

REFLECTING UPON A TRANSLANGUAGING AND CLIL IMPLEMENTATION
AS DYNAMIC BILINGUAL EDUCATION IN A STATE SCHOOL

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RESUMEN

El presente trabajo de investigación pretende arrojar luz sobre cómo un modelo de educación bilingüe dinámico, implementando translingüismo como herramienta pedagógica y AICLE impacta las prácticas de los maestros y el proceso de aprendizaje de los estudiantes en un colegio de carácter público llamado Hugo Ángel Jaramillo, ubicado en Pereira. Este estudio de caso cualitativo utiliza recuerdo estimulado, grupos focales y una prueba de suficiencia en lengua como métodos de recolección de datos. Los participantes de este estudio fueron 13 maestros y 124 alumnos de primaria y secundaria.

Esta es la tercera fase del proyecto "Change" que se concibe como una alternativa para llevar la educación bilingüe a todas las poblaciones. Es decir, el objetivo es garantizar a las poblaciones del sector público el acceso al bilingüismo que se ha restringido a instituciones educativas privadas. En esta etapa en particular, el énfasis es reflexionar sobre el uso de la primera lengua en el aula, analizar el desempeño de los estudiantes en el modelo e identificar nuevas reflexiones de los profesores basadas en las experiencias que han acumulado a lo largo de todo el proceso de intervención.

En general, este estudio presenta los papeles que el translingüismo tiene en el aula, explora el desempeño de los estudiantes y profesores en la integración de contenido y lengua en la clase y reconoce los retos a los que se enfrentan los maestros en este tipo de implementación. Por último, la proeficiencia de los estudiantes es examinada a través del análisis de los resultados de una prueba de suficiencia en lengua y se presentan las conclusiones.

ABSTRACT

The present research study seeks to shed light on how a dynamic bilingual education model, implementing translanguaging as a pedagogical tool and CLIL in the classroom impacts teachers' practices and students' learning process in a state school called Hugo Angel Jaramillo which is located in Pereira. This qualitative case study used stimulated recall, focus group and a placement test as data collection methods. The participants of this study were 13 teachers, and 124 students from primary and secondary levels.

This is the third phase of the project "Change" which is conceived as an alternative to bring bilingual education for all populations. That is to say, the goal is to grant people in public sectors access to bilingualism which has been restricted to elite private school. In this particular stage, the emphasis is to reflect on the use of the first language into the classroom, analyze the students' performance towards the model and identify further teachers' reflections based on the experiences they have accumulated throughout the whole intervention process.

In general, this study presents the roles that translanguaging plays in the classroom, it also explores students and teachers' performance upon the content and language integration in class, and recognizes the challenges that teachers faced in such implementations. Finally, students' language proficiency is examined through the analysis of a placement test results and conclusions are presented.

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1. STATEMENT OF THE PROBLEM

Bilingualism is a phenomenon impacting societies all around the world. As stated by UNESCO (2005) 50% of the world's population is bilingual. Practically, there is no country in which bilingualism is not present. In spite of the fact that bilingualism influences most of the communities in the world, some experts in the twentieth century considered it as a problem for cognitive and intellectual development. In this sense, Bhattacharjee (2012) argues that researchers, educators and policy makers perceived bilingualism as an interference limiting the child's intellectual growth. For instance, up until the 1970s, most teachers believed that learning two languages at once would confuse children. Moreover, UNESCO (2005) asserts that regarding sociopolitical issues, governments have conceived the unity in a single official language as a fundamental part to maintain the national identity. Nonetheless, new views about bilingualism have been assumed from different perspectives changing the paradigm as different research studies shed light on the benefits of being bilingual.

In this fashion, Bonilla (2012) argues that in nowadays world, English teaching is still conceived as a separate subject with a structural view of the language, leaving aside the complexity and multidimensionality of its interpersonal nature. These multiple dimensions are tied to people's political, social and cultural profiles. In view of the fact that the use of teaching methods inherited from previous generations is still present, it is necessary to start striving for new views towards the language that understand the diversity and the coexistence of cultures, developing consciousness of the elements included in the teaching task and being

able to propose different changes depending on the conditions given for each pedagogical situation.

Another consideration is the fact that in Colombia high quality bilingual education is generally offered to people from upper social classes. In this regard, De Mejía (2002) emphasizes that “bilingual education in Colombia is associated principally with private bilingual schools set up to cater for the rich elite” (p.175). Considering this, there is a necessity to develop a different bilingual educational model specially adapted to the Colombian reality, and designed for state schools to which all students have access without taking into account their different social backgrounds because it must be seen as a right for everybody. With this in mind, private schools tend to exceed to their public counterparts with great difference in their linguistic results. In the document, *Programa Nacional de Inglés “Colombia Very Well”* (2014) conducted by the Ministry of Education the low results in state schools students’ performance are shown. To explain this, De Mejía (2002) asserts that Colombia has two main ways of language instruction. The first one is bilingual education where the emphasis is on the instruction as a second language. On the contrary, foreign language education restricts the instruction to maximum 3 hours per week as an isolated subject.

Regarding the assumptions on language teaching in Colombia, Bonilla (2012) affirms that “it has long been thought that teaching English is teaching the language itself, so teachers center their attention on language forms and functions, overlooking social and cultural factors generated by this interrelationship” (p. 185). Particularly, this is what our project intends to modify in order to benefit the

stakeholders involved on the grounds that the social reality of the population is taken into account.

Conversely, Fandiño-Parra *et al.* (2012) suggest that “there be a better relationship between the mother tongue and the foreign language that values the instruction in the mother tongue in order to foster the acquisition of a second language” (p.370). Translanguaging is a strategy used to accomplish such integration between the first and second language. Regarding translanguaging, Lewis *et al.* (2012) assert that allowing students to use both languages will result in the maximization of learners’ linguistic and cognitive development. It also allows students to develop linguistic competence in their weaker language, and encourages interaction between advanced and beginner learners. Consequently, translanguaging fosters the creation of links between homes and schools, especially when parents are not familiar with the language in which their children are being taught.

One of the advantages of CLIL (Content and Language Integrated Learning) is that it not only combines content and language but also features from cognition and culture, fostering low order thinking skills, and high order thinking skills as explained in Blooms’ Taxonomy. In relation to culture, it increases intercultural competences. In this sense, Sudhoff (2010) affirms that “the dual focuses of CLIL-classrooms, i.e. the merging of a foreign language with content subject matter, seems to provide an ideal environment to initiate intercultural learning: content is never culturally neutral” (p. 30). Furthermore, Surmont *et al.* (2014) point out some advantages of using CLIL in the classroom, some of which assert that 1) it

combines language and content learning; for this reason, the target language is exploited and immediately used in meaningful contexts. 2) The language is not the goal but the means of communication. 3) In a CLIL class, more interaction between students and teachers takes place allowing the use of the language in authentic situations.

Finally, including reflective teaching and learning procedures in the current study is relevant due to the fact that Richards (1996) states that they allow teachers and students to have a conscious process of their teaching and learning practices for further changes that will eventually influence their students' improvement. Moreover, the evidence collected from those reflections helped the researchers to have a better understanding of the perceptions that the teachers had towards the procedures being implemented at the schools, and that is exactly what is intended to explore in this project.

As a consequence of the failures derived from the attempts of foreign language education plans in Colombia, several actors involved in education in Risaralda have started to seek for alternatives to supply the weaknesses identified in the results previously mentioned. For this reason, it is crucial to start a plan consisting on external aids that support the articulating processes of English plans in schools.

Bilingualism Intervention Project "Change" was built on the idea of transforming the education to which children have access, and making an invitation to teachers to be part of the "change". This project has been implemented in two

state schools (Hugo Ángel Jaramillo and Jaime Salazar Robledo) located in Pereira/Risaralda, an intermediate city in Colombia. It was proposed as an alternative to EFL approach in order to achieve those objectives offering a model (CLIL) that introduces content knowledge through the use of a second language. Besides, one of the main tenets of this model is to provide bilingual education for all populations, so that this type of instruction is not seen as a privilege anymore. Moreover, this project comes from an association between *Sistema Universitario del Eje Cafetero* (SUEJE) and *Licenciatura en Lengua Inglesa* (LLI) from the *Universidad Tecnológica de Pereira* (UTP). As this research study focuses on “Hugo Ángel Jaramillo” school, the first benefited people of this project are the students from that school, who mostly live in Malaga neighborhood, a low socio-economical area of Pereira city.

“Change” has been divided into three phases. Gallego *et al.* (2013) conducted the first one. It consisted on analyzing the process of professional development of the teachers through a continuous reflection and practice upon the implementation of CLIL lessons. Therefore, a teacher training program in language and content integrated teaching was developed in order to build new bilingual learning spaces. The findings showed that the in-service teachers managed to reflect continuously on their practices, so they could improve the way they implemented CLIL lessons. Additionally, teachers were able to increase their skills in collaborative work. Finally, they shared their perceptions about how the professional development program helped them grow as professionals, and language learners.

The second stage was based on the implementation of content-driven classes in the target language focused on the training teachers received. Manzur & Ramirez (2014) conducted this phase and, it was found that teachers need certain proficiency in the target language as well as in the content in order to implement successful CLIL classes; furthermore, there is a misunderstanding of the role of translanguaging in the classroom; finally, it is important to highlight that, as stated by the participants, for successful implementation, resources and time are required; also, students showed positive attitudes towards the classes, and they evidenced linguistic and content knowledge improvement. As the students were not direct participants in this stage, the authors claimed that there was a need to continue the process of implementation and now reflecting on the impact of the dynamic bilingual model including the students in the process.

This proposal is the third phase of project “Change”, which aims at reflecting, through class observations and interviews, towards the teacher’s perceptions about translanguaging and CLIL implementations covering the aspects that were not taken into account in the previous phases.

As a conclusion, bilingual education needs to shift from being a privilege restricted to wealthy people and becoming a right guaranteed to all citizens. It is important to start seeking for different alternatives and implementing different models allowing the access for everyone to bilingual education specially in Colombia where there exists a necessity of developing a different type of instruction in which teaching a language is not longer focused on learning about the language but rather on using it in meaningful settings. Bearing this in mind,

local solutions are being proposed with the purpose of impacting the bilingual education in the region. This research study intends to provide insights into how using translanguaging and CLIL is a suitable alternative to break these gaps. The next chapter presents the theoretical foundations on which this study is based.

The three related questions that guide this project are:

- What are the main primary teachers' considerations towards the roles of translanguaging as a pedagogical strategy in the classroom in a state school in Pereira?
- How does the implementation of a dynamic bilingual model in a state school in Pereira impact students' content and language learning process using translanguaging as a pedagogical tool?
- How does the integration of translanguaging and content and language instruction in a dynamic bilingual model impact teachers' practices in a state school in Pereira?

2. THEORETICAL FRAMEWORK

At this point, the main concern of this research study has been exposed as well as its implications, evidences and alternatives. As mentioned before, this proposal aims at changing the view that bilingual education has had, and providing all populations with this type of instruction. Besides, the concepts of translanguaging and CLIL are implemented in the lessons as strategies in order to foster the communicative competence in the second language (English). Lastly, it is necessary to include in this project the process of teachers' reflections in order for them to grow professionally and to account for the impact of the project "Change".

The purpose of this chapter is to explain the main concepts that guide the development of the present study. Translanguaging is the first concept to be included in this research. Lewis *et al.* (2012) refer to translanguaging when "both or all languages are used in a dynamic and functionally integrated manner to organize and mediate understanding, speaking, literacy, and learning" (p.655). This leads to the consideration of the importance of Content and Language Integrated Learning as the second concept to conduct this study. Coyle *et al.* (2010) define CLIL as an educational approach in which a subject is taught in a foreign language with two main purposes, learning both content and language simultaneously. When teaching a second language through the integration of content and language, it becomes necessary to use the first and target languages in order to facilitate the appropriation of linguistic and content aspects.

As stated by Marsh (2008) in an interview, emergent bilinguals could be frustrated when receiving total instruction in the second language; therefore, appropriate CLIL lessons include translanguaging as a mechanism to lower such frustration. Finally, it is important to take into account the teacher's perceptions in relation to the implemented lessons, and to reflect deeply upon those perspectives; that is why reflection comes as the third guiding concept of the project. It is defined by Rodgers (2002) as a process in which teachers analyze their practices with aims at evaluating them, thinking of future changes, and improving them.

2.1 Translanguaging

The term translanguaging has been discussed throughout the years by several authors who have stated different perceptions about its nature. Along with translanguaging, another term to be included in this research study is languaging since, as stated by Garcia (2009), "the concept of translanguaging provides a more fitting description of the ways in which many people –language-, that is, use language in action, in the twenty-first century" (p.113). This relation leads to the necessity of defining languaging in a deeper manner.

2.1.1 Defining Languaging

Swain (2006) asserts that languaging is using language as a way to perform activities that demand complex cognition such as solving problems about language. It also has to do with giving sense and building knowledge by using language. It consists on using the language as a bridge that allows the constructions of thoughts by a deeper way of thinking. Likewise, Byrnes (2009)

explains that “languaging serves as a vehicle through which thinking is articulated and transformed into an artifactual form” (p.97). That is when language plays an active role in the cognitive process.

2.1.2 Defining Translanguaging

The term was first coined by Williams cited in Garcia & Leiva (2014), which he describes as a pedagogical practice where learners are asked to alternate languages in order to receive input in one language and produce output in the other one. Translanguaging, however, has been recently defined from other perspectives; Canagarajah (2011) affirms that “the research studies we do have on school contexts show translanguaging to be a naturally occurring phenomenon. In a majority of these studies, teachers through conscious pedagogical strategies do not elicit acts of translanguaging. They are produced unbidden”. (p. 8). Comparatively, Garcia (2012) defines translanguaging as “the discourse practices of the bilinguals, as well as pedagogical strategies that use the entire linguistic repertoire of bilingual students flexibly in order to teach both rigorous content and language for academic use” (p.2) That is, translanguaging is a concept with two views: either systematic or spontaneous practice. Therefore, translanguaging is a natural meaning-making process occurring in bilingual classrooms when implementing CLIL lessons. It can be used as a pedagogical tool for effective communication, teaching and a better appropriation of the content.

Additionally, translanguaging allows building equity in language education because it does not value a language as more important than the other; on the

contrary, it recognizes the students' background and classroom experiences with the same relevance. Wei (2011) sees translanguaging as a transforming vehicle that recognizes students' realities without diminishing their importance in order to establish a social space where all voices are heard.

2.1.3 Translanguaging: How to implement it

In the same token, translanguaging can be also used in the classroom as a pedagogical strategy; Garcia (2012) affirms that translanguaging is a process that teachers can use in order to make rigorous content more comprehensible for students deepening their thoughts and understanding. Taking this into account, it is important for teachers to be aware of how to implement this strategy avoiding misconceptions about its implementation in their practices.

