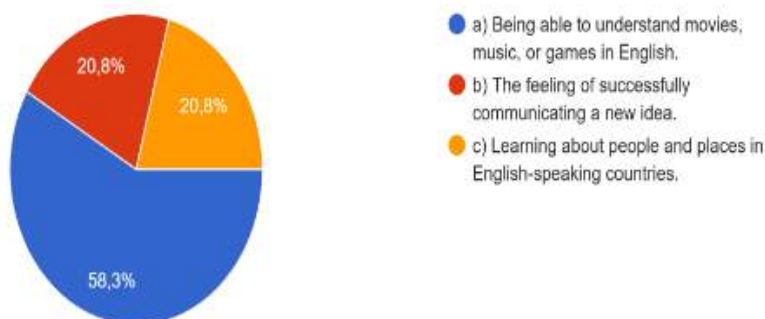
report learning English to communicate new ideas, while a further 20.8% are motivated by the opportunity to engage with people and places in English-speaking countries.

Figure 2.

Students' interests

3. What is the most enjoyable part of learning English for you?

24 respuestas



On the other hand, interviews in both institutions indicate that the main motivation comes from communication, which is highlighted as the primary vehicle to learn about other cultures, identities, and languages of English-speaking countries. The observations conducted corroborated this finding, as students were consistently engaged and actively participated in oral presentations on cultural content. Likewise, this instrument also revealed that students expressed a need to learn English to pursue higher education or travel abroad.

This trend underscores the importance of integrating relatable, real-life, and diverse intercultural components to enhance students' engagement in the learning process and foster empowerment. This objective can be achieved if teachers promote a critical intercultural

analysis; that is, one that goes beyond merely contrasting and differentiating cultures to include reflection on how distinct groups interact and represent the world (Walsh, 2009). This involves incorporating content aligned to the students' interests and needs, for instance, analyzing the sociocultural impact of films, media, or news in Colombia compared to other global or local contexts.

Intercultural awareness.

Figure 3.

Survey question about cultural content

4. In your classes, how often do you learn about cultures from countries other than Colombia?

24 respuestas

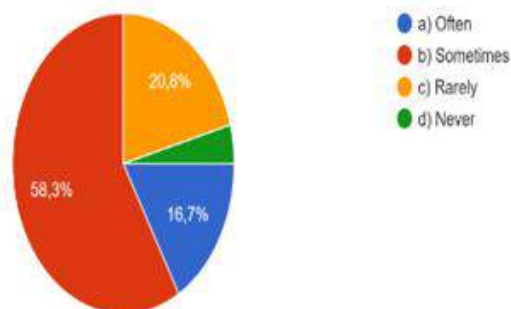


Figure 3 illustrates the frequency with which students report learning about cultures from different countries. Many responses (58,3%) indicated that this occurs *sometimes*, while 16,7% of students stated that it happens *often*. In contrast, 20,8% reported that it occurs *rarely*, and only a small proportion selected *never*. In a similar vein, interview data revealed that cultural content predominantly comprises international perspectives, distributed as 15% Colombian, 35% American, and 50% other cultures. Observations further indicated that students pose relevant questions regarding idiomatic expressions and

demonstrate an understanding that some of these cannot be directly represented in their mother tongue in the same way as in the second language.

This distribution suggests that although cultural content is present in English classes, it is not consistently integrated. The predominance of the “sometimes” category reflects a partial exposure to intercultural elements, which may limit students’ ability to connect language learning with broader cultural perspectives. Connecting the observation findings, teachers occasionally introduce foreign cultural references but do not systematically embed them into the curriculum, and local cultures tend to be dismissed.

Learning strategies.

