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Exploring Translanguaging Pedagogy to Improve English Learning in a Rural High School in Santander

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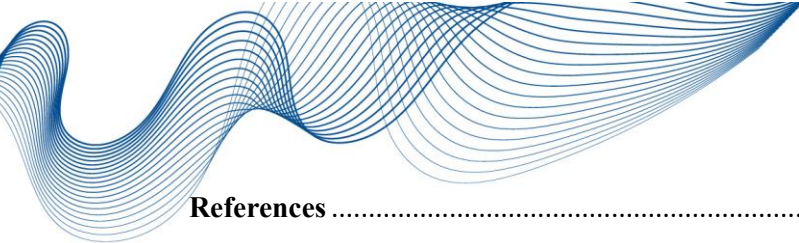


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Abstract

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English teaching

This research explores the contributions of translanguaging pedagogy to English teaching and learning in a rural school in Santander, focusing on the socio-affective dimension and the promotion of educational equity among secondary school students. Grounded in a qualitative paradigm under an Action Research design, the study was implemented in two reflection cycles to enhance pedagogical practice. Participants included thirteen tenth-grade students with limited exposure to English, selected through purposive sampling. Data was collected through an initial questionnaire, field journals, and a final questionnaire. Thematic analysis with a deductive approach was applied, using manual coding and textual interpretation in Microsoft Excel. Findings revealed that translanguaging positively influenced students' comprehension and participation in English learning. Three categories emerged: Translanguaging Pedagogy, Content Comprehension, and Socio-emotional Impact. The use of Spanish functioned as temporary scaffolding for understanding complex vocabulary and fostered metalinguistic awareness and critical thinking. Socio-emotionally, students reported greater comfort and lower anxiety, which encouraged peer collaboration and affirmed their cultural identities. Translanguaging thus emerges as a pedagogical approach that empowers learners and promotes more equitable rural education.

Keywords: *Bilingualism, Pedagogical Translanguaging, Rural Education*



Resumen



Esta investigación explora las contribuciones de la pedagogía del Translenguaje a la enseñanza y el aprendizaje del inglés en una escuela rural de Santander, centrándose en la dimensión socioafectiva y la promoción de la equidad educativa entre estudiantes de secundaria. Basado en un paradigma cualitativo con un diseño de Investigación-Acción, el estudio se implementó en dos ciclos de reflexión para mejorar la práctica pedagógica. Participaron trece estudiantes de décimo grado con escasa exposición al inglés, seleccionados mediante muestreo intencional. Los datos se recopilaron a través de un cuestionario inicial, diarios de campo y un cuestionario final. Se aplicó un análisis temático con enfoque deductivo, utilizando codificación manual e interpretación textual en Microsoft Excel. Los resultados revelaron que el Translenguaje influyó positivamente en la comprensión y la participación de los estudiantes en el aprendizaje del inglés. Surgieron tres temas: Pedagogía del Translenguaje, Comprensión de Contenidos e Impacto Socioemocional. El uso del español funcionó como andamiaje temporal para la comprensión de vocabulario complejo y fomentó la conciencia metalingüística y el pensamiento crítico. A nivel socioemocional, los estudiantes manifestaron mayor comodidad y menor ansiedad, lo que promovió la colaboración entre pares y reafirmó sus identidades culturales. El Translenguaje emerge como un enfoque pedagógico que empodera a los estudiantes y promueve una educación rural más equitativa.

Palabras clave: Bilingüismo, Pedagogía del Translenguaje, Educación rural



Introduction

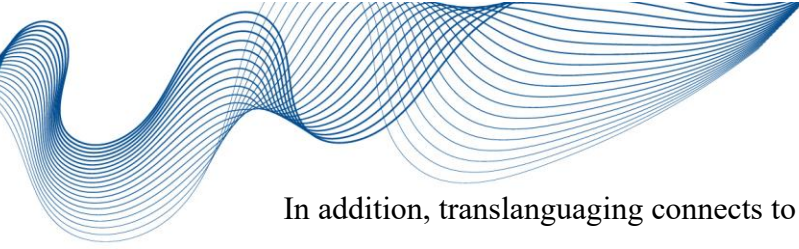


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Colombia has implemented a Plan Nacional de Bilingüismo, which assigns educational practices to public institutions in the territory. The Ministry of National Education (2020) expects students to reach B1 level in the 11th grade in both urban and rural areas. Nevertheless, EF English Proficiency Index ranks Colombia in the 74th spot among 116 countries, being classified in the low proficiency category (Education First, 2024). Furthermore, English has the largest deficit between rural and urban institutions, with a difference of 6.8 points recorded in Pruebas Saber 11 in 2022 (Universidad Javeriana's statistical analysis report LEE No. 79, 2023). This shows that despite having a national bilingualism program, the results are not satisfactory in rural areas.

In rural areas of Santander, students encounter not only the usual difficulties of learning a foreign language but also additional barriers, such as deficiencies in their mother tongue (Spanish), a lack of educational resources, a technological gap that broadened after COVID 19 and sociocultural realities like Colombia's post-conflict situation which demand the emphasis on territorial equality and peacebuilding (Ortega & Solano, 2023). These factors highlight the urgent need for innovative and context-sensitive teaching methodologies.

One promising approach to address these challenges is translanguaging, a pedagogical strategy that allows students to use their entire linguistic repertoire, integrating Spanish and English dynamically and meaningfully. García and Wei (2014) emphasize that translanguaging not only supports language acquisition but also fosters inclusivity by adapting teaching practices to students' linguistic realities. This approach aligns with the bilingualism axis of the MABA program, promoting equitable and effective language learning strategies in contexts where traditional monolingual methods have proven insufficient.



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In addition, translanguaging connects to the learning environment's axis by seeking to transform rural classrooms into spaces where students' linguistic and cultural resources are recognized and valued. This transformation involves leveraging students' knowledge of Spanish to facilitate the acquisition of English, creating a supportive and relevant educational experience. Considering the study conducted by Guerrero et al. (2024), which illustrates the many benefits of translanguaging in Colombian contexts and helps to further the objectives of the MABA project; it suggests that additional study be conducted in a range of contexts, such as rural settings where traditional language training is limited by a monolingual approach and a lack of resources.

Given the challenges, it is critical that methodological approaches be tailored to the requirements of each context, particularly in rural areas, so that students can use their resources creatively and critically in both their mother tongue and English without worrying about discrimination or judgement. Our proposal seeks to implement translanguaging pedagogy as an alternative to contribute to the English learning process of secondary school students in a rural area in Santander.

In response to these complexities, this project seeks to explore the following research question: How does translanguaging pedagogy contribute to English language learning and teaching processes in a rural setting with secondary school students in Santander?



Objectives



General Objective

Explore the contributions of translanguaging pedagogy to English Language Learning and teaching process with a focus on the socio-affective dimension and the promotion of equitable education for rural high school students.

Specific Objectives

1. Identify the linguistic, educational, and socio-cultural challenges rural high school students in Santander perceive when learning English.
2. Implement an instructional design by following the principles of translanguaging pedagogy in an English Language Learning environment of a rural school with secondary learners in Santander, specifically from the 10th grade.
3. Establish the results in terms of language learning, motivation and equity in an English Language Learning environment of a rural school with secondary learners.

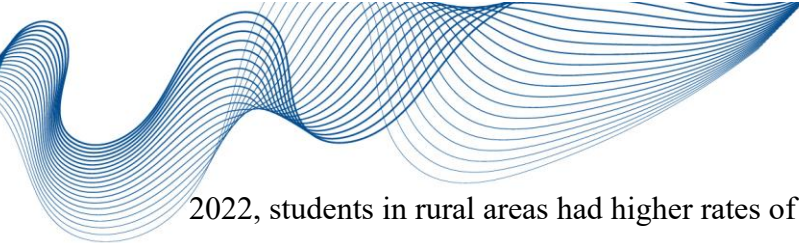


Literature Review

The concepts of bilingualism and rural education, translanguaging, and pedagogical translanguaging are deeply intertwined within the project's proposal. According to Baker (2011, as cited in Garcia and Wei, 2014) Bilingual education sets itself apart from conventional language education methods by integrating language acquisition with content, meaning that two or more "languages" are employed as a teaching medium. Currently bilingualism, as defined by García and Wei (2014), is an umbrella term that includes what is also known as trilingual and multilingual education, acknowledging that in this context, "bi-" does not signify only two languages but rather complex linguistic interactions beyond simple counting. This means bilingual education integrates complex language interactions in two or more languages, recognizing the learner's linguistic background, experiences, and knowledge. Consequently, it serves as the foundation, emphasizing the need for students to develop communicative competence in English in rural settings.

Bilingualism and Rural Education in Colombia

In Colombia, educational institutions outside of urban areas—whether they are situated in distant places throughout the nation or relatively close to them—are what define rural education. In rural areas, there is a number of flexible education alternatives, including Post-Elementary Rural School, Telesecundaria, and Escuela Nueva. (Ortíz Garcia & Contreras Pinilla, 2023, citing Galván, 2020); However, there are several obstacles that rural education must overcome. For example, according to the National Administrative Department of Statistics (DANE) as depicted by Laboratorio de Economía de la Educación (LEE) Pontificia Universidad Javeriana (2023), in



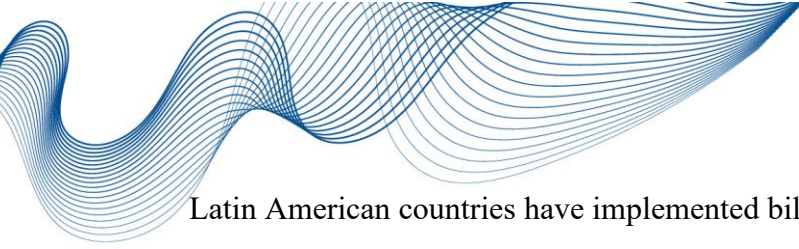
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2022, students in rural areas had higher rates of illiteracy (9.2% compared to 2.7% in urban areas).

Universidad Javeriana's statistical analysis report LEE No. 92 (2024) examines ten years' worth of Colombian students' performance on the Pruebas Saber 11. When compared to the performance levels of the urban sector, there is a consistent disparity in educational quality between rural and urban areas. For instance, the gap between urban and rural areas in Critical reading was 3.9 in 2015, reaching 5.6 points in 2022. Furthermore, English has the largest zone deficits against urban students, with a minimum figure of 3.4 and a maximum of 6.8 recorded in 2022.

It is crucial to emphasize that monolingual approaches, which have been forced into Colombian bilingual education, are ineffective, particularly in rural schools. Rural education faces several obstacles, such as limited technological resources, long commutes to school, inadequate nutrition, the effects of armed conflict, and a lack of flexible options for teaching English to students at an early stage of their education (Monroy and Barros, 2022). Regarding EFL teaching practices, it is also discovered that most primary rural teachers lack English language training, which makes them anxious. As a result, they use different approaches depending on their experiences, skipping or substituting English classes with other activities. Additionally, the possibility to create a rich learning environment is challenged by the limited amount of time spent on English and national curricula whose requirements are hard to reach and incompatible with the students' context (Niño, 2024).

Bilingual education has evolved and reshaped educational practices so far as a strategy to respond social, economic, and political factors, such as migration, colonization, and globalization. Analogously, Dai & Zhang (2021, as cited in Cely and Urrutia, 2023) claim that



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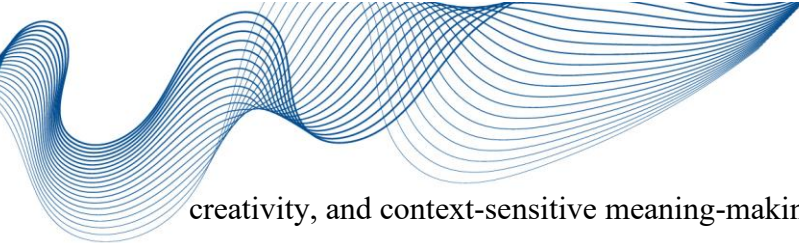
Latin American countries have implemented bilingual education as a strategy to develop and equip younger generations for a world that is becoming more culturally diverse and competitive.

According to Cely and Urrutia (2023), countries such as Argentina and Colombia have implemented bilingual policies to help learners become highly proficient in English so they may compete more effectively in the current globalized world. Nonetheless, the authors remark that the achievements in Colombia have been poor.

Translanguaging

Multilingual practices in education have evolved to incorporate learners' entire linguistic repertoire as a resource for learning. First conceptualized by Cen Williams (as cited in Lewis, Jones, & Baker, 2012), translanguaging refers to the intentional and strategic use of two or more languages within a single lesson. This approach facilitates meaning-making, fosters deeper comprehension, and enhances learners' ability to construct knowledge across linguistic systems. Indeed, for Ubaque-Casallas (2023) translanguaging works as an opportunity to disrupt monolithic discourses when teaching English language and learning. Adinolfi and Astruc (2017, as cited in Monroy & Barros, 2022) emphasize that translanguaging connects learners' prior experiences in one language with the acquisition of new skills, supporting language development holistically.

Translanguaging is not merely the act of alternating between languages; rather, it is a dynamic, cognitively rich process that involves what Swain (2008, as cited in Ortega, 2019) calls *linguaging*, which is the deliberate and reflective use of language to construct meaning, solve problems, and engage critically with content. This process goes beyond the functional use of linguistic codes and encompasses deeper cognitive and academic skills, such as critical thinking,



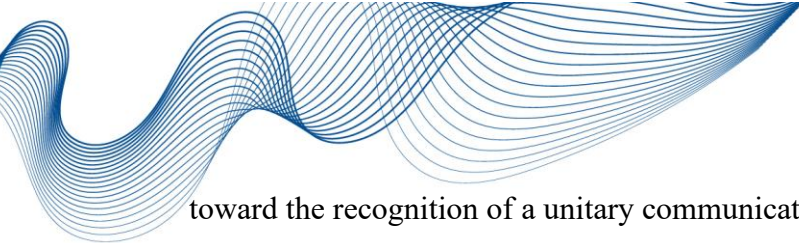
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creativity, and context-sensitive meaning-making. Furthermore, it recognizes the interconnectedness of linguistic practices and prioritizes their practical application in real-world settings.

To appreciate the transformative nature of translanguaging, it is crucial to recognize the difference between language as a fixed system and *linguaging* as an active, socially situated practice. Traditional views often define language as a static, autonomous system characterized by specific vocabulary, grammar, and structural traits. In contrast, contemporary scholars like Otheguy, García, and Reid (2015) argue that language is a fluid and evolving construct shaped by social, cultural, and historical contexts. From this perspective, translanguaging emphasizes the flexible and intentional use of all linguistic resources to facilitate learning rather than the strict divisions between named languages.