Garcia (2012) also states that in order to take advantage of classroom resources students can display the target language by means of reading each other in the second language, labeling the classroom signs using the second language, and making connections with other cultures in the content studied. Moreover, teachers and administrators are also encouraged to use the second language. In addition, she proposes several ways that promote in students the use of both their home language and the language being learned:

- Read or listen to a text in English, and then discuss it in the home language.
- Create a product in English and a different but related product in the home language.

- Read in one language and respond via graphic organizers in the other language.
- Discuss in any language and share out in English.
- Brainstorm in any language and write in English.

As a conclusion, translanguaging is a natural phenomenon that is conceived as a new perspective in bilingual education. Besides, the inclusion of this in pedagogical practices allows to create a model to strengthen and value the linguistic abilities of students as emergent bilinguals as well as create an alternative paradigm to the traditional views of language education.

2.2 Content and Language Integrated Learning (CLIL)

According to McDougald (2009), CLIL is a teaching and learning approach that is becoming more popular in Colombia due to its adaptability to different educational contexts. Those characteristics that made the integration of content and language such a flexible model were explained further.

2.2.1 Defining CLIL

The European Commission (2005) states that “within CLIL, language is used as a medium for learning content, and the content is used in turn as a resource for learning languages” that is, the learning of both content and language is never separated, it is always interconnected. Besides, Marsh (2001) describes Content and Language Integrated Learning as teaching a language by means of a specific content and vice versa, in other words, one supports the other one. In the

same way, Coyle *et al.* (2010) agree that CLIL combines language and content learning, and the target language is used in meaningful contexts; for this reason, learners will not face the common difficulties encountered in a traditional language lesson. CLIL is different from other approaches such as Content Based, in which the focus is only in learning content or specific matters.

2.2.2 Principal aims of CLIL

In the first place, CLIL aims to support the acquisition of language through teaching a subject matter via L2. In addition, in a study conducted by Maljers *et al.* (2007) several authors consider the integration of content and language in the classroom as the promotion of linguistic diversity, language learning, learners' proficiency and intercultural awareness. Motivation is another essential goal when implementing CLIL lessons, as pointed out by Coyle (2006) CLIL learners show positive attitudes towards the class when expressing willingness to attend classes, valuing the personal growth and recognizing the effectiveness of the language learning through interesting contents. Moreover, Lasagabaster (2011) carried out a research study comparing motivational factors in EFL and CLIL classes, the findings indicate that students in CLIL classrooms respond more positively than their counterparts in EFL settings.

2.2.3 Adapting CLIL to different contexts

As stated by Coyle *et al* (2010) "CLIL is a flexible model that can be adapted to different contexts" (p.1). It means that dual-focused education can be implemented in a wide variety of settings such as primary and secondary schools,

tertiary level -whether public or private, and in diverse regions, countries, socio-economic statuses or cultures. Content and Language Integrated Learning is considered such an adaptable model, as stated by Wood (1996) “CLIL means to enter an extremely complex context sensitive educational territory whose methodology and research results should be considered and explained within a faithful description of its local context” (para. 1)

In spite of CLIL’s flexibility, there are theoretical and methodological foundations in order for CLIL lessons to be successful. Coyle (1999) names them the 4 C’s framework which lies on the following principles:

Content: Learners involve actively in accessing knowledge, skills, and understanding.

Cognition: It implies having students engaged and challenged by solving problems, thinking critically, creating interpretations and reflecting upon knowledge and linguistic demands.

Communication: The target language needs to be used in the context in relation to the content learned in order for students to express their feelings and thoughts.

Culture: Students are encouraged to reinforce their own identity and local culture awareness through the recognition of differences and similarities with other cultures, valuing diversity and promoting citizenship.

In this respect, what links communication with content and cognition is defined by Coyle *et al.* (2010) as Language Triptych, which classifies language into three main functions: language **of**, **for** and **through** learning. The first one regarding language to access new knowledge and understanding content. The second one referring to the language needed to operate in different learning situations. The third one accounts for the planned and spontaneous language that might emerge as a result of interaction in the class.

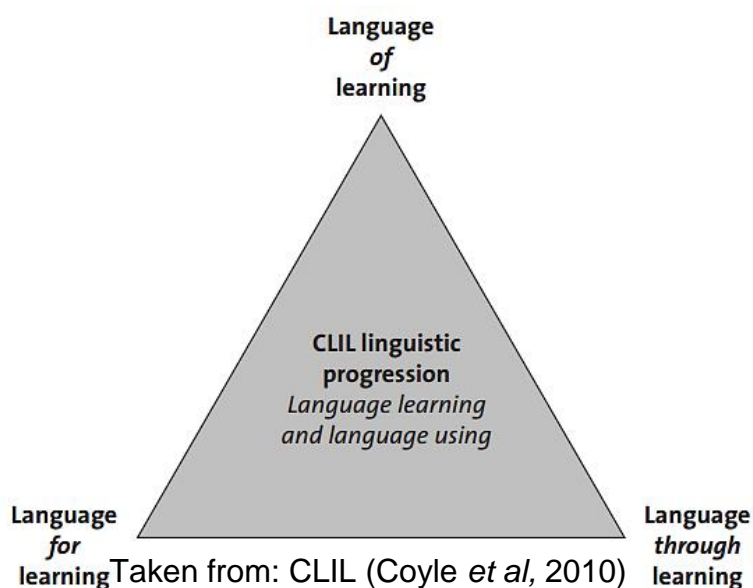


Figure 1: Language Triptych

2.3 Reflection

Until now, two concepts have been defined in order to explain the theoretical foundations for this research project: Translanguaging and CLIL. The third concept that must be included is reflection since in this last stage teachers need to evaluate their process whereby they have passed during the training and implementation of the CLIL practice. Reflection allows teachers to evaluate the impact of the model,

understanding their thoughts and decision making processes in order to improve their practices and giving insights into their intentions and actions. Richards (1995) defines reflection as “an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose.” (p. 1). Thus, reflection is a reaction to past experience that calls for the analysis and examination of certain taken actions in order for a future evaluation to occur. In the same fashion, Rodgers (2002) claims that reflection is not an ending process but rather a vehicle used to transform raw experience into meaningful theory in order to grow morally (in this case professionally, individually and socially).

2.3.1 Reflective Teaching

The role of reflection in this research project is not only conceived as a matter understanding but also taking actions in teachers' everyday practices, facing problems based on different perspectives in their reflection and growing professionally in the teaching and learning context. Pollard (2005) provides seven characteristics of reflective teaching:

1. Reflective teaching implies the involvement of aims and consequences of what happens in the classroom and the responsibility of speaking out on the basis of professional experience.
2. Reflective teaching is a cyclical process, in which teachers monitor, evaluate and revise their own practices continuously. It is also a process that leads to self-monitoring, reflection, and change.

3. Reflective teaching involves reviewing relevant existing research, gathering evidence, using data, analysis and evaluation that lead to decision taking.
4. Reflective teaching requires the willingness to listen to others' ideas, to consider different alternatives of doing things, and to recognize error-making processes.
5. Reflective teaching is founded in teacher judgment used in reflection-in-action and in reflection-on-action (knowledge of research).
6. Reflective teaching is enhanced by dialogues with colleagues, specific individuals from both the own school and other schools.
7. Reflective teaching enables teachers to adapt frameworks for teaching and learning. Such implementation demands highly innovative and creative ways to succeed in the lessons.

2.3.2 Stages of Reflection

According to Richards (1991) reflection can take place in a process which is divided into three different stages:

- **“The event itself”** in which the starting point is the actual teaching episode, and the critical reflection is focused on the teacher's own practice, self-

reflection can also be stimulated by observing another person's teaching method.

- The “**Recollection of the event**” that consists on an examination of an experience; it is based on describing what happened on the event itself, without any explanation or evaluation.
- “**Review and Response to the event**” in which the participant reviews the event and is asked some questions about the experience.

2.3.5 Reflection-on-action and reflection-in-action

There are two interlocking conceptions of reflection, both are connected and complement each other. Kumaravadivelu (2003) distinguishes them as follows:

- **Reflection-on-action** happens before and after a lesson, when teachers plan it, and when they evaluate the success of their teaching acts. It is in this stage in which teachers make actions to future practices.
- **Reflection-in-action** refers to the process occurring in the precise moment of the teaching event, when teachers are in charge of monitoring their performance attempting to identify unexpected problems, and then modifying and immediately adjusting them into the teaching practice.

2.3.3 Dimensions of reflection

Griffiths & Tann (1992) present a framework that builds on the work of Schön to describe how reflection by teachers occurs in five temporal dimensions.

These are:

1. **Rapid reflection:** immediate and automatic reflection-in-action.
2. **Repair:** thoughtful reflection-in-action.
3. **Review:** Less formal reflection-on-action at a particular time.
4. **Research:** more systematic reflection-on-action over a period of time.
5. **Re-theorizing and Research:** Long-term reflection-on-action informed by public academic theories.

2.3.4 Critical reflection

Critical reflection in teaching events makes teachers question their routine, convenient everyday practices and ask themselves about what really works and does not work. Furthermore, according to Hillier (2002) increasing critical reflection challenges some deeper, social and cultural thoughts, feelings and reactions. In the same token, Richards & Lockhart (1994) affirm that critical reflection triggers a deeper understanding of teaching. They state that it comes with the analysis of teaching practices with the purpose of evaluating them, making decisions, and changing them in order to improve. It also involves making questions such as how

and why things are the way they are, what they represent, and what may happen if they are done in different ways.

As a conclusion, the inclusion of reflective teaching and learning procedures in the current study are highly relevant due to the fact that they allow teachers having a conscious process of their teaching and learning practices, and learning for further changes that will eventually influence their students' improvement in learning. Moreover, the evidence collected of those reflections will help the researchers to have a better understanding of the perceptions that the teachers have towards the procedures being implemented at the schools, and that is exactly what is intended to explore in this project.

2.4 Dynamic Bilingual Education

In this section, the researchers will shed light on the theoretical bases of the model that was implemented in this project. The application of this model in the institution aimed at educating children bilingually without expecting monolingual standards, and allowing the development of academic proficiency in both the mother tongue and the target language. Flores and Schissel (2014) explain that a Dynamic Bilingual Model is characterized by its flexibility, and the acceptance of two or more languages in the classroom in order to communicate, achieve metalinguistic awareness, and develop new language practices.

In other words, a Dynamic Bilingual Framework allows teachers and students to take advantage of translanguaging in the teaching and learning of the integrated content and language. Garcia (2009) describes a dynamic approach as

one that “allows the simultaneous coexistence 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”. (p. 119) . As it was mentioned before, translanguaging, which is one of the main concepts that guides this study, is seen as a pedagogical resource in the classroom; for these reasons, this framework is seen as the most suitable to apply in the present study.

3. LITERATURE REVIEW

This section of the study presents the theoretical bases, arguments and pertinent findings that address the constructs on which this project is based. In the search for methodologies that address the change of teaching English as a foreign language to the implementation of bilingualism for all populations, there have been several proposals related to the use of translanguaging as a pedagogical strategy embedded in a dynamic bilingual model. Regarding translanguaging, it is important to clarify that the researchers are aware that the Colombian context has its particular characteristics. For this reason, several studies from different parts of the world are to be included in order for the researchers to have insights on how this tool has been explored and developed; however, there are not well-structured studies that allow us to have a referent in our own country. Concerning CLIL, there is evidence that different from translanguaging, this methodology has had a deeper exploration in Colombian academic settings; therefore, the research studies that support this chapter have been carried out in Colombia.

Translanguaging is a concept which has been addressed from different perspectives. In particular, Canagarajah (2011) states that translanguaging is a phenomenon that occurs naturally. He also claims that teachers do not elicit acts of translanguaging by conscious pedagogical means but rather they are produced spontaneously by both teachers and students. He reaches these conclusions based on studies by several authors such as Lin & Martin (2005) and Heller and Martin-Jones (2001). By way of contrast, theorists including Garcia (2012), Crees & Blackledge (2010), Baker (2006) and Kano (2012) are convinced that

translanguaging is a heteroglossic strategy that integrates the use both languages in the classroom aiming at fostering the process of learning. The present study focuses on the latter perspective.

Based on the conception of translanguaging previously mentioned, Cress & Blackledge (2010) conducted a research study named *Translanguaging in the Bilingual Classroom: A Pedagogy for Learning and Teaching?*, this study was carried out in Chinese and Gujarati community language schools in the United Kingdom, and it aimed to describe a flexible bilingual approach to language teaching and learning in which children are educated with bilingual instructional strategies, allowing the use of two or more languages. In relation to the methods used, they consisted of four interlocking case studies with two researchers working in two complementary schools in the communities. Students and teachers were audio-recorded during the classes observed, and during break times. Besides, key documentary evidence and photographs were collected. Regarding the findings of this study, it was observed that the participants helped to create a bilingual pedagogy based on translanguaging.

It was also evidenced that there existed a necessity of using both the first and target languages in the classroom since bilingualism fosters students' confidence and values their identity. Furthermore, it was also found that translanguaging provides opportunities to engage audiences, and it recognizes that teachers and students used their mother tongue for different purposes such as explanation and narration.

In the same vein, Kano (2012) developed a research study with ten Japanese students from 12 to 16 years old in a school in New York. The purpose of this was to investigate the role of translanguaging as an instructional tool, but also as an spontaneous phenomenon in the meaning-making process of bilingual learners. The main method used was video-stimulated recall which she implemented immediately after each lesson. Subsequently, she analyzed the data taking into account a qualitative point of view. Kano found that by the use of translanguaging, bilingual students were engaged in the lessons, and they also showed preferences with the use of this approach. Finally, it was concluded that learners were firmly inclined to use of translanguaging in the lessons.

To conclude, these results are significant for the present project due to the fact that they give us insights about how the inclusion of translanguaging in the classroom has impacted teachers and students' performance in both languages. They also provide us with ideas about the strategic uses of the first as well as the target language with pedagogical purposes.

In addition, using CLIL in the classroom has called the attention of several theorists and teachers. In Colombia, this methodology is being applied in a number of institutions. In order to fulfill the goals of this project, it is necessary to include studies related to the implementation of Content and Language Integrated Learning in the bilingual classroom. Mariño (2014) has shed light on how some characteristics of content-based English classes can be considered in the implementation of CLIL for bilingual education. The participants included in this research were 15 fifth grader students between eleven to twelve years old from a

private institution (Country Bilingual School) located in Tunja, Colombia. Moreover, the instruments used to collect data were observation formats, journals, surveys, interviews and documents such as lesson plans and books.

Mariño reported that there were positive standards related to methodology and assessment which can be used when implementing CLIL. Furthermore, some of the CLIL characteristics such as the 4Cs have to be clear before trying to cope with this methodology at a school. It was also found that students tended to use their previous knowledge when carrying out different tasks, and they also established a close rapport with their teachers. Finally, it was observed that learners took advantage of the opportunities to interact with their classmates and teachers, in this way they used the language for real purposes.

