The effects of the Implementation of a Translingual Reading Club on the Improvement of the Reading Skills of Fourth Grade Learners from a Public School in Pereira

Luisa María Henao Lotero

Manuela Torres Bedoya

Note from authors: This project is related to the macro research project *Translingualand: Oportunidades y desafíos de un ecosistema de ambientes translingües de formación complementaria para el sector educativo público, a nivel de básica primaria*, directed by the coordinator of the research seedbed PLUS and main investigator Sandro Echeverry Palacio.

For future reference, please contact: sandro.echeverry@utp.edu.co

Licenciatura en Bilingüismo con Énfasis en Inglés

Facultad de Bellas Artes y Humanidades

Universidad Tecnológica de Pereira

2022

The effects of the Implementation of a Translingual Reading Club on the Improvement of the Reading Skills of Fourth Grade Learners from a Public School in Pereira

Luisa María Henao Lotero
Luisamaria.henao@utp.edu.co
Manuela Torres Bedoya
manuela.torres1@utp.edu.co

Director: Mg. Sandro Alfonso Echeverry Palacio
Sandro.echeverry@utp.edu.co

This thesis is presented as a requirement for the degree of Licenciado en Bilingüismo con

Enfásis en Inglés

Universidad Tecnológica de Pereira

Facultad de Bellas Artes y Humanidades

Licenciatura en Bilingüismo con énfasis en Inglés.

2022

Abstract

The present qualitative study aims to describe how translanguaging influences the development of English and Spanish reading comprehension skills of participants in an extracurricular setting. It was based on a heteroglossic and dynamic bilingual education model and established its theoretical foundations on authors such as Douglas, 2001; García, 2009; and Grabe, 2010. The implementation of this project was conducted with 11 fourth-grade students of a public educational institution in Risaralda, Colombia, for 14 hours in a period of 7 weeks. The data were collected through observation, field diaries and surveys, which were analyzed using Taguette software. It was concluded that the project promoted the development of reading comprehension skills in English, contributed to the recognition and appropriation of new lexical items in English, and made use of translanguaging to enhance English production.

Key concepts: translanguaging, bilingual education, reading.

Resumen

El presente estudio cualitativo pretende describir cómo el translanguaging influye en el desarrollo de las habilidades de comprensión lectora en inglés y español de los participantes en un entorno extracurricular. Se basó en un modelo de educación bilingüe heterogéneo y dinámico, y estableció sus bases teóricas en autores como Douglas, 2001; García, 2009; y Grabe, 2010. La implementación de este proyecto se llevó a cabo con 11 estudiantes de cuarto grado de una institución educativa pública de Risaralda, Colombia, durante 14 horas en un período de 7 semanas. Los datos se recolectaron a través de la observación, diarios de campo y encuestas, los cuales se analizaron con el software Taguette. Se concluyó que el proyecto promovió el desarrollo de las habilidades de comprensión lectora en inglés, contribuyó al reconocimiento y la apropiación de nuevos elementos léxicos en inglés e hizo uso del translanguaging para mejorar la producción en inglés.

Palabras clave: translanguaging, educación bilingüe, lectura.

Acknowledgments

We would like to express our special thanks and gratitude to the research seedbed PLUS, especially, to its director professor Sandro Echeverry Palacio. He continuously supported us with his advice and guided the completion of this project. Secondly, we would like to express our deep sense of gratitude to the directives of the Kennedy educational institution for enabling their spaces to conduct the reading workshops as well as to the parents of the participants for their commitment and interest.

We also sincerely thank our families and loved ones for their unconditional support and encouragement throughout this process and life. Without them, it would not have been possible to achieve one of our greatest goals.

Last but not the least, we are giving a special thanks to Daniela Aguirre Loaiza for contributing significantly to the development of this project.

Content

Index of tables

Index of figures

Statement of the Problem

The term translanguaging emerged through the questioning of monolingual practices and the separation of languages in teaching. This approach conceives languages as a unified meaning-making system and highlights the coexistence and cooperation among different languages in the brains of bilingual or multilingual users. Thus, this cognitive process enables individuals to develop multicultural understanding through the use of their own linguistic repertoire, as well as to adapt to different contexts by developing task-switching capabilities. In education, this framework promotes a dynamic model of bilingual education reinforcing language skills in both the native and the target language of a community. Translingual practices also take into consideration both languages regardless of the different levels of proficiency of learners. Lasagabaster and García (2014) stated that:

> The process by which a student develops their bilingualism is dynamic due to the different proficiency levels the learner has of their two languages; thus, translanguaging is applicable at any stage of bilingualism — it does not only serve for students who attain balanced bilingualism (p. 559).

Despite the benefits provided by bilingualism, historically the regulation and implementation of bilingual education have been based on a monoglossic frame of reference, that is, the conception of languages available to the bilingual or multilingual subject as two or more independent systems, and under which the desired result was mastery of the two languages or of the dominant language according to monolingual standards (García, 2009). This ideology implies power relations between the dominant and the minority language since it promotes the idea that exclusive and prolonged exposure to the target language maximizes learning opportunities, leaving aside the potential of the pre-existing linguistic and sociocultural repertoire.

Colombia has not been exempted from this monoglossic ideology for the design of bilingual education. According to García and Torres (2009) "bilingualism in the 21st century must reflect a language competence that shifts and bounces, that is not linear but dynamic" (p. 189). These traditional individual models of second language acquisition have not considered several factors that show the importance of using an additional language. As a result, the level of English in Colombia in some cases is below average, so it was necessary to include an A- level in the SABER 11th tests to be able to locate the results that students regularly obtain in these state tests. For example, the measurement of the English results of the SABER 11 ° 2018 tests showed that 71% of the students of public schools in the country demonstrated a level of proficiency between levels A- and A1. These results can be seen in the following figure.

Figure 1.

Graphs of the results obtained in the SABER TESTS 11° 2018.
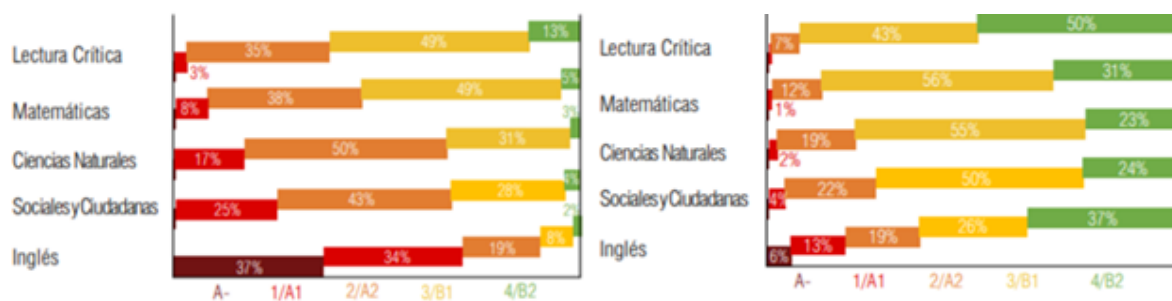
Note: The results are separated by academic calendar criteria (right calendar A; left calendar B). Retrieved from Informe Nacional de Resultados del Examen Saber 11° 2018, by Instituto Colombiano para la Evaluación de la Educación, 2018, Icfes (https://www.icfes.gov.co/).

The results presented in the figure also demonstrate that there are significant deficiencies regarding critical reading among learners from the public sector. In addition to proving the

inequality between the learning outcomes of public and private schools in Colombia, these statistics are also consistent with those presented by the Organización para la Cooperación y el Desarrollo Económicos. This organization illustrated that Colombia obtained a score lower than the average in reading (412 points out of 600 possible) in the PISA 2018 tests, decreasing performance compared to the participation of 2006.

Appreciating these problems leads to the need to propose and explore alternative spaces in which it is possible to include both the improvement of reading comprehension in L1 and the acquisition of skills in L2. For this purpose, it is essential to address bilingual education from a heteroglossic approach in which emergent bilingualism is seen as a resource for creating meaning. In addition to continuing efforts to prepare students to become independent and self-regulating readers with a set of cognitive and metacognitive strategies at their disposal, researchers have pointed to the importance of recognizing students' diverse and ever-changing lived realities and identities (Jiménez, 2001).

Several strategies have been proposed to reinforce reading comprehension such as modeling, close reading, and visualization, among others. However, most of these strategies are not focused on the use of a translingual approach as it was expressed by Kiernan, Meier, and Wang (2017) "while these theories are not seated in translingualism, we argue that at the center of these moves must also be a recognition of students' languages and cultures as funds of knowledge and their linguistic and cultural in-betweenness" (p. 4). On the other hand, the amount of research on the use of translanguaging in elementary schools provides limited information about how translingual reading as an extracurricular activity influences the learning process of the second language and the development of participants' cognitive skills. Therefore, the purpose of this study is to identify the effects of the implementation of a translingual reading

club as an educational strategy for improving reading comprehension in an extracurricular environment.

A reading club is a voluntary extracurricular activity where the participants read different literary genres, do practical activities, and share their reflections about the readings assigned. The literary genres vary according to the ages and interests of the readers and the activities serve various purposes such as improving reading comprehension, promoting the reading habit and leading to positive results in reading literacy. For this reason, this project intended to implement these activities under a translingual approach to contribute to the solution of the deficiencies Colombian students have regarding reading comprehension and second language skills.

The translingual reading club consisted of fourth-grade English language proficiency level A1 students from a public school in Pereira. This project was focused on promoting the development of reading comprehension skills in English and Spanish. In addition, it executed the translingual practices previously mentioned by using the participants' first language for scaffolding the implicit acquisition of second language reading skills. Moreover, the club was centered on the creation of a bilingual atmosphere among the participants using bilingual books in which their first language eased the tasks and reading exercises in the target language. As a result, all the aspects mentioned above were the foundation of the research question on which the present project was based.

Research question and objectives

Research question

How does the implementation of a translingual reading club in primary school learners intervene in the development of reading comprehension skills in both English and Spanish?

General objective

Describe the way in which the implementation of a translingual reading club intervenes in the development of reading comprehension skills in both English and Spanish in primary school learners.

Specific Objectives

Compare the initial and final reading comprehension skills in English and Spanish of the participants of the project.

Determine how the translingual reading club contributes to the communicative repertoire of the participants.

Identify the opportunities of using translanguaging in a reading club for primary school students.

<div align="center">

Theoretical framework

</div>

Conceptual Framework

In this chapter, the constructs that comprise the present study and the differen[1]t aspects that shaped them will be defined. The first concept that will be approached is reading and its definition, approaches, proficiency levels and strategies. The second term to be defined is the communicative dimension and the role of reading in its development. The third notion is bilingual education which covers its definition, its origins, and its role in teaching. The fourth idea is related to the L1 functionality in emergent bilinguals. The fifth construct that will be addressed is the definition of translanguaging, its origins and its contribution to bilingual education. The definition of those constructs will be presented at this point forward.

---

[1] Algunos segmentos del conceptual framework fueron construidos colaborativamente otros integrantes del semillero PLUS de la Universidad Tecnológica de Pereira.

Reading: Different Perspectives

Reading is much more than decoding words in a particular text, it is a process of production of meanings in which the characteristics of the text and the active participation of the reader intervene. This perceptual activity requires students to develop a reading awareness that allows them to understand that reading is not a superficial but a learning process. In this way, reading implies understanding what is read and thus being able to acquire knowledge. There have been several attempts to define this complex process, but the basic concept of reading is perhaps well outlined by the definition offered by Nunan (2003), "Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning" (p. 68). Thus, reading comprehension must be approached from the cognitive vision, according to which the reader actively constructs meaning with previous knowledge schemes to improve their skills and create new ideas.

To refine the aforementioned definition, it is essential to mention the different points of view proposed by influential academics. Some authors suggest that reading comprehension is more complex than the execution of the process of identification of meanings. In this regard, Grabe (2010) states that "peer interactions over time and student-teacher interactions also have a major role to play in a developing reader's motivations, attitudes, task successes, and reading experiences" (p. 93). In this sense, the reading process cannot be understood without recognizing the social influences on the development of reading. Students develop different reading skills based on library resources, teacher training, classroom resources, teacher practices and preferences, and teachers' interest in books and student learning.