This approach contrasts with traditional language learning approaches that place a strong emphasis on distinguishing between "native" and "foreign" languages. Translanguaging provides a more holistic and inclusive framework instead. It promotes students to engage in bilingual tasks that foster higher-order thinking, enhance metalinguistic awareness, and strengthen the use of minoritized or less dominant languages, as noted by Baker (2003, as cited in Cenoz & Gorter, 2021). Translanguaging is not only a pedagogical method; it is also a socio-educational process that allows students to transform their sociocultural identities, engage critically with linguistic and cultural norms, and creatively convey their thoughts, according to García and Wei (2014). Through this lens, translanguaging offers a transformative tool for education in various contexts, fostering not just linguistic proficiency but also personal development and societal awareness.

Wei and García (2022) deepen this argument in a more recent article by positioning translanguaging as a decolonizing practice. They propose moving beyond named languages and



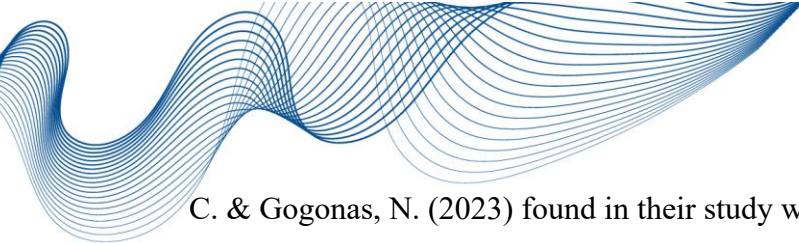
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toward the recognition of a unitary communicative repertory. For them, this enables educators to make use of their independence and agency in order to develop inclusive and effective classroom teaching methods. This article, for example, describes a scenario where a teacher uses translanguaging techniques and is aware of the particularities of each student. As a result, students were able to show their understanding not only through traditional teaching techniques like writing but also through their personal interests in photography, college, painting, and sketching.

When combined, these perspectives show that translanguaging is a multifaceted concept with political and pedagogical significance. It challenges traditional hierarchies of language and knowledge, encourages students' intellectual participation, and promotes equity in bilingual and multilingual classrooms. Translanguaging is a paradigm shift in education that questions the traditional idea of keeping languages strictly separated. Instead, it values the entirety of students' language resources and integrates them fluidly into learning processes. Teachers use translanguaging as a tool to facilitate students' understanding and learning, even in contexts dominated by monolingual instruction and linguistic isolation within educational programs (García and Wei, 2014). Therefore, this pedagogy has special potential for use in rural school environments, where strict monoglossic methods usually fall short of meeting the various linguistic realities and learning requirements of every student.

Pedagogical Translanguaging

For Makalela (2015, as cited in Zhou, 2021) translanguaging “is found to be used as a pedagogical resource to explain subject content, elicit students' L2 output, discipline the class, and communicate with students interpersonally, etc.” (p.3). Moreover, Mammou, P., Maligkoudi,

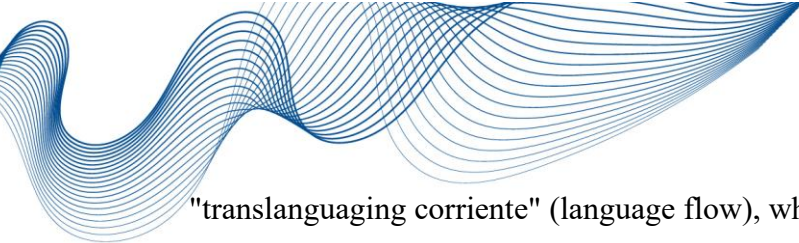


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C. & Gogonas, N. (2023) found in their study with refugee students that translanguaging not only allows cognitive and linguistic development but also self-confidence and psychological stability. Therefore, this pedagogy would suit our rural context, whose students' contact with the L2 language is limited, and they face anxiety when trying to understand or express their ideas or thoughts.

Zhou (2021) exemplifies that “a translanguaging classroom setting would exhibit not only the mobilization of one’s linguistic resources in speech, but also the incorporation of other semiotic tools, including visual aids (pictures, drawings, notes on blackboard, various multimedia choices, etc.), body language (hand gestures and facial expressions), and so on” (p.3). Cenoz and Gorter (2021) define Pedagogical translanguaging as a theoretical and instructional approach designed to enhance both language and content skills in educational settings by drawing on the learner’s entire linguistic repertoire. This approach involves planned activities incorporating two or more languages to allow them to complement each other, enabling multilingual students to fully leverage their language knowledge and experiences as learners and users. Moreover, pedagogical translanguaging is learner-centered, advocating for the support and development of all the languages students bring to the learning environment.

Garcia and colleagues (2016, as cited in Machado and Gonzales, 2020) identify three core elements in a translanguaging pedagogy: stance, design, and shifts. The translanguaging stance is an ideological commitment that values students' integrated language repertoires for meaning-making, communicated through inclusive policies and multilingual classroom environments. Translanguaging design involves planning curriculum and instruction with a focus on home–school–community connections, such as activities where students engage with content across multiple languages. Lastly, translanguaging shifts describe teachers' adaptive responses to the



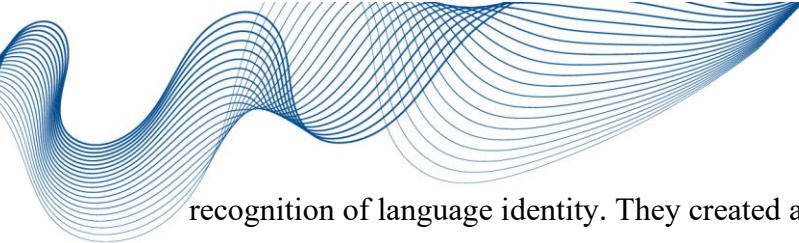
"translanguaging corriente" (language flow), where teachers flexibly adjust language use and lesson direction to support students' voices and learning needs.



According to Cenoz and Gorter (2022), in pedagogical translanguaging, specific objectives are addressed through a sequence of learning tasks that incorporate resources from two or more languages within the same lesson. To support this, appropriate materials must be selected so that multilingual learning strategies can be effectively implemented. These strategies allow learners to play an active role in the learning process, as they connect existing knowledge with new concepts. In the context of this project, lesson planning will be guided by translanguaging principles, ensuring that both the design of activities and classroom interactions allow the 14 participating students to draw on their full linguistic repertoires to achieve meaningful learning outcomes. This research is grounded in several key principles proposed by García and Wei (2014):

- build prior knowledge,
- deepen understanding and sociopolitical engagement.
- cross-linguistic flexibility
- develop critical thinking and critical awareness.
- metalinguistic and crosslinguistic awareness.

One example of translanguaging pedagogy being implemented in a Colombian context is the one applied in Quindío by Pacheco and San Miguel (2024) in a public school. These researchers employed several pedagogical translanguaging principles presented by Cenoz and Gorter (2021, 2022). These principles are: engagement, cognition, linguistic flexibility, and



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recognition of language identity. They created and implemented activities that encouraged peer cooperation and the flexible use of multiple languages using these principles as a guide.

According to the findings, translanguaging alters teachers' perspectives from being the focal point of the classroom to acting as mediators, which benefits teaching and learning practices. It also increases students' agency by making them feel more comfortable and encouraged to use the foreign language (English) while also using Spanish when needed. This last point relates to the research presented by Tsokalidou and Skourtou, (2020), which indicates that translanguaging can also help boost the confidence and self-esteem of minoritized students, allowing them to feel pride in and normalization of their cultural and linguistic identities.

This pedagogy might be especially meaningful in rural areas of Colombia, where learners are often taught through monolingual practices that do not recognize their linguistic diversity. In these contexts, translanguaging enables teachers to turn local language diversity, including regional Spanish varieties or Indigenous tongues, into a powerful educational resource. Ultimately, this leads to a more just, inclusive, and relevant form of education that aligns with the goals of both linguistic equity and social justice.



Methodology



Action Research

Students in rural Santander often face challenges in learning English, leading to low academic performance and a lack of motivation. Limited exposure to the language, the absence of bilingual teaching methodologies tailored to their context, and the inherent difficulties of acquiring a foreign language contribute to disengagement. Based on this problem, we intend to implement qualitative action research focused on translanguaging strategies in a rural context with 10th-grade students in Santander.

The methodological design aims to not only implement innovative practices but also evaluate their effectiveness in improving English teaching and learning as well as their impact on students' socio-affective engagement. Action Research, according to McNiff (2013, as cited in Hernández Rodríguez et al., 2024), is a form of systematic inquiry that enables teachers to act as researchers of their own profession by planning, reflecting, assessing, and reevaluating their work over cycles of reflection.

Various Action Research models include different stages to describe the phases of the process, facilitating reflection on practice, problem-solving, and knowledge-building capacities. Considering the standard phases of action research models described by Arnold and Norton (2018), and acknowledging the time constraints of our project, we have established the following cycles to evaluate the implementation of translanguaging strategies in a rural setting in Santander: identification, planning, implementation, and reflection.

1. **Identification** of students' challenges and perceptions during English classes.
2. **Planning** of interventions based on translanguaging pedagogy for English lessons.

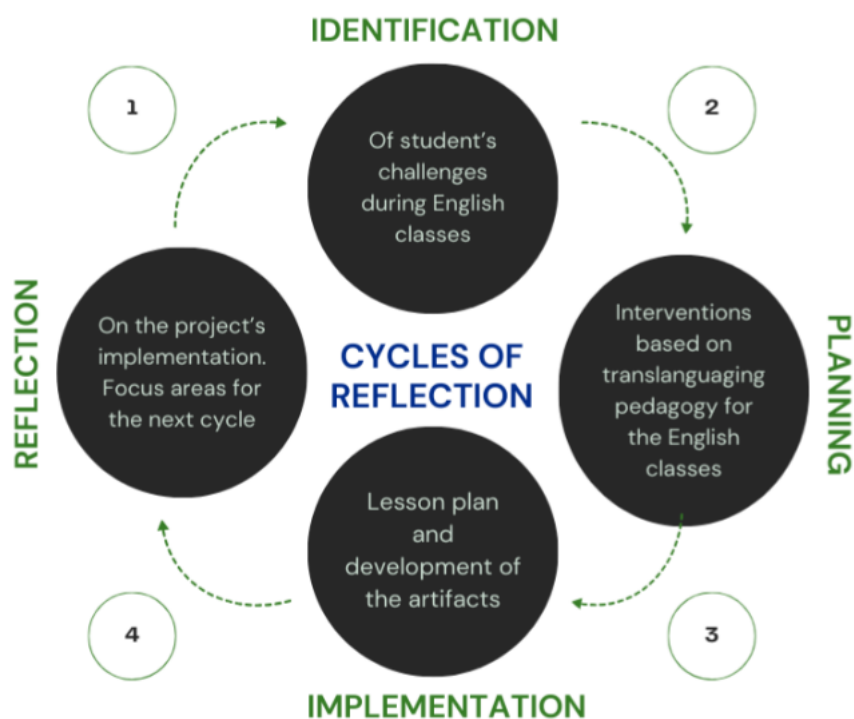


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3. **Implementation** of the lesson plan and development of the artifact.
4. **Reflection** on the stage and implementation of translanguageing strategies, areas of focus for the next cycle.

Figure 2.

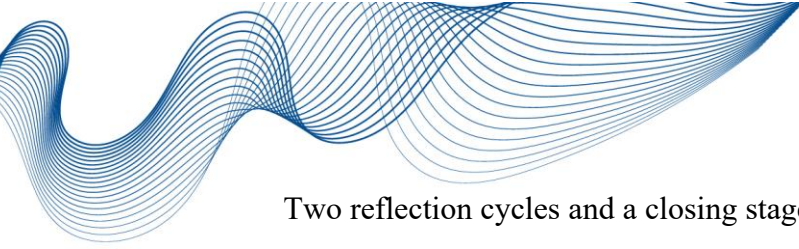
Action Research Cycles



Note: Own elaboration based on the "Evolving action research cycles." Retrieved from:

Shoecraft, K., Massa, H., & Kenway, L. (2024). Translanguageing pedagogies: Using an action research approach to support English as an Additional Language (EAL) students in a first-year undergraduate anatomy course. Journal of English for Academic Purposes, 68, 101357.

<https://doi.org/10.1016/j.jeap.2024.101357>

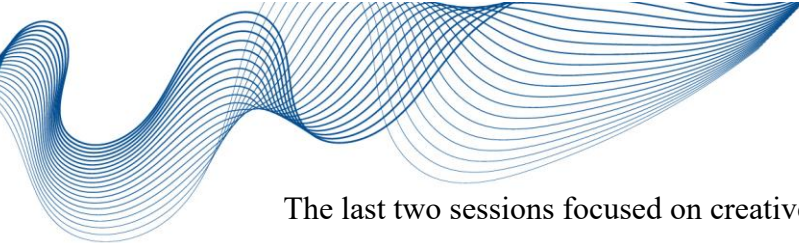


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Two reflection cycles and a closing stage were established, which were carried out according to the schedule presented during the second and third academic terms at the school. It is important to highlight that the design and implementation of the lesson plans and artifacts were guided by certain translanguaging principles established by García and Wei (2014), such as the building of prior knowledge and deepening understanding; the development and expansion of new knowledge, critical thinking, and critical awareness; and finally, the category of cross-linguistic metalinguistic awareness. All these principles aimed to engage students in meaningful activities and allow them to explore their full linguistic repertoire through this pedagogy.

During the first cycle, the identification phase began with an initial questionnaire aimed at gathering demographic information, as well as exploring students' perceptions and needs related to English learning. The analysis of these responses informed the design of instructional materials and classroom strategies aligned with students' profiles and interests.

Guided by the Suggested Curriculum established by MEN (2016), researchers designed the first lesson plan, consisting of 4 didactic sessions. The unit incorporated translanguaging principles to enhance English learning through the culturally engaging theme of scary stories. It was designed for -A1 level learners; the four-session unit integrated vocabulary building, reading, discussion, and a creative task, encouraging the development of cross-linguistic literacy and metalinguistic awareness. In the first two sessions, students explored Colombian and Anglo legends to develop cultural awareness and language skills. They began with *La Patasola*, engaging in vocabulary activities, guided reading, and discussions to identify main ideas, characters, and cultural elements. Then, they read *Bloody Mary* in English, practiced bilingual vocabulary, answered comprehension questions, and completed a comparison chart to analyze similarities and differences between both stories, fostering intercultural understanding.



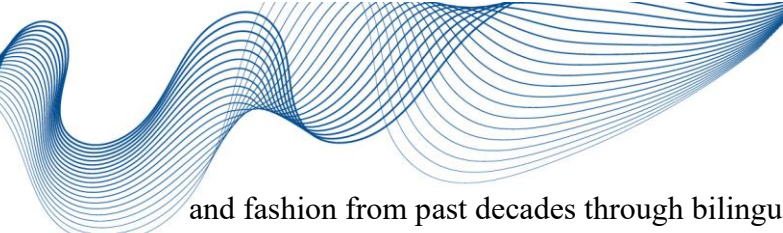
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The last two sessions focused on creative production and reflection through translanguaging. Students planned and created a bilingual comic strip based on integrating English and Spanish vocabulary, narrative sequencing, and cultural content. During presentations, they used both languages to explain their stories and artistic choices. Finally, they reflected on how using their full linguistic repertoire enhanced their comprehension and creativity, promoting metalinguistic awareness and agency in bilingual learning.