McDougald (2015) conducted a research study in Colombia called “Teachers’ attitudes, perceptions and experiences in CLIL: a look at content and language”. The participants were 140 teachers from primary, secondary and university levels with an average of 8.3 years of teaching experience. In addition, the data collection methods used were survey-based research methodology, web surveys and questionnaires.

The findings portrayed that there are still many teachers who are not conscious of the CLIL methodology although some of them were teaching content in English. Another view is that time was a concern expressed by teachers in terms of lesson planning, teachers had certain complains about the way administrative staff did not take their time into account at the moment of arranging training

sessions and meetings, and in order for CLIL to be successful it is important to have a strong administrative support. Lastly, teachers expressed that this approach is beneficial to learners in view of the fact that it develops both subject and language knowledge skills.

In a related study, Bonces (2012) aimed to reflect upon the characteristics and considerations that are required when implementing language teaching and learning through content. Moreover, this study was based on the analysis of the five CLIL dimensions and focuses mentioned by Marsh *et al.* (2001), and it is a general reflection of the inclusion of CLIL in the Colombia context. It is similar to the present study on the grounds that both of them were conducted in Colombia and took into consideration the different aspects faced by stakeholders.

The author concluded that CLIL is an approach which requires careful planning and promotes the appropriation of language and content at the same time. He also claimed that there are many considerations to take into account when applying CLIL to diverse contexts like the Colombian one; such aspects are related to satisfactory second language competence, sufficient content knowledge, adequate materials and cooperative teaching. Moreover, this author also highlighted that the circumstances are not equal in terms of public and private education in Colombia since private schools tend to have more favorable conditions than public institutions.

In conclusion, the previous studies are of importance for our project since they shed light on how CLIL functions in the Colombian educational system. Also,

these studies show what other researchers have found in relation to the benefits and challenges that emerge when applying this innovative approach that has become a sustainable alternative to improve bilingual education in our country. For these reasons, we can take advantage of the aforementioned studies in order to compare and contrast the outcomes expected in this project.

4. METHODOLOGY

In the previous chapters the theoretical foundations on which this project is based, the issues that need to be addressed by a problem solving, and related studies to give insights to the reader were explained. This section aims at providing the reader information about the nature of this research and give reasons of why that particular typology was selected. Furthermore, the context that encompasses the setting, the participants involved in this project, the methods implemented in order to collect data and the researches roles were explored.

4.1 TYPE OF RESEARCH

Considering the nature of this project, it was developed as a qualitative research study due to the fact that the researchers collected information from the teachers and students taking into account their beliefs, perceptions and considerations. Thus, according to Fraenkel & Wallen (2009), “qualitative researches assume that the world is made up of *multiple realities*, socially constructed by different individual views of the same situation” (p. 15). That is, qualitative research is a way of understanding some aspects of social life by means of words rather than numbers.

In addition, Merriam (1998) states that in qualitative research; the researchers are usually in contact with the natural context, which includes the people as well as the institution where the phenomenon takes place. Accordingly, in this study, the researchers played an active role since they observed the classes in the institution, conducted interviews, and were in continuous interaction with the

school teachers and students. In the same fashion, Burns (1999) agrees that the role of the researchers in the gathering of the data and its analysis becomes an important aspect of the research findings. This reflects what the researches aimed to do, collecting and interpreting data from the natural source giving their own insights based on the data collected from the participants. It is important to highlight that this project also takes advantage of a quantitative data collection method used for analyzing a particular type of information; however, the focus of the project is still qualitative.

4.2 TYPE OF STUDY

Given the characteristics of a qualitative research project, it is fundamental to seek for a suitable design that comprises the features of this type of study. Burns (1999) explains that since the data gathered from qualitative research is generally broad and detailed, there is a need to delimit the context or subjects into small groups. This research project is a qualitative case study because as stated by Fraenkel & Wallen (2009) in this type of study an individual or specific group is selected in order to conduct a deep analysis of the data in which the results are not generalized; for instance, an institution. In this regard, it is closely related to this project in view of the fact that the case of this study was conducted in a public school and more specifically with primary students and teachers.

Moreover, case study is a type of qualitative research that has its own categories. To illustrate this, Merriam (1998) asserts that this type of study can be categorized based on the purpose or function (i.e. descriptive, interpretive or

evaluative). In this case, it is a descriptive-interpretive case study as it takes features from both types. Yin (1981) notes that a descriptive case study aims at documenting processes of specific events. In this sense, in order to define the behaviors and implementations of translanguaging and CLIL lessons, it was necessary to record the details of information elicited from teachers and students' perceptions as well as the classes. On the other hand, this study is interpretive since the researchers in this project played an active role when collecting the data since they interacted with the participants; moreover, the researchers interpreted the information that was collected, and drew conclusions upon them. Taking into account this idea, Cavana *et al.* (2001) argue that the researcher is in charge of analyzing the social reality in which a phenomenon develops.

4.3 CONTEXT

In this section, the characteristics of the setting where this project took place are deeply described including information about the organizations, the school, its location and the participants involved. With the purpose of contextualizing the reader, it is necessary to provide details about the organizations enrolled.

4.3.1 SETTING

First, SUEJE (*Sistema Universitario del Eje Cafetero*) was created in September 2000 with the name of Red Alma Mater, which changed in 2014. It is the result of an institutional agreement between UTP (*Universidad Tecnológica de Pereira*) and *Universidad del Quindío*. Those universities intend to consolidate the protagonism of public university in the process of social transformation and integral

development in the region and university community to which they belong. One of the projects that this network manages is the school Hugo Ángel Jaramillo that is provided by SUEJE with different resources. Besides, LLI (*Licenciatura en Lengua Inglesa*), which is a program from UTP, was asked by SUEJE to conduct a bilingual intervention project called Change. It is focused on developing practices and policies that establish the school as a bilingual institution.

As found by Gutierrez (2012), this state school was created to supply the demands of the *Comuna del Café* neighborhood in terms of public education in this specific area of Pereira. This school is located in a sector called *Málaga*; it started its academic activities on March (2011), this institution is administered through the model of concession; that is, its educational project (PEI) is managed under the academic and administrative responsibility of *Universidad Tecnológica de Pereira* and *Sistema Universitario del Eje Cafetero*. The institution has the capacity to accommodate around 1440 students, and its mission is to train students in a holistic cognition through the development of creative thinking to solve problems.

Regarding its vision, it seeks to be a visible institution for the quality of its processes and contributions to the development of the region in an intercultural and ethno educational context. It also attempts to be characterized by the development of analytical skills and critical management with foreign language proficiency with a humanist and democratic attitude, and to lead social transformation processes ranging from local to global. Finally, this school has forty-eight employees, including the teachers and administrative staff.

Additionally, it must be clarified that learners from all grades take English classes. Before the project was conducted, they were assigned to two hours a week of English lessons; however, during the implementation of the project this amount of hours increased to six per week. The subjects in which educators focused their implementations were mainly natural science and mathematics. Even though in the previous two phases of Change project teachers from both primary and secondary levels participated, in this stage of the project the focus was placed in the CLIL and translanguaging implementations made in primary grades since only one teacher from secondary continued the process.

4.3.2 PARTICIPANTS

This part of the project is dedicated to explore the characteristics of the participants. They were twelve primary teachers, and one secondary teacher. They participated in the first and second stages of the project which consisted of a training program in the dynamic bilingual model and implementation of this model in the classroom respectively. Regarding the students, there were 124 participants, 49 of whom are from primary levels, and seventy-five of whom are from secondary levels.

4.4 DATA COLLECTION METHODS

Due to the nature of this qualitative descriptive-interpretive case study, it is important to use different methods in order to collect the data necessary to fulfill the requirements for the development of this research project. As a result, the data collection methods that were used in this study are recording and interviews based

on the video-stimulated recall technique, focus groups, and a language placement test.

4.4.1 Video Stimulated Recall

Video Stimulated Recall is defined by Nguyen *et al.* (2013) as “a research technique in which subjects view a video sequence of their behavior and are then invited to reflect on their decision-making processes during the videoed event” (p.1). In accordance to this, the participants of this research project followed a sequence in which they record the classes, and interview the teachers based on the previous recordings.

Before conducting the recordings of the classes, the researchers asked the institution and teachers for permission so that they were prepared to be video-recorded. After that the schedule for the observations was arranged according to the teachers' time availability. Then, a piloting session was held with a teacher that has the closest date available; it was done with the purpose of identifying possible pitfalls of this data collection method. Subsequently, the video-recording was watched and analyzed by the researchers, and they designed a questionnaire based on what they observed from the video. The questions were focused on different actions such as use of Spanish, time management, behaviors and decisions taken. The next day, an interview was carried out with the corresponding teacher with an approximate length of thirty minutes. After the piloting, the necessary adjustments were implemented, and the rest of the video-stimulated recalls were done.

This technique is suitable for answering the two related questions that guide this project since as Freeman (1998) explains that in the use of previously recorded videos participants' responses on attitudes, thoughts and beliefs are prompted. The teachers' considerations were only extracted using this data collection method, which was used nine times considering the eight participants and the piloting that was conducted before carrying out the rest of the video-stimulated recalls.

4.4.2 Focus Group

To begin with, Kitzinger (1995) defines focus group as a way to interview based on highlighting communication between participants in order to collect data from their interaction, which is encouraged by researchers' questions. This method was used specifically with the teachers who were divided into two groups. Each session was implemented approximately in fifty minutes, and both sessions were audio recorded. The researchers assumed different roles during the process, one was in charge of explaining the dynamic of the activity, the other one was the interviewer, and the other one took notes.

This method is useful to answer the two related questions that guide this research on the grounds that it was developed after the whole process of intervention with the purpose of identifying and analyzing its results. Regarding this, the European Commission (2005) affirms that "When a focus group is organized after the implementation of a program with a view to assess its impact, it helps understanding, analyzing and identifying the reasons beneath the opinions

expressed by the participants” (p. 1). In these terms, this method is going to be useful in the collection of data since it will allow a clear interpretation of the information that is going to be obtained in the institution.

4.4.3 Language Test

The data collection method that was implemented with the students was the Oxford Online Placement Test, which provides information about a person’s language proficiency. As explained by Oxford University Press (2015) the design of this test takes into consideration a number of aspects such as the Common European Framework of Reference, the nature of communicative language ability, and the errors that are usually made by learners when learning a foreign language. The results are instant and automatically marked so that the researchers do not take part in the scoring process. There were two different types of tests applied; one of them was focused on the students under the age of twelve, and the other test was implemented with children over that age. The test was taken by the students during a whole week, and each session had a maximum amount of ten students.

The purpose of including this type of test was to know about students’ linguistic ability by having a standardized reference. According to Teddlie & Tashakkori (2006) standardized tests provide measures of many characteristics of people, and they also provide strong data for its further interpretation. The third sub-question of this research study was answered by this data collection method. The chart below includes each question and the corresponding data collection

methods that answer each one of them. This method was helpful to answer the first related question of this research study.

QUESTION	DATA COLLECTIONMETHODS
What are the main primary teachers' considerations towards the roles of translanguaging as a pedagogical strategy in the classroom in a state school in Pereira	<ul style="list-style-type: none"> - Video-stimulated Recall - Focus group
How does the implementation of a dynamic bilingual model in a state school in Pereira impact students' content and language learning process using translanguaging as a pedagogical tool?	<ul style="list-style-type: none"> -Video-stimulated Recall -Focus group -Placement test
How does the integration of translanguaging and content and language instruction in a dynamic bilingual model impact teachers' practices in a state school in Pereira?	<ul style="list-style-type: none"> - Video-stimulated Recall - Focus group

Figure 2: Research Questions

4.5 RESEARCHERS' ROLES

The aim of this section is to account with supported theory the role that the researchers played in this project. As researchers of this study, we did not take active participation in the process of the model that was implemented. According to Merriam (1998) this role is defined as that of a complete observer, where the researchers may or may not be seen by the individuals being observed. In the process of making video-stimulated recalls, we went to the classrooms to video

tape the lessons, without taking part in them, and after that, we observed the whole videos and designed some guiding questions to conduct the interviews.

As we carried out interviews after recording the classes to make video-stimulated recalls and also moderated discussions in focus groups, interviewer is another role that was played by us. Patton (1990) claims that interviews are used by researchers to explore what cannot be observed directly, that is people's feelings, thoughts, intentions and even their own perspective. This method allowed to collect meaningful data to obtain the teachers' perceptions towards the implementation, and this was precisely the aim of this project.

4.6 DATA ANALYSIS

The data collection methods used in this project were based on observations, interviews as part of stimulated recalls and focus groups sessions. This information was analyzed based on grounded theory defined by Glaser & Strauss (1967) as "the discovery of theory from data systematically obtained from social research" (p.2). After the process of collecting the information, it was carefully analyzed with the purpose of allowing researchers to develop a theory of a phenomenon. The same authors suggest some steps to follow in order to develop grounded theory that can be applied when conducting qualitative studies analysis; moreover, they also propose the combination of four steps: comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory, and writing the theory which is called The Constant

Comparative Method of Qualitative Analysis. The data analysis process of this project followed the next sequence:

1. *Transcription*: the recordings of the stimulated recall interviews and focus group sessions were digitally transcribed in order to start the processes of coding, grouping, analyzing, and writing theoretical foundations. In the first stage, the researchers distributed the recordings, so they were equally divided. After that, they started the process of transcribing the interviews by listening to them and writing its transcription.

2. *Integrating categories and their properties*: In this stage of the analysis, the information was read in order to find possible patterns in the data collected from the participants. Each segment identified was given a code in order to certainly know its origin. The codes used were based on the participant's name and last name (initials), the initials of the institution's name, the method used to collect the data and the line in the transcription. For instance, MGHJSR23MG which means: (María González), HAJ (Hugo Ángel Jaramillo), SR (Stimulated Recall) and 23 (line in the transcription). With the focus group transcriptions, the same procedure was followed, but in the initials of the method used, the correspondent letters were FG. Apart from assigning codes to each participant to ease the identification of data, those codes were also used to keep the interviewees' identity confidential. This process was done individually by the researchers.

3. *Integrating the theory*: At this stage, analysts united the information collected and compared it in order to identify similar patterns. The strategy used in the first

part of the grouping process was assigning a different color to each emerging sample aiming at distinguishing the information extracted. Posteriorly, a chart was designed to organize the information separately in the patterns previously classified. This chart consisted of a title, a brief explanation and the coded extracts. After classifying the information, the patterns were grouped into subcategories according to the similarities between them. In this step, the titles and explanations of the subcategories were edited in order to have a more accurate interpretation of the information.

4. *Delimiting theory*: The information was triangulated among the data collection methods implemented (stimulated recall, focus groups and OOPT) taking into account the main concepts that guided the study having as a final result three main categories.

