

Master's Dissertation/
Trabajo Fin de Máster

**REVIEWING THE ROLE OF THE
FIRST LANGUAGES IN SCHOOLS**

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ABSTRACT

Gaps in teacher training for teaching classes in a second language may mean that concepts such as translanguaging are not fully explored. Most teachers do not know when it is appropriate to allow their students to speak in their mother tongues so that they develop content and skills in areas that they cannot develop in a second language (L2).

Through qualitative research, based on a literature review and observations as a bilingual teacher, this question will be addressed. The objective is to provide indications of how to favor the inclusion of all students following Content and Language Integrated Learning (CLIL).

RESUMEN

La falta de formación de profesorado para impartir clases en una segunda lengua hace que conceptos como el translanguaging estén inexplorados.

La mayoría de los docentes no sabe cuándo es oportuno permitir a sus alumnos hablar en su lengua materna, con el fin de desarrollar contenidos y capacidades de esa área que el alumno no puede desarrollar en una L2.

A partir de esta investigación cualitativa, basada en la revisión literaria y la experiencia como profesora bilingüe, queremos dar respuesta a esta cuestión e indicar cómo favorecer la inclusión de todos los alumnos siguiendo el aprendizaje CLIL

CONTENT

1. INTRODUCTION.....	1
2. JUSTIFICATION	2
3. BACKGROUND TO THIS PROBLEM.....	2
4. OBJECTIVES	3
4.1 General objectives	3
4.2 Specific objectives.....	3
5. METHODOLOGY	4
5.1 Justification of the bibliography use.....	4
6. DEVELOPMENT	5
6.1 Contextualization: Linguistic Situation in Spain.....	5
6.2 Advantages and disadvantages of learning a second language.....	7
6.3 Bilingual programs	9
6.4 Translanguaging	13
6.4.1 Translanguaging according to the socioeconomic and cultural context	14
6.4.2 Translanguaging and the current world	16
6.4.3 Types of translanguaging	17
6.4.4 Examples of how to use translanguaging	18
6.4.5 Types of students who need the native language or translanguaging.....	18
6.4.6 Implementation of translanguaging in the classroom	20
7. PRACTICAL PROPOSAL.....	20
7.1 Initial procedure proposal for the English subject	20
8. IMPLEMENTATION GUIDE	21
8.1 Examples of translanguaging in education.....	22
8.2 Concrete examples of translanguaging in bilingual subjects	23
8.2.1 English: our subject support	23
8.2.2 Translanguaging in Social and Natural Sciences.....	25
8.2.3 Translanguaging in Music	26
8.2.4 Translanguaging in Physical Education.....	28
Ending your lesson	30
Giving positive feedback (Elogios)	30
Greetings (Saludos/Despedidas).....	31
Session Development	32
8.2.5 Translanguaging in Arts and crafts.....	33
9. CONCLUSIONS	35
10. FUTURE LINES OF RESEARCH	37
11. BIBLIOGRAPHY	38

1. INTRODUCTION

Currently, terms like bilingualism, plurilingualism and multilingualism can be seen as very fashionable, as more and more schools, as well as teachers, obtain specialist certification. Speaking two or more languages is a goal that many educational systems want to pursue wholeheartedly. Teachers, however, may find themselves lost in going from the theory informing their certification courses to the practice of their classroom.

In general terms, the main reasons this happens might be:

- A lack of training, not voluntary, of teachers, who suddenly have to explain concepts for their class in another language without prior warning. Of course, having an advanced level of English does not mean that we know how to teach it. Knowing content is not the same as knowing how to teach it.
- The second problem is the lack of planning or implementation of programs that may not develop students' skills as well as an L2.

For the second problem, the solution starts from implementing a CLIL program, where the development of the student is integral, starting from good organization and methodological control,

The first problem mentioned gives rise to many errors when working in a second language; students can develop a distrust of a teacher in this circumstance. Even so, we are not going to delve much into this problem in this piece of research, since even teachers with great training in a specific L2 for their subject, continue to wonder what to do when the level of some students is not enough to keep up with the same teaching methods in a second language. By developing the concept of translanguaging, we want to explore answers to this question and the way to proceed in order to help the inclusion of all types of students.

García (2009) said translanguaging is the act carried out by bilinguals to access different linguistic characteristics or various modes of what are described as autonomous languages, in order to maximize communicative potential. Thus, translanguaging enhances communication, although in a secondary way we are also enhancing language, which is very beneficial in both directions.

When we learn a language, our goal is to be able to communicate through it. At present, there

are many language classes focused on obtaining a qualification that are not accompanied by linguistic resources that help us communicate. For this reason, the idea of learning languages and implementing bilingualism in schools must move towards translanguaging.

2. JUSTIFICATION

There is no doubt that nowadays English has become a main tool for communication and with it for developing social, commercial and political relationships. Therefore, education in Spain tries to weave the learning of this language at advanced levels into the foundations of education.

To this end, certain programs have been proposed and established at the autonomous region level to improve language learning. On many occasions, many of the areas are taught entirely in a second language (generally English).

Some of these programs that will be detailed later are:

- Those called “bilingual or plurilingual sections” taught in different autonomous communities within Spain.
- National programs associated with the Ministry of Education, Culture and Sport through the British Council.
- Programs for the Integrated Learning of Contents and Foreign Languages.
- BEDA program, the Bilingual English Development and Assessment program, which is run in semi-private Catholic schools.

3. BACKGROUND TO THIS PROBLEM

The 2016 EF English Proficiency report in Spain shows that, on average, youths between 18 and 20 years of age reach 59.50 points in testing, compared to 49.18 points for those over 40. In general, the new Spanish generations since the 1980s have a higher level of English than those born in later years. The desire to rectify the situation for future generations has led to changes in the provision system for this second language.

Based on what was mentioned in point 2.1, a large number of parents involved in the education of their children have found it convenient to use extracurricular help, such as academies or private teachers. Or they simply provide early years stimulation in another language based on video games, or the use of vocabulary in an L2 at home. This intervention may be been favorable for certain students whose parents have the opportunity and means to do so. However, it has generated a quite notable difference between the level of students in the same class.

All this leads us to the main concern of this research: seeing the type of classrooms that today's teachers face with such different levels among students. As one form of scaffolding, we must learn how to use the L2 in our classes, and when it would be necessary or better to use the L1.

These are general observations that should be assessed more academically within another study, as it is beyond the scope of this paper. By way of summary, we have a statement provided by Maitena Etxebarria Arostegui, in her book, *Bilingualism in the Spanish State*:

“There is no proper and unique methodology designed for the study of language contact and, in addition, there are few measurement instruments developed with the specific purpose of quantifying the problems of collective bilingualism.”

4. OBJECTIVES

4.1 General objectives

Speaking of general objectives, this Master's dissertation aims to develop the following:

- Clarify the situations in which the second language should prevail over the first and when this action brings most general benefit if the contrary is done.
- Propose certain methods to the benefit of the subject and the second language alike, as well as boost the integration of the student.