In the second cycle, the data collected from the previous cycle was examined and evaluated, allowing for the definition of criteria and the implementation of the necessary modifications to optimize teaching practice. These modifications were carried out during the planning and implementation phase of the second lesson plan, considering the previously mentioned principles of translanguaging. In this way, the cycle concluded with the reflection phase, based on the information gathered through field journals.

The lesson plan 2 intended to promote English learning through the theme “Fashion and Music Through Time – A Retro Runway” using translanguaging pedagogy to connect past fashion trends and music with language development in rural 10th-grade students. This -A1-level unit consisted of three sessions, guided by the Suggested Curriculum (MEN, 2016), and which focused on vocabulary building, grammar structures such as past simple and used to, and bilingual expression to support comprehension and creativity. The plan was framed within the principles of translanguaging to encourage learners to use their full linguistic repertoire while exploring a culturally engaging topic.

The lesson plan “*Fashion and Music Through Time*” was implemented across three sessions with 10th-grade students. The lessons integrated translanguaging pedagogy to enhance comprehension and participation. In Session 1, students explored vocabulary related to clothing



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and fashion from past decades through bilingual word-matching and a “Guess the Decade” game that linked language learning with cultural knowledge. They practiced listening comprehension with a short audio about a famous singer and reflected on the use of *used to* to describe past habits. Session 2 focused on comparing cultural icons like Vicente Fernández and Freddie Mercury through guided reading, a Venn diagram, and the identification of cognates to foster metalinguistic awareness. Students discussed cultural diversity and reflected on how using Spanish supported their understanding of English. In Session 3, learners synthesized their knowledge by creating bilingual posters about famous singers from different decades, describing their music, fashion, and impact using *used to* and past simple. The project culminated in oral presentations and peer evaluations, allowing students to express ideas in both languages and recognize the value of translanguaging as a bridge between comprehension and creative communication.

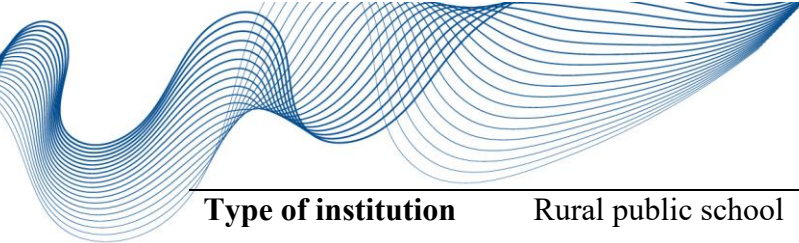
The research exercise concluded with the closing stage; a final questionnaire was implemented to gather students’ perceptions regarding translanguaging pedagogy practices and their learning process. This allowed for the development of conclusions and projections for improvement based on the implemented process.

Participants

Table 1

Context and Profile of the Participants and Educational Institution

Aspect	Description
Location	Municipality of Landázuri, Santander



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Type of institution	Rural public school
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Grade	Tenth grade
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Total number of students	Initially 14 students—This is the total number of students in the 10th grade. (Before the Lesson plan 2 was implemented one participant quit school).
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Gender distribution	3 boys and 11 girls
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Age range	Between 15 and 17 years old
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Students’ backgrounds	Urban and rural contexts
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Level of English exposure	Low
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Relevance of translanguaging	High – considered essential due to students’ low exposure to English
-------------------------------------	--

Participant selection criteria	<ol style="list-style-type: none">1. Geographic location2. Enrollment status in the institution3. Accessibility via endorsement letter signed by the school’s principal and assent forms signed by parents or guardians
---------------------------------------	---

Note: Own elaboration



Data Collection Instruments



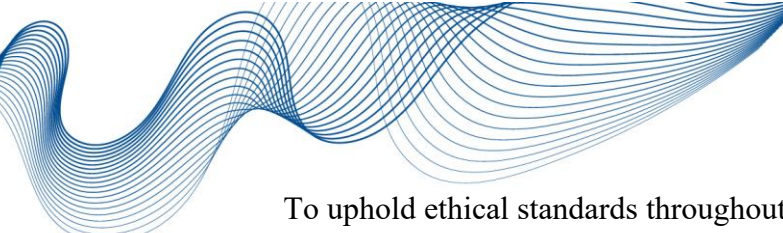
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The data collection process for this research project was structured around four main instruments. Starting with an initial semi-structured questionnaire, which according to Mazhar (2021), offers an affordable and efficient way to analyze participant responses. This instrument was developed in Microsoft Forms and included four sections: sociodemographic profile, attitudes and perceptions about English, learning environments, and views on the use of Spanish.

The second instrument employed was the field diary. In action research, observation is essential for documenting and analyzing student behavior and progress. According to Burns (2009, as cited in Mammou et al., 2023), it supports teacher-researchers in understanding student needs through reflective practice. Similarly, Pinheiro and Alves (2024) emphasize that field diaries help systematize daily research practices and allow for continuous evaluation and adaptation of teaching methods.

The third instrument consisted of student-produced artifacts. Alarcón et al. (2023) define artifacts as creative and purposeful tangible products that serve specific learning needs. In this research, the artifacts, such as a comic strip based on local legends, functioned as evaluative tools to assess student learning and to reflect on and enhance pedagogical strategies. Each lesson plan included the development of a final artifact.

Lastly, a semi-structured final questionnaire was administered to collect students' reflections after engaging in bilingual sessions grounded in translanguaging pedagogy. This instrument combined closed and open-ended questions designed to explore emotional responses, perceived benefits, and personal suggestions regarding the use of Spanish and English in the classroom.

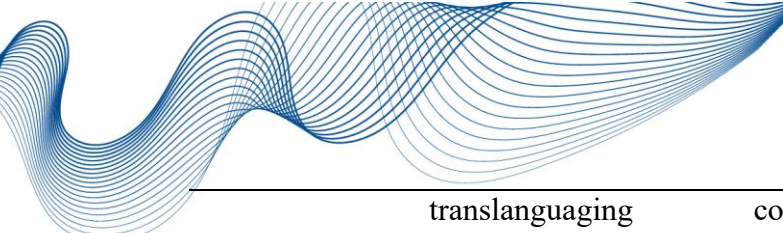


To uphold ethical standards throughout the research, approval was obtained from the school principal, and informed assent procedures were implemented in accordance with institutional ethics guidelines. Consent forms were distributed to parents or guardians and students, clearly explaining the study's objectives, instruments, pedagogical framework, voluntary participation, confidentiality, and participants' rights. These forms were written in accessible language and signed prior to the application of all instruments.

Table 2

Data Collection and Validation of Project Instruments

Instrument	Purpose and Resource	Validation Description	Validator
Initial Questionnaire	To collect sociodemographic data and understand students' needs, preferences, and perceptions related to English learning and the use of Spanish. (See Appendix A-Initial Questionnaire)	Validated using a format focused on alignment with project objectives, question clarity, and relevance. Suggestions included rephrasing for clarity. All recommendations were implemented.	Prof. Fernando García Villamizar (Master in Bilingual Learning Environments) (See FORMATO VALIDACIÓN CUESTIONARIO INICIAL FERNANDO GARCIA .pdf)
Field Journal	To systematically observe and reflect on each didactic session, focusing on students' performance and the implementation of	Evaluated for clarity, coherence, and alignment with action research. Recommendation to strengthen the reflective	Prof. Juan Sebastián Quintero Ardila (Certified English Teacher, M.A. in Bilingual Learning Environments)



	<p>translanguaging principles</p> <p>(See Appendix B-Field Diaries)</p>	<p>component was incorporated.</p>	<p>(See FORMATO VALIDACIÓN INSTRUMENTOS Field journal.pdf)</p>
<p>Final Questionnaire</p>	<p>To gather students' reflections and emotional responses after participating in bilingual sessions. Contains both open and closed questions.</p> <p>(See Appendix C-Final Questionnaire)</p>	<p>Reviewed for clarity, coherence, and consistency with the principles of action research. Recommendations for improving the clarity and accuracy of the questionnaire were addressed.</p>	<p>Prof. Gerson David Zambrano Gómez</p> <p>(Máster en Neuropsicología y Educación, UNIR)</p> <p>Licenciado en Inglés, UIS)</p> <p>(See FORMATO VALIDACIÓN FINAL QUESTIONNAIRE.pdf)</p>
<p>Artifacts</p>	<p>To assess students' learning outcomes creatively, e.g., through comic strips. Artifacts are used to analyze and reflect on teaching practices.</p>		<p>Artifacts</p>

Table 3
Ethical Documentation for Research Participation

Document	Purpose	Link to Access
<p>Endorsement Letter (Principal)</p>	<p>To provide ethical approval and institutional support for the project.</p>	<p>(See Appendix E-Authorization letter Las Flores school)</p>
<p>Consent and Assent Forms (parents and students)</p>	<p>To inform parents or guardians and participants about the project in age-appropriate language and obtain their agreement to participate voluntarily.</p>	<p>Asentimientos firmados</p>



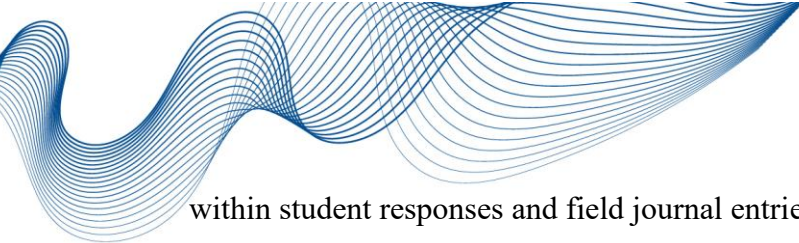
	Bilingualism Axis								
Stage 2 Selection of references and underlying concepts.	Reference for: Bilingual education Translanguaging Rural education								
Stage 3 Methodological design	Design of data collection instruments.								
	Validation of instruments								
	Informed consent request and management								
Stage 4 Interpretation of information and analysis of results.	Application of instruments, data collection								
	Organization of data								
	Data analysis and results								
	Discussion of findings								
Stage 5 Project Completion	Drafting of the final document								
	Revision, correction								
	Defense of the project								

Note. The dates may change due to school schedule arrangements and climatic conditions.

Data Analysis Software and Procedures

In this phase of the research, two complementary tools will be used to ensure a robust and coherent data analysis process: CATMA (Computer Assisted Text Markup and Analysis) for qualitative analysis and Microsoft Excel for quantitative organization and visualization.

CATMA has been selected as the primary software for the analysis of qualitative data due to its suitability for close reading, annotation, and flexible coding. This platform allows for the systematic identification of linguistic patterns, pedagogical behaviors, and emerging categories



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within student responses and field journal entries. The tool supports layered annotation, tag hierarchies, and visual comparisons of coded texts, which facilitates a nuanced interpretive analysis aligned with the principles of action research and translanguaging pedagogy.

On the other hand, Microsoft Excel will be used to manage and analyze quantitative and descriptive data, particularly the results of student questionnaires and frequency-based observations. Excel's functionality such as filters, pivot tables, conditional formatting, and chart generation will support the classification of responses, identification of trends, and triangulation of findings across sessions. These features enable a structured yet flexible exploration of the data, allowing for iterative cycles of reflection and adjustment.

Both platforms contribute to the transparency and coherence of the analytical process. CATMA allows for traceable annotation linked to original text excerpts, while Excel provides an overview of the evolving data through tabular comparisons and visual aids. This dual-tool approach is especially valuable in action research, where data analysis is not linear but cyclical and reflective.

To ensure ethical rigor, a coding system has been implemented to protect participant confidentiality. The school where the project takes place is referred to as *Institution #1*, while student participants are labeled as *Student #1*, *Student #2*, and so forth. This approach facilitates the anonymous presentation of findings while upholding ethical standards of privacy and respect.



Data Analysis

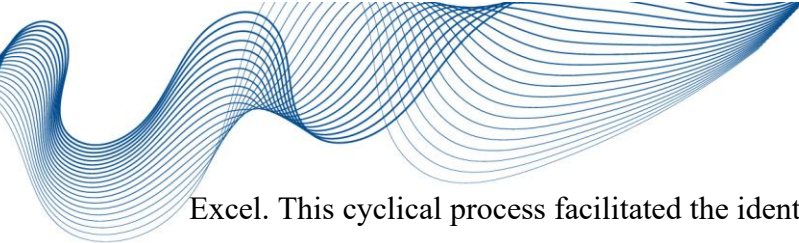


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This study aimed to explore the contributions of translanguaging pedagogy to English language learning and teaching processes in a rural high school in Santander, focusing particularly on the socio-affective dimension and equitable education. To address this objective, data was collected over a two-month period and analyzed for one and a half months. The sources of information included field notes, lesson plans, pre- and post-questionnaires, and student artifacts. These multiple sources were coded and triangulated to ensure reliability and depth of interpretation. The analysis was conducted by three researchers, one of whom also acted as teacher-researcher, reinforcing the reflective and participatory nature of the inquiry.

The analysis process followed a deductive thematic approach, which applies concise descriptions to data sets while interpreting diverse aspects of the research topic (Vaismoradi, Turunen, & Bondas, 2013). According to these authors, deductive analysis tests existing theories in new contexts or compares categories across different stages. By integrating both approaches, this study balanced theory-informed interpretation with data-driven exploration, leading to a comprehensive understanding of how translanguaging pedagogy contributes to equitable and socio-affectively supportive English learning.

Although both approaches were applied, the analysis leaned toward a deductive focus, since several categories and subcategories had been previously identified in the literature review, some briefly, others in greater depth. At the same time, the inductive dimension emerged as new categories and patterns surfaced during the coding process, which Saldaña (2015) describes as an interpretive and cyclical act that transforms raw data into structured insights. The analysis relied on manual coding and textual interpretation, which initially considered the use of CATMA but was discarded in favor of organizing and managing frequencies or patterns through Microsoft



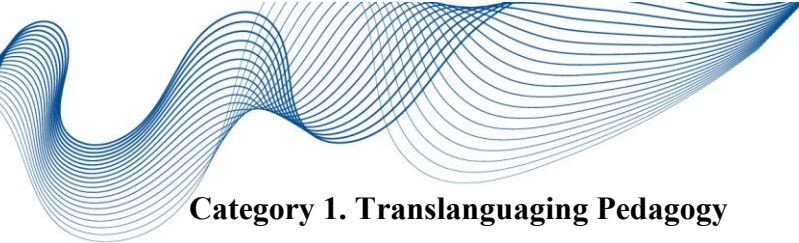
Excel. This cyclical process facilitated the identification of patterns, which were organized into subcategories that were subsequently grouped into three categories.

The organization and layout of the categories and their corresponding subcategories are presented in Table 5. Each subcategory includes illustrative excerpts and artifacts, highlights recurring patterns across sources, and connects the evidence to the guiding research question: How does translanguaging pedagogy contribute to English language learning and teaching processes in a rural secondary school setting in Santander?