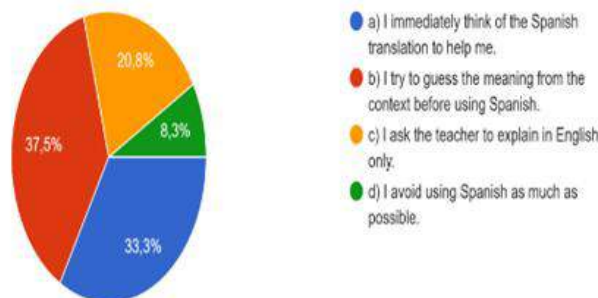
The learning strategies category evinced distinct methods used by institutions and students to improve their language acquisition based on initial translanguaging practices. Therefore, figure 4 illustrates the result obtained, showing how students deal with difficult English words or texts. Most respondents (37,5%) reported that they try to guess the meaning from the text before using Spanish, while 33,3% rely on Spanish translation as a support strategy. A smaller group (20.8%) stated that they avoid using Spanish as much as possible, and only 8,3% ask the teacher to clarify it in English.

Figure 4.

Students' techniques to cope with difficulty

6. When you find an English word or text difficult to understand, what do you usually do?

24 respuestas



These findings reveal that translinguaging is a natural and frequent learning strategy in institutions, and students often use Spanish as a resource to facilitate comprehension, either directly through translation or indirectly by contextual guessing. The observation corroborates this tendency, revealing that students feel more confident when they can connect English input with their L1. And at the same time, the minority who avoid Spanish or request explanations only in English show a desire to strengthen immersion, though this approach is less common.

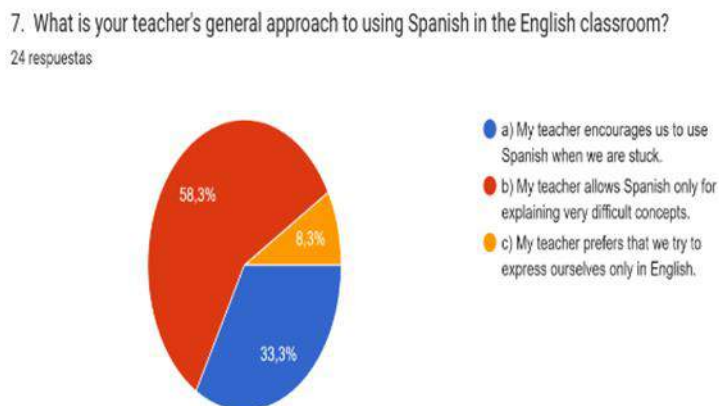
Teacher support.

Figure 5 shows the result obtained under the category teacher support, students' perceptions of their teacher's approach to using Spanish in the English classroom. 58,3% indicated that their teacher allows Spanish only for explaining very difficult concepts. Meanwhile, 33,3% reported their teacher encourages them to use Spanish when they are

stuck, and a smaller group 8,3% stated that their teacher prefers that they try to express themselves only in English.

Figure 5

Spanish usage approach in the classroom



These findings suggest that teachers generally adopt a selective and controlled use of Spanish as a support mechanism. Spanish is permitted mainly to clarify complex ideas, while students are encouraged to attempt communication in English whenever possible. This balance reflects a pedagogical stance that values translanguaging as a resource but seeks to maintain English as the primary language of instruction. Agreeing with this tendency, the observation notes show that teachers use Spanish to clarify complex ideas, while encouraging students to attempt communication in English whenever possible. This balance reflects an effort to scaffold learning without undermining the development of English proficiency.

Perceived difficulty

The perception of difficulty demonstrates that the majority of students prefer relying on their first language to facilitate the comprehension of complex vocabulary, expressions, and grammatical content, mostly perceived as intricate or unknown. Consequently, in the interviews, it was indicated by almost all respondents that they use Spanish to understand English better by bridging English vocabulary and structures through the first language usage, which positively impacts their learning pace. This behavior is related to García's (2017) practice of leveraging the full linguistic repertoire, which aids students in making sense of their worlds. Additionally, the practice posits that educators should leverage the lexical and structural features of the first language to help students to appropriate new elements in the target language.