4.2 Specific objectives

On the other hand, in terms of specific objectives, this research aims to:

- Carry out a review of bilingualism, with the advantages and disadvantages that this entails
- Analyze the current methodologies regarding bilingual education in our country and the term translanguaging.

5. METHODOLOGY

This work is carried out through a qualitative methodology; we want to understand the implementation of current bilingualism and measures for its improvement. For this, we will need to interpret different situations and contexts and make them clear before specifying problems and giving ideas for their possible solution. In this work we are going to use two types of methodologies in particular: documentation or bibliographic review and observation.

As for the documentation, one part will be deposited in this work in order to contextualize and the other will serve to generate our own base. Basing a work whose aim is to discover the reason for a specific question on previous documentation is key to continue advancing correctly. For this reason, we will contextualize the current situation of bilingualism in our country and how we have reached this point, what the situation was a few years ago and what has been expected over recent years.

As for observation, during the last three years, information has been collected and records of attitudes and phenomena that have occurred with students from bilingual and non-bilingual schools, by different specialists and in different groups.

A glance at previous Master's theses gives the impression that the theory and official guidelines are used to inform a didactic unit made up of activities and materials used in the classroom. However, the aim here is to develop a body of techniques and strategies, which have also been tried and tested by the author herself or her colleagues.

5.1 Justification of the bibliography use

Most of the bibliography used in this research has been obtained from different Internet search engines, giving priority when choosing the material to their reliability, and how up-to-date they were.

6. DEVELOPMENT

6.1 Contextualization: Linguistic Situation in Spain

In our country the use of a second language has been delayed more than in others countries due to the low need to communicate in an L2. We must not forget that Spanish is the second most spoken language in the world, only preceded by Mandarin Chinese. 483 million people have Spanish as their mother tongue, above the language that we generally use in bilingual centers, English. This absence of need is one of the main causes of our bad reputation as citizens with a well-established second language.

Currently, this need has been grown due to various trends, such as the implementation of jobs with the required language, the ease and need to get to know other non-Spanish speaking countries, or simply for cultural reasons, such as enjoying music or television programs.

Even so, our country is diverse and with autonomies where there are two official languages; the use of a second language is very common. For this reason, Maitena Etxebarria Arostegui's book is a good example, since it aims to study and review the main characteristics of bilingual education in our country, depending on each autonomous community. In this way, to put us in a situation, she first explains the differences and cultural learning that the use of a second language can generate and how some speakers use this L2 only to communicate or also to introduce themselves to values and characteristics of other countries.

It also tells us about the level of acquisition of the second language, which they can reach at each age. This part is interesting to know as a teacher since on many occasions the errors start from cognitive development and knowledge of students at a certain age.

On the contrary, in terms of disadvantages, students who have additional educational needs in their mother tongue find themselves with the problem of not reaching a satisfactory level in either of the two languages (specifically within a bilingual system).

As the speech therapist Asunción Navajas Santso highlights in the digital child psychology blog "Ábaco", in specific cases, the acquisition of both languages may be slower.

In some cases, the multilingual student tends to confuse words if this acquisition is from the early years and to the same degree (although this usually happens in cases where learning in

both languages has been carried out simultaneously at home and at school).

As we can clearly see, the bilingual education of the student has many advantages, more advantages than disadvantages, although we should analyze each case specifically to ensure that no student has specific problems in the area of language.

Therefore, one must ask why doubts may arise. Even though many argue bilingualism is clearly full of advantages, there is a controversy with this topic in a generalized way. These advantages are real and easy to apply to an individual student, or to a specific group of students with the same level in a non-mother tongue, but the existence of different language levels within a class, added to other cognitive concerns, can lead to doubts about when to use this second language or not.

By way of example, we have the current situation faced by the author: Rocío Carpizo Gonzalez, teacher of a class of 25 students at the San Jose semi-private school (FESD) in Getafe. The center is bilingual in English; student families have an average household income, where in some cases families can afford to pay for extracurricular English activities and even intensive summer courses, internships outside the country and reinforcement at home by the parents themselves in this L2. On the other hand, other families can only offer the teaching of the language that is offered in the center, which has five weekly hours of English, one of them with an assistant and four bilingual, Physical Education (3) and Arts (1). In this way, a very marked difference is created between students without specific problems, to which we also add in this specific case three students with dyslexia, an autistic student and two with specific learning needs and a 3-year curricular gap.

The different profiles exemplified in this case. The author and her colleagues sense this is usually very common nowadays, although it would be interesting to find statistics. This situation makes us consider when it is preferable to opt for the L1 for the general benefit.

At present, the studies carried out for the knowledge of linguistic issues have been increasing exponentially, especially in the Spanish sociolinguistic perspective. This is something that, as Cesar Hernández Alonso indicates, is quite explainable due to the linguistic change produced worldwide and particularly in our country. (Hernández, 1994)

Maitena Etxebarria Arostegui's (2018) book called, *Bilingualism and Sociolinguistic Reality*,

aims to study and review the main characteristics of bilingual education in our country, depending on each autonomous community. In this way, to provide a context, she first explains the differences and cultural learning that the use of a second one can generate and how some speakers use this L2 only to communicate or also to introduce themselves to a future one, values and characteristics of other countries. The book also tells us about the level of acquisition of the second language which they can reach at each age. This part is interesting to know as a teacher since on many occasions the errors start from the lack of cognitive ability of our student at certain ages.

As for the teachers in the educational system of our country, in recent years they have had to adapt to a large number of changes. The inclusion of all students is one of the important points in which educators in charge of bilingual areas sometimes find foreign students who have not yet mastered the L1. In addition, the inclusion of students with extensive curricular challenges due to disabilities or speech disorders and learning delays. Including these students in our curricular area following an appropriate level of bilingualism is a difficult task that under this document we want to try to improve by giving practicality to specific cases where our way of teaching a non-mother tongue (L2) may change.

6.2 Advantages and disadvantages of learning a second language.

In this section we want to expose advantages and disadvantages of learning a second language in ordinary education, so that the reader of this research has a coherent and "impartial" idea and can understand all the points of view by which this topic generates a great controversy today.

Before beginning to name advantages or disadvantages, it is necessary to know that, contrary to what many people think, children are trained to a greater extent than adults to learn to communicate in more than one language with ease.

If we talk about advantages, clearly the main one is the control of more than one language to communicate, which without a doubt generates a greater autonomy than that of monolingual students when it comes to understanding and reproducing messages in this second language; so the adaptability capacity is higher.

Apart from the obvious, there are many other advantages in obtaining an L2, one of the main ones is that the student normally develops a greater understanding of language than the rest, and in this way, they understand to a greater extent that language is a means to transmit a concrete message and that this message can be transmitted from different approaches, so that the expression in our mother tongue can improve at the same time that the second language we are acquiring improves. Students with a good level of a second language tend to develop better writing and reading skills at a general level.