Table 5

Categories and subcategories

Categories	Subcategories
Translanguaging Pedagogy	L1 as a Scaffold for Comprehension
	Multimodal Translanguaging
	Students' Positive Perception of Translanguaging
Content Comprehension	Metalinguistic Awareness and Critical Thinking
	Students' Agency
Socioemotional Impact	Identity Affirmation
	Peer Collaboration



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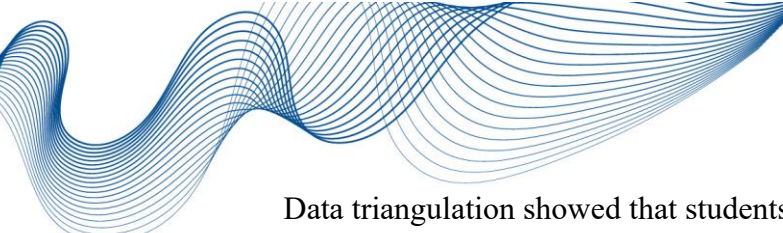
Category 1. Translanguaging Pedagogy

Translanguaging in this study emerges as a pedagogic lens that not only validates students' linguistic capital but also designs classroom practices towards increased understanding and active participation. This involves teacher/task design that deliberately draws on L1-L2 as complementary resources for meaning-making and production.

This category contains three main subcategories the first is the use of the L1 as a scaffold for comprehension, understood as a temporary aid for students to grasp instructions and complete activities; the second is multimodal translanguaging, which refers to accessing not only students' entire linguistic repertoire but also making use of multimodal resources (visual aids, gestures, music, and charts) to construct meaning in the L2, and the third is students' positive perceptions of translanguaging, which illustrates how learners develop a positive attitude toward using both Spanish and English, seeing it not as a limitation but as a resource that enriches their academic and social lives.

Subcategory 1.1. L1 as a scaffold for comprehension

In this study, the L1 (Spanish) functioned as a temporary scaffold, enabling students to access meaning in English with greater confidence. According to Van de Pol et al. (2010, as cited in Mihai & Classen, 2023), scaffolding is the process of providing learners with support to complete a task beyond their individual capabilities. It is understood as a form of provisional assistance, comparable to a bridge constructed only as far as needed to cross from a point of not knowing to a zone of knowing and gradually removed as learners develop independence in the target language. Throughout the intervention, Spanish was deliberately used to clarify instructions and vocabulary when English alone proved challenging.



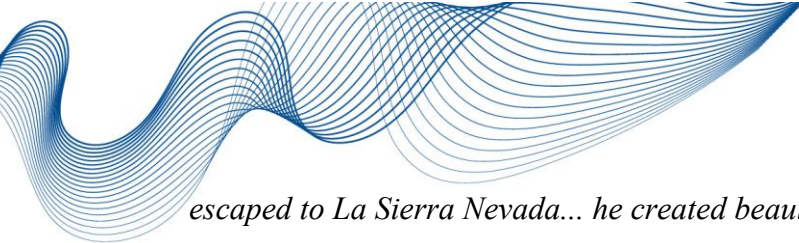
Data triangulation showed that students consistently perceived Spanish as an essential scaffolding resource for comprehension. In the initial questionnaire, 93% of participants indicated that the use of their L1 was useful for understanding English (see Figure 1). In relation to this question, S10 expanded in the open-ended comments, “Porque *muchas veces la docente nos explica algo en inglés y no entendemos y pues ella nos puede explicar en español para entender.*” S4 also wrote, “*Para poder entender mejor lo que nos están explicando*” (Initial Questionnaire, Q25).

Figure 1.

Question 25 Initial Questionnaire



Classroom observations reinforced this perception. In the second field diary from Lesson Plan 1, the teacher-researcher noted: “I explain in Spanish the difference between scared and scary” and the third field diary from the same lesson plan evidenced: “I provide students with keywords in English and Spanish to create their comic.” Another example of translanguaging can be found in the third field diary from Lesson Plan 2: “I tell students that Diomedes was a poet... he had muchas women and he also had many kids, niños...he supuestamente mató a woman... he



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escaped to La Sierra Nevada... he created beautiful lyrics.” Similarly, when students encountered a difficult word, they freely turned to Spanish meanings; as noted in Field Diary Lesson Plan 2: “S8 didn’t know the meaning of ‘bright,’ which is a word that was taught in the first session and which S12 remembers and moves his hands to mimic the word and finally says ‘brillante.’”

Also, in the final questionnaire, 100% of participants affirmed that Spanish helped them understand the topics addressed in class (see Figure 2). In relation to this question, S4 answered in the open-ended comment, “Sí, porque al mezclar español nos ayuda a entender algunas cosas en inglés, las palabras en español son claves para entender oraciones en inglés,” explicitly confirming Spanish as a comprehension aid. These results align with Monroy and Barros (2022), who state that translanguaging validates students’ prior knowledge, linguistic repertoires, and experiences in their L1 to facilitate comprehension and production in a new language.

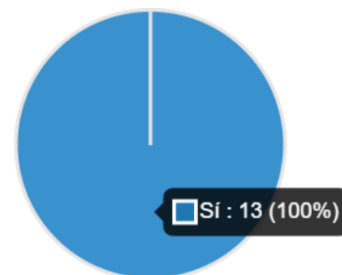
Figure 2.

Question N° 4 Final Questionnaire

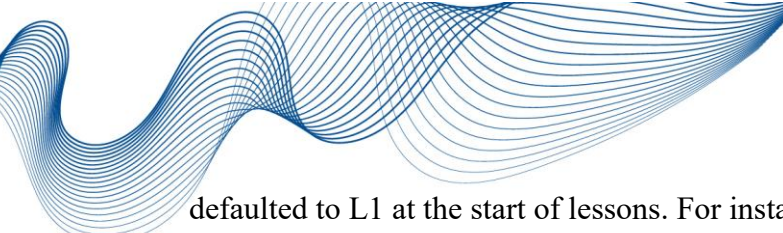
4. ¿Crees que te ayuda cuando el profesor usa español e inglés juntos para explicar un tema?

[Más detalles](#)

● Sí	13
● No	0
● No estoy seguro/a	0



Nevertheless, a key barrier identified in the implementation of translanguaging pedagogy in this rural context was students’ initial overreliance on Spanish as a means of comfort and comprehension. Field notes and questionnaire responses revealed that learners frequently



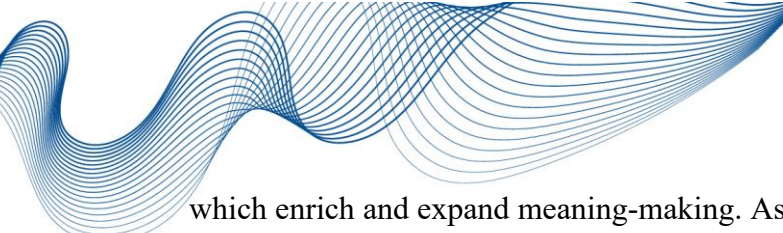
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defaulted to L1 at the start of lessons. For instance, in the Initial Questionnaire, question 26, several students admitted they switch to Spanish for clarity. S13 noted, “*Si, porque así podemos entender mejor y no quedar perdidos.*” Also, notes from the Field Diary 2, Lesson Plan 1 showed that “*students speak a lot in Spanish at the beginning, and I guide them in L1 .*”

While this reflected a natural tendency to practice translanguaging, it also risked students relaxing into Spanish-only interaction and leaving aside English practice, particularly when instructions were not clearly scaffolded, as expressed by the teacher-researcher in Field Diary 3, Lesson Plan 2: “*I must be careful when planning these lessons and be clear with the instructions given. For example, in this context, I should guide students to fully understand in what activities they are allowed to use English, Spanish, or their full linguistic repertoire.*” This underscores one of the main constraints perceived in the classroom: the potential overuse of the L1 by students. As Liu and Fang (2020) suggest, the adoption of translanguaging may be most effective in programs that integrate both language and content learning, particularly for learners with limited English proficiency who might struggle in English-only environments. This highlights the importance of careful teacher planning to balance when and how Spanish is used, ensuring it serves as a scaffold toward English learning.

Subcategory 1.2. Multimodal Translanguaging

In this subcategory translanguaging goes beyond the use of two or more languages, in this case English and Spanish, and is understood as a multimodal practice. According to McVee et al. (2022), multimodality examines how individuals combine different modes to construct meaning, such as blending text with images or using gestures together with words and visuals. It also considers additional semiotic resources, including body posture, color, movement, and sound,



which enrich and expand meaning-making. As later shown in Figures 3 and 4, students demonstrated a strong interest in multimodal activities. In the initial questionnaire they identified games, videos, music, and interactive tasks as their preferred learning activities.

Figure 3 shows students' preferences for elements that would make English classes more engaging and easier to understand. The preferred option was using games and interactive activities (9 responses), followed by working in groups or pairs (5 responses). Another relevant choice was watching videos or listening to songs (4 responses). This shows that students favor activities that combine different types of input (visual, auditory, kinesthetic, and social).

Figure 3

Question 13- Initial Questionnaire

13. **¿Qué elementos harían la clase de inglés más divertida y fácil de entender?**
(elige hasta 2 opciones)

[Más detalles](#)

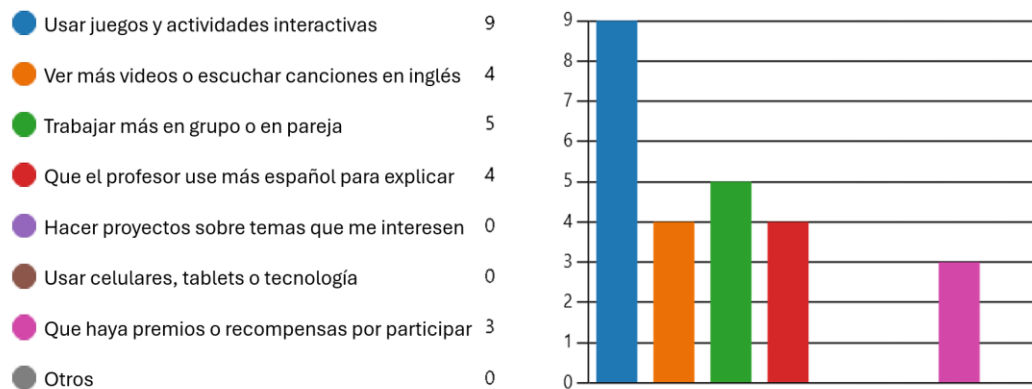
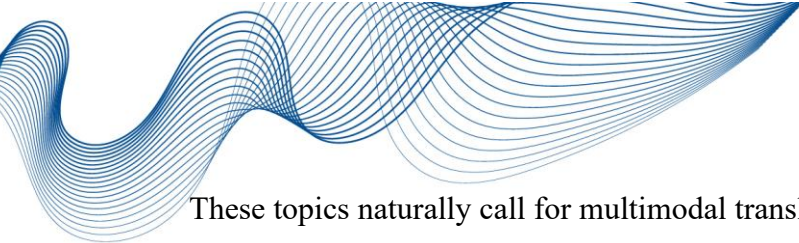


Figure 4 shows students' preferred topics for English class discussions. The most popular are music and movies, followed by food and sports. These preferences indicate that learners are drawn to cultural and multimodal content that can be experienced through sound and visuals.



These topics naturally call for multimodal translanguaging practices, and these results highlight the importance of interactive, collaborative, and multimodal approaches to language learning.

Figure 4

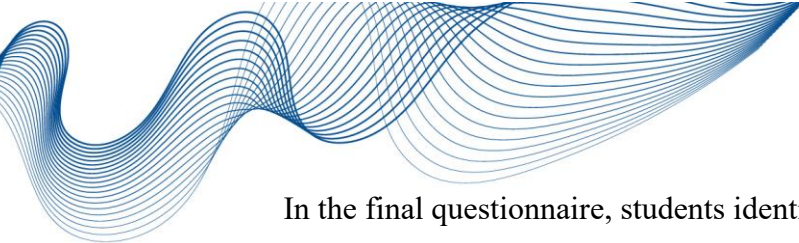
Question 21 Initial Questionnaire

21. **¿Qué temas te gustaría hablar en la clase de inglés? Ordena del 1 al 8, donde 1 es el tema que más te gusta y 8 el que menos te gusta.**

[Más detalles](#)



Field diary observations confirmed the usefulness of multimodality, noting the teacher’s use of bilingual word walls (visual cards around the classroom with vocabulary) and body language to support comprehension. Field diary 2, lesson plan 1, the teacher-researcher noted: “*Students build prior knowledge through the matching activity in which they recall vocabulary from session 1.*” In Field diary 1, lesson plan 2, she also stated, “*During most of the session, I use English and Spanish and a lot of body language to make students understand certain activities.*” Students also relied on multimodal strategies in their comic presentations of local legends. As Field Diary 4, Lesson plan 1 noted: “*The students report their legend or scary story using their full linguistic repertoire and when reporting, imitate the sound or phrase said by the character they are talking about. S7 imitates the Silbón¹¹ and S1 imitates in a painful tone ‘Dónde están mis hijos?’*”



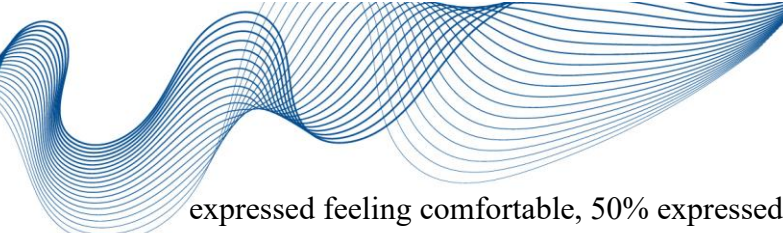
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In the final questionnaire, students identified bilingual word walls, comics, posters, and music as their favorite classroom activities, demonstrating how multimodal resources supported their learning and engagement. In question 8, students had to answer about a time it helped them when the teacher used both Spanish and English to explain something. S12 answered, “*Cuando puso las palabras en la pared en inglés y al frente en español*” In question 10, students were asked about their favorite activities in class. S11 noted, “*Cuando puso canciones y tocaba adivinar de que época era*”. S13 valued: “*Cuando hicimos el cómic porque dibujamos y fue una clase más práctica*”. These findings suggest that multimodal translanguaging practices fostered dynamic, inclusive participation, allowing students to express themselves without fear of error. As Zhou (2021) notes, integrating multiple semiotic resources strengthens understanding and communication by enabling learners to make meaning through varied modes. Through this lens, translanguaging can be viewed as a multifaceted pedagogical resource whose potential is maximized when integrated with multimodal strategies that respond to the specific communicative demands.

Subcategory 1.3 Students’ Positive Perception of Translanguaging

The data revealed that students consistently expressed positive attitudes toward the use of translanguaging pedagogy in their foreign language learning. They reported feeling more confident and engaged when both Spanish and English were used to explain new concepts. Students also highlighted that translanguaging activities made lessons more enjoyable and accessible.