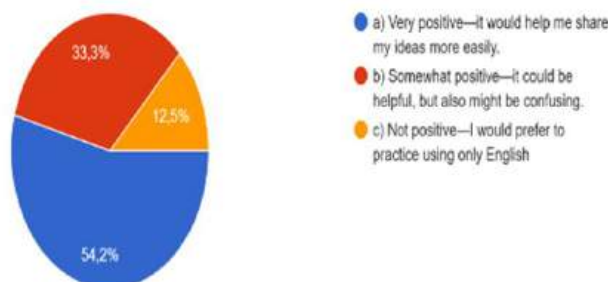
That said, a limited number of participants from both institutions asserted that they do not deem the Spanish use as a vehicle to ameliorate their English learning process; they prefer to be immersed in a monolingual environment where inputs are provided in the target language. This perception suggests a perpetuation of language division, which directly contradicts Translanguaging. This standpoint would consider languages as separate systems that do not collide nor influence one another in the acquisition process, affecting the full repertoire development (García, 2017).

Figure 6

Students' perception when using both languages

8. Imagine you are working on a group project. How would you feel about an activity where you can use both Spanish and English to plan and create a presentation?

24 respuestas



On the other hand, figure 6 depicts the survey's results with respect to the category, disclosing that 54.2% of students in both institutions would rather have activities where Spanish and English are allowed to set a positive atmosphere in the learning environment when expressing one's ideas. On the contrary, a relatively smaller subset of participants perceives the inclusion of these activities as somewhat (33.3%) and not positive (12.5%) initiatives in English classes.

These results imply that promoting both English and Spanish creates a positive environment and reduces student inhibition in most cases. Considering this, Michael Rabbidge (2019) assures that "Translanguaging potentially serves as a socio-emotional purpose that allows students and teachers to demonstrate knowledge" (p. 1307), which helps mediate identities and lower pressure while learning. Hence, students might be prompted to participate more during lesson time.

Self-awareness

The present category substantiates a significant improvement in students' confidence and potential whenever Spanish and English are allowed in the bilingual

learning environment. In the observations, students from both public schools manifested that they tended to feel more comfortable and relaxed if they were permitted to express themselves using their full linguistic repertoire. This also impacts learning engagement; even when students face linguistic limitations, translanguaging practices help mitigate anxiety levels in the environment.

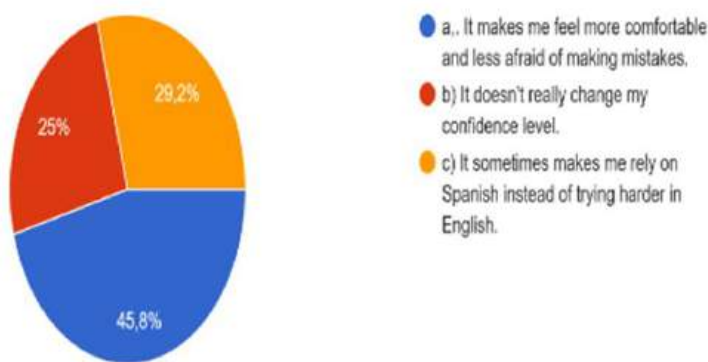
Furthermore, the interviews reinforce the previous tendency by indicating that, in Floridablanca, 80% of participants report high levels of confidence, whereas in Montelíbano, 64% of students exhibit similarly high confidence when allowed and encouraged to use both English and Spanish in their bilingual environments. Building on this, the survey provided relevant insight into this category. Figure 7 illustrates that a substantial proportion of participants (45.8%) report increased comfort and reduced anxiety when using L1 and L2.

Figure 7.