The concept of Intensive Reading vs Extensive Reading

Within education, there are two approaches to teaching reading skills: intensive and extensive reading. In the educational field, intensive reading refers to the search for specific data within a text with an academic nature since it is intended to achieve a deeper understanding of what is being read. From the need to provide a more precise inquiry about this term, Nunan (2003) claims that "Intensive reading involves a short reading passage followed by textbook activities to develop comprehension and/or a particular reading skill" (p. 71). However, using this approach may mean limited exposure to the foreign language and "it is likely that students build negative attitudes toward target-language reading because of constant exposure to linguistically challenging texts, which are not interesting to students" (Suk, 2017, p. 74).

Extensive reading is the most suitable way for teachers to immerse learners in reading skills improvement since it involves reading large amounts of easy text that learners enjoy, and not readings imposed by the teachers. Grabe and Stoller (2011) defined this concept as an approach "in which learners read large quantities of material that are within their linguistic competence" (p. 286). On the other hand, Bamford and Day (2004) stated that "extensive reading entails learners reading as much as possible, for pleasure or information rather than learning particular language features, and is usually self-selected" (pp. 7-8). These two clarifications coincide in that this type of reading helps to strengthen the learner's reading skills because the habit of reading in English is promoted. Moreover, studies of extensive reading have identified positive impacts of extensive reading on L2 reading abilities and vocabulary (Suk, 2017).

Levels of Reading Comprehension

The reading skill is divided into three levels of comprehension such as literal, inferential, and critical. As it is stated by Suhadi (2016), the literal level of reading

comprehension is known as the foundation for advanced reading. This basic stage of reading comprehension is based on the search for information that is expressly mentioned in the text. The questions at this level rely on what the author said and begin with what, where, when and who. Sari (2016) mentioned that

> The abilities which refer to the literal level are knowledge of word meanings, recalling of ideas directly stated or paraphrased in own word, understanding of grammatical clue-subject, verb, pronoun, conjunction and so forth, recalling of main idea explicitly stated, knowledge of sequence of information presented in the text.

The inferential level of reading comprehension refers to the conclusions the reader makes of the text. As it is mentioned by Arguello (2017) it requires a higher level of reading comprehension since it is no longer about knowing what the words seem to say, but of apprehending the various contents and their relationships that the author has intended to convey to us. At this level, the reader relates the text with personal experiences and previous knowledge. This implies a deep understanding of the ideas and reading between the lines. According to Suhadi (2016), "Interpretive comprehension also includes detecting the mood of a passage and the author's purpose in writing it, drawing conclusions, and interpreting figurative language" (p.25).

Finally, the critical level of reading comprehension is defined as the ability of the reader to interpret and evaluate the ideas presented in the text. As it is stated by Romo (2019), critical reading is closely related to critical thinking and thinking skills such as clarity, accuracy, relevance, depth, and logical breadth. Some of the requirements at this level for the reader are to determine the purpose of the writer, to relate the context of the reading with their own background and to verify the accuracy of the information presented. In addition, the reader

makes use of their evaluative skills to draw judgments and conclusions about what is proposed by the author.

Skimming vs Scanning Techniques

Skimming is defined by Maxwell (1969) cited in Aritonang, Lasmana, Kurnia (2019) "as getting the main idea or gist of a selection quickly in a written text where the student develops powers of inference through systematic practice which encourages them to anticipate a text" (p. 103). In other words, skimming is a reading technique used to search for specific details or the main idea within a large amount of text in a limited time range, therefore, "skimming is done at a speed three to four times faster than normal reading" (Liao, 2011. p. 2). The implementation of this technique in the translingual reading club positively impacts the participants' learning since it develops critical thinking and improves reading comprehension.

On the other hand, the scanning process requires a more demanding and detailed reading. Yusuf et al. (2017) provide a general definition of this strategy and conclude that "in this technique, the readers look for specific information within a text such as dates, names, and places, among others" (p. 47). For students, this method is significantly effective when they already have a question in mind or know what data they are looking for in a text, ignoring the rest of the information. Although part of the information is omitted, it does not prevent it from being instructed and implemented in an educational environment. Gonzalez (2017) proposes that "scanning reading comprehension strategy needs to be explicitly instructed, implemented and practiced by the teacher so students are well trained to face its application for the benefit of their comprehension" (p 36). Finally, taking into consideration the purposes of the present project, this strategy can be considered advantageous for improving the reading comprehension of the participants of a translingual reading club, a term that will be defined hereinafter.

Integral Development

Integral development guarantees students their right to education by recognizing the capabilities and empowering the abilities of students who are active protagonists in their educational process. This term is defined by the Asociación de Colegios Jesuitas de Colombia (2003) as an educational style that aims not only to instruct students with the specific knowledge of the sciences but also to offer them the necessary elements to grow as individuals seeking to develop all their characteristics, conditions, and potentialities. Education sets as one of its goals the full integral development of people. This premise is fundamental and challenging since to achieve it, the development of children and adolescents must be understood in an integral way. According to La Política de Infancia y Adolescencia (2018), integral development is based on a holistic understanding of the human being, which as a transformation process is complex, systemic, sustainable, and inclusive. From this point of view, it is essential to clarify the dimensions that are developed in the educational field to help guarantee comprehensive development and the realization of complete educational itineraries. ACODESI (2003) defines eight dimensions as the essential aspects that allow every individual to develop their potential: the communicative, cognitive, affective, aesthetic, corporal, ethical, spiritual, and socio-political dimensions. Considering previous terms, the present project focuses mainly on stimulating the development of the communicative dimension in its participants through the reading and analysis of bilingual texts.

Communicative Dimension

To understand the development and improvement of human abilities, it is necessary to clarify the concept of the communicative dimension and its contribution to the educational field. As stated by Ocampo et al. (2011) the communicative dimension is known as the set of

potentialities of the human being that allows them to find the meaning of themselves, and represent themselves through language, to interact with others. Therefore, from the communicative dimension, the other dimensions of the individuals are derived. This aspect influences significantly different factors of society such as emotional relationships, the recognition of emotions, individual needs, and the improvement of critical thinking. Concluding that the innate capacity for the development of communicative ability in students enables in them the creation of complex structures that facilitate the cognitive use of language, thus allowing an appropriate learning process.

Participating in a translingual reading club contributes to the communicative dimension of the students in several aspects. Firstly, its translingual approach deals with the formation of communicative skills in both the mother tongue and the foreign language of learners. Secondly, reading helps in developing this dimension because it focuses on cultivating and encouraging students to use their entire lexicon for the construction of meanings and a deeper understanding of texts. Finally, in as much as the translingual reading club is also a collective environment, students can reinforce their ability to interact with their peers and simultaneously express their opinions on the readings and stories.

Bilingual Education

The bilingual education framework within which a language training program is designed and implemented, and the conception of bilingualism with which it works, contains certain parameters that differentiate it from a monoglossic approach. This monolingual ideology focuses on the learning of another language, but not on the development of an emergent bilingual. Thus, García and Kleifgen (2010) define this type of bilingualism as the process by which a person is functional in his or her first language (L1) while developing a second language (L2). However, it

is important to emphasize that bilingual education should not ignore the students' level of proficiency in their L1, thus, both languages should be developed equally. Along the same lines, Corbeta et al. (2018) affirm that "the expression 'bilingual education', then, refers to the role that different languages play in the teaching-learning process: language as an object of study and language as a means of communication and knowledge construction" (p. 23).

Additionally, Obando (2005) as cited in Arias (2017), establishes a series of characteristics that a bilingual education program should have such as the continuous development of the mother tongue, the development of a second language and the teaching of content areas in both languages. However, the most relevant characteristic in the classroom continues to be the learners; thus, their role will be defined in the following paragraphs.

Emergent Bilinguals

Considering the interest of this study and the above considerations regarding the characteristics of bilingual education, the aim was to create a learning scenario, where those involved are considered to have the potential to be bilingual, and their bilingualism is recognized as a cognitive, social, and educational resource. Therefore, instructors do not focus on remedying limitations in L2, but rather on strengthening what students have developed in their native language and the cultural practices derived from it. (Garcia y Kleifgen, 2010). In Addition, the authors highlight the importance of taking a different conception from the monolingual ideologies in the second language learning process. Considering the previous statement, the participants of this project were considered Emergent Bilinguals and their bilingualism was used to enhance their learning process in L1 and L2.

Communicative Repertoire

As previously established, traditional education has approached bilingual education considering the parameters of a "Separate Underlying Proficiency" model, arguing that the minds of bilingual people hold two distinct language systems that corresponded to nationally recognized, standardized, and named languages (García & Vogel, 2017). The problems traditionally attributed to the phenomenon of bilingualism are a consequence of the way in which this phenomenon has been taken within society. These misunderstandings promoted ideas such as "bilingual cerebral limitation" or the storage of more than one language affected the production of the other. These perspectives led to the development of linguistic competence in bilingual programs only considering the parameters of the designated languages, such as French, English, and German, among others, and not the wide variety of resources that people have when communicating. Different from a translingual approach in which it is essential to recognize the multimodal nature of communication present in all educational contexts.

Delving into the foundations of the present project, which is the theory of translanguaging, it is considered that there is no division between languages within the bilingual brain but rather a relationship that is part of the same meaning-making system. According to García and Vogel (2017), this pedagogy allows the simultaneous development of the two languages during bilingual instruction because instead of dividing them hierarchically, it considers them in horizontal continua as part of the linguistic repertoire of individuals. In addition, maintain that the linguistic repertoire goes beyond a named language, but rather a set of bilingual characteristics that can be used in different situations.

Task-based instruction

Task-based instruction refers to a language teaching method with similar theoretical origins to Communicative Language Teaching. As stated by Douglas (2001) this method considers language learning as a set of communicative tasks and puts them at the center of its methodological approach. In addition, in this type of instruction learners are involved in activities such as solving problems, making decisions, and completing projects with a communicative purpose. The tasks for language teaching are divided into two types, Firstly, the real-world tasks are defined as the ability of students to apply their knowledge of the language learned in the classroom to situations in their daily life based on the challenges they face in the real-world. Different from pedagogical tasks that are focused on a specific procedure with a goal set and appropriate content for language learning in the classroom. In other words, as claimed by Nunan (2004) "target tasks, as the name implies, refer to uses of language in the world beyond the classroom; pedagogical tasks are those that occur in the classroom" (p. 1).

Translanguaging

Originally the term translanguaging was coined by the educator Williams in 1980 under the name of *trawsieithu*. This pedagogical practice arose to clarify the dispute between English and Welsh as prestigious languages, which would later generate a change in the perception of both languages (Lewis et al., 2012). In this sense, the implementation of this term in a bilingual school and social environments, allowed the interaction and complementation of both languages, providing benefits at a cognitive and social level (Lewis et al., 2012). Translanguaging is a pedagogical practice that seeks to promote bilingual competence. There are great exponents to take into account for the definition of this concept, which provided different perspectives regarding the effect and popular conception of the term.

On the other hand, it is important to discern between translanguaging and code-switching. Translanguaging is a practice used in bilingual contexts to potentiate communication using the whole linguistic repertoire which is composed of various linguistic codes (Garcia, 2009). This concept is presented strategically and systematically, in which each language is interdependent, while code-switching is a communicative strategy, in which the use of two or more languages in a statement takes turns (Martinez et al., 2017).

In education, translanguaging is seen as an emerging concept that consciously seeks to alternate the input and output knowledge of the language, since the activation of both languages results in deep learning. Similarly, this practice is a solid version of bilingual education that emphasizes the nature of how a bilingual individual thinks, understands and achieves (Lewis et al., 2012). In the same way, Arias (2017) observes translanguaging as the process in which students participate to take advantage of their data source (English - Spanish) to generate meanings in their mental structures. As a result, the implementation of translanguaging in curricula has allowed classrooms to become flexible and safe spaces, eradicating the anxiety generated in the speaker maintaining the dominant language (García and Otheguy, 2020).