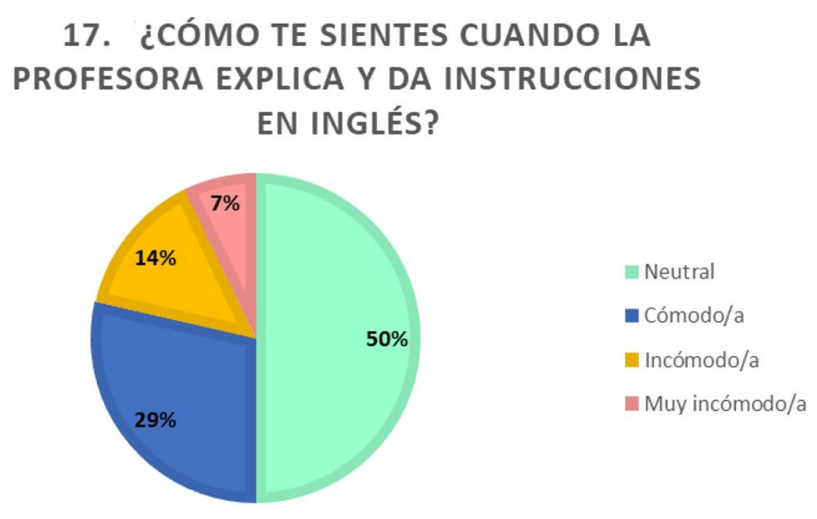
In the initial questionnaire, question 17 (see figure 5) referred to students’ comfort level in class when the teacher explains and gives instructions in English. While 29% of participants



expressed feeling comfortable, 50% expressed neutrality, and 14% indicated discomfort. These results suggest that most students do not perceive English-only explanations as a strong facilitator or barrier, but rather as something they are still adapting to. The high proportion of neutrality could reflect limited confidence in their comprehension, in which students partially comprehend but hesitate to admit difficulties, or hesitation to admit discomfort. Overall, this result highlights that the class is not uniformly confident with English as the only medium of instruction.

Figure 5

Question 17 Initial Questionnaire



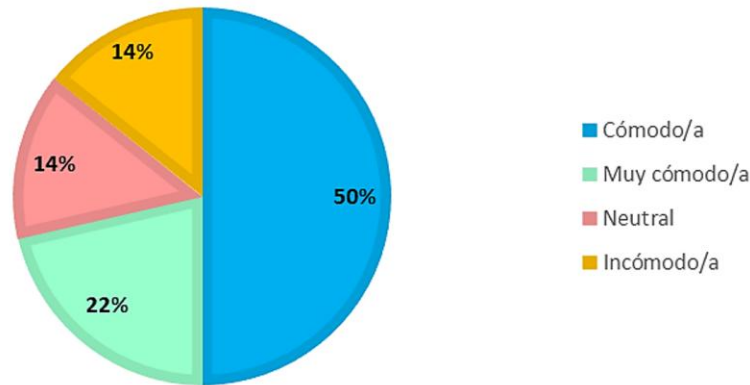
In contrast, answers to question 24 (see figure 6) revealed that 72% of students feel very comfortable or comfortable using Spanish during the English classes, whereas 28% expressed neutrality or discomfort towards this practice. This indicates that the use of Spanish provides students with a sense of security, allowing them to clarify meaning, ask questions, and engage more confidently with the content.

Figure 6

Question 24 Initial Questionnaire



24. ¿CÓMO TE SIENTES AL HABLAR EN ESPAÑOL DURANTE LA CLASE DE INGLÉS?



This pattern resonates with Dikilitaş and Mumford (2020, as cited in Yasar & Dikilitaş, 2022) who affirm that systematic translanguaging fosters security, motivation, and openness to learning. It was further supported by students' feedback in the field diaries. For instance, in the Field Diary 1, Lesson Plan 1, the teacher-researcher noted, "*S10 says, 'No siento tanta presión y pude contar lo que pienso fácilmente'*"; she also added that "*S3 says: 'No me agobió tanto como esperaba porque cuando usted habla me dan nervios y no puedo hablar bien.'*" Both excerpts highlight how translanguaging practices lowered the affective barriers and anxiety and built confidence in oral production. By the end of the project, these perceptions had solidified. In the final questionnaire, question 3 asked about the use of Spanish for giving instructions and explaining topics (see figure 7). All participants (100%) reported feeling more comfortable with this practice.

Figure 7





Question 3 Final Questionnaire



3. ¿Cómo te sientes cuando tus profesores mezclan español e inglés para explicar?

[Más detalles](#)

Información

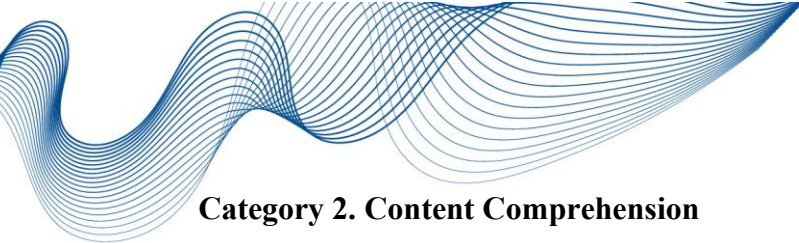
	Me siento más cómodo/a	13
	Me siento confundido/a	0
	No noto ninguna diferencia	0
	Otras	0



In

two of the open questions from the final questionnaire, students were asked to reflect on the translanguaging practices. Question 4 inquired whether students felt it was helpful when the teacher used both Spanish and English to explain a topic. S5 answered: “*Si, porque el español y el inglés me ayudan a estar más cómoda y entender mejor y dejar el miedo.*” Question 7 invited students to share suggestions on how teachers might improve the use of Spanish and English in class to support learning. S13 wrote “*Que nos ayude a entender el significado de las ideas, no solo traducir palabra por palabra...que podamos hablar en español si no sabemos cómo decir algo en inglés, sin miedo a que esté mal*”.

These findings align with the results of Cenoz et al. (2022), who observed that pedagogical translanguaging can reduce students’ anxiety and increase their confidence in language classrooms. Similarly, in this study, the teacher-researcher reported that students felt more comfortable, less pressured, and more willing to participate when translanguaging was integrated. Taken together, the evidence underscores the role of translanguaging as a valuable pedagogical strategy that not only enhances comprehension but also reduces students’ anxiety.



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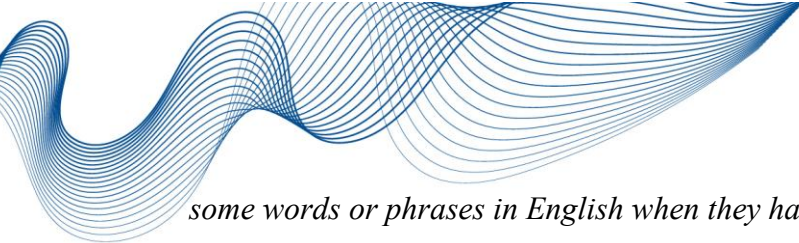
Category 2. Content Comprehension

This category examines how translanguaging supports students' understanding of academic content. It includes two subcategories that illustrate different dimensions of this process. First, Metalinguistic Awareness and Critical Thinking show how learners compared forms and meanings across both languages, reflecting on their use and developing higher-order thinking. Finally, Students' Agency highlights the way learners gained confidence to participate actively, make decisions, and take ownership of their learning process, a development that goes hand in hand with students' understanding, reflected in their own perceptions of improved comprehension when using their full linguistic repertoire. Together, these subcategories reveal the role of translanguaging in making lessons more accessible, encouraging analytical reflection, and strengthening overall content learning.

Subcategory 2.1 Metalinguistic Awareness and Critical Thinking

Research in bilingual education highlights the cognitive benefits of translanguaging, particularly its capacity to boost students' analytical skills by connecting their two linguistic systems. For example, Marrero-Colón (2022) states that translanguaging promotes metalinguistic awareness and enhances critical thinking. In this project, classroom observations and student artifacts confirm these claims: learners actively notice and reason about language patterns in English and Spanish, demonstrating both reflection on language (metalinguistic awareness) and analytical learning (critical thinking).

Translanguaging activities promoted students' active analysis of language. The teacher-researcher observed occasions of explicit reflection on form, as she mentioned in the Field Diary 1, Lesson Plan 2, "*Metalinguistic awareness is raised when students reflect about the meaning of*



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some words or phrases in English when they have to complete the table using the equivalent in Spanish.”. In the same field diary, the teacher-researcher also noted: “students they knew the expression ‘used to’ talks about the past because of the ending in ‘d’ in the verb. Some of them like S8 and S10 conclude that used to stands for ‘solía’”. This kind of noticing shows learners comparing linguistic patterns across languages.

During content tasks, students continued to mix languages knowledgeably. In Field Diary 2 Lesson Plan 1, for instance, the teacher-researcher observed that when answering a comprehension question, two students said, “S3 participates, saying: ‘las dos son woman y scary, solo que una en el baño y la otra en el forest’ and S11 says, ‘Ambas tienen hair largo’”. The teacher-researcher reported “I correct saying ‘long hair’ and S3 models her pronunciation”. This example of code-mixing with Spanish structure around English words indicates that students were negotiating meaning bilingually. In another instance, in Field diary 2 Lesson Plan 2, the teacher-researcher mentioned “S8 says ‘Vicente used to cantar rancheras’”, blending English grammar with Spanish lexicon. Such data reflect a notion of a common underlying proficiency and students’ ability to transfer understanding between languages. The critical comparison of vocabulary and grammar in both languages suggests that translanguaging heightened metalinguistic awareness and engaged learners in analyzing content more deeply.

These classroom interactions align with scholarly literature. García and Li (2014) argue that when students compare languages, they participate, elaborate ideas, and raise questions, which deepens comprehension. In our data, students asked questions and gave explanations using both languages. For example, the Venn diagram activity (from Worksheet 2 LP2, Lesson Plan 2) designed to compare two artists, proved effective in promoting both content comprehension and the use of the target structure (used to). The teacher-researcher noted in Field Diary 2, Lesson

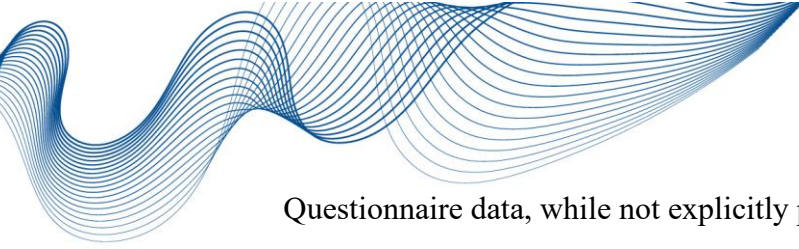


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Plan 2, “*participants manage to explain by themselves what they should do in the Venn diagram. Students report the information in the Venn diagram using the structure used to easy to identify similarities and differences between both characters.*” This annotation revealed students’ understanding of the instructions to follow and their capability to establish comparisons while translanguaging, in this case, between the two singers mentioned in the same worksheet.

When prompted to read their comparisons aloud, students spontaneously incorporated Spanish to bridge linguistic gaps. For instance, in Field Diary 2, Lesson Plan 2, the teacher researcher highlighted “*S14 says ‘he used to cantar ranchera, he used to have mustache’*”; this student also spontaneously recognized a commonality, adding: “*ambos son hombres, used to have incredible voice*”. The teacher-researcher documented that “*Even though some similarities between both artists were already underlined in the text, I didn't need to point at them because the students already notice the differences and similarities on their own*”, thus demonstrating active reading and comprehension. This evidence shows that the translanguaging practice successfully allowed students to prioritize content and comprehension over purely linguistic accuracy, confirming its function as a supportive scaffold.

These peer interactions required them to notice a missing verb in English and supply it, reflecting real-time analysis of syntax. This shows critical thinking about language: students identify gaps and reason out how English grammar should work, often just by analogy to Spanish. Such evidence strongly supports the idea that translanguaging teaching was not just scaffolding content, but also encouraging metacognitive reflection on the language itself, exactly as Guerrero et al. (2024) describe naming metalinguistic awareness “a translanguaging principle” that lets students contrast and synthesize linguistic patterns.



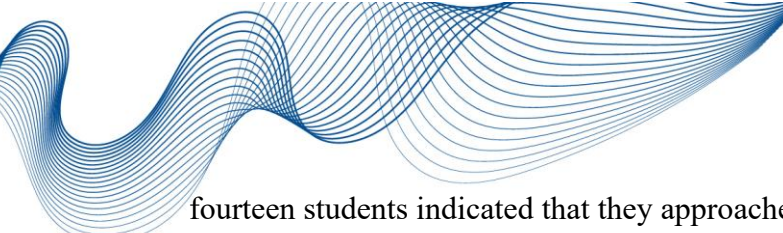
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Questionnaire data, while not explicitly probing metalinguistic skills, are consistent with these findings. For instance, in the final questionnaire, students were asked about the help of strategies when the teacher used both English and Spanish. S12 remarked: “*Cuando puso las palabras en la pared en ingles y al frente en español*” This response indicates that seeing the paired vocabulary prompted her understanding of each term. Although it is a practical example of using L1 as a bridge, it also implies awareness of the link between languages.

In summary, field observations and student work vividly illustrate enhanced metalinguistic awareness and critical thinking. Students themselves made cross-language comparisons (“used to = solía”) and chose to incorporate Spanish spontaneously when it made meaning clearer, indicating a reflective grasp of both languages. These classroom instances mirror research findings: translanguaging pedagogy not only aids understanding of content but also cultivates learners’ ability to analyze and articulate language structures. Our learners’ examples recorded verbatim show them actively negotiating meaning, evaluating linguistic forms, and explaining concepts in their own words, just as a growing body of literature predicts. Such evidence confirms that this strategy empowered them to think about language itself, turning bilingual resources into tools for cognitive and academic growth.

Subcategory 2.2 Student’s understanding. - Student’s Agency

This subcategory refers to learners' self-directed learning, decision-making, and self-placement abilities as active agents. The data revealed a significant shift in the way students engaged with translanguaging over time. At the beginning, learners relied heavily on teacher mediation. This was evident in the initial questionnaire, where students were asked in Question 12 what strategies they used when they did not understand a word in English; hence, ten out of



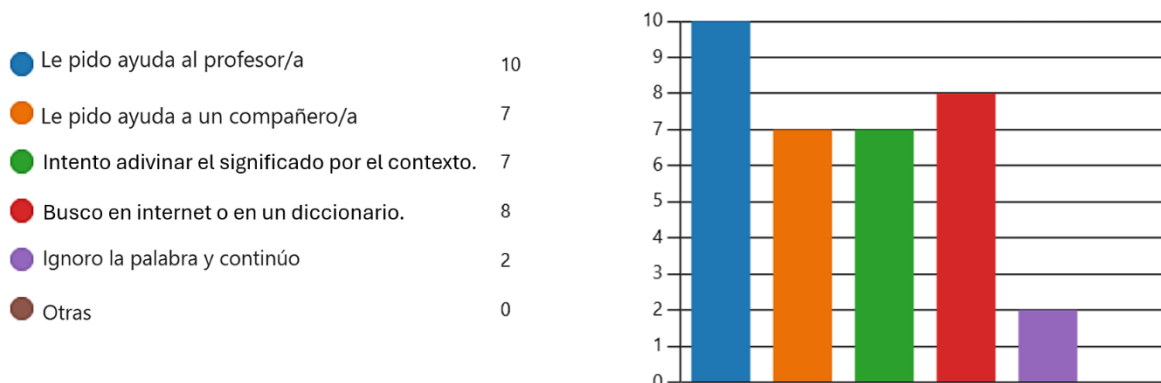
fourteen students indicated that they approached their teacher whenever they did not understand a word or phrase. Other strategies included looking up the meaning online or in a dictionary or simply ignoring the word (see figure 8).