Confidence and use of languages

9. How does the ability to occasionally use Spanish in English class affect your confidence?

24 respuestas



As opposed to the previous trend, 54.2% of respondents report neither an improvement in their confidence nor a perceived benefit in their target language development process when they use both languages. This result indicates that there is a presence of an outdated view of bilingualism, where languages are treated as isolated entities. According to Rodríguez et al. (2023), it is pivotal to advocate for a translanguage activation, characterized by making meaning from complex, interrelated linguistic-semiotic repertoires grounded in valued historical-cultural roots.

Conclusions

This chapter presents the conclusion of the research project. It provides a summary of the key findings, along with a concise discussion of those that diverge from the existing literature, followed by relevant recommendations. The study limitations are also briefly addressed, and suggestions for future research are outlined. An overview of the study is presented in the following section.

This study aimed to analyze the influence of integrating intercultural components into translanguage practices within two Colombian learning environments. The findings demonstrated that the two selected institutions foster predominantly monolingual environments, thereby limiting the incorporation of intercultural components and translanguage practices in their bilingual education curricula. As a result, the institutions' practices appear to be insufficiently effective in supporting students' learning and language acquisition processes.

The collected data demonstrated the lack of translanguage practices, which evidences the need for English teachers to foster the use of L1 and L2 to strengthen

students' communicative and cognitive abilities by allowing the full linguistic repertoire to be displayed in the learning environments. Likewise, findings revealed that students tend to utilize their mother tongue to support the new language understanding; however, teachers' perceptions of the mother tongue remain negative, and they are mostly encouraged only if students are unable to comprehend content.

From a different perspective, it was demonstrated that relying on one's first language to grasp complex vocabulary and cultural content in the target language positively impacts the learning process. Data analysis suggested that students gain confidence if they are permitted to use their full repertoire. This can be interpreted as enabling them to use a wide variety of verbal and non-verbal resources to express their ideas, which prevents them from feeling ashamed of making mistakes.

Significant contrasts were revealed during the study. In Florida Blanca, students are more exposed to English, having three hours per week and a predominance of the language in class. Despite the use of textbooks in class, a disconnection persists between the cultural content included and the participants' context, as it lacks relevance and relatability. In Montelibano, students received only two hours per week, often interrupted by school events, and classes alternated equally between Spanish and English. Students showed lower motivation since they do not perceive the target language as useful to fulfil their goals. These differences indicate that institutional conditions such as time allocation, teacher availability, curriculum design, and cultural integration directly influence translanguaging practices and students' intercultural awareness.

Analysis of the interview data revealed notable differences in students' use of English across the two learning environments. Overall, students demonstrated varying

levels of engagement with the target language in both everyday and family interactions, with a tendency toward more frequent use in Floridablanca in daily contexts and in Montelibano within the home environment. Regarding the use of Spanish, it remains the most frequently used language in both learning environments. These findings imply that contextual factors play a significant role in shaping students' language usage.

Moreover, these differences highlight the influence of sociocultural context on students' language use and engagement with the target language. In this lens, translanguaging emerges as a valuable pedagogical approach, as it encourages students to draw on their full linguistic and cultural repertoires to build meaning. This aligns with Celic and Seltzer's (2011) argument that for emerging bilingual students, who are learning a second language, translanguaging strategies may be the only way to teach both rigorous academic content and practical language development.

Overall, the comparison between the two schools revealed that institutional conditions -such as time allocation, teacher availability, classroom interruptions, and the relevance of cultural materials- create markedly different realities for bilingual learning. In Floridablanca, students are more frequently exposed to English; however, the curriculum lacks meaningful cultural connections. In contrast, in Montelibano, despite fewer instructional hours and lower levels of motivation, students demonstrate a stronger tendency to use English in non-academic spaces, such as interactions with family and peers. These differences suggest that translanguaging practices are shaped not only by pedagogical strategies but also by the sociocultural environment of each institution. Thus, national bilingual education policies should move toward more flexible, context-sensitive models that acknowledge regional differences and validate students' cultural identities.

