

**COLLABORATIVE WRITING ACTIVITIES THROUGH PEDAGOGICAL
TRANSLANGUAGING PRACTICES TO EVIDENCE EFL LEARNERS'
ADVANCEMENT IN HIGHER EDUCATION**

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Abstract

This action research employed an exploratory qualitative approach to address pedagogical translanguageing practices in free English courses at the University of Pamplona, located in Pamplona, Norte de Santander. Through participant observations, rubrics, and journals, this project achieved three goals: firstly, to explore the implementation of collaborative writing activities informed by translanguageing pedagogy in an EFL group of higher education learners, secondly, to document EFL learners' language learning progress through collaborative writing tasks and reflective journaling, and thirdly to evaluate learners' writing skills development and language appropriation based on the pedagogical translanguageing practices and their reflections.

The following study highlight the importance of collaborative writing activities in fostering EFL learners' motivation and participation in teamwork. It also evidenced improvements in learners' linguistic repertoire and intercultural understanding, alongside by enhancing the respect for diverse cultural backgrounds and viewpoints. Nevertheless, this research faced notable limitations, particularly the constrained timeframe executed by the outdated academic calendar at the University of Pamplona, which reduced the number of workshops. Therefore, this constraint in contrast with participants' delays in returning their journals, restricted the scope of data collection and analysis.

Despite these challenges, the findings underline the potential of pedagogical translanguageing practices as a valuable tool for enhancing EFL learners' sense of identity and confidence when using English, while making the learning process more meaningful and collaborative.

Keywords: pedagogical translanguaging practices, collaborative work, collaborative learning, collaborative writing activities, linguistic repertoire.

Resumen

Esta investigación-acción empleó un enfoque cualitativo exploratorio para abordar las prácticas pedagógicas de translenguaje en los cursos libres de inglés de la Universidad de Pamplona, situada en Pamplona, Norte de Santander. A través de observaciones de los participantes, rúbricas y diarios, este proyecto alcanzó tres objetivos: primeramente, explorar la implementación de actividades de escritura colaborativa informadas por la pedagogía del translenguaje en un grupo de estudiantes de EFL de educación superior; en segundo lugar, documentar el progreso del aprendizaje de idiomas de los estudiantes de EFL a través de tareas de escritura colaborativa y diarios reflexivos; y en tercer lugar, evaluar el desarrollo de las habilidades de escritura de los estudiantes y la apropiación del idioma basándose en las prácticas pedagógicas del translenguaje y sus reflexiones.

El siguiente estudio destaca la importancia de las actividades de escritura colaborativa para fomentar la motivación y la participación de los estudiantes de EFL en el trabajo en equipo. También manifiesto mejoras en el repertorio lingüístico y la comprensión intercultural de los estudiantes, además de mejorar el respeto por los diversos orígenes culturales y puntos de vista. No obstante, esta investigación se enfrentó a notables limitaciones, en particular el escaso margen de tiempo ejecutado por el desfasado calendario académico de la Universidad de Pamplona, que redujo el número de talleres. Por lo tanto, esta limitación, junto con los retrasos de los participantes en la devolución de sus diarios, restringió el alcance de la recopilación y el análisis de datos.

A pesar de estas dificultades, los resultados subrayan el potencial de las prácticas

pedagógicas de translenguaje como una valiosa herramienta para mejorar el sentido de identidad y la confianza de los estudiantes al usar el inglés como lengua extranjera, al tiempo que hacen que el proceso de aprendizaje sea más significativo y colaborativo.

Palabras clave: prácticas de la pedagogía del translenguaje, trabajo colaborativo, aprendizaje colaborativo, actividades de escritura colaborativa, repertorio lingüístico.

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Introduction and problem statement

Why do people learn foreign languages nowadays? Isn't it English the most spoken language all over the world? In recent decades, English has been considered one of the most relevant languages bearing in mind its colonization not only in global trade and academic fields but also in a globalized village¹ where an influencing culture has been established by digital citizens when choosing entertainment that is mainly streamed in English.

Worth to mention, English language allows native and non-native English speakers to exchange knowledge as well as experiences. This fact mainly serves as the response of several undeveloped countries whose beliefs rely on the establishing English as a requirement to carry out an optimal working and social lifestyle. It is the example of Colombia which along the years has implemented language policies to instate English as their second language. Bonilla.C., & Tejada-Sánchez., (2016).