Figure 8

Question 12- Initial Questionnaire

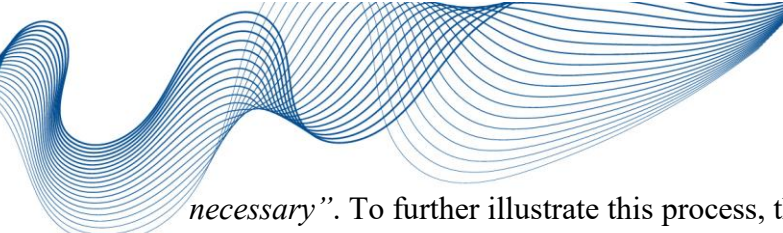
12. Cuando no entiendes una palabra o frase en inglés, ¿qué haces? (marca todas las que apliquen)

[Más detalles](#)



However, as translanguaging pedagogy was implemented, students gradually became more independent. They were encouraged to express their ideas using both English and Spanish whenever they lacked the vocabulary in one language. This approach allowed them to focus more on content rather than linguistic limitations.

For instance, in activities such as the character and event map ([Worksheet 1 LP1](#)), students could draw on Spanish to support their understanding, while the option to answer comprehension questions in either language enabled them to communicate their ideas more effectively as in Field Diary 1, Lesson Plan 1 the teacher researcher reported: "*Character and event map activity provides students the possibility to focus on content rather than language as they are asked to complete the task in English but are given the freedom to use Spanish when*



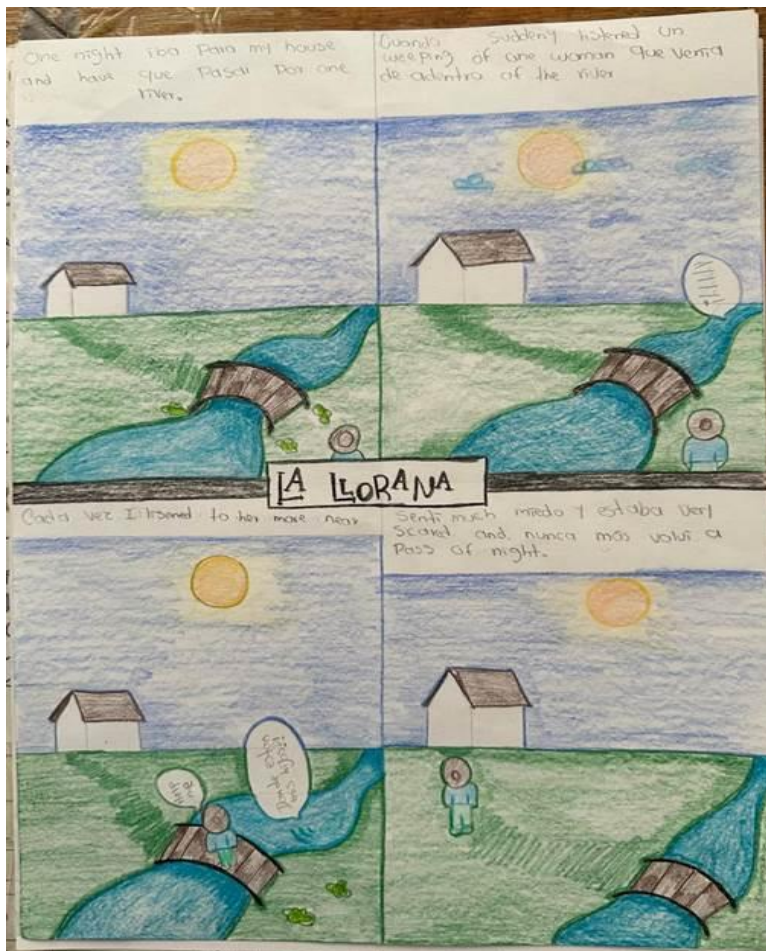
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necessary". To further illustrate this process, the teacher researcher transcribed these students' responses in the same field diary: "S7 wrote: *'era una woman infiel y fue surprised por su esposo quien le short a leg'*". Similarly, she reports that "S2 said *'Es una woman que tiene one leg y screamed, cried y es seductive a los traveler'*". Also the teacher-researcher wrote that "S4 says, *'Is woman, she tiene solo one leg y cried, se encuentra in the forest y seduce a the boy'*", while "S9 described, *'Is one woman de appearance espantosa con una one leg in form de claw'*". These excerpts show how translanguaging provided students with the flexibility to combine both languages creatively, enabling them to convey meaning despite linguistic gaps.

Correspondingly, the classroom evidence shows that translanguaging practices gradually empowered students to take a more active role in their learning. For instance, when students were allowed to use Spanish alongside English in worksheets, comprehension questions, and creative tasks like the comic activity, they demonstrated greater engagement and participation, as stated by the teacher-researcher in Field Diary 1, Lesson Plan 1: *"The activities stablished in the worksheet, make the task less intimidating for those students who have lower level of English or feel shy to participate. For example, S3 participates in most of the stages of the lesson plan. This student usually gets lost in the lessons and is the last one to hand in activities in regular activities"*. 'S3: *'legend the is woman castiga a boys for ser infieles o perderse en el forest'*. Likewise, students convey and share their knowledge about common legends through the creation of their comics, in which they used their full repertoire as seen on Artifact 1 from Lesson Plan 1. (see Figure 9). This resonates with García and Wei's (2014) notion of languaging, which highlights students as active meaning-makers rather than passive users, showing that learners co-construct understanding through flexible language use.

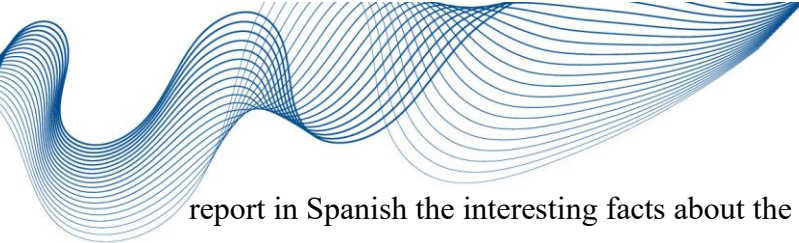
Figure 9

Artifact1 by S1 and S13's



Comic 'La llorona' designed and presented by S1 and S13

In addition, the use of bilingual dictionaries was a key strategy that promoted students' autonomy and reduced their dependence on the teacher. For example, in Field Diary 3, Lesson Plan 2, when students were asked to design posters about artists, they had to identify information regarding the artist's style, music, and interesting facts, following a model provided by the teacher. To complete this task, students relied on their bilingual dictionaries to interpret and



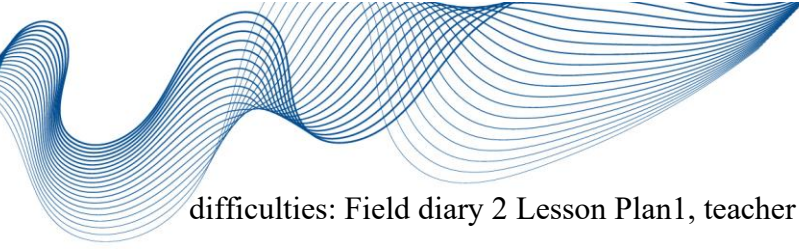
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report in Spanish the interesting facts about the artists, which allowed them to work more independently and confidently.

Similarly, in Field Diary 1, Lesson Plan 1, the teacher-researcher emphasized that *“the use of the bilingual dictionary is a useful tool for students,”* noting that such strategies proved to be more effective in class as they facilitated engagement, comprehension, and self-reliance. This finding resonates with García and Sylvan (2011, as cited in García & Wei, 2014), who highlight that students expand their home language practices into English for academic purposes by relying on peers and electronic or paper dictionaries rather than solely on the teacher. In this way, the classroom data reflects how translanguaging tools, such as bilingual dictionaries, empower students to navigate learning tasks with greater autonomy while bridging Spanish and English.

Cenoz and Gorter’s (2021) point that pedagogical translanguaging fosters agency by encouraging autonomy and active participation in managing multilingual abilities. For instance, in Field Diary 3 Lesson plan 2, the teacher-researcher registered *“When giving feedback on their classmates’ presentations, they highlighted the effort some of their classmates made by using Spanish when they felt shy to pronounce the words in English.”* Besides, she wrote, *“The students gave feedback to their classmates about the way in which they designed their poster. Students pointed out that they liked that their classmates put the names of some clothing items under the pictures so they could identify the outfits worn by the singers (ways to organize the poster so that they could take advantage of the material).”* Therefore, by giving feedback in Spanish about the posters, students were not constrained by linguistic limitations in English; instead, they were able to critically engage with content and recognize effective strategies used by peers.

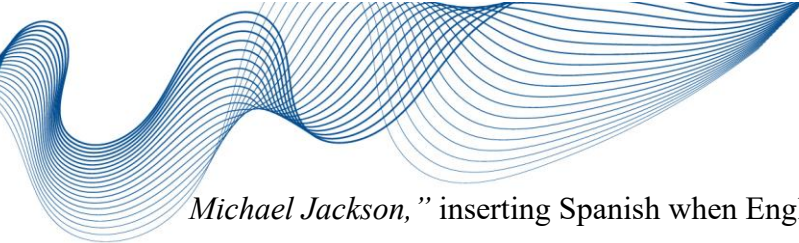
Evidence shows that students’ overall understanding of content improved through these bilingual practices. The teacher-researcher identified that collaborative reading alleviated initial



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difficulties: Field diary 2 Lesson Plan1, teacher researcher's notes: *"Interpretation of the text which is written in English becomes a challenge for those who are not fast looking up for words on their dictionaries or lack of vocabulary , but doing the group reading helps them and in the end of the activity they do not lag behind on the understanding of the story."*. When analyzing the impact of translanguaging on information accessibility, the teacher-researcher used a specific entry in her log for self-evaluation. This reflective entry, documented in Field Diary 2, Lesson Plan 1, included a question posed by the researcher to herself, followed by an immediate assessment of the class's performance Q. *Does the use of translanguaging facilitate equitable access to information for all students? "Yes, it does, at certain points; for example, when reading the text students like S13, S11, S8, S4 and S3 ask about the term."*. In other words, students actively negotiated meaning during lessons and did not fall behind. Students' own reflections also point to increasing confidence. As one learner explained in Field diary 2 Lesson Plan 1, the teacher researcher recognized *"S5 said 'cuando uno no sabe algunas palabras en inglés y están en español uno entiende mejor...'"* These comments, together with the observational data, indicate that translanguaging not only made immediate understanding easier but also helped build more autonomous comprehension of English content over time. The combined evidence from questionnaires and teacher journals shows that allowing Spanish in the classroom led to clearer understanding of academic material, as students reported and demonstrated better grasp of lessons when their full bilingual repertoire was engaged.

Building on how translanguaging fostered students' agency, now examine its impact on learners' comprehension of content. Initially, classroom records show students depending heavily on direct translation and teacher support to grasp new material. For example, in Field diary 1, Lesson plan 2, the teacher-researcher wrote, *"S8 simply identified a picture by saying: he era*

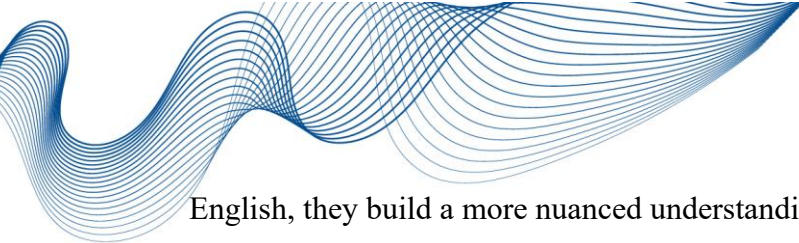


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Michael Jackson,” inserting Spanish when English was not sufficient. Likewise, during a listening task reported in Field Diary 2, Lesson Plan 2, the teacher-researcher noted that S8 said “*he used to cantar ranchera*” This mix of languages shows how learners were constructing richer mental schemas by linking English input to their Spanish knowledge (e.g. recognizing “*rancheras*” as a genre). In Field diary 2, Lesson plan 2 registered the teacher’s question aiming to assess whether Spanish served as a useful tool for L2 comprehension in that class, the teacher researcher noted S4 said “*si porque la profesora da pista*” students explicitly noted this growing independence, indicating that having Spanish clues from the teacher helped her understand. Such comments suggest that by the end of the intervention, students viewed bilingual explanation as a scaffold to comprehension rather than a crutch.

These findings resonate with translanguaging theory: García & Wei (2014) emphasize that languaging positions learners as active meaning-makers rather than passive recipients, which is evident as our students moved from word-by-word translation to flexible use of both languages. Similarly, Cenoz and Gorter (2021) note that planned translanguaging tasks foster learner autonomy and engagement; our observations mirror this, as students began strategically “managing their bilingual repertoire” to grasp content.

In summary, the evidence indicates that students’ grasp of content grew steadily more sophisticated. Early on they relied on teacher mediation and literal translation, but by later sessions, they were independently leveraging cultural and linguistic connections (e.g. familiar songs or vocabulary) to make sense of English texts. This progression from translating each word to constructing meaning through bilingual strategies illustrates how translanguaging can deepen comprehension. Our analysis suggests that when learners freely draw on both Spanish and



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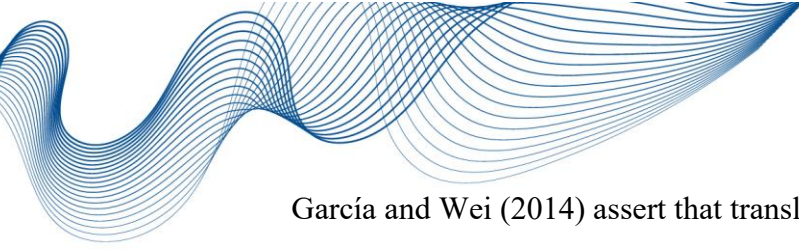
English, they build a more nuanced understanding of subject matter, transforming them from passive recipients into active constructors of knowledge.