Students who know more than one language understand the meaning of grammar and why it is used more easily. In addition, the acquisition of another third or even fourth language is easier. Moreover, constant cognitive development improves other cognitive processes such as attention to what is important, memory, mental flexibility and focus-

On the other hand, this type of student understands cultural diversity better, the desire to experiment, investigate, travel, learn about new cultures is usually greater and this provides other types of very beneficial skills for the student.

Finally, something that worries families a lot today is the professional opportunities of their children in the future, even if they are at a very young age; the acquisition of more than one language opens up many opportunities in the labor market.

On the contrary, in terms of disadvantages, students who have problems with special educational needs in their mother tongue face the problem of not reaching a satisfactory level in either of the two languages specifically within a bilingual system.

As the speech therapist Asunción Navajas Santso points out in the digital child psychology blog “Ábaco”, in specific cases, the acquisition of both languages can be slower.

In some cases, the multilingual student tends to confuse words if this acquisition is from the early years and in the same course (although this usually occurs in cases where learning in both languages has been carried out simultaneously at home and at school) .

As we can clearly see, the bilingual education of the student has many advantages, more advantages than disadvantages, although we should analyze each case in a particular way to

ensure that no student has specific problems in the area of language.

Although we have clearly seen the virtues of a multilingual education, the problem that teachers face is the following. These advantages are real and easy to apply to an individual student, or to a specific group of students with the same level in a non-mother tongue, but the existence of different language levels within a class, added to other cognitive concerns, generate doubts about when to use or not this second language.

6.3 Bilingual programs

Bilingual Educational Programs are based on the teaching of an integrated curriculum between two languages, in this case Spanish and English. The main task of these programs is to develop in the students a general level in the second language so that they are able to use it fluently in different situations, as our world is increasingly interconnected. It is considered essential to have multilingual students who can develop social and linguistic strategies.

Since the 1990s, teachers have undergone a series of changes in regulated education that have posed great challenges for teachers. Among them, the renewal of the legislation for the application of inclusive education to be able to work with students of different levels and with mother tongues other than Spanish; advances in information and communication technologies (ICTs), which has also generated important progress when it comes to evaluating and teaching the classes; and finally, and what most concerns us, the massive implementation of bilingual education, which supposes greater complexity for the educational system and therefore, for the teaching staff.

Bilingual education is increasing rapidly in many parts of the world and with it, various problems and controversies arise about its effectiveness in the academic development of students. For this reason, it is very important to know the quality offered by this type of program and its application in the educational society. The perception of quality and the search for improvement in bilingual programs.

To find possible improvements within bilingual programs, it is necessary to create mechanisms

that show us their strengths and weaknesses, in order to implement improvement solutions (Ortega-Martín et al 2018).

A very important premise for evaluating the quality of these programs is to be clear that the teaching team is going to be the one involved in the study and application of the projects in the classroom and in achieving the results. A function that can be much more effective and easier if there is a direct and clear transfer of the objectives and processes that are going to be carried out to the teaching staff by the management team that coordinates these activities.

As we have mentioned earlier, to start an improvement plan it is necessary to know in general what context the bilingual program is in and more specifically, the educational center. A system widely used in recent decades in the school environment is meta-evaluation.

-Program Evaluation

According to (Scriven, 1969), meta-evaluation covers all the different evaluations that have been carried out around a program, that is, all the information obtained is systematically studied to evaluate the process). To this end, it is necessary to ensure a series of precepts such as validity, reliability, objectivity, scope and cost-effectiveness (see Stufflebeam, 1974).

As we have pointed out, in order to start detecting areas for improvement in a bilingual program, it is necessary to have as complete a map as possible of the situation in which the program is in general terms and, in particular, our center. This action is not simple and requires a series of adaptations that usually generate a significant challenge for schools and institutes. Therefore, to carry out this evaluation, the most useful thing would be to have certain instruments that facilitate the automatic collection of data. In reference to the latter (Ortega-Martín, Hughe and Madrid, 2018) recognize some essential areas for the evaluation of bilingual programs that could be possible factors for obtaining success:

- The effectiveness of the center's leadership.
- The effectiveness of bilingual coordination.
- The existence of a culture of bilingualism/plurilingualism enriched by contacts

with people and institutions abroad.

- The existence of human and material resources to guarantee the proper functioning of the program.
- The existence of planning, execution and monitoring.
- Positive academic results in linguistic and non-linguistic areas.
- Satisfaction rates among those involved (students, teachers, families).

In addition, Ortega-Martín, Hughes and Madrid (2018), at the request of the British Council, create a series of indicators for each of the above factors.

IMPROVEMENT ACTION	PRIMARY PROFESSIONALS	SUPPORT PROFESSIONALS
Creation of a bank of materials for specific subjects	ANL faculty	AL faculty
Improvement in oral production in English	AL faculty	ANL faculty
Creation of links with centers abroad.	Bilingual direction and coordination	AL and ANL faculty

Creation of links with other nearby centers, universities and unions, with greater bilingual experience.	Bilingual direction and coordination	AL and ANL faculty
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Aznar, Cáceres, Romero y Marín (2020)

Busher, Harris and Wise (2000) recommend a series of actions in the intervention of teachers in the changes, as well as how to implement them:

- Involvement of the teaching staff, which includes the consideration of the own level of conviction about the importance and main benefits of the proposed changes.
- The initiation of improvement actions, which requires the collection of information and the design of measures across the whole school.
- The implementation of improvements. This section requires transparency about the purpose of the changes, shared control over implementation, a balance between pressure and support, early feedback on progress, and a high level of mutual trust and cooperation between the professionals directly involved.
- The institutionalization of improvements. This is the point at which the really important changes form part of the normal development of the subject(s) and requires continuous monitoring to ensure its continuity.
- The evaluation of the improvement. in this phase, the aim is to evaluate in a comprehensive, reliable, systematic, and objective way the real impact of the improvements. Likewise, it examines possible modifications and provides new data for future improvements.

Finally and in conclusion, it can be said that the quality of bilingual programs encompasses all the elements of educational teaching at a general level. For this reason, educational

administrations should carry out evaluations on an ongoing basis, since it would mean the possibility of changing methodological aspects, making exchanges, participating in international projects or making better use of existing resources.

On the other hand, evaluating our bilingual programs from the outside will allow us to see possible improvements that we are often unable to see from within. The objective of the evaluation of an administration must have as its object the contribution of the necessary resources for the correction and improvement of those aspects that have been negatively valued.

6.4 Translanguaging

If we want to understand what translanguaging is, the work by David Padilla Góngora, Jose Manuel Aguilar Parra and Ana Manzano de León (2016) entitled *Translanguaging as an L2 Learning Strategy*, is key to understanding the meaning of the use of this strategy for developing a class in a second language. In summary, "bilingual students improve their learning of other languages when they can access all their linguistic repertoires instead of being restricted to monolingual instructional practices and approaches, with oral comprehension taking great importance."