For what purpose is translanguaging used in education? Garcia (2017) mentioned five purposes for the usage of this pedagogical practice. The first is based on motivation as a support for learning that allows the understanding of the content presented in class. The second one focuses on the development of critical awareness in the linguistic and sociolinguistic fields through the specialized use of both languages. The third purpose establishes the creation of a bilingual identity in the learners, which is related to the fourth aim based on communication as a means for the development of social interaction. The last intention promotes empowerment since learners are exposed to the use of their mother tongue in contexts that are considered the

minority. Consequently, the use of translanguaging in planning allows considering the needs of students (Garcia, 2017) based on this, activities are promoted such as the design of tasks and activities that make use of and require students to consult sources in different languages (Poza, 2016).

Translanguaging as a Strategy for Reading

The implementation of translingual methodologies enables students to access and use their linguistic repertoires to make a direct connection with the meanings of the target language. As mentioned by Namrullah and Nasrullah (2020) "As a strategy, translanguaging in reading allows every student to read any book in multiple languages to build student understanding." (p. 972). In the area of reading comprehension, learners also develop their reading skills by analyzing the context and using the elements of reading in their mother tongue as a bridge to understanding aspects of the text in the foreign language. These positive influences are also reflected in the classroom when social interaction between students, the approach to new hobbies and educational motivation are promoted. In addition, the implementation of topics of interest allows the development of more dynamic and interactive classes.

Literature Review

The effects of a translingual reading club as an extracurricular strategy are a topic that has not been widely explored by other authors in the educational field. However, some studies in other areas have demonstrated the benefits of translanguaging in bilingual education. For the development of the present project, it was essential to evaluate those studies and expose their contributions to this research. Firstly, the project "*Translanguaging in a reading class*" by Vaish and Subhan (2015) contributed mainly to the advantages of the use of a translingual approach in the classroom. Secondly, the study "*Translanguaging and*

Responsive Assessment Adaptations: Emergent Bilingual Readers through the Lens of Possibility" by Azcensi (2018) supported the basis of the present project by demonstrating that the translingual approach benefits not only the learners' outcomes but also their development as readers. Thirdly, the article *Becoming bilingual in the EFL classroom* by Moore (2018) explores the reaction of students when implementing activities that require the use of another language and evaluates the idea of bilingualism through interactive writing.

The research project "*Translanguaging in a reading class*" conducted in Singapore by Vaish and Subhan (2015) aims to explore the pedagogy and interaction of the implementation of translanguaging in low-achieving students. The scenario of the study was a public school and its course "LSP" (Learning Support Program), whose participants are a Malaysian teacher with more than ten years of experience and eight students from different ethnicities. In addition, the collection of data included observation, transcription, rating of talk time between student and teacher, counting words used in L1, counting changes from English to Malay, and assigning functions to switches in the procedures and a database with a four-hour video. The analysis of the data demonstrated that the inclusion of the use of the L1 to explain grammar and enhance comprehension increases the use of the target language of the learners in the classroom.

The research project *Becoming bilingual in the EFL classroom* by Moore (2017) described the processes, practices, results, and reactions resulting from the implementation of translanguaging in an EFL classroom. The basic third-year course with an emphasis on translation/interpretation (BVI) comprised 96 local and some foreign learners. The researcher developed activities in both languages and explored the transfer issue and how to take advantage of this phenomenon. For collecting the data, they used three letters written in

a colloquial style, a reading aloud activity using short texts written by immigrants, a collaborative writing activity where the students reviewed the movie *Historias Salvajes* and translated fragments of texts with false cognates. The results showed that the students gave more explicit answers when they changed their linguistic code. In addition, most students stated that the things that the teacher explains in Spanish are easier to remember and his method is more exciting and realistic.

The study "*Translanguaging and Responsive Assessment Adaptations: Emergent Bilingual Readers through the Lens of Possibility*" by Azcensi (2018) took place in two public schools in New York. The researcher explored the classes of three elementary teachers from different public schools, and their students, who were emergent bilinguals, were in the early childhood grades. The data was collected through photographs of documentation sheets, field notes, observation notes, transcripts of interview notes, and a reflective memorandum on the formative reading assessment. As a result of the analysis of data, it was demonstrated that by encouraging students to use their entire linguistic repertoire in reading assessments, teachers can learn more about what their emergent bilinguals can do and their strengths and weaknesses regarding their target language.

In the first and the second study, the authors proved that the use of a translingual approach in the classroom is advantageous and encourages the use of the target language in learners, as well as the third study demonstrated that through *responsive adaptations* including translanguaging, teachers were able to construct a more accurate profile of students' reading development. In this sense, the first article provides an answer to the questions and objectives raised in the project by developing an idea of how a teacher should develop academic content through the simultaneous use of two languages to promote

communicative interaction between teachers and students. The second article complements

the methodology processes of this study as it provides ideas about how to develop

extracurricular activities that motivate students to use the target language. Finally, the

provision of feedback and assessment procedures used in the third study contribute to the

evaluation and analysis of the learners' outcomes during the implementation of the

translingual reading club.

Methodology

In this chapter, some relevant aspects are presented within the methodology such as

research type and design, context, participants, data collection, resources, researcher's roles, and

data analysis. In this first part, a deep description of the type of research and study project is

included, which is supported by a theoretical source. Secondly, the context involves the place in

which the translingual reading club was developed, and the participants to whom the research

was conducted. Other important aspects are the necessary methods, instruments and resources to

collect data during the implementation of the translingual reading club. In addition, this section

comprises the role of each member who are two bachelor's degree students in bilingualism

whose function was to implement the translingual reading club and guide the participants of this

project in each of the activities. Finally, the process of analyzing the data obtained will also be

described in an anecdotal and detailed manner.

Type of study

The execution of an investigation depends on the approach used to develop solid

knowledge in different scientific areas. Due to the deductive nature of this project, it is necessary

to determine that the general structure of a qualitative design is the most appropriate to describe

the procedures and analyze the results of this project. A qualitative study seeks to obtain data on

people, living beings, communities, contexts, or situations in depth; in their own forms of expression of each of them (Hernández et al., 2010). The educational proposal of this project was to implement a translingual environment in a public school in Pereira where it was expected to promote reading skills. In this way, the communicative production and interaction in English and Spanish made by the students were observed, noted, and recorded with the purpose of giving them meaning.

Descriptive

It was considered appropriate to follow a descriptive approach, given that it conforms to the claims set forth in the research question, and to the nature of the phenomenon that was proposed to analyze. A descriptive study is characterized by the interpretation of the data collected to describe phenomena, situations, contexts and events; that is, to detail how they are and are manifested (Hernández, et al. 2010). The use of data collected through structured observation, whether positive or negative, demonstrated the attitudes and behaviors of the participants that ultimately reflect the quality of the planning.

Context

This section is intended to describe the general aspects of the context in which the present study took place. The campus was of official status, attached to the Secretaría de Educacion Municipal and liable to the development center of education number seven of the entity. As a state institution, it complied with the guidelines that indicate the implementation of the academic calendar A. In Colombia, the Ministerio de Educación Nacional established two types of school calendars both compliant with the same number of hours. Calendar "A" which begins academic activities in February and culminates in November, and calendar "B" which begins in September and ends in June.

The educational institution was a mixed-gender school and its coverage included kindergarten, preschool, basic primary, basic secondary and vocational media; in the daytime (morning and afternoon), night and Saturday. Its student population was estimated at 1,900 students, mainly inhabitants of surrounding sectors, whose socioeconomic level oscillated between strata 1, 2, and 3. Along the same lines, it worked together with the Servicio Nacional de Aprendizaje (SENA) to strengthen and encourage the vocational guidance of students in the last stage of secondary education.

English Language Training

The teaching personnel of the aforementioned institution was composed of 56 teachers, of which five (5) had professional training in the teaching of other languages and were in charge of designing and implementing the area plan. This document encompassed the provisions dictated by the Ministerio de Educación Nacional (2016), and links them with the specificities and institutional needs, in particular, hourly intensity, number of students per group, resources and interests of the students.

The institution tended to develop and strengthen communicative competence in English from elementary school having as theoretical support the guidelines of the Common European Framework of Reference for Languages (CEFRL). To achieve this, teachers proposed as methodological strategies the use of conversations, presentations, and music as an enriching playful component of the process. Additionally, it established the importance of adjusting to the national context by giving priority to the preparation of students for the Icfes Saber Pro tests by promoting both literal and inferential reading. Concurrently with the regular teaching activity, the educational institution was benefitting from the pedagogical practices of the Licenciatura en Bilingüismo con Énfasis en Inglés (LBEI) program of the Universidad Tecnológica de Pereira in

which the pre-service teachers were in charge of the implementation of English classes in primary grades.

The reading competence

In relation to reading competence, the school launched a literacy project in 2015. The main objective was to promote the development of communication skills in reading and writing, by improving reading comprehension and textual production of preschool, elementary and middle school students (García, et al. 2015). For the planning of this institutional project the Plan Nacional de Lectura y Escritura del Ministerio de Educación Nacional (Ministerio de Educación Nacional), Plan Nacional de Lectura y Escritura del Ministerio de Cultura (Ministerio de Cultura), and the Todos A Aprender program (PTA) were used as reference.

Participants

The target population was composed of students in the fourth (4th) grade of elementary school. The total number of learners was 11 participants between the age range of 9 to 12.

The development of the workshops was in charge of two pre-service teachers from the Licenciatura en Bilingüismo con Énfasis en Inglés program from the Universidad Tecnológica de Pereira. The instructors were at the age range of 20 and made part of the research seedbed Plus.

Instructional Design

The translingual reading club, proposed in the present project, based its development on a heteroglossic and dynamic theoretical framework of bilingual education. This theoretical framework "allows the simultaneous co-existence of different languages in communication, accepts translanguaging, and supports the development of multiple linguistic identities to keep a linguistic ecology for efficiency, equity and integration, and responding to both local and global contexts" (Claver et. al, 1999 as cited in Garcia, 2009, p. 119). Based on this, the translingual

reading club was expected to improve reading comprehension and promote the acquisition of reading skills in English.

The reading workshops were planned and conducted based on the elements proposed for task-based instruction. Along these lines, the activities for this translingual reading club comprised a set of pedagogical tasks that involved learners in the use of English and Spanish for their completion. In addition, this proposal was conducted based on Nunan (2004) when he stated that a pedagogical task is an activity that takes place in the classroom with the purpose of integrating students into the understanding and production of the additional language by focusing on meaning transmission.

For the implementation of effective strategies, Douglas (2001) proposes a series of stages in chronological order to develop reading skills such as pre-reading, while-reading and post-reading. Following the same idea, the sessions were divided into three phases for each bilingual story with the intention of guaranteeing an enjoyable reading comprehension process and effective interaction with the English language. In the pre-task, the instructors provided the members of the club with vocabulary activities to introduce the topic of reading so that the students obtained prior knowledge of it. In the during-task, the participants of the research project developed the reading of the bilingual stories and finally, in the post-task, communication skills were promoted through conversation spaces and educational products were developed.

Data collection techniques and instruments

Data were collected in each of the seven sessions which took place two hours once a week. Several techniques are used to collect the necessary data in the qualitative approach, but first, it is important to define what it implies. Stages are actions that are carried out to achieve the research objectives and answer the study questions; these are actions that are juxtaposed and

iterative or recurrent (Hernández et al., 2010). This wide range of techniques, in particular, observation through videos and audios, field diaries, notes taking, surveys and learners' outcomes were used to compile data from the translingual reading club.

Qualitative observation is not mere contemplation, sitting and looking at the world and taking notes; it involves delving into social situations in depth and maintaining an active role, as well as permanent reflection (Hernández et al., 2010). The observation purpose of this project was to explore the social environment and context, to identify the challenges that participants faced with the English language and reading; and finally, to analyze the effects that arose during the development of the translingual reading club. In addition, as Mackey & Glass (2005) claim that "it is common not only to use field or observation notes and/or a coding scheme but also to triangulate or supplement this method with a mechanical means of recording the lesson, such as audio or video recording" (p. 46). For this reason, audiovisual material (videos and audios) was revised to collect the results of classroom activities and capture the exact time of the session.

