Translanguaging in CLIL Classroom: Understanding Teachers' Perceptions Regarding the Use of the First Language in the Classroom

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Abstract

This qualitative research study aimed to investigate the perceptions that in-service teachers have regarding the use of the first language (L1) in Content and Language Integrated Learning (CLIL) classrooms. The study involved six in-service teachers who were part of a public institution in Bogotá, Colombia. This institution applied the CLIL approach in its primary classrooms in connection with a Language Institute of a Public University of Bogota (ILUP). The primary objective was the interpretation of school teachers' perceptions regarding the use of the first language in CLIL classrooms through the use of translingual practices.

To develop this research proposal, we implemented our pedagogical practices with third-year students at this public institution. Our practices focused on the area of natural sciences using the CLIL approach designed by the public institution along with the application of translanguaging pedagogy as a proposal of our class methodology. After that, to collect data from the participants regarding their teaching perspectives, we used semi-structured interviews and field notes of our pedagogical intervention.

The findings indicated that in-service teachers assumed positions favorable to the use of the L1 through translingual practices in the implementation of CLIL. However, they also provided constructive criticism for the execution of these new proposals in the development of bilingualism in the public schools of Bogotá, considering the context of the students and the background of the city's public institutions, thus assuming and reflecting on their teaching role facing these new methodologies that have begun to be implemented in the institution.

Keywords: *CLIL, translanguaging, teachers' perceptions, second language, first language, bilingualism.*

Resumen

Este estudio de investigación cualitativo tuvo como objetivo investigar las percepciones que tienen los docentes en servicio sobre el uso de la primera lengua (L1) en las aulas de aprendizaje integrado de contenidos y lenguas (CLIL). El estudio involucró a seis docentes en servicio que formaban parte de una institución pública en Bogotá, Colombia. Esta institución aplicó el enfoque CLIL en sus aulas de primaria en conexión con un Instituto de Idiomas de una Universidad Pública de Bogotá. El objetivo principal fue la exploración del translenguaje en las aulas CLIL en el contexto colombiano y las posibilidades que puede traer a profesores y estudiantes para fortalecer el desarrollo bilingüe.

Para desarrollar esta propuesta de investigación, implementamos nuestras prácticas pedagógicas con estudiantes de tercer año de esta institución pública. Nuestras prácticas se enfocaron en el área de las ciencias naturales utilizando el enfoque CLIL diseñado por la institución pública junto con la aplicación de la pedagogía translenguaje como propuesta de nuestra metodología de clase. Posteriormente, para recolectar datos de los participantes sobre sus perspectivas docentes, utilizamos entrevistas semiestructuradas y notas de campo de nuestra intervención pedagógica.

Los hallazgos indicaron que los docentes en servicio asumieron posiciones favorables al uso de la L1, a través de prácticas translingüísticas en la implementación de CLIL. Sin embargo, también brindaron críticas constructivas para la ejecución de estas nuevas propuestas en el desarrollo del bilingüismo en las escuelas públicas de Bogotá, considerando el contexto de los estudiantes y los antecedentes de las instituciones públicas de la ciudad, asumiendo y reflexionando sobre su rol docente frente a estas nuevas metodologías que han comenzado a implementarse en la institución.

Introduction

"Professional spaces for translanguaging, multi-modalities, and teachers' criticality can produce new vibrant entanglements of theories and teaching practices" (Medina et al., 2022, p. 341). This statement appears to be advice about the possibilities for innovation that new approaches may bring to the educational panorama and the opportunities that teachers must create new alternatives to promote language learning among students. With this quote into account, this project aims to investigate the perceptions that in-service teachers have regarding the use of the first language (L1) in content and language integrated learning (CLIL) classrooms. Consequently, this research project is focused on the exploration of translanguaging in CLIL classrooms in Colombian and the possibilities that it may bring to teachers and students to learn English in a context that makes almost mandatory to demonstrate some proficiency in the language. Indeed, McDougald (2015) states that, "there is still considerable uncertainty as to the actual state of the art of CLIL in Colombia" (p. 25), which reduces the effectiveness of content teachers when using a second or foreign language. In addition, based on our experience as English learners using Spanish in an English classroom, we found interesting the use of the L1, here Spanish, in a different way by using translingual practices to develop and achieve the objectives of bilingualism in Colombian classrooms. Concepts such as CLIL or translingual practices will be addressed in the next chapter.

Based on these preliminary considerations, our interest relies on the question *How school teachers' perceptions may be influenced by the use of Translingual practices within the CLIL classroom?* With this concern, our main concern as pre-service teachers is to seek alternative manners to address CLIL in bilingual schools in Bogota. Also, the intention with this project is to highlight the positive aspects that translingual practices may bring to teachers' confidence in contexts where students tend to reject the use of English, by allowing them to use a full linguistic repertoire while teachers look into new strategies to teach English at public institutions in Bogota.

Therefore, this section has the purpose of guiding the reader through this study by portraying the constructs developed during this monograph. Thus, this project aims to explore the teachers' perceptions in respect to the use of translanguaging as an alternative approach in content and language integrated learning (CLIL) classrooms. The interest in translingual practices arose when we noticed the struggles that teachers faced when using English in our

first fully-English subjects at the major program at Distrital University. In addition, the term translanguaging began to appear in several classes from our current undergraduate degree, so we considered it as an opportunity to offer an alternative practice method for teachers and students that are being immersed in bilingual practices.

The purpose of this study is to interpret school teachers' perceptions regarding the use of the first language in CLIL classrooms through the use of translingual practices, in order to encourage teachers to use strategies that consider the use of the first language within the classroom, avoiding possible issues that may emerge when students use their L1, which leaded us to achieve the following specific objectives for the research project:

1. To discuss the role of the first language in the CLIL classroom by exploring their perceptions regarding translingual practices.
2. To explore the possible advantages that school teachers expect when using translingual practices in a CLIL classroom.
3. To contrast our experience as pre-service teachers within the pedagogical practicum with the teachers' perceptions.

In order to achieve these goals, it is important to check into the literature to conceptualize the most important terms that will be addressed throughout this research project. To do so, we have checked through the lens from different scholars to establish a framework that will be developed in next chapters. With that said, Voguel (2017) defines translanguaging as a bilingual theory, which states that rather than possessing two or more autonomous language systems, the users of a language select and deploy features from a unitary linguistic repertoire to make meaning and negotiate communicative contexts. Also, Hughes (2019) defines CLIL in two central parts: the teaching of non-linguistic areas, and the application of a foreign/second language at the same time, the latter imparted in the former one.

Considering the project we were conducting, case study was found to be an adequate methodology since the purpose is "to identify variables, structures, forms and orders of interaction between the participants in the situation (theoretical purpose)" (Starman, A. B., 2013, p. 31). In this case, theoretical purpose refers to the promotion of translanguaging in a CLIL classroom based on our pedagogical practicum in order to explore teachers' perceptions

in regard to translingual practices in CLIL classrooms and therefore encourage teachers to explore new alternatives and approach students to achieve better results within the classroom.

The educational field is our main scope of action so the pedagogical intervention was carried out with in-service teachers from a public institution located in Bogota. Due to this, we designed semi-structured interviews in order to delve into teachers' perceptions using translingual practices. Interviews were developed at a public primary school since they used CLIL as a core methodology in the construction of their curricular design, however, struggles were noticed at the moment of approaching students with this method. Then, teachers' perceptions were analyzed towards the implementation of translingual practices in their classrooms to foster communication among students and, consequently, improve their interest in language learning.

Besides that, we adopted interviews, field notes, and students' artifacts as data collection tools because they are appropriate to complement teachers' perceptions towards translanguaging in CLIL classrooms.

Based on the above, we consider this implementation as innovative in our local context, since, through the literature review, we have realized that there are few documents that investigate the use of the first language as translingual practice in a CLIL classroom, and this area of research is almost null in the Colombian context. For that reason, this study includes an exhaustive revision of the literature to compile information that allow us to inquire and demonstrate the perspectives of in-service teachers with the implementation of these translingual practices in their CLIL classrooms and its possible advantages to foster interest among content-teachers and students.

Chapter I
Statement of the Problem

The following chapter presents an introduction to this research study by introducing the context of the research, a description of the problem, and finally the research questions and objectives. With this in mind, this section is intended to provide a solid insight into our interests and how they have emerged after our experience within the major of foreign languages at Distrital University.

Firstly, the description of the context of research will introduce the way this project was conducted, also the population and setting that will be addressed during this chapter. Then, the description of the problem will approach the situations that led us to the inquiry about the use of translanguaging within a CLIL classroom and its possible advantages. Finally, the questions and objectives will provide a guide about the intentions that are present in this text and the manner we conduct this project in the following chapters. Therefore, we consider that this chapter will be useful to demonstrate the need to research on this topic and also the possibilities for further research that may emerge throughout this project.

Description of the Context of Research

This project is planned to be carried out with six in-service teachers from a public institution located in the south area of Bogotá. This school has been working with the CLIL approach in the last few years, also, the subjects that are currently intertwined with CLIL are natural sciences and social sciences. Each classroom has an average of 30 students per classroom.

Regarding the training of teachers in terms of CLIL as an approach, we can mention that they are not certified in this approach, but they have some experience learning English and some of them have formation in the content subjects that are taught in the school. In addition, this public school has reached an agreement with the Language Institute of a public University of Bogotá (ILUP) which has been helpful to introduce English teachers that are equipped to assess content teachers in CLIL and to develop curricular projects within the institution.

Furthermore, regarding the observations that we made during our practicum at this school, we can mention that co-teaching strategies have played an important role in CLIL oriented classrooms, especially in primary school, where content teachers were present but

did not have a total mastery in the second language and we, as the pre-service teachers, were supposed to design and support the classes by using the second language and also applying content knowledge during our interventions. Consequently, from these observations, it was found that CLIL classes were barely conducted in secondary school since primary school had a higher number of hours per week. With this contrast in mind, it is evident that the CLIL approach managed in the institution emphasized on primary school rather than secondary, however, it has not shown significant results among students since they are still lacking from motivation and it has resulted in English being the subject in which students fail the most, this specific concern will be addressed and expanded by one of our interviewees in the next chapters.

Description of the Problem

According to the considerations developed in the previous section, this project is aimed to explore the possibilities that offers a mixed approach that consists on the use of translanguaging in a CLIL classroom, to be more specific, this project is intended to deal with in-service teachers' perceptions in regards to the use of translingual practices in their pedagogical interventions in a public school in Bogotá.

The concern about this topic emerged due to the experiences that we have faced throughout our practicum subjects within the major program. During those spaces we perceived that students struggled when using English within the classroom and one of these struggles was directly related to the fear to participate in class. Also, we perceived that this phenomenon is even more dramatic in CLIL classrooms since students are supposed to apply their language skills in a determined content subject. Thus, it is important to deepen in the reasons why students seem to reject participation in class, Caicedo (2015) states that "students' low English use is also attributable to the disconnected ways in which foundational skills are addressed in the different activities that are developed in language classes" (p. 150). According to this, we consider that it is important to re-think the ways in which skill input is provided to students and the way in which students interact with the knowledge and put into practice the input given.

Also, it was found that bilingual programs have been a priority in the design of educational policies during the last decades. However, these programs have struggled when it comes to achieving their goals, in this regard, the aspects that influence the achievement of

goals are the curricular design, to be more specific, the capability to adapt contents to local contexts, the contact with the target language that students may create and, on the other hand, stakeholders, that are related with teacher training (Gutierrez, 2021). Nevertheless, Colombian education has struggled to connect these aspects and all these discordances may be one of the reasons why students' participation is low, since there is an apparent lack of solid background to support students' motivation to learn English.

Based on this consideration about bilingual programs and their influence at public schools, this study is decided to be aimed to focus on teacher perceptions about their role in a CLIL classroom and deepen in the training that they have received during their professional career. This specific concern about teachers' perceptions about CLIL and also translingual practices emerged from the fact that translanguaging is a theory that has not been explored in our local context, therefore, we consider that it would be appropriate to begin with in-service teachers since they are able to offer a wide scope when it comes to create new possibilities to teach language and, thereby, increase student participation and involvement within the classroom based on their experience as teachers in the public sector.

Additionally, we consider necessary to begin with in-service teachers because we have perceived a lack of preparation when it comes to the use of CLIL, according to Pimentel et al. (2018), "well-reported challenge across countries is that of teacher preparation for the CLIL setting. Professional training for this special context would include both language competency and content areas" (p. 200). Consequently, we consider teachers' preparation to be a cornerstone when it comes to developing CLIL and translingual practices within public institutions.

According to the above said, and based on our experience, we have noticed that there is a lack of preparation when it comes to CLIL approach, for instance, in our practicum experience and the interviews we conducted, we met content teachers that had to apply to extra-curricular English courses in order to teach different subjects in the *L2.* However, we find this situation problematic since CLIL not only implies the mere use of English to teach content, but also implies a wide range of techniques and theory that is intended to foster students' comprehension according to their cognition levels.

All these considerations made us inquire about an alternative that helps teachers and students to increase interactions within the classroom. With this idea, we believe that translanguaging appears as a theory that is helpful to enhance teacher's performance since it allows students to use a wide repertoire that may facilitate the acquisition of the L2. Voguel

and García (2017) develop the concept of repertoire by stating that "the users of a language select and deploy particular features from a unitary linguistic repertoire to make meaning and negotiate particular communicative context" (p. 1). This negotiation may promote interaction between teachers and students that may lead into a more effective learning of the L2 while learning a determined content.

To summarize, this project has the intention to find the impact that translingual practices have in bilingual context such as CLIL classroom. In order to achieve this goal, we want to discover the implications that it has in teachers' perceptions towards the use of translanguaging within the bilingual classroom. Also, we are interested in the possible effects that this theory may have on CLIL classes, therefore, the general objective of this research project is aimed to understand teacher's perceptions in regards to the use of translanguaging by creating semi-structured interviews that will help to deepen in their perceptions. Afterwards, we will discuss the implications of translanguaging in CLIL classrooms according to the perceptions of teachers and the literature available. To conclude, this project is intended to give clues about the possible advantages of this model in our inner context in public schools in Bogota.

Research Question

How school teachers' perceptions may be influenced by the use of Translingual practices within the CLIL classroom?

Sub-questions

What are school teachers' perceptions towards the use of translingual practices in a CLIL classroom?

What advantages does the use of translingual practices bring for foreign language learning and subject learning?

Research Objectives

General Objective

To interpret school teachers' perceptions regarding the use of the first language in CLIL classrooms through the use of translingual practices.

Specific Objectives

To discuss the role of the first language in the CLIL classroom by exploring their perceptions regarding translingual practices.

To explore the possible advantages that school teachers expect when using translingual practices in a CLIL classroom.

To contrast our experience as pre-service teachers within the pedagogical practicum with the teachers' perceptions.

Chapter II
Literature Review

This chapter presents a review of the literature principles to understand and generate knowledge about the primary concepts of this project. First, it presents a discussion about the Content and Language Integrated Learning (CLIL) implications within the English Language Teaching (ELT) education. Then, it explains how translanguaging is related with ELT education and how translingual practices are entailed as a way of learning a foreign language. After that, it analyzes the relationship that translanguaging has with CLIL as an alternative pedagogical practice. Then, it presents the different teachers' perceptions that were evidenced in the reviewed papers. Finally, the thesis statement is based on the belief that implementing alternative pedagogical practices such as translanguaging in a CLIL classroom can improve the participatory dynamics of the class and the learning of the foreign language (FL). Thus, these practices can help in-service teachers for ELT.

Exploring CLIL Implications within the English Classroom.

Content Language Integrated Learning (CLIL) is an approach that has been emerging within the English as a foreign language (EFL) area as a possibility to foster bilingual programs in Colombia. Several institutions have started to implement this proposal in their curricular designs during the last decade. Thus, it is important to conceptualize the implications of CLIL through the lens of some authors who have deepened in this approach. For instance, Gabillon (2020) rescues and reviews the state of the art on content and language integrated learning as a pedagogical strategy through an analytical and critical lens, and states that CLIL can be understood as a dual-focused and multi-dimensional educational approach. Therefore, she argued that CLIL is not about just using an additional language to teach or learn content; it also has measurements related to problem solving and critical and creative thinking of students.

According to the above we note that CLIL has been placed as a renewed strategy that has interesting implications but must be understood as an educational approach that involves different competences that goes beyond the mere use of the second language to learn subject content. Consequently, some authors have found different issues in the application of this model in educational contexts. For instance, we can see that Alcaraz (2018) found that in Spain, while teachers opt for training programs for the CLIL approach, the Spanish law focuses only on improving the level of the foreign language for teachers. Therefore, there is a

lack of preparation when it comes to teaching content in bilingual contexts. In parallel, Florez (2018) carried out a study in Colombia, whose population were eight in-service content teachers that were interviewed in order to know their perceptions about bilingual education. One of the findings of this study shows that in-service teachers consider that there is a lack of preparation and there is not enough professional development support from the institution to understand the underpinnings of bilingual education and to implement it in schools. These studies demonstrate that in Colombian and other countries, CLIL has suffered a lack of implementation when it comes to teachers' professional development.

Despite the lack of teachers' preparation, CLIL has proved to be an approach with notable advantages. In this regard, Yaguara and Villalobos (2022) stated that CLIL has improved EFL learning within a virtual learning environment. Through the study that the authors of this study carried out, 17 classes were taught by using CLIL as the main focus. Then, they designed a semi-structured interview to obtain data based on the classes that were provided.