5. *Writing theory*: According to Glaser and Strauss (1967) the discussion that is made through the analysis of the samples provides the final themes of the theory that will be published. Consequently, the researchers started to write theory taking into account relevant and similar studies in order to support what resulted from the analysis of the data collected which eventually became the findings of the present study.

4.7 ETHICAL CONSIDERATIONS

As this research project involved teachers and students from a public school, it was necessary to take into consideration several ethical issues throughout the whole process of collecting information in order to avoid any kind of

bias. With regard to this, Merriam (2009) asserts that “the protection of subject from harm, the right to privacy, the notion of informed consent, and the issue of deception all need to be considered ahead of time” (p. 230). It is clear that when reporting the findings of the present study, the participants’ privacy was crucial and needed to be protected.

At the beginning of the process, a formal meeting was conducted in which the teachers from the institution were informed about the nature of the third phase of this project, the process to follow, and the methods to use; they were also asked to express any concern they had. As stated by Patton (2002) it is important to explain the purpose and methods to be used when conducting qualitative research. Furthermore, as students are underage, and they were video recorded, there is a need to obtain informed consents from their parents, in these consents they were told about the children’s role in this project, and they were asked to express explicit agreement by signing a letter.

Lastly, before carrying out the observations and interviews, the teachers were oriented about the sequence of the process, the data collection methods, and they were also guaranteed to have free access to the information at any time they considered necessary. Moreover, each participant was assigned a code to keep the anonymity of them. In addition, the only ones who could access the information that was collected from those observations and interviews were exclusively the researchers involved in the project. Snyder (2002) states that when involving humans in research there is a challenge of ensuring the confidentiality of data and anonymity of participants.

5. FINDINGS AND DISCUSSION

This section accounts for reporting the results obtained after the process of analyzing the information collected from the implementation of translanguaging and CLIL as dynamic bilingual education done at a state school in Pereira. Three main categories and their corresponding sub-categories are included in this chapter with the purpose of answering the research questions which guide the present study. Moreover, each finding is going to be supported with the most representative fragments from the data, which in turn will be contrasted with other research studies that are closely related to this project in order for a theoretical discussion to emerge.

5.1 TRANSLANGUAGING AS A PEDAGOGICAL STRATEGY IN A DYNAMIC BILINGUAL MODEL

From the beginning of the project, heteroglossia was conceived as the linguistic ideology that guided all the process. Moreover, the type of bilingual education that this project wanted to implement was a dynamic model in which the coexistence of the first and the second language into the classroom is seen as a resource to develop academic proficiency in both languages. Thus, translanguaging was implemented considering its application as a pedagogical strategy in which the first language is not seen as a problem but instead it is considered as a tool to take advantage systematically and strategically of the mother tongue. It is important to highlight that despite the fact that both languages were used into the classroom, this methodology applied in the school differs from translation and code-switching in its purpose. It is known that translation refers to

the process of translating from one language to another and code-switching means to alternate both the first as well as the target language spontaneously.

It is necessary to make clear that this subject has not been explored deeply, that is why it is somehow complicated to confront this finding with already existing theory. Thus, Cannagarajah (2011) claims that in terms of translanguaging, current research has been focused on social life rather than its development in academic spaces. Under those circumstances, it is vital to start conducting research about the impact of this phenomenon in the Colombian education system that aims to have competent users of Spanish and English. Thereby, it is assumed that translanguaging was also implemented as a pedagogical tool for effective communication and teaching in the institution. Based on the data gathered, teachers tended to use translanguaging systematically for different purposes; for instance, when they felt that students needed to reinforce knowledge, link the topics studied with their background information, to engage learners, and to make sure that learners were understanding the activities proposed.

The Change project implementation of translanguaging at a state school gives us relevant insights to take into account in the process of analyzing this pedagogical strategy. The present finding has been divided into the following two sub-categories.

5.1.1 TRANSLANGUAGING AS A TOOL TO REINFORCE KNOWLEDGE

As it was mentioned before, the use of translanguaging is specifically planned, and it has an explicit purpose. The implementation of translanguaging as a pedagogical tool in the classroom plays significant roles in the execution of a dynamic bilingual model. The extracts mentioned below exemplify how teachers were aware that using Spanish in the classroom was not a random phenomenon but a strategy to reinforce students' knowledge and foster the learning process at particular moments of the lesson. The following extracts emerge from the reflective process teachers made in the stimulated recall sessions; in this case, the participant expresses how she used translanguaging as a way to support the acquisition of the contents being taught.

INTERVIEWER: ¿Entonces piensa usted que el papel de la lengua materna en estas clases es ayudar a reforzar cuando usted necesita tomar una decisión rápida?

NJHAJSR: Sí, es un hilo, yo pienso que la lengua materna es un hilo conductor en el desarrollo de la clase. Lo principal de la clase si tenía que dárselos en inglés pero también necesito apoyarme (en la lengua materna) porque era mucho vocabulario nuevo entonces por eso ya había pensando en reforzar con la lengua materna.

This participant is a content teacher who recognizes that the use of the mother tongue in the classroom was a previously planned strategy; she also asserts that the necessity of learners to appropriate the subject matter leads teachers to use this tool. Furthermore, this participant is aware that she needs to

lean on students' mother tongue, which she considers to be a conducive thread that is necessary for a better development of the class. Moreover, the specific moments of the lesson in which she planned in advance to use translanguaging were when introducing the vocabulary as she pointed out that there were a lot of new words which could be difficult for students to memorize. In this case, the L1 was used aiming at reinforcing and scaffolding to make the acquisition of content in the target language more achievable for students, and it is evident when the participant said that she had already thought on reinforcing with the native tongue.

As a matter of fact, Cummins (2008) posits a *common underlying proficiency* (CUP) model in which "various aspects of a bilingual's proficiency in L1 and L2 are seen as common or interdependent across languages" (p.4). That is to say, in bilingual contexts the CUP deals with the cognitive and academic knowledge related to performance in both languages.

Similarly, Cummins (2009) also suggests that "excluding or minimizing the use of the students' native language will hinder students from being able to activate previously existing structures and knowledge from that first language and utilize these in their development of English". In other words, when students do not have access to instruction in their native language, they will face problems in terms of activating their previous knowledge about the topic being learned; thus, their native language development is limited. This leads to a decrease in their ability to use their L1 in academic settings and it also affects their content acquisition process in the L2.

In the same fashion, Baker (2006) concludes that the strategic use of two languages in the classroom serves as a tool to build and strengthen skills in both languages. Based on this, it is concluded that learners develop competences in the second language (English) as well as in the mother tongue (Spanish) that is precisely the aim of the dynamic bilingual model implemented in the institution.

Bearing this in mind, it is important to provide another sample which exposes a different perspective from the same topic.

INTERVIEWER: ¿Entonces considera usted que usar a veces el español es una estrategia también para que ellos entiendan?

AMHAJSR: Si, si claro porque ni siquiera pues el experto en inglés que es aquí nativo del país pues conoce todas las palabras entonces si es necesario para reforzar en la lengua materna.

When this content teacher states that it is necessary to reinforce in the native tongue, it implies that he is aware that using the L1 in the lessons with a specific objective serves as a mean to strengthen the comprehension of concepts related to the subject matter. Besides, he expresses through the interviews that when he was teaching a science topic, he changed his code in particular moments of the lesson with the purpose of improving students' comprehension. Hence, the participant affirms that the strategic use of the L1 allows him to reinforce specific English concepts. Additionally, he affirms that not even the most expert professional on the English teaching field in our country knows all English lexicon which brings into consideration the issue of having native standards in the target

language that has been an assumption in most of the traditional educational settings.

By way of clarifying this idea, it is portrayed that translanguaging is a bridge between knowledge and understanding. Nonetheless, as illustrated by Garcia (2009) in dynamic bilingual education, especially in CLIL lessons, teachers are expected to have a high proficiency in the target language although they do not need a native-like performance. That is to say, when teachers do not have a high level in the L2, they can take advantage of translanguaging in order to tackle this issue. Subsequently, Kano (2012) reports on her findings that through the use of translanguaging teachers can highlight specific points of the lesson in order for learners to know how to benefit from the topic being learned.

Furthermore, it was observed through the interviews that teachers had a unified conception about the use of translanguaging as a strategy to strengthen the previous knowledge in the mother tongue, which was used by the teachers involved in the project to ease understanding and appropriation of content that may be complex for learners. Lasagabaster (2013) conducted a research study in which he found that teachers make use of the L1 as a tool to explain abstract or difficult concepts that are too complex for students to cope with in the L2. This is illustrated in the next sample, when a teacher explains how she takes advantage of a topic previously studied in a natural science class in the first language, and recycled it in the implementation of a content-based class. The following excerpt provides evidence of the aforementioned.

INTERVIEWER: ¿Usted qué estaba pensando en ese momento frente al aprendizaje de los estudiantes?

AMGSRHAJ: Estaba tratando de trabajar con ellos todo del conocimiento previo que habíamos tenido porque como eso lo vemos en el área de Ciencias Naturales, primero lo vimos ahí y luego en inglés y aquí ya estamos recopilando los tres sistemas que habíamos visto.

In this case, a primary teacher recognizes the role that Spanish has when learning topics in the target language, as she says she was trying to work with students all the previous knowledge about human anatomic systems that was accumulated from the previous regular classes at the institution, so that they could compile the three human body systems. It is clear that when this teacher implemented the lesson, he was conscious of all the previous knowledge students already had regarding the topic. It is interpreted that in order to make connections between content and regular classes, Spanish was implemented strategically along with the target language. Therefore, it can be inferred that students could relate the subject matter to the content classes studied in the mother tongue, and that this previous knowledge was strategically recycled to facilitate the learning of English.

Following this idea, Lasagabaster (2013) found in his research study that the comparison between L1 and L2 can be a useful strategy for teachers to take advantage of students' previous knowledge; besides, it was observed that using the L1 to scaffold allows students to make comparisons, and it was implemented as a tool to help lower grade students gradually increase their use of English in a CLIL setting. As a way to clarify the aforementioned, it can be said that the use of the previous knowledge in the classroom serves as a language learning facilitator,

in this case the teacher tried to guarantee learners' comprehension of the content in order to develop the target language.

It was also evidenced that students were benefited due to the explanations and clarifications made in the first language. Indeed, teachers used Spanish in specific moments of the class with the purpose of making these instructions smoother; besides, it seemed that it helped students to make connections between the content studied in English and their previous knowledge in the L1.

The next subcategory explores how translanguaging serves as a mean to examine students' understanding and keep them interested in the lessons.

5.1.2 TRANSLANGUAGING AS A TOOL TO ENGAGE STUDENTS AND CHECK COMPREHENSION

It was observed that teachers from the institution also used translanguaging aiming at engaging their students. In an article written by Creese (2009) it was found that the participants had the ability to engage audiences through translanguaging. This is supported by the following extract taken from a stimulated recall interview to one of the teacher participants.

INTERVIEWER: ¿Por qué decidió explicar el video en español al terminar?

NJHAJSR: Esa era la metodología que ya tenía planeada, no fue espontáneo, sabía más o menos en qué momento iba a parar,[...] entonces tenía que hacer el “break” para ir capturando porque si lo colocaba seguido no iba a lograr que entendieran nada entonces era como para recordar.

This participant mentions that in the process of planning the lessons some moments of the class were specified in which she would make use of translanguaging with the purpose of getting students' attention. Indeed, this teacher was aware that students' span of attention is very limited especially when watching authentic videos in a foreign language, so in order to deal with this, she stopped the video and started explaining the topic in Spanish with the purpose of "capturing" students' attention because if she continued with the lesson, students would not comprehend the core topic of the lesson. It is important to clarify that this participant previously decided to stop the video and provide learners a stronger explanation using the mother tongue (Spanish) as a pedagogical tool to help students cope with the content being learned.

Regarding the aforementioned, Halliwell (1992) states that young learners tend to be more active and concrete; thus, they have a short attention span, and need to be constantly changing activities. Indeed, most of the teachers expressed that instruction totally in the L2 could frustrate students whose linguistic background is exclusive in Spanish, so using both languages in different stages of the class could help to bring their attention back into the activities being carried out. Similarly, the following extract is presented in order to show how a teacher was conscious about the use of translanguaging as a pedagogical tool to check understanding. Moreover, Cress & Blackledge (2010) found in their research study that translanguaging provides opportunities to engage audiences, and it is also an alternative for deeper explanation to take place in the classroom. In relation to what the teacher expressed about students' behavior.

INTERVIEWER: ¿Qué pensó en el momento en que decidió dar de nuevo la explicación del proceso de fotosíntesis en español?

MGHAJSR: A ver, como lo dije antes, para poder que los chicos adquieran el aprendizaje se debe dar en los dos idiomas porque cuando veíamos, por ejemplo el año anterior que venía el profesor hablando netamente inglés, los muchachos quedan así (expresión de confusión), se le pierde la motivación a la clase, se le pierde totalmente todo el enfoque, entonces yo digo, hay que explicarles primero en inglés y luego darles unas partes en español para poder que vayan adquiriendo ese aprendizaje.

This teacher reflected on the stimulated recall that in order for students to acquire knowledge, it is necessary to use consciously both languages in the classroom in order to avoid frustration when being exposed to a lesson that is conducted only in the L2. It is implied that this teacher is wary of the fact that Dynamic Bilingual Education has a dual focus since it is not only important to make sure that students acquire the language, but also understand the topic being learned. For this reason, this participant makes emphasis on the use of Spanish and English in specific stages of the class when implementing a CLIL lesson because in this way, students feel engaged and motivated to participate. This is a key aspect which evidences that the learning process is taking place effectively as learners were able to interiorize and put the topic into practice.

Equally important, Garcia (2012) asserts that when students do not understand the target language, they cannot comprehend the content being studied. Thus, translanguaging provides alternatives to make complex content

more accessible for learners; therefore, this methodology makes students avoid frustration due to the fact that they are learning specific content aspects in their native language. To continue, it was evident that teachers from the institution also implemented translanguaging as a way to check students' comprehension on certain content topics. This is exemplified by the following extract taken from the interviews that were made to teachers through the data collection process.

INTERVIEWER: ¿Pensó en usar inglés y español en determinados momentos de la clase, ya estaba planeado o fue espontáneo?

NJSRHAIJ: Ahí tenía que recurrir al español porque tampoco pretendía pues yo hablarles y hablares y que ellos no me comprendieran, entonces hay momentos donde requiero centrarlos a través de la lengua materna.

This participant conveys that she decided to make use of Spanish because the idea was for students to comprehend, so she needed to center learners' attention through the strategic use of the target language. She also remarked the importance of purposefully turning to Spanish in specific moments of the lesson because she did not want to continue it assuming that learners were not comprehending the topic.

Likewise, Garcia (2012) states in her conclusions that when students do not understand the target language, there is not possibility for learning and understanding to take place. Having explored this idea, it could be deduced that the teacher did this aiming at clarifying what students had to do in the activities as she said that some of them had difficulties with the development of those

exercises. It was identified that most of the participants agreed with this stance; for example, the following extract gives more insights about the use of this strategy as a tool to make sure that students comprehend what is being taught.