If I read an article in English and then I discuss the content in Spanish with my peers, that is translanguaging (García & Wei, 2014).

The term translanguaging was first described by Cen Williams, as cited in Lewis, Jones and Baker, (2012) to use two languages in a planned way in the same class and subject. It can be defined as a pedagogical process in which, through various writing, listening and reading techniques, the transmission and understanding of language is developed.

Before speaking of translanguaging, code-switching has to be mentioned. This is a term that has been largely relegated to the linguistic field. The term translanguaging has found its place in the educational field; it not only understands the use of the two languages as something merely linguistic but as the perfect combination between two languages for the development of both in a didactic way. Social value and the participation of all individuals, students in this case, also takes on great importance. (Grosjean 1989).

On the other hand, García (2009) and García and Wei (2014) describe translanguaging as an idea of communication between multilingual communities. Where there is a variety of discursive practices, languages are not understood as two separate languages but as a linguistic repertoire that is used to give meaning and for self-expression. These authors also argue that translanguaging can include translation and code-switching practices to make linguistics and understanding between people of different first languages more effective.

According to Canagarajah (2011), translanguaging makes a balance between languages possible, and thanks to this, students feel much freer to use the language with which they are most comfortable.

C. Baker (2001), in his definition of translanguaging, points out four main pedagogical advantages of translanguaging. It:

- 6 Promotes a better, deeper and more complete understanding of the content.
- 7 Help students strengthen their weaker language.
- 8 Supports students with links between home and school and cooperation.
- 9 Integrates fluent students with beginner students.

Translanguaging gives meaning to the fluid and rapid adaptation of languages in today's societies. In addition, it helps to dispel the tension that teachers of English or bilingual subjects usually have when they believe that in their classroom there are students with very different levels that do not reach the common level of the class, Kleyn (2016) tells us that translanguaging is an equitable approach to education in which linguistic and cultural learners use their own resources in class. Moreover, Ofelia García (2009) does not define translanguaging as the action of bilingual people to access different linguistic features or various modes of communication, in order to maximize communicative potential. Changing the idea of monolingual beliefs and traditions, her vision of translanguaging considers languages as interconnected units.

6.4.1 Translanguaging according to the socioeconomic and cultural context

Before talking about how translanguaging can be incorporated in our current context, we must remember that languages have been conceived as separate linguistic entities. Each language represented a nation, and this makes the idea of using a second language alongside our mother tongue to develop our language, in addition to other factors, seem a bit strange to us today. Furthermore, this led to the conclusion that, if languages were totally separate entities, they had to be learned in this way: in isolation.

Portolés and Martí (2017) explain that until now, the teaching of languages has been conceived and executed in a monolingual way, so the idea of separating the languages to learn them was the idea of sure success for both languages. The research projects carried out affirmed that the combination of two languages was detrimental to the advancement of the second language. Traditional theories such as behaviorism attributed the main error of the non-advancement of the second language to the use of the first. (Khansir, 2012)

Today this view may have changed due to numerous studies, but mistrust of the use of the L1 still exists in many dominant teaching approaches to English (Turnbull, 2018). In this document we want to highlight why we think that translanguaging gives the opportunity to learn another language to those students who, due to methodological, economic, social, or personal reasons, do not acquire an L2 systematically as easily as others. They can adapt to the level by reinforcing that L2 with the linguistic issues already learned.

In certain more disadvantaged regions of the United States, this concept has evolved naturally. There are many children who have grown up in families straddling the borders of Mexico and the United States with members of the same family speaking and understanding each other in a multicultural way with two languages. They themselves have created the language of their area, neighborhood and community and this has allowed them to have greater linguistic knowledge in two languages. (Martin et al., 2020)

In Spain, this concept has not yet been fully explored when it comes to the second languages offered in bilingual education. However, in a community with so much cultural diversity, second languages and dialects, the concept of translanguaging is more widely used than we think among official languages. Many examples of inhabitants, Galicians, Catalans or Basques can assure us how the use of two languages simultaneously can be very effective and enriching.

In an Argentine magazine that talks about linguistic policies, Andrea Di Virgilio tells us about the change that has arisen in Argentine simply by changing the traditional monolingual methods where the student only repeated a model and structure without interconnecting languages. For this change, Andrea tells us that one of the big steps is knowing how and when to use the student's mother tongue. It is normal that, when teachers use the L1 in the classroom, they experience a sense of guilt, nerves and shame (Escobar & DillardPaltrineri, 2015; Ortega, 2019; Regueira, Del Potro & Di Virgilio. 2018; Turnbull, 2018). This negative feeling can be challenged: a good educator is one who gets his students to acquire knowledge, using all the resources that are necessary or even both of them interconnected. It is not only the level of acquisition of a subject, such as an advanced level in English that makes one better at transmitting it. Although the use of translanguaging is well researched, it is true that it has not been well known by teachers who teach bilingual classes and it is not usually part of the foreign language curricula or the programs with which most schools in Spain work.

The level that Spanish teachers need to teach bilingual classes in Spain is C1 or B2 in some communities. In the case of the foreign language subject, the level required for its teaching is a B2: sufficient levels if this acquisition of the certificate was accompanied by measures or methodologies acquired by the teacher for a good implementation of his subject in another language. The fact of acquiring a qualification in a specific subject and a degree in a language means the teacher is competent in each. However, the educational community needs to know how to approach the implementation of English in the classroom: teachers especially need to know how to combine that knowledge of the language and of a specific specialty, be it Natural Sciences, Physical Education or Arts and Crafts.

González (2017), states that in our country, as is done in others such as the Netherlands, we must design early learning programs based on the quantity and quality of linguistic interactions. Giving greater importance to oral and written comprehension and oral expression is also another factor that we must change so that bilingual education follows easier lines for everyone. All this, moreover, must be combined with measures outside the school that combine other activities, sports, culture... with languages

6.4.2 Translanguaging and the current world

We have to be clear that, if the world changes, the idea of education must also change. Many

educational policies are implemented to change the teaching of certain knowledge. Specifically in terms of languages, we have to take it very seriously since the change in the way we communicate today is very different from that of just 20 years ago. We have the possibility of speaking with people from all over the world without moving from home; we also have the facility to translate words or even texts automatically. This makes us think that the idea of learning a language based on memorizing vocabulary is unnecessary. Instead, we need to create citizens who are capable of expressing themselves to a greater or lesser extent in another language, and, for this, the use of the mother tongue is necessary, to support and build expressions that allow us to move forward.

As the world becomes more interconnected than ever and borders seem to disappear, globalization challenges language barriers and the concept of a first and second language also begins to crumble (Garcia, 2009).

6.4.3 Types of translanguaging

The most general and important subdivision is: spontaneous translanguaging and pedagogical translanguaging.