Another instrument to consider was the execution of field diaries or notes since "this form of data collection can thus yield insights into the language learning process that may be inaccessible from the researcher's perspective alone" (Mackey & Glass, 2005, p. 178). Therefore, this tool allowed researchers to keep a detailed written follow-up of language learning experiences without limitations, and even to record the progress of the participants in the classroom. Finally, the researchers analyzed the participants' outcomes to collect data.

The survey as a data collection method was implemented within the research project through four tests focused on measuring the reading comprehension skills of learners in English and Spanish. According to Kabir (2016) "surveys provide a means of measuring a population's characteristics, self-reported and observed behavior, awareness of programs, attitudes, or

opinions, and needs. Repeating surveys at regular intervals can assist in the measurement of changes over time" (p. 244). Those tests were taken from online teacher resource pages and were implemented at the early and final stages of the reading club to compare the initial and final reading comprehension skills of participants in both languages. In addition, this tool contributed significantly to the data collection since it allowed the researchers to identify the needs of the target population and their familiarity with the English language. Ultimately, since the participants of the translingual reading club were students of the fourth grade, the surveys were developed on paper to facilitate the process.

Researchers' role

The present project is part of a macro-project of the research seedbed Plus conducted by the lead researcher Sandro Echeverry Palacio. In support of the study, two co-researchers were actively involved in the planning and implementation of the translingual reading club. As it is stated by Hernández et.al (2010), in active participation the researchers take part in most activities; however, they do not completely blend in with the participants, they remain first and foremost an observer. In this sense, the function of the co-principal investigators intended to analyze the data contributed by the participants, evaluate the methodologies implemented and formulate conclusions.

Resources

The resources that were used during the implementation of the translingual reading club varied between physical spaces and didactic materials. In the first place, the physical space in which the sessions took place was wide and quiet, with good light and comfort so that participants could feel placid since reading is an activity that requires concentration and fun. Chairs were also needed to make the participants feel comfortable and to make the learning

process more enjoyable. Secondly, the in-service teachers used bilingual stories, digital boards, cardboard, colors, markers, pencils, erasers, photocopies, and field diaries. Third, technological devices such as cell phones with cameras, speakers, a television, and computers were used.

Data analysis

As mentioned above, the nature of the current project required following a qualitative design for the analysis of the data collected. For qualitative types of study, Hernandez et al. (2014) state that it begins with the structuring of data, through data organization and transcription of material, requiring an analysis log to document the process. Furthermore, the authors established that the central purposes of this type of analysis include exploring the data, imposing a structure on them (organizing them into units and themes), describing the experiences of the participants according to their optics, language, and expressions; and discovering the concepts, categories, themes and patterns present in the data, as well as their links, in order to make sense of them, interpret them and explain them in terms of the statement of the problem.

Additionally, the data analysis of this research was developed following the parameters and stages of a thematic analysis method. This analytical process is defined by Braun and Clarke (2006) as "a method for identifying, analyzing and reporting patterns (themes) within data" (p.79). It is a system for describing data, but it also involves interpretation in selecting codes and constructing themes.

The process for analyzing the data collected from the implementation of this project was developed following the steps outlined by Braun and Clarke (2006) in which it is proposed to begin with familiarizing oneself with the data, followed by generating the initial codes, searching for the themes, reviewing the themes, defining, and naming the themes, and finally preparing the report (p.87).

Prior to familiarization with the data, it was necessary to transcribe the videos and audios, in addition to scanning the learners' outcomes and interpreting the information provided by the photos taken. For this initial step, the suggestions provided by Hernandez et al. (2014) recommended that the video transcriptions should include paralinguistic elements such as grimaces and interjections, besides the inclusion of pauses or silences; meaningful expressions (crying, laughing, banging on the table); environmental sounds (cell phone rang; door slammed); inferred facts (someone came in); when not heard (inaudible), etc. (p.424). Thereafter, the data was organized chronologically based on the dates that each workshop was developed, considering that the data was taken once per week for seven weeks.

The organization and systematization of the data were developed using a Computer-Assisted Qualitative Data Analysis Software. As claimed by Lewis-Beck et al. (2004) "CAQDAS refer to the wide range of software that supports a great variety of analysis styles for qualitative research" (p. 88). In addition, state that effective management of qualitative data analysis, which is an essential part of the study, requires rigorous management of large amounts of texts, videos, codes, and notes. For this reason, it was necessary to access and select the data processor known as Taguette as an aid to keep the data organized and make the analysis process more efficient. After performing the data coding, it was possible to categorize and group information extracts that subsequently allowed the analysis and identification of the categories exposed in figure 2.

Figure 2.

Categories and codes defined in the data analysis.
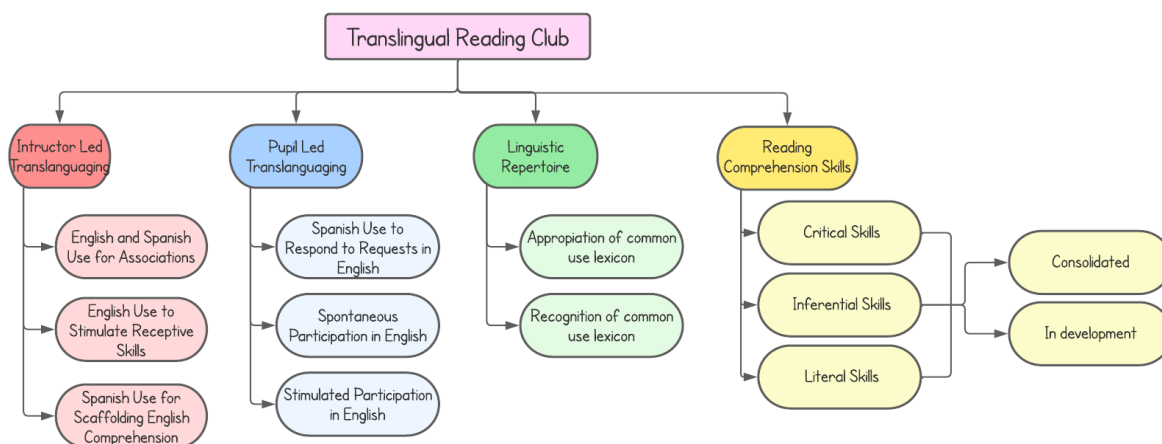
In figure 2 it is possible to identify the four categories in which the codes where divided. In the category *instructor led translanguaging* the codes English and Spanish use for associations, English use to stimulate receptive skills and Spanish use for scaffolding English comprehension were included. Additionally, in the category *pupil led translanguaging* were incorporated the codes for reporting Spanish use to respond to request in English, spontaneous participantion in English and stimulated participation in English. On the other hand, the appropriation and recognition of new lexical items were located into the category named *linguistic repertoire*. Finally, in the *reading comprehension skills* category it is possible to observe that the literal, inferential and critical skills are located and divided into consolidated and in development.

Findings

Through the analysis of the group of data obtained based on the research question and the specific objectives of the project, three findings were developed. In this regard, it was determined that the club contributed to the development of reading comprehension skills in

English, facilitated the appropriation of new lexical items, and made use of translanguaging to enhance English production.

The translingual reading club contributed to the development of literal reading comprehension skills in English.

In response to the specific objective (compare the initial and final reading comprehension skills in English and Spanish of the participants of the project) it was found that there was a major incidence in the development of reading skills in English, in comparison with Spanish.

As data collection instruments, four tests were used to determine the reading comprehension skills of participants. In the initial stage, diagnostic tests were conducted in English and Spanish, and in the last stage, final tests were also administered in both languages. It is important to highlight that the same test for each language was conducted at both the initial stage and the last stage, seven weeks later. Readings and questions for the English test were taken from the K5learning (https://www.k5learning.com/free-worksheets), an online teacher resource page, and for the Spanish test, Fichas para Imprimir (https://fichasparaimprimir.com/) website was used. The level of difficulty of the Spanish test corresponded to that of a third grade in elementary school since the students were just starting the fourth grade. On the other hand, the vocabulary and the story length for the English test were adapted to a beginner level. Finally, modifications were made to the questions to adapt them to the needs of the participants including multiple choice questions and questions in English translated into Spanish.

The indicators used to validate the results obtained by the participants in the tests were taken from the Reading Comprehension Development Estimation Scale (Ramírez Sierra, 2016), which is designed to evaluate the three levels of reading comprehension (literal, inferential, and

critical). However, given learner population characteristics and the methodological design of the test, only 4 literal indicators and 1 inferential indicator were considered to create the performance table.

In table 1, the indicators to analyze participants' literal and inferential reading comprehension skills in Spanish are presented. Besides, it is shown the code for each learner and the symbol of a check (✓) to indicate that the standard was reached or a cross (X) if it was not.

Table 1.

Results of the diagnostic test in Spanish.

Indicators	JU	JH	JA	SO	JO	DI	MA	VI
The participant recalls explicit information from the text.	✓	✓	✓	✓	X	✓	✓	✓
The participant identifies the most important facts of the text.	✓	X	✓	✓	✓	✓	X	✓
The participant properly organizes the facts of the text chronologically.	X	✓	✓	X	X	X	X	X
The participant identifies the main characteristics of the characters in the text.	✓	X	✓	✓	✓	X	X	X
The participant deduces events that are not expressed in the text.	X	✓	✓	✓	X	✓	X	X

From a general analysis of table 1, it is possible to identify which skills the students had developed, and which were still developing. The indicators that were achieved by the greatest number of participants were mainly at the literal level, in particular, skills for recalling explicit information and identifying the most important facts of the text. Nevertheless, the participants demonstrated that literal skills for identifying the most important facts and organizing the facts of the text chronologically, and inferential skills for deducing events that are not expressed in the text, were still in development. Eventually, these results were similar to the results of the final test in Spanish.

In table 2, it is presented the analysis of participants' performance in literal and inferential reading skills assessed in the test implemented in Spanish in the last session of the reading club. In addition, it is presented the code for each participant and the symbol of a check (✓) to indicate that the standard was reached or a cross (X) if it was not.

Table 2.

Results of the final test in Spanish.

Indicators	JU	JH	JA	SO	JO	DI	MA	VI
The participant recalls explicit information from the text.	✓	✓	✓	✓	✓	X	X	X
The participant identifies the most important facts of the text.	✓	X	✓	✓	X	✓	✓	X
The participant properly organizes the facts of the text chronologically.	X	X	X	X	X	✓	X	X

The participant identifies the main characteristics of the characters in the text.	✓	X	X	✓	X	✓	X	X
The participant deduces events that are not expressed in the text.	✓	✓	X	✓	X	✓	X	X

When analyzing the results of the final test in Spanish, it was possible to identify that the participants maintained a similar level of performance to that of the initial test. From the results, it was observed that literal skills for recalling explicit information and identifying the most important facts of the text were completely developed by most of the participants. In contrast, the indicators for literal skills for identifying the most important facts and organizing the facts of the text chronologically and for inferential skills for deducing events that are not expressed in the text, demonstrated that those continued in development.

When comparing the results in the diagnostic and final tests, the performance that achieved the highest scores in both was that of recalling explicit information from the text, while the rest of the skills such as properly organizing the events of the text chronologically and identifying the main characteristics of the characters in the text remained balanced. For this reason, by examining the homogenous results obtained from Table 1 and Table 2, it was concluded that participants' reading performance in Spanish remained consistent. In other words, no direct incidence of the implementation in an improvement of Spanish reading skills was found, but neither was there a negative effect on them. Different from this, the analysis obtained from the comparison of reading tests in English proved having a direct incidence of the club on the improvement of such skills in this language.

In table 3, it is presented the indicators used to analyze participants' literal and inferential reading comprehension skills in English. In addition, it was used, under the code of each participant, the symbol of a check (✓) to indicate if the standard was reached or a cross (X) if it was not.

Table 3.

Results of the diagnostic test in English.