Despite the contributions of this study, several limitations should be acknowledged. First, the sample size involved a relatively small number of participants in only two institutions, which may restrict the generalizability of the findings. Furthermore, considering that the findings are context-specific, variations in institutional practices and classroom conditions may provide different perceptions and insights into translanguageing 38 and interculturality if applied to other educational settings. Finally, the study relied primarily on self-reported data from interviews, which may have introduced subjective bias in participants' responses.

Recommendations

This research project opens the possibility of further studies of translanguageing not only in urban contexts, but also in rural contexts, indigenous or Afro-descendant communities. García and Wei (2014) argue that translanguageing is, in essence, a social practice inseparable from the speaker's cultural, historical, and community environment. In this sense, there is a need to research territories where native languages such as Wayuunaiki or Embera converge with Spanish and English as additional languages. Over the years, a unidirectional and non-bidirectional bilingualism has been imposed in these territories, where schools have ignored the linguistic repertoire of indigenous communities, carrying out studies on this subject would allow the analysis of the dynamics of language learning.

In addition to the above, another recommendation for further research on this topic is to carry out ethnographic studies on the attitudes, beliefs, and competencies that a language teacher must be clear about the implementation of translanguageing and intercultural practices in the classroom. To analyze whether the resignification of traditional

pedagogical practices towards an intercultural pedagogy of the teacher affects cultural integration in the classroom.

Contributions to MABA

One of the most important contributions of integrating intercultural components to translanguaging is the fact of recognizing that students immersed in bilingual learning environments in Colombia have a linguistic repertoire in Spanish as a scaffolding to learn a foreign language without affecting their learning; on the contrary, the two linguistic systems are strengthened, while increasing the motivation and identity of the trainees. Cummins (2005) confirms this contribution with his hypothesis of linguistic interdependence, demonstrating that a solid conceptual base in the mother tongue enhances—not hinders—the acquisition of competences in the second language.

Another important contribution of this research to bilingual learning environments is to train students as reflective subjects in the learning of foreign languages, that is, classrooms where the cultural richness of the territories in Colombia can be part of the curricular content in educational institutions, beyond repeating English-speaking models and expressions, and the territory and its identity as an object of analysis.

From a different perspective, further contributions relate to ameliorating teaching practices with intercultural components, which stimulates a “Benefit Mindset” that prioritizes relationship skills and collective well-being. Teachers promote high-quality interactions and positive emotions when they allow students to use their full linguistic repertoire (Rodríguez, 2023). This action is a pivotal accelerator for the engagement and exploration phases of learning. On top of this, should translanguaging practices be

included, a modern learning ecology (p. 22) can be reached where students perceive their first language and backgrounds articulated equitably with the target language, fostering agency and co-agency that empowers them to take charge of their own destiny and community (Rodríguez et al., 2023). Thereby, integrating these two approaches would benefit the Colombian education system by fostering students' active participation in their knowledge construction and language development, as well as their emotional intelligence and wellness.

Finally, the process developed during the master's degree program provides a great amount of information to deal with rethinking bilingual learning environments as they encompass possibilities and actions to take to move from a traditional and static classroom to a student-centered learning ecology, which encourages tolerance, diversity, discourse analysis, cultural awareness and self-awareness to transform education into a meaningful vehicle to empower students and teachers and contribute to visualize cultures whose identities have been dismissed.