However, to ensure Colombians reach any of the language policies, its citizens must follow the international criteria set by the Common European Framework of Reference for Languages (CEFR), where they become multilingual learners who ought to obtain desirable abilities to then measure their competences in this target language. These competences are categorized into two main skills according to Baker (2006) productive skills grouping speaking and writing, thus receptive skills grouping reading and listening.

In addition, El Ministerio de Educación de Colombia (MEN) has initiated a project to undertake Bilingual learners' programs, reason why PNB Plan Nacional de Bilingüismo (2004 – 2019) has been featured to overcome learners' difficulties when learning English as a second language as well as being assessed to measure the process. In this way, when

¹ Globalized village: Canadian term that describes the phenomenon of the world becoming more interconnected due to the spread of media technologies.

undertaking exams (national or international) most learners fail by demonstrating these difficulties in the writing and the reading sections since they are unable to produce written texts based on what they read.

On the other hand, during the writing workshops of this research project it was evidenced that, students faced a range of challenges. For instance, when researcher teacher asked learners to write a text, many of them struggled with developing a clear thesis statement and supporting it with relevant detailed facts. Furthermore, in creative writing exercises, many students expressed frustration with generating original ideas and developing their characters, for this reason learners used to asked permission for using their mobile phones to develop the written task because they considered they did not have the enough vocabulary to accomplish the goals set by the activities.

According to Villamizar (2022) most EFL learners' difficulties in writing rest with spelling mistakes together with wrong grammar conjugation. These difficulties are presented due to the lack of strategies that they do not know how to implement in a target language which hinder their learning from their mother tongue towards the foreign language, presenting an interference to connect both codes (García and Tupas, 2019).

Coherently with the project, schools and universities all over Colombia have restructured their curricula by including bilingual environments that allow learners to be immersed in the English language. From the above, a higher education institution located in Pamplona, Norte de Santander, offers English level courses to its different disciplines like engineering, art, nursing and bachelor's degree to ensure that learners achieve bilingualism development due to its requirements for learners to graduate in a professional career with the English exam certifying proficiency in B1 level. It is worth mentioning that the contextual evidence with the EFL²

² EFL: English as a Foreign Language

learners show how they support and bring their mother tongue knowledge for learning the foreign one. This is why translanguaging approach pops up to support speakers to control the increase of their languages' combination to generate a social construction through bilingualism as mentioned by García, O., & Wei, L. (2014).

Therefore, Collaborative Learning arises as a set of strategies to overcome such writing tensions in EFL learners. Within its plan of actions, Collaborative Writing is seen as appropriate to enhance EFL learners' progress when overcoming them as believed by Lázaro-Ibarrola. & Hidalgo, M. (2022) who state that it is better to work in collaborative writing because it results in more accurate texts in comparison with those ones that are developed individually. As aforementioned, Collaborative Writing allows learners to become involved in discussions, leading to the co-construction of knowledge to undertake decision-making to get an optimal result in scanning and correction of errors. This interaction facilitates better communication and so forth they can concentrate on the grammar and spelling that ends up in a learning environment.

As EFL learners do not provide optimal outcomes, it is further suggested to carry out pedagogical translanguaging, which “is about activating multilingual speakers' resources so as to expand language and content learning” (Li & Cenoz 2023). In this way, collaborative writing can be evidenced by EFL learners through pedagogical translanguaging practices in their current fields to integrate a social practice to accomplish a common goal by sharing their own thoughts and ideas that help them to foster their participation and support each other to develop written productions as well as feeling motivated to improve their repertoire. These practices help learners to share their own thoughts and ideas more confidently, by fostering their participation, and supporting each other at the moment to develop written productions, ultimately enhancing their

motivation and expanding their linguistic skills.

. Considering that, Otheguy and García (2024) point out that translanguaging emerges not only as an academic concept but also as a humanized practice that acknowledge the complexity of language users' identities. Through this lens, language ceases to be viewed as a static system tied to one national code, and instead becomes an integrated, fluid repertoire that learners strategically are able to use with the purpose to construct meaning and negotiate understanding. Therefore, translanguaging encourages educators and researchers to consider the sociocultural, and interpersonal dimensions of linguistic interactions to foster a more inclusive learning environment.