As Cenoz mentions, spontaneous translanguaging is the idea of using different languages to communicate without creating big barriers between languages. In the classroom, this spontaneous use of translanguaging may have pedagogical value, but it has not been intended for this ultimate purpose. (Cenoz, 2017)

On the other hand, pedagogical translanguaje has been designed for educational purposes. It is one more teaching method where the L1 is used so that the students understand the L2 to a greater extent.

6.4.4 Examples of how to use translanguaging

In education, one of our main objectives is that the student is able to acquire knowledge through any possible support: scaffolding, metacognition and autonomy of the student are essential for the development of linguistic, and communicative skills (Delmastro, 2005)

To help the student to develop the language through translanguaging, different measures can be taken that develop the second language in the student with the help of the first and with greater ease.

Some of those measures are:

- Ensuring there is previous planning of what is going to be presented in our mother tongue.
- Using both oral and written comprehension in the L2, but providing answers to certain questions or summaries in Spanish, either spoken or written.
- Starting the class in the mother tongue to activate knowledge and alert the class to what we are going to work on in each session.

The strategic use of the L1 is considered in translanguaging as a measure and decision-making process that facilitates the learning of the second language and that is recurrent for the student throughout their training. Using these linguistic resources is a very natural way to benefit learning.

6.4.5 Types of students who need the native language or translanguaging for development.

SPECIFIC CASES

After all the theory deposited about the different points of view in which specific situations, we should prioritize the students' mother tongue before the L2, even if this goes against their learning. We want to clarify the above with practical examples that in this case have occurred in primary classes during years of teaching, all these cases are experiences of teacher, Rocio

Carpizo, or classmates.

- A student with challenged motor skills and a very low level of English to whom the instructions in English for the Physical Education classes make her execute the movements with difficulty. Consequently, explanations have been made in her L1 (Spanish) reinforcing the English with set phrases or indicating parts of the body and words known by the student in L2.
- Students with special needs.
- Students with a curricular gap in the English subject not reflected in the special educational needs protocol. These students are diagnosed with the evaluation tests carried out in September in which the contents that they had to achieve the previous year in the foreign language subject are presented. If this exam results total less than 5, the student is clearly not prepared to receive the entire bilingual class in the L2.

COLLECTIVE CASES

- In a class in which the average level of English has a curricular lag of two years, the students know strange and unnecessary vocabulary for their age but they do not have the base of a vocabulary, verbs and basic nouns. It is necessary to explain to the students the meaning of English, the importance of creating a good base, of learning to pronounce simple sentences to communicate with classmates, of reading basic things, such as statements of the exercises to know what to do. In these cases, this type of explanation must be entirely or almost entirely in their mother tongue. A child's ability to concentrate in their mother tongue is not like that of an adult, and, in an L2, it is even lower.
- Unequal classes: In these complex situations, the teacher adjusting the level of English tries to settle at a medium level that all students can understand. The problem with this is the lack of vocabulary and complex structures to continue advancing in the most advantaged students or, on the contrary, the bemusement and demotivation of those who cannot understand everything.

6.4.6 *Implementation of translanguaging in the classroom*

Tocalli-Beller (2005) proposes an example in which some students help each other in their native language to understand idiomatic expressions that have been provided in a second language, in this case English. According to the author, this exchange made the students perform their subsequent tasks better. Ideas such as those of Tocalli-Beller (2005) are what we want to propose in this investigation; we also want to propose more contributions that can serve as an example to current teachers. Thus, in the next section, we make a practical proposal for the L2 subject (in this case English language) and then we will create a basic action guide for teachers.

Before beginning with translanguaging in a concrete way in each subject, we must remember that each subject has a specific objective. The simple fact that it is a bilingual subject should not change the main objective. Rather, bilingual approach should enrich the subject with the use of several languages that can provide us with more information and knowledge. With translanguaging, we want to ensure that neither the objectives of the subject nor the L2 is affected, but complemented. Learning to learn is one of the main bases of translanguaging.

7. PRACTICAL PROPOSAL

7.1 Initial procedure proposal for the English subject

Before focusing on full bilingualism, we have to see what level of English our students have and how to use the subject to reinforce or create a good linguistic base. This has to be the basis of our bilingual education: a suitable implementation of the language subject in particular, in this case the English language. Based on the results and the application groups, we will know which student requires a greater use of their native language or the combination of both for a better development of bilingual subjects. Steps entail:

1. Carrying out an evaluation test that includes the minimum content that should have been achieved during the previous course.
2. Dividing the test into the four skills: writing, listening, speaking and reading.
3. Ensuring that each test has a maximum score of ten points. 40 points maximum in total.

4. Establishing three levels:

LEVEL 1 Students with a curricular gap of approximately two years in the subject of English.

LEVEL 2 Students with a curricular gap of approximately one year in the subject of English.

LEVEL 3 Students without a curricular gap in the English subject.

5. Based on these levels, 50% of the classes will be given with their reference classroom and the other 50% will be divided into small groups by level.

6. The levels could be classified as: LEVEL 1 score less than 20

LEVEL 2 score between 20-30

LEVEL 3 score between 30-40

7. In the cases of schools with three “lines” or groups, these groups will be divided into differentiated classes and, for other types of schools, the teaching staff and the management team will see if it is consistent to create two groups, or three in the same or different classes, depending on the faculty and available resources.

8. During the first month of classes, justified changes may be made by the professor of the area, even if it is necessary to take another test.

Based on this, we will realize much more easily which students need bilingualism to be more in line with their level or even which phrases/words/expressions they are not able to understand and should be explained or omitted for the moment.

8. IMPLEMENTATION GUIDE

After reviewing the literature and carefully observing the advantages that translanguaging brings us, we are going to present some more practical and tangible examples of how to use it in our classrooms.

To do this we will divide these ideas into two sections. First, we will talk about general ideas

for the implementation of translanguaging in any type of class. Later we will detail in a more specific way how the implementation of the translanguaging would be in some subjects, considering, Physical Education, Music, Arts and Crafts and Natural and Social Sciences, the ones that, in our country (Spain), are more developed in bilingual programs.

Finally, we will present the conclusions drawn after observing the implementation of some of the examples that we will cite in the previous section, which have been put into practice.

8.1 Examples of translanguaging in education

In many Spanish schools, it seems that it is still believed that, in order to improve the use of the second language, it is necessary for teachers to speak in this language 100% of the time they are with the students. This idea is so real that, on many occasions, the teacher of the English or of the bilingual subjects is asked to ensure the students do not discover that their native language is Spanish. They try to make the student believe that the only form of communication is the second language. A priori, this seems like a very practical idea, since the student will not have the option of speaking in their native language and will manage to remember the resources studied, both grammar and vocabulary, and ask the question or the contribution they want to make in the second language (L2). In addition, the student will improve their pronunciation and lose part of the shame they may have when speaking in another language.

The problem with this practice is when the student does not feel able to reproduce in a second language what he or she wants to say. On many occasions, for fear of being scolded or embarrassed in front of the class, he or she does not dare to ask questions that They make you unable to move forward. Therefore, starting from an inclusive education in which all students are able to participate, and as far as possible they do so in the language of learning but being able to support in the mother tongue, translanguaging has to be one of the bases of bilingualism.