Once this study was completed, the researchers and authors of this study found and stated that students agreed with the idea that CLIL was helpful to improve their listening skills and oral production. Additionally, students considered the use of content as important since it was focused on the environment and Amazon region where they live, it means that the content was contextualized and helped students to strengthen reflection and provide alternatives to the issues that are present in specific settings, in this case, ecosystems. Finally, Yaguara and Villalobos (2022) found that the use of CLIL was important since classes were meaningful and dynamic, therefore, the authors of this study challenged in-service teachers to use this approach as a response to the traditional methods since it fosters students' citizenship by using as interdisciplinarity as the basis of CLIL education.

According to the information explored at this moment, we can note that there are advantages in the use of CLIL, but also, there are some challenges that must be sorted out to achieve a successful CLIL based classroom. Thus, we must consider some insights that may help us to foster the advantages of CLIL in our context, in this regard the study carried out by Mariño (2014) is important since she found that in a CLIL classroom, the communicative component is important since it develops students' performance and confidence when it comes to learn subject content. Consequently, the researcher considers that language learning and language use are processes that must be considered in the classroom. This idea is remarkable since CLIL, as stated previously, seeks for the use of contextualized topics that

are intended to create reflections among students, it means that communication is vital in order to achieve a meaningful output. Also, according to the author, there are other components that must be considered at the moment of applying CLIL; these aspects are cognition, problem solving and culture. These components constitute a general framework in which some situations are not covered by teachers in their classes, that is why Mariño (2014) perceives that there is a lack of preparation in teachers' end when it comes to create lesson plans based on CLIL.

Based on the information collected, we perceive that CLIL can bring innovative strategies in the educational language teaching (ELT) context in Colombia due to the advantages that it has in the educational field. For instance, Diaz et al. (2018) consider that the use of CLIL implies crossing subject boundaries that fosters the interaction among mind, brain and education that may constitute an opportunity to diversify learning experiences. They consider that CLIL should be along with what they call a phenomenon- based learning, the researchers of this study define this approach as learners studying phenomena as complete entities with the objective of dividing the phenomena in different components to study them in a deeper manner.

Finally, according to the literature that has been explored we consider that CLIL has emerged as an innovative proposal that is intended to foster bilingual education in Colombia through the teaching of content. It is also known that there has been a lack of in-service teachers' preparation that may be attributed to the resistance to innovative models of teaching. However, we consider that in most recent years, CLIL has proved to be a meaningful strategy, even more if we consider the experience that several teachers had during the pandemic. Consequently, we consider that there is a gap in the literature in regard to the methods that are being used to train teachers in CLIL based classrooms. Once we have identified the problem, we want to develop this research following an innovative concept in the ELT field that goes against the hegemonic ways of teaching English, that is, translanguaging. In the following part of this literature review we want to focus on this concept that may complement the deficiencies that we have found in CLIL implementation.

Garcia (2019) states that translanguaging emerged to disrupt the idea of bilingualism as simply being the addition of two codes, it gives a space to dynamic practices of multilingualism. For instance, it happens in schools when students are learning an additional language (additive bilingualism); in those contexts, students use a dominant language, as a main source of instruction. At the end of the article, García (2019) points out that

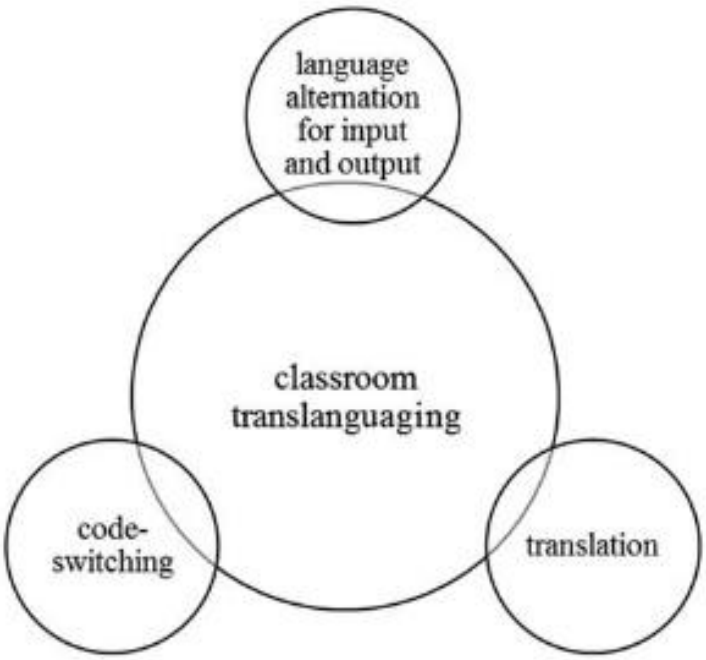
translanguaging classroom discourses are ways to resist the repression of mental, spiritual, language, and cultural practices that have served to limit educational and societal opportunities.

Understanding Translingual Practices in ELT Education.

The use of L1 in a language classroom and its role in the learning process of a foreign language has been a subject of debate in the pedagogical field. Based on this debate some authors have deepened into the impact that the use of the L1 may have in bilingual contexts; according to Soto and Quintero (2019), "Translanguaging emerged as a response to the monolingual perception of multilingual speakers' lack of ownership in some languages. Namely, that perspective puts languages against one another" (p. 26). Consequently, in a social sphere, languages are seen as individual systems, and these are not seen as sets that are part of a speaker's linguistic repertoire.

Also, the use of multilingual resources, as code-switching and translation, is perceived as the result of effective students' strategies to use their linguistic repertoire since they come from their internal, reasoned communicative system (Bryn, 2017, p. 206) as it is depicted in Figure 1, as follows:

Figure 1.
Instances of classroom translanguaging



Note: The figure represents the current practices that students employ in English classes and are directly related with translingual practices. Source: Jones & Lewis (as quoted in Bryn, 2017, p. 207)

In the same way, according to Yasar Yuzlu and Dikilitas (2022) in their research, the students reported constructive, cognitive, interactive, and affective benefits through translanguaging pedagogy since they take advantage of all the linguistic resources for meaningful learning and negotiation within the classroom, creating a sense of comfort and motivation to use English. Therefore, it is essential to conceptualize how these translingual practices work in ELT education. Conteh (2018) defines translanguaging from a pedagogical point of view, pointing it as a *cross-curricular* strategy for the systematic use of two languages for teaching and learning within the same lesson. On the other hand, Vogel and García (2017) argue that translanguaging is a theoretical lens that gives a different perspective regarding bilingualism. In translanguaging, each speaker, rather than having autonomous language systems, they select and make use of distinctive characteristics of their entire linguistic repertoire. Hence, they involve all the languages of their repertoire in their different communicative contexts.

The authors also consider translanguaging as an approach to language pedagogy that relies on its learners' diverse and dynamic linguistic practices to reinforce their learning. Although the extended exposure to the foreign language is necessary, the prohibition and avoiding the use of the L1 somehow poses a paradox because the focus is on monolingualism when the goal is to develop multilingual competences (Cenoz & Gorter, 2020), which represents a problem for bilingual education programs in the Colombian context. In recent years, there has been a growing interest in implementing bilingual programs in basic and secondary education in Colombia. For instance, the Ministry of Education formulated the National Program for Bilingualism 2004-2019, which included new Communicative Competence Standards in English. It worked under various strategies such as Inspiring Teachers through innovative content (Be(The)1, ECO Kids, ECO Teens, and Talkativ-E). Be (the)1 Challenge is a gamification tool for learning English that is aimed at children and adolescents from grades 4th to 11th who belong to official and private educational establishments in the country. Students can play without internet connectivity from mobile devices; On the other hand, ECO Kids and ECO Teens are a radio and transmedia educational commitment for learning English and the recognition of cultural diversity designed especially

to reach urban and rural areas throughout the national territory. This proposal was designed in alliance with the British Council and focuses on learning English from communication, interaction and learning other relevant and interesting topics for students. As a complement, teaching and learning guides were designed for teachers, students and their families. Finally, Talkativ-E is a strategy for creating intercultural Conversational Clubs in English for Primary and Secondary English teachers, so that they have the opportunity to share significant pedagogical experiences. However, considering what was previously stated by Cenoz and Gorter (2020), the tradition of teaching second and foreign languages in isolation, even when educational programs focus on the development of bilingual or multilingual skills, consequently leads to these bilingual programs not being fully developed under the traditional idea of monolingualism, and therefore do not meet the expectations of teachers, students and institutions.

Similarly, it is important to highlight translanguaging from a sphere of decoloniality and the Global South, so that it is important to reconsider the material used and its relationship with the students' real needs. Chaka (2020) used integrationism as a paradigm that critiques and is opposed to orthodox linguistics. It resonates with translanguaging in so far as the latter rejects language as a discrete, bounded, autonomous, and abstract object that can be named and counted. In addition, decoloniality appears as a term that mainly reviews and criticizes Western epistemes informed by coloniality and modernity. Both terms frame a perspective in which students strengthen their identity environments and perspectives on learning a foreign language by fostering the use of content and material that may enhance students' critical and communicative competencies.

Merging CLIL and Translanguaging practices as an alternative for ELT Education.

Since we have already explored the literature regarding the concepts of CLIL and translanguaging, we consider important to review some literature that mentions the possible unity between CLIL and translanguaging to understand what has been conceptualized, and, to find some gaps in the literature that can be covered during this text.

To begin with, we must mention that there is little information about the implementation of CLIL and translanguaging as a unit. However, there are interesting applications and studies that consider the importance of the L1 in a bilingual CLIL classroom. In this regard we have that Moore and Lopez (2021) designed a qualitative case

study aimed to visualize and explore the instances of translanguaging in CLIL writing. In this study, the authors tried to change the perspective that conceives that using L1 is an error when learning a second language and instead, consider it as a naturally occurring communicative strategy. This study was conducted with quantitative data collection, these were merely in order to analyze how the students, for example, used each of the approaches seen in the graphs, with this in mind, this study was composed by 80 students from a school in Spain. They analysed the different results through a translanguaging lens in which they identify that the use of L1 is a clear attempt to create effective communication on the part of the students. If we analyze this outcome from a CLIL classroom lens, we can notice the advantages of implementing this approach, since one of the most important purposes of CLIL is to create meaningful learning that only occurs through effective communication.

That is, CLIL seems to have a positive effect when translanguaging is used for its development within the classroom. For instance, Gallager and Colohan (2017) carried out a small-scale in-class experiment that consisted of 30 students, where the study consisted in a 'twisted dictation' task, followed by feedback from students. The purpose of this research was to investigate whether translanguaging between the L1 and L2 during content-related activities could be a useful strategy to catch students' attention to the CLIL approach. The study found that when used in a focused manner, code switching or translanguaging may be a very useful language teaching and learning practice, especially as a technique for raising knowledge of certain features of the language of instruction. Also, Gallager and Colohan (2017) states that translanguaging may foster 'dual language lexicon' since students' are processing and re-processing information in both languages, which reinforce their understanding about the grammatical points of the target language.

According to the articles explored, we perceive that there is an improvement in the use of the L2 when students use their L1. Also, the literature shows that both, CLIL and translanguaging, seem to be oriented towards the use of effective communication. Nevertheless, we have found that there is a lack of literature in the Colombian context since it is a concept that has not been explored in depth. Consequently, the proposal of our study emerges since we want to explore translingual practices as an approach that may improve teachers' motivations towards the use of CLIL within the classroom. As stated in previous sections, we noted that some teachers have not receive enough preparation towards the use of CLIL within the classroom. That is the reason why we consider that translanguaging can help

teachers to approach students' interest within a CLIL classroom through new techniques that validates the use of a full linguistic repertoire.

Teachers' Perceptions about CLIL and Translanguaging as Alternative Practices of Teaching.

Now that we have reviewed both CLIL and translanguaging approaches theoretically and in different practical research, it is important to focus on these constructs by approaching perceptions that English teachers and CLIL teachers may have. In Woodworth's view (1947), "the concept of perception is not necessarily mentalistic. The perceptual function is an elaboration of the receptive process, adjusting the organism to the objective situation rather than merely to the stimuli received" (p. 119). Therefore, perceptions are significant relationships between the individual and the environment based on the analysis of the different stimuli received. In addition, perceptions are also created along with past experiences and cognitive development of the individual, in this case in service teachers.

Additionally, Langton (1980) mentions the importance of discovering signal codes, it means stored knowledge or assumptions used for deriving perceptual hypotheses to understand perception. Consequently, to conduct this study it is important to analyze and visualize these perceptions about the use of the L1 in the teaching and learning of an L2, as it can be shown how the perceptions of the use of translingual practices influence the pedagogical practices implemented by English teachers.

On the other hand, due to the fact that the perception of language learning is a concept that can explain behavior and pedagogical activity within the classroom, we want to investigate the perceptions of teachers not only related to the level of language that students achieves, but also communicative confidence and active participation that must be essential in CLIL classrooms, where, according to Serra and Feijoo (2022), students need to acquire new content knowledge in a second language that they have not fully mastered.

García (2017) remarks that "Teachers have leveraged students' translanguaging to contextualize key words and concepts, help students develop metalinguistic awareness, create socio-emotional bonds with students, and also to provide opportunities for students to challenge language hierarchies and inequalities" (p. 8). In addition, we have found in a similarly study conducted by Karabassova & San Isidro (2023) that students with varying abilities and proficiency levels in the target language, most of the teachers involved in the program lacked prior experience in instructing through students' second language. As a result,

they often held the misconception that students needed a strong expertise of the target language before they could effectively learn subject content through it. Teachers' perceptions also indicated that establishing connections between languages was essential to enhance students' understanding of the subject material.

On the other hand, a quantitative study carried by Kao (2023) demonstrates that English teachers believed that the use of the L1 and other tools for creating meaning were beneficial for learning. In contrast, CLIL teachers favored the usage of diverse semiotic resources, such as gestures and visuals, to actively involve learners in an English learning setting while assisting them in gaining content knowledge through the use of their L1. In general, according to the teachers' perceptions in the study, integrating translanguaging into teaching has the potential to aid CLIL teachers in delivering comprehensive content instruction while optimizing opportunities for expanding their students' language skills and ability to create meaning. While the CLIL framework and the translanguaging approach are seen as innovative educational concepts by numerous teachers in Taiwan, which is the country of the study, many of these practices are already being employed by teachers in their daily routines, even if they may not have a systematic understanding of how to define or apply them within their CLIL classrooms.

Therefore, we want to observe if the findings found in the previous research match with the participants' perceptions of our research. Also, the articles presented in this construct may help our undergraduate proposal since present some insights to develop the investigation in regard to teachers' perceptions.

Chapter III
Research Methodology

This chapter is divided into three sections. The first one discusses the type of study and research paradigm. The second one describes the setting and participants of the sample population involved in this project. Finally, the third section presents the data collection instruments and procedures used in this study.

Type of Study and Method

For this study, qualitative research was conducted. This type of research is defined as "the systematic collection, organization, and interpretation of textual material derived from talk or conversation. It is used in the exploration of meanings of social phenomena as experienced by individuals themselves, in their natural context" (Malterud, 2001, p. 483). According to this, we consider that this type of research fits with our intentions in this current study, since teachers' perceptions through practice were explored and their experiences were analyzed and interpreted to give some insights to the objectives settled in this research; additionally, this information was collected by using interviews and observations that helped to explore the translingual phenomena within the classroom.

Based on this consideration, we intend to give some light to the phenomenon of translanguaging in a CLIL classroom. To achieve this goal, teachers' analysis and perceptions were conducted. Thus, semi-structured interviews were designed, which were intended to explore teachers' narratives about their experiences and perceptions about the use of translingual practices within the classroom. Then, data were analyzed and contrasted to find some patterns that may allow us to think about the effects of translingual practices within the classroom. To conclude, data were reviewed to give answers to the research questions and to find possible further research that will help to enrich our line of research.

It is also important to consider that qualitative research is also divided into different methods of research; therefore, we consider that case study is a valuable method that allowed us to perform this research according to the objectives presented in previous chapters. Gustafsson (2017) argues that "a case study can be defined as an intensive study about a person, a group of people or a unit, which is aimed to generalize over several units" (p. 2). Thus, case study enables the analysis of a particular setting, in this case, translingual practices within a CLIL classroom and teachers' perceptions regarding this practice. Additionally,

since this study is focused on understanding the implications of this practice, we consider that it is also important to collect data about students' artifacts to inquire about their experiences to find possible linkages with teachers' perceptions. This consideration enriched this case study since data were collected to understand this phenomenon and the complexities that may emerge during the whole process of this study.

Context and Participants

This research was carried out in a public institution in Bogota with a focus on CLIL education. Regarding the population of this study, Martinez et al. (2014) state that it "is the group of individuals restricted to a geographical region (neighborhood, city, state, country, continent, etc., or certain institutions" (p. 609). Therefore, the participants were six teachers from a public school, who three of them were English teachers enrolled with a Language Institute of a public University of Bogotá (ILUP), while two of the participants were content teachers involve with content subjects such as Natural sciences and Social sciences, these content teachers provided their perceptions according to their experiences within the CLIL classroom. The last participant was the leader of the bilingual project in the school, who was in her first year in charge of the bilingualism project at the institution, and who in later years had been an English teacher for the primary area. The bilingual leader gave us a more organizational and schematic perception of how these bilingual initiatives were being implemented in the school.

For this study, we consider that teachers are the most reliable source of information since they have several years of experience that allowed us to establish a solid criterion at the moment of analyzing the results of this research. Additionally, apart from teachers, we analyzed students' artifacts created during the class based on translingual practices, mainly to contrast the experiences that students had regarding the use of L1 in a CLIL classroom. In order to include teachers' perceptions, some semi-structured interviews were conducted; According to Miles and Gilbert (2005), semi-structured interviews "are simply conversations in which you know what you want to find out about – and so have a set of questions to ask and a good idea of what topics will be covered - but the conversation is free to vary" (p. 66). The idea of including interviews was to have a wider framework that was useful to find patterns and attitudes towards the use of translingual practices in a CLIL classroom and then, develop these perceptions to give some insight about the possible advantages that translanguaging may have within the classroom.