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List of Appendixes

Appendix 1. Didactic sequence

	INSTITUTO INTEGRADO SAN BERNARDO		CÓDIGO: A-03-F01
	Formando en lo Humano e Intelectual, Participamos en el Mejoramiento de Nuestra Sociedad		VERSIÓN: 01
	PLAN DE CLASE 2025		FECHA: Octubre de 2013
			Página 1 de 1
ÁREA: Inglés DOCENTE: Raquel Sofía García Guaque GRADO: Séptimo y Octavo PERIODO: Tercero			
SEMANA 25/ 2025	LOGRO #	TEMA Y GRADO	ACTIVIDADES Y EVALUACIÓN
Agosto 4	Describe cultural traditions in English.	Topic: Colombian culture (Food, music, traditions) Duration: 60 min Subject English	Warm-up 10 min Show images of Colombian landmarks (Cartagena, coffee region, Carnaval de Barranquilla, Gold Museum). Ask: "What do you know about Colombia?" Students respond in English. Activate prior knowledge and create curiosity.
	Use present simple & present continuous	Level A2 – B1	Vocabulary input 10 min Introduce 10 key words. Use flashcards, visuals, or realia. Students repeat chorally, then write each word in a sentence. Reading & comprehension 10 min Short text (150–200 words) about Colombian culture, food, music and festivals. True/False + open questions. Pair work: students compare answers. Speaking activity 15 min Cultural Experts game — Small groups. Each group gets a card with a Colombian topic (food, music, sports, crafts, geography). They prepare 3–4 sentences in English and present to the class. Others ask one question each. Writing task 10 min Students write a short paragraph (5–6 sentences): "My favourite thing about Colombian culture is..."



INSTITUCIÓN EDUCATIVA SAN BERNARDO
MONTELÍBANO - CÓRDOBA
 RESOLUCIÓN N° 001250 DE SEPTIEMBRE 20 DE 2002 (SED CÓRDOBA)
 DANE N°: 123466000021 NIT: 812002091-5 TEL: 7720169

Plan de Clase de Inglés

Tema central: Cultura colombiana (comida típica, música, festividades, lugares turísticos)

Nivel: Secundaria

Duración: 180 minutos

1. Objetivos

- ✓ Ampliar vocabulario en inglés relacionado con la cultura colombiana.
- ✓ Desarrollar habilidades de comprensión y producción oral.
- ✓ Fomentar la expresión oral mediante presentaciones apoyadas en recursos visuales.

2. Warm up

- ✓ Preguntas rápidas: What Colombian food do you like? What festival do you celebrate?
- ✓ Breve lluvia de ideas en inglés con palabras conocidas.



Appendix 2. Data collection instruments



1

Data Collection Instruments

The survey.

1. Introduction and justification

The survey obtained data in an effective way. Medina et al (2023) define the survey as "It is a versatile and accessible tool that allows researchers to obtain information on behaviors, attitudes, opinions, and demographics of a target population" (p.23). In this sense, the survey is an efficient instrument for collecting data among a large number of people in short periods of time.

Appendix A. Informed Assent Form



Proyecto de grado: The impacts of acknowledging intercultural components in translanguaging practices within learning environments

FORMATO ASENTIMIENTO INFORMADO

Padres de familia y participantes menores de edad

A través de este formato de asentimiento informado, contextualizamos el proyecto titulado, *The impacts of acknowledging intercultural components in translanguaging practices within learning environments*, el cual, se desarrolla en el marco de la maestría en ambientes bilingües de aprendizaje de la Universidad Santo Tomás para optar al título de magíster. El equipo investigador está conformado por los maestrantes: María Marcelina Pacheco Madera, Julio Piñeros Castro, y Raquel Sofía García Guauque.

A continuación, se presenta la contextualización del proyecto, dirigida a los padres de familia o tutores y al estudiante: Este proyecto tiene como propósito diseñar e implementar una secuencia didáctica que integre componentes interculturales dentro de prácticas de *translanguaging* en ambientes de aprendizaje bilingües. Se busca fortalecer el aprendizaje del inglés como lengua extranjera sin excluir la lengua materna ni la identidad cultural de los estudiantes.