Category 3. Socioemotional Impact

This category emerges from two sub-category that reflect how translanguaging practices shape students' emotions, relationships, and behaviors in the school context. The first subcategory, identity affirmation, refers to the recognition and validation of students' cultural and linguistic backgrounds, which fosters self-esteem and a stronger sense of belonging. The second subcategory peer collaboration emphasizes how translanguaging creates opportunities for mutual support, solidarity, and cooperative problem-solving, strengthening bonds among classmates. Together, these subcategories show that the socioemotional impact of translanguaging extends beyond language comprehension, enhancing students' well-being, motivation, and interpersonal connections.

Subcategory 3.1 Identity Affirmation

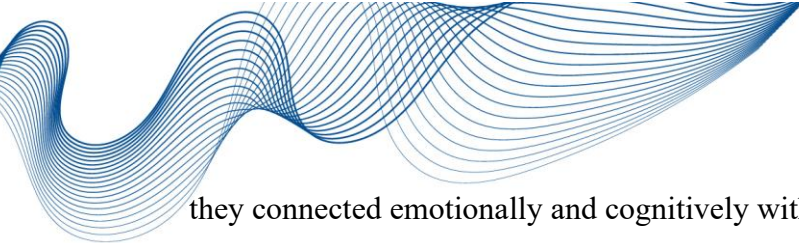
Identity affirmation entails acknowledging and appreciating students' linguistic and cultural heritage. By permitting the use of Spanish in the classroom, learners' bilingual-in-progress identities were confirmed instead of being repressed. Zhou (2021) highlights that validating students' identities strengthens their sense of belonging and diminishes alienation in EFL contexts. This is evident in Field diary 2, Lesson Plan 1, when the teacher-researcher reported “*students selected scary stories from their region (Santander) but S3 felt delighted to share the story of ‘La Muelona,’ a scary story from her homeland Venezuela,*” which clearly illustrates how students' cultural backgrounds can serve as valuable resources for classroom interaction.



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García and Wei (2014) assert that translanguaging pedagogy affirms students' identities and legitimizes their histories and linguistic repertoires. This is evidenced in Field Diary 4, Lesson Plan 1, where the teacher-researcher noted, "*Comparing the story to another one from their region encourages participants to connect personal experiences with the academic content.*" The teacher-researcher complemented this reflection by documenting students' utterances such as "*S3 says: la muelona es una woman beautiful que seduce a boys para comérseles,*" and "*S1 says, the Llorona is one woman que cry, que scream, que se lamenta por sus babies,*" which was compared to "*La Patasola, que se lleva a los men para perderlos en el forest.*" Another annotation that supports García and Wei's argument appears in Field Diary 4, Lesson Plan 1, where the teacher recorded: "*S7 says, cuenta la legend que cuando el silbido se listen far away is porque the Silbón está near, y cuando se listen near is porque the Silbón está far away.*" This evidence illustrates how students' cultural knowledge becomes a legitimate resource for language learning and a means to reaffirm their identities, either by using their full linguistic repertoire or relying on Spanish to convey meaning accurately as it was visible in Field Diary 4, Lesson Plan 1 when the teacher-researcher noted, "*Once students finished their presentations, students shared some scary stories or personal experiences in Spanish*" which bridged knowledge and created a supportive classroom environment where fear of speaking diminished; affirming also Piccardo's view that adopting a plurilingual approach lowers barriers between languages and cultures, making language use more equitable (Piccardo, 2013, 2016 as cited in Ortega, 2019).

Besides, question 10 from the final questionnaire, which asked students to describe the class activity they enjoyed the most (e.g., reading stories, discussing them, drawing, or listening to new music), revealed how working with legends strengthened students' sense of belonging and cultural identity, as they described it as one of their favorite activities. The answers showed that



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they connected emotionally and cognitively with the contents because these were linked to their context and traditions. For example, S2 highlighted that they enjoyed “*hablar sobre las historias y responder las actividades con música,*” which reflected not only interest but also how this possibly helped them internalize vocabulary seen in class. Similarly, S5 stated, “*Me gustó mucho las clases donde podíamos hablar de leyendas*” showing the value they placed on spaces for cultural dialogue. S7 reaffirmed this connection by emphasizing “*hablar sobre historias,*” while S9 specified their enjoyment of “*hablar sobre las leyendas de Colombia entre estas: La Llorona y La Patasola,*” which evidenced a direct link with national oral heritage. Finally, S13 commented that they liked “*leer las historias,*” expressing a connection with the literary and narrative dimension. Altogether, these voices demonstrated how the topic of legends not only motivated the students but also became a means to affirm their identity and strengthen their sense of belonging in the English class.

Subcategory 3.2 Peer Collaboration

Within translanguaging pedagogy, collaboration takes on an essential role by fostering interaction and meaningful communication among students from diverse linguistic and cultural backgrounds. In Question 19 from the initial questionnaire, which asked students how they would rate their peers’ support in learning English (see Figure 10), most students rated their peers’ support in learning English as acceptable (8) or good (4), while only 2 found it deficient. This shows that, even if peer collaboration is not always optimal, it is generally perceived positively, reflecting what Srinivas Rao (2019) and Tashlanova (2021, as cited in Pacheco & San Miguel, 2024) describe as the creation of a supportive and safe environment that fosters communication.

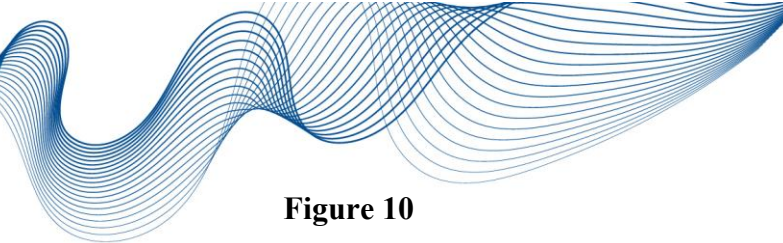
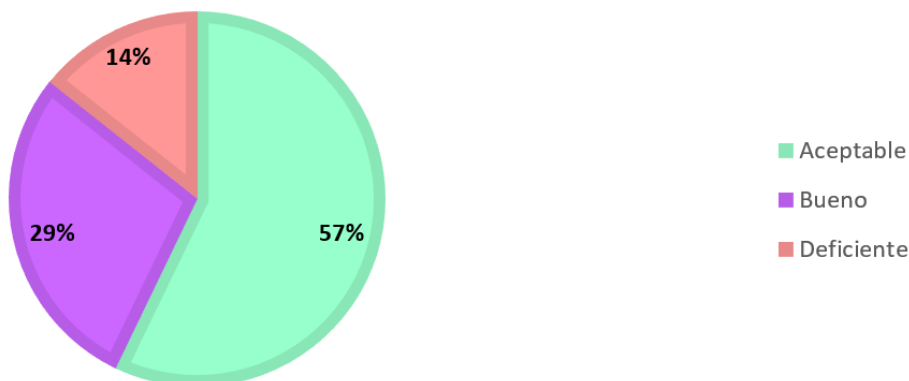


Figure 10

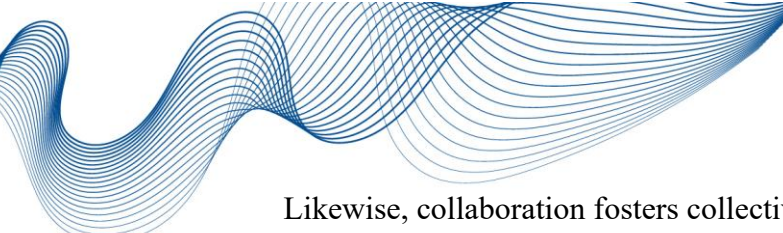
Question 19 Initial Questionnaire

19. ¿CÓMO CALIFICARÍAS EL APOYO DE TUS COMPAÑEROS EN LA CLASE DE INGLÉS?



Nonetheless, this perception is also reflected in Field Diary 2, Lesson Plan 1, where the teacher-researcher noted, *“As students work in pairs, they seem to rely on each other and look safe. Most of the couples have a student who is more fluent in English, and they support their other classmate and make conclusions about the text.”* In this way, peer interaction allows those with greater language proficiency to support their classmates and create a climate of mutual support.

In the same vein, Slavin (2014, as cited in Pacheco & San Miguel, 2024) emphasizes that effective collaboration requires efficient communication, trust, and respect. This aligns with cases recorded in Field Diary 1, Lesson Plan 1, where the teacher-researcher wrote down, *“S3 and S4 work together to complete their reading activity. These students never work together,”* or in Field Diary 4, Lesson Plan 1, when she also noted, *“students who look more knowledgeable about how to pronounce a word in English help their peer or give a clue about how to pronounce certain words.”* Such situations show how students take an active role in each other’s learning, putting mutual support into practice.



Likewise, collaboration fosters collective problem-solving. Answers from question 12 of the Initial Questionnaire (see figure 11), which asked students what they usually do when they do not understand a word or phrase in English, highlight that when students face difficulties understanding words or phrases in English, many first seek help from the teacher (10), but a significant number also turn to peers (7). This confirms that collaboration promotes problem-solving and shared responsibility, as seen when students reminded their partners of vocabulary or mimicked words to convey meaning, as stated in Field Diary 2, Lesson Plan 2, the teacher researcher wrote *“S8 didn’t know the meaning of ‘bright’ which is a word that was taught in the first session and which S12 remembers and moves his hands to mimic the word and finally says ‘brillante.’”*

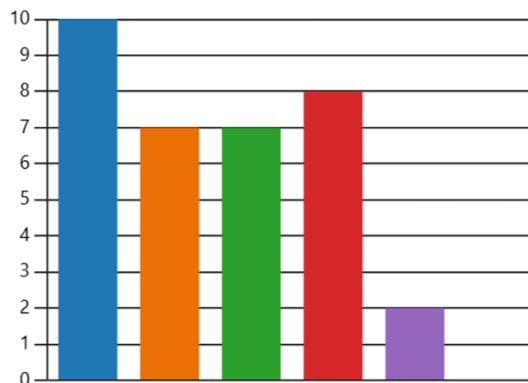
Figure 11

Question 12 Initial Questionnaire

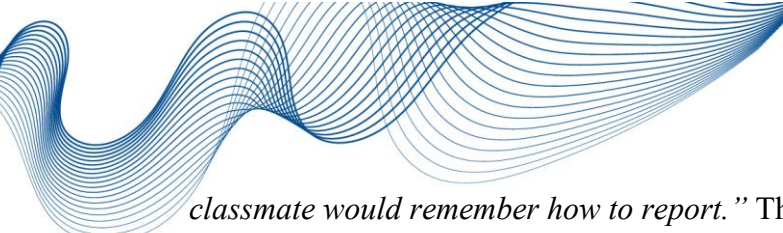
12. Cuando no entiendes una palabra o frase en inglés, ¿qué haces? (marca todas las que apliquen)

[Más detalles](#)

- Le pido ayuda al profesor/a 10
- Le pido ayuda a un compañero/a 7
- Intento adivinar el significado por el contexto. 7
- Busco en internet o en un diccionario. 8
- Ignoro la palabra y continúo 2
- Otras 0



Additionally, strategies like guessing meaning (6) or using dictionaries/the internet (6) demonstrate autonomy, aligning with Alhassan’s (2024) claim that collaborative activities encourage exploration and elaboration of knowledge. This is evident in Field Diary 3, Lesson Plan 2 when the teacher-researcher noted *“S4 helped S3 by pointing at the wordwall so that her*

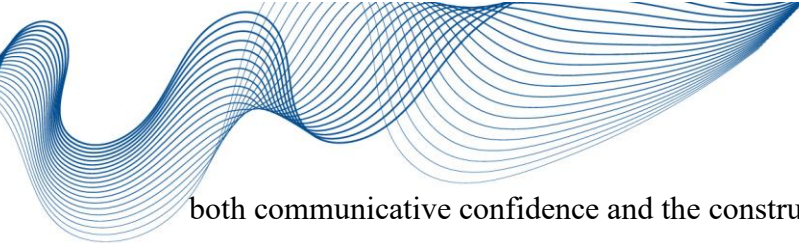


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classmate would remember how to report.” These actions reflect the use of both linguistic and gestural strategies that support shared understanding.

Alhassan (2024) highlights that students can engage in various collaborative learning activities that foster exploration, elaboration, and application of course content to expand their subject knowledge. This is visible in the annotations from Field Diary 3, Lesson plan 1, where the teacher-researcher wrote down *“each couple of students, at their pace, create a draft where they distribute the story order and decide together what information to include,”* showing how learners collaboratively explore and elaborate on the task. Similarly, Willis (1996, as cited in Alhassan 2024) emphasizes that collaboration maximizes learners’ engagement and involvement in language practices. This is evident when in Field Diary 1, Lesson plan 1, when the teacher-researcher observed that *“S12 participates in the matching activity and seems very interested; he also helps his classmate complete the event map,”* demonstrating both engagement and peer support. Furthermore, in Field Diary 2, Lesson Plan 1, the example that the teacher-researcher noted: *“students like S8 and S14 who worked in group finished the interpretation of the text quickly and continued with the other activity right away”*, illustrates how collaboration not only sustains motivation but also enhances efficiency and deepens language knowledge, aligning with Willis’s perspective of a more effective learning environment. (Willis 1996 as cited in Alhassan 2024)

Finally, the flexibility granted during the activities fosters shared responsibility in learning. This can be seen in Field Diary 3, Lesson Plan 2, when the teacher-researcher stated that *“students were given the freedom to work with a classmate, and during the presentation of their poster, they supported each other when they forgot what they had to say, either by giving them the word in Spanish or in English.”* This example illustrates how peer interaction enhances



both communicative confidence and the construction of shared meanings, aligning with the principles that authors associate with collaborative learning.



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Overall, the findings from both questionnaires and field diaries reveal that peer collaboration within translanguaging pedagogy is fundamental to promoting language learning and socio-emotional growth. Learners gain from the support of classmates with stronger English skills while also working together to solve problems, expand ideas, and clarify content; processes that build engagement, autonomy, and confidence in the English classroom.



Contributions to Bilingual Learning Environments



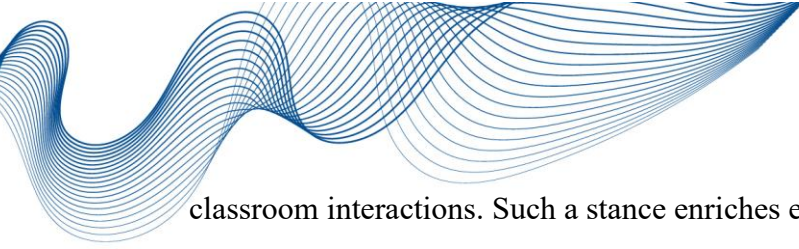
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The present study contributes significantly to the understanding and empowerment of bilingual learning environments, particularly those that are marked by linguistic, cultural, and socioeconomic differences. The pedagogical implementation of translanguaging in a Colombian rural school demonstrated that the strength of bilingualism lies not in the command of two discrete languages but in the relationship between them. Through observing how the teacher-researcher developed and taught lessons through translanguaging strategies, it became evident that bilingual education can be an inclusive, equitable, and contextually relevant process when students' linguistic repertoires are honored as central to their academic growth.