Indicators	JU	JH	JA	SO	JO	DI	MA	VI
The participant identifies the main characteristics of the characters in the text.	✓	X	✓	✓	X	✓	X	X
The participant identifies the most important facts (the conflict) in the text.	X	X	X	✓	X	X	X	X
The participant recognizes the main idea of the text.	X	X	X	X	X	X	X	X
The participant recalls and completes ideas stated directly or paraphrased.	✓	✓	X	X	X	X	X	✓

By analyzing the results stated in table 3, it was observed that most of the reading comprehension skills assessed were in development at the initial stage of the club. It is also evident that the standard for the literal skill for identifying the main characteristics of the characters in the text obtained the highest results. Nonetheless, the results of the literal skills for

identifying the most important facts (the conflict) in the text and recalling and completing ideas stated directly or paraphrased, and the inferential skill for recognizing the main idea of the text were still under development in the early stages of the implementation. These results differ from the results obtained in the final test in English in terms of participants' achievement.

In table 4, it is possible to identify the indicators that were used to analyze participants' literal and inferential skills in English by the final sessions of the club. In addition, it is shown the symbol of a check (✓) under the code for each learner to indicate that the standard was reached or a cross (X) if it was not.

Table 4.

Results of the final test in English.

Indicators	JU	JH	JA	SO	JO	DI	MA	VI
The participant identifies the main characteristics of the characters in the text.	✓	X	✓	✓	✓	X	✓	X
The participant identifies the most important facts (the conflict) in the text.	X	✓	✓	✓	✓	✓	✓	X
The participant recognizes the main idea of the text.	X	X	X	X	X	X	✓	X
The participant recalls and completes ideas stated directly or paraphrased.	✓	X	X	X	✓	✓	X	X

The results obtained in the final test in English demonstrate that the participants could develop literal reading comprehension skills by the end of the implementation. It was also possible to observe that the skills with the highest results were at the literal level, in particular, for identifying the main characteristics of the characters and identifying the most important facts in the text. In addition, it was found that the literal skill for recalling and completing ideas stated directly or paraphrased and the inferential skill for recognizing the main idea of the text were still in development by most of the participants.

In comparison with the diagnostic test, it was found that in the final test the participants demonstrated to have developed new reading comprehension skills in English. By virtue of these results, the observed participants show medium degrees in literal reading comprehension; that is, they have begun to acquire the skills of literal comprehension of a second language in written format. In the case of this sample, it was found that most of the participants obtained higher results mainly in identifying the most important facts in the text and significant progress in identifying the conflict of a story. Briefly, those results demonstrated that the club had a positive and higher impact on English reading comprehension mainly at the literal level.

Finally, through the results of the diagnostic and the final tests conducted in both languages, it was possible to infer that the impact of the reading club was mainly reflected in the reading comprehension skills in English. First, the club's extensive reading approach allowed for the acquisition of new English vocabulary, facilitating comprehension of the stories. In addition, according to Grabe and Nation (2009) cited in en Suk (2017), the large number of significant exposures provided in the target language plays an important role in language learning and can gradually develop reading proficiency and reading comprehension.

In contrast to monoglossic ideologies, in which the participants' first language is not considered as a resource for the learning of the second language, this project obtained positive results in terms of the effects of Spanish on the development of English skills. In other words, the use of the translanguaging methodology, in which the prior knowledge of the participants is considered within the instruction, allowed for a significant impact on reading comprehension skills in English. This considering that Spanish was used as a support to scaffold the comprehension of the second language. As mentioned by Lewis et al. (2012), translanguaging not only facilitates a greater understanding of the content taught in class but can also help to develop the weaker language by using the stronger one. For this reason, this impact could be attributed to the translingual strategies used in the workshops, which will be addressed further on.

The translingual reading club contributed to the recognition and appropriation of new lexical items and their meaning.

On the one hand, the club contributed positively to the literal level of reading comprehension in English. On the other hand, responding to the objective of determining how the translingual reading club contributes to the communicative repertoire of the participants, it was found that it promoted the recognition and appropriation of new resources of their linguistic repertoire.

The impact on the recognition of new lexical items for the participants was developed through pre-reading tasks focused on introducing common-use vocabulary. Considering that the reading process in the sessions was divided into the three stages of the Task-Based Instruction method namely, pre-reading, while-reading, and post-reading; those vocabulary activities were presented exclusively during the first stage. The aim of the pre-reading tasks was to provide the

participants with the meaning of keywords that would help them understand the content of the bilingual stories and facilitate the reading for them. For this reason, the instructors selected a set of words from each story and spent the first 30 minutes of each session allowing students to interact with the new vocabulary by including classifying, matching, and guessing activities.

In figure 3, it is shown an example of one of the artifacts used for a 30-minute pre-reading task developed during the club's first session. In this artifact, it is possible to identify that there were simple sentences from the story "Snow White", written in English and Spanish by the instructors. For this activity, the sentences were written on cards put on the floor; also there was a table containing three columns named "beginning, middle, and end", in which the participants were expected to classify the fragments of the story.

Figure 3.

English and Spanish fragments from the story of "Snow White" in a pre-reading activity.
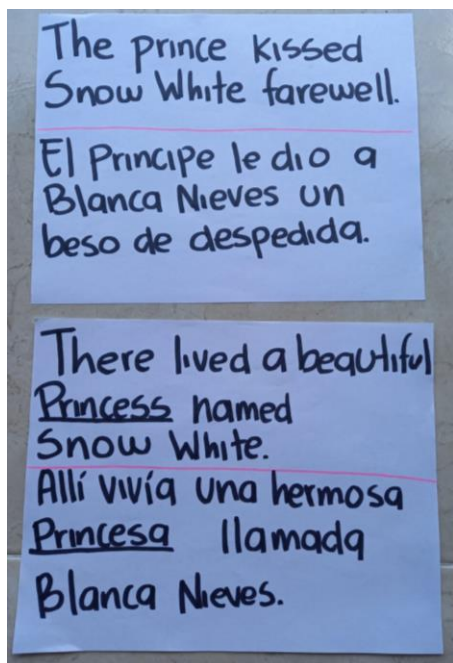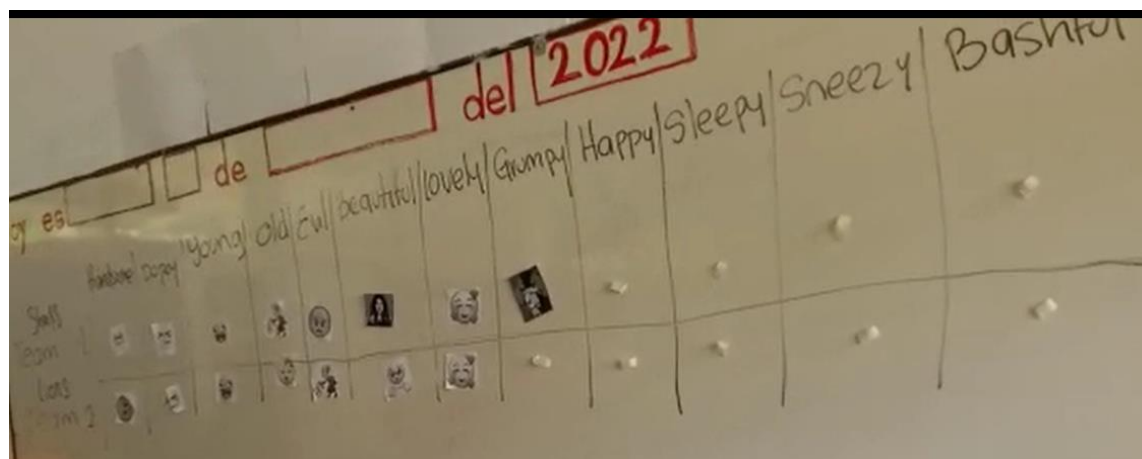

The purpose of this activity was to allow participants to create connections between their prior knowledge of the story and the new instruction to introduce new lexical items implicitly.

For this reason, the sentences written in both languages were of similar length and had underlined vocabulary, which was selected to be introduced to the participant's linguistic repertoire. The focus in the use of these sentences using both languages was also to allow them to establish relationships between words, mainly those known as true cognates such as "princess" and "princesa". During the task, the instructors put the cards on the floor and read the sentences only in English to ask participants to select which of the fragments was read and then classify it on the table. Finally, the aim of this strategy was to stimulate participants' listening comprehension skills, introduce implicitly the pronunciation of the new items and present them not only in their written form but also orally.

As a second example, in figure 4 it is shown a table drawn by the instructors on the board for a 30-minute pre-reading task in session 2. Each of the 12 columns of the table included an adjective such as "handsome", "dopey", "young", "evil", "beautiful", "lovely", "grumpy", "happy", "sleepy", "sneezy" and "bashful". In addition, it included 24 images to represent the words written on the board. For the activity, the participants were divided into 2 teams and were asked to classify the images according to the adjectives on the table.

Figure 4.

Use of iconography to present new lexical items in a pre-reading activity.

The purpose of this pre-reading activity was to contribute to the participants' linguistic repertoire by establishing relationships with their semiotic system. For this activity, the instructors used iconography to stimulate the recognition of new vocabulary by accessing the participants' background knowledge and creating a connection between it and the new lexical items presented in English. During the task, the groups had to place each image in each column according to what they thought it meant. Then, at the end of the activity, the instructors addressed the vocabulary again by changing the images placed in incorrect places.

As a matter of fact, the following fragments demonstrate that in sessions two, four, and seven the participants were able to recognize new lexical items. This phenomenon occurred when words were presented to them in English, and they were able to access their whole linguistic repertoire and identify an item in their first language whose meaning was equivalent to that of the element presented in English.

Sample OW2VI:

The participants were shown some emojis with the vocabulary of the story to guess what word each emoji was representing. The instructor presented an emoji to represent the word "bashful". However, the learners did not guess the word because it was not in their linguistic repertoire in English, thus the instructor gave them the answer. The instructor said: "bashful" and participant VI immediately said: "tímido" in Spanish.

Sample OW4MA:

In this activity, a bingo game was played, and the word "WITCH" was shown on the television. When viewing the image, participant MA said: "Wif… Si lo tengo!" and instructor 1 asked: "What is "witch"?" As the participant did not understand the question in English,

instructor 2 used Spanish to scaffold its comprehension by asking: "¿Qué es eso?" and participant MA raised their hand and answered: "Es la bruja".

Sample OW7MA:

In this fragment, instructor 1 asked the group the question: "What does princess mean?" and participant MA answered in Spanish: "yo sé profe, princesa".

By analyzing the fragments, it was possible to identify different phenomena that demonstrate the recognition of lexical items by the participants. In fragment 1, it was observed that the participant recognized the word in English and related it to a word from his linguistic repertoire with an equivalent meaning. In fragment 2, the student identified, using his language knowledge, a word in Spanish that reflected the same meaning of the word presented in English. In fragment 3, the student demonstrated that they understood the question in English and recognized the vocabulary they were asked to translate into Spanish, responding appropriately without prior visual input.

Finally, the methodological contribution of the translingual reading club to the recognition of new lexical items was developed specifically through pre-reading strategies to access participants' prior knowledge and foster their capacity for vocabulary comprehension. The recognition of the new vocabulary was determined by learners' capacity to find within their whole linguistic repertoire a lexical item in Spanish with a meaning equivalent to that of the item presented in English. As a result, it was found that, after 14 non-continuous hours over a 7-week period, the participants could recognize the following items:

Table 5.

List of words recognized by the participants.

Previous lexical items	Items added during the implementation
No evidence	**Nouns:** Characters, prince, princess. setting, witch, rat, night, door, universe, button, world.
	Adjectives: Bashful, angry, bright, curious, weird, excited, scared.

Following the same lines, the club not only focused its work on the recognition of new lexical items but also on the appropriation of new vocabulary in English.

For the contribution to the appropriation of new lexical items, the translingual reading club implemented a series of activities to familiarize the participants with different forms of the new words. These procedures made part of the pre-reading tasks created to introduce the vocabulary and facilitate reading the bilingual stories. As the objective was to develop strong memory connections, memorization activities using pictures, guessing and imitations were included.