INTERVIEWER: ¿Entonces era asegurarse más del contenido o qué piensa sobre el papel de la segunda lengua?

NJHAJ: Exacto, necesitaba (recurrir a la primera lengua) para ver que estuvieran seguros de lo que les estaba diciendo, entonces sentía que no me estaban comprendiendo y si lo seguía diciendo en inglés creo que no me iban a comprender, por lo cual era para conceptualizarlos.

This participant emphasizes that the L1 in the classroom is vital when the desired outcome is to facilitate students' comprehension of the theoretical part of the lessons. She clearly affirms that the use of the first language was necessary in order to make sure that students understood the topic she was teaching; this leads to infer that even though the use of Spanish seemed to be spontaneous, the teacher demonstrated that she had already planned it when she felt that there was a misconception about the topic from learners. Therefore, translanguaging was used by this teacher in order to make sure that the content was clear enough for students.

As revealed in a research study conducted by Hassam & Ahmed (2015) the main focus was teachers' use of translanguaging and how students made use of this strategy aiming at having a deeper understanding of the subject content. They found that when teachers utilized this methodology, it was clear that learners could

internalize the theory in a more meaningful way. With this in mind, it can be said that the teachers' use of translanguaging in the institution was beneficial when it came to conceptualizing students about the core of the lesson. That is, the aforementioned teacher considers that instructing learners in abstract concepts using the L2 into the classroom could be particularly challenging, and it could lead to frustration or a lost in the process of appropriation of the subject matter.

To sum up, different insights were drawn from the data collected and analyzed by researchers from teacher and student participants regarding different variables that comprised the implementation of a dynamic bilingual model merging translanguaging and content and language integration. First of all, the roles that translanguaging played in the classroom as a pedagogical strategy were presented by the participants. Specifically, this methodology was considered among teachers as a helping tool for students to reinforce content knowledge when used strategically and as a way to support their learning processes. Secondly, it was demonstrated that students were also benefited by the application of this methodology due to the fact that teachers from the institution stated that they used translanguaging with the purpose of engaging learners. Moreover, it was also found that this tool was useful when there was a need to verify student's understanding in order to assure appropriation of the contents being studied. Finally, all the evidences that were collected and interpreted represented how essential is the conscious preparation and utilization of translanguaging when it comes to dynamic bilingual contexts in which the L1 and L2 are equally and strategically important. In the following chapter, the fundamental insights on the

implementation of content and language will be presented which will be mainly focused on students and teachers' performance.

5.2 THE INTEGRATION OF CONTENT AND LANGUAGE REGARDING STUDENTS AND TEACHERS' PERFORMANCE

CLIL is a methodology that has called the attention of theorists, educators and administrators given the fact that its flexible characteristics make possible its adaptation to different educational settings, in this case the public institution that was the main subject of this study. As it was mentioned in previous chapters, Content and Language Integrated Learning gives teachers and students the opportunity to access bilingual education without taking into account their socio-economical background; thus, using a new alternative that is different from traditional bilingual education.

Although CLIL is a relatively new methodology in Latin America, there has been several attempts in Colombia to explore a new way to achieve the goals set by the Ministry of Education such as improving education specially in the linguistic field. Before reporting the findings related to the CLIL implementation of the present study, it is important to recall the previous phases of this project. The first one focused on teacher's professional development when applying CLIL. Similarly, the second phase of this project was based on the most relevant aspects (challenges and teachers' perceptions) that could be identified during the implementation of such methodology. The present finding of this research differs

from the aforementioned in view of the fact that its focus is not only on teachers' perceptions but also on students' performance and the role that the previous knowledge in L1 has when learning a second language.

To continue, when analyzing the data collected, it was found that the participants (in this case teachers) expressed a positive impact which has to do with the motivation evidenced by learners when being exposed to CLIL lessons, and the meaningful learning process on students that was perceived by the teachers. Nonetheless, there were some concerns which educators wanted to improve such as the proficiency in English that could lead to more variety in the linguistic repertoire provided to students, and the time that was necessary to meet all the requirements of the project. The present finding is categorized into two sub-categories which will be explored and analyzed.

5.2.1 STUDENTS PERFORMANCE ON THE INTEGRATION OF LANGUAGE AND CONTENT

Students' performance is an aspect that was highlighted by the teachers during the interviews since they considered that their attitudes, aptitudes and learning processes were impacted by the dynamic bilingual model based on translanguaging and the integration of language and content. Coyle (2006) states that "CLIL fuses both content and language learning then it is becoming clear that there is growing potential for providing opportunities involving problem-solving, risk-taking, confidence building, communication skills, extending vocabulary, self-expression and spontaneous talk." (p.7). Accordingly, throughout the development

of the present study relevant aspects such as students' positive disposition towards the implementations, increased participation and significant learning were identified.

To begin with, motivation is a decisive factor in language learning which could affect students' performance in a positive or negative way. Lasagabaster (2011) argues that "motivation is a direct determinant of L2 achievement, and it is in fact one of the individual variables to which more attention has been paid in second language acquisition literature" (p. 1). Regarding this project, it was identified that students were constantly motivated when participating in CLIL lessons. Coyle (2006) pointed out that the implementation of CLIL lessons can foster students' motivation as they are encouraged by the needs of engaging in the subject activities, promote the use of the target language more often, and make students find the topics more attractive. Considering this, teachers mentioned several aspects that, according to them, evidenced the increased motivation in CLIL classes when compared to other subjects. By way of example, some excerpts from the data collected are presented.

INTERVIEWER: Bueno, la primera pregunta es ¿qué aspectos positivos pudieron observar en los estudiantes a la hora de la implementación?

JLHAGFG: Bueno como yo lo dije, los aspectos positivos son la motivación, la participación de los estudiantes porque no es lo mismo tener la clase con las típicas estructuras gramaticales sino que se les muestra otro contexto donde ellos van a aplicar los conceptos anteriores, tanto en lingüística como en contenido entonces son más participativos, les gusta.

This participant is a secondary teacher who recognizes motivation and participation as positive aspects when CLIL is being implemented. She also asserts that classes in which there is a grammatical focus are different from lessons that have a context-sensitive model. Hence, this model allows learners to be more willing to participate as they are exposed to an approach in which the language is used for real purposes and communication in the classroom and the focus is not on traditional techniques such as lectures, drillings, or grammar-based exercises.

To support these ideas, Harrop (2012) found in her research study that CLIL learners demonstrate more positive attitudes when being exposed to CLIL lessons rather than regular foreign-language teaching procedures. In the same way, Bonces (2012) conducted a research in Colombia in which he found that when teaching content in a foreign language, students find the content more contextualized, meaningful and real, bringing as consequence increased motivation and desire to participate actively. It can be said that it is easier for students to associate the previously learned content with their lives, and bring their own experiences into the classroom when there is a real-life focus, having as a result their willingness to take an active role during the lessons.

Apart from the above mentioned, there are some other arguments, which support the idea that a dynamic bilingual model fosters motivation in students. The following excerpts shed light on factors that complement what was mentioned.

INTERVIEWER: ¿En términos de aprendizaje que pudieron observar en los estudiantes?

NJHAJFG: [...] en la pronunciación también noté muchos avances y al ellos ver que la profesora les está hablando en inglés, esto les genera, como niños de primaria, algo divertido como qué chévere que la profesora está hablando entonces yo también lo voy a hacer, por lo tanto se motivan.

This participant expressed through the focus group method that students demonstrated improvement regarding pronunciation in comparison to the time when the CLIL implementations had not started. In addition, she also mentioned the interest and engagement showed by learners when she was speaking English, implying that this was one of the factors that motivated students to use the target language into the classroom due to the fact that teachers tend to have a big influence on students' learning processes, and young learners are inclined to follow their teachers as ideal models. As a consequence, participation and motivation are fostered among students since they are encouraged to take risks into the classroom and take advantage of the opportunities given by the CLIL model.

In order to support the above mentioned, Marsh (2001) states that CLIL is specifically adapted to learner-centered methodologies that improve learning by means of giving importance to students' social and thinking skills linked to their individual needs. Thus, CLIL promotes increased learning motivation, which is essential in education. In other words, when students feel that their personal and academic backgrounds are valued, they feel empowered to accept the challenge of taking risks in the classroom. Additionally, Mariño (2014) pointed out that "CLIL also improves students' motivation and helps learners develop learning strategies" (p.3). Along these lines, students feel encouraged through CLIL learning

experiences because they face a variety of possibilities to use the language meaningfully as the topics in the lessons are dynamic and real-life related.

In brief, this sub-finding evidenced that Content and Language Integrated Learning can be an adaptable model for a variety of educational settings in order to provide a suitable learning environment in which students feel constantly motivated, and at the same time take an active role throughout the CLIL lessons. According to the educators, this happened due to different factors such as more contextualized content, a more active role in the classes' dynamics, different opportunities for learners to bring their sociocultural backgrounds into the lessons, and a more authentic use in the target language.

Equally important, another concern that was strongly identified during the analysis of the data collected during the implementation of this present study was the capacity that learners demonstrated when fusing previous knowledge on content in their mother tongue with the topics that were presented in the lesson, allowing students to process learning in a significant way. Alternatively, when meaningful learning took place in the classroom, learners were also able to associate the academic topics with their real-life context.

Concerning these ideas, Mariño (2014) found out in a research study conducted in Tunja, Colombia, that in CLIL lessons students seemed to be linking the new knowledge with the concepts they already knew, and the new understanding with the previous experiences they lived, we may dare to say meaningful learning was taking part in the observed classes" (p.8). In other words,

teaching content in the target language makes the use of that language more contextualized, real and meaningful for students. In the following excerpts, the interactions of some teachers exemplify and support what has been mentioned.

INTERVIEWER: La primera pregunta para todos es ¿cuáles fueron sus sensaciones positivas al usar la metodología de lengua y contenido en la clase?

JLHAGFG: Bueno, una de las ventajas que tiene implementar contenidos en lengua inglesa es que los estudiantes ya tienen su conocimiento previo en la lengua materna, entonces digamos que es más fácil para ellos comprender la segunda lengua (inglés), y al tener esos conocimientos previos ya empiezan a participar, son más activos.

This teacher manifested that one of the advantages of integrating content and language is that students already have a previous knowledge in their mother tongue. That is to say, it helps them to comprehend easily what they are learning in the L2; consequently, learners feel more confident to participate given the fact that they have several opportunities to link what they are studying with their previous knowledge in content and language. In this sense, students are the principal actors in the process of learning a second language since their active roles make the lessons more interactive and learner-centered.

Considering the previous lines, Kargar & Tayebipour (2015) remarked that when CLIL is implemented there is a shift between teacher-centered instruction and learner-centered classroom; as a result, motivation and innovation are increased in comparison to traditional instruction. It can be inferred from the evidence collected that the application of previously mentioned factors in the

classroom fosters students' participation as they become protagonists of their own learning processes. Equally, when they feel valued, they are willing to contribute with a successful development of the class that would eventually have an effect on their academic performance. By the same token, the following sample accounts for the significance of having real-life contextualized lessons, and recycling content in learning scenarios.

INTERVIEWER: Profesora, en este momento de la clase ¿qué propósito tenía usted, cuál era el objetivo?

FCHAJSR: “Bueno, el objetivo de esta clase era enseñarle a los niños los diferentes nombre de las frutas más comunes para ellos, las que a diario ellos pueden ver y conocemos acá. Entonces el propósito era enseñarles eso pero también algo muy importante era hacer un reciclaje de lo que habíamos hecho en clases anteriores, [...] entonces trato de que siempre hagamos un reciclaje”.

Different aspects can be discussed according to these lines. First, it is evident that this primary teacher established a specific goal for the lesson; she intended to elicit information from her students about the most frequent fruits that they could encounter in their real lives. Another aspect that is important to emphasize is the fact that this participant was not teaching random topics, but content that learners had already seen; for this reason, she stated that it was essential to “recycle” what had been done in previous classes. Second, another relevant issue that needs to be analyzed is what the teacher meant by using the word “recycle”, which refers to the importance of bringing students' background knowledge into the classroom. Finally, the teacher emphasized that she always

tried to reuse some of the content previously studied during the lessons so as to make students' learning process more meaningful and enriching.

The aforesaid is supported by Bonces (2012) who carried out a research study related to the implementation of CLIL in the Colombian context. This author found that "students will better understand new concepts if they can relate them to their immediate reality and context" (p.183). In this case, the teacher demonstrated awareness of what the author mentions in terms of the necessity of involving students in meaningful contexts and immediate realities by ways of encouraging learners to feel motivated to participate in the lessons, and at the same time improve their language and content knowledge. Similarly, Bonces (2012) acknowledges that when developing CLIL lessons, educators need to be careful when teaching content in a second language as it requires instruction and prior knowledge. That is to say, teachers need to activate previously learned information from students and relate it to the new content to be studied.

Accordingly, it was found that one of the main characteristics evidenced in students' performance, and expressed by the teachers was that this model allows the classroom dynamics to have a learner-centered environment. As for this, meaningful learning took place in the implementations due to the opportunities that students had to link their previous knowledge to the topics studied. It gave them more confidence in order to take the risk to participate as the topics that were presented to them considered their social and academic background encouraging them to make significant connections between their knowledge and their real-life

contexts. The following sub-finding reports the main reflections upon educators' performance when integrating content and language in the classroom.

5.2.2 TEACHERS' PERFORMANCE ON INTEGRATION OF CONTENT AND LANGUAGE

Up to this point, different aspects related to students' performance have been discussed. Now, it is essential to continue reporting what was found in terms of the achievements and challenges in the self-reflections reported by educators. As it has been mentioned, CLIL methodology needs to be based on a suitable application and integration of content and language. In this regard, the role that teachers assume throughout this process is essential to reach the main goals that are expected in CLIL lessons.

Bearing this in mind, Papaja (2013) asserts that the CLIL teacher should act as a core element in order to succeed in the teaching and learning process of subjects through a different language. The present sub-finding will be divided into two perspectives in which the main points will be mentioned and analyzed. Conversely, the participants' opportunities to improve in their implementations will be also taken into account in the current reflection. Notwithstanding this, it is relevant to clarify that since the previous studies of Change project were mainly focused on teachers' professional development, performance and perceptions, what is going to be mentioned will be based on the aspects that were not covered in those preceding phases.

Teacher's strengths in the implementation of dynamic bilingual classes integrating content and language is one concern that was evident after the process of interpreting the data collected from the participants

As the previous phases of this study were focused on diverse aspects of the educators' process in the design, training and implementation of the dynamic bilingual model, it is relevant to mention what was found on those stages regarding the participants. First, Gallego *et al.* (2013) concluded that the educators were aware of the process that they were going through by asserting that they grew professionally due to collaborative team teaching and feedback trainer-teacher sessions. Nonetheless, teachers expressed that they needed to keep expanding and enriching their teaching skills required to implement dynamic bilingual classes integrating content and language.