Translanguaging as a Tool for Equity and Participation

The findings show that translanguaging pedagogy creates equity and participation by disrupting the traditional hierarchies that tend to privilege English over the mother tongue. In the rural classroom, Spanish was not interference but a bridge to accessing English concepts and content. The teacher-researcher's practices allowed students to tap into their linguistic strengths to dismantle barriers that had discouraged them previously from engaging with English. Therefore, students began to participate more actively, using both languages to make meaning, clarify doubts, and interact with peers.

This dynamic reconfiguration of language use repositions bilingual education as a humanizing practice aligned with the realities of students from rural areas. It suggests that translanguaging can be adopted as a pedagogical stance that affirms linguistic diversity and democratizes access to learning. For bilingual environments, this finding implies that effective language education should not suppress the mother tongue but integrate it systematically into



classroom interactions. Such a stance enriches educational experiences by promoting agency, inclusion, and understanding among students with different linguistic backgrounds.

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Pedagogical and Methodological Implications

Pedagogically, the research provides evidence that translanguaging can be a systematic and intentional component of lesson planning. The teacher-researcher's lesson plans illustrate that translanguaging can co-exist with communicative and content-driven approaches to instruction in the service of promoting understanding and participation. Bilingual scaffolding, visual organizers, and group work, for instance, enabled students to grasp difficult concepts while gradually internalizing English structures.

These practices demonstrate that translanguaging does not impede English acquisition but, instead, supports it by enabling more cognitive engagement. The students used Spanish to discuss ideas, check meaning, and relate content to their lives before expressing it in English. This growth resonates with Cummins' (2007) model of common underlying proficiency, which asserts that the carryover of knowledge across languages enhances linguistic and academic attainment.

The methodological contribution of the study is showing that translanguaging can be pedagogically designed and assessed. It is not something random but an evaluative and pedagogical approach to assess for understanding and engagement. This is particularly helpful for educators in bilingual classrooms who wish to create equitable and culturally responsive curricula.



Institutional and Community Impact

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Bilingual Spaces

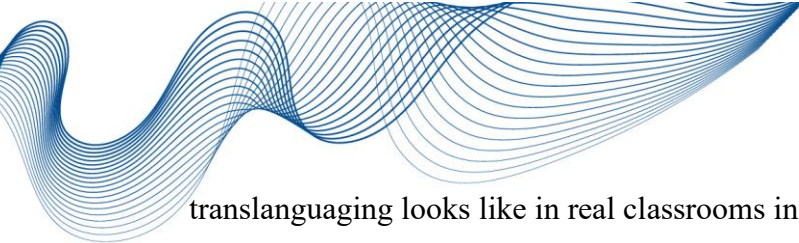
Beyond the classroom, the research has implications for the creation of bilingual spaces in the broader school and community. The teacher-researcher's experience testifies that translanguaging establishes trust and cooperative relationships between teachers and students. If students know that their linguistic identities are valued, they approach English with less fear and more motivation. This transformation extends to the institutional level as well, in which translanguaging may be a model of inclusive language policy that reflects local realities.

The project's rural school demonstrated how bilingual education could extend beyond linguistic attainment to empathy, collaboration, and critical thinking. As students worked together in groups, moving between Spanish and English, they learned to value the process of dialogue, respect, and collaboration. In this sense, the project is in line with the overall aim of bilingual education as a way of social cohesion and intercultural understanding. The project underscores the need for schools to build bridges between languages, communities, and knowledge systems rather than reinforcing boundaries between them.

Theoretical and Research Contributions

From a theoretical perspective, this research expands the conceptualization of bilingual learning environments by positioning translanguaging as both a pedagogical strategy and a philosophy of learning. Drawing on García and Wei's (2014) framework, the study reinforces the notion that translanguaging is not simply code-switching but an intentional pedagogical stance that recognizes the learner's full linguistic and cultural repertoire.

Furthermore, the qualitative research approach employed based on classroom observations, field diaries, and student questionnaires provided us with an insight into what



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translanguaging looks like in real classrooms in education. The groundedness of the research contributes to the literature by connecting theory to classroom life because it reveals the dynamic tension between language, cognition, and emotion. The findings thus call for more research on how translanguaging can influence teacher education programs, curriculum development, and institutional change in bilingual settings.

Towards Transformative Bilingual Education

Finally, this study offers a visionary portrait of bilingual education as a transformational space. The knowledge developed herein invites teachers, policymakers, and researchers to reconceptualize language learning as a socially situated practice that must be responsive to students' needs and identities. Translanguaging pedagogy, as exemplified in this project, offers educators concrete tools to manage linguistic diversity and resource constraints while designing inclusive, participatory learning spaces.

In taking up translanguaging, bilingual education moves beyond linguistic proficiency toward the creation of critical, reflective, and empowered learners. The project's findings are thus a foundation for the creation of bilingual learning environments where language is no longer a wall but a bridge bridging students to knowledge, to one another, and to their communities. In this manner, this work participates in the vision of bilingualism as a means for achieving educational justice and integral human development.



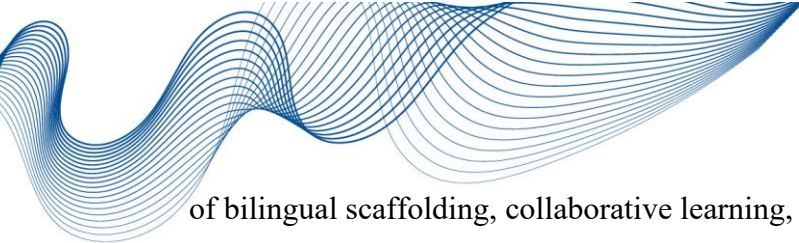
Conclusions



The findings of this study indicate that pedagogy of translanguaging has the power to transform the teaching of the English language in rural areas by deconstructing the limitations of dominant monolingual approaches. In the process, the classroom practice of the teacher-researcher was a lens through which the bilingual complexity of learning was observed, demonstrating that successful communication and language acquisition happen when learners are able to use their entire linguistic repertoires. In contrast to language segregation structures, translanguaging was the vehicle that unites linguistic, cognitive, and emotional dimensions of learning and enables students to have substantial contact with the target language while maintaining close ties with their first language.

Considering this research, bilingual education must be fulfilled as a site of equity and inclusion, rather than as a linguistic assimilation device. The rural school setting revealed the deep interrelatedness between language, identity, and access to knowledge. Students who had for long been plagued with fear or alienation from English learning became more fully engaged when the classroom legitimized them through Spanish as a tool for learning. The teacher-researcher's actions proved that bilingual environments have the potential to thrive even in resource-poor environments if pedagogy is responsive to a student's reality and culture. This is a firm critique of monolingual ideologies that exclude non-dominant language speakers and strengthen exclusion within the education system.

Pedagogically, the study identifies that translanguaging can be a foundation for creating just and sustainable learning environments. It is not only a process of facilitating understanding but also an ideology that remakes the role of language in education. Through the implementation



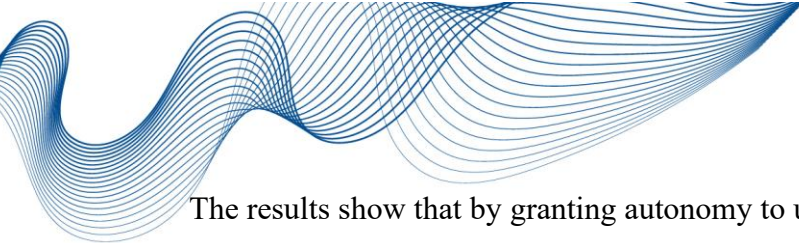
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of bilingual scaffolding, collaborative learning, and dynamic interactions, students were able to develop both linguistic and metalinguistic awareness. They became more capable of reflecting on how languages interact and of using this awareness to strengthen their English production. This process aligns with García and Wei's (2014) view of translanguaging as an agentic practice that empowers learners to construct meaning through all their linguistic resources.

Institutionally, this research calls for a reconsideration of how bilingual programs are conceptualized and evaluated. The pedagogical practices observed demonstrated that Colombian bilingualism, particularly in rural regions, cannot be measured by the acquisition of English but by the ability of students to toggle between languages to understand and express complex ideas. Schools, therefore, need to be oriented towards models that endorse local linguistic and cultural capital. The study contributes to the discourse on educational decolonization by showing how bilingualism can be reformed in a trajectory of social justice, where instruction of languages is utilized to endorse diversity rather than perpetuating hierarchies of languages.

Furthermore, the project presents contextual responsiveness as a central feature of bilingual education. The rural environment defined by poor technological resources, socio-economic hardship, and language insecurity was turned into an arena for experimentation and not limitation. The findings prove that under conditions of scarce resources, translanguaging enables the creation of rich learning prospects that connect in-school learning with out-of-school circumstances. This information testifies to the argument that bilingual education effectiveness depends less on transplanted techniques and more on pedagogic creativity and contextual suitability.

Finally, this research contributes to overall knowledge about bilingual learning environments through placing translanguaging both as a pedagogy and a transformatory stance.



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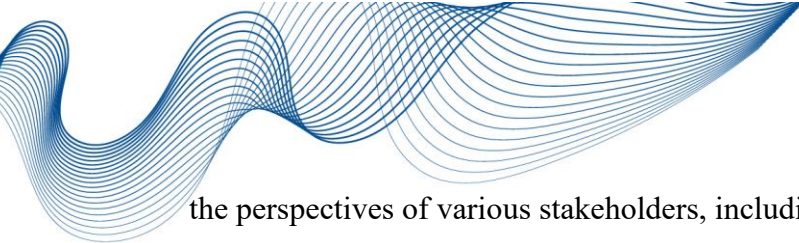
The results show that by granting autonomy to use their whole linguistic capability, learners do not just learn a language they reconfigure their relationship with knowledge and identity. The pedagogical use of translanguaging makes it possible for learners to see themselves as effective, valued members of class society. In doing so, it humanizes education, bridging the gulf between language learning and personal development.

Generally, the project reaffirms that Colombian bilingual education needs to shift towards inclusive, equitable, and context-responsive models. Translanguaging pedagogy offers a path forward for teachers to design lessons that respect language diversity while achieving communicative aims in English. It offers evidence that bilingualism is not something that only privileged learners can afford but a potential with all learners if their voices are listened to and included in the learning process. Through the subversion of traditional models and the embracing of students' plurilingual identities, this study contributes to the reconstitution of bilingual learning spaces as places of conversation, empowerment, and educational change.

Recommendations for Future Research

This study's relatively short duration was one of its limitations, which might have limited the observation of the long-term impacts of using translanguaging pedagogy in English teaching and learning in a Colombian rural setting. It is advised that future studies examine how learners' long-term language development is impacted by the implementation of sustained translanguaging practices.

The size of the study population and sample, which might be increased to improve representativeness, is another limitation. Future research on the adoption of translanguaging strategies in ESL and EFL classrooms should involve a wider range of participants and examine



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the perspectives of various stakeholders, including educators, school administrators, and the educational community at large. This approach might encourage a more comprehensive and inclusive view of translanguaging in learning environments. Finally, comparative studies between rural and urban environments are encouraged to identify how differing sociolinguistic contexts mediate the implementation and outcomes of translanguaging practices.

Future studies can contribute to a more thorough and contextually grounded knowledge of translanguaging pedagogy and its effects on bilingual education by addressing these areas.

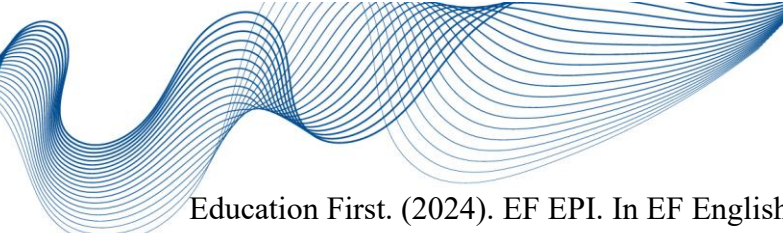


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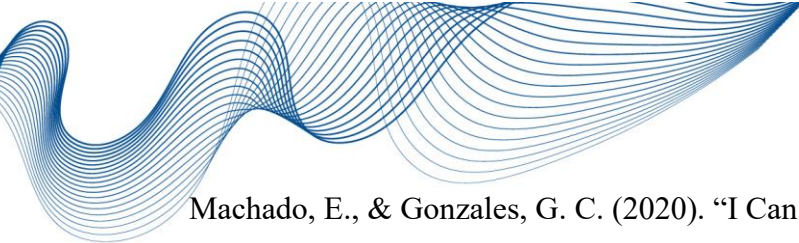
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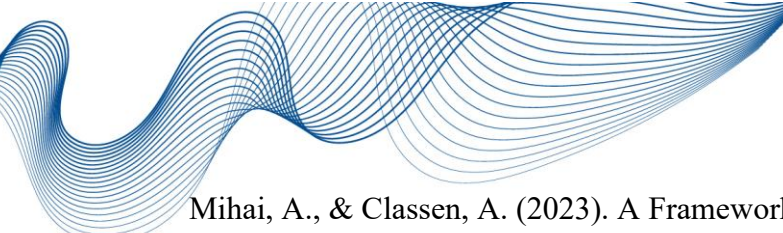
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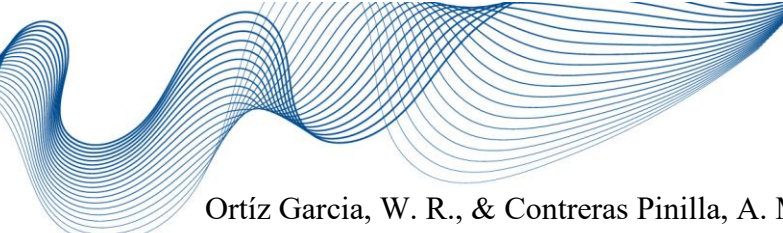
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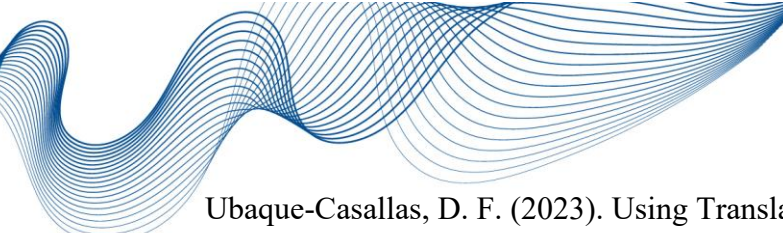
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Appendixes



Appendix A: Initial questionnaire

[Appendix A- Initial Questionnaire](#)

Appendix B: Field diaries

[Appendix B- Field Diaries](#)

Appendix C: Final Questionnaire

[Appendix C- Final Questionnaire](#)

Appendix D: Instrument validation forms

[Appendix D- Instrument Validation Forms](#)

Appendix E: Authorization letter- Las Flores school

[Appendix E- Authorization letter Las Flores school](#)



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