As for specific examples that can be used in all bilingual subjects, including English, we can highlight the following:

The following sessions are made to be implemented in a fourth year of primary school. This class is composed of 25 students from a middle socioeconomic class school where we have many students with different difficulties, one with autism, a student with dyslexia, a student with attention deficit and two curricular gaps. The students have a medium-low level of English

where only four students stand out and will be given more active roles to express themselves.

In the following sections we will give tips that we can use in most classes, but that we have wanted to specify and exemplify in different subjects. These aspects to be taken into account or developed include the following: learning to learn, cooperative learning, service learning, expression development, inclusivity, and classroom management tools.

8.2 Concrete examples of translanguaging in bilingual subjects

In this guide, we are going to assume that the bilingualism implemented is based on the English language, since it is the most widely implemented language as L2 in schools in Spain. 44% of Spanish students currently enrolled in primary education have bilingual education in English (38.2% did so in content and foreign language integrated learning programs; 1.5% in foreign centers and 4.7% in other experiences). In this way, whenever we talk about the L1 (first language), we will refer to Spanish and, when talking about the L2 (second language), we will refer to English. (“The percentage of male and female students”,2021).

In 2017, the Ministry of Education made the pertinent changes for the reorganization of the bilingual teaching model with greater freedom for schools to apply it. It gave each center the option to choose the subjects that seem most convenient based on the real needs of the network of centers in the region. Currently, bilingual schools can choose which subjects they teach in English among all the subjects of the curriculum, with the exception of Spanish Language and Literature.

As for the subjects that we are going to deal with, within the framework of bilingualism, we have chosen Arts and Crafts, Music, Physical Education and Science because, even with the change, they continue to be the most popular ones in the centers.

8.2.1 *English: our subject support*

Starting from the basis that the L2 that we want our students to acquire is the English language, the English subject is essential to implementing bilingualism in other subjects. It is the only daily hour in which the student is going to focus on the "why" of the language. In addition, the teacher cannot give importance to the content and stop to explain a specific concept until his or her class of students understands it. In this way, implementing translanguaging in this subject

is essential for the student to ask all their questions (even if they are formulated entirely in their mother tongue).

Depending on the age of the student, they will be able to use translanguaging at one level or another. For example, in the case of third grade students who have studied simple structures of concrete sentences, such as those mentioned below, they could try not to use their mother tongue with:

- Can I go to the bathroom?
- I'm fine.
- I have a question.
- Can I ask you something?

But if a student has the need to convey a sentence and cannot remember a particular word, they should feel free to do so.

8.2.1.1 English: Example of a sequence of a session for fourth grade Session Development

L2: The teacher says good morning or asks how they are and the students answer. Then they can raise their hands to say something specific. (In L2 or combining L1 and L2).

L2: The teacher selects a student and asks him or her what day it is today, the student answers and then puts the date on the blackboard in English.

L1: The teacher explains the reason for ordinal numbers and their contraction, since it is the third day of the month (3rd).

L2: We introduce the vocabulary of the topic through pictograms; this time we are going to see types of food. The students know their translation from these pictograms and it will only be necessary to use the L1 if they do not understand words such as “raisins” or the difference between ham and jam.

L1: We see the difference between how many and how much. The explanation is made in

Spanish and then we put up examples in English.

L2: We listen to the comic, in which parts of the vocabulary and grammar that we have already seen are intertwined.

L1: Then we try to make an oral summary in L1 to the class.

L2: Finally, we say goodbye with our farewell song- /Singing Walrus.

Another ideal methodology to combine in the teaching of English, using translanguaging is Service Learning. It is an educational method in which students learn while helping a certain group. In other words, learners teach learners. For example, students can help their younger classmates in an activity. This can be done through games. This approach can also be carried outside of school, in an afterschool program or with hospitalized children.

8.2.2 Translanguaging in Social and Natural Sciences

This subject is one of those that has created the most controversy regarding the use of bilingualism for its teaching. Many people, including education professionals, have come to state that teaching this subject in a second language is counterproductive, because the student does not get to grasp the necessary knowledge due to the lack of the language level. Another idea is that the contents that are taught to the students are not suitable and much less so when taught in the L2. (Herrera, 2013)

It is in this subject where the teacher's translanguaging takes on great importance. As teachers, in Social and Natural Sciences, we must use translanguaging for everything that we consider to be excessively complex for our students in an L2.

Example: In the 4th grade curriculum, terrestrial movements are taught: for example, the rotation and revolution of the Earth in the L2 can generate even more confusion than it already generates in a native language. However, if these topics are treated based on the help of translanguaging, we can obtain a combination of content and second language learning.

The term recast is not well known in the education of our country; however it is essential in subjects where we want to develop oral expression, as it is in this case Natural and Social

Sciences.

Allowing the student to debate in a group in their mother tongue and then present their final ideas in L2 is a great way to develop the main objective of the subject together with bilingualism. In addition, teachers have a very important role where they must correct their students in a way that does not obstruct communication, for example if a student says. "The planets is nine", we can correct him or her by answering "Are there nine planets?" emphasizing the correct form.

8.2.2.1 Social and Natural Science: Example of a sequence of a session for fourth grade

In this topic we must be very clear about what type of content we are giving in each session, and depending on this use more or less translanguage.

For this reason, we recommend that some of the contents that are carried out mostly in an L1 be those that are related to topics in which it is easier to debate in the native language of the student, for example, the rivers of Spain, the mountain systems, the types of climate, the population, the history of Spain... being topics related to more real and close experiences make debate and expression easier, so we can use this advantage to start from re-casting, make them debate in L1 and then tell it in L2 or let us (depending on age, level of English and the topic to be discussed) be the ones to follow the conversation in L2.

On the other hand, more international and less abstract topics such as the capitals of the countries, the weather depending on the geographical situation... can be dealt with mostly in L1 and be helped by cooperative learning among peers.

As always, the beginning and the end of the class, as well as the questions that are not directly related to the topic, will be encouraged to be done in L2.

8.2.3 Translanguaging in Music

Sometimes there are children who do not know how to speak and have already learned to sing by imitating sounds. Imitation is possible in any language at these ages, so the subject of Music

plays a role in developing bilingualism. In this subject, the translanguaging aspect is left more oriented to the student who wants to ask questions and does not know how to do it in L2. As for the teacher, he or she can use the foreign language in more complex instructions, always explaining in English beforehand, and use the translanguaging when he or she sees that the students have not understood it correctly.

8.2.3.1 Music: Example of a sequence of a session for fourth grade

Many students lack security in subjects such as Music, (it is also very normal for it to happen in Physical education or Art) because this can make them worse and stand out for it, creating insecurity and a rejection of the subject. Therefore, to reinforce the security and conviction of the student while developing their intrapersonal skills, we must create inclusion activities where the development of English is an objective, but not the only and main one.