Moreover, when EFL learners engage in collaborative writing activities that embrace translanguaging, they benefit from a dynamic where interaction benefits the use of their linguistic resources. As Otheguy and García (2024) suggest, these learners become active agents in their own language development, working together to refine their texts, clarify their thoughts, and support each other during their academic progress. By recognizing and validating the diverse linguistic trajectories that shape each learner's experience, educators can create spaces where individuals feel valued and empowered, thereby enhancing both the quality of the language produced and the affective conditions under which language acquisition unfolds. In this regard, the following question emerges:

How do collaborative writing activities evidence EFL learners' advancement in higher education through pedagogical translanguaging practices?

CHAPTER I

Literature Review

In the current project different theories and backgrounds are integrated, with the purpose of improving EFL learners' learning process of English as target goal. In this regard, Álvarez

(2020) stipulates that the theoretical framework helps to establish a thesis, since it allows to analyze different topics, contributions, scientific articles, etc. by the following three categories emerged: *Bilingual Education and a local perspective*, *Pedagogical Translanguaging practices & Collaborative Writing Pedagogy*.

Bilingual Education and a local perspective

From the context of this project, bilingual education responds to the higher- education policy that emphasizes on the teaching and learning of English as a Foreign Language –EFL. Nevertheless, teaching and learning exclusively focus on the foreign language, it means English; that is why in most English level courses from Unipamplona³ there is the tendency of making learners exclude their mother tongue when attempting to create a bilingual environment, since it is believed that it would interfere in their language learning process. However, this research has the initiative of integrating learners' mother tongue in their language learning process because it functions as a starting point of language learning happening in the scenario. García, O., & Wei, L. (2014)

Through the language learning processes, some tensions arise in terms of the dominant and non-dominant languages spoken. For EFL learners, the critical tensions result in their inability to produce texts since they demonstrate spelling, punctuation, grammar conjugation errors, lack of vocabulary, proper coherence & cohesion as well as code switching.

Younas et al., (2020) portray code switching as an alternation between languages, since EFL learners work with their mother language when the second one is not enough. This is to say that speakers use a second language to convey their message more clearly, then switch back to their primary language. To this extent we regard code-switching as a limitation since it separates

³ Unipamplona: University of Pamplona

EFL learners' linguistic repertoires, which makes it difficult to soften these tensions during their learning process.

Nevertheless, the most remarkable tension evidenced in EFL learners is that their mother tongue (Spanish) is inscribed in their body as García, O., & Wei, L. (2014) mentioned, causing a boundary to improve their language learning in English, so for this research pedagogical translanguaging is regarded as a way of promoting dialogue and collaboration to make a transition from home to bilingualism, encouraging flexible learning through activities like written texts through collaborative work to foster confidence and generate a learning brigade.

Pedagogical Translanguaging Practices in Bilingual Education

In the scope of this research, translanguaging is defined as a pedagogical approach to make learners feel comfortable when expressing their ideas, knowledge and feelings in their mother tongue when learning English as a second language. From this, pedagogical translanguaging emerges by providing EFL learners with the integration of languages while it promotes holistic language learning for them Cenoz, J., & Gorter, D. (2021). Reason why the idea of pedagogical translanguaging is to allow learners set up their own knowledge, their own repertoire to be able to communicate what they know or feel by incorporating grammatical structures learnt in their speech with the same proficiency level.

(Creese and Blackledge, 2010 as cited in Kwihangana, 2021) refers to “this attempt to understand and to be understood, translanguaging allows (EFL) learners to build their multiple languages into an integrated linguistic system that lets them move seamlessly from one language to another” (p 88-89).

Pedagogical Translanguaging Practices

Considering that pedagogical translanguaging looks for respect among languages, it is important to emphasize that there are practices that help the learning environment to be friendlier and enriching for EFL learners' process. To create a positive ambiance, Cenoz & Gorter (2021) practices in Pedagogical Translanguaging have been considered and are divided into five sections below.

Metalinguistic Awareness

As authors stated, this practice is considered as one of the strongest forms of pedagogical translanguaging due to allowing: reflection of the language, the use of two or more languages in activities as well as the activation of prior knowledge. When depicting the process, getting learners to activate their metalinguistic awareness, it is essential to guide them through the comparison of specific aspects of the language, whether it is grammar, vocabulary, discourse structures or all the above for them to analyze the differences and similarities.

In the case of EFL learners, a clear example of similarities and differences are shown while reviewing and practicing general vocabulary and grammar subjects that are established in their school curriculum. While putting into practice Metalinguistic Awareness, EFL learners are able to use vocabulary with ease in sentences since they recall their meaning. Another case is also evidenced when reviewing common grammar tenses of the target language since they remember the language functionality to narrate or express a certain time due to, they come to the point of comparing how different or similar the target language works from their mother tongue. In other words, not only do learners become engaged in the activities but also, they become able to identify these common aspects between their L1 and their L2 that boost their language learning process, making them able to comprehend to a wider extent the target language functionalities as well as improving their production skills.