Second, Manzur & Ramírez (2014) found that teachers used lesson planning as a resource to face different challenges presented in the implementation process as they had the opportunity to clarify doubts related to the topics that were going to be covered in the classroom. With regards to this current phase, the results showed that the development of the process provided a space for teachers to improve their practices since most of them agreed that the implementation was meaningful and it impacted positively their academic and professional profiles. Now, the following extract intends to support what the participants expressed in terms of their teaching experiences and how the application of the model helped them grow professionally.

INTERVIEWER: La primera pregunta para todos es ¿cuáles fueron sus sensaciones positivas al usar la metodología de lengua y contenido en la clase?

JLFGHAJ: [...] Que los docentes nos volvemos más integrales, ¿por qué?, porque las compañeras de primaria tienen sus conocimientos en todas las áreas, más no en lengua inglesa, entonces ellas se ven envueltas en todo este proceso de aprender la lengua para poder llegar a los contenidos. Mientras que en mi caso, que yo si soy Licenciada en Lengua Inglesa, tengo que hacer lo contrario, revisar los contenidos para poder presentarlos.

This English language teacher supports the idea that the implementation of content and language in the classes is a helping tool for them to become integral in their professional field. In other words, this English teacher expressed that due to the CLIL implementations educators could be aware of their teaching practices and in that way reflect upon them with the purpose of developing more skills. For this reason, in order to carry out successful classes, they either had to reinforce the content if they are language teachers or the language if they were content teachers.

Following this idea, it is essential to understand that CLIL demands for teachers to adjust their practices and develop new competences in several aspects that need to be considered when applying the integration of content and language in any learning setting. Bearing this in mind, Marsh *et al.* (2010) give insights into these features by stating that:

Teachers undertaking CLIL will need to be prepared to develop multiple types of expertise among others in the content subject; in a language; in best practice in teaching and learning; in the integration of the previous three; and, in the integration of CLIL within an educational institution. (p.5)

Concerning this, it can be said that teachers from the institution recognized the achievements that they had reached after going through a process of training in the first phase, feedback over implementations in the second phase, and reflection in the third phase. At this stage, they could value the benefits provided by adapting this model in their professional lives in spite of all the demands that this entails.

In the same fashion, most of the teachers agreed on the fact that having content and language classes is an opportunity for them to encounter new opportunities:

INTERVIEWER: El cuarto y último momento es para algo que ustedes quieran decir y que crean que no se haya dicho antes.

NJHAJFG: Voy a agregar que algo positivo es poder pensar los contenidos en una segunda lengua. Otro aspecto positivo es plantearnos como reto planear una clase en inglés y que funcione. Entonces eso a nosotros nos va a dar más posibilidades y más cancha frente a un futuro.

It can be deduced that this content teacher identified the advantages of being able to face the chance of developing contents in the target language. Another important issue highlighted by this participant is the idea of dealing with new challenges when planning a lesson using English as a medium of instruction

and making it work. Moreover, she expressed that a CLIL teacher can access more future possibilities and gain access to wider teaching scenarios by being able to master this methodology.

With this at issue, Pavón & Ellison (2013) support the idea that educators involved in teaching CLIL are automatically pushed to improve their teaching abilities by being conscious that constant reflection upon their beliefs, values and practices leads to change and professional growth. It can be interpreted that although teachers from the Hugo Angel Jaramillo school hold a degree focused on early childhood pedagogy in Spanish and not on English language teaching, they were willing to face the new challenges that CLIL represented for them. However, despite the fact that it implied more working load, this led to the acquisition of useful tools and competences that eventually enhanced their profiles.

To sum up, it can be stated that what was drawn from the teachers' insights into their performance in the application of the dynamic bilingual model is that CLIL represents several benefits, advantages and enhancements related to the development of the class, their professional growth and teaching practices. Moreover, most of the teachers considered the process to be a significant resource of valuable tools for them to improve in the pedagogic field. In this sense, there was also a common agreement that integrating content and language in the class is a demanding task that requires educators to face diverse challenges. For instance, they need to develop new competences by receiving training and doing autonomous work. To put it in another way, it can be identified that teachers recognized and valued the positive impact of CLIL; notwithstanding this, they also

claimed that the model confronted them with aspects that still needed to be worked on since they diminished some of the possible advantages that CLIL may bring into the institution and their academic lives. These aspects are going to be subsequently explored.

To continue, the next paragraphs will account for teaching challenges regarding the integration of content and language. In this regard, it is important to mention that CLIL implementations require teachers to include both content and language goals into the classroom. As it was mentioned in previous chapters (i.e. theoretical framework), CLIL includes three types of language learning in the communication component (i.e. language *for* learning, language *of* learning and language *through* learning). This subcategory will be based on the fact that a number of teachers focused some of their lessons on language *of* learning, leaving aside the other aspects of the communicative part of content and language integrated learning, which means that their classes were centered on teaching vocabulary.

Aiming at supporting the previous idea, Coyle & Marsh (2010) refers to language *of* learning as the new language knowledge that learners need in order to access the content being studied especially vocabulary and key phrases. In the lessons observed, it was identified that educators were more inclined to teach isolated key words, phrases and definitions rather than combining the three core aspects of the communicative skill in CLIL practices. The following excerpt illustrates the abovementioned.

INTERVIEWER: ¿Cuál era el objetivo o el propósito en el minuto 49:50 de la grabación que aquí podemos observar?

NJHAJSR: El propósito que yo tenía con el video era estimular visualmente y auditivamente el vocabulario del contenido que estábamos viendo en ciencias naturales que era el sistema respiratorio entonces en el video lo que hacía era mostrarles partes del sistema respiratorio pronunciaba como era y también aparecían momentos en la parte escrita donde ellos podían hacer como un feedback de lo que era el vocabulario.

This teacher expressed on the stimulated recall interview that when she was conducting a natural science class, learners were shown a video whose purpose was to stimulate visually and auditory the vocabulary needed to carry out the lesson about the respiratory system. She also asserts that the objective of showing the video was to give feedback about the written and spoken words and phrases related to the topic. However, it was identified that the use she gave to the video in terms of language component was merely focused on language *of* learning due to the fact that when analyzing this lesson, the facilitator did not include the linguistic functions needed to have a meaningful interaction between teacher and students, and students among themselves with the purpose of reaching specific goals. Although she used a video, she was mainly focused on teaching and repeating the pronunciation of words, and as a consequence, she did not scaffold language to have more complex interaction patterns in the classroom scenario.

In the same token, Coyle & Marsh (2010) claim that language *for* learning is one of the most crucial factors in CLIL since it allows learners to carry out

classroom activities that have a specific purpose (e.g. reporting, discussing, debating, making presentations and pair activities). Different from this, some learners in the institution were not exposed to this type of language; therefore, there was no room for language *through* learning to take place. In this sense, the same authors define language *through* learning as the language that emerges spontaneously as product of students' natural interaction. It can be also said that due to the lack of language *for* learning, the students' language learning process was affected, restricting their linguistic development to lexical concepts.

One of the causes of this was that the educators from the school sometimes did not have the sufficient linguistic knowledge to perform more complex linguistic demands. It was also found that most of the participants had a common agreement in terms of their English language proficiency because they manifested that they could have implemented better lessons if they had a higher linguistic level in order to be an appropriate model for students and allow them to develop academic activities successfully. This can be evident in the following sample.

INTERVIEWER: Bueno profe, dar ciertos momento de la clase en cierta lengua por ejemplo unos en ingles otros en español, las instrucciones en español y la explicación en inglés ¿es algo que usted ya había planeado o también se fue dando?

FCHAJSR: Bueno, eso se va dando en la clase pero también hago una aclaración porque no sé mucho vocabulario, esa es como una de las debilidades que tengo, que no tengo mucho vocabulario, entonces en la casa repaso qué preguntas voy a hacer, qué consignas voy a decir, cosas que yo pueda decir con más seguridad. Sin embargo, entre lo que quisiera escoger es dar una clase totalmente en inglés.

This extract depicts the desire of this content teacher of improving her skills in the language of instruction since based on what she said it is deduced that this teacher considers that having an appropriate English level is important for her with purpose of being a suitable model for learners. Additionally, some teachers from the institution expressed to have some insecurity and considered they needed a wider range of vocabulary in order to feel more confident when implementing CLIL lessons. Some other times, they argued that they wanted to have a native-like proficiency level. In this case, the educator expressed that she even checked in advance what she was going to say in order for the topic to be developed in a consistent and appropriate way without having any linguistic gap.

This is similar to what McDougald (2009) states in a research study conducted in Colombia. He found that due to language barriers, teachers lag behind trying to acquire language leaving aside the content. This is exactly what happened with the facilitators present in this project. They thought that it was more important for them to have higher communication skills than content knowledge, but they were not aware that CLIL's flexibility permits to adapt the dynamic bilingual model to the particular circumstances that teachers can face in each particular context. In the same fashion, Pavón & Rubio (2010) states that "in CLIL programs where content teachers are already in service and their competency is low, these teachers should be given the opportunity to take language lessons in order to boost their linguistic competence" (p. 75). In this specific setting, teachers can start planning effective CLIL lessons by taking extra language classes in order

to start improving and making gradually their lessons more complex as they progress linguistically.

Apart from the above stated, another concern that was common among teachers was the fact that planning content and language integrated lessons demands a high amount of time, which sometimes is difficult to have. It is known that CLIL implementations require teachers to take into consideration several aspects related to language, content and methodology training, lesson planning and teaching, and material design and adaptation. These were demanding factors for educators since they had to comply with a lot of institutional projects that restricted their time availability expressing that their working load increased. The following extract demonstrates the previous statements.

INTERVIEWER: ¿Qué aspectos personales frente a la implementación en el aula creen ustedes que obstaculizaron la implementación y el desarrollo de la clase?

VHAJFG: Yo pienso que una de las grandes dificultades en primaria es que a nosotros nos toca implementar muchos proyectos aparte del proyecto de bilingüismo. Este año nos toca trabajar en todas las áreas y responder por varios proyectos. El tiempo es un limitante grandísimo.

This facilitator expressed that one of the greatest difficulties with primary grades was that they had to implement several projects in the school apart from the bilingualism program. She also explained that they had to work on all

knowledge areas demanding for a lot of time, which she perceived as a huge limiting factor.

Bearing this in mind, McDougald (2009) drew similar insights from a study conducted in Colombia in which he recognized that when having a CLIL approach in the classroom, time is something that worries teachers who implement this type of methodology as they expressed that the institution's administrative staff did not consider several activities that educators must perform and the extra time they have to spend doing other tasks such as grading, class planning and teaching, and resources search and adaptation. This is evident when teachers must comply with a lot of requirements that demand high quantity of extra-class work devoted to the preparation, execution and assessment of those special projects assigned by initiative of the administrative stakeholders in the institutions. This leads to a loss of motivation due to their pressure and stress. Also, they considered that having the obligation to develop those special projects make teachers lack focus on most of them; consequently, they do not carry them out in a successful manner.

The following sample gives more insights about the concern that teachers from the school had in terms of the quantity of time necessary when using a CLIL approach.

INTERVIEWER: ¿Qué aspectos personales frente a la implementación en el aula creen ustedes que obstaculizaron la implementación y el desarrollo de la clase?

JLHAJFG: Yo pienso también que el tiempo perjudicó mucho a los compañeros, porque las compañeras de primaria sí han tratado de seguir

con su formación en inglés así sea en horas más reducidas en comparación con los años pasados, pero si han continuado su formación en lengua inglesa. [...] Los otros no pudieron continuar por cuestiones de tiempo y de otras obligaciones.

This secondary facilitator asserts that time issues were an obstacle for teachers especially in high school. This teacher also expressed that some primary educators continued taking training in both language and lesson planning, which is differs from secondary educators, who could not keep working on all the aspects related to the preparation (in English and pedagogy) needed to implement content and language in the lessons.

With the purpose of supporting the previous lines, it can be mentioned that Savic (2010) found similar results in his research saying that most of the participants knew that CLIL classes take a substantial amount of time in order to teach and plan lessons. This is exactly what happened with the CLIL teachers who took part in the present study in view of the fact that many of them talked about time as a restricting factor that impeded a successful integration of content and language in the classroom scenarios, having as a result a decrease in motivation and positive attitudes towards the implementations.

Finally, diverse aspects were found when analyzing the data collected from the teachers. These factors are related to the importance that the CLIL approach had for educators since they manifested that it was a significant process which helped them develop new and innovative competences different from the ones they

acquired at university level. In this way, they claimed that these new tools were going to be useful for them for future teaching performance. In addition, facilitators stated that they could notice a strong professional growth allowed by integrating content and language into the curriculum.

5.3 LANGUAGE ANALYSIS BASED ON THE IMPLEMENTATION OF TRANSLANGUAGING AND CLIL AS DYNAMIC BILINGUAL EDUCATION

The purpose of implementing the OOPT (Oxford Online Placement Test) was to obtain information regarding the linguistic proficiency of students from Hugo Angel Jaramillo after the implementation of a CLIL model. Moreover, it was also intended to identify the institution's needs in order to reinforce the linguistic competence for further improvement plans. The results of this test are directly related to the levels specified by the Common European Framework of Reference (CEFR), which describes foreign language proficiency at six levels ranging from A1 to C2. The final sample to apply the test is composed by 124 students in total, 49 of which are primary students, and 75 of which secondary students. The test focused on use of English and listening comprehension.

Characterization of Results:

The data analysis of this research project has a qualitative focus using a quantitative data collection method; thus, the results and its analysis are presented respectively.

The test showed levels From A0 to B1. It is important to clarify that although the OOPT reports results from A0 to C2, the A0 label is not described by the CEFR. However, the purpose of including this label is to classify the people who do not have any linguistic competence in English; that is, the participant does not have the minimum competences required to be a part of this framework. The following table (Figure 3) shows the general results of the test.