Data Collection Instruments and Procedures

To carry out this proposal, it is important to note that the main purpose of this research project is to collect information about teachers' perceptions in regards to the use of translanguaging in a CLIL classroom. With this objective in mind, we collected data by using semi-structured interviews. According to McIntosh and Morse (2015), they are "designed to ascertain subjective responses from persons regarding a particular situation or phenomenon they have experienced. It employs a relatively detailed interview guide or schedule, and may be used when subjective knowledge is lacking" (p.1). According to this definition, semi-structured interviews allow us to ask very specific questions that are intended to give valuable insights to this research study (Annex A. Semi-structured interview questions). Additionally, semi-structured interviews allowed us to ask for additional information that may lead to further analysis, and, if needed, to further research in the future.

Also, during this project, field notes were incorporated in order to enrich the conceptual framework and allowed us to state the dynamics that are present in the setting that was analyzed here, CLIL classes at a public school in Bogota. In this regard, Phillippi and Lauderdale (2017) state that field notes "aid in constructing thick, rich descriptions of the study context, encounter, interview, focus group, and document's valuable contextual data" (p. 381). Hence, field notes helped to build a further understanding of the dynamics when translingual practices are developed in the classroom since we were immersed in the class taking information from teachers' and students' attitudes towards the class.

While we were developing field notes, we were attentive to the phenomena that emerged in the class during the application of translingual material. This part constituted the observation of the project since it enabled the construction of the findings of this research, which were also supported by the interviews and the field notes.

Finally, we have considered the participation of students to strengthen the data of this research. Consequently, we also included students' productions in our research since they supported and visualized the use of translanguaging in the classroom. Ultimately, this data was useful to complement this research and find new research opportunities in this field.

Ethical issues

In this project, we encountered significant ethical issues related to the confidentiality and anonymity of teachers and educational institutions involved in our study, especially when interviews were performed. Consequently, we considered ensuring the protection of their identities important to uphold the ethical treatment of the information. We faced the challenge of balancing the need to gather accurate data with the imperative of safeguarding individuals and institutions. To address these concerns, we made some adjustments by using pseudonyms for both teachers and institutions. Additionally, we obtained informed consent from all participants by explaining the purpose of the interviews and also the way in which information would be handled, assuring them of the utmost confidentiality and our commitment to preserving their anonymity throughout the research process. These ethical considerations were vital in maintaining the trust of our participants and guaranteeing the integrity of our study.

Chapter IV
Instructional Design

Context of pedagogical intervention

This section will explore the pedagogical intervention that we have conducted at a public institution located in the south of Bogota. The school serves a diverse student population, including children from different backgrounds, varying academic abilities, and socio-economic circumstances. When it comes to the curriculum, this school has implemented CLIL as an approach in which English is addressed through different content subjects, this strategy has been implemented in primary school mostly while secondary school have had a few subjects in CLIL. Additionally, teachers' preparation to teach in English has been supported by different courses promoted by the school and the Language Institute (ILUP) which has been helpful for some teachers to learn English but also it has caused a lack of preparation in others that had experienced some struggles when learning and teaching English. Within this framework we, as pre-service teachers took place to accompany these classes and to help teachers in their CLIL classes, which at some moments resulted in co-teaching sessions that were enriching to both sides since we also learned about topics related to each content subject.

With this background information in mind, the intervention was aimed to explore the possibilities that may emerge from the use of translingual practices within the CLIL approach during our pedagogical practicum. The purpose of the intervention was to illustrate in-service teachers with alternative practices for the content teaching in L2, by implementing translingual practices during the CLIL classes that were observed by the participants teachers. The intervention sought to create a positive learning environment for students by fostering teachers' perspectives about the use of the L1 in CLIL based classrooms by using translingual practices. This implementation can be evidenced in the lesson plan where it is shown the structuration made to follow the instructional and the 4Cs' framework (Annex B. Lesson Plan for Natural Sciences). After finishing our classes as pre-service teachers where we made use of translingual practices as part of our mythology, we carried out the semi-structure interviews where teachers were able to elaborate on their perceptions about the use of the first language within CLIL and English classrooms.

Ultimately, it is important to remark that the whole experience and implementation took place during the last term of the year, so we had some struggles to perform some

activities due to the lack of time and the lack of motivation that some students had since we were about to end the academic year. Nevertheless, during this intervention we were able to notice some improvement in students' motivation during the class, and also, through the interviews we conducted, we were able to identify areas that required to be approached with more caution in this CLIL approach that the school is developing and should be aware of.

Innovation

Within the ELT field several methodologies have been approached in order to improve students' skills, motivations, attitudes and so on. However, during our practicum subjects at the university and based in our experiences within the major program, we have noticed that there is still a significant lack when it comes to students' confidence when performing communicative skills in another language instead of the L1. This situation placed us in the search of practices that may foster students' performance in their classes by addressing the fear that they experience when learning English. Therefore, a concept emerged during our classes at our major program that called us to re-think the way in which bilingualism is perceived within the ELT field, that is, we refer to translanguaging.

From this consideration, we found in translanguaging an innovative strategy to foster participation in class by promoting the use of mother tongue in an scaffolding process that allows students to address English little by little while they gain confidence in speaking and writing activities, they are the skills in which we found a major issue, so we considered important to focus this implementation on the areas in which students struggle the most. Consequently, we have also found that this approach has not been officially implemented in any public school in Bogota so far, so we considered important to address teachers' perspectives towards translingual practices as it gave us a perspective about how English and content teachers perceive the use of Spanish within CLIL classrooms. Also, taking into account these considerations, we have conducted some of our classes at this school by using translingual practices to investigate the reaction that students had. From this concern, we found that students felt more enthusiastic during our sessions, and they tried to perform communicative output during our sessions. Additionally, we decided to approach students' feelings and emotions, which allowed us to understand their fears and also to use the error not as an indicator of failure, but as an opportunity to improve those skills by considering that

each error is part of every student repertoire and is an opportunity to address this concern without putting extra pressure in the students.

With this consideration regarding this chapter, other concepts such as curriculum, language and teaching will be addressed with the intention to give coherence and cohesion to the theoretical aspect, and to the practices and interviews that we conducted which will be analysed in the next chapter.

Vision of curriculum

Based on the exploration that has been conducted through this research project, it has been found that most of the local policies in the ELT field are intended to foster communicative skills that are focused on promoting interaction in tangible scenarios. Thus, a growing trend to reform the English language teaching (ELT) curriculum has been even more noticeable during recent years. This movement is based on the belief that the traditional ELT curriculum is no longer adequate in today's globalized world. This change of paradigm, that is related to the current globalized word in which we are immersed has meant a big challenge in the ELT field, 'it requires to mobilize the notion of a changing semiotic landscape that is related on an traditional perspective of language, and increase visual and indeed multimodal, globalized and globalizing, dynamic, increasingly plural and proliferating' (Green, 2004, p. 299).

Consequently, we found in translanguaging some aspects that are closely related to the vision of curriculum that we want to explore and expand. According to Garcia (2019), "translanguaging has emerged to disrupt the naturalization of languages as codes or entities, and especially of the language of schooling, that has served to control material rewards" (p. 369). Based on this consideration, it is noted that translanguaging goes against hegemonic patters to learn named languages. Within this concept, Garcia (2019) also considers that language learning has meant a big challenge in minorized communities since languages were used as entities that were standardized in authoritative texts that had left out the lives and practices of bilingual minoritized speakers. Hence, our intention through the interviews and material that we collected was to explore the implications that current CLIL curriculum has over students since, based on our experience, we have perceived that it has been handled as

the addition of one code or language over the previous one (most of the time the mother tongue).

Therefore, translanguaging gives us a path to give space to dynamic practices by allowing to decolonize the perception of monolingual and monoglossic practices that has been hidden within the national curriculum and allow also to perceive learning within a linguistic repertoire in which students are able to use their mother tongue and the language they are learning, in this case, English. Here, the vision relies on a non-hierarchical and inclusive manner to learn a language by admitting different performativities that may be present in a classroom. Here, the curriculum should not be perceived as an oppressive option to see language learning, but as an opportunity to let students explore their own repertoire by using their traditions and ideologies.

Vision of language

In this section, we relate our study with the vision of language in terms of what the target language is used for, and how our proposal may contribute to the language area. In relation to language, this study considers the vision of Lasagabaster and García (2014), who explain the individual's 'linguistic repertoire'. According to Lasagabaster and García (2014), bilingual speakers have a distinctive linguistic repertoire which they use to select and deploy elements from their L1 and their knowledge of the L2 intending to enable effective communication.

Considering this vision, we were able to implement those principles in the pedagogical intervention at the school, adding also translanguaging as a pedagogical strategy in which students made use of their linguistic repertoire as a resource to achieve language requirements and build meaningful learning. Students adapted themselves to this strategy in the expected way, where they relied on their mother tongue to contribute to the content of each subject and the final L2 production. This adaptation made easier their communicative skills during the development of the classes, compared with the beginning of the pedagogical intervention in terms of self-confidence, participation and communicative skills.

Vision of Teaching

In the following paragraphs, we connect our proposal with the vision of teaching by analyzing how the target language is associated in a CLIL classroom and presenting translanguaging as an approach to reach meaningful learning. The pedagogical intervention at this school was based on a vision of teaching as developing translanguaging in CLIL classrooms.

For this vision, Vogel and García (2017) propose 'translanguaging' as a 'theoretical lens' that offers a different view of bilingual and multilingual education. According to the authors, formal education environments tend to uphold structuralist notions of language use. This means that educators and school leaders have viewed using two tongues through the 'lens' of either subtractive or additive bilingualism, therefore, giving a hierarchical value to the tongues learned by an individual. This stratification played a role in constructing exclusive language categories, regulating communicative usage, and maintaining the concept of standard languages. However, in translanguaging, the dialects that are the object of bilingual instruction are part of the learners' linguistic repertoire from a horizontal spectrum rather than as separate systems in a hierarchical relationship.

Therefore, this vision also focuses on how educators can take up a critical position regarding the construction of language learning in CLIL classrooms. In this way, teachers leverage the full linguistic repertoire of their students, thus helping students develop their bilingualism by allowing the use of the L1, specifically when it supports the student's outcomes when communicating in L2. This implies a teaching aim to assemble students' diverse linguistic practices by increasing their linguistic repertories to develop essential features in order to achieve subject-matter knowledge in this specific case of CLIL classrooms.

Furthermore, to support this vision of teaching, this pedagogical intervention was based on meeting the principles of CLIL as an approach, which, according to Gabillon (2020) the principles of CLIL include creating a learning environment considering language, content, communication, culture and cognition as a consolidated entity that respects plurilingual teaching practices and philosophies. It also aims to allow collaborative knowledge building, provide tasks that promote cognitive and creativity engagement, motivate dialogical interaction between participants and develop awareness of the self and others in an effort to accomplish significant knowledge in the subject-matter and L2 areas.

Pedagogical Unit

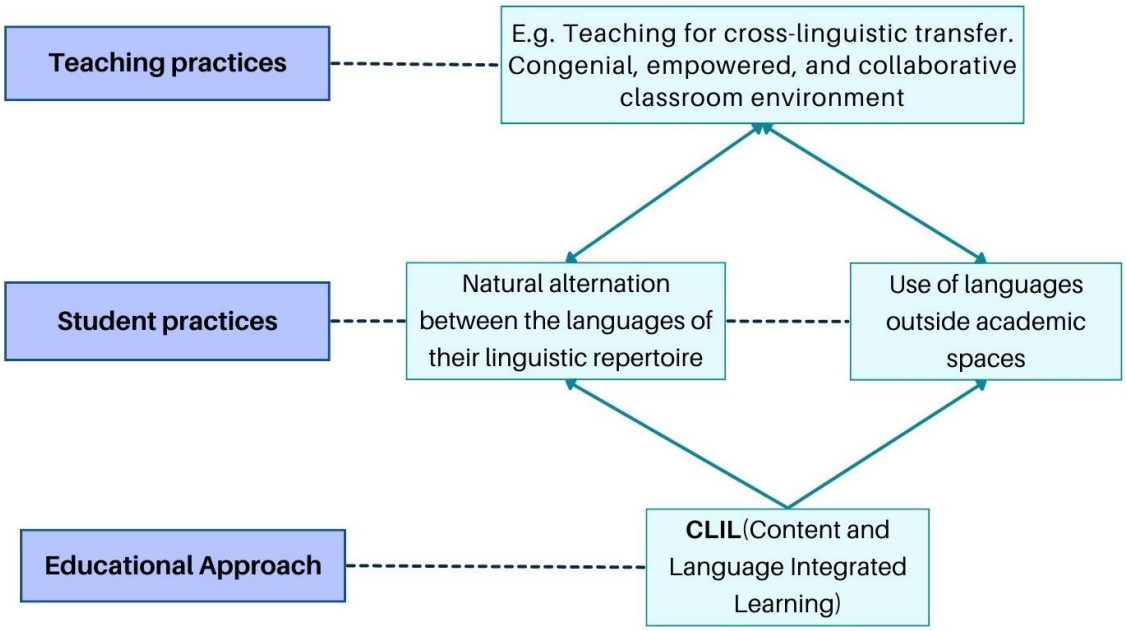
In this unit we list and explain the requirements from a pedagogical view to implement CLIL as an approach with translingual practices that we, as pre-service teachers, prepared in each class session to obtain the results for this research project.

To start, the main requirement in the classroom for the translanguaging to happen is the integration of the students' translingual practice and the teacher's translingual pedagogy, in combination with the educational principles of CLIL. The role of students in translanguaging tends to occur naturally in an alternation between the languages of their linguistic repertoire, here Spanish and English, this includes the use of this alternation in spaces that are not merely academic. Regarding the role of teachers, they must ensure a congenial, empowered and collaborative classroom environment to guarantee that all students feel validated and comfortable to reach this natural translingual practice by those students (Miller, 2020).

The mentioned requirements appear on Figure 2 to understand how they relate between the classroom practices and the teaching factors during the application of the classes.

Figure 2

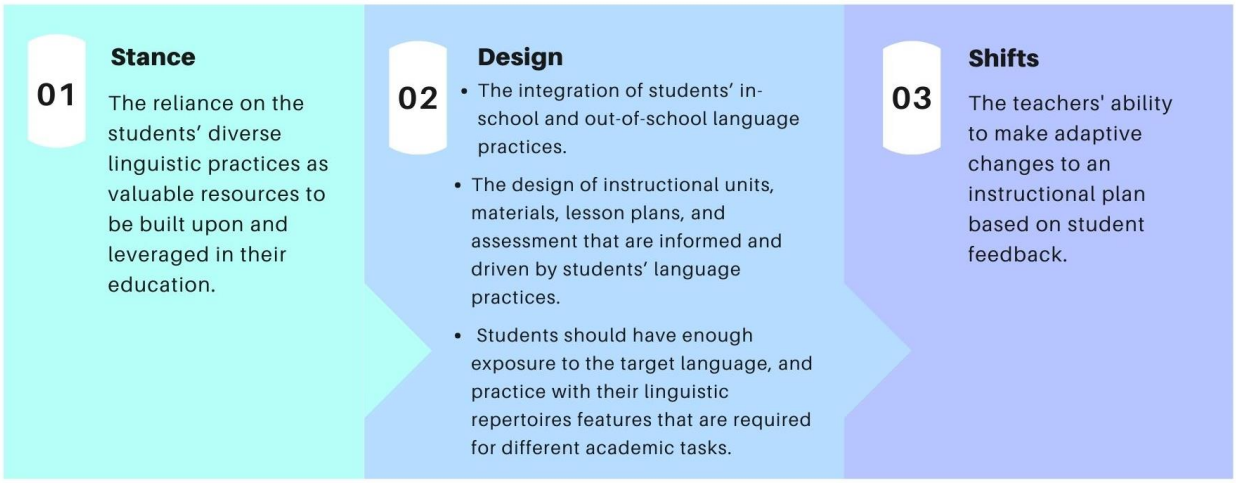
Relation between classroom practices and teaching factors during the application of the classes for translanguaging to happen in CLIL based classrooms.



Note: It is an own representation about the relation between teaching practices, students practices and the educational approach related with our research proposal.

In addition to this, as stated by García, et al. (2017), the components of teachers' translanguaging pedagogy are the ones that appear in Figure 3:

Figure 3
Components of teachers' translingual pedagogy



Note: It is an own representation about the components of teachers' translingual pedagogy related with our research proposal.

As mentioned in the previous chapter, our vision of teaching was based on using CLIL as an educational approach, this being the proposal of this school. This is how we developed our lessons within the framework of the 4Cs curriculum (Coyle, 1999): *Content* which is the development of knowledge and skills in relation to the curriculum of the content subject; *Communication* which is using the language to learn as well as to communicate; *Cognition* where students develop thinking abilities that connect language, comprehension, and concept formation (both abstract and concrete); and *Context*, which is the exposure to different perspectives and common understandings that evolve awareness of self and others.

To continue with the design of the classes, these were divided into five sections. The first one was warming up activities, second the presentation that is the input to start

developing the topic, third the practice which is a guide for the students to develop tasks by giving support or feedback from the teacher or other students, fourth the production to encourage students to build outcomes with the topic learned, and the closure that its purpose is to check students' understanding of the topic, giving feedback, and assessment of the final outcomes.

In the lesson plans, the main axis were included, Topic, Content and Language objectives, Achievements related with the 4Cs curriculum framework, Activity, Time, Didactic procedure, Resources, and Observations that contributes to the class organization to reach the desired strategy and the expected outcome from the students (Annex B. Lesson Plan for Natural Sciences).