This is why it is recommended for learners to consider and evaluate language use in various settings.

In view of that, learners acquire an awareness of metalinguistics, or the study of language function and manipulation for various communication goals. In this way, Robinson et al. (2022) states that, Additionally, to the transfer patterns related to lexico- semantic processing, the way bilinguals approach language and apply their language skills to achieve language objectives could offer valuable understanding of cognitive-linguistic processes.

Use of the Whole Linguistic Repertoire

Cenoz & Gorter (2021) compared and differentiated this practice from the above due to not complying with learners' reflection on languages. For this reason, it encourages learners to use their multilingual repertoire for different purposes such as input, and output as highlighted by Williams (2002). Moreover, learners can use different languages when analyzing bilingual public service announcements to explain their choices through posters, plays or oral presentations as proposed by García, Ibarra Johnson and Seltzer (2017).

Linguistic repertoire has become one of the fundamental aspects when referring to sociolinguistics by being stated as a totality of linguistic forms encompassing emotions, language ideologies, and bodily dimensions during an interaction by bilingual or multilingual individuals (Bush 2012, 2017 as cited in Oostendorp 2022). Similarly,

Anzaldúa's notion of linguistic repertoire (cited in Oostendorp 2022) expresses that building linguistic repertoires assemblages' the sense of identity of the individual while being exposed and immersed to images, emotions, food, sounds, acts, and even music. Therefore, building on linguistic repertoires is the act of putting into practice the previously mentioned features by individuals who use two or more languages when convenient on a regular daily basis.

Translanguaging Shifts

This term refers to spontaneous, unplanned decisions made by teachers and students to resolve communicative needs in the classroom, often deviating from the formal lesson plan. This concept is essential within pedagogical practices that embrace multilingualism, in view that these are spontaneous actions, such as when a student asks for a translation to understand a word or text, which isn't originally part of the lesson plan.

For example, a student may request a translation to comprehend a text in the classroom. While this is an unplanned action, the teacher can use the opportunity to provide a more detailed explanation about the word and connect it to the ongoing lesson. This bridges the gap between spontaneous and pedagogical translanguaging, placing translanguaging shifts toward the middle of a continuum between spontaneous language practices and formal, pedagogically planned language teaching.

These shifts, as introduced by García, Ibarra Johnson, and Seltzer (2017), highlight the importance of flexibility in bilingual or multilingual education. They offer room for creative integration of multilingual resources in a way that enhances the learning experience, especially in diverse classrooms.

Language as a resource for learning

Language has been seen as a resource for learning rather than an obstacle bearing in mind that teachers create opportunities for students to use their languages in different social contexts by developing their cognitive and social skills. In this regard, according to Campbell and Tigan (2022) “language learning as a result of both social and cognitive processes. It entails the development of new language practices rather than simply the acquisition of new linguistic forms and develops students’ ability to express themselves in both verbal and non- verbal modes” (p.3748).

Language as a social practice

It is remarkable how translanguaging sees the language as a collective exercise that searches to engage learners in real-world interaction to dynamize the cultures. It claims: Language was commonly understood as having a clearly delineable boundary and stable structure and inherently associated with particular identities and cultures understood in essentialist ways, poststructuralist thought questioned this understanding, viewing language as rooted in social practice rather than rigid structure. From this perspective, what we view as grammar is sedimentations of recurrent patterns of language use, and language is always in flux, constantly being reproduced and transformed through language users' engagement with conditions and material realities of social life. (García & Lin, 2017, p. 33).

In summary, language needs the fluidity shaped by the context, culture and interaction that only the authentic communicative tasks can offer in a social gathering to reflect the dynamic processes in daily routines.

Collaborative Writing as pedagogical strategy and collaborative learning

Over the years, as recognized by (Chen & Yu, 2019) collaborative writing has been used as an effective pedagogical method that fosters learners' improvement on a second language learning. Nonetheless, CW is also used in educational contexts where learners' mother tongue is used in order to build knowledge. Regarding this matter, Lowry et al., 2004 as cited in Svenlin & Sørhaug (2023) illustrate Collaborative Writing as: “an iterative and social process that involves a team focused on a common objective that negotiates, coordinates, and communicates during the creation of a common document” (p.2)

It can be appreciated as the process of producing a text (academic most of the time) by multiple authors at the same time. Due to multiple research projects conducted over the years, it is suggested that this process of collaboration is evidenced during the whole process, from

brainstorming to answering related-topic questions, elaborating the draft and getting the final text production achieved by decision-making. (Storch 2019 as cited in Lázaro & Hidalgo 2022).