Asimismo, se explica seguidamente, que la participación de su hij@ en el estudiante es pertinente para evaluar cómo las prácticas de *translanguaging* y los componentes interculturales impactan su aprendizaje del inglés y fortalecen su identidad cultural en el aula. A través de actividades pedagógicas diseñadas para integrar su lengua materna y la lengua extranjera, se busca promover un entorno inclusivo, reflexivo y motivador. Asimismo, la participación del acudiente es pertinente para acompañar el proceso educativo del menor, garantizar su bienestar, y facilitar el vínculo entre la escuela y el hogar, contribuyendo al seguimiento ético y formativo del proyecto.

Con base en la contextualización previa acerca del proyecto, a continuación, se explicitan los términos del formato de asentimiento:

- Yo, Yo. Yoly Andrea Velasquez Ordoñez, manifiesto que he(mos) sido informados acerca del proyecto titulado, *"The impacts of acknowledging intercultural components in translanguaging practices within learning environments"*, el cual, es liderado por los maestrantes, (1) María Marcelina Pacheco Madera (2) Julio Piñeros Castro Y (3) Raquel Sofía García Guauque, en el marco de su proyecto de grado para el programa de maestría en Ambientes Bilingües de Aprendizaje de la Universidad Santo Tomás.
- Asimismo, fue explicado el objetivo del proyecto, y la justificación, mediante la cual, se invita a nuestro hij@ para participar en el mismo.
- Igualmente, se me explicó el procedimiento metodológico del proyecto y de qué manera la recolección de la información involucra la implementación de instrumentos, a través de los cuales, mi hij@ será partícipe. Tengo claro que los instrumentos responden a un diseño

Appendix B. Instruments

Appendix C. Floridablanca semi-structured interview and observation



Semi-Structured Interview No 1

School: Instituto Integrado San Bernardo Grades 7° and 8°

Title: Exploring Students' Experiences with Translanguaging and Interculturality in English Class

Estimated Duration: 20–30 minutes

Section 1: Getting to Know You

Purpose: Build rapport and understand the student's background

1. What is your name, what grade are you in, and how long have you been learning English?

The students introduced themselves, they told their names, grades and the time they have spent learning English. Erick Cárdenas (7° grade) has been learning English for three years, Gabriel Mogollón (7° grade) has been learning since he was at primary, Cristian Mejía (7° grade) has been learning English for three years, Kendry Becerra (7° grade) has been learning since she was at 3rd grade and Yeiko Tapias (7° grade) has been learning English for three years. Jamed Tellez (8° grade) has been learning English for three years, Andrés Ortiz (8° grade) has been learning English for two years, María Paz Beltrán (8° grade) has been learning English for two years, Ana Sofia Buitrago and Julieth Tapias (8° grade) have been learning English since they were at preschool.

2. What languages do you speak at home or with friends?

Most of the answers about the languages spoken at home or with friends show a

Appendix D. [Montelibano semi-structured interview and observation](#)



Semi-structured interview and Observation.

Semi-structured interviews

Semi-Structured Interview No 1

Institucion Educativa San Bernardo Grades: 9º, 10º, 11º

Title: Exploring Students' Experiences with Translanguaging and Interculturality in English Class

Estimated Duration: 20–30 minutes

Section 1: Getting to Know You

Purpose: Build rapport and understand the student's background
Answers

1. What is your name, what grade are you in, and how long have you been learning English?

The participants introduce themselves, stating their names, grades, and how long they have been learning English. Juliana Diaz (11th grade) has been learning English since she has memory, enjoying English music and movies, and had a private teacher this year. Elyana (11th grade) has been learning for about four years. Samuel Felipe Garzon (10th grade) is self-taught. Juan Hoyos Martinez (10th grade) has been studying intensely for a year. Daryela (10th grade) has been learning once a week for five or four months. Elizabeth Quiñonez (11th grade) has been learning for two years. Karoll (11th grade) started learning four years ago at the University of Cordoba. Carolina (9th grade) has been learning for "much" time. Andres (11th grade) has been learning for two years. Valentina Baquero (9th grade) has been learning for years. Taliana (9th grade) has been learning for four years. Dayana (10th grade) has been learning for one year. Valentina Alcala (9th grade) listens to music to learn English. Mauricio Villegas (10th grade) has been learning English since he was little.

