

Exploring Pre-service Language Teachers' Beliefs about Translanguaging

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Table of contents

Abstract.....	5
Acknowledgements	6
CHAPTER I: Contextualization.....	7
Statement of the problem	7
Rationale	9
Research Question	11
General Objective	11
Specific Research Objectives	11
CHAPTER II: Theoretical considerations	13
Literature Review	13
<i>Translanguaging in Language Teaching</i>	<i>13</i>
<i>Translanguaging in Intercultural Studies Related to ELT</i>	<i>15</i>
<i>Social Justice Applied in Classrooms through Translanguaging.....</i>	<i>17</i>
<i>Decolonial Perspective through Translanguaging.....</i>	<i>18</i>
<i>Teachers' Beliefs and Attitudes about Translanguaging.....</i>	<i>22</i>
Theoretical Framework.....	25
<i>Translanguaging.....</i>	<i>26</i>
Origin of the Term	26
Key Principles.....	29
Translanguaging in Practice	31
Benefits of Translanguaging	35
Challenges And Criticisms.....	36
<i>Teacher Education.....</i>	<i>37</i>

Theoretical Approaches	38
CHAPTER III: Methodological Framework	42
Research design	42
<i>Type of Study</i>	42
Research Approach	43
<i>Setting and Participants</i>	44
<i>Context</i>	44
<i>Participants</i>	45
Data Collection Instruments	47
<i>Observations</i>	48
<i>Recording Observations</i>	49
Approach to Data Analysis	50
Data collection procedures	51
Role of the Researcher	51
Ethical Issues	52
CHAPTER V: Data Analysis	54
CHAPTER VI: Conclusions, Implications, and Limitations	70
Conclusions	70
Implications	72
Limitations	73
References	75
Appendix A: Surveys' Questions	80
Appendix B: Fragment of the Transcription of One of the Group Discussions	81
Appendix C: Fragment of one Field Note	82

Appendix D: Interview protocol	85
Appendix E: Fragment of Codes from Phase One	86

Abstract

This qualitative case study explored pre-service language teachers' beliefs about less traditional notions and visions of bilingualism, such as translanguaging. It is unavoidable that societies are becoming bilingual or multilingual in these days of globalization, and linguistic contact and diversity are exacerbated. Thus, it is important to consider exploring more inclusive ways of bilingualism, including different languages, cultures, identities, and issues present in students' contexts, such as translanguaging. Four categories emerged from the analysis of preservice language teachers' beliefs, which were collected from surveys, interviews, and field notes taken from group discussions. The findings highlighted that pre-service language teachers did not know about translanguaging, but throughout the group discussions, they recognized that it is a more inclusive notion of bilingualism in language teaching that could benefit their current practices greatly.

Key words: Translanguaging, bilingualism, education, pre-service language teachers.

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CHAPTER I: Contextualization

In this chapter, a contextualization of the research will be developed. Firstly, the statement of the problem is presented. Then, there is an explanation of why a more dynamic view of bilingualism, such as translanguaging, was selected for this research. Secondly, a justification that discusses why it is relevant to explore pre-service language teachers' beliefs from Universidad Pedagógica Nacional (UPN) about translanguaging is also included. And third, the research question, along with the general and the specific objectives that lead the development of this study, are presented.

Statement of the problem

More and more people are bilingual or multilingual these days in more fluent ways. Abutalebi and Weekes (2014) affirm that in these days of globalization, the need of being more connected through the internet across the globe is necessary, then knowing different languages too. Thus, it is unavoidable that societies become bilingual or multilingual in different levels of proficiency to access information or communicate with other cultures. In contrast, Vertovec (2007 as cited in Garcia, 2020)) considers that globalization is not the only factor responsible for bilingual or multilingual societies, but there are other related phenomena which contribute to it, including migration, power struggles, domination over population, wars, conquest and colonization in which speakers are forced to learn another language besides their native one in order to survive.

Therefore, globalization has also impacted linguistic contact and diversity. One of the fields that studies the issue of language in real people's lives as a center is applied linguistics. From this perspective, the globalization, as we know it today, is affecting the world in three different ways; the space, that is related with the job, incomes and people's health on the opposite side of the globe; the time, that is related with the speed that people do their activities and also it impacts on people's lives in different places; and disappearing borders on different aspects on people's lives such as norms, ideas, values or cultures (Kumaravadivelu, 2007). Certainly, nowadays people are more connected in different ways than ever before. Their actions affect others around the world, and the majority of those interactions have been in different languages, some of which are colonial languages.

This global contact led people to see the others' languages, the different visions of the world, or the diversity of the other's cultures, and it lets us see the cultural and linguistic heritage that is at risk. From an applied linguistic studies perspective, it can be seen that the risk we have to deal with colonial languages affects different areas such as communication, production, and the spread of knowledge (Kumaravadivelu, 2007). Undoubtedly, one of the responsibilities of language teachers is to find new ways to face global contact with the predominant languages' issues, but also to preserve linguistic diversity in classrooms. Consequently, it is important to start exploring new ways of teaching language processes that consider different languages present in the current classrooms when teaching a new language, such as translanguaging.

Translanguaging is defined as new language practices that make visible the complexity of language (Garcia and Wei, 2014). In fact, “scholars are paying more attention to multilingualism in society and education than we have in our past. Proof of this is just the mere number of projects dealing with multilingual education” (Garcia, 2020, p. 13). Hence, the English language teaching (ELT) practices should point out different pedagogical strategies that involve the current languages, cultures, and identities present in the students’ lives. Particularly, translanguaging focuses on how multilinguals make meaning using their whole repertoire.

Understanding translanguaging as a pedagogy in the teaching of languages is relevant for multilingual contexts, where students speak more than one language, such as in Colombia, a multilingual context. Wilches (2009) explains that out of the 44 million people in Colombia just the 3.26% of them identify themselves as the indigenous, African descendant, or Rom communities, but only 44% of them speak their native language, that is the 1.5% of the total population in the country that manifest being bilingual or multilingual in any of their languages and Spanish. Besides, “they usually combine two or more languages in their daily life, but struggle to maintain their linguistic code and culture in a country where Spanish is and has historically been dominant in public, legal, and trade scenarios” (de Mejía. 2004; Sanmiguel, 2007, as cited in Wilches, 2009, p. 134). Moreover, in most schools, this linguistic diversity is not taken into account at the moment of teaching a new language. Despite the fact that speakers have always been involved in translanguaging, it could be interesting to explore this pedagogy to devise language learning strategies in those territories that have unique language features.

Rationale

Multilingualism is increasing more and more due to several factors as mentioned above. Therefore, it is pertinent to explore a translanguaging perspective in the second language teaching, even when not all the territories are plurilingual in the Colombian classrooms. It is significant to explore the beliefs that translanguaging comes to critique. Especially, where in most cases the traditional practices tend to force to use of the target language only, separating languages or giving importance only to some of them; however, such division does not exist. According to Hungwe (2019):

Languages were separated in order to separate people from each other for political reasons. In fact, languages are fluid and have no boundaries. Thus, there is no reason to insist on using one language for pedagogical purposes when meaning making and understanding of texts can be achieved in any language at the student's disposal. (p. 7)

Thus, this research seeks to explore the pre-service language teachers' beliefs about translanguaging. On one hand, it aims to explore what teachers' perspectives are about this concept in plurilingual or monolingual classrooms. On the other hand, it seeks to explore the advantages and disadvantages of following this pedagogy for the language teaching practices in the Colombian context. What is more, the importance of analyzing the translanguaging with students of Universidad Pedagógica Nacional resides in exploring the thoughts of future teachers about dynamic understandings of bilingualism and, thus, of language education.

Additionally, there are no studies carried out at Universidad Pedagógica Nacional on translanguaging as a pedagogy tool in the teaching of English as a foreign language. From this conception, it is pertinent to comprehend and provide some insights on the use of translanguaging and its application in the classroom. The participants of the investigation provide their notion on this main concept to understand and help them enrich their knowledge, so that they can have benefits in their future practicum and professional exercise. From this perspective, pre-service teachers could see other conceptions and visions of the language when teaching a foreign language.

As a consequence, translanguaging is an area that I am interested in exploring through the beliefs of preservice language teachers. For this, I proposed the next question:

Research Question

- What are the beliefs of a group of pre-service language teachers from Universidad Pedagógica Nacional about translanguaging in relation to their current or future professional practice?

General Objective

- To analyze the beliefs of a group of pre-service language teachers from Universidad Pedagógica Nacional about translanguaging in relation to their current or future professional practice.

Specific Research Objectives

1. To analyze how pre-service language teachers from Universidad Pedagógica Nacional understand translanguaging.
2. To identify the beliefs of a group of pre-service language teachers about the opportunities of translanguaging as a pedagogical practice in L2 education.

3. To examine the weaknesses of translanguaging as a pedagogical practice in L2 education from the perspective of pre-service language teachers from Universidad Pedagógica Nacional.

CHAPTER II: Theoretical considerations

Literature Review

During the reading of the literature I found some topics on the articles to organize the literature review and to understand how translanguaging as a pedagogical practice could go deep in the field of education, some of them are: translanguaging in language teaching, translanguaging in intercultural studies related to ELT, social justice applied in classrooms through translanguaging, decolonial perspectives through translanguaging, and teachers' beliefs and attitudes about translanguaging.

Research Topics

Translanguaging in Language Teaching

The first theme of analysis is translanguaging in language teaching. The transversal link in this group of studies is that investigators talk about the importance of this notion for pedagogical practices in second language education (L2). Throughout the studies, it is notable how the authors recognize the importance and the benefits of using other teaching strategies that consider scenarios with multiple languages in the classrooms, such as translanguaging. As well as they recognize and find that some teachers and students still bear that the use of the mother tongue could be an obstacle for the learning process of a new language.

Regarding translanguaging in language teaching, Niño (2018) and Marsevani & Julia (2023) found in the students' perceptions that using translanguaging helped them in their learning process, as they were learning Spanish or English as L2. In fact, they noticed an improvement with the use of their mother tongue, such as German, French, Russian, Italian, Flemish, Mandarin, Portuguese, or Indonesian in their Spanish and English classes. Furthermore, some of them affirm that several teachers were very creative at the moment of teaching Spanish. Particularly, they noticed it with one of the teachers who spoke different languages, therefore,

the learning process could be “uno de los principales recursos en el aprendizaje-enseñanza del español porque permite al profesor explicar fácilmente haciendo énfasis en las lenguas de origen de los estudiantes extranjeros” (Niño, 2018, p. 65). In this sense, the students assured that the use of translanguaging in their classes helped them to: understand the contents better, to improve the difficulties in communication practices because their mother tongue or, in other cases, English worked as a bridge between speakers and benefited in their language learning process.

Besides, Cruz (2018) and Taner (2022) realized that teachers find this practice valuable to make learning English meaningful from students’ cultural and linguistic repertoires. Even though teachers do not look to use students’ first language (L1) as a first option in their practices. They mention that through translanguaging, they could engage in language practices to make meaning and thereby construct new identities. Indeed, teachers value translanguaging because it “underlies a flexible pedagogy that opens up the possibility for teachers and students to use all their linguistic and cultural resources for facilitating learning” (Cruz, 2018, p. 71). This is beneficial because sometimes the native and foreign language context, which is not empty because it is charged with cultural content, is left aside; instead, these studies used it as a resource to make meaning.

However, even when the previous studies agreed about the benefits of the use of translanguaging, some teachers and students hold that the use of the mother tongue could represent an obstacle for the learning process of a new language due to teachers’ resistance or translanguaging poorly understood. As Niño (2018) asserts, “there are foreign language teachers who think that the mother tongue is only a source of interference and an obstacle to the foreigner’s learning and banish their use within the classroom” (p. 53). To illustrate, Taner’s (2022) study revealed that pre-service teachers (PSTs) see L1 as a last resort, especially when

students do not comprehend, in contrast with the more experienced teachers who are more tolerant towards using L1 in their classrooms.

Or Marsevani & Julia's (2023) investigation found students who had negative opinions related to translanguaging. They argued that translanguaging made them demotivated to learn English because they always used their mother tongue. Marsevani & Julia's (2023) explained that the reason why students consider L1 as an obstacle is due to “[students] have to use two languages in the same situation,...The students will [find it] hard to develop their language skills,... [or] translanguaging makes us demotivated in learning English because we always use our mother tongue.” (Marsevani & Julia, 2023, p. 244). What Marsevani & Julia (2023) study showed is that translanguaging is poorly understood or developed, where students’ opinions were related to the code-switching notion instead of translanguaging.

To sum up the first theme, translanguaging in language teaching highlights the relevance and benefits of this practice, such as: developing a language effortlessly, improving communicative skills, and valuing the repertoires students already have at the moment when learning a new language. Even when, in some studies, teachers and students expressed resistance towards this approach in L2 education due to a possible misunderstanding of what translanguaging is.

Translanguaging in Intercultural Studies Related to ELT

The second theme is translanguaging in intercultural studies related to ELT. Bohórquez’s (2018) and Gómez’s (2011) research address strategies to develop intercultural competence. Both studies point out, on the one hand, the lack of connections between cultures at the moment of learning a new language. On the other hand, it demonstrates that integrating language and literature activities in English as a foreign language not only constitutes a communicative reading or vocabulary practice, but the opportunity to construct cultural knowledge through

social interaction and fostering intercultural awareness. Some of the activities were related to reading authentic literary short stories, or drawings and surveys of a Colombian map, where students had to point out all the aspects they knew about Colombian regions and languages. This allowed children to negotiate meaning and to develop intercultural competence.