On this note, CW allows learners, both pairs or groups to collaborate on the different stages of it, being these: pre-writing, planning, researching, writing and revising the final draft. Current studies on collaborative writing, such as (Lázaro & Hidalgo, 2022) remark that learners immersed in collaborative writing tasks where a second language like English is a target, learners are able to generate ideas by collaborating in the different stages of writing a text. During the process, learners are able to come up with solutions when facing linguistic difficulties regarding grammar and spelling. They conclude that CW remains positive since learners are able to interact with their peers by using the foreign language in order to co-write a composition, thus producing oral output when co- constructing new knowledge.

Collaborative Learning

Collaborative Learning is considered a set of teaching and learning strategies implemented by teachers that benefit students working collaboratively to accomplish shared goals while working together students seek a beneficial outcome, discuss material among themselves, support others comprehending concepts, and encourage themselves to work hard (Johnson 1999 as cited in Okolie et al., 2022). To this extent, Collaborative Learning undertakes a pivotal role in enhancing Higher Education students' learning process by promoting positive academic achievement, a greater ability to transfer information from one setting to another, the ability to generate new ideas as well as solutions, and increased cognitive motivation (Ma et al., 2018 as cited in Okolie et al., 2022) and (Johnson et al.,1991; Johnson, et al., 1998; Cabrera et al., 2002; Castle 2014 as cited in Loes et al., 2017).

Socio-critical perspectives from the researchers

As Foreign Language Teachers and Researchers from this masters' degree, we directed our research project to one of the main MABA's axes: Bilingualism Therefore, Rodriguez & Araquez (2020) illustrate the way Bilingualism is displayed through socio-critical perspectives, as one of the reasons the current tension of language dominance going from foreign ones such as English over mother tongues such as Spanish. The clear example of this dominance we based on is Colombian learners from Higher Education, whose requirement to finally graduate consists of passing national or international English exams to ensure a better job which at the same time, reinforces a cultural belief to build a better life.

This fact allowed us to internalize the need of implementing inclusive bilingualism practices such as Translanguaging to propitiate an inclusive linguistic ambiance where EFL learners would embrace their full linguistic repertoire from L1 and L2 to convey their ideas, knowledge, feelings in conformity as Carrero et al., (2023) highlighted about Pedagogical Translanguaging practices such as Translanguaging Shift, Metalinguistic Awareness and Use of Linguistic Repertoire: "the use of both languages has benefits [...] students have mentioned the comfort they feel when they use Spanish and English for interacting during sessions, to clarify doubts, [...] recognize the cultural differences, and the notorious variety of English levels" (p.42 & 43).

Finally, having dived into research led us to get what García & Nuonsy (2024) remarked in Translanguaging by Bilanguaging Love, a means of an emancipatory practice that allows learners, whether immigrants or not, to collaboratively working and learning in a flexible way as they achieve common goals, express viewpoints from their realities through the use of their repertoires and achieve common learning goals, as Chun & Chen 2019 have previously stated.

CHAPTER II

RESEARCH DESIGN

For this project, action research is proposed owing to its versatility which allows the English teacher to generate friendly learning ambiances, besides interacting and being part of the community as belonging agent of it. Clark et al., (2020) believe that: “engaging in action research sparks evaluation and reflection to address and implement necessary changes in Practice, for both individual and educator to collaboratively be part of within an institution” (p.9). It means that action research is well-known as a systematic process of digging into educational practices to deal with specific issues that can change the learning environment for future actions. In compliance with Ferrance, E. (2000) “Typically, action research is undertaken in a school setting. It is a reflective process that allows for inquiry and discussion as components of the “research” (p.6) it is to say, that this process helps teachers to address practical concerns to impact learners, environments and methodologies. Bearing in mind Ferrance's steps to undertake action research, he emphasizes that this process is a cycle of listing five steps:

1. Identification of problem area.

The main purpose here is to select a meaningful and manageable question that can be significant in the teaching-learning practice.

2. Collection and organization of data.

This is the most crucial step that involves gathering multiple sources of data to understand the dynamics that occur in the environment under study, here it is identified different kinds of artefacts that can be implemented according to the necessity of the research.