The previous statements are the result of a pedagogical unit that was planned for the pedagogical intervention at this school, process which leaded this proposal to start and raised our interest in the in-service teachers' perceptions regarding translanguaging pedagogy to supply an alternative way to encourage the English learning and use for students in the classroom.

Pedagogical Goals

In this section the objectives that led us through the way of planning and acting during the interviews with the participants and the classes are presented. Those pedagogical goals were divided into three purposes, the main one was based on the need to understand in-service teachers' perceptions regarding the use of Spanish and English in content classes, the second and third one was based on the development of our CLIL classes as pre-service teachers supported by translingual practices.

To start, the first goal was to explore teachers' perceptions about the use of translingual practices in CLIL classrooms by means of semi-structured interviews, which helped us to have accurate data about their perceptions taking into account different backgrounds. Second, to examine translingual practices for second language teaching, which aimed to provide pedagogical alternatives for teachers and students within a CLIL space. Finally, we analysed our experience as pre-service teachers in a CLIL setting through the

observation and field notes since it contributes to nurture and compare our perceptions as authors when using translingual practices with the data collected from the interviews.

The explained goals before were the focus on this proposal in terms of granting a pedagogical experience to our participants, in-service teachers, and also for us to recollect information and data to analyze further our understanding of the perceptions that teachers have about the use of CLIL and the role that translingual practices may have in this approach.

Tasks

In our research project, we undertook a variety of tasks to gather valuable insights and contribute to the field of study. One crucial component was conducting semi-structured interviews, which served as a means to delve into the perceptions and experiences of our participants, that were in-service teachers with different backgrounds and experiences when it comes to language teaching. Through these interviews, we aimed to uncover rich qualitative data that would enhance our understanding of the perceptions that teachers have about the use of CLIL and the role that translingual practices may have in this approach.

Additionally, we dedicated significant effort to creating comprehensive lesson plans and materials tailored to different classes. These materials were meticulously designed to engage and educate the students by promoting translingual practices within the classroom, while aligning with the objectives of the research project. By carefully creating these resources, we aimed to facilitate a communicative learning environment that fostered deeper understanding among the students regarding the acquisition of English. Overall, our implementation of semi-structured interviews and the creation of tailored educational materials played crucial roles in advancing our research and generating valuable findings for both academic and practical applications.

Timetable

Table 1 displays the distribution of the tasks that were developed during this intervention. Considering that it is divided by weeks for the preparation, realization and analysis of the interviews as the main instrument to collect data, and in the distribution of time for our pedagogical intervention, dividing it in the two academic terms that we were present in our pedagogical practice, with its respective objectives.

Table 1
Timetable of the pedagogical intervention

Date	To do		
	Interviews	Pedagogical Intervention	
Week 1	To speak with participants to explain the nature and purpose of our project and propose to them a semi-structured interview to delve deeper into the subject matter through their contributions.	Description	Objectives
Week 2	To prepare possible questions for the semi-structured interviews and material for the pedagogical intervention.	Introduction to students	Emphasis interaction: Use ICTs to foster Natural Science learning through English language as vehicle of communication.
Week 3-6		III Term Wavy Phenomena: Light and Sound • Light spreading (Straight line, all directions) •Type of materials:	Content objective: To develop both their scientific skills as they engage in a hands-on experiment to investigate the phenomena of light and sound. Language Objectives: To expand their linguistic

		Opaque, translucent, transparent, and reflective •Type of source: Natural, Artifical •Shade definition • Relation among shade size, distance and interposed object	repertoire related to the phenomena present in the environment and to communicate their opinions and findings from the experiments that were carried out in class. To express and communicate collected data through observation and measuring methods of shade size in relation to distance, light source and interposed object that are registered in charts and forms.
Week 9-10		IV Term States of matter: • Characteristics of water: Solid state, Liquid state, Gaseous state •States of matter: Condensation, sublimation, volatility, fusion, inverse sublimation, evaporation, solidification.	Content objective: To understand the influence of temperature variation on state of matter changes by considering water as an example. Language Objective: To expand their linguistic repertoire related to the phenomena present in the environment and to communicate their opinions and findings from the

		• Water Cycle	experiments that were carried out in class To explain daily phenomena in which changes of water states are present depending on temperature changes (water evaporation, from liquid to gaseous state, and tarnished glasses in the case of moving from gaseous to liquid, etc.)
Week 11	To conduct the interviews by using questions in order to explore in teacher's perceptions about language learning in a CLIL classroom		
Week 12	To transcribe the interviews and select common topics of interest that were found throughtout the interviews		
Week 13	To clasify all the contributions from our participants into the topics that we previously selected		
Week	To analyze the material		

14	collected and select the contributions that are more suitable to our topic of research.	
Week 15	To develop findings that help to reach the objectives that we traced at the very beginning of this research project	

Chapter V
Data Analysis

This section explores the progression leading to the analysis of the gathered data, aiming to address the research question: "*How school teachers' perceptions may be influenced by the use of Translingual practices within the CLIL classroom?*". Accompanying this main query, this part will also delve into the sub-questions: *"What are school teachers' perceptions towards the use of translingual practices in a CLIL classroom?*" And *"What advantages does the use of translingual practices bring for foreign language learning and subject learning?"*

Initially, the strategies employed for managing the data (semi-structured interviews and students' artifacts) were examined. The analysis involved actions such as classification, labeling, and color coding, which effectively illustrate how the information was organized once the data collection phase concluded. Then, data triangulation techniques were implemented to enhance the validity of the analysis. In this chapter, these techniques will be presented within the framework of the thematic theory approach, encompassing the process of familiarization of data, initial and selective coding, validity and reliability of themes, and the interpretation and reporting of the data collected.

Finally, before delving into the findings section, this chapter will showcase the resultant categories and subcategories that emerged from the coding process, providing an overview of the final outcomes.

Data Management Strategies and Triangulation

This research study collected data through semi-structured interviews, field notes, and students' artifacts at a public school in Bogota, Colombia. Interviews were collected from six English or content teachers from primary school, as well as field notes that were taken while and after class by the observation of class dynamics between homeroom teachers, pre-service teachers, and students during the pedagogical interventions. In addition, students' artifacts were collected by the researchers to provide additional insights into students' experiences with translanguaging and CLIL classes. The main objective of collecting these data was to identify teachers' perceptions concerning the use of translanguaging in a CLIL classroom and to compare those perceptions with our experience as practitioners and pre-service teachers.

Therefore, to analyze the qualitative data collected, we used the thematic analysis method, that according to Kiger & Varpio (2020): "It entails searching across a data set to

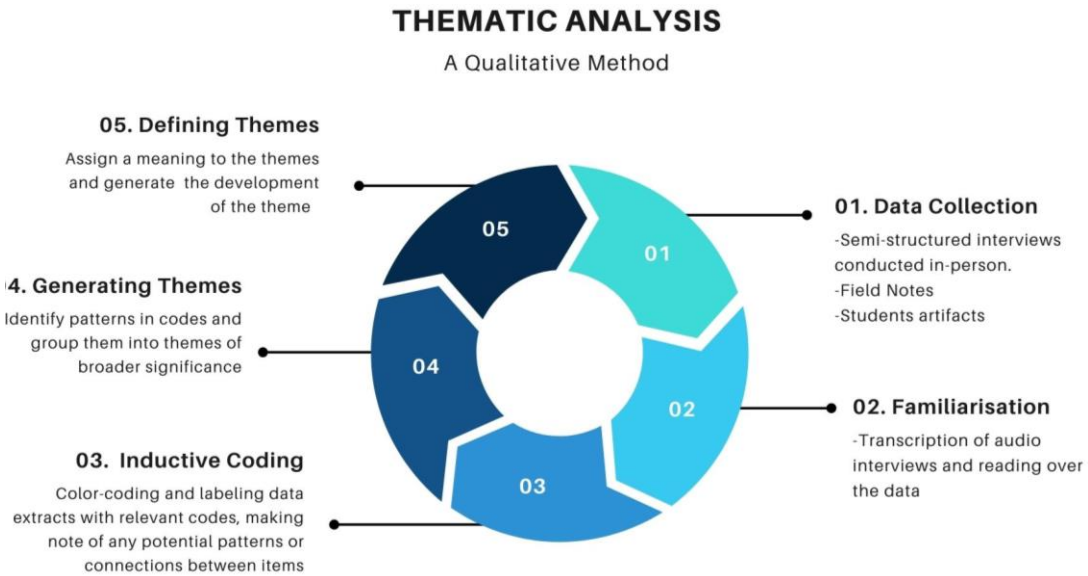
identify, analyze, and report repeated patterns. It is a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes" (p. 2). Based on this, the first step taken to manage gathered data was to classify the three sources of data, starting by transcribing the interviews made with the six in-service teachers from the School. Then, after we became familiar with the entire data set, we identified potential data items of interest related to our research questions, considering the teachers' perceptions as the focus of our interviews. The different codes were labeled by using the color-coding strategy (Annex C. Color coding – Data analysis sample). This classification made visible not only the teachers' perceptions concerning the translingual practices in the CLIL classroom, but it also punctuated distinctive items from the teachers' personal context, likewise from the institutional side of the school, and even the meaningful importance for their students. We performed the same procedure with fieldnotes taken during our pedagogical intervention.

This diagnosis helped us to identify what information was pertinent or not in order to include it in the analysis following the coding procedures characteristic of the thematic theory approach. "A theme is a patterned response or meaning derived from the data that informs the research question (...) a theme is a more abstract entity that involves a greater degree of interpretation and integration of data" (Kiger & Varpio, 2020, p. 3). Consequently, we defined the themes related to the data collected in the interviews and the field notes.

Figure 4 illustrates the diagnostic process of the collected data, following the procedures of the thematic analysis proposed by Kigo and Varpio (2020):

Figure 4

Description of the process used to collect data within the thematic analysis approach.



Note: It is an own representation about the process used to collect data within the thematic analysis approach related with our research proposal.

Data Analysis Approach

The data analysis approach in this research project was a combination of representative data and extracts taken from the interviews conducted for this research project. We analyzed the qualitative data using a deductive approach, based on a predetermined structure that is informed by the literature review. Qualitative data was collected from interviews with in-service teachers who had experiences with the phenomenon under study. The interviews were transcribed and analyzed using a thematic analysis approach. Thematic analysis (TA) is a method of qualitative data analysis that involves identifying, coding, and categorizing themes in the data, therefore, TA was helpful for this project since it helped us to discover patterns from the data collected from the participants, including their experiences, perceptions, behaviors and practices (Clarke & Braun, 2017). Therefore, the themes appeared thanks to the color-coding used to highlight each pattern found in each participants' speech (Annex C. Color coding – Data analysis sample). These themes found in the data analysis were organized into seven categories that were named bringing together the pillars of translanguaging pedagogy and the CLIL approach, along with the patterns found in the interviews such as professional development, personal background, and institutional background. These categories will be presented in the following sections to answer the research questions of the thesis.

In addition, each category presented later was exemplified with narrative descriptions and representative data excerpts that illustrated the findings of the data analysis. We must highlight that for these examples we have used pseudonyms referring to the participants to guarantee anonymity and confidentiality. Likewise, the name of the school and the public language institute will not be presented for reasons of concealment.

On the other hand, regarding the number of participants, Gilbert and Pulsipher (2006) stated that representative data is "necessary to make defensible environmental decisions" (p. 32). So, it was important to select an accurate number of teachers that may contribute by providing their perceptions from their positioning as content teachers, English teachers and teachers from the ILUP. Also, narrative descriptions through interviews provided a more

detailed and contextual understanding of the findings. In the same way, representative data extracts arranged a more concrete and tangible understanding of the findings.

Therefore, the data analysis approach in this thesis allowed a comprehensive and nuanced understanding of the phenomenon under study. The combination of qualitative methods provided a complete picture of the phenomenon where narrative descriptions and representative data extracts helped to make the findings of the data analysis more accessible and understandable. Below we will present the 7 categories formed from the thematic analysis done. We must highlight that the excerpts from the interviews presented below were translated as accurately as possible by the authors and that the original version is found in the footer respectively.

First Category: Teachers' Language Skills Training

To begin with, as part of our pedagogical experience at this school, we shared discussions about the preparation of teachers in the target language, in this case, English as L2. The teachers' language skills training caught our attention since all of them would work under CLIL as an educational approach and as a goal of the school's institutional framework. In general terms, the participants expressed reflections that carried out a personal background of their relationship between the L2 learning and considerations related to the academic and professional L2 learning field. These reflections helped to glimpse how the different dynamics of the participants' background with the second language can affect their teaching practices and the students' learning outcomes.

Furthermore, from the interviews we noticed that the participant teachers work in the primary school, two of them work with the basic areas of primary school, while three of them are English teachers linked to the Language Institute of a public University from Bogotá which guided us to understand the population of the academic staff in the school and could analyze the results based on our participants. After this, we complemented our preliminary research with an interview and analysis from the bilingual project leader, who was a primary school teacher and was her first experience year as a project leader.

According to the leader of the bilingual project at this school, "the teachers are adhering to the bilingual project from their specialties and within their pedagogical practices,

they are also implementing the second language."[1] *(Bilingual leader, Interview 3, November 1st, 2022)*. Likewise, we as pre-service teachers, observed and worked with the given curriculum of the natural sciences area in primary school for the year 2022, which was structured in English language, therefore we recognized that the content teachers were working their areas in the second language, which requires a language development on the content teachers' behalf.

Our pedagogical intervention was carried out in the third and fourth terms at the end of the academic year, this gave us the idea that the teachers in charge of this area worked the first two terms with the CLIL educational approach that the school was targeting, considering that the objective of the curriculum for natural sciences was: "Use ICT to foster Natural Science learning through English language as vehicle of communication".

In Figure 5, we can see the structured curriculum for the fourth period of natural sciences for third grade of primary school, evidencing its structure in English, its content, and the linguistic content or language for learning.

Figure 5

Natural Sciences Curriculum for 3rd grade in the school

ALCALDÍA MAYOR DE BOGOTÁ D.C. SECRETARÍA DE EDUCACIÓN

COLEGIO VENECIA
INSTITUCIÓN EDUCATIVA DISTRITAL
"FORMACION, LIBERTAD Y COMPROMISO PARA UN MUNDO MEJOR"

GRADE/CEF LEVEL	TERM	MODULE	GRADE OBJECTIVES	BLRs	CONTENT	EMPHASIS INTERACTION	COMPETENCES DESCRIPTION	PERFORMANCE INDICATORS	MEB INTERACTION
3° A1.3	IV	*STATES OF MATTER*	• Recognizes the characteristics of water in solid, liquid, and gaseous states. • Defines condensation, sublimation, fusion, inverse sublimation, evaporation, and solidification processes. • Identifies and provides examples of states of matter changes in daily life. • Explains how the water cycle is produced.	Understands the influence of temperature variation on state of matter changes by considering water as an example (BLR 4)	• Characteristics of water: 1. Solid State (ice) 2. Liquid State 3. Gaseous state (Vapor) • States of matter: 1. Condensation 2. Sublimation 3. (Volatility) 4. Fusion 5. Inverse sublimation 6. Evaporation 7. Solidification • *Water Cycle	Use ICTs to foster Natural Science learning through English language as a vehicle of communication	• **Expression and Communication:** Explains daily phenomena in which changes of water states are present depending on temperature changes (water evaporation, from liquid to gaseous state, and tarnished glasses in the case of moving from gaseous to liquid, etc) • **Relations and interaction:** Interprets the results obtained in experiments in which changes of water states are analysed to predict what will happen with the state of a particular substance due to temperature changes.	**KNOWING:** Recognizes the states of matter and provides examples of them. **DOING:** Gives short presentations about the water cycle identifying the states of water. **BEING:** Values and cares the environment and proposes small actions to take care of water and waste treatment, **KNOWING TO LEARN:** Value the importance of having a good use of natural resources in daily life.	**LANGUAGE OF LEARNING (LEXICAL)** • Sizes • Senses • Textures **LANGUAGE FOR LEARNING (LINGUISTIC CONTENT):** • Verb conjugation in Simple present (verb to be, regular and irregular verbs). • Simple present tense in affirmative, negative, and interrogative form.

[1] Translated by the authors: "Los docentes se están adheriendo al proyecto bilingüe desde sus especialidades y dentro de sus prácticas pedagógicas, también están implementando la segunda lengua"

Therefore, from the interviews with the teachers of basic areas in primary school, we can see that their personal relationship with learning English as a second language was not the most confident. The response from both of the teachers in basic areas where they considered having low level in English language was: "Not really. Well, the truth was that there was always a taboo with English and no, we didn't have good teachers who focused on us in one way adequate to learn the language" [2] *(Pati, Content teacher, Interview 1, November 1st, 2022)*, and "Well, let's say that through the training we have had here for the second language, it could be a basic level, well, how could you say an A1 or an A2 more or less" [3] *(Alex, Content teacher, Interview 5, November 3rd, 2022).*

This last response led us to understand that the school has taught courses to train teachers in L2 with a view to strengthening the bilingual project. The participant Alex also added:

> The school has had an agreement with the Language Institute for training in a second language for more or less 8 years and some of the teachers accessed those training courses, I did about 4 or 5 levels more or less and we were there when we started to do other things and the pandemic so that was there. [4] *(Alex, S., Content teacher, Interview 5, November 3rd, 2022).*

Furthermore, the positive disposition of the teachers regarding their perception showed a new way to face the challenge with these bilingual alternatives:

> Until this year I have felt closer to English, which is why I am in a bilingual school, (...) in this school I have seen much more the importance of English, and I would like to do a level of English[5] *(Pati, Content teacher, Interview 1, November 1st, 2022).*

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[2] Translated by the authors: La verdad no. Pues la verdad siempre hubo como un tabú con el inglés y no, no tuvimos como buenos maestros que nos enfocaran de una manera adecuada para aprender el idioma

[3] Translated by the authors: Pues digamos que a traves de la formación que hemos tenido acá para la segunda lengua pues podría ser un nivel básico pues como se podría decir un A1 o un A2 mas o menos.

[4] Translated by the authors: El colegio hace mas o menos unos 8 años tiene pues el convenio con el ILUP para formación en segunda lengua y algunos de los docentes accedimos a esos cursos de formación, yo hice como 4 o 5 niveles mas o menos y ahí quedamos cuando ya empezamos a hacer otras cosas y la pandemia entonces eso quedó ahí.

[5] Translated by the authors: Pues la verdad, hasta este año es que me he sentido como más cerca al inglés por lo que estoy en un colegio bilingüe, anteriormente pues la verdad dictaba inglés las cosas como básicas, pero en este colegio si he visto mucho más la importancia del inglés, y si me gustaría hacer un nivel de inglés.

In the same way, the implementation of courses mentioned above by one of the participants is corroborated by one of the responses provided by the leader of the bilingual project, who mentioned the following:

> Support them (the teachers) with the methodology, so that they know, for example, more of the language, accompaniment in the classes when they require it, in that also leading, that is, that also supposes a job of making a path, making a projection of what to do next year to take the bilingual project step by step a little higher on the qualification scale as a school.[6] *(Bilingual leader, Interview 3, November 1st, 2022).*

Moreover, we confirmed that the participation of the ILUP was a support for the training of content teachers in the English language, as shown by the following field note arising from a conversation with the lead teacher from ILUP at this school during our pedagogical intervention: "There are 23 teachers from the School, here, who have received scholarships to learn English and other courses" [7] *(César, Language Institute teacher, Field notes, October 26th, 2022).* However, from our experience during the intervention at this School and from the interviews with the in-service teachers, we discovered that any contacted teacher was participating in an active way in these scholarships provided by the ILUP agreement with this school. It is important to emphasize that our pedagogical intervention and this research are focused on primary, and therefore we do not have any data related to the connection between secondary school teachers and the ILUP agreement.

It is worth mentioning that the Language Institute (ILUP) has provided courses in this school during previous years, however, due to the pandemic in 2020 and 2021, this initiative was postponed and began to resume until 2022. We determined that this is the reason why the school is organizing the bilingual program again with a slightly different perspective in which they not only offer English courses by levels within the school for teachers, but they are also promoting scholarships to study directly at the ILUP as mentioned by the lead teacher. In the same way, it causes that the in-service teachers are just beginning to link again

[6] Translated by the authors: Entonces apoyarlos (a los profesores) con la metodología, con que conozcan, por ejemplo más de la lengua, acompañamiento en las clases cuando ellos lo requieren, en eso también liderar, o sea, eso también supone un trabajo de hacer un path, hacer una proyección de lo que toca hacer el próximo año para ir llevando paso a paso proyecto bilingüe un poquito más arriba en la escala de cualificación como colegio.
[7] Taken from an informal interview via Field Note

with these trainings, finding formal and informal spaces for their personal and professional development with the English language.

In addition, the school linked us as pre-service teachers in our pedagogical practice to a new initiative proposed by the leader of the bilingual program. This initiative intended to create conversational clubs in English aimed at primary school teachers, especially teachers of basic content areas with the objective of resuming informal training in the English language and provide recreational spaces for teachers in their spare time. According to the interviews, we interpreted that the participants expected these kinds of initiatives in order to improve their proficiency in the second language.

Nevertheless, we faced an obstacle that we needed to afront during the development of the pedagogical intervention, it was the time we had available to conduct our research project, the teaching practicum and additionally the new initiatives of informal training to support the in-service teachers. Therefore, it was necessary to guide our general objective and the inquiry vision for the proposal in terms of what we could do in the institution. This consisted on the tasks that the bilingual leader suggested us to do during our pedagogical practicum and how the academic calendar and plan let those tasks happen. It meant that at the end of our semester we could finish the pedagogical intervention successfully as well as what was planned for our research. In the same way, we were able to organize a scheme, the work groups and the planning of the conversational clubs for the primary teachers, however, we did not have the opportunity to apply what we did during the allowed term.

On the other hand, the three teachers of the English language area mentioned that they have a high certified English level between B2 and C1. These teachers were linked to the school through the ILUP. The previously mentioned statement allowed us to glimpse another difficulty in the school's bilingual project, the difference between the level of English of the teachers linked directly by the school compared to the teachers linked by the ILUP shows a problem when unifying bilingual education, since the school does not manage a standardization to keep track of the second language learning in the English language teaching area, and as a communication tool for other areas of knowledge where CLIL is being used as an educational approach. Focusing on teachers, one of the reasons why they don’t feel completely comfortable teaching content through a foreign language is related to the fact that they lack a methodological basis (Savic, 2010; Johnson, 2012; McDougald, 2015). It means, the implementation of the integrated curriculum structured in English in this case

entails a problem for teachers of basic areas who claim not having a confident level of English to handle it.

Taking the above into consideration, together with our field notes, we evidenced that it is necessary to consolidate a high level of the L2 for the teachers adequately to develop the bilingual project in the school. In addition to this, CLIL training as an approach should be as important as linguistic training, even though when the curriculum pretends to teach with the foreign language as communicative tool. As Alcaraz (2018) mentioned, "Given the dual nature of the CLIL approach, training should contemplate both foreign language and subject matter methodological and pedagogical knowledge" (p. 43). We assure that, in order to provide CLIL as a quality educational approach, the teachers must not only have training in the target language, but also in the pedagogical practices that the CLIL development requires.

In conclusion, interviewed teachers showed a positive position for L2 training in order to implement this learning in their classes and as personal and professional development. However, the routes to take this training are not applied as suggested and expected by the same teachers and the people in charge of planning the scholar curriculum for the pupils, what causes that the classes and language implementation be changed at last moment and obstruct the planned activities and topics, which at the end of the term affects students because of the lack of topics that they are supposed to learn.

Second Category: The power of motivation as a translingual strategy

In this part, we consider the motivation given by the teachers for applying English as a communicative tool in a CLIL classroom, and how it may impact the learning from the students and the teacher role. It explains the vision of translanguaging pedagogy, also the teachers' role in the students' engagement with the CLIL class, additionally the motivations in improving the L2 skills, and finally the perceptions about meaningful learning using translingual practices in a CLIL classroom.

In this regard, the participant teacher, Alex, pointed out the following:

> We need to think about what the students need, because sometimes you can say 'I don't speak English in my entire class', but you can close the door to learning a second language because it's what is required in a globalized society like this and with

> so many communication lack[8] *(Alex, Content teacher, Interview 5, November 3rd, 2022)*.

This perception matches with Vogel and García's (2017) vision on situations where teachers insist on isolating target languages in language education classrooms. This will result in the students' failure to acquire new linguistic skills and will not develop their bilingualism. It implies that translanguaging pedagogy provides students with new opportunities to develop their linguistic practices, and also allows new ways of knowing for contents and contexts to emerge. These contexts, according to Professor Alex, refer to globalization and the world's sociolinguistic diversity.

In this way, another interpretation in the translanguaging pedagogy falls in the role of the teacher as an empowering agent for the student's own knowledge. This role generates a collaborative link of knowledge within the classroom between the teacher and the learner, where the educator considers that the diverse linguistic practices of the students are valuable resources that can be used in their education. The previous perception, according to García, et al. (2017) is known as 'stance' which is a core component of teachers' translanguaging pedagogy. On the other hand, Vogel and García (2017) define that translanguaging pedagogy has the potential to transform relationships between students, teachers, and the curriculum. It recognizes the students' linguistic knowledge that teachers may not have, translanguaging necessitates a co-learning space where teachers and students learn from each other, and all language practices are equally valued.

To support this, the participants mentioned ways in which they motivate the curiosity of the students, and therefore achieve the engagement of the students with the CLIL class. For instance, one of the English teachers mentioned this:

> Talking about the culture of Brazil with the students, there were questions they had about Brazil and Denmark that they didn't know how to do in English, but that I didn't want to discourage simply because they didn't know how to do them in English. (…) If we look at it in a traditional way, it would have been two minutes of wasting time,

[8] Translated by the authors: hay que pensar en que es lo que necesitan los muchachos porque pues a veces uno dice 'sí, yo no hablo ingles en toda mi clase, pero uno puede cerrar la puerta al conocimiento de una segunda lengua porque es lo que se requiere en una sociedad como esta globalizada y con tantas necesidades de comunicacion

> but for me it wasn't two minutes of wasting time, it was two minutes to motivate that curiosity that they had, so it was the little parenthesis in Spanish[9] *(Mara, English ILUP teacher, Interview 2, November 1st, 2022).*

It shows how the teacher did not limit the class to a unique linguistic system, on the contrary, she encouraged the use of the students' linguistic repertoire to promote their curiosity regarding the content of the subject developing intrinsic motivation to learn. In addition, it demonstrates that the students grow their confidence in regards with the speaking skill as well as foster voluntary participation rather than feeling pressured in the CLIL classroom.

With the above, the general interest of the teachers interviewed with the translingual practices in CLIL classrooms is generating meaningful learning that consequently motivates students to engage with the content class. In the Yasar Yuzlu and Dikilitas's (2022) study, the students assure that translanguaging facilitated their ability to make meaning, understand the topics, and effectively communicate their ideas or inquiries, whether verbally or in writing. According to the participant, teacher Mara: "One of the advantages that I find is that the student finds meaning in what they are learning"[10] *(Mara, English ILUP teacher, Interview 2, November 1st, 2022).* Due to this we can interpret that one of the advantages that teacher Mara considers when making use of content in the English class mediated by translingual practices is to ensure that students achieve significant learning in regard to the content of the curriculum.

However, according to our field notes in the pedagogical experience with in-service teachers and the interviews, two of them consider that the inclusion of translingual practices in CLIL classrooms is a process that slows down the follow-up of the curriculum and adds complexity to the learning process if it is not carried out in the proper way. One of the interviewed teachers assure the next statement:

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[9] Translated by the authors: Hablando sobre la cultura de Brasil, habían preguntas que ellos tenían sobre Brasil y Dinamarca que no sabían cómo hacer en inglé, pero que no quería desincentivar simplemente porque no las supieran hacer en inglés. (…) Entonces, digamos que si lo vemos de una forma tradicional, habría sido dos minutos de perder el tiempo, pero para mi no fueron dos minutos de perder el tiempo, fueron dos minutos en motivar esa curiosidad que tenían, entonces fue el pequeño paréntesis en español

[10] Translated by the authors: Mira una de las ventajas que yo encuentro es que el estudiante le encuentra el sentido a lo que está aprendiendo.

> It can become an issue that generates terror, fears, grudges, aversions towards English for them, this since the subject itself is complex, and in addition the other language already adds another level of complexity. So, it is necessary, but you must go slowly[11] *(Jan, English ILUP teacher, Interview 4, November 3rd, 2022)*.

In this regard, we can analyze a new perception in which the teacher considers that implementing CLIL as an educational approach can be a factor that demotivates the student as it generates complexity when understanding the content of the subject in a new language.

To conclude, the interviews revealed that the teachers are willing to open the door to translingual pedagogies that offer opportunities for language expression enrichment in academic spaces, and therefore to construct integrated knowledge that includes the L2 with the content subject. We understand that the interviewed teachers consider the motivation and confidence provided by translingual practices to students as one of the greatest advantages of this educational approach. Therefore, they consider that their role as teachers must ensure a safe and collaborative classroom environment where the students' linguistic repertoire is validated and consequently helps to achieve meaningful learning for those students.

However, according to the perceptions of other part of the participants, there is also a difficulty when implementing these approaches and educational practices, since they consider that it can slow down and hinder the learning process because the information that students process in each subject increase.

Third Category: Unlocking Minds and Languages; The Translanguaging Revolution in CLIL Classrooms

Translanguaging is a pedagogical approach that recognizes and values the linguistic resources of multilingual learners in the classroom by fostering the use of a unique repertoire that allows students to perform according to their cultural background. According to Fallas (2019) translanguaging is "understood as bilinguals' ability to navigate social spaces in ways that transcend named languages" (p. 291). Alternately, in a Content and Language Integrated Learning (CLIL) setting, translanguaging has influence on students' language development, cognitive abilities, and overall learning outcomes using contents that goes beyond the mere

[11] Translated by the authors: puede convertirse en un tema de que a ellos les genere terror, temores, rencores, aversiones hacia el inglés por el hecho de que además la materia en sí misma es compleja, el otro idioma ya le agrega otro nivel de complejidad superior. Entonces, es necesario pero hay que ir despacio

use of grammatical aspects of the target language. Diaz et al. (2018) states that CLIL "can be coherently blended with other emerging integrative curricular practices" (p. 178), this specific feature is important since it encourages the use of multiple languages by creating a supportive language-rich environment, translanguaging in a CLIL classroom promotes meaningful engagement, comprehension, and knowledge construction. During this chapter teachers' perceptions will be explored since it allows us to establish a framework about the areas of opportunity and challenges that translingual practices and CLIL as an educational approach have in the classroom.

Also, we have found several outcomes from our pedagogical experience that allows to understand the way in which both concepts are interlinked within the classroom, showing interesting outcomes in teachers' understanding and perceptions about English as a second language and the use of the mother tongue as a scaffolding process to achieve meaningful goals in the classroom. By using semi-structured interviews some interesting perceptions were found and it is worth analyzing them since it permits us to delve into different ways to perceive the use of translanguaging and CLIL in the classroom.

By the application of the semi-structured interviews we conducted, we received positive feedback when it comes to the use of CLIL in the classroom. For instance, the bilingual leader from the school stated that "The CLIL methodology is coherent because it is based on tasks, student production, final production and also there are some stages in the classes which allows us to see a consistent process"[12] *(Bilingual leader, Interview 3, November 1st, 2023).*

This perception goes aligned with the exploration on the literature that was made in previous chapters of this research project since CLIL is perceived as a transversal component that creates opportunities for students to create cross-curricular knowledge by the creation of projects and events that are intended to explore knowledge that goes beyond the mere use of grammatical structures. In this regard, teacher Mara, which is an ILUP teacher pointed out the importance of events such as the English day; usually this event has been used to promote the use of English among students, however, she mentioned her experience in the English and mentioned that:

> It turns out that when we were discussing the topic for the English day, the discussion was focused on showing English-speaking countries. And I disagree, because

[12] Translated by the authors: la metodología CLIL está acorde porque entonces está basado en tareas, producción del estudiante, hay un producto final, hay unas etapas en las clases y permite ver un proceso allí'

> language can be used to show any country of any language. So, the idea is not to emphasize on the English culture, but it is to show the cultural difference that exists in different countries by using English[13] *(Mara, English ILUP teacher, Interview 2, November 1st, 2022).*

This perception is important since it demonstrate that CLIL is helpful to create new paths when learning a second language by including cultural aspects that are not only related to the target language, but also with other aspects that allow students to apply their knowledge in a tangible context.

On the other hand, in a translanguaging CLIL classroom, teachers play a crucial role as facilitators and models. They create a safe space where students can comfortably switch between languages as they engage with content and language learning. Teachers scaffold the use of multiple languages by explicitly teaching language strategies and providing opportunities for students to practice translanguaging. In this approach, teachers also encourage students to reflect on their language choices and make intentional decisions about when and how to use specific languages for different purposes.

Nevertheless, we have found there is resistance among teachers to promote the use of the mother tongue within the classroom. Here, teacher Alex, a content teacher, stated that the "insertion of Spanish is important to learn about culture and history, but if you want to know the content and the feeling of each culture, it is important that English accompanies us, at least in that case"[14] *(Alex, Content teacher, Interview 5, November 3rd, 2022).*

Here, we noted that some teachers perceive that English-related topics should be addressed just in English since it is charged with meaning that only can be understood properly in the same language. Alternately, other teachers perceive benefits over the use of translingual practices within the classroom, teacher Jenn, argues that Spanish should be addressed "when definitely from their preconceptions that they have, the definition of the

[13] Translated by the authors: 'Resulta que cuando estábamos discutiendo el tema, la discusión era mostremos países de habla inglesa.Y no, porque es que la lengua sirve para mostrar cualquier país de cualquier idioma de cualquier habla. Entonces la idea no es hacer énfasis en la cultura inglesa, no, es mostrar la diferencia cultural que hay en diferentes países usando el inglés.

[14] Translated by the authors: la inserción del Español pues es importante para el conocimiento de la cultura y la historia, pero si se quiere conocer el contenido y el sentimiento propio de cada cultura es importante que el Ingles, por lo menos en ese caso sea la lengua que nos acompañe, porque uno entra a reemplazar la una con la otra o viceversa.

word, or the use of the word within the context cannot be identified by the student"[15] *(Jenn, English ILUP teacher, Interview 6, November 3rd, 2022),* still, she has an interesting point by stating that:

> These preconceptions are in the language and are in their mind all the time, they assimilate through images and the word itself in English with the preconceptions that they already have, so you as a teacher do not have to bring the word back in Spanish because they are doing it and many times since they are the ones who already handle Spanish[16] (*Jenn, English ILUP teacher, Interview 6, November 3rd, 2022)*.

This idea reflects that some teachers are already aware about the repertoire that students have, additionally, these perceptions allow us to perceive that the mother tongue should be used as the last source that students have when they are not able to express themselves in the target language which is interesting since it may be perceived as a translingual practices that already exists in the classroom.

It is important to note that translanguaging in a CLIL classroom does not imply a disregard for the target language. On the contrary, translanguaging recognizes the interconnectedness of languages and supports the development of bilingual or multilingual competence. According to one the English teachers, translanguaging in CLIL classrooms can be perceived as:

> A scaffolding process, then it starts with Spanish so that the students also gradually relate to English, well let's say that it is gradual because in the end they can master English in a much better way. So, as you say, the student has a linguistic repertoire, in which both languages coexist, in this case English and Spanish, so through this repertoire that is created, students have the opportunity to better express their ideas,

[15] Translated by the authors: cuando definitivamente a partir de sus preconceptos que ellos tienen la definicion de la palabra o el uso de la palabra dentro del contexto de lo que estamos haciendo no logra ser identificada por el estudiante.
[16] Translated by the authors: esos preconceptos están en el idioma y están en su mente todo el tiempo ellos hacen asimilación mediante una imagen y la palabra misma en Ingles con ese preconcepto que ellos ya tienen, entonces tu como docente no tienes que traer la palabra nuevamente en Español porque ellos mismos lo están haciendo y muchas veces son ellos quienes manejan el idioma Español mas allá de que uno lo haga.

> regarding communication.[17] *(Jan. English ILUP teacher, Interview 4, November 3rd, 2022).*

Considering the previous excerpt, this perception assumes that as students become more proficient in the target language, they gradually rely less on their native languages, but the option to use them strategically remains available as a valuable resource for comprehension and communication. Here, emergence of the term CLIL followed a range of language-integrative educational practices with different nomenclature (Marsh, 2002; Lyster, 2007) where different approaches can be used to promote students' understanding and, in this case, translanguaging encourage students to use their repertoire without fear to be judged. To do so, teachers should be equipped with enough understanding about how to handle translingual practices with students.

In addition, translanguaging in a CLIL classroom promotes a deep understanding of subject matter and enables students to apply their knowledge across contexts, Alex pointed that "I would think that it should be according to the theme because, for example, technical things can be done in English, but sociocultural and even sociopolitical things in the current context must first be handled in Spanish"[18]*(Alex, Content teacher, Interview 5, November 3rd, 2022),* with this in mind, translingual practices are perceived as a vehicle to explore into subjects that are closely related to specific languages. In here, language use is proposed to be used according to the domain that certain languages have, nevertheless, this positioning must be addressed carefully because there are possibilities that specific languages may be doomed to specific settings that may provoke that some languages are relegated to some areas of knowledge, depriving them to be used in other contexts.

With these interviews we have noted that there is a persisting challenge when it comes to teachers' preparation since through our experience, we found that some teachers are still struggling with the use of English, in most of the cases because they are content teachers that have not had enough training in English learning and teaching. Therefore, this lack of

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[17] Translated by the authors: Es como un proceso de andamiaje, entonces empieza con el español para que el estudiante también se vaya relacionando poco a poco con el inglés, pues ya digamos que es como gradual porque ya al final pueda dominar el inglés de una manera mucho mejor. Entonces como ustedes dicen el estudiante como tal tiene un repertorio lingüístico, en el cual pues coexisten ambos idiomas, en este caso el inglés y el español, entonces que a través de ese repertorio que se va creando los estudiantes tienen la oportunidad de expresar mejor sus ideas, en cuanto a la comunicación.

[18] Translated by the authors: yo pensaria que debería ser de acuerdo a la tematica porque por ejemplo cosas tecnicas, que el Ingles tiene eso, que es tecnico, se pueden hacer pero cosas socioculturales hasta sociopoliticas del contexto actual deben manejarse primero en la lengua castellana.

preparation affects their performance in the CLIL classroom, where their knowledge in the subject area has to be taught and developed in a second language. In this regard, one of the teachers participants, Alex, stated that:

> Suddenly the teacher has 36 students in the classroom and it is very difficult for him to personalize the subject content, and learning English does require personalization from the teacher with those students who have difficulties advancing with the subject, but obviously it is difficult, it has been difficult"[19] *(Alex, Content teacher, Interview 5, November 3rd, 2022)*.

It seems to demonstrate that institution seems to foster the use of English in another subjects but there is not enough preparation for teachers that are supposed to apply this approach in the classroom. In the next chapters we will explore this issue further.

In general, we have found that teachers perceive the influence of CLIL on students as positive since it allows them to explore further knowledge that is mostly placed in a specific context. In this regard, teachers have created innovative strategies to implement content in English lessons. For instance, Mara claimed that:

> It turns out that when we were discussing the topic, we discussed about showing English-speaking countries. And I disagree, because the language can be used to show any country of any language. So, the idea is not to emphasize on the English culture, but it's to show the cultural difference that exists in different countries by using English[20] *(Mara, English ILUP teacher, Interview 2, November 1st, 2022)*.

This experience takes relevance as it demonstrates that there are positive ways to employ English in a CLIL context.

[19] Translated by the authors: depronto el maestro aqui con 35, 36 estudiantes pues le queda muy complicado personalizar el asunto y en el aprendizaje del Ingles a veces si se requiere ese toque de personalidad del docente con el estudiante que tiene dificultades para avanzar pero pues obviamente es dificil, ha sido dificil.
[20] Translated by the authors: resulta que cuando estábamos discutiendo el tema, la discusión era mostremos países de habla inglesa.Y no, porque es que la lengua sirve para mostrar cualquier país de cualquier idioma de cualquier habla. Entonces la idea no es hacer énfasis en la cultura inglesa, no, es mostrar la diferencia cultural que hay en diferentes países usando el inglés.

On the other hand, we found some resistance to the use of Spanish in a CLIL classroom, nevertheless, there are some important implications that were portrayed by the teachers that we interviewed, here Mara shared her experience by noting that:

> For instance, students' say: "Teacher, do we have to use red or blue?" so they try to use the words they already know in English, but when they speak they use Spanglish. So, all of it was also in preparation for the English day. So, for the preparation I didn't want anything to be memorized, like by heart. Instead, what I began to do was relate what we are seeing in class to what we were doing during the preparation[21] *(Mara, English ILUP teacher, Interview 2, November 1st, 2022)*

This positioning is interesting because it shows a manner to apply translingual practices in school events as the English day by allowing students to use a mixture of language with the purpose of communicate effective meaning.

In conclusion, the influence of translanguaging in a CLIL classroom is transformative. It empowers multilingual learners by leveraging their linguistic assets, fostering a positive classroom environment, promoting metalinguistic awareness, and enhancing cognitive development. By embracing translanguaging, educators can create inclusive and dynamic learning spaces that maximize students' potential and facilitate meaningful learning experiences across languages and content areas.

Fourth Category: Representativeness as a Core Component of Translingual Practices in CLIL classrooms

This section explains from an interpretative point of view how the experience of a teacher in our research field reflects the representativeness of local cultural principles and its advantages for the application of translingual practices in the CLIL classroom. Additionally, we evidenced the influence that cultural understanding has in terms of language, using as an example the testimony of another interviewed teacher, from which we obtained the curiosity

[21] Translated by the authors: Por ejemplo, ellos dicen: "Teacher, ¿va con red o con blue?" entonces las palabras que van aprendiendo tratan de utilizarlas, pero cuando hablan si utilizan el espanglish. Entonces, todo esto era como preparación también para el English day. Entonces para la preparación del English day no quería que se memorizara nada, como de memoria, memoria. Sino lo que empecé a hacer fue a relacionar lo que estamos viendo en clase como a lo que estábamos haciendo.

and interest to interpret these results from a translanguaging pedagogy and a content teaching perspective as the application of CLIL suggests it.

To begin with, one of the questions in the interview of the teacher Mara at the school was the following: What was your relationship with Spanish language as a teacher in a primary school in the United States? For this question we had an answer with a cultural focus in terms of language and its function in the students' context. The teacher explained that she used a local representation such as being a Hispanic teacher for the minorities who spoke Spanish as a foreign language in this school located in United States. This evidenced that the students felt more confident when performing during class because the content and the examples were familiar to them in one of their "two lifestyles". The teacher mentions that the students had "two lifestyles" because their academic development was determined by English language, because they write, read, and speak in English, however their personal development is in a Spanish-speaking context, where the students communicate to their families using Spanish. Consequently, the students felt represented by having a Hispanic teacher, since they felt more motivated to understand that their personal cultural identities could be part of their academic life.

The following is an excerpt from the interview where we can denote how she made use of her representativeness and identity by imparting translingual practices in the academic context to Latino minorities:

> It also has to do with representativeness, because it is also what it means to have a Hispanic teacher. When they arrive and see a teacher who speaks their language, who tells them 'You can also write articles in Spanish, we can also read in Spanish, there is also Hispanic literature' it is also representative. It is to see that there is also an academic world with their language, with their first language, with their mother tongue[22] *(Mara, English ILUP teacher, Interview 2, November 1st, 2022).*

As stated by Napier et al. (2019): "People may use translanguaging in order to project a particular identity, or to ensure that their identity is represented or to respond to particular

[22] Translated by the authors: También tiene que ver con representatividad, porque también lo que representa tener una maestra hispana. Cuando ellos llegan y ven una maestra que habla su idioma, que les dice "también se puede escribir artículos en español, también podemos leer en español, también hay literatura hispana" también es representatividad, es mirar que también existe un mundo académico con su lengua, con su primera lengua, con la lengua materna.

contextual features of the interaction" (pp. 101-102). On this basis, the teacher felt the need to use this methodology to motivate her students to learn based on their cultural experiences in the school, which means that she applied representativeness using translingual practices in her English classes focusing on the CLIL approach.

As a result, the teacher Mara observed a lack of representativeness at the school for students. Two ways to balance this lack of representation was the contextualization of "English day" activities where students used to participate in activities where the focus was English-speaking countries. In this case there was an exception where the teacher decided to organize the activities based on the Latin American context. We interpreted with our field notes and her speech that this adaptation had a positive influence in terms of the students' self-confidence reflected in the outcome skills during the activities of the "English day".

On the other hand, the second strategy for the CLIL educational approach was reflected when the teacher adapted the gender representations in an activity where the students had to draw a female soccer player, however the visual representation of the third-grade students was a drawing of a woman in a dress. At that moment, the teacher highlighted that the male and female soccer uniforms are the same, exemplifying with photos and situations contextualized to the students' environment. According to Professor Mara and our interpretation of these experiences, the objective of her CLIL classroom is to increase representation in different categories such as socioculturality, gender and linguistics.

In contrast, Professor Jan considers that it is pertinent to teach the sociocultural and linguistic principles of English-speaking countries, since she considers that exposure of students to foreign contexts is necessary to generate interest in the target language. The participant, Professor Jan, assures the following:

> There are some students who come from other sectors, other regions, even other countries, in which I identify that they seem to have never heard English. That as a culture they have not been familiar with the language. So, one has to start with those cultural moments, so that they become familiar with the vocabulary, and with the basic structures[23] *(Jan., English ILUP teacher, Interview 4, November 3rd, 2022).*

[23] Translated by the authors: Hay algunos estudiantes que vienen de otros sectores, otras regiones, incluso otros países, en los que se identifica que parece que nunca han escuchado inglés. Que como cultura no han estado familiarizados con el idioma. Entonces hay que empezar por esos momentos culturales, para que se familiaricen con el vocabulario, y con las estructuras básicas.

With this, we interpret that the teachers in service assume positions in front of the different representations of the students before the learning or exposition of a foreign language. This was evidenced in the first perception where the teacher was looking for a local representativeness and close to the student's context. On the other hand, the second perception sought a representativeness that was more distant from the local context, where the student focused on the English-speaking culture to generate interest in the target language. This comparison arises from our field notes, where we observed that the school opted for the idea of representativeness that is close to the local context to organize the "English day". Other authors have also supported this idea, for example Gutierrez and Romero (2021) indicate that this methodology facilitates the learning of the English language using culture as a situational sample of the context.

Fifth Category: Elevating Education; Revisiting CLIL Competence in Dedicated In-Service Training

Throughout our pedagogical experience at the school, we have made some considerations when it comes to teachers' professional development according to the interviews that were conducted with in-service teachers and the considerations that they have provided. Broadly, it was found that professional development is crucial for enhancing teaching practices and improving student learning outcomes. However, on the other hand, there are various challenges that teachers face in their professional development journey and will be addressed during this section.

During the interviews we conducted, it was discovered that one of the primary challenges that teachers face has to do with limited resources and access to high-quality professional development opportunities. Additionally, the ending of the pandemic has broadened these challenges since students are no longer used to face-to-face classes, which requires alternative methods to approach students during the lessons. In this regard, Alex stated that:

> The pandemic has changed many things and the return to presential classes has many challenges and that is one of them, this methodology (referring to CLIL) should be

> addressed one hundred percent face-to-face and requires students to interact and that takes time and patience[24] *(Alex, Content teacher, Interview 5, November 3rd, 2022)*

In the above excerpt, the teacher, Alex, argues that interaction among students is important to develop lessons properly. However, it is important to equip teachers with necessary tools to handle this post-pandemic scenario, even more in this context in which CLIL has been applied recently and needs the commitment from the institution and also from teachers to perform this approach accordingly, however, the lack of training programs has been a major problem in the preparation of content teachers that require certain proficiency level in the target language.

Also, this limitation is mentioned by Alex when he stated their struggles within the classroom by saying:

> Note that due to the massiveness sometimes I may say 'I continue', and the student who followed the topic can continue, and the one who couldn't follow it I have to say 'well no, at another time you can get updated', and you have to continue the class because the time and the number of students, that you have realized that we have in these classrooms, does not allow personalizing teaching in the foreign language[25] *(Alex, Content teacher, Interview 5, November 3rd, 2022)*.

It has been noticed that teachers tend to struggle with the academic charge that they face in every session in regard to the number of students and the impartation of the foreign language for the CLIL classroom; usually, teachers must handle a large number of students per session which results in time and class management being affected.

This struggle is related to the little training that teachers have had throughout their experience by using CLIL which has affected their ability to stay updated with the latest research, instructional strategies, and technological advancements that could benefit their teaching. Additionally, according to Moeini (2008), in the planning process of an in-service

[24] Translated by the authors: la pandemia cambió muchas cosas y la vuelta a la presencialidad tiene muchos retos y ese es uno de ellos, esa metodologia (refiriendose a CLIL) realmente es ciento porciento presencial y requiere de que estos muchachos interactuen y eso es de tiempo y de paciencia.

[25] Translated by the authors: 'tener presente que pues la masividad hace que a veces una diga bueno, yo continúo y el que siguió pudo y el que no toca decirle pues no, en otro momento podrá pero hay que seguir porque el tiempo y la cantidad de estudiantes que ustedes se han dado cuenta tenemos en esas aulas no permite personalizar la enseñanza de la lengua extranjera.

training, need analysis is usually disregarded which causes the incorrect usage of time, money and human resources, and leads to decrease the motivation and excitement of the participants. Based on this consideration, it has been found that training programs in CLIL are mostly related to language training but class management, material preparation or lesson planning has been cast aside from in-service teachers' preparation.

Based on these considerations it is found that struggles are still present when it comes to professional development offered and the specific needs that teachers require at schools that are implementing CLIL in Bogota. In terms of addressing effective professional development, we should address the unique challenges and demands faced by educators in their school settings. According to Ayvaz-Tuncel & Fatma (2018):

> The planning process should be carefully carried out in order for in-service training to be effective and sustainable. Similar to the curriculum development process, in-service training should be planned systematically, as well. The needs of the participants should be carefully analyzed and purposes should be determined according to these needs. (p. 171)

To face this challenge and enhance in-service teacher performance, the school has reached an agreement with the ILUP (Instituto de Lenguas de una Universidad Pública de Bogotá), here some English teachers from the ILUP got engaged with the CLIL project that is being promoted at this school. The purpose is to train in-service teachers from the school and assist them to handle this approach and design strategies to enhance students' performance in the target language.

Based on this, the leader of bilingualism of the school, explained their role at this school by saying that its role was to:

> Lead the entire bilingual project and the teachers who are joining the bilingual project from their specific content subjects and want to implement bilingual practices in a second language within their pedagogical practices. So, the purpose is to support them with the methodology, so that they know more about the language by accompanying them in the classes when they require it, it also supposes the job of making a 'path', making a projection of what is needed to do next year to take the bilingual project step

> by step a little higher on the qualification scale as a school[26] *(Bilingual leader, Interview 3, November 1st).*

From the details that the leader of bilingualism offered, it is perceived that there is an interest to qualify teachers that are already lecturing within the institution to not only learn the target language, but also to create and perform projects under the lens of the CLIL approach.

Also, the teacher that is leading CLIL has considerable preparation in the area. In the interview we carried out with Mara, she mentioned that:

> I have a degree in languages, I also did some workshops at the British Council and I have a master's degree in didactics, the master's degree was in English from 'El externado' and I lived four years in the United States, I returned last year[27] *(Mara, English ILUP teacher, Interview 2, November 1st).*

From this, we perceive a big interest upon this project at the point that there are participants that are highly qualified to face this approach and create projects to foster students' engagement towards the acquisition of the target language.

Nevertheless, some teachers argued that there is miscommunication between the institution and in-service teachers. For instance, Alex said that:

> The problem at school has been imposition, so no 'I don't want to'. We all have to start a dialogue and the dialogue allows to say 'how is it going to be done', 'is it going to be done like this' and 'this is going to be the content[28] *(Alex, Content teacher, Interview 5, November 3rd).*

[26] Translated by the authors: liderar todo el proyecto bilingüe y los profesores que se están adhiriendo al proyecto bilingüe desde sus especialidades y que quieren dentro de sus prácticas pedagógicas implementarlos en segunda lengua también. Entonces apoyarlos con la metodología, con que conozcan, por ejemplo más de la lengua, acompañamiento en las clases cuando ellos lo requieren, en eso también liderar, o sea, eso también supone un trabajo de hacer un path, hacer una proyección de lo que toca hacer el próximo año para ir llevando paso a paso proyecto bilingüe un poquito más arriba en la escala de cualificación como colegio.

[27] Translated by the authors: Yo tengo licenciatura en idiomas, hice algunos talleres en el British Council, soy magister en didáctica, la maestría fue en inglés del externado y viví cuatro años en Estados Unidos, regresé el año pasado

[28] Translated by the authors: el problema en el colegio ha sido la imposición, entonces no, no quiero. Hay que empezar como a dialogar y el diálogo permite pues bueno, como se va a hacer, se va a hacer así y este va a ser el contenido.

It reflects that through the application of the CLIL approach it has been some opinions from teachers that has not been taken into account which is a big concern because it reflects the way in which English has been imposed across the curriculum, part of this is due to the manner in which English has been presented in the National Plan of bilingualism. Here, Bonilla and Tejada (2016) stated that:

> "...the major drawback of imposing a nation-wide bilingual program without first attending to the priorities in education: students' deduction and induction skills, argumentation and critical reading; it is meaningless to aim at foreign language proficiency without Spanish fluency in the first place" (p.190).

To summarize, teachers' professional development is essential for the successful implementation of CLIL at public institutions. Teachers need to be trained in the theoretical underpinnings of CLIL, as well as in the practical skills necessary to implement it in the classroom. This training should be supported by their schools and by the educational authorities to be successful. In addition to the points mentioned above, it is also important to ensure that teachers have access to opportunities for ongoing professional development. This will help them to stay up-to-date with the latest research and developments in CLIL, and to adapt their teaching methods accordingly. By providing teachers with the support they need, NPB (National Program of Bilingualism) can create a CLIL education system that is both effective and sustainable across the time.

Sixth Category: Implementation of Translingual Practices in CLIL Classrooms to Integrate the Mother Tongue and the L2.

The integration of the mother tongue and the target language in CLIL Classes has been a challenge that language and content teachers have had to face with the new bilingualism project by the school. In this section, we will explore how teachers perceive the integration of the English language in content classrooms and in which contexts the use of translingual practices becomes a valuable tool for the development of classes. We will examine how teachers employ these translingual practices from their teaching role, both instructively and by adapting them to students' natural translingual practices.

Furthermore, bilingual teaching and the integration of English into curricular subjects

are increasingly common educational trends around the world. Teachers play a fundamental role in this transition since they must facilitate the learning of content and skills, while fostering the development of the English language in their students. In this context, it is essential to understand how teachers view and use translingual practices, that is, the strategic use of both languages, English and the mother tongue, to achieve specific pedagogical objectives.

In the first place, the content teachers perceive that the integration of the English language into the subject matter must be progressive, and they affirm that it is positive that immersion occurs from the first grades of learning. In accordance with one of the participants, teacher Pati, said "As students progress in the primary courses, they will already manage the reading and writing part better, so it seems to me that it should be mostly in English than Spanish"[29] *(Pati, Content teacher, Interview 1, November 1st, 2022)*. They consider that this gradualness allows students to adapt more effectively to the new language, while consolidating their knowledge in academic subjects. Therefore, teachers defend a comprehensive approach that promotes the intersection between curricular content and the foreign language from the first steps of education.

Secondly, the English teachers consider that translingual practices should focus on being a fundamental support for students. According to the study by Cinganotto (2016), in the progressive process from pre-CLIL to full CLIL, the precursor phase in Italian schools was mediated using L1 based on translanguaging, not adopting translation as a technique of teaching, but the use of the entire linguistic repertoire aimed at conceptualizing the competence of the students both in the content and in the language areas. In this way, the teacher Mara affirmed the following quotation:

> As the courses progress, you use the less Spanish, it also happens in adults. Let's say that the usage of Spanish is a support at the beginning, and it gives you the guideline of how to leave it along the way, so you guide the students to leave it[30] *(Mara, English ILUP teacher, Interview 2, November 1st, 2022)*.

[29] Translated by the authors: A medida que los alumnos avancen en los cursos de primaria ya manejarán más la parte de lectoescritora, por lo que me parece que debería ser más inglés que español
[30] Translated by the authors: A medida que los cursos van avanzando, utilizas menos español, también pasa con adultos. Digamos que el uso del español es un apoyo al comienzo, y el mismo te va dando la pauta de como dejarlo en el camino, en el camino tú vas guiando al estudiante para que lo vaya dejando.

This statement contributes to our research proposal in the sense that it evidences the perception of using translingual practices to support the learning of content in a second language, since it provides tools for the student to develop their comprehension skills in the CLIL classroom, which is our main object of investigation.

On the other hand, in the context of the teaching role, it is imperative that teachers possess the ability to provide clear instructions as a crucial element for the efficient development of classes. This teaching competence stands as a central component to facilitate student learning and promote an effective teaching-learning environment. Therefore, it is noteworthy that some of the teachers' responses in the interviews were focused on the instructional field, thus evidencing the relationship between clarity in instructions and translingual practices. For instance, one of the participants, teacher Jenn, recounts the following:

> When I definitely observe and identify that they (the students) do not understand what I am talking about, then I use the Spanish language. I couldn't tell you that one language is separated from the other. Because saying language is not just saying a spoken word, language is the entire context that you put into it or the very meaning of what you are saying[31] *(Jenn, English ILUP teacher, Interview 6, November 3rd, 2022).*

From the previous quotation, we can confirm that another perception about translanguaging for the teaching role at the school is focused on the instructional field, where they consider English as the language of instruction, but rely on the L1 to clarify doubts, and facilitate the understanding of the guidelines given by the teacher.

Similarly, the participants deliberated upon the use of translingual practices in a methodological and structural procedure. To illustrate this, teacher Mara explains her guidelines in class:

> My children already know that the explanation of the topics will always be in English,

[31] Translated by the authors: cuando definitivamente veo, observo e identifico que ellos no comprenden de que estoy hablando pues hago uso del idioma Español pero pues no podría decirte que uno desliga una cosa de la otra porque es que decir lenguaje no es decir solamente una palabra dicha, el lenguaje es todo el contexto que tu le pongas o el significado mismo de eso que tu estas diciendo.

> and they know that while I speak, they cannot be writing because they would not understand. So, when I am giving instructions, or let's say that I am clarifying the instructions, I use Spanish a little. For the explanations I go in English[32] *(Mara, English ILUP teacher, Interview 2, November 1st, 2022).*

In addition, from a viewpoint in the content subject area, the teacher Alex, expresses that:

> You verbalize in your language and you need to express your opinion in your language, but there are other things that can be more technical and require a second language, for example Geography. I have a sample of some historical texts and some very good contents and infographics in English, so things that are already methodological to work in the notebook are perfect. But you have to be very clear about when I use the foreign language and in what time do we have to speak with them in their mother tongue[33] *(Alex, Content teacher, Interview 5, November 3rd, 2022).*

In this way, we understand that translingual practices in the role of the teacher are also perceived and methodologically categorized for each moment of the class. For example, giving instructions, or working with translingual material in class, or when participating and communicating ideas in the classroom.

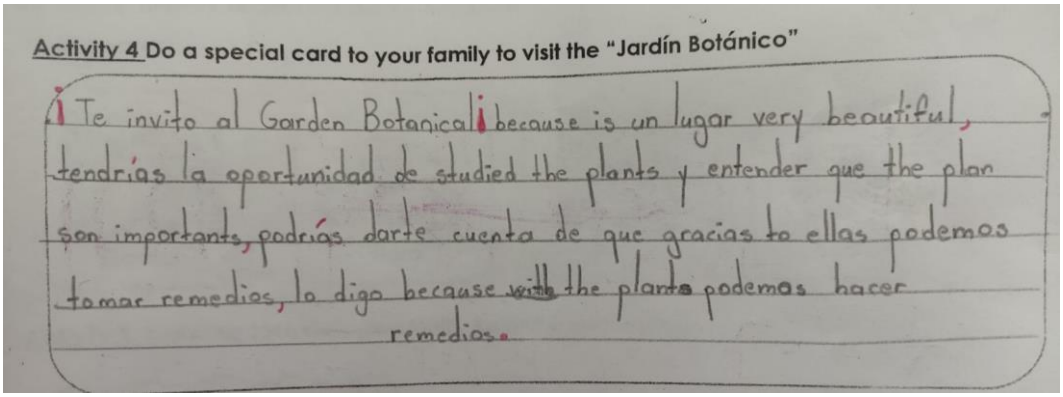
However, the participating teachers also identify the importance of being adaptive to the natural translanguaging that is developed by the students. They understand that this adaptation process is essential for students to feel comfortable and able to communicate their ideas, opinions and doubts without being limited to a single language system. In the following figure we can see an artifact of a third-grade student developed for the Natural Sciences class, who made use of her natural translingual practices that she leveraged to fulfill the task designated by the teacher.

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[32] Translated by the authors: Mis niños ya saben que la explicación de los temas siempre va a ir en inglés, y saben que mientras yo hablo, ellos no pueden estar escribiendo porque no entenderían. Entonces, cuando estoy dando instrucciones, o digamos que estoy aclarando las instrucciones utilizo un poco el español. Para las explicaciones voy en inglés.

[33] Translated by the authors: Uno verbaliza en su lengua y se necesita opinar en su lengua pero hay otras cosas que si pueden ser mas tecnicas y requieren de la segunda lengua, por ejemplo la geografia. Yo tengo una muestra de unos textos historicos y unos contenidos, unas infografias muy buenas en Inglés entonces cosas que sean como ya metodologicas para trabajar en el cuaderno perfecto, pero entonces hay que tener mucha claridad de en que momento yo uso la lengua extranjera y en que momento nos toca hablar con ellos en la lengua materna.

Figure 6
Third-grade student's production made for the Natural Science workshop



This adaptability is known as 'Shift' which is the third core component of teachers' translanguaging pedagogy (García et al., 2017). As illustrated in the Motivation as a Translingual Strategy chapter, many of the teachers adapt the use of the linguistic repertoire of both the students and them to solve doubts within the classroom content, as well as to motivate the curiosity of the student in regard to the respective topic, avoiding language limitations.

To conclude, English teachers take on a double role, where formal instruction is combined with the ability to guide and support the use of the linguistic repertoire in CLIL classrooms, which ultimately contributes to the success of students in their learning process. of English.

Seventh Category: Bridging Two Worlds; Exploring Bilingualism's Presence in a Bogota Public School Curricula

Institution's role in shaping the curriculum for bilingualism in Colombia carries profound implications for the nation's linguistic and educational landscape. Consequently, since the appearance of English as a high-priority subject within the educational curriculum in Colombia, it has gone through many modifications, result of the discrepancies and discussions that have emerged regarding the best manner to approach English in public institutions.

Therefore, since Colombia has been increasingly aligned with the demand of a globalized world, fostering bilingualism has emerged as a key priority to promote students'

skills that, in most of the times, is closely related with competitivity in a global economy (Enciso et al, 2021). Nevertheless, bilingual processes have faced several struggles about the effectiveness of teaching English and the way to approach second language learning in a country with deep multicultural implications that has resulted in challenges to stablish a clear policy in terms of bilingual processes.

Mackenzie (2019) mentioned some of the struggles by stating that the program on its research faces various challenges, including a limited timeframe and inconsistent teacher training courses for English educators. Therefore, these issues have resulted in a shift towards prescriptive and instrumental methods of teacher development. With the context given, it is important to analyze the way public institutions have adapted bilingual practices within their curricula and also how content teachers have been approached into English teaching.

In consequence, institution's decisions regarding the assignment of resources and, teacher training, and infrastructure directly influence the quality of bilingual education, here, Cardona-Escobar et al (2021) points out that:

> "...the policy, intended to promote the same content and methodologies for learning English across all national public institutions, fails at defining differentiated actions that may provide marginalized and vulnerable groups of students a position in which they could cope with the most privileged groups." (p.10)

Upon this quote, it is noticeable that bilingual policies have failed to address the needs of marginalized groups that, in most of the cases, have gone through profound socioeconomic differences in comparison with privileged groups. In Bogota, this issue takes special relevance regarding the manner that bilingual policies are being addressed, ignoring the particularities and struggles in which most of the students of these institutions are immersed. Consequently, adequate funding and investment in professional development for teachers are essential to ensure that they possess the necessary linguistic and pedagogical skills to deliver effective bilingual instruction according to students' context and needs.

Nevertheless, in most public institutions in Bogota, teachers' training into bilingual practices has meant a major problem since Colombian bilingual education seems to be limited to basic grammatical structures that are supported by textbooks and assessments that are merely focused on specific proficiency levels instead of focusing on students' needs and immersive environments in the second language by using tangible contexts in which language

can be explored further. The teacher Alex stated that:

> Curricula have changed, and everything consists in filling hours and that takes a lot of time from learning processes and nowadays, unfortunately, the insertion of any language requires time and sometimes you don't have enough time in class because there's so much to do[34]*(Alex, Content teacher, Interview 5, November 3rd, 2022).*

This aspect takes special relevance when we note that the institution in which we developed our pedagogical practicum and this research project have not implemented a framework to conceptualize bilingual practices within the school, they merely mention English learning in the PEI by stating the following:

> This SCHOOL I.E.D. has focused its strategy and its efforts on the implementation, execution and verification of the emphasis on Computation and Technology. In addition, as a new challenge for the year 2025, consolidate bilingualism processes for this school I.E.D. with intensification in Foreign Language – English[35].

Based on this, it is found that the institution does not have a document or an action route to conceptualize bilingual practices within the institution. This appreciation is reinforced by the appreciation from the leader of bilingualism about the existing lack of connection between English learning and the content that is being presented to the students:

> Since students are not articulated, since there is no gear with the activities and with the training in a second language, then it is easy for them at some point to say that they do not know anything, or who have never studied English. But yes, if you go to the elementary school process and see a student, they have a good level and it is

[34] Translated by the authors: ...el pensum ha cambiado y todo es como llenemos las horas y eso le quita mucho tiempo al aprendizaje y hoy en día pues lamentablemente la inserción de cualquier lengua requiere del tiempo y tiempo es lo que aveces, o unos personalmente tiene una mea culpa, a veces uno no da tiempo en la clase porque tanto que hacer.

[35] Translated by the authors: El COLEGIO I.E.D. ha focalizado su estrategia y sus esfuerzos en la implementación, ejecución y verificación de los énfasis en Informática y Tecnología. Además, como un nuevo reto para el año 2025, consolidar los procesos de bilingüismo para el Colegio I.E.D. con intensificación en Lengua Extranjera – inglés.

> noticeable, but if you come to secondary school and ask a seventh grader, they will tell you that they don't know anything, right? , then it depends on the articulation between one section and another section of the school[36] *(Bilingual leader, Interview 3, November 1st, 2023).*

From this intervention that this teacher made, we consider that the lack of conceptualization has led into gaps between what the school wants to achieve and the development that students are demonstrating in the use of bilingual practices.

Nevertheless, it is important to note that the institution have done big efforts in training content teachers by incorporating teachers from the ILUP to enhance bilingual practices in the institution and to strength and motivate teachers to participate in the project within the institution. Also, ILUP teachers have led several activities such as the English day by including innovative ways to approach English in the institution, however there is still a lack of connection within these initiatives and the interest of content teachers, here Alex stated that:

> The school has had an agreement with the ILUP for training in a second language for approximately 8 years and some of the teachers agreed to those training courses, I did about 4 or 5 levels more or less and then we stopped and started to do other things and the pandemic appeared, so we did not continue with the courses[37] *(Alex, Content teacher, Interview 5, November 3rd, 2022).*

From these considerations, we noticed through the literature available that the PNB has gone through several changes and modifications in order to foster bilingual and multicultural curricula, which is a step ahead when it comes to seek recognition and create equity in the educational system, however, constant changes in the linguistic policies has led in a lack of connection between public institutions that are attempting to implement bilingual

[36] Translated by the authors: '... o sea en el momento sí, pero los estudiantes como no se los articula, como no hay un engranaje con las actividades y con la formación en segunda lengua, entonces les queda fácil en algún momento decir que no saben nada, o que nunca han estudiado inglés. Pero si, si tú te vas al proceso de básica primaria y ves un tercero, ellos tienen nivel y se nota, pero si tu vienes a secundaria y le preguntas a un niño de séptimo, te van a decir que no sabe nada ¿sí?, entonces depende de la articulación que haya entre una sección y otra sección.

[37] Translated by the authors: ... el colegio hace mas o menos unos 8 años tiene pues el convenio con el ILUP para formación en segunda lengua y algunos de los docentes accedimos a esos cursos de formación, yo hice como 4 o 5 niveles mas o menos y ahí quedamos cuando ya empezamos a hacer otras cosas y la pandemia entonces eso quedó ahí.

strategies and the current policies itself, in addition it is important to remark that this issue do not come only from curricular designers, but also it comes from the lack of participation from teachers that are used to teach content in a very specific manner, so introducing changes and new pedagogical alternatives has meant a big challenge as the teacher Alex mentioned in the previous paragraph. This lack of motivation may be due to the lack of immersion that they had when they were students; Alex mentioned that:

> Well, I always go back to my school days, because English always existed but it was something very routinary, it has always been said that in secondary education you do not get out of the 'verb to be' topic and, in fact, we stayed with this information a lot of time. Perhaps I had good teachers in high school, although since the hourly intensity at that time was not good enough, I think it was 2 or 3 hours per week, it was not something as demanding as it can be in other content subjects in high school[38] *(Alex, Content teacher, Interview 5, November 3rd, 2022).*

Addressing these struggles requires a comprehensive approach that involves increased funding and resource allocation, targeted professional development for teachers, and effective communication with all stakeholders to build support and understanding for CLIL practices. Moreover, collaboration between schools and educational authorities can help create a unified framework for CLIL implementation, ensuring a more coherent and successful integration of language and content learning. However, these are long-lasting efforts and the creation of a permanent policy that addresses all the complexities existing in the local context, that is permeated by inequalities, demands consensus among stakeholders, curriculum designers and a long list of people involved in educational affairs.

In consequence, we find in translanguaging a method that may fill the gap between current educational policies and students' needs at public institutions. Garcia (as quoted in Bettney, 2022) argues that "Translanguaging moves beyond the exclusive focus on the standard variety [that] keeps out other languaging practices that are children's authentic

[38] Translated by the authors: 'Bueno, pues comenzando digamos me voy para atras siempre a la epoca de colegio, pues el Inglés siempre existió pero era algo como muy rutinario, siempre se ha dicho que en la educación secundaria no se sale del verbo to be y ahí pues nos quedamos mucho en ese sentido, talvez tuve en el bachillerato buenos maestros, aunque pues como la intensidad horaria en aquella epoca no era, creo que eran 2 horas o 3 horas en aquel tiempo, no era algo tan exigente como lo puede ser en otros contenidos del bachillerato.

linguistic identity expression" (p. 258); from here it may be argued that translanguaging serves as a bridge to connect students' linguistic context and the target language that must acquire within the institution. Therefore, Teachers can encourage students to use their full linguistic repertoire in class. This could involve allowing students to answer questions in the language they feel most comfortable using.

Also, Menken and García (2010) pointed out that most of the language policies prohibit language mixing; yet in a variety of global contexts, teachers and students engage in translanguaging to make meaning in multilingual classrooms. Therefore, instead of forbidding translingual practices, they may be fostered to help students to enhance their communicative skills within the classroom.

To conclude, the institution's role in shaping the curriculum for bilingualism in Colombia carries immense significance in shaping the nation's linguistic and educational trajectory. An inclusive, well-resourced, and culturally sensitive curriculum can contribute to nurturing a generation of bilingual and culturally competent citizens, fostering harmony and cooperation both nationally and internationally.

Conversely, poorly designed or underfunded curricula risk perpetuating language inequalities so it is important to create alternative pedagogies to promote language learning and approach students towards communication by using their own linguistic repertoire while solid and concrete policies that relied on equity and equality are designed.

Chapter VI

Discussion and Conclusions

This chapter presents the interpretation from the information collected from the literature, interviews and our experience as pre-service teachers at this school regarding teachers' perception of translingual practices to improve language skills among students in the CLIL classroom. To proceed with the interpretation of the data collected we recognize the use of translingual practices as a valuable method that recognizes linguistic diversity and uses it to promote the use of the target language without denying the influence that local languages and culture may have over the students. Consequently, this chapter is intended to delve into the perceptions from 6 in-service teachers and check their point of view and their experience addressing bilingualism within the classroom and the advantages of disadvantages that translingual practices may have. Finally, we will reflect upon those perceptions and our own positioning to give some insight about the impact that translanguaging have in bilingual environments.

To develop the findings, it is needed to revisit the research questions and objectives stablished to conduct this undergraduate project. During the chapter we will develop the conclusions that emerged from the data analysis carried out to answer the question: *How school teachers' perceptions may be influenced by the use of Translingual practices within the CLIL classroom?* The discussion is divided into two parts based on the first two sub-questions that guided the investigation.

The first research sub-question proposed was *'What are school teachers' perceptions towards the use of translingual practices in a CLIL classroom?'*. Based on the analysis, it can be concluded that the teacher participants of this study demonstrated a favourable willingness to undergo training in a second language and to participate in the CLIL methodology. This positive attitude towards learning a second language and integrating curricular content in that language suggests a clear interest in acquiring additional language skills and engaging in pedagogical approaches that promote bilingual competence. However, teachers also expressed some concerns about using translanguaging and CLIL as an educational approach, since they do not feel confident about fully understanding the underpinnings of bilingual education and implementing it in the school because the pathways for undertaking this training are not being implemented as expected by the institution. The discussion about the

deficiency of training in bilingual education has been studied by local researchers who affirm that the lack of proper training in Colombian schools is leading to misunderstandings about bilingual education and to mistakes in its implementation (Mejía, 2016; McDougald, 2015).

Similarly, the findings of this study state that the interviewed teachers perceive translanguaging as a valuable tool for comprehensive learning. Thus, the participants recognize that their role as educators in bilingual education entails establishing a secure and cooperative classroom where students' linguistic abilities are acknowledged and, as a result, contribute to the attainment of meaningful learning experiences for these students. The perception mentioned above is part of the fundamental components of translanguaging and it is called 'Stance', which according to García et al. (2017) is the belief that students' diverse linguistic practices are valuable resources to be built upon and leveraged in their education. Nonetheless, as perceived by another section of the participants, there are also challenges that arise when implementing these methodologies and educational practices, as they believe it could potentially limit and complex the learning process due to the increased volume of information students must process in each subject.

On the other hand, teachers perceive CLIL as a transversal component that creates unique opportunities for students to construct cross-curricular knowledge through the development of projects and events. These initiatives are intended to explore knowledge beyond the mere use of grammatical structures. Therefore, this perception highlights the significant role that CLIL plays in fostering innovative avenues for second language acquisition. CLIL enables students to engage with various facets of knowledge, thereby enabling them to apply their newfound understanding within tangible contexts. This approach not only enhances language proficiency but also enriches the overall educational experience, demonstrating the broader benefits of CLIL in modern pedagogy.

Another perception that we interpret is related to representativeness in the CLIL classroom. In this context, teachers in the field assume positions that involve addressing the diverse backgrounds and representations of their students to introduce them to a foreign language or subject matter. We found two strands of thought among the teachers interviewed. Firstly, a section of the interviewed teachers tends to approach this representativeness from the local sphere, including culture, language and knowledge close to the student's context, understanding that language is the communication vehicle to achieve significant knowledge. On the other hand, another section of teachers consider that it is more efficient to bring the culture and knowledge of English-speaking countries closer, since in this way students will

develop a direct approach to the target language. However, the primary obstacle linked to the implementation of bilingual education lies in the prevalence of those monoglossic representations of bilingualism (García 2009; García & Li Wei, 2014), where bilingualism is still perceived as the addition of two separate instances of monolingualism. This means that there is still the perception of languages as separate linguistic systems instead of appreciating them as a whole linguistic repertoire of the speaker.

Regarding the second research sub-question *'What advantages does the use of translingual practices bring for foreign language learning and subject learning?'* From the collected interviews, in-service teachers were inquired about the advantages that translingual practices may have over their current methodologies. From these interviews we found two perceptions about the possible use of the mother tongue in English environments; some teachers argued that translingual practices should be included progressively so that students can get adapted to the new language effectively, here, teachers argued that once the students are acquiring some proficiency, the mother tongue should be left behind gradually. On the other hand, other teachers argued that the mother tongue should be included just to emphasize specific aspects of the content subject or specific instructions to develop classes successfully. They believe that this can help students to better understand the concepts being taught since they can be addressed better in a specific language.

Both perceptions have merit so that is important to find a balance that works for each individual classroom and each student. However, there is no doubt that translanguaging can be a valuable tool for promoting learning and enhance confidence for all students. Fallas (2019) found that "institution and instructors must come to terms with translanguaging and acknowledge that limiting students to half of their linguistic repertoire can have an impact on their affect and self-concept." (p. 302). From the interviews, we can interpret that translanguaging helps students develop their metalinguistic awareness and critical thinking skills and using their full linguistic repertoire, in addition, students have positive feelings about using their bilingual skills in the classroom since it is perceived as on-the-spot translation where they are reflecting a real-life skill of interpreting (Gallager, 2014, p. 494).

Consequently, we may argue from these extracts that translanguaging is a valuable tool to promote students' linguistic awareness by enabling the use of their own linguistic repertoire that allows them to improve their communicative skills; it is a crucial aspect in a CLIL based environment as students' will be able to reflect not only about the content being taught, but also about linguistic affairs that involves students' cultural backgrounds and

reinforce their awareness about themselves as speakers with unique repertoires that are in constant change within the classroom.

To summarize, some teachers argue that translingual practices should be introduced gradually, especially in classrooms where students are not yet fluent in the target language. They believe that it is important to start by using the target language as much as possible, and then gradually introduce the mother tongue as needed. This can help students to develop a strong foundation in the target language before they start using their mother tongue.

Finally, we consider that this process must be in accordance with teaching training in these new bilingual alternatives and this is a key point since, from the conducted interviews, institutions seem to have a disconnection when it comes to prepare content teachers in the CLIL approach, therefore, it has caused disconnections among teachers and students which causes struggles when implementing content subjects in students that have had some distance with English learning, in this regard we found valuable the appreciation from one of the teachers when he stated that:

> In English, since approximately the 90s it became a mandatory activity within the school curriculum, but it was not articulated, it was separated and became an isolated island, and for the ones who began at that time to learn English the process became like a separate island, like a space where English was learned but nothing beyond that, the class ended and everyone put away the notebook and then everything was forgotten[39] *(Alex, Content teacher, Interview 5, November 3rd, 2022).*

Overall, translingual practices offer several opportunities to approach students' interest towards English learning. By addressing students and even content teachers' fears and validating them by enabling the use of their knowledge in English and use it to build confidence, making connections between languages and cultures, and developing a more sophisticated understanding of language, translingual practices can help students to become more successful English learners and, therefore, make CLIL practices more effective by leveraging student motivation by offering content topics in a way that approaches students' interest and curiosity.

[39] Translated by the authors: en cambio en Ingles desde mas o menos los años 90 se puso como una actividad obligatoria dentro del pensum escolar pero no se articuló, se separó y era allá una isla sola y los que empezamos en esa epoca a ver la lengua inglesa pues se nos convirtió como en una isla aparte, como en un espacio en donde se aprendía el Inglés pero hasta ahí, se acababa la clase y guardar el cuaderno y se olvidaba todo

Chapter VII
Limitations and Further Research

We faced different difficulties during the development of our undergraduate proposal. The main one was the time of pedagogical intervention in this school, since we only have around nine weeks to prepare our teaching practice as well as to carry out our research with the in-service teachers. For this reason, we were only able to conduct the interviews at the end of the school year after the teachers had evidenced our pedagogical interventions under the CLIL methodology with linguistic practices. Therefore, we had to modify the interview questions to adapt it to the context where they had already evidenced these methodologies in our classes.

The foregoing is also reflected in the number of participants in our research, since at the beginning of the proposal it was suggested that the number of participants be greater, but due to the availability of time of the in-service teachers, we were only able to carry out the interviews with those with whom we had worked throughout our teaching practice at this school.

Eventually, the last limitation we face is related to the artifacts of the students during our classes at this school, despite having worked under the CLIL methodology together with the translingual practices, this also required an adaptation on the part of the students to this new way of working, which resulted in not being able to generate enough material to support the work of the students in the CLIL classroom.

On the other hand, we consider that discussions about new methodologies for the implementation of the bilingual educational model, from a multilingual perspective, should occupy a priority place on educational agendas. The experiences of teachers and their reflections should be organized systematically to enhance the dynamics of learning and teaching in bilingual models. Also, those perceptions allow the research field and the educational institutions to formulate effective strategies for incorporating multilingual approaches into bilingual education.

Finally, we consider that in the context of Bogotá, Colombia where bilingual education is experiencing a resurgence, as is the public institution where we worked on our research project, it is essential to carry out an analysis of how students perceive the integration of CLIL in their classrooms and what are their perspectives regarding the translingual practices, both formal and informal, from their position as students. This

approach will allow us to understand better how students interact with this educational approach and how they see it as part of their learning experience in an increasingly globalized world.

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Appendices

Annex A. Semi-structured interview questions

Universidad Distrital Francisco José de Caldas
Facultad de Ciencias y Educación
Licenciatura en Lenguas Extranjeras con Énfasis en Inglés
Camilo Penagos Cely – 20181265036
Mayerly Torres - 20181265001



Semi-structured interview
First session

This interview will be conducted at XXXX public school in order to understand teachers' perceptions regarding the use of English in content classes. Also, this interview is intended to look into their personal perceptions about the use of Spanish and how these perceptions may affect their classes depending on the subject they teach.

The interview will be divided into three parts; the first part will consist of asking teachers about their perceptions about the mere use of English as teachers and as learners and how these perceptions are present at the moment of teaching. Then we are going to explain further the terms 'CLIL' and 'Translanguaging' in order to provide a conceptualization about these concepts to the participants. Finally, the last part will consist of discussing the ways in which English can be applied in content matters such as science and social sciences and the manner in which language can be approached in content class.

Participants:

Subject teacher 4
English teacher 2

Personal data:

Nombre y Apellidos
¿Qué asignatura enseña?
¿Qué nivel considera que tiene usted de la lengua inglesa?
¿Ha cursado niveles de inglés?

Momento 1

1. ¿Cómo ha sido su proceso con el idioma Inglés durante su etapa como estudiante?

2. ¿Cómo ha sido su proceso con el idioma Inglés durante su etapa como docente?

3. Entendemos que el colegio apuesta al bilingüismo partiendo de metodologías como CLIL, ¿Considera que el uso del Inglés ayuda a los estudiantes a entender el contenido de otras materias de manera tal que se logren los objetivos propuestos dentro de la malla curricular?

If yes: ¿Cuáles son las ventajas que usted percibe al momento de aplicar el Inglés dentro de la materia? ¿Qué habilidades fomenta en los estudiantes?
If no: ¿Cuáles son las desventajas que usted percibe al momento de aplicar el Inglés dentro de la materia?

4. ¿Cómo influye el uso del español en la enseñanza del inglés como lengua extranjera?

Momento 2

Durante esta parte se le explicará a los profesores en qué consiste el CLIL junto con el translanguaging y basados en esta información se procederá con el tercer momento de la entrevista.

Momento 3

5. ¿En qué porcentaje considera usted que es prudente implementar el inglés en el aula de materias de contenido como Ciencias Naturales, Ciencias Sociales, Matemáticas, etc?

6. ¿En qué porcentaje considera usted que es prudente implementar el español como lengua materna en la enseñanza del inglés como lengua extranjera?

7. ¿Para cuáles tipos de actividades o habilidades implementaría el español y para cuáles el inglés?

8. ¿Qué rol cumple el español en el aula CLIL? ¿De qué manera considera que puede ayudar a adquirir una lengua extranjera como el inglés?

9. ¿De qué manera implementaría CLIL dentro del aula de clase?

PROFESORES ILUP

Personal data:

Nombre y Apellidos
¿Qué asignatura enseña?
¿Qué nivel considera que tiene usted de la lengua inglesa?
¿Ha cursado niveles de inglés?

Momento 1

1. ¿Cómo ha sido su relacionamiento con el idioma Inglés durante su etapa como estudiante?

2. ¿Cómo ha sido su relacionamiento con el idioma Inglés durante su etapa como docente?

3. ¿De qué forma considera usted que su relacionamiento con el idioma Inglés influye dentro del aula de clases?

4. ¿Considera que el uso del Inglés ayuda a los estudiantes a entender el contenido de manera tal que se logren los objetivos propuestos dentro de la malla curricular?

    a. **If yes:** ¿Cuáles son las ventajas que usted percibe al momento de aplicar el Inglés dentro de la materia? ¿Qué habilidades fomenta en los estudiantes?
    b. **If no:** ¿Cuáles son las desventajas que usted percibe al momento de aplicar el Inglés dentro de la materia?

5. ¿Cómo influye el uso del español en la enseñanza del inglés como lengua extranjera?

6. ¿Has notado un avance en el proceso de aprendizaje del idioma inglés por parte de los estudiantes este año? ¿Considera que esto es gracias a la implementación por parte de los practicantes de la Universidad Distrital?

Momento 2

Durante esta parte se le explicará a los profesores en qué consiste el CLIL junto con el translanguaging y basados en esta información se procederá con el tercer momento de la entrevista.

Momento 3

1. ¿En qué porcentaje considera usted que es prudente implementar el inglés en el aula de materias de contenido como Ciencias Naturales?

2. ¿En qué porcentaje considera usted que es prudente implementar el español como lengua materna en la enseñanza del inglés como lengua extranjera?

3. ¿Para cuáles tipos de actividades o habilidades implementaría el español y para cuáles el inglés?

4. ¿Qué rol cumple el español en el aula CLIL? ¿De qué manera considera que puede ayudar a adquirir una lengua extranjera como el inglés?

5. ¿De qué manera implementaría CLIL dentro del aula de clase?

6. ¿Qué cambios has notado en el proceso de aprendizaje de los estudiantes este año

Annex B. Lesson Plan for Natural Sciences.

UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS
TEACHING PRACTICUM
COLEGIO VENECIA I.E.D

Pre-service teachers: Camilo Penagos Cely Mayerly Torres Cubillos	**Home Teacher:** Patricia Milena Sánchez Diaz.	**School Branch: A**
School Grades: 3rd Grade	**Date:** October 27th, 2022	**Session: 2**

Topic	Do you know how the water cycle works?
Content Objective	By the end of this class, students will be able to explain the processes involved in the water cycle and their significance in the Earth's ecosystems.
Language Objective	By the end of this class, students will be able to communicate about the water cycle using water cycle vocabulary learned in class, including nouns and the stages of the water cycle.

Achievements 4Cs curriculum framework	• **Content:** Students should understand the basic stages of the water cycle: evaporation, condensation, precipitation, and accumulation. • **Communication:** Students should be able to listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations using vocabulary learned in class. • **Cognition:** Students should be able to analyze the changes of the state of water from the water cycle to understand the processes of evaporation, condensation, and precipitation that influence the availability and distribution of water on our planet. • **Culture:** Students should be able to relate the water cycle to their own experience. As well as understanding problematic situations around the water cycle.

Annex C. Color coding – Data analysis sample