Session DevelopmentL2: Class presentation

L2 and L1: Combination of the two languages so that you can remember the name of the notes in both English and Spanish. This also makes the student, apart from understanding better, know these concepts in their native language.

L1: Doubts and explanations of erroneous percussions performed by the students or of ways to improve. (L2 can be used in very advanced students) We can also make these corrections by inserting words that they know. For example: Really good!! But you can mejorar the quaver y realizarla en menos tiempo. This way of implementing translanguaging can be somewhat confusing, but students with a medium-high level easily get used to it.

L2: After, "the gold prizes" are delivered to the students who have best interpreted the song. The context and simple phrases like "you have all done great" , "there is a person who has tried very hard" or "the winner is..." sounded quite predictable even for students who are not very fluent in English.

L2: Goodbye.

L2: We sing My Happy Song- Super Simple Songs

8.2.4 Translanguaging in Physical Education

This subject is probably one of the most complex to teach entirely in a second language, but at the same time one of the easiest in which to implement translanguaging.

The difficulty of this subject in a second language (L2) is marked by the low ability of students to understand at such early ages. A common game explained for a physical education class can be very misunderstood by students who have missed the message. As a result, there may be many errors that mean the objective of the game is not fulfilled. In addition, both the rules and the variations of the game often contain more specific vocabulary that is usually not so easily understood by the student.

However, Physical Education is a subject in which implementing bilingualism through translanguaging is quite simple because gestures and practical examples can help us a lot so that the student understands while using certain questions in the L1 or body language. It can help us to assimilate new words in English.

For example: In a game where they must pick up certain items from the ground to get points, we can explain everything in English and emphasize the name of the objects (hoop, ball, bib...) pointing to or picking up the elements. We can also use translanguaging to say the important rules.

Also in this subject we have to establish daily routines that are always similar in L2 and we can see that they are not remembering those in the L1 from time to time.

Another very effective resource are the songs that help us to carry out physical activities. While singing in English, the students will be able to ask in the language that they will prefer the doubts of the song to sing it knowing what they refer to. Many of these songs are linked to sounds or imitative or signaling gestures that tell us that they are understanding the meaning. Some examples of these are: The Wonder Ball, Coffee and Tea, Head-shoulders- knees and toes, Hokey-Pokey and Eeeny Meeny Minie Moe.

Below is a list of different vocabulary routines to reproduce in THE L2, which can be established in class and varied to broaden their knowledge.

-Instructions (Instrucciones)

- We're going to start our PE lesson. (Vamos a empezar la sesión de EF)
- Be quiet, please; (Guardad silencio, por favor)
- Pay attention and listen to the explanation. (Poned atención y Escuchad la explicación)
- Don't cross the line. (No pasar de la línea)
- Stay behind the line. (Detrás de la línea)
- Sit on the ground. (Sentaos en el suelo)
- Get into a line. Stand in a line. That's nice and straight!
- Make a line/ circle. (Hacer una cola/círculo)
- One behind the other. (Uno detrás de otro)
- Stand face to face. (En parejas cara a cara)
- Skip // Jump. (Salta)
- Hop. (Salta)
- Come forward a bit. (Ve un poquito hacia delante)
- Take two steps backwards a bit. (Da dos pasitos hacia atrás)
- It's fair. // It's not fair. (Es justo/no es justo)
- Cheater! // Don't cheat! (¡Tramposo!) (¡No hagais trampa!)
- It's my / your / his / her turn. (Me toca)

- We won. // The winner is_____. /The winners are_____.
(Ganamos _____ /Elganador es...)
- Ready, steady, go. (¡Preparados, listos, ya!;)
- Count the list number. (Contar el número de alumnos en inglés)
- Count the seconds left. (Contar el los segundos que faltan en voz alta en inglés)
- Let´s go out to the playground. (Sálgamos al patio)
- Hurry up; (Date prisa)
- Go to the corner. (Ve a la esquina)
- Go, go, go. (¡Vamos, vamos, vamos;)
- We´re going to divide the class into two groups. (Vamos a hacer dos grupos)
- Go to the circle. (Id al círculo)
- Join the queue (Ponte en la cola)
- Let´s go to the gym. (Vamos al gimnasio)
- Pass me the ball. (Pásame la pelota)
- Gather round! (Acercaos)

Ending your lesson

- Right, we have no time for anything else. (perfecto, ya no tenemos tiempo para nada más)
- We don´t have any more time today ... (no tenemos más tiempo para hoy...)
- Ok, that´s all for now / today. (esto es todo por ahora/por hoy)

Giving positive feedback (Elogios)

- Well done! (¡bien hecho!)
- Excellent! (¡Excelente!)
- Great! (¡Genial!)

- Very good! (¡Muy bien!)
- Good! (¡Bien!)
- Right! (¡Eso es!)
- Fantastic! (¡Fantástico!)
- Wonderful! (¡Maravilloso!)
- Marvelous! (¡Mágifico!)

Greetings (Saludos/Despedidas)

- Goodbye! (¡Hasta luego!)
- See you! (¡Nos vemos!)
- See you on Tuesday (Nos vemos el martes)
- See you tomorrow. (Nos vemos mañana)
- Have a very nice day! (¡Tened un buen día!)
- Have a very nice weekend! (¡Que tengais buen fin de semana!)
- Take care! (¡Cuidaos!)

8.2.4.1 Physical education: Example of a sequence of a session for fourth grade

In all the subjects in which we use an L2, although we also implement translanguaging. We must help ourselves with signs, but in the case of Physical Education, we are very lucky that signs help us in a very high proportion since all games or sports that the student is going to do can be exemplified. In this way, the teacher can help himself or herself with body language, which is still another form of translanguaging so that his or her students understand the indications of this subject in an L2.

Examples of this action could be:

In a class where the ball driven with the feet is the main material, we can make the gesture of kicking accompanied by the explanation, and repeat the word "kick" several times while repeating the gesture.

In an activity where the change of partner to take over within our team is one of the main objectives of the game, we can exemplify it by completely making the changes to the voice of "change" in each example.

These are just two basic examples to show that, in this subject, we must take into account the advantages of body language and use it so that, together with the use of English, we expand their vocabulary while understanding the activity.

In addition, in cases where there are students with autism in the class, signs are essential in all areas, and in Physical Education, to develop motor skills correctly.

Session Development

L2: Welcome

L2: We created a scheduled warm-up where each day one takes it, telling us in English what we have to do and with which parts of the body.

Example: Move your knees, Change the direction of rotation.

L2 and L1: we talk about what we are going to do in a general way. In this case we remember that they were working on speed. In

this case, it is the second session and most of the students probably understand

English, but we are aware that some do not, and we want them to read that it is clear that speed is a physical ability that can be improved, so we repeat again in English the most complex aspects.

EXPLANATIONS OF THE GAMES

By having a visual example while we explain in English, we will try not to use the L1. The

teacher will explain the game in English and the students will have to pay attention. If we see that, during the game, some students have not understood it, we repeat again combining L1 and L2 all the words or phrases related to the game that the teacher or the students will have to say will be said in the L2.