3. Interpretation of data.

In this section, it is important to analyze the collected data to identify major themes

that can offer relevant evidence to guide subsequent actions.

4. Action based on data.

Making informed decisions is mandatory to implement changes in the educative practice.

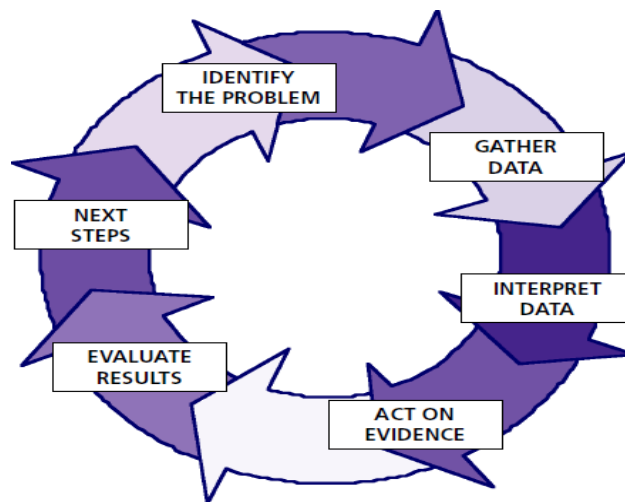
This step requires teacher to develop action plans to identify issues and improve outcomes.

5. Reflection.

In this critical component, the teacher needs to evaluate the effectiveness of the actions taken in the research to encourage continuous improvement to understand the teaching practices and redefine the approaches in professional growth.

Figure 1

Action Research Cycle by Ferrance, E. (2000)



The following objectives framed the project's development:

General objective

To evidence collaborative writing advancement in a group of EFL learners from higher education by implementing pedagogical translanguaging practices in a bilingual learning environment.

Specific objectives

To determine the implementation of collaborative writing activities from the practices of translanguaging pedagogy in an EFL group of higher education learners.

To evidence EFL learners' language learning progress through the implementation of collaborative writing activities by means of a learners' journal.

To evaluate the EFL learners' writing appropriation and language learning advancement based on the implementation of pedagogical translanguaging practices and the learners' reflections.

From the perspective of this project, it is seen that the pedagogical intervention responds to what Cenoz & Gorter (2021) state as the result of targeted needs in the learning environment by educators, therefore actions implementation is carried out to foster learner's learning outcomes. For these actions, it is necessary that educators serve from resources and instructional strategies to boost learners' attitude towards knowledge as well as skills development.

Taking a deeper look at it, pedagogical translanguaging is a pedagogical intervention itself since it promotes the use of learners' entire repertoire not only to improve their language learning in a L2 but also the improvement of their competences. Moreover, pedagogical translanguaging is a centered approach on multilingualism, contrasting spontaneous translanguaging, which occurs naturally in everyday bilingual interactions. Pedagogical translanguaging is designed by the teacher to enhance multilingual education, focusing on both

linguistic and academic development. Cenoz & Gorter (2021)

For this reason, Collaborative Writing as a pedagogical strategy comes in handy because of boosting the following pedagogical goals:

- Fosters learners' improvement on a second language learning through writing,
- Allows learners to build knowledge through writing while learning a second language,
- Enhances collaborative work and appropriation of different roles to achieve a common goal,
- Facilitates learners' skills to come up with solutions when facing difficulties &
- Improves learners' interaction with peers, which betters the learning environment.

Table. No.1

Relationship between pedagogical translanguageing practices and instruments.

Translanguageing practices	Thematic Units	Data collection instruments	Evidence
Use of the Whole Linguistic Repertoire, Translanguageing Shifts, Language as a social practice	“Fairies in danger”- Writing for...	To accomplish the data collection, the following instruments were used: Participants observations (Learning Environment Observations); Journals (Learners’ journals) and Rubrics (Assessment rubrics). On the one hand, Musante (2015), explains Participants Observations as “a method in which a researcher takes part in the daily activities, rituals, interactions and events of a group of people as one of the means of learning” (p. 251). Therefore, this method records information obtained from being part of social context. On the other hand, Bray and Major (2022), state that “journals in the field of higher education represent an important area of inquiry.” (p.2) the usage of the journals strongly depends on the information that is going to be obtained during the research development thus better comprehending the participants’ impressions. Finally, (Chan and Ho 2019 as cited by Taylor et al. 2023 establish rubrics usage is mostly done by educators and students as being part of an assessment process. These are documents that express the expectations and the criteria to be met by students. For this reason, rubrics have three features:	Link: 1 Translanguageing Practice