One of the activities for the pre-reading stage was a charades game in which the vocabulary of the story of "Peter Pan" was introduced. This activity was divided into two essential parts. Firstly, instructor 1 showed some cards with words in Spanish to a participant, who was asked to mime for the instructor to guess which word was being shown. When the instructor guessed the word, they said it in English and asked the participant to repeat it. Second,

the activity was done once again with the cards in Spanish and the participant was asked not to imitate but to reproduce the words previously presented in English as shown in figure 5.

Figure 5.

Use of Total Physical Response to create memory connections.

The main objective of this activity was to create a connection between these two moments to contribute to the student's linguistic repertoire by implementing the Total Physical Response (TPR) strategy. The first moment served to create a scaffolded learning environment that could help the student to create a link between speech and action to understand the meaning of the vocabulary. On the other hand, the second moment served as proof that the student was able to develop a metacognitive advance with mimicry to boost vocabulary appropriation.

As an example, the following fragments illustrate the appropriation of new lexical items in sessions two, three, and five. This appropriation of terms was demonstrated by the participants by using vocabulary in English in different cases. In the first case, when they were asked to represent an image with a word in English, and in cases two and three, when they used the language spontaneously, that is, when they were not asked to use English, or the activity was being developed in their first language.

Sample OW2JO:

In this activity, the participants were shown some emojis with the vocabulary of the story "Snow White" and were asked to guess the word in English that each emoji is representing.

Instructor 1 showed an emoji to represent the word "old" and participant MA said: "old, old, old, old, old".

Sample OW3PX:

While reading the story of "The Wonderful Wizard of Oz", instructor 1 pointed to the image of a dog in the story called "Toto" and asked for the name of the character in Spanish saying: "¿Este quién es?" and the participant PX answered in English: "dog, dog".

Sample OW5JO:

In a pre-reading activity, the participants were making a story in Spanish by creating short sentences by turns and participant JO created a sentence in both languages saying: "vivía en un castle".

In sum, in each of the fragments, it is possible to observe that the participants made use of their whole linguistic repertoire to demonstrate the appropriation of lexical items in English. In order to respond to visual input, in the first fragment the participant selected from their linguistic repertoire the word "old" to refer to the image being shown. This is similar to fragment 2 in which the participant responded to visual input and a question in Spanish using English lexical items. Finally, in fragment 3 it was observed that the participant made use of their syntactic and full meaning-making system to create a meaningful sentence using a language chunk in Spanish and including the word "castle" in English.

Within these contexts it is possible to highlight the connections between the linguistic repertoire and semiotic and syntactic systems, the use of vocabulary spontaneously, and the use of the whole linguistic repertoire to create sentences with vocabulary from both languages. As a result of the 7 two-hour sessions, in which the pre-reading activities were developed in the first 30 minutes, it was concluded that the participants appropriated the following items:

Table 6.

List of words appropriated and sentences used by the participants.

Previous lexical items	Items added during the implementation
Nouns: Silence	**Nouns:** Apple, beginning, middle, end, dog, children, sea, hook, captain, parents, family, castle.
Adjectives: Black, pink	**Adjectives:** sleepy, ugly, tiny, colorful, happy.
Interjections: Bye, thanks.	**Verbs:** Fly, sit down, pay attention.

Sentences and phrases	
Using translanguaging	**Using English**
- Va en el beginning! - Profe mejor cambiame este por color black. - Yo quiero pink! - Thank you, profe.	- Teacher, may I go to the bath, please? - In the middle. - Everybody sit down! - Thank you very much. - Pay attention! - Everybody sit down and silence! - Bye, thank you.

In conclusion, the main contribution made by the translingual reading club to the recognition and appropriation of new lexical items in English was conducted through pre-reading

activities. Those tasks were based on Douglas's (2001) approach to the teaching of reading, specifically on the *Before you read* phase by focusing on facilitating the reading process by scaffolding the comprehension of key vocabulary and ideas in English. In addition, the above data demonstrated that the implementation of pre-reading activities served as a strategy for learners to recognize and appropriate vocabulary through an input that is familiar and meaningful to them. In the same way, the translingual approach facilitated the development of the activities by allowing students to access their background knowledge to give meaning to the new items presented as demonstrated in the finding described hereafter.

Opportunities of using translanguaging in a reading club for primary school students.

Based on the third specific objective (identify the opportunities of using translanguaging in a reading club for primary school students), it was determined that translingual strategies scaffolded and promoted English production in various tasks. For improving reading comprehension skills in English and Spanish, translingual practices were implemented and incorporated into different scenarios in the reading club. To begin with, material in both languages, precisely, bilingual stories, worksheets, and classifying activities with sentences written in English and Spanish were included. In addition, during the while-reading stage, the stories were read in English, and then a discussion space in Spanish was opened for learners to share their ideas using their stronger language skills. Finally, the instructions and interactions in tasks in which learners had to present a product in English were conducted mainly in Spanish.

The use of bilingual materials enhanced linguistic and metalinguistic skills in all participants and provided a basis for activities in which English and Spanish languages were equally valued. In Figure 3, it is possible to illustrate that the implementation of these strategies promoted creating connections between the prior knowledge and the new lexical items, which

contributed significantly to the development of participants' whole linguistic repertoire.

Furthermore, dual-language resources used in the while-reading stage increased learners' reading

comprehension level and literacy skills.

Figure 6 shows an example of the formats of bilingual books used in the implementation

of the reading club. This visual resource presents the story of *Snow White* in English and

Spanish, placing the paragraphs one next to the other; it also contains an illustrative image of

what was happening in the story.

Figure 6.

A page of the bilingual story of Snow White.

It is important to highlight that the books were presented to participants in two formats

including a physical book and a digital version in which the book was photographed and

enlarged for viewing. Moreover, the stories were read by the instructors exclusively in English

and in a loud voice while the participants followed the reading, supported by Spanish parts.

During the reading, there were short pauses in which participants were asked to reproduce what

they interpreted from the story to ensure understanding. This procedure included a series of

literal questions in Spanish such as "¿Qué sucedió en esta parte de la historia?" "¿Qué hizo el personaje principal?" and "¿De qué se trataba la historia?". Besides, the participants were allowed to answer using their whole linguistic repertoire.

These illustrated resources created a direct influence on the understanding of English and Spanish content by allowing participants to access their whole linguistic repertoire. In addition, translingual strategies promoted the use of elements from participants' first language to create linguistic relationships with the target language. In fact, the translingual approach improved reading comprehension by shifting participants' ability from the word level to a more comprehensive understanding at the sentence level. As a result, the combination of bilingual books and translingual strategies contributed to the development of literal skills in English as demonstrated in the first finding.

After reading the stories in English, the instructors opened a discussion space in each session that included pre-planned questions in Spanish. These questions were considered on the different levels of reading, especially, literal, inferential, and critical, with a stronger focus on the literal level. In this space, the participants were allowed to interact and discuss in their first language the events of each story addressed in the while-reading stage. Therefore, it was a comfortable space for participation and exchange of ideas that strengthened learners' understanding of concepts and communication skills.

To explain the strategies mentioned above, it is important to clarify that, in an educational context, translingual practices are used for specific instructional purposes. In other words, in the implementation of the club, the use of Spanish in the workshops aimed to scaffold English comprehension. This strategy was often performed as a resource for instructors to guide

participants in an activity or to provide support to enable them to respond appropriately to requests in English as evident in the following fragments.

Sample OW6IN

The instructor asked a question in Spanish including a fragment of Peter Pan's story in English: "la descripción que da el autor a Garfio -He's got black eyes, black hair and a black beard/ Tiene ojos negros, cabello negro y barba negra-, consideras que tiene que ver con su personalidad?"

Sample OW6IN

Instructor asked: "What happened to his shadow? What was Peter trying to do to his shadow?" Participant JA answered: "que encuentre su sombra". To help the participant find the correct answer, the instructor asked: "and after that? ¿Después de eso?" and participant JA answered: "y ahora puedo pegarme la sombra en los pies con un pequeño jabón".

Sample OW6IN

Instructor asked: "Who is angry and furious?" Participant JU answered: "enojado". To help them understand the question, the instructor asked again: "Who? Who? ¿Quién?" and participant JU answered: "Pedro".

From the fragments, it is possible to identify two different cases in which translanguaging was used for scaffolding target language comprehension. In fragment 1, the instructor asked a question in Spanish about the author's intention in an English sentence. The purpose of this was to guide the question and facilitate the comprehension of the content, thus the participant could demonstrate not only language ability but also the development of inferential reading comprehension skills. On the contrary, on fragments 2 and 3 the instructor used Spanish when the participants were not able to fully understand the content of questions in English. This

resource provided in the participants' native language allowed for better understanding and produced accurate answers in both cases.

As a direct consequence of the use of Spanish to scaffold English understanding, it was observed that the production of the participants in the latter was also enhanced. In other words, it could be determined that providing material, task explanations, and interaction in the development of activities implementing translanguaging not only impacted the participants' comprehension but also their production in the target language.

In figure 7, it is exhibited a participant's outcome in an activity implemented in session five by using Spanish as a support for English production. This activity was based on completing a crossword puzzle containing fourteen words that varied between new and previously taught vocabulary in English. In addition, it is possible to observe that the worksheet included at the bottom words written in their native language and pictures representing them as references.
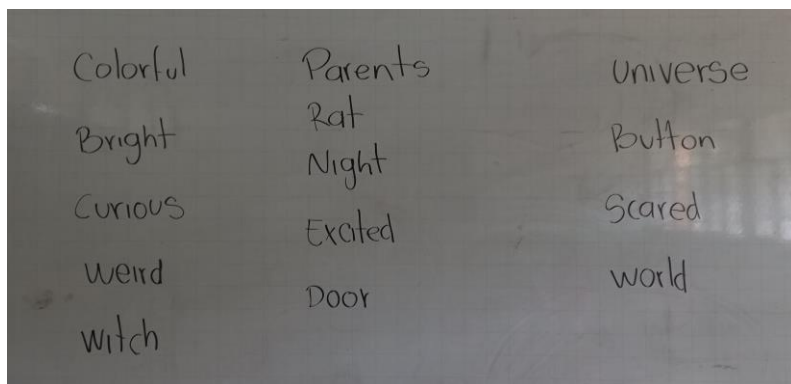
Figure 7.

A crossword puzzle completed by a participant using Spanish as a support for English

production.
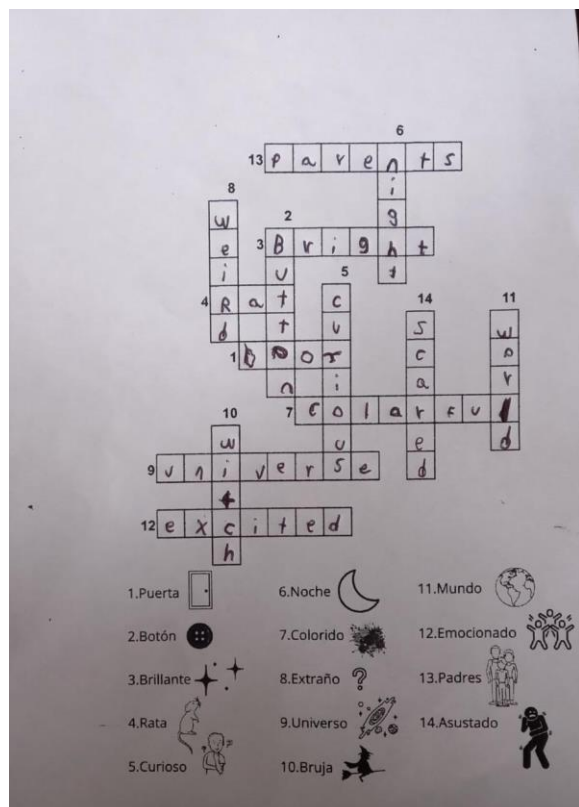
In addition, Figure 8 shows the fourteen English words needed to complete the crossword puzzle written randomly on the board. This vocabulary was used as a translingual strategy to allow participants to create connections between the words on the board and those on the worksheet.