Example: Pears and Apples. In this game, the students are arranged in opposing pairs with their backs to each other, each one will be a fruit. The fruit that is shouted out by the teacher has to run for the other. If we change the fruits for another element and repeat it several times with different themes and words, we will be helping them to reinforce vocabulary. If there is a specific doubt or problem, we can use the L1 to solve it, but, if it is not complicated, we can support students in the L2.

All games will follow the same dynamics and the use of L1 or L2 will vary depending on the complexity of the game. In this subject we must be very attentive to see if they have understood the explanation provided in English. In this way, we will know if it is necessary to explain the game again by introducing more vocabulary in L1. We must allow students to express their doubts in the language they feel most confident in. We also rely on body language to explain the activities.

8.2.5 Translanguaging in Arts and crafts

The bilingualism implemented in this subject is a very effective way of making second language develop in other aspects of vocabulary without being very difficult.

This is due to the fact that, whether we use a specific book or any other material, this subject is very visual and everything we have to do is based on the previous visualization. Thus, by having an example base, concepts can be very well understood in the L2. However, some indications of how to carry out certain specific tasks, or certain types of material may not be understood by the student or be of a more advanced level; translanguaging can give us support

Another reason why this subject is very attractive for bilingualism combined with translanguaging is its practical and playful nature, as well as the flexibility of the content taught.

As an example of translanguaging: In a worksheet for fourth grade of primary, the students work on different patterns to draw: stripes, dots, squares. Visually they can easily understand these concepts, but other words like mosaic, proportions or aligned can be more difficult to understand by the students. The same happens with certain materials that have not been studied for a long period, or with more specific words or formations such as characteristics, tear up, tape it and layers.

An advantage of translanguaging is that it allows students to help each other much more easily: if a student understands what is explained in the L2 but his or her classmate does not, he or she has the freedom to explain it to him or her in the native language. Thus, we develop other skills; Art is very important for developing these. It is a fun subject for the student, where the student is usually calm and prone to express their aptitudes, both negative and positive, towards artistic education.

We must not forget that artistic education is a subject with great potential to develop the emotions of the student, Language is a vehicle for self-expression, but it is not an end in itself. Self-expression is.

8.2.5.1 Arts and crafts: Example of a sequence of a session for fourth grade

In this case, based on what was said above about the possibility peer support that translanguaging offers, we are going to exemplify this tool. In this way, after the teacher's explanation, the student who sits next to the student with a curricular gap will be able to explain and help him or her, creating a much-needed interaction and socialization.

This methodology is called peer learning or peer teaching and is goes hand in hand with translanguaging. It has several advantages:

- Direct interaction between students promotes active learning.
- Teaching others reinforces one's own learning.
- Students feel more comfortable and open when interacting with peers.
- The pairs share a similar discourse, facilitating understanding. (CIFP Majada Marcial 2019).

In this case, it has been exemplified with a student with a curricular gap, but this measure can occur in many types of students and in many subjects, thus contributing to cooperative learning.

Session Development

L2: welcome

L2: When we remind the class what was done the day before, the interaction of the student is very important. We use questions like, do you remember? take out your latest work?.. in which we see that the student responds to certain requests.

L2: Explanation of the activity to be carried out, supported by examples and the materials that we are going to use. Try to develop their concentration so that they assimilate what we are saying based also on the context, even if they do not understand everything. In this case they are going to make a painting made of cardboard with different patterns of newspapers.

L1: Difficult concepts.

L2: Farewell and congratulations for the good work done.

9. CONCLUSIONS

After reviewing the bibliography on a subject like bilingualism that generates so much controversy, we have been able to respond to the objectives set at the beginning of this document. The first was to clarify the situations where the second language must prevail over the first in contrast to the subject, and when this action occurs on the contrary. We have been able to observe that we must first predetermine the level of our students to know if they could grasp all the contents in a second language and also to see the level at which certain vocabulary or grammatical constructions would be too difficult to learn the subject in question.

Determining these, we must then look at what specific subject we are in to see if it has a high visual support or if, on the contrary, our L1 has to prevail in certain aspects so that the students acquire the content. Meeting this objective is a difficult task where the teacher has to do a lot on his or her part to combine the two languages until reaching a beneficial translanguaging for the students and with the ability to adapt.

On the other hand, another of the general objectives of this research was to propose certain methods to boost the subject and the second language alike, as well as the integration of the student. This objective, as we can well see in the research, has mostly been solved in the teacher's guide or the examples of the practical proposals.

By attaching translanguaging to the scaffolding to support the acquisition of foreign language learning for a child in a meaningful way, we can boost motivation as the constant search of knowledge is the achievement we want to reach.

In conclusion, after all the bibliographic review that responds to the stated objectives, we believe that the most appropriate solution to work on the contents of general education in our country is to use the method of translanguaging as a form of real learning in the that the students can interact without feeling the need to know everything in English. The students are in the process of learning and we cannot expect them to know everything related to a language. Therefore, the freedom to ask questions in their language when necessary or the policy of the specialist teacher of a subject explains more complex topics in the mother tongue does not interfere with the learning process of an L2.

It is also clear to us that this method has to be carried out with criteria set by the teaching staff, knowing what the minimum contents are that each student in a certain course should have as well as their limitations and specific needs, and the type of content to be implemented.

Finally, one of the most important things that this review of the literature clarifies for us is that translanguaging is especially important in abstract topics since most students are not able to understand these topics in the same way in their mother tongue as in a foreign language. An example of this can be given in subjects such as Science where the L2 is more used than in others such as Physical Education.

In short, bilingualism in our country can continue to have an effect if we stop coercing students into speaking only in L2 so that they can improve. We propose to give the logical explanation of English grammar as well as explain the contents that are more arduous in the L1 or in combination of the L1 and L2, also allowing questions that students cannot formulate in a second language in their native language.

All these collected ideas are generated to try to make education evolve as society does, and for

teachers to acquire continuous training and skills that will be perfected little by little until they reach the ideal of translanguaging.

10. FUTURE LINES OF RESEARCH

If we talk about future lines of research, translanguaging is still very unexplored, so many lines are very interesting to continue developing this learning method.

First, the research can focus on more quantitative aspects, carrying out experimental research where the positive impact of translanguaging can be demonstrated in a real way. Another option is to determine which types of activities or routines have been the most satisfactory, or which achieve more specific objectives and which create greater socialization and a better climate in the classroom.

We must also analyze in more detail how translanguaging affects students with special educational needs, although we instinctively know that it influences them positively. Another possibility is to analyze translanguaging together with a specific methodology such as the ones we have seen in this research, to trace the interrelationship and define good practice.

What these possible lines of research make clear to us is that the present study cannot be generalized since more research is needed within this field to make more solid statements and extract general facts. This would be possible with a larger body of informants and through observations.

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