		assessment criteria, a grading strategy, and standards higher qualifications.	
Use of the Whole Linguistic Repertoire, Translanguageing Shifts, Language as a social practice	“Story based on pictures”	-Artefacts that evidence collaborative writing through translanguageing	Link: 2 Translanguageing Practice
Enhancing Metalinguistic Awareness, Use of the Whole Linguistic Repertoire, Translanguageing Shifts, Language as a Social Practice	“What did we do on summer holiday?”	-Assessment rubrics	Link: 3 Translanguageing Practice
Enhancing Metalinguistic Awareness, Use of the Whole Linguistic Repertoire, Translanguageing Shifts,	“What do you think about depression?”	-Journal’s reflections	Link: 4 Translanguageing Practice
Translanguageing Shifts,	“Plastic Ocean: Summary”	-Journal’s reflections	Link: 5 Translanguageing Practice

Enhancing Metalinguistic Awareness, Use of the Whole Linguistic Repertoire, Translanguaging Shifts	“Fairy tale: Creative Story”. (7 & 8)	-Journal’s reflections	Link: 6 - 7 and 8 Translanguaging Practice
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Note: Detailed description of the development of the workshops in units to better understand the translanguaging practices through the data collection.

Participants and eligibility criteria

Learners belong to an educational community that is focused on higher education from different degrees all over the University, at the beginning those learners were part of Professor Andrea but due to different changes in the administrative field, it was attached a consent letter at the foreign languages department to advance with the research project in which researcher teacher Yakira took place in one of the professor Alex’s group to have access to that learning scenarios at the university. There researcher teacher started implementing workshops to gather data. The population under study was part of an III English Level course and from those learners, five participants were selected to get personal information focused on their feelings, points of view, challenges and perception they got from the workshops. It is remarkable to say that those participants signed a consent letter in order to allow researchers to collect data from their journals.