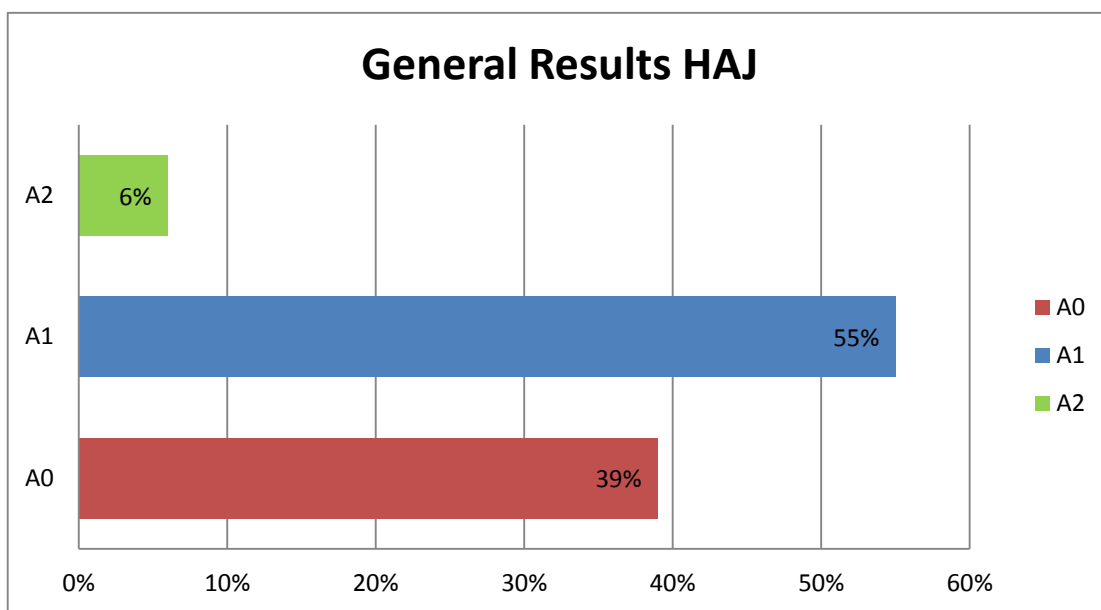


Figure 3: General Results HAJ

The general results in OOPT showed that out of the 124 students who presented the test, 39% were placed in A0 level, 55% in A1 level and 6% in A2 level. These results indicated that a high portion of students is in A1, which showed that students do not fulfill the expectations required by the *Colombian Ministry of Education*. In the next table (Figure 4) the results obtained in primary are shown more explicitly.

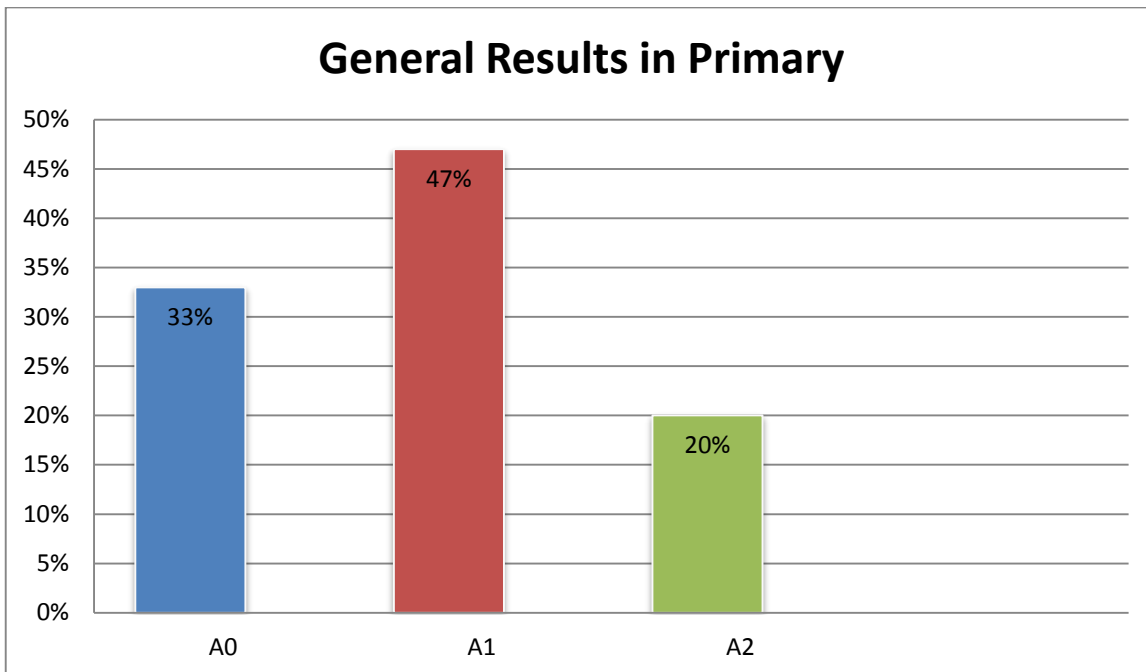


Figure 4: General Results in Primary

According to the *Estándares Básicos de Competencias en Lenguas Extranjeras, Guía 22* made by the *Ministry of Education* the required level for first, second and third grades is A1 and A2 for fourth, fifth, sixth and seventh. The results obtained in primary level showed that 33% of learners was in A0, 47% in A1, and 20% in A2. In this sense, it is relevant to say that almost half students met the proficiency level required for second and third graders and 20% reached the requirements for fourth and fifth graders; however, the results about the students placed in A0 were not satisfactory. In the next tables (Figures 5 and 6) the results in primary are discriminated by skill.

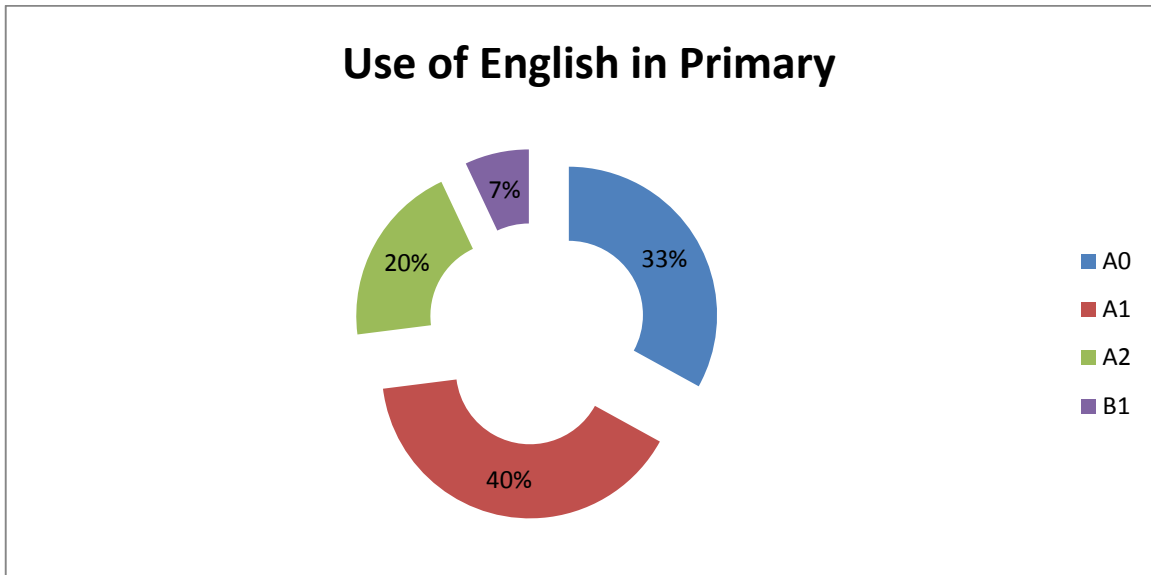


Figure 5: Use of English in Primary

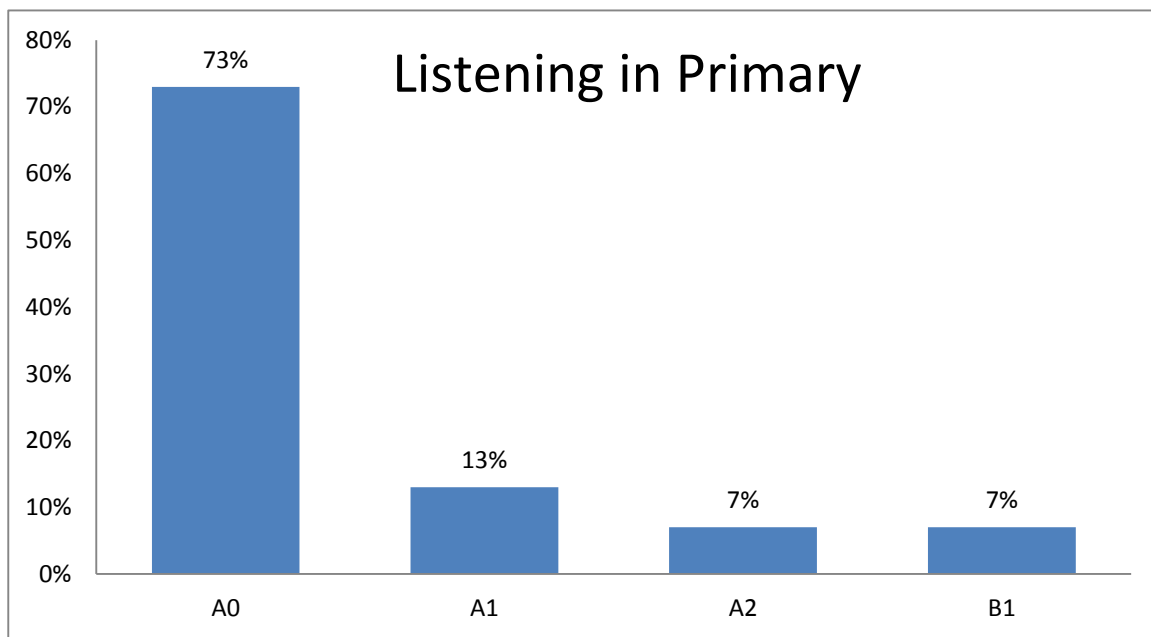


Figure 6: Listening in Primary

In terms of the results by linguistic skills of the OOPT in primary, in this case use of English, there were obtained the following results. Out of the 49 primary

students who presented the OOPT, 33% of the students were placed in A0 level which means that those students did not have any competence in terms of use of English. Moreover, 40% of the participants was in A1 in which according to CEFR students are able to understand and use everyday expressions or simple sentences. They can introduce themselves and others, give personal information and interact in a simple way when the other person talks slowly and clearly and is prepared to help.

Additionally, 20% of the students was in A2 level which indicates that they understand phrases and expressions that are frequently used and are relevant to them, and they also performed easy and daily-life tasks requiring simple and direct interactions. Also, they have the ability to talk about aspects of their past and immediate needs. Furthermore, 7% of the participants was in B1 which means that they can comprehend the main ideas of a text if it is related to everyday issues and can produce simple texts on familiar topics or those of personal interest. Finally, they can describe experiences, events, and desires; they can also give reasons and explanations about their opinions and plans.

These results shed light on the high percent of the students that is A1 which coincide with the level demanded by the Ministry of Education for second and third graders. Another satisfactory result was that 20% of students was in A2 which is in accordance with the requirements stated in the *Estándares Básicos de Competencias en Lenguas Extranjeras, (Guía 22)*. Nevertheless, the results obtained from those students who were placed in an A0 level do not comply with the previously mentioned requirements. Moreover, in the table showed before,

regarding the results by skill: Use of English, it was found that 7% of students was in B1 level which exceeds the A1 and A2 levels expected from primary students.

Concerning the listening comprehension test, it could be observed that out of the 49 primary students that presented the test, 73% was in A0 level, 14% in A1, 7% in A2, and 7% in B1 level. These results showed that a high percentage of the participants evidenced a lack of listening comprehension. It is necessary to clarify that those students who were placed in an A0 level did not have the ability to understand the majority of the messages they were exposed to in the test. According to the CEFR students who are in A1 level have the capacity to recognize words and basic expressions that are related to their families, themselves, and their environment. Moreover, students who are in A2 level possess the ability to understand phrases and vocabulary related to areas of most immediate relevance such as personal interests. They can recognize the main idea of clear and simple messages. Finally, students with a level of B1 can understand frequently used expressions when the input is clear, concise and encountered in work or school. These students can deal with spoken language that is heard on radio or television about current issues, personal or professional interest. The following tables (Figures 7 and 8) show the results obtained in secondary grades.

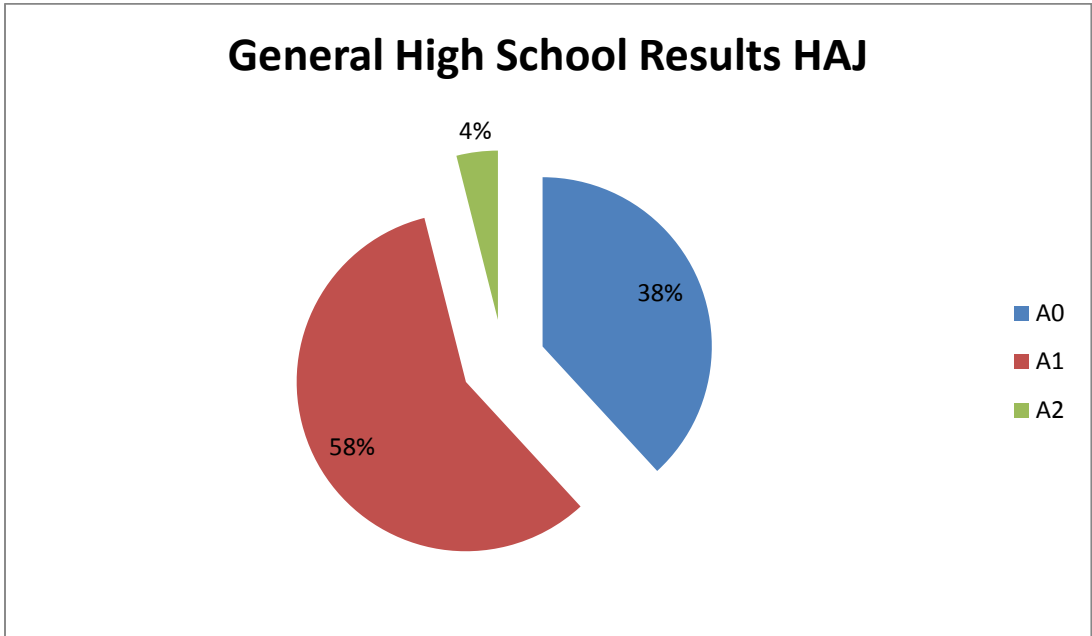


Figure 7: General High School Results

The general results for secondary students show that out of 75 participants who presented the test, 38% was placed in A0 level, 58% in A1, and 4% in A2. These results indicate that secondary students do not meet the expectations proposed by the *Ministerio de Educación Nacional*. It is important to highlight that 4% of students who presented do meet the level required by the government.