Figure 8.

English words written randomly on the board for the crossword puzzle completion.

In Figure 7 it was possible to identify that the participant completed the crossword puzzle with the vocabulary in English expected. For the development of this task, participants were provided with the crossword references written in Spanish on the worksheet and the words needed to complete it written in English randomly on the whiteboard (Figure 8). The aim of this translingual strategy was to encourage the participants to create connections between the words in both languages to identify the answers on their own. During the activity, the participant completed the task by taking as a support base the words written in their native language and relating them to the words on the board through cognates such as Parents, Universe, and Button, and counting the number of letters. For the latter, the participant looked for similarities between the Spanish words and the English words and then counted the number of letters in each to make sure they matched the spaces given in the crossword puzzle. As a result, the participant was able to identify all the correct answers and completed the crossword successfully.

The translingual strategies in this activity were reflected through the pre-planned use of Spanish to explain its purpose, interact with participants during its development and provide references for its completion. The incorporation of these strategies allowed participants to use their first language as a tool to identify the vocabulary required by the task and develop it

successfully. This activity was intended to stimulate the prior knowledge of the participants through the presentation of references in Spanish and representative iconography to encourage production in the target language. This is in accordance with Arias (2017) who concluded that the translingual practices made it possible to establish systematic moments of inclusion of the languages for the cognitive development of the content in English based on what the students already knew in Spanish. As a result, it was possible to identify that participants accessed the existing Spanish vocabulary in their linguistic repertoire and used it as a bridge to create connections to the vocabulary written in English on the board. These connections were mainly reflected in the recognition of cognates between words of both languages which facilitated the identification of the correct answers to the crossword puzzle.

In Figure 9 it is shown an image of a word search activity. The worksheet included a total of 10 words in English that varied between previously taught (house, parents and family) and new vocabulary (grumpy, lovely, colorful, young, dog, happy and beautiful). In addition, it is possible to observe that the clues provided at the bottom of the worksheet were written in Spanish.

Figure 9.

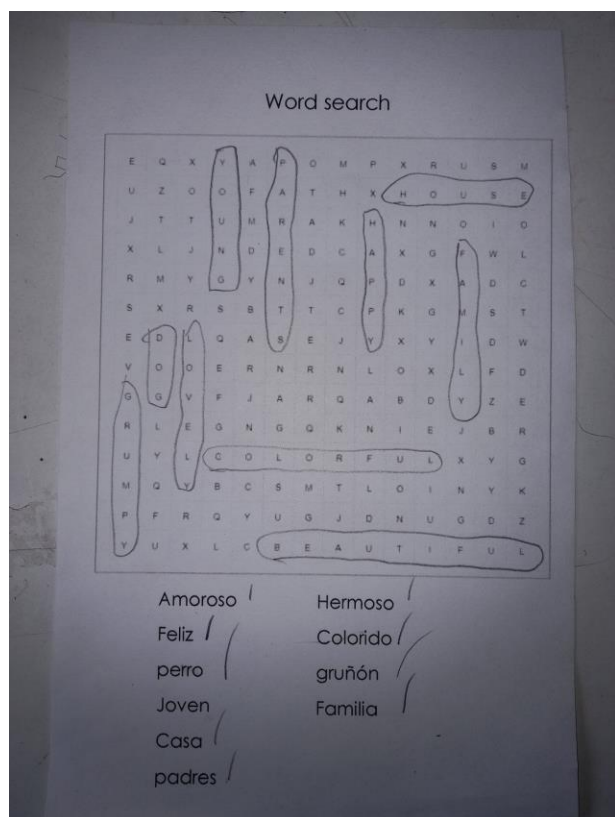*Word search for building meaningful connections.*

Figure 9 shows a concentration-based activity that aimed to find the Spanish words at the end of the worksheet and their meaning in English in the word search. During the development of the task, the learners actively participated in the corresponding search for the words, that is, when they found the word in English, they immediately related it to the clues they had in Spanish with a sign of a check (✓). The intention of this type of exercise was to access the linguistic repertoire of the practitioners to recognize vocabulary previously addressed in the lessons and, at the same time, involve new words or words that needed to be reinforced for their understanding.

The implementation of translingual practices in this task was reflected in the instructors' use of Spanish to give instructions and guidance on the worksheet. In addition, providing "the list of words to find" in the participants' first language was intended to serve as a support for the

development of the activity. According to Grabe (2010), "reading comprehension cannot be carried out without strong word recognition and lexical access skills" (p. 92). As a result, all participants were able to complete the exercise successfully highlighting the importance of creating a connection between their prior knowledge and semantic aspects. For this reason, it was possible to infer that the use of Spanish in tasks with an expected production in English serves as a means for promoting the learners' performance as demonstrated in other phenomena that occurred in the club.

As a matter of fact, the following fragments from sessions two and five illustrate the way in which instructors implemented Spanish to scaffold comprehension and encourage oral production in English.

Sample OW2DI

Instructor 1 was asking questions about the "Snow White" story and asked in Spanish: "¿Cómo era el aspecto del príncipe? Participant MA answered: "guapo". Then, instructor 1 asked using English and Spanish: "¿Y qué más? ¿Y qué más? ¿Era...? Was he young or old?" and participant DI answered in English: "young".

Sample OW5MA

Instructor 1 read the sentence in English "coraline is unable to find her parents" from the"Coraline and the Secret Door" story and asked using English and Spanish: "¿Dónde va? In the beginning, in the middle or at the end?" Participant MA answered in English: "in the middle!".

Sample OW5JA

Instructor 1 read the sentence in English "Coraline is unable to find her parents" from the"Coraline and the Secret Door" story and asked using English and Spanish: "¿Dónde va? In

the beginning, in the middle or at the end?" Participant JA answered: "en el end" using both languages.

In the first fragment, it was observed that the instructor asked a literal question in Spanish from the "Snow White" story and obtained the right answer from participant MA. However, to encourage English production they included both languages to ask the participants for more information. Hence, the instructor used the word "era" in Spanish so that the participants could relate it directly to "was he" in English and thus understand the question "was he young or old?" As a result, participant JA was able to understand the question and answer in English by choosing which of the previously taught items related to the character's characteristics.

By analyzing the second and third fragments, it was observed that the instructor implemented an open-ended question in Spanish and provided the options "beginning", "middle" and "end" in English. The purpose of the use of Spanish was to guide and give instructions on how participants had to answer. Consequently, participant MA answered the question correctly and used the target language. In the same way, participant JA used their whole linguistic repertoire by including a language chunk in Spanish and an appropriated lexical item in English to answer despite the difficulties in classifying the sentence correctly.

In sum, during the development of activities in which the participants had to present a product in English and their first language was used as support, it was observed that students obtained successful results by responding appropriately to the requirements of each task. For this reason, it was possible to infer that Spanish did not affect their production in English but allowed them to understand the tasks deeper and obtain optimal outcomes.

Finally, examining the benefits of translanguaging in the educational context of the participants, it can be inferred that pedagogical practices based on the correlation of two

languages, in which one of them is used as a support to improve the other, can lead to the improvement of cognitive skills. As a matter of fact, Lasagabaster and García (2014) stated that "...there are now a notable number of research studies that confirm translanguaging helps foster bilingual students' reflective thinking, their understanding of the contents studied in class and develops linguistic and literacy practices that support their performance in academic tasks" (p.7). On the other hand, different from traditional monolingual practices, translanguaging seeks the use of the first language with the purpose of creating a scaffolding to reinforce individual and intellectual abilities that lead to success in various tasks and to the simultaneous development and enhancement of skills in both languages.

Conclusions

In response to the research question "how does the implementation of a translingual reading club in primary school learners intervene in the development of reading comprehension skills in both English and Spanish? It was possible to conclude that the project contributed to developing reading comprehension skills in English, fostered the recognition and appropriation of new lexical items in participants' linguistic repertoire and promoted English-language production. In other words, applying translingual practices led to improved literacy skills in English during second language instruction through extensive reading.

Even though the results of the tests in Spanish demonstrated that there was no direct impact on improving Spanish reading skills, there was no adverse effect on them. This is in contrast to the comparison between the initial and final tests in English which led to the conclusion that considering learners' prior knowledge in the teaching of reading in a second language benefits the development of comprehension skills. As stated by Nunan (2003) background knowledge integrates knowledge of how one's first language and the second

language work. In addition, he claims that "reading comprehension can be significantly enhanced if background knowledge can be activated…" (p. 77). This statement is directly related to the results obtained from the analysis of the English tests in which a significant impact of the implementation was found. Finally, this finding could be credited to the incorporation of Spanish in instructions, tasks, and bilingual books for enhancing the acquisition of English reading abilities.

Additionally, the inclusion of a series of activities promoted the recognition and appropriation of new lexical elements as well as participants' reading skills in English. This contribution to the whole linguistic repertoire of the participants was attributed to two factors. First, the extensive reading approach of the club was a determining factor for vocabulary growth as stated by Krashen (1993) cited in Douglas (2001) "extensive reading is a key to student gains in reading ability, linguistic competence, vocabulary, spelling and writing" (p. 301). Second, the bilingual strategies used in the pre-reading stage to activate prior knowledge and introduce new vocabulary fostered the internalization of new lexical items.

This study has revealed some advantages and pedagogical implications of translanguaging in the reading club implementation. These results prove that this bilingual approach contributed to the reading skills and linguistic repertoire of the participants by creating connections between their prior knowledge and vocabulary in the target language. According to the translingual practices, Lasagabaster and García (2014) state that "... it helps foster bilingual students' reflective thinking, their understanding of the contents studied in class and develops linguistic and literacy practices." As a result, contrary to the ideas promoted by the monoglossic orientation, it was possible to infer that the creation of a dynamic learning environment where

the participants' L1 was exploited in a controlled way could improve the second language learning and literacy skills.

In conclusion, despite the amount of theoretical work on translanguaging in language education, there is still a gap in its effects as a strategy for teaching reading in a second language in different contexts. For this reason, the present study focused its implementation on a public education setting in Colombia with primary school participants from socioeconomic strata 1, 2, and 3. Besides, the reading workshops of the club were an extracurricular activity conducted once a week for a total of 7 sessions and 14 hours. Finally, considering the context of the study, it was possible to establish its methodological contribution to the language teaching field. In this sense, it was concluded that translingual practices did not interfere negatively with the development of second language reading skills, but rather enhanced the acquisition of literal comprehension abilities, contributed to the linguistic repertoire of participants, and encouraged English production.

Limitations

For the implementation of this project, there were different limitations, specifically, the number of participants per session, time, access to the reading material, and the lack of studies based on the creation of a translingual reading club.

Prior to the implementation of the reading workshops, it was necessary to promote this extracurricular space through visits to the school to distribute flyers to fourth-grade students. Besides, a link was shared for parents to complete a registration form, resulting in 21 students enrolled in the club. However, only 11 students attended the sessions since other extracurricular spaces were also going to be implemented and they decided to be part of those. Additionally, external factors such as weather, motivation, or family situations prevented all 11 participants

from attending all sessions. For this reason, the number of participants per session varied between 8 and 10.

The reading club was planned for a 7-week extension with a 2-hour session each week, for a total of 14 hours. However, from the implementation, it was concluded that better results in terms of literacy improvement could be obtained over a longer period of time. Nonetheless, it was possible to have an impact on the reading level of the participants, contributing positively to their linguistic repertoire in each of the sessions.

Another limiting factor when implementing the reading club was the elevated cost of bilingual resources. Being a dynamic extracurricular space, it is necessary to have illustrative books to ease reading with visual aids. However, these types of books can cost around US$20 each, which is a significant expense for instructors. This economic aspect could be solved by using second-hand books or making interactive online presentations that fulfill the same function.

In terms of academic papers, a lack of previous research studies on the implementation of the translingual reading clubs could be found, thus citing and referencing resulted to be a challenging activity to provide reliable bases for the development of the project and the literature review. However, this limitation can be considered an opportunity to present our innovative proposal of the translingual club, in addition to exposing the need for further development in the area of study of translanguaging as a strategy for teaching a second language in extracurricular spaces.

Implications

Pedagogical implications

In addition to the above findings, some pedagogical implications were identified for those who decide to replicate this research or conduct a similar one. Concretely, including an instructional design, teaching strategies, indicators to select the reading material, and standards for analyzing participants' achievement.

To begin with, it is important to include an instructional design in which it is specified the content of the workshops, including the development of the reading stages, vocabulary or grammar structures to introduce, reading material, and the strategic use of translanguaging. In other words, it is required to plan the strategies to facilitate the reading process of each encounter by dividing it into pre-reading, while-reading, and post-reading stages. This planning process describes how the vocabulary or grammar structures will be introduced in the pre-reading stage, which story will be read in the while-reading stage, and what reading comprehension tasks will be performed in the post-reading stage. In addition, it is necessary to specify the role, purpose, and tactical use of English and Spanish per stage.

Apart from instructional strategies, it is recommended to incorporate activities for engaging participants since it is an extracurricular space that is not part of the school curriculum. For promoting attendance at the workshops, entertaining stories could be incorporated, especially those that are appropriate to the age of the participants and adapted to their context and interests. In addition, didactic material such as slide presentations, cards, paintings, or colors could be incorporated into the development of tasks. Finally, dynamic activities could be integrated into the workshops, such as word searches, crossword puzzles, bingo games, or treasure hunts, as well as short breaks.

An additional recommendation is related to the search for academic resources that support the criteria to evaluate literary content, as well as establishing the guidelines that the research will follow from a literal approach, but also focusing the research on an inferential or critical approach. To find the specific content for each level of English or school grade, it is necessary to search specialized databases and avoid content in public records, in this way the evaluation and subsequent analysis of results will be developed more easily. In the same way, the design of the tests must be from credible pages that already contain a rubric for assessment.

Research implications

From the analysis of the data, it was concluded that different data collection instruments could be included in future replications of this research. In particular, it is recommended to include quantitative methods for inventory lexical items recognized and appropriated in participants' first language. Likewise, elements and indicators for comparing reading comprehension skills in Spanish with such in English are suggested.

The present study applied data collection instruments mainly to inventory the linguistic repertoire in English. For this reason, it is recommended for future research to include methods to give an account of the new lexical items recognized and appropriated in Spanish. Additionally, instruments for determining the reading comprehension level of participants in English and Spanish could be incorporated to make a comparison between them in the early and final stages of the implementation. Finally, it is suggested to focus this analysis process on quantitative standards that lead to obtaining progress averages and measurable results of the impact of the environment on reading comprehension levels in Spanish relative to English.

References

Arguello, S. (2017). Niveles de comprensión lectora literal e inferencial en el área de lengua castellana con estudiantes del grado sexto de educación básica de la Institución Educativa Fabio Riveros en Villanueva Casanare. [Master's thesis, Universidad Autónoma de Manizales]. https://repositorio.autonoma.edu.co/handle/11182/779

Arias, E. (2017). Translingüismo y Aprendizaje Integrado de Lengua y Contenido como un Modelo de Educación Bilingüe Dinámica en dos Colegios Públicos de Pereira. [PhD thesis, Universidad Tecnológica de Pereira]. https://repositorio.utp.edu.co/items/bc7082e6-fa1b-4cd1-8bdf-c67cb4fedea6

Aritonang, I.R., Lasmana, S., & Kurnia, D. (2019). The analysis of skimming and scanning techniques to improve students in teaching reading comprehension. PROJECT (Professional Journal of English Education), 1(2), 101–106. http://doi.org/10.22460/project.v1i2.p101-106.

Ascenzi, L. (2018). Translanguaging and Responsive Assessment Adaptations: Emergent Bilingual Readers through the Lens of Possibility. Language Arts, 95(6), 355–369.

Asociación de Colegios de Jesuitas de Colombia, ACODESI (2003). La formación integral y sus dimensiones. Texto Didáctico Colección Propuesta Educativa (5). Editorial Kimpres.

Bamford, J. & Day, R. (Eds.) (2004).Extensive reading activities for teaching language. Cambridge: Cambridge University Press.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative research in psychology, 3(2), 77-101. https://doi.org/10.1191/1478088706qp063oa.

Corbeta, S., Bonetti, C., Bustamante, F. y Vergara, A. (2018) Educación intercultural bilingüe y enfoque de interculturalidad en los sistemas educativos latinoamericanos: avances y desafíos. UNICEF. https://repositorio.cepal.org/handle/11362/44269.

Douglas, H. (2001). Teaching by principles: An introduction to language pedagogy (2nd ed). NY: Longman.

García, C. et al. (2015). Proyecto Institucional de Lectura y Escritura. Retrieved from http://institutokennedy.edu.co/presentacion/

García, O. (2009). Bilingual education in the 21st century: A global perspective. John Wiley & Sons.

García, O. (2017). Translanguaging in Schools: Subiendo y Bajando, Bajando y Subiendo a Afterword. Journal of Language, Identity & Education, 16 (4), 255–263. https://doi.org/10.1080/15348458.2017.1329657

García, O. Otheguy, R.(2020). Plurilingualism and Translanguaging: Commonalities and Divergences. International Journal of Bilingual Education and Bilingualism, 23 (1), 17–35. https://doi.org/10.1080/13670050.2019.1598932

García, O., & Kleifgen, J. A. (2010). Educating emergent bilinguals: Policies, programs, and practices for English language learners. Teachers College Press.

Garcia, O., & Torres, R. (2009). Monoglossic ideologies and language policies in the education of U.S. Latinas/os. In Handbook of Latinos and Education. (pp. 182–193). Routledge. https://doi.org/10.4324/978020386607

González, J. (2017). The impact of scanning reading strategy in young efl learners' reading comprehension. [Master's thesis, Universidad del Norte]. http://hdl.handle.net/10584/7485

Grabe, W. (2010). Reading in a Second Language. in Kaplan, R (ed.), The Oxford Handbook of

Applied Linguistics (pp. 88–99). Oxford Handbooks.

https://doi.org/10.1093/oxfordhb/9780195384253.013.0006.

Grabe, W.P., & Stoller, F.L. (2011). Teaching and Researching: Reading (2nd ed.). Routledge.

https://doi.org/10.4324/9781315833743

Hernández, R., Fernández, C., & Baptista, P. (2010). Metodología de la investigación (5th ed.).

McGraw-Hill.

Hernández, R., Fernández, C., & Baptista, P. (2014). Metodología de la Investigación (6th ed.).

México. DF, Editores.

Instituto Colombiano para la Evaluación de la Educación. (2018). Informe Nacional de

Resultados del Examen Saber 11° 2018. Recovered from https://www.icfes.gov.co/

Jiménez, R. T. (2001). "It's a Difference That Changes Us": An Alternative View of the

Language and Literacy Learning Needs of Latina/o Students. The Reading Teacher,

54(8), 736–742.

Kabir, S. M. S. (2016). Basic guidelines for research: An introductory approach for all

disciplines. Book Zone Publication.

Kiernan, J., Meier, J., & Wang, X. (2017). Translingual approaches to reading and writing:

Centering students' languages and cultures within reflective practices of translation. L1-

Educational Studies in Language and Literature, 17(3), 1–18.

https://doi.org/10.17239/L1ESLL-2017.17.03.04

Lasagabaster, D., & García, O. (2014). Translanguaging: towards a dynamic model of

bilingualism at school/Translanguaging: hacia un modelo dinámico de bilingüismo en la

escuela. Culture and education, 26(3), 557–572.

http://doi.org/10.1080/11356405.2014.973671

Lewis, G. Jones, B. & Baker, C. (2012) Translanguaging: developing its conceptualisation and

contextualisation, Educational Research and Evaluation, 18(7), 655–670.

https://doi.org/10.1080/13803611.2012.718490.

Lewis, G. Jones, B. & Baker, C.(2012). Translanguaging: origins and development from school

to street and beyond, Educational Research and Evaluation, 18(7), 641–

654.https://doi.org/10.1080/13803611.2012.718488

Lewis, M., Bryman, A., & Futing, T. (2004). Computer-assisted qualitative data analysis

software. In The SAGE encyclopedia of social science research methods (pp. 88-89).

Sage Publications, Inc.

Liao, G. (2011). On the Development of Reading Ability. Theory and Practice in Language

Studies, 1(3), 302-305 https://doi.org/10.4304/TPLS.1.3.302-305.

Mackey, A., & Gass, S. M. (2005). Second language research: Methodology and design.

Lawrence Erlbaum Associates Publishers.

Martinez, E. Jackson, D. & Sanaphre, M. (2017). Transferencia lingüística y alternancia de

código en expresiones de manejo de grupo en clases tipo AICLE. Estudios de Lingüística

Aplicada, 0(65), 83-102. https://doi.org/10.22201/enallt.01852647p.2017.65.729

Moore, P. (2017). Becoming bilingual in the EFL classroom.Oxford University Press,72(2),

131–140. https://doi.org/10.1093/elt/ccx045

Namrullah, Z., & Nasrullah, A. (2020). Enhancing Reading Comprehension through

Translanguaging Strategy. Journal of Language Teaching and Research, 11(6), 970-

977.http://doi.org/10.17507/jltr.1106.14.

Nunan, D. (2003). Practical English language teaching. McGraw-Hill/Contemporary.

Nunan, D. (2004). Task-Based Language Teaching. Cambridge: Cambridge University Press. https://doi.org/10.1017/CBO9780511667336

Ocampo, O., Pava, N. & Bonilla, O (2011). The communicative linguistic dimension: axis for human development in the other dimensions. Culture Of Care, 8 (2), 58–67.

Organización para la Cooperación y el Desarrollo Económicos. (2018). Programme for International Students Assessment (PISA): Results from PISA 2018. Recovered from https://www.oecd.org/

Poza, L. (2016). The Language of Ciencia: Translanguaging and Learning in a Bilingual Science Classroom. International Journal of Bilingual Education and Bilingualism, 21(1), 1–19. https://doi.org/10.1080/13670050.2015.1125849

Ramírez, C. (2016). Efectividad de la herramienta web 2.0 JClic en la comprensión lectora de niños de tercer grado [Master's thesis, Universidad Privada Dr. Rafael Belloso Chacín]. https://virtual.urbe.edu/tesispub/0102598/intro.pdf

Romo, E. (2019). La comprensión y la competencia lectora. Revista Anales. 1(377), 163-179.

Sari, P. (2016). An Analysis of Students' Reading Comprehension Based on The Four Levels Comprehension Skills. Linguists: Journal of Linguistics and Language Teaching, 3(1), 1–20. https://ejournal.iainbengkulu.ac.id/index.php/linguists/article/view/102

Sistema de Información de Tendencia Educativas en América Latina, SITEAL (2018). Gobierno de Colombia: Política nacional de infancia y adolescencia. https://siteal.iiep.unesco.org/bdnp/3163/politica-nacional-infancia-adolescencia-2018-2030

Suhadi. (2016). Exploring literal and inferential reading comprehension on eighth-grade

students. [Undergraduate thesis, Syekh Nurjati State Islamic Institute Cirebon].

http://repository.syekhnurjati.ac.id/2723/

Suk, N. (2017). The Effects of Extensive Reading on Reading Comprehension, Reading Rate,

and Vocabulary Acquisition. Reading Research Quarterly, 52(1), 73–89.

https://doi.org/10.1002/rrq.152.

Vaish, V. & Subhan, A. (2015). Translanguaging in a reading class. International Journal of

Multilingualism 12 (3), 338–357. https://doi.org/10.1080/14790718.2014.948447.

Vogel, S., & García, O. (2017). Translanguaging. Oxford Research Encyclopedia of Education.

https://doi.org/10.1093/acrefore/9780190264093.013.181

Yusuf, Q., Yusuf, Y. Q., Yusuf, B., & Nadya, A. (2017). Skimming and scanning techniques to

assist EFL students in understanding English reading texts. Indonesian Research Journal

in Education (IRJE), 1(1), 43-57.