Moreover, Carrero's, Oliveros's, and Salas's (2023) study explored the relevance of translanguaging practices in virtual English classes in higher education with 27 students from 11 cities in Colombia. In this study, teachers designed a proposal based on translanguaging practices, having in mind the Colombian contexts. This proposal was a pedagogical workshop that included three different activities called "my childhood hero, life is like a story told at the musical rhythm and life landmark in my story" (p.23). Through those activities, teachers and students realized the importance of using their cultural backgrounds and both English and Spanish linguistic sources to feel more comfortable at the moment to express their ideas and personal stories, to confirm what the activity was about, or to share their knowledge. The significance of this research is that teachers and students created a virtual safe space that involves different cultures, personal backgrounds, and experiences to enhance L2.

From previous studies, I recognized the importance of acquiring a foreign language while students become more aware of different cultures. Hence, recognizing the others' cultures in the classrooms is a way to explore the gap in how to teach a new language in multilingual classrooms. In summary, I noticed that even when in all studies, translanguaging was not the focus, it was present in the intercultural awareness that could increase vocabulary in students, and then they will have a more wide-open vision of the world's cultures.

Social Justice Applied in Classrooms through Translanguaging

The third topic is social justice applied in classrooms through translanguaging. Hurst's (2017) and Ortega's (2019) research were carried out in different places, but both examined the

opportunities of translanguaging to address the power relations and *decolonisation* of languages in the classroom. In the first place, Hurst (2017), on one hand, problematizes the monolingual Anglo normativity and other dominant discourses that arise from the European academic tradition. On the other hand, he affirms that translanguaging acts as a medium with which they can empower their African languages while their repertoire becomes valued. This research took place at the University of Cape Town in 2015 and 2016. The participants were almost exclusively black African or Colored students. It is important to mention that there are 11 official languages in South Africa, but English is imposed due to educational policies. Additionally, they have to divorce themselves from their home languages once they get into the academy, access to English is very limited, and higher education is for a few.

This research highlights the use of translanguaging in this multilingual context, introducing some translingual pedagogies to empower students' backgrounds. The activities presented to students were writing, glossaries, readings, and tutorials. Some of the responses to translanguaging pedagogies showed that students valued and engaged with the use of other languages in the course to submit their assignments in any language they preferred. Moreover, classroom practice and assessments showed that:

this perceived recognition and valuing of all languages relates to issues around social justice, particularly in terms of justice for recognition—putting a focus on socio-cultural groups who are struggling to ‘defend their identities, end cultural domination and win recognition. (Cumming-Potvin, 2009, as cited in Hurst, 2017, p. 131)

Also, the pedagogies used in these lectures increased the engagement because they can write their personal language history with their home languages. This research highlights how African students use their linguistic repertoire to empower themselves.

Relatedly, Ortega's (2019) investigation shows a classroom experience in which the teacher did *trans[cultura]linguación* through a social-justice approach to teach English as a foreign language in Colombia while he valued his students' linguistic and cultural repertoires. Ortega (2019) emphasizes that one of the opportunities of translanguaging is related to finding a balance in the power relations among languages in the classroom. This is similar to what Ofelia Garcia mentions (2014) about language hierarchies in the classrooms, that instead of privileging certain languages in the classrooms, teachers should start to recognize different repertoires in classrooms and use them as leverage to improve the language learning process. Once again, by exploring different notions of bilingualism, such as translanguaging, teachers can adapt their classes to multilingual classrooms' needs while valuing all students' repertoire.

To recapitulate, the use of translanguaging in classrooms not only can improve the cognitive learning process in second language education, but also problematize the monolingual discourses in L2 classes. Studies showed that translanguaging can develop critical thinking. For instance, students started recognizing social injustices, patterns, and inequalities in their immediate contexts, and teachers found a way to negotiate with all languages' disposal in classrooms to make meaning and value students' backgrounds.

Decolonial Perspective through Translanguaging

The next theme is decolonial perspective through translanguaging, which is addressed by Gutierrez & Aguirre (2022), García et al. (2021), Hungwe's (2019) and Ubaque-Casallas (2023). Gutierrez & Aguirre (2022) mentioned their experiences as English instructors attempting to decolonize English lessons to embrace the diverse cultures, languages, and realities of Indigenous and Afro-Colombian students enrolled in English courses at a public university in Medellin, Colombia. This teaching experience recognized that 10% of students in the university self-identify as members of different ethnic communities such as Embera, Senú, Pastos,

Coyaima-Natagaima, and Kankuamo; some of them preserve their ancestral languages and speak them to various degrees. From the translanguaging perspective, it addresses the possibility to decolonize the systematic schooling dominant languages' thinking, while students can start being listened to, and their local languages recognized. These authors affirm that this incorporation of translanguaging is not easy in the field of ELT. Especially when teachers, including them, have limited knowledge about indigenous and Afro-Colombian peoples, or the teacher, in most cases, forbids them to speak other languages different from English.

Gutierrez and Aguirre's (2022) lesson planning and implementation looked for decolonizing some teaching and learning traditions in ELT through translanguaging. This study incorporated translanguaging to surpass monolingualistic language ideologies. Instructors attempted to: foster organic grammar and vocabulary language; select themes in which students feel represented, instead of topics that are presented as neutral or non-familiar; and those students to communicate ideas from their own past experiences in whatever language, without feeling restricted by grammar tenses. Even though some students and instructors were not able to understand the ancestral languages, the implementation looked for students felt comfortable expressing themselves via writing, speaking, drawing, dancing, knitting, singing, or through other modes. In this regard, students did not feel like they were put aside in their native languages.

Consequently, teachers should oversee the disruption of colonial power dynamics, and education degree programs also have a huge responsibility in ELT decolonization. Overall, Gutierrez & Aguirre Ortega (2022) ask, "language teacher education programs should create spaces in which pre-service language teachers critically analyze the power enacted through English language policies; who do they benefit? Who do they oppress? Is there such a thing as using English against English?" (p. 796). They concluded that as teachers, we have a big

responsibility for the colonial power. As well, pre-service language teachers' programs have a big role in the creation of the spaces that allow students to participate, think, and reflect critically about the English policies.

In addition, García et al.'s (2021) manifesto highlights translanguaging as a practice that avoids abyssal thinking. Boaventura de Sousa Santos defines abyssal thinking as “the knowledge systems and practices stereotypically associated with dominant white monolingual people” (de Sousa Santos, 2007, as cited in García et al., 2021, p. 205), and it considers the accepted or legitimate knowledge. Hence, Translanguaging avoids and challenges abyssal thinking, allowing a broader social justice frame. The authors highlight the importance of decolonial approaches, such as translanguaging, which rejects the idea of languages as separated entities; with translanguaging, speakers have a repertoire full of different linguistic, semiotic, cultural, and historical features available to use and construct meaning. They ask:

Why, despite all the evidence of translanguaging as a productive frame for the actual behavioral norm in schools and communities throughout the world, does applied linguistic scholarship continue to insist on language separation as the most important characteristic of a language classroom? (García et al., 2021, p. 216)

García et al. (2021) insist that their work is an opportunity to open a safe space through translanguaging to unsettle the abyssal thinking inherited from colonial logics.

Also, Hungwe's (2019) research proposes the use of a translanguaging approach, in this case, to instruct students explicitly on how to read and comprehend texts. The study was conducted at a university in South Africa where most of the students are multilingual. Here, it is important to highlight the use of translanguaging as a pedagogical alternative to avoid segregation by English. This study collected information during reading time, in which students were instructed to pick one paragraph of their choice from the text and convey the meaning of

the paragraph through a paraphrase. Then, during the analysis, the author was interested in the use of language and the meaning of words. It was found that when students use their own words, they better understand the reading material and the ideas of the text. Principally, when “L2 students struggle to paraphrase because they feel that they cannot compete with the experts’ language” (Hungwe, 2019, p. 2). Besides, the results showed that translanguaging allows students to write ideas in their L1 and improve comprehension. In general, both the Sepedi and English paraphrases capture the target meaning of the paragraph.

Moreover, Ubaque-Casallas’ (2023) study focuses on two English teachers from two universities in Colombia and their experiences with first-semester students, where they challenge monolingual perspectives and non-native ideologies through translanguaging pedagogy. Ubaque-Casallas (2023) highlighted different cases in which, for example, English teachers challenged monolingual perspectives present in their students, one of the teachers said, “they have not dimensioned that English is not something that only belongs to the United States or the British. I think we have spoken about the possibility of speaking English in Colombia without being or looking like these models” (Ubaque-Casallas, 2023, p. 9) or “I am saying that we must be more open to ways of speaking. Look at Colombia. I am from the coast, and my Spanish is not the same as yours. The same thing happens in English.” (Ubaque-Casallas, 2023, p. 10). In both examples, they did translanguaging to challenge monolingual discourses using their linguistic repertoire or personal background and discussed that there is no one perfect accent to speak English or any language.

Also, Ubaque-Casallas (2023) noticed that teachers see translanguaging as a liberatory practice because it tends to favor the use of their native language in English classes. They said that L1 acts as a bridge in class, and they affirm that “different cosmovisions are welcomed into language practices in the classroom” (p. 12).

To sum up, the decolonial perspective through translanguaging highlights that choosing topics and content to have a decolonial perspective in a classroom is not easy, but translanguaging as a decolonial practice could encourage teachers to do more critical work in the classroom. Therefore, they could take into account the several languages and cultures that are in classrooms as a way to improve L2 practices, avoid segregation, and rethink the way we create and follow educational policies.

Teachers' Beliefs and Attitudes about Translanguaging

The last topic is teachers' or instructors' beliefs about translanguaging. In Burton's & Rajendram's (2019), Fallas's & Dillard-Paltrinieri's (2015), and Gorter's & Arocena's (2020) studies they explore the English as a Second Language (ESL) and English as a Foreign Language (EFL) professors' and instructors' beliefs and attitudes toward translanguaging. The results indicated that there was a general resistance in moving translanguaging ideology into English language teaching pedagogy because of some monolingual language ideologies and policy bias.

Burton's & Rajendram's study was conducted at a Canadian university; the instructor and the participants were five, and some of their first language were English, Farsi, and Turkish. The ESL program mostly includes international students from China and South-West Asian countries. Their collection of data was through semi-structured interviews. This study revealed some different attitudes regarding translanguaging. First, authors found that the use of translanguaging in the ESL classes was not a resource but an obstacle to using English. In this regard, instructors have some beliefs around fairness and language equity. For example, teachers thought that:

It's not appropriate...If it's international [multiple languages], then in order to be polite...I say you're leaving someone out and that's not polite... different linguistic backgrounds, it's not always a good idea, for example, if I use Arabic in my class [to help Arabic

speakers] other students may say, “what is this teacher talking about?” so it’s not a safe approach.” (Burton & Rajendrams, 2019, p. 33)

From this perspective, it can be seen as a resistance due to a misunderstanding of translanguaging by some teachers who are just limited to judging this pedagogy instead of taking advantage of other resources, like, in that case, the Arabic repertoire.

In contrast, some other instructors had attitudes toward translanguaging, such as creating a fair and equal learning environment, to using English in class. For instance, some instructors validated the use of translanguaging in their classes. The authors noticed that they were challenged because of the monolingual ideologies and the lack of proficiency in languages. At last, Burton & Rajendrams (2019) suggest that even with all the constraints that they had faced, teachers found some spaces to do translanguaging according to students’ needs.

Second, Fallas’s & Dillard-Paltrinieri's (2015) explored the professors’ beliefs about translanguaging from the English department at a public university in Costa Rica. The five instructors’ participants answered semi-structured interviews in which the researchers found some overlapping, contradictory perspectives on translanguaging. On the one hand, they considered translanguaging to be an ineffective practice; it could be permissible, but just in some specific cases, and it could be used as a last resort or create a habit of laziness in students. On the other hand, they affirmed that “translanguaging is a natural part of being and becoming bilingual and that for full-fledged and emergent bilinguals both L1 and L2 have become so much a part of their lives that they resort to both fluidly” (p. 324).

In brief, the authors affirm that these divergent opinions could be because of the reproduction of circulating monolingual discourses that discourage translanguaging. Thus, both Burton & Rajendram's (2019) and Fallas & Dillard-Paltrinieri's (2015) studies found some

beliefs in which participants admitted that translanguaging is something that is present in a natural way inside the classrooms.

Despite the previous article, Gorter's & Arocena's (2020) study reports the beliefs of three groups of in-service teachers who took training in multilingualism, translanguaging, and integrated language curriculum. In the data collected by questionnaires that were made along the lectures and they found that those types of activities reinforced the previous knowledge, or they already are working on including more multilingual activities or one teacher affirmed "I have already started to "sell" them translanguaging because I believe in it" (p.9). This allows us to see the resistance from other colleagues. Finally, the results of the surveys changed from the time the study began, showing that an in-service professional development course can change the beliefs or attitudes of language teachers about multilingualism and translanguaging.

All in all, this last topic lets us see different language teachers' perspectives regarding translanguaging. From the three studies, it was noticed that some of the teachers already believe in translanguaging, or they realized that it is a natural phase in the language learning process that they try to disclose in their classrooms. Also, research showed that there is a resistance from some teachers' side towards new visions of bilingualism, such as translanguaging, even though some other teachers reframe their practices once they get in touch with translanguaging.

In these terms, this research seeks to see the pre-service language teachers' points of view from Universidad Pedagógica Nacional about translanguaging. In contrast to what was found in the literature review, this study explores pre-service language teachers' opinions about translanguaging different from in-service language teachers or the pedagogy in action, as the study above showed. Moreover, this research intends to explore during the training of pre-service language teachers a different form of bilingualism, such as translanguaging, its advantages and weaknesses in future practices. And, since in most of the studies the authors found that in-service

teachers tended to reproduce monolingual or traditional pedagogies, beliefs, or ideologies, it is important to create spaces to discuss, think, or question different notions of bilingualism in L2.

Theoretical Framework

In this section, the main theoretical foundations that support this research will be developed. First, the concept of translanguaging is developed along with the origin of the term based on the work of Garcia and Wei (2014); Creese, (2015); and Williams (1996); its key principles (Garcia and Wei, 2014; Canagarajah, 2006; and Creese and Blackledge, 2015). Then, I turn to discuss what translanguaging in practice means, its benefits and challenges (Garcia and Wei, 2014; Canagarajah, 2011; and Creese and Blackledge, 2010). Moving to the second concept of teacher education, the chapter refers to the historical context and evolution of teacher education, its major shifts and theoretical approaches (Johnson, 2009; Wenger, 2015; Schön, 2009; Pennycook, 1990; Kumaravadivelu, 1999). Then, the importance of defining each concept is first to clarify the notion of translanguaging as a more dynamic view of bilingualism, and second to contextualize this study in the teacher education field, as the participants are a group of pre-service language teachers of Universidad Pedagógica Nacional.

Translanguaging

Origin of the Term

Initially, the origin of the term translanguaging and the discussions on new perspectives of bilingualism will be addressed. Currently, there is no official translation for the word translanguaging, but it could be translated to Spanish as “translanguajear” (Baker, 2011, as cited in Niño, 2018, p. 59). The term translanguaging comes from the Welsh “trawsieithu”, coined by Cen Williams in 1994. At that time, the meaning was used for the activity to alternate languages in a productive way, for instance, read something in L2 and write something in L1, such as code-switching practice. Since then, the concept and the language practices of bilingualism, multilingualism, and plurilingualism have been changing for concepts and practices to be more

dynamic as we know them today. Initially, those concepts seen the languages such as a plurality of autonomous languages, in which the speaker can add a number of languages to their language practice whether a speaker with two languages is a bilingual speaker, more than two (multilingual speakers), several (plurilingual speaker) (Garcia and Wei, 2014). But those definitions had traditional visions of the languages.

New perspectives have a more dynamic notion of bilingualism. One notion of bilingualism states that languages have an interdependence between them (Cummins, 1979, as cited in Garcia and Wei, 2014, p. 13). This notion explains that the speaker can take features from L1 to L2 or vice versa, still this notion continues separating the languages and features. Instead, the dynamic bilingualism goes beyond that languages are interconnected or can be added but, “it connotes one linguistic system that has features that are most often practiced according to societally constructed and controlled ‘languages’, but other times producing new practices” (Garcia and Wei, 2014, p. 14). For instance, Grosjean pointed out that bilinguals are not two monolingual people in one (Grosjean, 1982, as cited in Garcia and Wei 2014, p. 13), but a bilingual has a set of different resources or one linguistic system with features that are integrated, that can be social, cultural, historical or political, played by one social actor in a specific context whether in L1 or L2.

With this context, new notions of the concept of translanguaging start to emerge based on new visions of language and bilingualism. First, to deepen in the notion by Garcia and Wei of translanguaging, it is important to approach the idea of languages as a European invention, as Makoni and Pennycook (2007) stated. They established that languages do not exist as entities, but languages appear in comparison with the existence of other languages and as an invention of social, cultural, and political movements. For instance, the notion of the English language exists in comparison with other languages like Spanish, French, or German. Then, concepts such as

bilingualism, plurilingualism, and multilingualism should be disregarded because those still promote the traditional idea that languages are separate entities (Makoni and Pennycook, 2007, as cited in Garcia and Wei, 2014, p. 17).

For authors like Garcia and Wei (2014) bilinguals do not have many repertoires from different languages but “one linguistic repertoire with features that have been societally constructed” (p. 2) and other authors such Blommaert and Rampton (2011) hold that it will be “more productive analytically to focus on the very variable ways in which linguistic features with identifiable social and cultural associations get clustered together whenever people communicate” (Blommaert & Rampton, 2011, as cited in Creese, 2015, p. 21). This new turn sees the language without boundaries and puts the speaker at the center of the linguistic interaction.

In contrast, Garcia and Wei (2014) pose those previous concepts like bilingualism, plurilingualism, and multilingualism are not enough to address the language processes, and another concept is needed, such as translanguaging. For Garcia and Wei (2014), translanguaging is related to the concept of *transculturación*. Its prefix, *Trans-* is related to a whole new complex reality, compounded by different exchanges between people. Therefore, translanguaging is “the enactment of language practices that use different features that had previously moved independently, constrained by different histories, but that now are experienced against each other in speakers’ interactions as one new whole” (Garcia and Wei, 2014, p. 21). This notion attends to see that speakers have one linguistic system integrated with features that are settled in each interaction with the others.

Another notion of translanguaging given by Williams (1996) refers to translanguaging as a form that one language strengthens the other languages, for instance, the mother tongue of the learners will strengthen English (L2). Instead of just stopping to use a language to give more

privilege to the new one, replace the other or just do code-switching such as with the original definition, Translanguaging here is defined as

The process of translanguaging uses various cognitive processing skills in listening and reading, the assimilation and accommodation of information, choosing and selecting from the brain storage to communicate in speaking and writing. Thus, translanguaging requires a deeper understanding than just translating, as it moves from finding parallel words to processing and relaying meaning and understanding. (Williams, 1996 as cited in Garcia and Wei, 2014, p. 64)

This notion is related to Dynamic System Theory, which has its basis in psycholinguistics and sociolinguistics. It states that a complex internal cognitive process and an external social ecosystem are constantly interlaced in bilingual language activity (Larsen-Freeman and Cameron, 2008, as cited in Garcia and Wei, 2014, p. 16). Thus, bilinguals regularly use their executive function to select the appropriate features in a certain context. Then, they have a cognitive advantage because bilinguals are continually adapting their linguistic resources to new communicative situations, therefore, language activity is a constant social construction.

Thus, new practices of bilingualism aim to recognize that we live in a complex world that requires complex language practices and build complex resources for meaning-making to learn and teach. For this, it is important to recognize that the new practices or redefinitions of the language activities allow to use languages back and forth in a symbiotic way, such as translanguaging, unlike the old notions of bilingualism.

Key Principles

Secondly, the key principles of translanguaging will be addressed. Garcia and Wei (2014) affirm that their definition of translanguaging goes beyond traditional additive concepts of bilingualism. Their perspective of translanguaging seems like a more dynamic form of

bilingualism in which speakers can extend their repertoire and adapt it to different sociolinguistic situations. They argue that this broader notion of translanguaging highlights that speakers interact in a complex way using their entire linguistic repertoire by selecting in a strategic way certain features to adapt it to global and local sociolinguistic situations. Moreover, translanguaging language practices are not part of either the school or the home but multilinguals create a *translanguaging space* that refers to the social space where multilinguals can share different dimensions such as their personal history, their experiences, environment, ideologies, or beliefs and create new identities, values or practices (Wei, 2011, as cited in Garcia and Wei, 2014, p. 24).

Garcia and Wei (2014) highlight that translanguaging is not limited to speaking interactions only. From this vision, Translanguaging considers a broader repertoire that includes diverse semiotic elements that have the possibility to make meaning. Proof of this is multimodal communications that intertwine different elements like gestures, oral performance, objects, visual cues, touch, tone, sounds, writings, or different semiotic components, for example, texts that are adapted to multilingual communities. In short, translanguaging space allows to engage all different elements from the speaker's repertoire that make meaning. In addition, Garcia and Wei (2014) explain that their positionalities emerge as transnational scholars and from the term *border thinking* that it refers to their experiences and reflections about languages modes and historical relations and it is related to the Anzaldúa's (1987) *borderlands theory*, that it refers to the space or land in where in order to survive there should not be borders, such as translanguaging that is a space safe without borders (as cited in Garcia and Wei, 2014, p. 43).

What is more, Canagarajah's (2006) concept of codemeshing is relative to the translanguaging concept. He offers a critical perspective on multilingualism and language education that challenges traditional monolingual norms through language meshing, which refers

to the blending of multiple languages in communication, acknowledging the fluid and dynamic nature of language use among multilingual speakers. This approach contrasts with the traditional view that languages should be kept separate, instead recognizing that multilingual speakers easily integrate elements from different languages in their daily interactions in a natural way.

Also, Canagarajah (2006) argues that language meshing is a natural way for multilingual students to make meaning and live in diverse linguistic spaces. He emphasizes that this practice should be valued and applied in classrooms rather than suppressed. In his view, language meshing can enhance learning by allowing students to draw on their full linguistic repertoire, thereby fostering deeper understanding and more authentic expression. This perspective lines up with a critical pedagogy that respects and builds upon the linguistic and cultural assets that students bring to the classroom. Moreover, this approach not only validates the linguistic identities of multilingual students but also encourages all students to appreciate and engage with linguistic diversity. In essence, Canagarajah's (2006) language meshing advocates for a more holistic and equitable approach to language education that embraces the complexity and richness of multilingual communication.

Besides, Creese and Blackledge (2015) pose that translanguaging is a more dynamic, mobile, and complex pedagogy in which multilinguals set up discursive practices. She states that in recent years, many scholars have been analyzing a set of different communication patterns and linguistic practices, such as *flexible bilingualism*, *codemeshing*, *translingual practice*, and so on, that seem different but are similar in many ways, such as translanguaging. Creese and Blackledge (2015) agreed with Garcia and Wei's (2014) that the concept of translanguaging is based on different notions of language and bilingualism. She states that translanguaging has as its center the speaker, rather than the language or the code (Creese and Blackledge, 2015, p.28).

Translanguaging in Practice

In this section, some examples of translanguaging in practice, and translanguaging pedagogical implications from language teaching. In the book written by Garcia and Wei (2014), let us see how students in a natural way do translanguaging in their daily activities at school. For example, the case of a group of kindergartens using translanguaging. They used this practice in a strategic and unconscious manner at the moment of communicating with one of their classmates. One of them used the word *washing* instead of *raining* without problem in order to report what was happening to his classmates outside. This was because he did not have the word in his repertoire, but the student used his entire knowledge to communicate. With this case, the authors found some aspects that students developed such as “to mediate understandings among each other; to co-construct meaning of what the other is saying, construct meaning within themselves, to include others, to exclude others, to demonstrate knowledge.” (Garcia and Wei, 2014, p.82)

Another example was explored in 2011 by Canagarajan's study, in which he found translanguaging strategies through academic writing and codemeshing with a multilingual student. In his study, he found four strategies that her students applied that helped her to assess “levels of rhetorical and communicative effectiveness, and she may develop a metacognitive awareness of codemeshing practice” (Canagarajah, 2011, p.415) through the writing of an essay.

Her strategies were: first, recontextualization strategies, in which the student acknowledged what her options were, such as translanguaging and code-meshing. After that, she started to wonder how she should write due to the possibilities of languages such as Arabic, English, or French, and because the evaluator peer (English native speaker) would read her draft. This first strategy allowed us to see how her communication was developed when she took into account the readers of her text. Second, voice strategies, in which the participant highlighted that her writing was a possibility to raise her voice. For that reason, she used code-switching with

Arabic, English, and French languages, where she privileged her Arabic roots. Third, interactional strategies that were related to acknowledging the otherness through negotiating the meaning between the writer and the reader. In this strategy, the participant wondered what content of her text should be translated or not, moreover, she explained that it was important to ignite curiosity on readers; this is important because “meeting halfway is what multilinguals do in contact situations to co-construct meaning as they speak in different languages” (Canagarajah, 2011, p.410). Fourth, textualization strategies, in which the participant's writing was performative. The participant mentioned that through writing she shaped her experience, communicated effectively with her readers, raised her voice and identity.

Like Canagarajah (2011), Creese and Blackledge's (2010) study highlights that further research is needed to learn and teach languages bilingually. Creese and Blackledge's (2010) research describes a flexible bilingual approach to learning in Chinese and Gujarati community language schools in the United Kingdom, those schools focus on languages, cultures, and heritage teaching. Authors seek the interdependence of skills and information between languages, and how teachers and students constantly negotiate meaning, or to put it in another way, how they develop and *co-constructed* pedagogic practices.

From the first Gujarati school, it was concluded that even when their bilingualism is not so much, both languages, Gujarati and English, were needed in the classes and assemblies to understand and achieve the tasks, then, bilingualism practices were important to engage performance and include the largest number of people. Moreover, it is important to highlight from this research the heteroglossia concepts that were common among teachers used as resources, e.g., *junglema 'in the jungle'* (Creese and Blackledge, 2010, p. 110), which teachers did not use the term in English either in Gujarati but in a heteroglossia term. And the second Mandarin school found strategies of bilingualism to engage students in literacy events such as

storytelling. For instance, bilingualism was useful to engage students, to encourage students to ask questions and challenge the story, and teachers used their bilingualism to pace the lesson and introduce new vocabulary. Thus, from the examples, Creese and Blackledge (2010) focus on describing how teachers, students, and parents use different strategies for overlapping languages rather than separating them for learning and teaching.

What is more, pedagogical implications about Translanguaging from language teaching will be addressed. First, we can see that translanguaging can be used as an effective pedagogical practice that recognizes and utilizes the entire linguistic repertoire of multilingual students. By employing translanguaging as pedagogy, teachers can create more inclusive and equitable learning environments that integrate diverse linguistic backgrounds. Thus, García and Wei (2014) highlight that even monolingual teachers can successfully implement translanguaging strategies by fostering a classroom culture that values the diversity of languages and encourages students to use all their language resources. This approach transforms the classroom into a collaborative space where teachers and students engage in co-learning, with both parties contributing to and benefiting from the multilingual dynamics. Furthermore, translanguaging supports socio-critical literacy by empowering students to critically engage with content and reflect on social issues through multiple linguistic lenses.

In contrast, Canagarajah (2011) points out that there is still more to learn for multilingual students and teachers about translanguaging. He posits that “we still have a long way to go in developing a taxonomy of translanguaging strategies and theorizing these practices” (Canagarajah, 2011, p.415). He considers that we, as teachers, should provide spaces to do translanguaging and learn from them because multilingual students can bring strategies that they use in their daily lives. What is more, we as teachers should adapt different pedagogies to our students' needs since there is not a *one-size-fits-all pedagogy* Canagarajah (2011). Among all

these advantages, current research focuses on knowing what other opportunities translanguaging has.

Benefits of Translanguaging

Translanguaging benefits will be developed now. Translanguaging, when implementing different full resources from the brain storage is develops different cognitive skills that will be reflected in communicative skills, whether speaking or writing. Baker (2001) mentions some educational benefits:

1. It may promote a deeper and fuller understanding of the subject matter.
2. It may help the development of the weaker language.
3. It may facilitate home–school links and cooperation.
4. It may help the integration of fluent speakers with early learners. (as cited

by Garcia and Wei, 2014)

Also, Creese (2015) and Garcia and Wei (2014) affirm that translanguaging is creative and critical. This benefit is related to two fundamental notions the *creativity* and the *critically*, the first refers to the ability to whether follow or not rules, including language and the second it is related with the ability to select properly evidence considering different positions including cultural, social, political and linguistics aspects to problematize and comment about it cultural, social, political and linguistic (Garcia and Wei, 2014). Thus, with translanguaging, speakers develop critical and creative thinking in their classrooms and outside.

Another translanguaging advantage relates to the possibility of challenging power structures. This advantage is related to how translanguaging is a transdisciplinary space that opens the debate for a new understanding of human interactions. This benefit goes beyond the academic fields and shows that with translanguaging space, everybody within families and communities can raise their voice and generate more social structures in a safe space where all

languages are welcome. Then this translanguaging creates a safe space where speakers are constantly constructing their sociocultural identities and values (Garcia and Wei, 2014). As Creese (2015) agreed with Garcia and she affirms that translanguaging, unlike other language practices, has “the potential to remove the hierarchy of languaging practices that deem some more valuable than others” (Garcia and Leiva, 2014, as cited in Creese, 2015, p. 26)

Challenges And Criticisms

Finally, some challenges and criticisms at the moment of doing translanguaging in the classrooms will be presented. First, it challenges the idea that translanguaging is not accepted by teachers and students. Canagarajah (2011) points out that while translanguaging is recognized in social interactions, its pedagogical application in classrooms is underdeveloped. In a 2011 study, Canagarajah explained that we still have a lot of work to do in understanding multilingual communication strategies, and there is a long way to explore related to translanguaging proficiency. Also, he highlighted that as teachers, we should pay attention to strategies developed by our students and learn from them. It's not sufficient to merely provide spaces for translanguaging, but schools must actively integrate these practices into standard academic contexts, potentially using translanguaging with dialogical pedagogies and codemeshing as a norm to standard language practices. This approach involves allowing students to create and use texts that reflect their multilingual realities holistically, challenging existing power structures and promoting critical literacy.

Also, Canagarajah (2011) poses that there is a gap in how to assess translanguaging. Even when studies show translanguaging as a natural practice, he affirms that it is still problematic how translanguagers should be assessed. As Garcia and Wei (2014) stated, one of the challenges is that standardized assessments are made in just one language and leave aside the whole knowledge that students own, and just limited to evaluating the language ability, consequently

reproducing racist or classist practices among social groups. Related to this, Canagarajah (2011) posits some questions related to assessing translanguagers in academic writing: “Do all translanguagers have perfect competence in codemeshing? Are all of their texts, spoken or written, perfectly constructed? Can there be room for improvement? How do we distinguish between code-meshing and mistakes or errors?” (Canagarajah, 2011, p.413). Due to all these gaps and unexplored questions, it is important to discuss with preservice language teacher their beliefs about translanguaging.

Teacher Education

Teacher education has been a concept studied in educational research over the last 40 years, before addressing this notion historical context and its evolution will be addressed. Initially, the teacher education and teaching fields were based on positive perspectives. From the positivist epistemological perspectives, learning was seen as an internal and isolated process in the learner’s mind that can be transferred and transported from one place to another. What is more, positivists saw that all students were the same (Johnson, 2009).

Later, an interpretative perspective was taken. From this epistemological perspective, a shift occurred, and it posits that knowledge is socially constructed. Thus, this perspective started to see that knowledge is created by people; likewise, this perspective asks, “How do teachers participate in and constitute their professional worlds?” (Johnson, 2009, p. 9). This important shift lets us see that positivist perspectives were insufficient. Afterwards, having asked that a teacher's cognition appeared. This perspective was also interested in teachers, How do they learn to teach?, How do they work? And who are they? It was concluded that teacher's knowledge is constructed withing students, parents, colleagues, and every member of school, then it is a long-term process in Darling-Hammond and Bransford (2005) words teachers are “professionals who are adaptive experts” (Darling-Hammond and Bransford, 2005, as cited in Johnson, 2009, p. 10).

The next turn was the reconceptualization of L2 teacher education. This epistemological perspective focuses on establishing what knowledge-based L2 teachers should have.

Reconceptualization knowledge-based on three areas “(1) the content of L2 teacher education programs: *What L2 teachers need to know*; (2) the pedagogies that are taught in L2 teacher education programs: *How L2 teachers should teach*; and (3) the institutional forms of delivery through which both the content and pedagogies are learned: *How L2 teachers learn to teach*” (Johnson, 2009, p. 11). Having that knowledge base of L2 teacher education can be considered a legitimate profession because now teachers should know the theoretical language knowledge of what language is and the pedagogical knowledge of how language is acquired (Johnson, 2009).

The last turn is the sociocultural perspective that is a combination of the last epistemological turns over the past decades and considers four important aspects of L2 teacher education. First, it posits that cognitive and social activities are interwoven. Second, from a sociocultural perspective, it establishes that teaching is not just a process that reproduces cultures but a process for constant transformation and is in construction. Third, following the sociocultural perspective, it states that teachers are active experts due to use and produce their theory through their practice. Thus, this last shift is the most appropriate for the current research, where pre-service language teachers were exploring new pedagogical views for their practice (Johnson, 2009).

Theoretical Approaches

This section will address theoretical approaches in teacher education, such as sociocultural theory from Johnson’s (2009) perspective, continue with communities of practice Wenger (2015), moving to reflective practice with Schön’s (2009) perspectives, and critical approaches based on Pennycook (1990) and Kumaravadivelu (1999). The importance of

addressing these theoretical approaches resides in the complexity of the teacher education term that has been in constant construction.

Sociocultural theories put in the center the human interactions for developing language practices. For instance, the sociocultural approach defines human learning as “a dynamic social activity that is situated in physical and social contexts” (Rogoff, 2003; Salomon, 1993; Vygotsky, 1978; Wertsch, 1991, cited as Johnson 2009). Therefore, cognitive language process is shaped by social interaction that includes social relationships, and materials culturally constructed, such as signs, symbols, or semiotic artifacts. Moreover, this perspective focuses on the constant mediation between the input received from the external environment and the output resulting from the internal reflection, both important in the reconstruction and transformation of knowledge.

Alike, communities of practices establish also groups of people involved in a common activity around one shared domain to make meaning (Wenger and Wenger, 2015). Communities of practice combine three important elements: the domain, that is, a common competence or experience; the community, which relates to the members who interact around the domain; and the practice, that is, the interaction development. Thus, communities of practice engage through a shared repertoire, constructing and transforming knowledge in response to local needs, e.g., problem solving, identifying gaps in competence, etc. (Wenger and Wenger, 2015). In the educational field, communities of practice play an important role since they develop *peer-to-peer professional-development activities*, and then, they can make deeper transformations in the learning theory, teacher training, or solving educational challenges. Thus, this study needs to highlight communities of practice due to their emergence as a sociolinguistic model that takes advantage of the relationships among communities to construct meaning beyond the walls school.

Similar to what the sociocultural perspective approached (Johnson, 2009), reflective practice, Schön (2009) establishes that as teachers we must reflect in our practices. According to Schön (2009), a new wave of teachers started the reflective teaching movement, that self-directing, collaborating, reflecting, and recognizing what was necessary to change in the classrooms through dialogical spaces and mediational spaces in which teachers and students are involved. Then, it is necessary to reconceptualize and recontextualize what happens in the classrooms in order to develop new activities that fit with the real situations in it. Thus, “these movements have helped to generate both reflective tools and public and private spaces for teachers to reflect on and inquire into their own experiences as mechanisms for change in classroom practices.” (Johnson, 2019, p.15). Then, these approaches redefine teachers’ experiences inside and outside the school.

Moreover, a critical perspective on language teacher education highlights the relation between culture, knowledge, and power. According to Pennycook (1990), traditional approaches to language teaching focus on a technical process in which teachers are just technicians in charge of transmitting messages, instead of playing a central role in understanding the world that surrounds them. This world includes seeing the cultural, historical, and sociopolitical context of the classroom. Thus, from a critical pedagogy perspective, teacher education has had an important shift and now it is seen as a reflective space to empower teachers, who question and reflect upon their contexts.

In addition, Kumaravadivelu (1999) argues about the previous approaches established. He states from the critical discourse analysis (CCDA) that language education should foster critical discourse commitment between students. He posits that post-structural and postcolonial discourse perspectives were not sufficient to address the L2 teaching education; those positions have a limited notion of language that is related to the reproduction of power, knowledge, race,

class, and gender only. Instead, he poses some key CCDA principles to apply in teaching education, in which he establishes that L2 classrooms are not *self-contained* in a *minisociety*, but they are part of the larger society and can represent many forms of resistance. Additionally, teachers must consider “sociocultural reality [of students] that influences identity formation in and outside the classroom, [and they cannot] afford to separate learners' linguistic needs and wants from their sociocultural needs and wants” (Kumaravadivelu, 1999, p. 472), in fact they should negotiate discursive and ideological challenges in their classrooms.

To sum up, addressing the notion of teacher education lets us see that it is a concept still under construction by everyday teachers' practices. Moreover, it was important to look teacher education's historical background and different perspectives such as the sociocultural theories, communities of practice, reflective practice notion and the critical perspectives with the purpose of highlight that teacher education notion emphasizes that teachers belong to a context, then they are surrounded by a cultural, social and historical contexts that will affect their practice and make them reflect upon it to make meaning.

CHAPTER III: Methodological Framework

Research design

This chapter includes the explanation of methodological procedures concerning this research. It is important to develop the following procedures in this research project to depict the criteria around the research questions and objectives. First, it discusses the qualitative case study approach in order to analyze in depth the beliefs of translanguaging as a pedagogical practice with pre-service language teachers in a public university in Bogotá. Second, it describes the setting: a public university located in Bogotá, along with the two language degrees and the criteria for selecting participants, who were seventh and eighth-semester students. After that, the respective data collection instruments, as well as data collection procedures, are presented. Fourth, it presents the approach to data analysis, which describes how the data were collected and analyzed by the grounded theory. Moving to the role of the researcher accomplished during this work which is essential as a guide for pre-service language teachers. Finally, the importance of regarding the ethical issues of researching translanguaging beliefs in the ELT praxis and its beliefs around it.

Type of Study

The type of study in this research is based on qualitative research. The current study gathered information through the researcher's and the participants' interactions. This study is based on According to Merriam and Tisdell's (2016) definition of qualitative research says, "individuals construct reality in interaction with their social worlds" (p.24). Thus, it was important to have in mind the elements that surround the participants, their contexts, or their worlds. In this case, this qualitative study sought to achieve the main objective through the group of pre-service language teachers and their thoughts around translanguaging with their social and cultural worlds in their contexts or their practices in the classrooms.

Additionally, qualitative research is seen as a process that allows us to understand the issue of interest in detail (Creswell, 2013). Thus, rather than establishing information just from frozen concepts of the literature, in qualitative research, it is possible to hear the voices of the participants about the issue, in this case, hear pre-service language teachers' opinions or beliefs about translanguaging. Also, it will be possible to hear them in their contexts without carrying any burden, indeed, they will show their perspectives about the use of translanguaging. And, to achieve a detailed understanding of the issue, it will be important to reflect on the use of translanguaging by the researcher based on the participants' voices. In brief, it is important to highlight that research focuses more on the process as a complex activity that involves researchers, participants' perspectives, and the procedures for studying the issue.

Research Approach

The qualitative case study is the research approach this study follows. Yin (2014) defines the case study as “an empirical inquiry that investigates a contemporary phenomenon (the ‘case’) within its real-life context” (as cited in Merriam and Tisdell, 2016, p. 38) and in most of the cases it will be impossible to separate the phenomenon of the context. Eventually, the case in this research will be the pre-service language teachers from Universidad Pedagógica Nacional, and the phenomenon to study will be their beliefs around translanguaging.

Some of the features of case studies, according to Creswell (2013), include: the identification of a specific case, the in-depth understanding of the case, and the intent. First, the identification of the “case” could be a person, an organization, or a small group that is described within a specific context, place, or time. This research concerns a group of seventh and eighth-semester pre-service language teachers from Universidad Pedagógica Nacional. Second, an in-depth understanding of the case, to achieve this, it is important to use different ways of collecting data; in this case, I will use surveys, observations, journals, and interviews. And the intent of

making a case study in order to comprehend the issue, that in this research will attempt to accomplish the main objective or to analyze the beliefs about translanguaging in a group of pre-service language teachers. The importance of choosing a qualitative case study allows me to know participants' beliefs, particularly of preservice language teachers, about translanguaging during their current and future practices.

Setting and Participants

Context

Universidad Pedagógica Nacional is a public university located in Bogotá, Colombia. Its main goal is teacher training through its three mission axes: teaching, research, and social projection. The university offers 20 undergraduate programs and 19 graduate degrees, in addition to one doctoral program. Moreover, the university has five colleges and seven headquarters, one of which is the faculty of humanities, which belongs to where the participants of this study are based: B. A in Spanish and English, and B. A in Foreign languages with emphasis in English and French. The participants of this study have ten semesters and 12 subjects or courses of praxis along the degree, and in the last praxis courses, since the seventh semester, they could develop their research project.

The faculty of humanities has a future vision and mission to lead the language pedagogy in the country. Initially, the university faculty trains pre-service language teachers in languages and literature who recognize themselves as integral human beings with the capabilities to become professionals recognized for their academic excellence. The faculty offers several degrees as well as language pedagogy, and the learning and teaching of languages, and so on. And, as a mission, the languages department has trained men and women for the teaching field focused on the study of language in its multiple manifestations, such as first language, foreign languages, literature, and other sign systems that human beings can use for the sake of

communication. What is more, the department works for the excellence of the teachers by designing and implementing innovative training, updating, improving, and extension programs that necessarily affect the improvement of the quality of Colombian education at all levels.

Participants

This project took a typical sample according to what Merriam and Tisdell (2016) proposed. The typical sample refers to a sample that concerns a normal, not unusual or extreme sample; in this way, it includes the participation of six pre-service language teachers from Universidad Pedagógica Nacional. Also, the group of students selected was average students from the language degrees of a public university in Bogotá. Second, they were selected because they were students of the seventh and eighth semesters of their undergraduate studies, which implies that most of them are starting their praxis process.

This is important for this study because it allowed me to select preservice language teachers who focus their initial practices on teaching Spanish, English, or French. The number of participants was thought to be based on the purpose of the study. Thus, this small group allowed me to know that they feel more comfortable with their beliefs, opinions, impressions, or views about translanguaging at the moment of teaching a new language. Finally, all the participants agreed to participate in this project. The presentation of participants will be presented for the following profiles, whose names have been changed.

Paris is a Spanish and English degree student of eight semester at Universidad pedagógica Nacional. She started her praxis and research project on English teaching in 2023-2 in a public school in Bogotá. Her approach project is action research and is focused on the topic of violence in Colombia.

Luisa is a Spanish and foreign languages degree student of the eight semester at Universidad pedagógica Nacional. She started her praxis and research project on Spanish

teaching in 2024-1 in a school in Bogotá. She is working on the skill of reading comprehension with first-grade students. Her approach project is a state-of-the-art for students of the Universidad pedagógica nacional.

Fernando is a Spanish and foreign languages degree student of the eighth semester at Universidad pedagógica nacional. He started his praxis and research project on Spanish teaching in 2024-1 in a public school of Bogotá with seventh-grade students. His project is a state of the art in which he analyzes articles from 2019 and 2023 that contain didactic resources that look to strengthen the reading and writing skills in secondary and high school.

Hanna is a Spanish and foreign languages degree program student of eighth semester at Universidad pedagógica nacional. She started her praxis and research project on English teaching in 2024-1 in a school in Bogotá. Her approach project is an action research project with eighth-grade students, and she is working on the topic of Bildungsroman written by Latin American women.

Ana is a Spanish and English degree student of eighth semesters at Universidad pedagógica nacional. She started her praxis and research project on literature teaching in 2024-1 in a school in Bogotá with the seventh grade. Her approach project is a monograph.

Yira is a Spanish and English degree student of eighth semester at Universidad Pedagógica Nacional. She started her praxis and research project at Universidad Pedagógica Nacional. She started her praxis and research project in 2024-1 in a school in Bogotá. Her project focuses on developing the intercultural and communicative skills of sixth-graders through multimodal texts, taking into account a holistic approach.

Data Collection Instruments

This project gathered information through four types of data collection instruments: surveys, observations, recording observations, and interviews. The previous artifacts provide the

information needed to answer the main research question. Besides, the data collection instruments in qualitative research will allow gathering data to achieve the research objectives of this research. Hence, according to Merriam and Tisdell (2016), qualitative inquiry “requires a data collection instrument that is sensitive to underlying meaning when gathering and interpreting data. Humans are best suited for this task, especially because interviewing, observing, and analyzing are activities central to qualitative research.” (p.2)

Surveys

A survey is a method of collecting information from people (Leong & Austin, 2005). That information collected could be about big populations, such as nations, or from a few people, such as a class or small groups of teachers. Once the information is gathered, it is archived or analyzed considering some purposes, some of them could be: “facilitating decisions, evaluating the effectiveness of current policies or programs, or satisfying a need for information about research topic [...] knowledge skill ability testing and focus groups to provide input for program design” (p.114). This method, in contrast to observation, made it possible to get attitudes, opinions, or beliefs of participants.

In this case, the survey was used to gather the beliefs and opinions from pre-service language teachers before the group discussions were held. This instrument was piloted before the real application with participants. The initial survey with 10 questions was applied to a five-year English and Spanish degree and Spanish and languages degree students of the 8th semester who will not be part of the project. In this piloting stage, I could see their interest in preservice language teachers to be part of this research. Also, I could read some of the additional comments that preservice language teachers have about the use of translinguaging just with the Ofelia Garcia’s introductory video (Intro) Ofelia García (Observatorio Instituto Cervantes at Harvard, 2016, 0:40s). Moreover, some of the preservice language teachers gave me their feedback and

beliefs on the comments section. Finally, with all comments, there is a final version of the first survey (see Appendix A).

The initial survey helped me to identify how to present this first survey to the preservice language teachers in the clearest way. At least for example, in the first part, how to introduce the objective with this survey that was known whether the participants knew about translanguaging and invite them to agree to participate in the group discussions. Also, helped me to confirm that the sort of data collected was appropriate.

Observations

Merriam and Tisdell (2016) describe observation as a research tool that is guided by research questions, the theoretical framework, and objectives of the research. Initially, the observer will require previous preparation to notice things that surround the participants, such as the context, the physical setting, behaviors, activities, interactions, events, conversations, my behavior, or the starting point of an interview to gather information for the study.

In this research, the observer was a participant too. First, I was both an observer as well a participant because I interacted with the members of the group by bringing and collecting information about translanguaging and asking questions about it. Moreover, I used the observation and audio record during each session with the groups of pre-service language teachers to describe and register what happened in each session and attending the main objective proposed to get data and have access to the beliefs and opinions from the participants, that will be useful to understand better the beliefs about translanguaging from the beginning of the research, during the study and after reading the book called *Translanguaging, Language Bilingualism and education* by Ofelia Garcia and Wei (2024).

Recording Observations

An additional instrument to keep the data from the observations was the recording of observations. Merriam and Tisdell (2016) stated that “this written account of the observation constitutes *field notes*, which are analogous to the interview transcript. In both forms of data collection, the more complete the recording, the easier it is to analyze the data.” (p.149) In this case, the group sessions were recorded with the participants’ verbal and written consent (see Appendix G). Then, the recordings were transcribed, and the field notes were made by me as Appendices B and C.

Interviews

Moreover, the use of interviews was used in order to construct data, and it was important because, as Merriam and Tisdell (2016) mentioned, it will be important to know about past events or “to use when conducting intensive case studies of a few selected individuals” (p.108). This instrument was used at the end of the focus groups, and each interview had some general questions, but also questions or data that were discussed during each group session with each participant. In this way, while I act as a moderator and interviewer, the pre-service language teachers will share meaningful data about translanguaging. Some of the questions that will be presented to the pre-service language teachers in the interview are found in Appendix D.

Approach to Data Analysis

The approach for data analysis followed in this research was grounded theory, developed by Glaser and Strauss (Merriam and Tisdell, 2016). This approach consists of obtaining codes from the information recollected during the research, such as interviews, field notes, or other documents, and constantly comparing them in order to get rich data-rooted interpretations. “This process is called grounded analysis because you are surfacing themes and concepts from the data as you read them. The aim is to unpack the data according to themes and concepts you see”

(Freeman, 1998, p.102). This allowed connections between the theory and the data. Then, the research question can be answered and supported by the evidence found.

In this way, as Glasser and Strauss (1967) suggest, this research followed the three phases of coding: open, axial, and selective (as cited by Merriam and Tisdell, 2016, p. 229). The open coding phase starts at the beginning of the data analysis, where all data collected is tagged with initial codes. For example, in this research, open coding was used to highlight the patterns related to the research question in the fieldnotes, surveys, interviews, and the transcriptions of the group discussions (see Appendix E). As a result, from all data, more than three hundred seven (307) codes were identified (see Appendix E). The second phase is axial coding, that is “the process of relating into categories and properties to each other, refining the category scheme” (Marriam and Tisdell, 2016, p. 229). After finding clusters and affinities between codes from phase one, the codes were classified into four categories: pre-service language teachers' beliefs about translanguaging, benefits of translanguaging, challenges about translanguaging, and awareness of the other (see Appendix F). Finally, in the third phase, called selective coding, a map of the categories emerged due to the analysis of each one. The categories were analyzed deeply, and it identified the answers to the research question (see Chapter V).

Data collection procedures

The procedures of this qualitative study started with determining the case study approach and its participants, seventh and eighth-semester pre-service language teachers from Universidad Pedagógica Nacional. Then, the data collection in case study research usually is extensive but, in this case, I will use three main sources of data, such as observations of the focus groups, interviews, and participants journals which in every group meeting the pre-service language teachers will write their thoughts, beliefs, opinions about translanguaging in a journal, and in my case, I also write down about what we discussed about translanguaging. Also, the participants

wrote a paragraph with their opinions about what we discussed related to translanguaging after the group sessions (see Appendix C).

Role of the Researcher

The role of the researcher in this qualitative study will be mainly as a guide for the participants of the group. As Merriam and Tisdell (2016) stated, researchers will be interested in what they think about translanguaging. What is more, the role of the qualitative researcher is to know the beliefs of pre-service language teachers about translanguaging because it is the primary instrument of data collection and analysis. For instance, “qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences.” (p.6) Thus, in this research project it will be very important through qualitative researcher know the participants’ understanding about translanguaging their beliefs or notions, the advantages or disadvantages that they could find of this theoretical pedagogy in their practices. But also, it will be important to consider the role of research because I will be one of the participants who lead the study groups and introduce the main contents to the preservice language teachers, but also, I will contrast the beliefs and opinions of the participants about translanguaging.

Ethical Issues

Ethics in qualitative research implies more than the permission of institutional review. According to Creswell (2013), the researcher must be aware of ethical issues in each part of her study, and what is more, it will be important to review with the participants in this case pre-service language teachers what they will gain from the current study, and that it will maintain anonymously the individually by not using their language, stereotypes, identities or names.

Moreover, as Leong & Austin (2005) mentioned, anonymity is important as well as confidentiality. In this case, confidentiality is guaranteed in the current research by the

researcher, who is assuring confidentiality rather than anonymity to participants because “this allows researchers to establish that the responses were provided by individuals whom the researchers intended to represent in their study” (p.115). In the current research, it will be helpful for our future practices as pre-service language teachers in classrooms to know more about translanguaging in current or future ELT practices, while keeping the privacy of all participants. In this research, all the participants’ names are nicknames. In that sense, it is important to prioritize ethical issues in each step of the study at the beginning, during the data gathering, and in the publishing of the research.

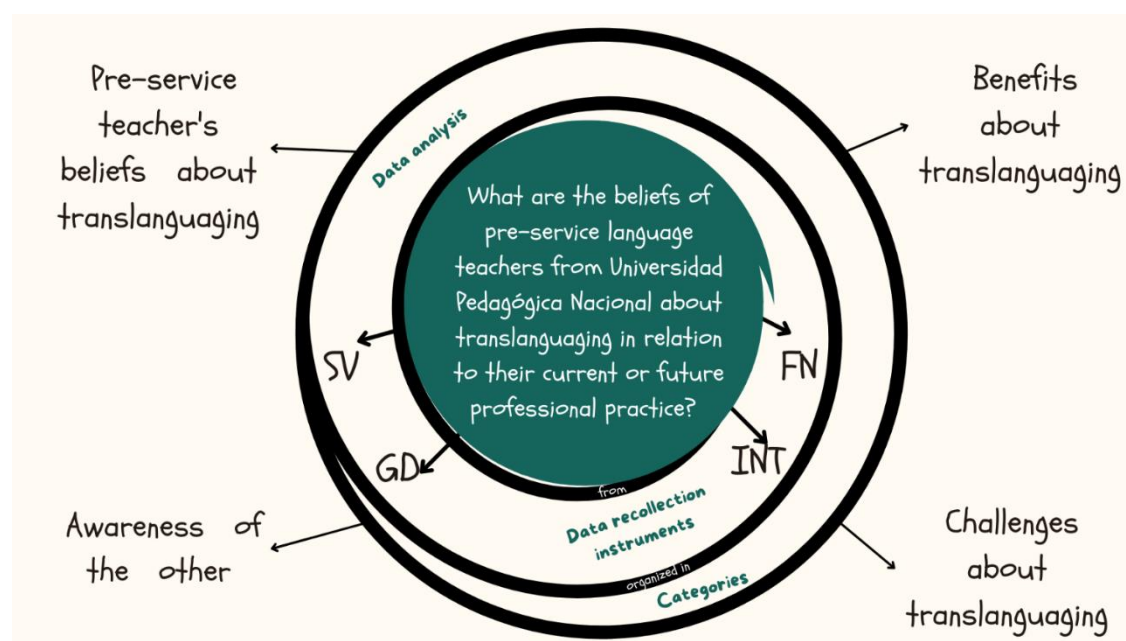
In addition, all the data gathered in this study will be as truthful as possible. Initially, data reliability will be important in case one teacher decides to follow translanguaging as a pedagogy practice in ELT. As Merriam and Tisdell (2016) mentioned, this truthfulness will be achieved through the rigor and criteria that the study carried out. In contrast with the quantitative studies, this qualitative case study will provide the reader with the reliability of the events that surround the participants and the author’s conclusion. In this study, all the information will be supported by products such as: answers given on the surveys, transcriptions from the pre-service language teachers' group sessions, field notes, or surveys conducted along the research. [OBJ]

CHAPTER V: Data Analysis

In this chapter, data analysis is presented. This analysis was made using the grounded theory approach. In the following data analysis, the evidence presented took elements from the data collected in 2024 through the data collection instruments such as surveys (SV), group discussions (GD), interviews (INT), and field notes (FN), see figure 1. The data analysis is organized in four emerging categories: pre-service language teachers’ beliefs about translanguaging, which addresses the participants’ opinions about translanguaging after the group discussions; then benefits about translanguaging is presented, which discusses the

advantages that preservice language teachers highlighted about translanguaging; the second category is challenges about translanguaging, which address the difficulties to follow translanguaging in language classes according to pre-service language teachers; and the last category is awareness of the other, which highlights the importance of the translanguaging space that allows the recognition of the other.

Figure 1. The relation between the research question and categories.



Pre-service Language Teachers' Beliefs About Translanguaging

This first category deals with the beliefs that pre-service language teachers had at the beginning of the meetings and their thoughts after the meetings and discussions about translanguaging. Initially, as the data collected shows, the participants did not know anything about translanguaging or had a very limited notion about it. Also, this research, as shall be illustrated below, has found a shift of thought regarding this notion and its relevance to L2 pedagogy.

Initially, the first survey showed that most of the participants had not heard about translanguaging before. According to the first survey, four participants had never heard of translanguaging, and the only participant who had heard about the term before related to it simply as “use the mother tongue to learn a second one” (Lizzy, SV). From the answer, a very reductionist vision about this pedagogy approach can be seen. It stated that translanguaging is something that can be used or not. Also, this notion is limited to how a language can or cannot be learned, and what content can be considered in a language class. Besides, such a belief highlights the traditional idea that languages are just separated entities.

In addition, another first thought was that translanguaging is a “tool” that can be used. In Lizzy’s own words:

Para mí es una herramienta pedagógica que permite enseñar una segunda lengua utilizando recursos de la lengua propia, es decir, si no encontramos un término o una expresión adecuada en la lengua extranjera, buscar la manera de representarla en la lengua materna y luego traspasarla a la segunda lengua, para así poder hacer un proceso comunicativo más rico y que el lenguaje sea una herramienta útil y de agilidad en cualquier contexto. (Lizzy’s INT)

Here, even when they had a favorable statement about it, the idea that translanguaging as a perspective of bilingualism is just a strategy or a tool appears. Furthermore, Lizzy’s opinion reduces translanguaging just to the conventional notion of codeswitching, let alone the whole resources that a speaker already has, and it is limited just to the translation of concepts from one language into another. In contrast to what translanguaging proposes, Lizzy’s perspective focuses on the codeswitching concept, which consists of alternating between two languages during a conversation. In contrast, translanguaging has a more holistic view of languages. As Grosjean (2004, cited by Garcia and Wei, 2014) stated, “there are no two languages that are cognitively

activated or deactivated as the social and contextual situation demands, but rather, as we have proposed, a single array of disaggregated features that is always activated” (p.15). Thus, translanguaging is concerned with a more dynamic notion of bilingualism that takes into account the whole repertoire of students at the moment to learn a new language. As Garcia and Wei (2014) stated, translanguaging differs from the notion of code-switching in that it relates not just to the shuttle between different languages, but it is about the complex interconnections between discursive practices of the speakers' repertoires.

Then, Lizzy's opinion reduces translanguaging simply to something that can be used or not. In contrast to this view, Fallas & Dillard-Paltrinieri's (2015) research, that explores the English as a second language (ESL) and English as a Foreign Language (EFL) professors' and instructors' beliefs and attitudes toward translanguaging, suggests that "translanguaging is a natural part of being and becoming bilingual and that for full-fledged and emergent bilinguals both L1 and L2 have become so much a part of their lives that they resort to both fluidly” (p.324). Fallas & Dillard-Paltrinieri explain how translanguaging is a natural process rather than just a tool, where the speaker naturally uses the full repertoire to become bilingual. That implies using all the linguistic and semiotic resources within their reach, where teachers are aware of it.

Subsequently, after four meetings, participants were debating and exploring more and more, and they enriched their views about translanguaging. Thus, participants realized that translanguaging is something unavoidable in the classrooms. For example, one of the participants notes how their notion of translanguaging changed. He realized how it made them reflect on their past experiences in the language classroom. Then, he noticed some restrictions that have always been imposed in the traditional language classes. In this regard, Fernando mentioned that,

It is unavoidable not to use translanguaging in the teaching of a second language and I consider that during my degree we have been denied the use of Spanish to learn English

and French, And because of that, I have come to believe some statements that say: you have to think in English to be able to speak it, but it is true that in our mind we always translate Spanish and English. (Fernando, GD #4)

Thus, Fernando confirmed the idea that languages cannot be separated, and we use our full repertoire to take part in communication practices. In this case, he used Spanish and English.

A translanguaging space allows multilingual individuals to integrate different dimensions of their personal history, experiences, and attitudes through different linguistic structures (Wei, 2011, cited by Garcia and Wei, 2014). Something similar appeared in the last group discussion, in response to one of the questions asked: “What is translanguaging for you now?” One of the answers was:

Para mí, el translanguaging, después de haber sostenido estas discusiones, estas reuniones, siento que es un espacio o una posibilidad a ver el aula fuera de ese espacio físico, de esas cuatro paredes, ver el aula como un medio en donde convergen las culturas, los idiomas, las lenguas, en el cual no existe esa lucha de poder entre una lengua y otra, en el cual es equitativo, es igualitario, podemos darle la importancia a cada una de las lenguas que participan en esta y resaltar sus valores innatos. (Fernando, INT)

At the end of the research, Fernando’s answer lets us see the shift in view about translanguaging regarding the beginning of the sessions. For Fernando, translanguaging now is a space and a possibility to meet different cultures, languages, and to feel respect for them. The importance of this shift is that in his future practices, they will look for other forms of bilingualism that are less traditional.

To conclude, the participants’ beliefs about translanguaging changed during the group sessions. Their beliefs move from seeing translanguaging simply as a tool or a strategy to a possible pedagogy to follow at the school as language teachers who will be egalitarian with all

languages. As Garcia and Wei (2014) stated, translanguaging is a space where all the features of the languages and the cognitive resources are used by the speaker when they learn a new language. For instance, in the next category, they will mention some of the positive aspects of translanguaging.

Benefits of Translanguaging

This second category addresses the benefits of translanguaging. This category emerged as the meetings were held, and new reflections came up. Some of reflections found were the positive thoughts about preservice language teachers' current or future professional practice such as: the use of all the linguistic resources at the moment of learning a new language, the role of the families in the language learning process, the acknowledgment of their own culture, and use of total physical response TPR in a translanguaging space.

Initially, one of the first pieces of input that participants heard to get in touch with translanguaging was a video called Translanguaging. (Intro) Ofelia García (Observatorio Instituto Cervantes at Harvard, 2016, 0:40s) where Professor Ofelia Garcia explains that the notion of translanguaging started in Wales as a form of bilingualism to teach English to children so that they felt Welsh, and they could use English and Welsh. To which they noted that it was an ideal practice, but just in a European context where they have the possibility to learn multiple languages all the time. However, during the meetings, they also noticed the multilingual contexts here in Colombia and how translanguaging can be beneficial, too. An example of this was Paris, who on many occasions brought up examples about her stories at current practice or at work-related topics on how translanguaging is necessary even in Bogota with students in an English language classroom, especially when you were a new English teacher in a hard context. Besides that, in the next comment Paris was referring to her future practice

Sí, pues yo trataba como de ponerlo en contexto aquí en Colombia. ¿De qué manera lo podríamos hacer? Y pues podríamos llegar a hacerlo con esas en esas regiones en las que se hablan diferentes idiomas, como el Guayunaiki o en San Andrés, que incluso hablan inglés. Entonces es pues es interesante también porque acá incluimos a los estudiantes, pero también podríamos llegar más aún más lejos, incluyendo a los padres, entonces no es solo generar translanguaging en nuestros estudiantes, sino que también podemos llegar a los a los padres. (Paris GD #6)

At the same time, Paris went further to argue that a translanguaging perspective of L2 pedagogy can be useful in a multilingual context in order to include the parents, as could be the case of indigenous communities or in San Andrés. For example, parents can be included in the language learning process by using their native language in their daily lives to get proficiency in it, but also, using the new languages through having multilingual announcements at home between schools and parents, or having multilingual labels at school for everyone, including parents. A good example of this is Garcia and Wei's (2014) reported experience in the City University of New York-New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB), where teachers create multilingual bulletin boards or announcements for parents. In this way, they developed dynamic language practices, and parents were included. They affirm, "this not only makes the parents feel welcomed but also permits teachers to interact with parents in many languages" (p.125).

This discussion was held after reading some chapters of the book by Garcia and Wei (2014) where translanguaging is presented as a more dynamic approach to bilingualism. From this view, language use is fluid and adaptive, incorporating new linguistic practices, multimodal communication, and social structures. These elements interact in response to the complexities of different contexts. Then, the participants of this study realized that children are in touch with

different languages that they use in their daily lives. In fact, bilingual or multilingual students use several languages all the time, and that behavior does not end when they finish classes. For multilingual families, a translanguaging space is something natural because internally their repertoire is there, and they use it in any context to express an idea in the best language for them, such as English, Spanish, Welsh, etc. Thus, they do translanguaging outside school with their families and, in their daily lives, they mix more than one language. For that reason, as Paris noticed, that can be used as a resource for improving the language learning process while including the families.

However, it is important to consider the rest of the territories in Colombia where people just speak Spanish, and they do translanguaging in their English classes. Thus, it will be interesting to see how language teachers can also develop translanguaging in a non-multilingual but bilingual context, such as in most of the language classes in Colombia. And it will be important to recognize the Spanish language in L2 classrooms, in that way it recognizes the potential as a pedagogical resource. For example, Pérez-Cabello and Quinn (2024) reviewed in their research the reasons to include Spanish in L2 classes among teachers of English as L2 who currently work and live in Spain. They argue some of the reasons involve explaining grammar, maintaining discipline, resolving conflicts, language comparisons, introducing new vocabulary, and L1 as support in younger students or adults at beginner levels. Thus, L1, or in this case, Spanish, in the classroom is a resource for language teachers.

In another group discussion, Paris noticed the advantage of using the native repertoire to make associations with a foreign language from a familiar context. For the participants, it was a benefit that translanguaging pedagogy recognizes our own culture, our language, our roots, and from there starts to learn a new language, Paris noted

Sí, pues es que yo considero lo mismo que acabamos de decir que translanguaging al fin es eso, la situación en la que tú te acercas. Tienes un acercamiento hacia tu cultura, tu lengua materna, para expresar la idea en inglés. (Paris GD #3)

Besides, with translanguaging, students can use the resources of L1 or their knowledge of the world to better understand an idea in a second language. In tune with Paris's opinion, the studies by Bohórquez (2018) and Gómez (2011) suggest strategies to develop intercultural competence. In those studies, the authors attempted to develop activities with the students to learn a new language and a new culture, taking into account the Colombian context. For instance, some of the activities included were short stories, authentic literary texts, drawings or surveys of a Colombian map. Hence, intercultural skills are developed by negotiating the meaning between the multicultural literature and English, then they have the possibility to construct knowledge or personal opinions in a memorable and meaningful way. Thus, it is important to recognize that with translanguaging we take advantage of all the linguistic-related resources that students already possess, such as culture, vocabulary in their L1, or their body language, as shown below.

Also, this research found that participants made connections between translanguaging and total physical response (TPR). Paris reflected on her current practicum with her students. She said that at the very beginning of her practicum, students did not understand her because she all the time spoke in English. In fact, she started to do translanguaging to engage better with her students and teach new content. Thus, in one of the meetings, the following conclusions were shared:

Paris affirmed that through translanguaging she got respect from their students and now she is known as the teacher of English. She recognized that translanguaging allows to create bridges between languages and she considers that in the future it could be used as

scaffolding along with total physical response (TPR) to improve the level of learning on one language. (FN #5)

Paris noticed the relevance of using TPR at the initial stages of learning in a translanguaging space. As in the case of Paris, it will be important to recognize that L2 teachers can do translanguaging and TPR, along with the different stages of learning, in order to adapt to students' needs. The relevance of using TPR in a translanguaging space is held in the fact that both can use all resources, such as body language, signs, movements, etc., in students at the initial stages of a new language class. Thus, with TPR, "learners have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively" (Richards and Rodgers, 2014, p.93). Thus, as in the first classes of Paris, students and teachers can engage better with an unknown language or content through TPR.

To sum up, some of the benefits that participants shared about translanguaging were found during the meetings, and taking into account their current practicum and future practices as L2 teachers. Most of the findings were related to how translanguaging is useful to take advantage of all the communicative resources available, such as students' culture and their repertoires, the inclusion of families in the translanguaging space, and the possibility to use TPR or body language at initial stages in an L2 class. The whole category shows the advantage of using all the students' resources within our reach. In contrast, the next discussion is related to some challenges of translanguaging.

Challenges about translanguaging

The next category will address the challenges found by the participants about translanguaging during the research. Some of them have to do with how teachers or students have some prejudices about translanguaging, also they found some difficulties in following

translanguaging in schools, and other challenges were related to the teamwork between teachers to get an agreement with other subject teachers or to do more work and materials in other languages.

Initially, one of the first impressions by the participants was that in a translanguaging space students and teachers could lead to a comfort zone. In Lizzy's words:

El aspecto negativo es si caemos mucho en eso, porque entonces ahí ya estaríamos sólo hablando la lengua materna, no afianzando la segunda lengua como tal. Entonces la idea es no caer en la rutina de que sólo se utiliza la lengua materna. (Lizzy's INT)

Thus, some of the challenges found in the data were related to the comfort zone of using the native language only. Some similarities were found in Fallas & Dillard-Paltrinieri's (2015) study about teachers' beliefs and attitudes about translanguaging, which discussed that translanguaging could be an ineffective practice and could create a habit of laziness in students. Lizzy's and Fallas & Dillard-Paltrinieri's statements show a poor understanding of translanguaging pedagogy. Actually, their statements are wrong approaches to what a translanguaging space implies; for them, translanguaging only implies a switch between L1 and L2 or the predominant use of the native language in an L2 class. In contrast, translanguaging pedagogy is defined as "a process by which students and teachers engage in complex discursive practices that include ALL the language practices of ALL students in a class in order to develop new language practices and sustain old ones" (García and Kano, forthcoming, as cited by Garcia and Wei, 2014, p.121)

Additionally, another challenge found was related to future practices and the difficulty of including translanguaging at schools. In Ana's interview she was thinking about her future practice as a teacher and found that maybe it could be complicated to follow translanguaging

because of the restrictions with school policies or curriculum especially in private schools, she mentioned

¿Qué otra desventaja podría tener? Bueno, es que también depende, porque digamos, en algunos colegios tengo entendido que no. O sea que, de forma obligatoria, digámoslo de alguna forma, está el hecho de estar hablando en inglés todo el tiempo, ¿no? Entonces, pues si uno digamos, quisiera implementar esta estrategia. Y también se tendría que tener en cuenta lo que se dice en el colegio y las sí, como las directrices que se tienen allá para la implementación de las clases o o el diseño de las mismas. Porque, pues bueno, no, no tendría tampoco aplicabilidad en en todas las instituciones, especialmente las privadas, que pienso que tiene también su directriz de enseñanza. Entonces, pues ahí sí habría un alcance más reducido. Pero pienso que tal vez en el en el aspecto público sí podría como no ser una desventaja. (Ana's INT)

Even though Ana's comment ended with seeing the possibility of using this pedagogy in her future classes, possibly at public schools. Indeed, most of the participants' attitudes towards translanguaging in their future practice were positive. Even if they affirmed that they already did translanguaging in their current praxis or at work, they commented that their future language class will be informed by it. Even though Ana stated that, based on some examples given in the focus groups, collective work will be necessary too. She said,

Bueno, yo quería decir que para que esta cuestión de la implementación del Translanguaging se dé de forma apropiada considero yo que tiene que haber un trabajo mancomunado, digamos en en en el contexto escolar, sí, digamos no es pensaría que no es un trabajo individual de uno como profesor, sino que como se mostraba en el vídeo, el bueno cuando creo que es un profesor o el coordinador, bueno, no sé muy bien estaba explicando la realización del proyecto y la aplicación, pues ahí se veía que la gente estaba

coordinada, ¿no? O sea, que los profesores sabían de qué manera llevar el translanguaging. (Ana GD #4)

She pointed out that translanguaging effectively requires teamwork among teachers. It is important to highlight Ana's opinion, as this collaborative work should not only involve language teachers but also include all other teachers in the school. As teachers, we must coordinate, as Ana mentioned, not only to do a good class and deliver structured lessons but also to include all linguistic repertoires across subjects.

In tune with Ana's opinion, Fernando mentioned other weaknesses that were related to the future teacher's practice. He pointed out that teachers have to develop a way in which students have material in the classrooms in their native languages to feel comfortable at the moment of learning a new language. Then, this includes making new material in several languages, creating or editing the curriculum, and, more importantly, making agreements with schools. Hence, those new ideas could be hard to accomplish, Fernando said

Como desventaja, siento que para el maestro implica pues gran motivación y para los estudiantes una gran motivación, un gran esfuerzo. Siento que también el llevar el contenido, llevar los materiales a un uso en el translanguaging, por ejemplo, diseñar materiales didácticos tiene que ser pensado en todas las lenguas en las cuales están en el aula, siento que eso carga un poco a la labor docente, un poco al trabajo que hace el docente ya en el aula, pero es una desventaja que puede ser llevada. (Fernando's INT)

To conclude, most of the challenges in this category stem from adapting translanguaging at schools and the agreements with teachers of other subjects. Although preservice language teachers generally believe they would implement this pedagogy, they acknowledge that doing so may not be easy and would require significant effort and careful planning from all teachers at school.

Awareness of the Other

This last category is related to the awareness of the other's language, culture, and history. Most of the reflections and beliefs about being aware of the other were given when participants understood better what translanguaging is about. Thus, preservice language teachers recognized that with translanguaging, other languages and identities can be identified and respected in the classroom.

Some of the participants' opinions came to the point that with translanguaging we have a space open to meet without prejudices. As Garcia and Wei (2014) affirm, translanguaging opens a space of tolerance and respect towards the other "this space of tolerance is not a static space, but a new emerging and dynamic space where sociocultural transformations are possible." (p.104) In this way, translanguaging space is open to use all repertoires and resources from students, then, it is a safe space to know the different cultures and contexts in the classroom. Thus, it is a space to make meaning while all voices are heard, and students exchange knowledge from different points of view.

Besides, Fernando also points out that

Bueno, la ventaja, como he venido diciendo en estas sesiones, es el explorar en sí todas las culturas, todos los lenguajes que convergen en el aula al desarrollarse esta metodología. Siento que eso abre espacios de valor en los cuales podemos explorar culturalmente, explorar socialmente, sin prejuizar, sin criticar a estas culturas y estas lenguas. (Fernando's INT)

Here, it is important to recognize what is behind a translanguaging pedagogy. One of the important aspects of the sessions was the criticism on the part of participants of how their language classes were, and how, in most of them, their native language was forbidden. But here Fernando's opinion highlights the importance of recognizing those languages and valuing the

other and its culture. What is more, this translanguaging space allows having respect for other languages without overshadowing any. Thus, it will be necessary to question the dynamics in language classes that only privilege some languages in the classroom.

The next finding explores others' identity in the translanguaging space. After the group discussions, participants noticed the importance of a translanguaging space that recognizes others' identities. Lizzy highlights that,

Yo creo que la otra ventaja también es cómo poder tener en cuenta lo que tú decías, las identidades de los otros y que uno no solo tiene una identidad, sino que tiene muchas relacionándose con el otro, viéndose, reflejándose con el otro como que ah, sí, yo tengo cierta parte de esto porque tengo un familiar acá, o tengo cierta parte de esto porque vi esto en esta clase o porque tengo un amigo. Entonces, cómo reconocer que una identidad está construida por muchas identidades (GD #6).

Lizzy's contribution is very important because, as preservice language teachers, we have the responsibility to consider every student's background in teaching a new language. Due to translanguaging being a safe space in which no language is dominant over the other, we can see the dynamic process of learning between different languages, cultures, and their transformations. Moreover, teachers can consider others' identities as a resource in the language class. As Garcia and Wei (2014) affirm, "it is not two fixed identities or languages that are combined. Translanguaging opens up the space to talk about this dynamic relationship, and to actualize it in the classroom" (p.99). In this way, teachers can notice and value the complexities of their identities. For example, in the case of Latin American students, they could explore their mixed-race identities and integrate them into the language class.

To sum up, this category suggests that for participants, translanguaging is a safe space for all students. After meeting and having deep reflections, preservice language teachers realize that

with translanguaging, they can bring down prejudices about languages in the language class. But also, they perceived the advantage that translanguaging space has to integrate all students' identities in class.

In conclusion, after some meetings, the opinions of pre-service language teachers about translanguaging were observed. It was found that this group of pre-service language teachers is willing to use translanguaging in their future language classes. Besides, a shift of thinking regarding the way they see translanguaging, which moved from referring to it as a simple tool to a more complex pedagogy that they could use in their future classes. Then, some of the benefits found were related to the use of all students' repertoires or resources in the translanguaging space, and the inclusion of the families in the translanguaging space. In contrast, they found it challenging adapting translanguaging to the schools' policies, or the teamwork that translanguaging will require. It is remarkable that for pre-service language teachers, translanguaging is a safe space for everyone.

CHAPTER VI: Conclusions, Implications, and Limitations

Conclusions

This research was a qualitative case study aimed at exploring the beliefs of a group of pre-service language teachers from Universidad Pedagógica Nacional about translanguaging in relation to their current or future professional practice. It also sought to know how the group of pre-service language teachers understands translanguaging, its opportunities, and its weaknesses as a pedagogical practice in ELT. This section discusses the main conclusions of the study, considering the findings presented in CHAPTER V.

At first, it was found that most of the participants did not know anything about translanguaging. The first survey showed that only one participant had heard about the term, but her answer had a reductionist vision of translanguaging as she associated it with codeswitching. Eventually, during the group sessions, it was found that they related translanguaging with the use of a strategy or a tool in the language class, in which teachers can use a native language to teach a second language. This confusion or limited vision at the beginning of the study was related to the lack of information or the limitation of time for participants to explore, read, or study in depth about translanguaging pedagogy.

It was found that, after the sessions, they developed a deeper understanding of the notion of translanguaging. It was clear that there was a shift in their thoughts since their first group discussion regarding the translanguaging notion. As the group sessions took place, they began to see translanguaging as a more dynamic, natural, or unavoidable practice in which language teachers can create a safe and equitable space for different cultures and languages to coexist. That is similar to what Garcia and Wei (2014) present as a translanguaging space, where multilingual individuals can freely use all their full linguistic repertoire, cultural knowledge, personal history, or experiences to learn, communicate, and develop their identities. In fact, the

study revealed that they will do translanguaging even when they are aware of the fact that developing this pedagogy in class may imply a challenge due to schools' policies or the curriculum. Other emerging challenges of following translanguaging may imply convincing colleague teachers to work hard on it, or challenging limited notions about traditional bilingualism from school administrators or other teachers. Moreover, as seen in this study, the discussions led preservice language teachers to identify ways in which they found helpful alternatives to teach English. In this particular study, translanguaging was referred to as a good way to deal with issues related to classroom management, instructions, encouragement to learn English, language proficiency, or valuing the languages in class. Thus, this study revealed that translanguaging was actively integrated into their practice.

Also, if we talk about opportunities for doing translanguaging as discussed above are related to seeing more inclusive practices about language teaching and bilingualism, such as translanguaging. They mentioned the possibility of creating a space where all languages and cultures can converge equally, like in multilingual contexts here in Colombia, such as with indigenous communities or in San Andrés. Therefore, they can do translanguaging while developing cultural, social knowledge to make meaning in language class. Besides, it was found as an opportunity to improve language proficiency by using all the resources of students while having an approach to their own culture.

On the contrary, some weaknesses that this research revealed were related to the lack of information of translanguaging. The study showed that due to the misunderstanding of this pedagogy, teachers can stay in a comfort zone, where they use their L1 only. Another weakness evident when using translanguaging, as participants suggested, involves all the challenges that its usage implies. For example, a possible negotiation with schools' policies and material adaptations.

To sum up, the current study showed what preservice language teachers' beliefs are about translanguaging. This study allowed us to know that most of the pre-service language teachers from Universidad Pedagógica Nacional, who took part in this study, did not know about translanguaging but, along the discussions about it, they identified in it a possibility for a more inclusive practice in language teaching that considers different and holistic notions of bilingualism and its scope. The results of this study revealed that participants' shift was important as they started to value alternative views of bilingualism benefited their classroom practice.

Implications

Some of the implications can be related to the impact of knowing different notions of bilingualism during the preservice language teachers' training process. Through the group discussions, the participants mentioned how helpful it would be to follow a translanguaging pedagogy in their language classes. Thus, this study suggests that during preservice language teachers' training, the university should have different spaces or subjects to get familiar with other less traditional notions and visions of bilingualism. Then, pre-service language and in-service language teachers can have the opportunity to do a deeper analysis of different dynamic visions about bilingualism and see the impact on their future practice. Then, they can reflect on how language teaching can be developed in a multilingual.

Also, it is necessary to problematize the role of mother tongues in the classrooms as the research has shown. If preservice language teachers are more familiar with different views of bilingualism, then, at their practicum, they will not feel that they are doing things wrong using their mother tongue to teach. But all those things should be done carefully. Translanguaging does not suggest that teachers or learners should not make an effort to use the target language.

In fact, after doing this research with my classmates, I could reflect upon my practicum at one school in Bogotá with pre-k and kindergarten students in an English class. This study had a very important role while I was doing my practicum at school. Initially, in my observation period, I noticed that the homeroom English teacher used Spanish and alternated words in English, however, the most recurrent use of the L1 was translation. Being informed by the theoretical bases of translanguaging, I thought I could take more advantage of the L1 beyond translating the same ideas expressed in an L2 all the time.

During my practicum, I noticed that for children, it was ok to speak almost all the time in English, without translating everything. In fact, on occasions, they stayed more alert and focused on the new content and topics. Later on, they started to get familiar with new vocabulary in English. On the other hand, for teachers, it could be challenging to do translanguaging, but possible. It was remarkable that sometimes children heard the lesson in English, and they immediately made connections and meaning with different resources that they had through their L1, the landscapes that they had around, but also with images, videos, or body language.

Limitations

Along with the research, some limitations could have had an impact on the development of this research and the results. To start with, during the first group of discussions, there were a total of seven preservice language teachers. They were a small sample of language students of the eighth and ninth semesters. This was important because they were initiating their practicum at schools, which is why they were selected. But, at the end of the group discussions, this research was developed in total with four preservice language teachers because of the different commitments to the schools, university subjects, or work. Thus, the number of participants was one of the limitations.

Another limitation was the appropriate space for meetings. Initially, we planned to meet at the university face-to-face, but along the way, I had to decide to develop the group discussions online in order to facilitate participation. Consequently, a total of six meetings were developed: one in person and the other 5 virtually. Perhaps more physical encounters could provide deeper reflections. Third, six meetings were a limited number of sessions. More sessions could provide opportunities for in-depth explorations of additional literature and research about translanguaging. It can be concluded that the limitations were mainly related to the time restriction of conducting the research.

Further research

This research was focused on exploring the pre-service language teachers' beliefs about translanguaging. However, for further research, it will be interesting to develop research with the same group of participants once they graduate and start working. Then, it will be interesting to contrast their beliefs now and with those they develop as they gain experience as professionals. Besides, it will be appropriate to explore beliefs and attitudes about this notion with a larger group of preservice language teachers over a more extended time, where additional recent literature can be considered.

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Appendix A: Surveys' Questions

Participating in this project involves attending some meetings where we are going to discuss and watch some videos and readings around the concept of "translanguaging". Your participation will be anonymous. Do you agree?

What semester are you in?

Have you heard of "translanguaging"?

If your answer was NO, what do you think this concept means?

After watching the video. What is your general reaction to the notion of translanguaging based on the content of the video?

What would you ask Professor Ofelia Garcia?

What do you think are possible implications of translanguaging for the field of language teaching and learning?

What other comments would you like to make about this concept?

Appendix B: Fragment of the Transcription of One of the Group Discussions

Yira: Sí, hola, De hecho, también estaba pensando, o sea, lo mismo que Luisa. Creo que sí comparto también esta esta, o sea, esta perspectiva de bilingüismo más dinámico como lo llamas tú, porque De hecho recuerdo mucho mi experiencia en el Colegio cuando estaba leyendo también me preguntaba y creo que era un poco también lo que decía Paris cuando estaba y estaba como hablando de su experiencia con sus estudiantes. Y es. Yo me lo preguntaba en ese momento, pero ahora creo que si es así y es si como utilizamos nuestra lengua nativa y el idioma extranjero que estamos aprendiendo, sería translanguaging y creo, pues que desde lo que están hablando ahorita ustedes lo comprendo de esa forma, creo que si sería translanguaging y por eso digo que si lo lo vería como o yo lo lo practicaría dentro del aula, porque cuando estaba en el Colegio, pues De hecho pues. Tratamos como de con los con mis compañeros, como de utilizar el inglés, pero también español, inglés, español cuando estábamos aprendiendo la que cuando estábamos aprendiendo inglés y pues considero que es importante porque hay algunas aclaraciones que De hecho, pues puede que no lo expliquen en inglés, pero no lo entendemos del todo y pues en la lectura también mencionaban algo y es como bueno con translanguaging, si hay estudiantes, pues que están aprendiendo una lengua, de pronto se les puede dar un como una instrucción en un idioma, pero pues ellos como que pueden realizar el ejercicio en otro idioma y hablar en otro idioma. Era como también lo que decía. Y también es como trabajar todas estas conexiones como cerebrales al momento de cambiar en 1 idioma de un idioma al otro. Entonces creo que también sería un trabajo mental que sería beneficioso para él. Pues para los estudiantes, porque pues también les ayuda como a configurar todas estas cosas del idioma y entender que pues tampoco los idiomas son como sistemas totalmente super alejados o super diferentes.

Appendix C: Fragment of one Field Note

<p>Second focus group</p>	<p>Topic:</p> <ul style="list-style-type: none"> ● Translanguaging in current practice <p>Date: 29/04/2024 Participants: Yira, Ana, Paris, Luisa and me</p>
<p>Description of the session</p>	<p>Reflection</p>
<p>This second session took place via Teams platform the pre-service teacher that participated were Yira, Ana, Paris, Luisa and me.</p> <p>Some of the questions that we discuss were:</p> <p>¿Y pues la primera pregunta sería, cuáles fueron como sus primeras impresiones con las ideas de la doctora García y el Doctor Lee, entonces, la que quiera participar voluntariamente?</p> <p>¿qué opiniones generales tienen para esta primera parte?</p> <p>¿Cuál sería la contribución de esta de este bilingüismo dinámico o desde esta visión más dinámica de bilingüismo? ¿Y si ustedes compartirían esta esta visión más dinámica que se expone en el texto?</p> <p>is that any connection between you current practice and the theoretical discussion of the papers about translanguaging?</p> <p>¿ha tenido algún impacto en la forma como perciben ahora el concepto de lenguaje?</p> <p>¿Lo ven más dinámico, si, no?</p> <p>Participants agreed that translanguaging could be useful in their future teaching practice, offering a more dynamic and engaging approach to bilingualism. Luisa and Yira highlighted how traditional methods, like focusing solely on grammar for test results, can limit students' perspectives. In contrast, a dynamic bilingualism allows students to see language as part of culture and communication, not just a tool for passing exams.</p>	<p>On this second focus group I noticed some behaviors from the real experiences of the participants and how they connected her opinions with the text and the opinions from the other participants. Such as Paris who is working at school and in which she found the translanguaging as a facilitator to her classes. Even though she in the past never thought that she would use translanguaging as teacher. Or with Yira who connected her experience as English student and noticed that she used Spanish even when his teacher forbade it.</p> <p>Then, in the case of Ana she is very interested in the topic and has a lot of questions but also, she has a very critical point of view about it, for example How to use this translanguaging with students? They would get tired then?. Also, Yira demonstrated a very careful reading of the text and confirmed that she had never heard before the term translanguaging but, after the reading is clearer and she got interested on this topic as bilingualism more dynamic, she associated that this new term is very important regarding that we need to be conscious of what we already have our “lengua” o el Español. Then, in the same way Paris found that we need as teachers to show that of our students that the students have to realize that they have already their own language.</p>

<p>We explored how translanguaging contributes to a deeper understanding of language. Yira noted how using both native and foreign languages aids mental connections and cognitive processes, while Paris shared that her students became more aware of their own language's structures when learning a second language.</p> <p>Finally, the group discussed how these readings have shifted their perceptions of language. Translanguaging is not just about alternating between languages but involves a deeper cultural and social understanding. It provides an opportunity to address critical issues, such as power dynamics in the classroom, and encourages the use of all linguistic and cultural resources to enhance communication and learning outcomes.</p> <p>The session concluded with the idea that translanguaging is a valuable practice that many had not considered before but now see as essential for teaching and learning in multilingual contexts.</p>	<p>Also, while some participants understood more clearly the translanguaging and had doubts about it such as future language teachers, however Luisa had a blurred vision of translanguaging maybe she did not read completely and associate translanguaging with Lengua Franca.</p>
<p>Some Questions by the preservice teachers</p> <p>How to use this translanguaging with students? They would get tired then?</p> <p>¿Qué pasaría cuando el translanguaging se usara aquí en Colombia?</p>	
<p>Pre-service teacher's paragraphs:</p> <ul style="list-style-type: none"> • Something that I consider relevant is how the use of different languages at the same time can help people to increase their skills, but even the intercultural competence. Since, the interaction and use of a language involves all the social context around any language. So, I believe that recognizing the meaning of translanguaging helps me to understand the dynamics in a classroom. It is a new 	

way of teaching and creating a relation between languages and their background.

- An additional comment that I have is related with the implementation of translanguaging in a context when children are learning three different languages, what do I do to avoid any kind of confusion when students are just acquiring languages? Does translanguaging work better with students of an advance level? Does translanguaging depend of the methods that the teacher uses in a class?
- Well, I think that in this meeting I haven't clear what is the meaning of translanguaging but through the ideas that my partners express in the meeting, I have some ideas like: translanguaging refers to use the first language of the students to communicate and express some ideas to they understand English or the second language teaching. In addition, it is important to mention that the concept of translanguaging is immersed in certain areas of the pedagogical methods.

Appendix D: Interview protocol

Interview questions

Time of interview: 35 minutes

Date:

Place: Universidad Pedagógica Nacional

Interviewer: Karen Pastor

Interviewee: pre-service language teacher.

The following focus group interview has as an objective to gather information from pre-service language teachers from Universidad Pedagógica Nacional about translanguaging as a non-common practice in the classrooms.

Some of the potential questions that will be presented to the pre-service language teachers in the focus interviews are:

What effects will translanguaging have on your future practices?

What affordances will translanguaging have in your future classroom practices?

Are there any weaknesses in the use of translanguaging in your future classroom practices?

“How would you integrate translanguaging into a lesson plan, and why?”

“In what ways do you believe translanguaging might impact student engagement and comprehension”

Appendix E: Fragment of Codes from Phase One

Survey 1	Group discussion 1	Field notes 1	Group discussion 2	Field notes 2
Different languages	vinculo	impact	converger	facilitator
Useful	Lento	confusion	sencilla	critical
Already use	Comodidad (-)	curious	fácil	tired
Already use	Expresarse	unclear	creatividad	own language
Estrategia	complementar	clearer	puntos de vista	doubts
Challenge	Potenciar	reliant	nutre	blurred
Positive	Integrador	limiting	dinámico	engaging
confortable	no aplicable	hard	relaciones de poder	culture
positive	pluralidad	concerned	problematizar	understanding
mother tongue	Difícil	slow	creativa	power dynamics
	Multilingue		crítico	communication
	Repertorio		otros ámbitos	valuable
	Muchas lenguas		mundo nuevo	
	Lengua nativa		perspectiva	
	Ventajas		beneficioso	
	Miedo		lengua nativa	
	acostumbrarse (-)		expresar	
	gramática		conscientes	
	útil		propia lengua	
	mejor/fácil		theory	
	ameno		necessary	
			comfortable	
			dissatisfaction	
			conexión	
			difícil	
			converge	
			otros sistemas	
			confusión	
			práctica	

Appendix F: Fragment of Codes from Phase Two

pre-service teachers's beliefs about translanguaging	benefits about translanguaging	weaknesses about translanguaging	Awareness of the other
Different languages	Useful	Challenge	relaciones de poder
Estrategia	Already use	Lento	problematizar
theory	sencilla	Comodidad (-)	crítico
understanding	confortable	no aplicable	critical
estrategia	positive	Difícil	own language
define	vinculo	Miedo	power dynamics
entender	Expresarse	acostumbrarse (-)	crítica
entender	complementar	gramática	ir en contra
sándwich	Potenciar	pluralidad	igualdad
mix	Integrador	confusion	no opacar
clearer	Repertorio	unclear	ayudar
diferenciación	Ventajas	limiting	respeto
herramienta	útil	hard	trabajo en equipo
explorar	mejor/fácil	concerned	no opacar
negociar	ameno	slow	their voice
poliglota	Multilingue	dissatisfaction	balance
utilizar	Muchas lenguas	difícil	prejudice-free
apoyo	facilitator	confusión	recognition
Cosmopolita	impact	tired	identidad
irreal	curious	Unclear	acuerdos
doubts	reliant	superficial	decolonializar
intercambiar	converger	Ambiciosa	culpa
adquisición	sencilla	ambitious	visibilizar
comprensible	fácil	reto	otras culturas
visibilidad	creatividad	no están listos	acknowledgment
Construir	puntos de vista	reto	motivar
potenciar	nutre	desafíos	otro
Espacio	dinámico	inseguridades	respeto
convergen	creativa	imposible	cuidar
lucha	mundo nuevo	colegio	el otro
equitativo	perspectiva	directrices	reconocimiento
igualitario	beneficioso	esfuerzo	puente
importancia	lengua nativa	carga	directo

Appendix G: Data Consent Form

	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD <small>Resolución 767 de 18 de junio 2018</small>		
FOR009GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 1 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES

_____ Ciudad y fecha
 _____, identificado con C.C. C.E. No.
 _____ expedida en _____, declaro que he sido informado por **LA UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* disponible en la página web www.pedagogica.edu.co, actuará como Responsable del tratamiento de mis datos personales¹, necesarios para el cumplimiento de la misión de la **UPN**, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

Que tratándose de datos sensibles² y de menores de edad no está obligado a autorizar su tratamiento, salvo las excepciones consagradas en la ley o que medie su consentimiento expreso. Que es de carácter facultativo responder a las preguntas que traten de datos sensibles o menores de edad.

Mis derechos como titular del dato son los consagrados en la Constitución y la Ley, especialmente el derecho a conocer, actualizar, rectificar y suprimir mi información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento de mis datos personales, pueden ser tramitadas a través del e-mail: quejasyreclamos@pedagogica.edu.co

Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la **UPN** para tratar mis datos personales de acuerdo con el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* y para los fines relacionados con su Misión.

Leído lo anterior, manifiesto que la información para el Tratamiento de mis datos personales la he suministrado de forma voluntaria y es veraz, completa, exacta, actualizada, comprobable y comprensible.

FIRMA

Nombre: _____

Identificación: _____

¹ La UPN garantiza la confidencialidad, libertad, seguridad, veracidad, transparencia, acceso y circulación restringida de mis datos y se reserva el derecho de modificar su Política de Tratamiento de datos personales en cualquier momento. Cualquier cambio será informado y publicado oportunamente en la página web.

² Son **datos sensibles** aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promueva intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5° Ley 1581 de 2012, art. 3° Decreto 1377 de 2013).