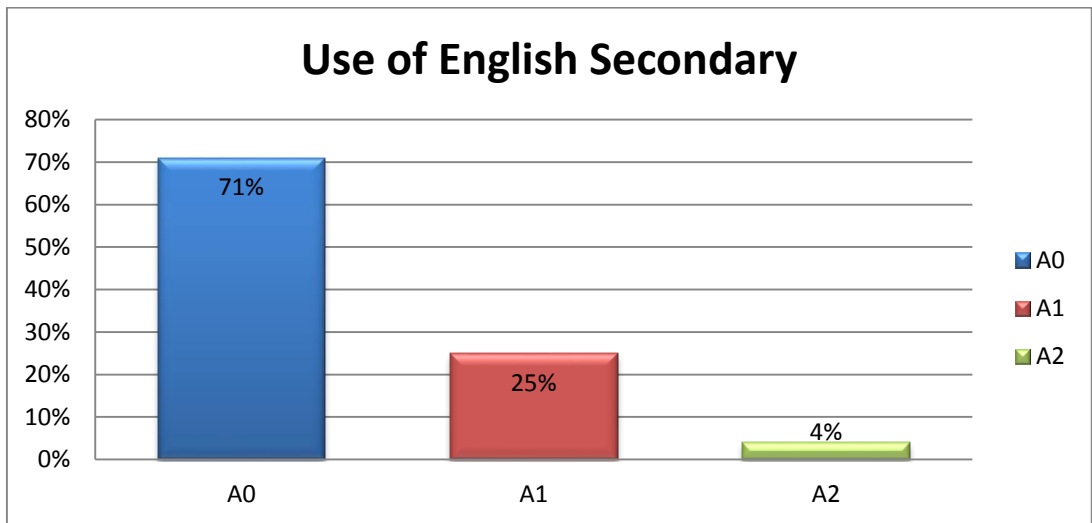


Figure 8: Use of English in Secondary

Regarding the use of English, it is observed that 71% of students is in A0 level; this level is not stipulated in the CEFR, Which means that students do not reach the minimum language proficiency needed to perform activities in a daily basis. It is also observed that 25% of students is in level A1, which does not fit with the objectives proposed by the *Estándares Básicos de Competencias en Lenguas Extranjeras, Guía 22* by the Ministerio de Educación (MEN). This document demands students from sixth and seventh grade to have a level of A2, and B2 from eighth to eleventh grade. Despite the aforementioned, a 4% is in level A2, which represents a minimum population from the sample available.

Finally, Figure 9 shows the results based on the listening skill for secondary students. These results provided the following data: 46% of students have a level of A0, equals to no knowledge of English. 46% in A1, meaning a basic listening comprehension skill. Moreover, those percentages do not correspond to the level specified in the *Estándares Básicos de Competencias en Lenguas Extranjeras, Guía 22* by the Ministerio de Educación (MEN). Finally, 8% of students have an A2 level of listening comprehension, which allows them to understand vocabulary and habitual expressions. These students meet the levels required by the MEN.

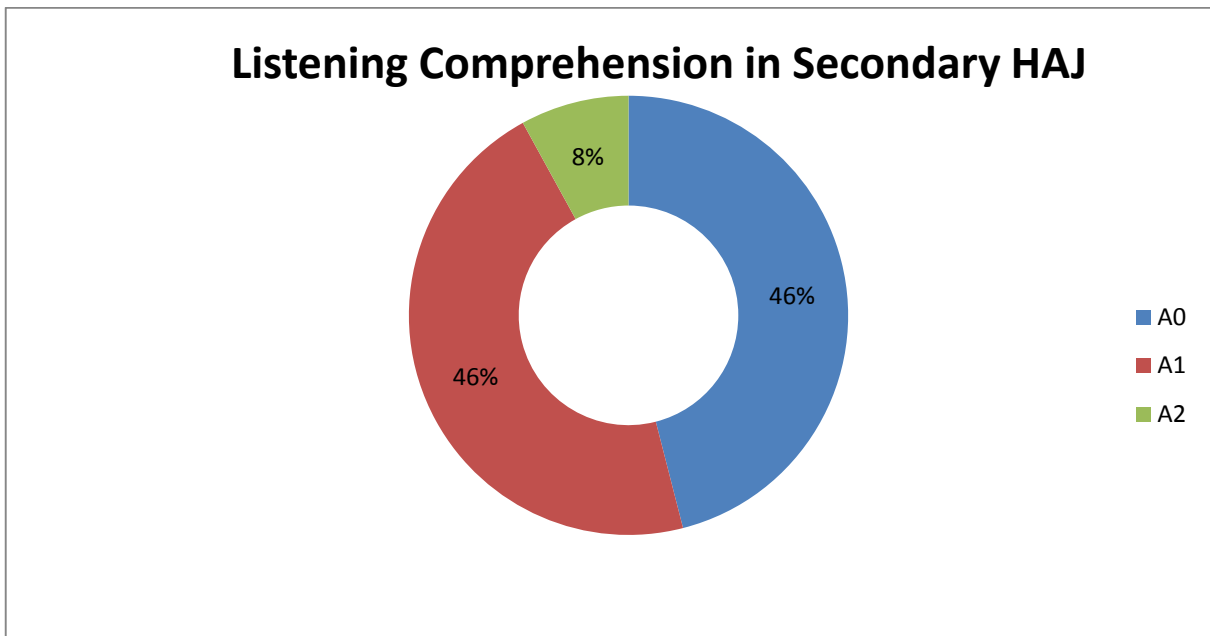


Figure 9: Listening Comprehension in Secondary

The previously presented data gave insights into students' linguistic results when implementing translanguaging and CLIL in a Dynamic Bilingual Model. It can be stated that the results showed some of the primary learners to be in accordance to the language institutional requirements expected by the *Colombian Ministry of Education*. The reason of the achievement of this goal can be interpreted because of the emphasis given to primary groups in the final stage of the project. Conversely, the results also demonstrated that secondary students were not in agreement with the level e by the previously mentioned governmental institution. It is necessary to clarify two relevant situations presented at the institution; the first one is that there is a high level of school dropout which implies that teachers had to contextualize the new students with the model that was being implemented. That is, every time new learners arrived to the institution, the teacher could not keep advancing in the topics before they were familiarized with the model. The second

one has to do with the fact that only one teacher continued implementing CLIL lessons in secondary level after the second phase of training. With this in mind, it is deduced that the learning process could have been affected due to these factors which influenced the progression in language proficiency.

6. LIMITATIONS

Given the nature of the model, there are several concerns that arose during the development process of this study. The focus of this chapter is to present the inherent limitations regarding this project. To start, one of the biggest constraints faced by the researchers during the analysis of the data was the fact that there is not enough literature related to the applicability that translanguaging has as a pedagogical tool in the Colombian context. Indeed, the literature currently available in this topic is focused on its use as a bilingual phenomenon in multilingual contexts such as India and Africa or in countries where there is presence of immigrants from different parts of the world such as the United States and the United Kingdom.

Moreover, bilingual instruction in the Colombian public education system is not common since this type of schooling has been typically offered in private institutions. Therefore, this was one of the first attempts to offer bilingual education in an institution belonging to the public system which usually has budget constraints limiting the availability of CLIL textbooks, flashcards, internet connection, and different supporting material.

Furthermore, the amount of secondary teachers that stopped the implementations was another factor that affected the analysis of the information since the majority of them interrupted the process, which inevitably limited the quality of data for the project. If they had continued participating in the project, it

would have been possible for researchers to collect more information about the impact on the model on both teachers and students.

Another limitation has to do with the methodological design; this refers to different aspects that affected the process of the project Change itself, including the teachers' lack of training. Considering this, the educators from the institution expressed that due to the innovation and complexity of the methodology of the project, they required a more constant training in the theoretical and practical bases of the model in order to have a better performance when using CLIL and translanguaging in the classroom.

Additionally, another limiting factor related to teachers' training was clearly identified since it is known that they were constantly learning the target language and receiving feedback during the first two phases; however, this process was interrupted in the third phase in which they implemented the lessons on their own. This affected the results of the study because in feedback session teachers are given more tools in order to reflect on their daily practices. The reflections that the teachers could have made would have been valuable in the process of data analysis.

To conclude, the aforementioned issues are clearly constrains to the purpose of this research project since they greatly affected the analysis of the data. Hence, these concerns limited the researchers' action in view of the fact that it restricted the amount and quality of data collected from teachers and students in order to drop deeper insights into the impact of the implementations.

7. RESEARCH AND PEDAGOGICAL IMPLICATIONS

Throughout the design, implementation and reflection of this project, we developed a variety of competences that enriched our academic and professional experiences. In the first place, this study can be useful for teachers since it explores the implementation of translanguaging and CLIL in the Colombian context. The use of these pedagogical tools is rather new in our country so it is important to start exploring the applicability of these concepts that have been studied for theorists around the world, but they have never been taken into practice in public education system scenarios.

Also, we recognized the impact that the data collection methods such as video stimulated, focus group and placement test had in terms of their roles when doing research; for instance, the video stimulated recall, which is not a usual data collection instrument in our context, offered an innovative use of technology in order to avoid bias in research. In addition, applying video-recorded observations and application of a placement test require high planning skills in order to manage classrooms with a big amount of students. Therefore, the use of these instruments represent a challenge that researchers must face with a thorough organization and systematic management of the logistics required for their application.

With regards to the pedagogical implications, a crucial aspect that was identified is the importance of having CLIL lessons which include the three types of language in the communication component. This aspect has great relevance as the meaningfulness of a dynamic bilingual model is to present language to students in

a significant way and not teaching isolated words related to a topic of a particular subject. In this sense, if teachers are aware of this misconception, they can perform strong lessons integrating content and language.

Moreover, throughout the process of conducting the present research study, we have explored different conceptions about the role of the first language in the classroom. That is, we are currently aware that instead of forbidding the use of the first language in the classroom, teachers can take advantage of students' linguistic background in order to foster the acquisition of a second language. In addition, we understand that the first language has different uses in the classroom such as giving instructions, and focusing students when they get dispersed in the lessons. All this is framed into the idea that the use of the first language in the classroom has to be systematic and strategic, not a simple code-switching or translation.

Finally, this study provides teachers with valuable input regarding the importance and usefulness of strategically using students' first language as a way to reinforce and check understanding; therefore, educators could take advantage of this, and it would also be an opportunity for them to start changing the misconception that using the learners' mother tongue in the classroom is seen as a non-pedagogical practice, which could have negative results in the process of learning a foreign language.

8. CONCLUSIONS

The present study intended to reflect through observations and interviews about teachers' perceptions towards the translanguaging and CLIL implementations in a state school located in Pereira. This project was built on the idea of granting access to bilingual education to all populations, using an alternative that provides a suitable model that fits the characteristics of the particular setting in which the study was developed. In accordance to the research questions on which this study is based, the researchers were able to characterize the results into three sections.

With regards to the first research question, the main primary teachers' reflections towards the roles of translanguaging as a pedagogical strategy in the classroom in a dynamic bilingual model are divided into two main inquiries. In general, this strategy permits to use the language purposefully into the classroom, in this sense the use of the L1 is not regarded as a problem, but it is conceived as an instrument to foster the acquisition of content and language. First, educators are aware that translanguaging is a planned teaching strategy used in the lessons as a conducting thread to reinforce knowledge since one of the main goals of the implementations is to strengthen students' comprehension towards concepts related to a subject matter that can be complex for them. Finally, it is concluded that this strategy is implemented in the classroom as a bridge between knowledge and understanding.

The results also show that teachers benefit students by using translanguaging with the purpose of engaging them in the lessons as a way to support their learning process. What is more, due to the complexity and amount of information that students received in both language and content in CLIL lessons, teachers use the L1 aiming at checking students' comprehension.

In relation to the second research question, the implementation of this dynamic bilingual model and translanguaging in a state school impacted students' content and language development in several aspects. First, it is concluded that in terms of content appropriation, meaningful learning takes place in the classroom when implementing the methodologies on which this project is based due to the fact that learners can encounter new opportunities to use the target language for real purposes. Furthermore, in CLIL and translanguaging implementations, teachers give students the chance to establish connections between what is being learned and the previous knowledge they have in their mother tongue. Additionally, it is crucial to use consciously both languages in the classroom with the purpose of avoiding frustration in the learning process and making sure that learners grasped the main ideas of what was being learned.

All the previously mentioned aspects lead to enhanced motivation and participation which are decisive factors that influence students' learning process and performance since in these types of lessons, they are willing to take risks and increase their participative roles. Hence, it is concluded that this model allows learners to have a context-sensitive model in their learning scenarios, which

become more learner-centered, and in which students' individual needs are given importance.

On the subject of the third research question, the integration of translanguaging and CLIL instruction in a dynamic bilingual model impacts teachers' practices in different ways. First, the results demonstrate that this methodology allows teachers to grow professionally as it gives them an opportunity to develop new teaching skills in their classes. This is possible because this is an innovative methodology that has not been applied in the public education sector, and it requires different teaching methodologies which widen their pedagogical backgrounds.

Finally, it is crucial to clarify that there are two principal challenges that limit teachers' performance. The first one is the tendency educators have to focus the communication component of their lessons on language *of* learning rather than language *for* and *through* learning; thus, students' language learning process is affected as it is restricted to lexical concepts. The second one is that the integration of translanguaging and CLIL in the classes represents an extra working load for teachers who have to comply with different types of projects and requirements apart from the bilingualism intervention which has as consequence a lack of motivation, especially when planning the lessons; therefore, due to the restricted time, educators plan their lessons in a general manner, overlooking some specific components of a dynamic bilingual class such as implementing more activities emphasizing on language *for* learning that allow language *through* learning to emerge.

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10. APPENDICES

 Universidad Tecnológica de Pereira	UNIVERSIDAD TECNOLÓGICA DE PEREIRA LICENCIATURA EN LENGUA INGLESA CONVENIO RED ALMA MATER PROYECTO CHANGE OBSERVACIONES Y ENTREVISTAS				
Institución Educativa Hugo Ángel Jaramillo					
PROFESOR	GRADO	FECHA OBSERVACIÓN	HORA	FECHA ENTREVISTA	HORA
Personas encargadas: Daniel Bedoya, Alexis León, Angélica Moncada.					
Observaciones:					
 Licenciatura en lengua Inglesa					 «gila» [grupo de investigación en lingüística aplicada]

Pereira, 15 de Agosto de 2014

Señor(a)
Acudiente estudiante Alexandra Alvarez Trejos

Ciudad

Cordial saludo,

El proyecto “Change” (cambio) es el modelo de educación bilingüe que se ha venido implementando en la Institución Hugo Ángel Jaramillo. Dicho modelo representa la enseñanza en inglés de materias como ciencias naturales, matemáticas y ciencias sociales. En su primera fase se realizó un programa de capacitación a los docentes en este modelo y en inglés, en su segunda fase se realizó la implementación de éste. Ahora, el proyecto está en la fase de evaluación la cual es sobre el impacto en el proceso de aprendizaje de los estudiantes.

Mediante la presente, comedidamente le solicitamos su permiso para recolectar información de la estudiante Alexandra Alvarez Trejos, garantizamos que dicha información es estrictamente reservada a la recolección de datos para el grupo de investigación y usted puede acceder a ella en cualquier momento, además el nombre de su acudida nunca será divulgado, simplemente se busca obtener una fuente primaria.

Agradeciendo su comprensión y colaboración.

Atentamente,

Rosa María Niño
Rectora I.E. Hugo Ángel Jaramillo

Enrique Arias Castaño
Director Proyecto “Change”

Firma:

Nombre acudiente:

Cédula: