



TECHNIUM
SOCIAL SCIENCES JOURNAL

www.techniumscience.com



Vol. 69/2025
A New Decade for Social Changes

PLUS
COMMUNICATION P



International
Communication & PR

The translanguaging pedagogy as an approach for teaching English in rural schools

Óscar Mauricio Ramirez

Universidad Católica de Manizales, Colombia

mauro9928@gmail.com

Abstract. This article discusses the benefits of translanguaging pedagogy in teaching foreign languages, particularly in Colombian rural schools. Translanguaging aims to generate confidence in learners, break down barriers, and reduce learning gaps in rural contexts. The research provides a characterization of the teaching task, epistemological reflection, and cognitive development in students, generating possibilities for applying translanguaging in learning English. The proposal is based on low Saber tests, which show that 87% of students in rural areas have low levels compared to 70% in urban schools. The study uses a qualitative research paradigm with a population sample of fifth and seventh graders, teaching translanguaging using the Integrated Learning of Contents and Foreign Languages (CLIL) methodology. The results show that translanguaging is an excellent option for supporting the learning of a second language in the classroom, as the linguistic resources used cannot be discarded.

Keywords. Bilingualism, pedagogical practice, rural school, english language, CLIL, cognitive thinking

1. Introduction

The open and complex dynamics of today's globalized world have permeated the different spheres and dimensions of human development. One of these spheres is educational, transmitting and generating culture. English is a language that, at a global level and within countries, has been prioritized, in order to maintain international communication and frontier knowledge, to be part of the dynamics of change, at the work and academic level, among others.

This prioritization can be translated as a “global imposition”, which has brought a series of consequences in the identity, promotion and preservation of the existing multiculturalism in Colombia, mainly in rural settings, by not conceiving that teaching promotes the development of the different areas of people's lives, including their environment; considering mother tongues and native languages as the axis of strengthening the learning of English, starting from the dynamics that exist on a daily basis, mainly, of the rural population with their specific contexts and the historical construction of diverse cultures, which lead to promoting synergistically, at the educational, all the linguistic resources that learners have for learning new languages, as provided for by multilingualism.

2. Theoretical framework

The traditional second language learning process in rural areas has been largely overlooked, focusing on the interaction of the rural population with their immediate contexts. This has led to a lack of deliberate action towards knowledge, freedom, emancipation, and the preservation of diversity. The teaching of English, based on cultural constructions determined at the linguistic level, promotes positive results and reflects on students' learning methods, promoting the preservation of Colombian society's pluricultural and multilingual nature.

The philosophical approach of knowing and doing links truth with subjectivation, objectification, mastery, and freedom. The predominant teaching of English as a second language has minimized the identity manifestations within Colombian society, redefining native languages and their communities. To ensure adequate learning of English in rural areas, the specific context of the subjects and their manifestations must be considered.

The development of skills and abilities in a second language requires preparation and practice. Chomsky's communicative competence, founded in linguistic theory, is formalized as a concept within language studies based on the ideal speaker-listener relationship, assuming competence as the knowledge the speaker has of the language they use.

Hymes (1992) emphasized the importance of communicative competence in understanding the impact of sociocultural factors on interaction dynamics. He proposed that competence depends on knowledge (tacit) and use (skill), which differ from uniform and totalitarian competition. Teaching English as a foreign language requires opening spaces for direct interaction and skill development, ensuring students can understand, produce, and express their ideas orally and in writing. However, bilingualism does not necessarily generate necessary adaptive skills to adapt to globalization contexts.

Galindo and Moreno (2008) suggested that bilingual training in Colombia should focus on creating a new curriculum that takes into account the needs, tastes, expectations, and contexts of subjects, communities, and contexts. This would help consolidate the sense of a bilingual society.

To address this, programs should guarantee effective articulation of communicative competence at a multicultural level, not only in the mother tongue but also in the process of recognition and adaptation of learning a foreign language. This approach should consider the emerging bilingual subject's knowledge and linguistic resources, rather than the language itself.

Translanguaging presents an opportunity to transform the teaching of English in rural classrooms. This research proposes a theoretical approach to implement translanguaging at Granizada Rural School, which involves resorting to strategies documented by various authors and consolidated through serious planning and thought between academic peers. This approach aims to break barriers and paradigms in teaching and learning a foreign language, like English, in a rural context.

Translanguaging is a theory that uses each speaker's language to give a name or social value to communication. Languages are not internal psychological entities but social concepts, and translanguaging allows for the use of all elements that make up the speaker's repertoire. This approach strengthens the apprehension of another language at a pedagogical level, allowing students to access target elements of a language according to their expectations and interests.

The traditional use of the linguistic transition tool, characterized by translation-interpretation, is redefined to make the target elements of a language available to students according to their expectations and interests. The concept of mediation is configured by transition, as society is dynamic and education is also dynamic. Translanguaging is a

pedagogical approach that values, includes, and incorporates students' entire repertoires and their own worldviews.

This study aims to answer the problem question about how an approach to classroom pedagogical practices is configured that favors the application of translanguaging pedagogy in the teaching of English in a primary school in Antioquia, Colombia. The study interprets classroom pedagogical relationships from the implementation of teaching strategies based on translanguaging, and reconfigures the pedagogical perspective of teaching English for the IER Granizada of Copacabana, in grades 5 and 7.

Translanguaging is a method that combines the use of two languages in a classroom, developing content through input and generating results in another language through meaning and understanding. This approach is part of Content Integrated Learning and Foreign Languages (CLIL), where students' linguistic repertoire and academic knowledge from other areas merge to develop linguistic skills in a foreign language. The pedagogical proposal aims to transform traditional methodologies by promoting multilingualism and multiculturalism.

Translanguaging avoids devaluing the mother tongue, as it does not involve subtractive bilingualism, which can affect students' psycholinguistic, sociolinguistic, and cognitive development due to lack of interaction. This type of bilingualism can be recognized in the linguistic attitudes of the speaker and the code chosen by students, taking into account the context or communicative situation they face.

Dynamic bilingualism, on the other hand, enables adaptation or assimilation of the language based on the characteristics of the context or the sociocultural condition of the speaker. It harmonizes with translanguaging for rural areas, as it allows for the construction of identity based on the circumstances, communicative interactions, and linguistic attitudes assumed by the speaker.

Contact between languages becomes a reconstruction of identity, where the individual is determined by the context but also has an active role in its own identity construction. In summary, translanguaging offers a more personalized and effective approach to second language education, promoting multilingualism and multiculturalism while avoiding devaluing the mother tongue.

The dynamic bilingualism approach in pedagogy of translanguaging offers an opportunity to transform the classroom into a multicultural scenario, aligning with heteroglossia or multilingualism. This approach goes against centralization and social unification, and allows for understanding the teaching of a second language as a centripetal force within the educational field. However, Sisto (2015) argues that the epistemic understanding of heteroglossia requires a sociolinguistic understanding, which is part of the historical construction of language. Bakhtin's postulates on literary genres reveal structuralist and unifying forces, while post-structuralist forces propose a fracture from diversity. Heteroglossia is the real quality of language, and unification develops the process of decentralization and separation. Translanguaging is applicable to rural contexts, where students bring their linguistic repertoires to the classroom and use them as support for learning English without abandoning their native language and other knowledge of other languages in rural areas. CLIL offers the opportunity to mainstream English learning with other areas of knowledge, fostering joint development of skills in all senses, including linguistic and communicative.

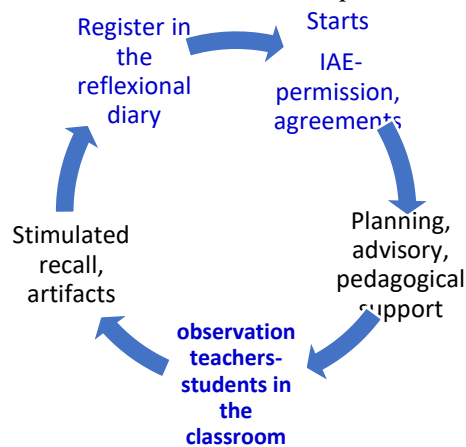
3. Methodological framework

The research is guided by the Pedagogical Action Research-Action method, focused on reflection, analysis and understanding of the reality of the object of study, which is Granizada

rural school of Copacabana, in which it is necessary to carry out a diagnosis; Subsequently, record the observations and findings in the reflection journal, considering that this methodology has had variants, according to Restrepo, B. (2004), such as pedagogical action research, that is, its application to the investigation of pedagogical practice itself, since teachers find themselves in a dichotomy between theory and process. In this regard, Elliot (1994) points out that “Action Research in Education” has to do with the daily practical problems experienced by teachers, rather than with theoretical problems defined by researchers within an area of knowledge. (See figure 1)

Figure1

IAE activities at Granizada rural school in Copacabana



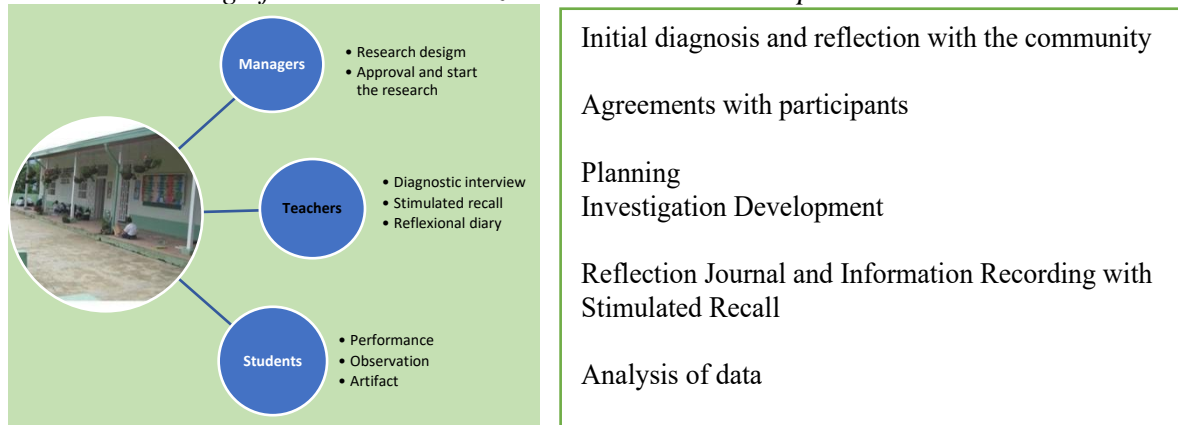
Source: Own elaboration based on the IAE

The instruments applied correspond to semi-structured interviews, reflection diary, stimulated recall, which allows the researcher to know first-hand the perceptions of teachers and students, regarding the work and pedagogical knowledge, translated into the epistemological reflection of the participating teachers.

The research approach is qualitative; since it allows the researcher to obtain information about the context and the interactions of the participants during the analysis process; This information arises in the process of teaching English in the educational establishment, object of study; With this, data recorded in the reflection diary is collected and analyzed, in order to contribute to the achievement of the objectives and carry out a diagnosis of academic daily life, and then interpret it. (See figure 2)

Figure2

Planning of the IAE at Granizada rural school in Copacabana



Source: Own design and elaboration

For the population sample, the non-probabilistic sampling method was used, because the objective is condensed into analyzing and interpreting the daily life of English language teaching and other aspects that derive from the daily life of the teacher-student relationship in the classroom. The sample corresponds to 5th grade and 7th grade students from Granizada Rural School in Copacabana, Antioquia.

To collect the information, the documents corresponding to pedagogical information, translanguaging, curricular plan, pedagogical knowledge, epistemological reflections of teachers on their knowledge and work, among others, were used; in order to collect data to obtain information in the investigation.

With respect to the primary sources for obtaining the information, the school classrooms were taken, in which the language was taught. English and in which, initially, observation, interviews and artifacts about academic events were used. As for secondary sources, the classroom plan, translanguaging pedagogy, English curriculum, specialized books, magazines and research, the Internet, among others, were taken..

From the information collected, the incidence of the pedagogy of translanguaging was determined, compared to the practices of teaching English in the rural school classroom; In addition, the benefits of translanguaging in the English teaching processes were realized.

4. Results

The information was collected in 6 sessions through the proposed techniques and instruments (semi-structured interview, stimulated recall, reflection diary, and artifacts) where the language teacher previously carried out training in language and content for class planning with the approach to the pedagogy of translanguaging and CLIL. From this, a relationship was obtained between the pedagogy of translanguaging and the reflection processes (epistemological reflection) that point to a reconfiguration of teaching knowledge. Likewise, it was possible to establish the relationship between the pedagogy of translanguaging and the CLIL approach to determine those thought processes that include not only the social skills of BICS English, but also those that are closer to more academic cognitive skills or CALP characterized by comparison processes. , classification, synthesis, evaluation and inference.

The pedagogy of translanguaging managed to establish for the rural classroom a frame of reference for the teaching of English with more pertinent processes that go hand in hand with cultural processes that respect the identity of rural territories.

After having explained, from the results, what was found in the instruments applied to the two teachers, four (4) categories are discriminated that emerge after a thorough analysis of the results.

4.1 Epistemological Reflection

The permanent concern of the two teachers about the importance of achieving greater skills in the use of English, because as Restrepo (2004) states, it is not enough to have pedagogical knowledge, other types of skills are required, a mastery of the discipline that it is taught to generate trust and respect in students.

The reflection that is carried out, reviewing what happens in the classroom processes, with respect to how learning is done, leads teachers to make decisions in the pedagogical process, feeling more secure in their work, as stated by López (2012).), who affirms that this permanent relationship between theoretical and practical knowledge is constant, since the teacher is in continuous preparation, makes adaptations, transforms his methodology and his practice in the classroom, to adjust to the rhythms of his students and thus, Their pedagogical knowledge adjusts to the context, but at the same time it is enriched, in this way, the teacher focuses from his territory and from subjectivities. In other words, this constant epistemological reflection when teachers are implementing translanguaging leads them to understand that they must be more competent, that they must be better prepared to face their students, even more so, in the rural classroom where motivation is not felt. necessary for students to learn L2.

In the rural school, the teachers, from their pedagogical work and their role, are the ones who energize the learning processes, otherwise, a traditional education will continue to be taught that excludes the students of the rural school from the possibilities of learning a different language. to the mother. For Monroy and Barros (2023, p.10), the role of the teacher is definitive in classroom processes and practices; Pedagogy and didactics are vital weapons to improve the quality of English teaching and translanguaging could be a pertinent option.

From this epistemological reflection and the use of translanguaging in this rural school, greater security and confidence is evident from both teachers and students who have used both languages to achieve the learning objectives proposed in the different sessions; In this regard, Li (2017) argues that the transformative capacity of translanguaging occurs not only in linguistic systems, but also in the cognitive and social structures of individuals.

The role of the teacher is vital in this transformation, since it is the teacher who decides what is done in the class and how it is done, that is, his decision in planning, execution and transformation is key to success in the educational processes.

4.2 Integration of translanguaging and CLIL

The mother tongue plays a crucial role in learning English, making it an indispensable resource. Translanguaging involves using both languages (L1 and L2) in the teaching-learning process, directing each language's role and specific functions. Authors like Rodríguez et al. (2019) and Arias (2017) emphasize the flexibility of using all available linguistic resources in the classroom.

Initially, teachers had a deep rooted monolingualism, believing that English classes were more productive and of higher quality when taught entirely in English. However, the introduction of translanguaging reduced fear of facing L2, and rural students initially showed

interest in English. This method fits perfectly with Additive Bilingualism, as none of the languages overlap.

Working in pairs is essential for developing learning objectives, as the expertise of the English teacher and their support are fundamental. Teachers' desire to learn and improve their classroom practices is also essential, contributing to the learning of English by their students and avoiding fragmentation of L2 teaching.

In conclusion, translanguaging helps learning occur gradually without major barriers, aligning with the characteristics of Additive Bilingualism. Working in pairs is essential for effective teaching, as the expertise of the English teacher and their support are crucial for developing learning objectives.

4.3 Teacher Perceptions

During the process, it was perceived that the participants accepted the use of both languages and their respective roles, especially the mother tongue which, in one way or another, was seen as a problem situation when learning a foreign language (L2). The teaching of English is detached from the teaching of other subjects, which decreases the possibility of better L2 learning. It is essential to strengthen the mainstreaming of English to achieve a higher percentage of use of English in the curriculum, as proposed by the National Bilingualism Plan (PNB).

This proposal associated L1 and L2 to teach content from other areas, mathematics and natural sciences, and understand that both have a vital function within the process, which shows that translanguaging is possible in rural areas; however, Some authors claim that the fact of using English to teach academic content in classrooms leads to a separation with the mother tongue and the languages that converge in the teaching processes; Furthermore, the prior knowledge that students have in other languages that could contribute to learning English is ignored (Cenoz and Gorter, 2015), a situation that did not occur in this process.

The process generated greater confidence in the use of L2, which led participants to use L2 in a greater percentage than L1; That is to say, the second language began to be used more and Spanish was left aside to achieve the objective of managing the class in English. In this regard, Macnamara (1967) is taken, who considers that "a bilingual person can be defined only if he or she has minimal competence in a language other than the mother tongue and uses it when required, which shows that teachers are advancing in their competence acquiring a bilingual character, as proposed by Macnamara, may also occur with the students who are the key actors in the process.

With these observations, it can be concluded that a dynamic bilingualism is being evident, since as Cruz (2014) states, the dynamic factor depends on the circumstances in which they occur, the communicative interactions and the linguistic attitudes assumed by the speaker because these must allow the construction of identity. In other words, for the translanguaging pedagogy, the dynamic bilingualism approach represents an opportunity to transform the classroom into a multicultural scenario, even more so when it comes to classrooms in the rural sector.

Taking into account that it is a rural context, López and Ramos (2020) state that Rural teachers must implement a curriculum where English mainstreams most areas of knowledge; Also, constantly qualify, in order to provide quality education to their students, join forces with its regional and local education secretariats, as well as with the MEN to achieve an impact in these forgotten sectors.

4.4 Translanguaging Pedagogy: Transforming the rural classroom

The translanguaging pedagogy process demonstrated students' receptivity and interest in the classroom, as their own language served as the best support tool. This approach is not a simple model for students to approach L2 with greater security and tranquility, but rather an access mechanism or inclusion factor that transcends mastering L2. This is particularly important in rural classrooms where learning a foreign language is less important for the life project of the population. The process is deeper and requires a deeper understanding of the students' needs and interests.

From this perspective, García and May (2017); Hornberger (2002) conceive translanguaging, for the teaching of English, not only from the processes of language development from communicative competencies, but also transcends language training by respecting sociopolitical and cultural aspects that empower communities by giving them voice and maintain their cultures, very relevant in rural areas. This preserves local cultural identities; It also facilitates learning by connecting students' linguistic experiences with educational content, a process carried out in this proposal.

Regarding cognitive development, a determining factor in the teaching-learning processes, for this research and from the planning and execution, it was taken into account not only the way in which the teacher approaches the teaching process; but also, the way in which each student designed her or his learning plan and the tools they used to fulfill it; For this, it is started from Ausubel (1963) with the theory of cognitive development proposed by Piaget (1960) and the socio-constructivist theory attributed to Vygotsky (1988), where the dynamics of teaching and learning are addressed at a horizontal level.

In the classroom, students were allowed to use their linguistic repertoire to generate confidence; but at the same time as support for learning mathematics and natural sciences content, in addition to developing linguistic and communication skills in English, with very positive results. Regarding this, authors such as Caldas and Faltis (2017, p.159), relate it to translanguaging, indicating that it is of total relevance, "the student's capacity for multilingual fluency for effective meaning construction and their cognitive and linguistic development." . Also, Lewis et al. (2012) assure that, from the cognitive field, translanguaging leads to the development of mental processes during communicative situations where speakers make use of the linguistic repertoires of the different languages they know, which they use dynamically and functionally, for the learning of the new languages.

Also, taking advantage of prior knowledge in the context of translanguaging was essential to strengthen communication. The studies by Cummins (2008) highlight the importance of transferring skills and knowledge acquired in one language to another, which is called "linguistic interdependence". This approach recognizes that skills developed in one language can be transferable and benefit learning and communication in other languages, thus creating bridges between languages and promoting translanguaging as a tool for cultural integration and linguistic justice, evidenced in this process. .

In the process, a teaching system was developed where teacher and students used both languages to access information and participate in the construction of knowledge, since in the rural classroom it was necessary to motivate students to learn a language that is not their native language. own, as stated by Williams (1994).

5. Discussion

The translanguaging approach in the rural classroom seeks to provide students with the tools and skills necessary to function in a globalized and multicultural world. Translanguaging

refers to the ability to use and understand more than one language in the school environment; In the context of the rural classroom, it became a fundamental tool to promote inclusion and diversity, that is, it is not focusing on the language, it is focusing on the subject who learns.

The characterization of perceptions of teachers in teaching English, based on translanguaging, brought as conclusions that teachers are constantly concerned about the importance of achieving greater skills in the use of English, in providing teaching in accordance with the needs and expectations of their students; Because as Restrepo (2004) states, it is not enough to have pedagogical knowledge, other types of skills are required, a mastery of the discipline we teach to generate trust and respect in students.

Pedagogical reflection was decisive for the questions and concerns of the teachers who, upon receiving the support of the English teacher, did not skimp on asking, reviewing and planning among peers; Therefore, Restrepo (2004) affirms that pedagogical knowledge is more subjective, particular to each teacher, which is built through reflection on one's own practice in everyday action and in its permanent transformation and its relationship with the disciplinary components that determine it.

These appreciations imply that teachers feel the need for very serious and committed academic preparation, to ensure that their students receive quality classes; also understanding the importance of students raising their levels of confidence and motivation, so that learning is effective when they are taught a foreign language.

Regarding translanguaging, the reflections show the acceptance of the students who felt calmer with the explanations in their mother tongue, in order to advance in their L2 learning. This successful support of Spanish in learning English generated confidence in the students and a greater approach to this language, which did not happen when classes were taught using other methodologies, since neither teachers nor students felt capable of learning the new language. , less in a context like the rural one.

6. Conclusions

In the classroom practices where translanguaging was implemented, the cognitive development of the students was not neglected; on the contrary, the mother tongue became the scaffolding proposed by Vygotsky (1988) to assimilate and relate both languages.

The teachers' reflections also brought to light that it is difficult to change the paradigm, because in the imaginations of the teachers, who participated in this proposal, monolingual methods, where L2 is privileged, were considered the best methodology, that is, one should only speak L2 in English classes; However, the implementation of translanguaging showed them the need for L1 to improve L2 learning.

These reflections that were developing within the process and that led the teachers to reconfigure their English teaching processes, also reconfigured their pedagogical knowledge, turning them into more dynamic teachers committed to their classroom practices. Díaz-Quereno (2001, p. 171), considers that pedagogical knowledge corresponds to those knowledge that is built both formally and informally in the teaching profession, where values, ideologies, attitudes, and practices converge. In the words of this same author, they correspond to the creations of the teacher, in a historical-cultural context, that arise as a consequence of personal and institutional interactions, that evolve, are restructured, are recognized and remain in the life of the teacher, but that make part of his epistemological reflection.

Faced with this action, epistemological reflection is perceived in the classrooms under study, since they are in a permanent concern to achieve greater skills in the use of English, because as Restrepo (2004) states, it is not enough to have pedagogical knowledge, other types

of skills are required, a mastery of the discipline that we teach in order to generate trust and respect in the students

Regarding the interpretation of classroom pedagogical relationships from the implementation of teaching strategies, based on pedagogy with the CLIL approach, it is concluded that the epistemological reflection where collaborative work is privileged and emphasized was very functional to achieve educational objectives. Learning in favor of the development of L2 competencies in learners; Sharing pedagogical knowledge and working with academic peers benefited the academic, pedagogical and didactic processes in favor of the students, as stated by Tardif (2004), who notes that classroom practices “are fed with the socialization that reaches each teacher with his peers and with his environment.” This conception is ratified by the teachers who were part of this research, as they affirm that the support of the English teacher was decisive in achieving the classroom objectives, in order to achieve cognitive, cultural and identity development in the students at Granizada rural school.

In this research proposal, the epistemological reflection was permanent, it was nourishing, it was transformative and re-signification of the extent that the classroom processes sought to discover and improve the way in which learning is carried out, thus, López (2012) adds that, when it occurs that relationship between theoretical and practical knowledge, the teacher is in continuous preparation, makes adaptations, transforms his methodology and his practice in the classroom, to adjust to the rhythms of his students and thus, his pedagogical knowledge adjusts to the context, but to at the same time it becomes richer.

It is important to highlight how, from epistemological reflection, the rural classroom was reconfigured with the translanguaging pedagogy, which led to motivating students, to want to learn, to improve their skills, to ask for more in the process, showing a truly positive impact for student cognition.

It was made possible in the rural classroom, process of transformation of diglossia, through heteroglossia, since curricular designs are nourished by the underlying linguistic richness of pluriculturality and multilingualism; the integrated approach of translanguaging and CLIL, fostered cognitive flexibility by allowing students to switch between languages depending on the context. Furthermore, metacognition was promoted by requiring students to conduct their thinking processes in both the foreign language and the native language. This metacognitive awareness contributed to improved learning strategies and problem-solving skills.

In summary, the adoption of the translanguaging and CLIL approach in bilingual classes in the rural school offered cognitive benefits by promoting flexibility, metacognition, higher order thinking skills, memory improvement, effective distribution of cognitive load, cross-linguistic transfer of skills and the development of critical thinking by leading the student to analyze information, make connections between concepts in different languages and develop a deeper understanding of complex topics.

Regarding the reconfiguration of the pedagogical perspective of the teaching of English based on the translanguaging pedagogy and based on the assessments of Rodríguez et al. (2019), who assure that translanguaging involves the flexible use of all the linguistic resources available in the classroom; Therefore, one language is not limited or interposed over another, because each of them contributes enough and necessary to achieve the proposed learning objectives; It is concluded that for greater effect and learning of L2, it is essential mainstream English with various areas of knowledge that are in the curriculum, that is, implement the CLIL approach, to achieve greater impact, a methodology proposed by the PNB.

From this position, Sohn et al. is brought up. (2022) who defended the need to incorporate translanguaging pedagogy with more critical content and integrated language learning (CLIL).

Breaking the paradigm of monolingualism allows, from epistemological reflection, to accept the use of the mother tongue in the rural classroom, since it leads to a less traumatic approach when L2 is addressed, a clear and precise explanation of what should be worked on in the class is achieved, students understand what to do, while progressing in learning English. Furthermore, when one is aware of the little interest that students from rural contexts have in learning English, the use of the mother tongue is very important; since Spanish becomes the only mechanism, the network or the link to ensure that students approach L2 with greater security.

After the previous assessment, dynamic bilingualism emerges; since it enables the adaptation or assimilation of the language based on the characteristics of the context or the sociocultural condition of the speaker, using the functions of both languages in the same proposition, where the most important thing is not to learn, but to communicate; where one language does not overlap the other, since each one has its determining role in the process.

As an effect of the use of translanguaging in the rural school, through this research, it was evident that the translanguaging approach generated more security and confidence in the actors of the process, since both teachers and students used both languages to achieve the proposed learning objectives. , showing that the approach added a lot to the cognitive process of the students in this rural area. In this regard, LI (2017) argues that the transformative capacity of translanguaging occurs not only in linguistic systems, but also in cognitive and social structures of individuals.

The approach of a new look at rural bilingual education that considers the real needs, the particularities of the context and knowledge of the culture, favors the teaching and learning of English. Translanguaging represents the integration of all the dynamics of language in the classroom, privileging plurilingualism and multiculturalism as options for interaction and recognition; Likewise, the fact that it is documented as a strategy for a rural educational institution, a basic school in Copacabana, specifically, for 5th and 7th grade, with academic peers and that takes into account the generation of teaching pedagogical knowledge, makes it part of the contribution to new knowledge.

Finally, understand that the development of this research provides a look at bilingualism from the rural framework, by creating an access configuration that from rurality takes the translanguaging pedagogy as a mechanism of access and accessibility, which is a factor of inclusion and transcends the fact of being competent in languages, but can generate the necessary conditions according to the sociocultural context, to provide a more affordable, relevant and quality education.

After the process, it is found that the translanguaging pedagogy emerges as a great possibility for rural schools to teach and learn a second language, such as English, without blockages, without rejection; since the approach to the new language allows all the linguistic resources that promote understanding and learning to be used in the classroom, leaving behind monolingual paradigms that, in some cases, lead to exclusion and frustration.

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