2. What languages do you speak at home or with friends?

The participants predominantly speak Spanish at home and with friends, as it is their native language. Some individuals practice English with family members (fathers, sisters) or speak English with specific friends. One participant also mentions speaking French.

Appendix E. [Survey results](#)



Survey Answers - Copa

Buscar herramientas, ayuda y mucho más (Alt + Q)

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Comentarios Personaliza Edición Copiar

A1

1. Marca temporal. Please tell us your name. Grade

2. Which of the following best describes you? 3. What is the most enjoyable part of learning? 4. In your classes, how often do you learn a? 5. When your class discusses Colombian? 6. When you find an English word or text difficult to use? 7. What is

2	10/2/2025 14:18:04	Student 1	8*	c) I am trying to use English more often. a) b) The feeling of successfully communicating c) Rarely	b) Interested to learn more.	b) I try to guess the meaning from the context before b) My teach
3	10/2/2025 14:19:51	Student 2	8*	b) I use a mix of Spanish and English depen b) The feeling of successfully communicating b) Sometimes	b) Interested to learn more.	b) I try to guess the meaning from the context before b) My teach
4	10/2/2025 14:21:25	Student 3	8*	c) I am trying to use English more often. e) a) Being able to understand movies, music. b) Sometimes	b) Interested to learn more.	a) I immediately think of the Spanish translation to be b) My teach
5	10/2/2025 14:25:58	Student 4	8*	b) I use a mix of Spanish and English depen a) Being able to understand movies, music. a) Often	b) Interested to learn more.	c) I ask the teacher to explain in English only. b) My teach
6	10/2/2025 14:27:20	Student 5	8*	a) I mostly speak Spanish in all parts of my I a) Being able to understand movies, music. b) Sometimes	b) Interested to learn more.	b) I try to guess the meaning from the context before a) My teach
7	10/2/2025 15:58:56	Student 6	7*	b) I use a mix of Spanish and English depen a) Being able to understand movies, music. b) Sometimes	b) Interested to learn more.	b) I try to guess the meaning from the context before b) My teach
8	10/2/2025 16:01:13	Student 7	7*	a) I mostly speak Spanish in all parts of my I b) The feeling of successfully communicating a) Often	b) Interested to learn more.	c) I ask the teacher to explain in English only. a) My teach
9	10/2/2025 16:12:42	Student 8	7*	b) I use a mix of Spanish and English depen b) The feeling of successfully communicating c) Rarely	b) Interested to learn more.	a) I immediately think of the Spanish translation to be a) My teach
10	10/2/2025 16:34:26	Student 9	7*	b) I use a mix of Spanish and English depen c) Learning about people and places in Engl b) Sometimes	b) Interested to learn more.	c) I ask the teacher to explain in English only. a) My teach
11	10/2/2025 14:46:30	Student 10	7*	b) I use a mix of Spanish and English depen c) Learning about people and places in Engl a) Often	b) Interested to learn more.	b) I try to guess the meaning from the context before b) My teach
12	11/13/2025 10:45:49	Participant 1	10*	b) I use a mix of Spanish and English depen a) Being able to understand movies, music. b) Sometimes	b) Interested to learn more.	a) I immediately think of the Spanish translation to be b) My teach
13	11/13/2025 10:58:38	Participant 2	10*	b) I use a mix of Spanish and English depen a) Being able to understand movies, music. b) Sometimes	c) It doesn't affect me much.	a) I immediately think of the Spanish translation to be a) My teach
14	11/13/2025 10:51:02	Participant 3	10*	b) I use a mix of Spanish and English depen c) Learning about people and places in Engl b) Sometimes	b) Interested to learn more.	a) I immediately think of the Spanish translation to be b) My teach