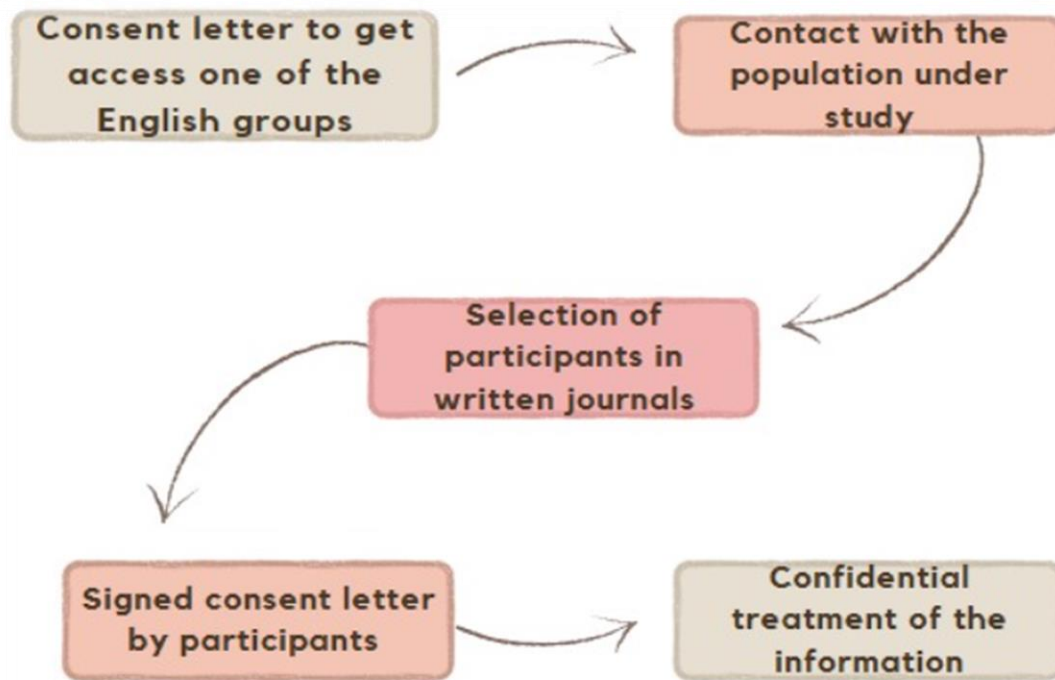
Table. No.2

Characteristics of the population under study

Number of participants	Eligibility criteria
• 27 boys • 11 girls	• The Free English course selected was III language level to identify learners' progress alongside their foreign language learning process to achieve B1. • 38 learners conformed to the learning environment divided into 27 boys and 11 girls. • Although most of the learners reached this III English level, it was noticed that some of them did not have the required language proficiency. • This group was selected bearing in mind a consent letter signed by Professor Alex who decided to collaborate in the collection data process. • Researcher teacher Yakira made contact with this population under study to apply the written workshops and subsequently to conform a group of voluntary participants to develop the journals to register the different perceptions, feelings, weaknesses and thoughts that could emerge from the workshops. • Nevertheless, it was appreciated huge apathy to participate in this data collection because many learners manifested it could represent extra work to do at home, thus researcher teacher had to select five participants to share their perceptions about the workshops undertaken during the learning environments. • 4 boys and a girl signed the consent letter to participate in the data collection in the personal journals.

Note: Detailed information about participants who were part of the collection data was provided by specifying the English level, group organization, and main instrument implemented.

Figure 2
Sample under study Flow chart



Note: the chart above shows the process took into account to guaranty the reliability of the collection Data from the participant through concept letters

On the other hand, participant observations were essential to emphasise the reliability and validity of the information gathered during the data collection. In compliance with Nyimbili, F., & Nyimbili, L. (2023) this instrument can achieve solidity through the researcher's active engagement in the environment under study allowing for a deeper understanding of behaviours and contexts and the natural dynamic of social interactions, subsequently, triangulation with other instruments are necessary to validate the information collected during the research process that was the case of the usage of journals and rubrics to complement the data.

CHAPTER III

Data analysis

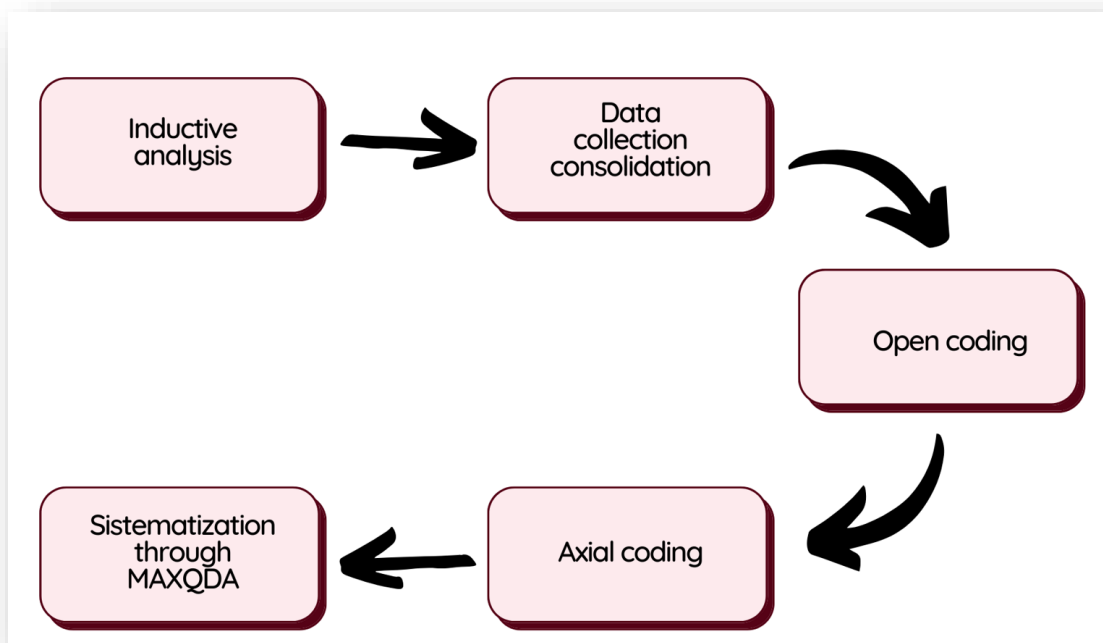
To achieve the analysis purpose for this project, researcher teachers carried out inductive analysis that aimed to draw general conclusions from the data instruments (participant observations, rubrics and learners' journals) to evidence the way EFL learners' collaborative writing abilities advanced when implementing pedagogical translanguaging practices. For this reason, we followed Haque's (2022) guidance on inductive design, which emphasizes hypothesis development through "emerging data patterns" (p. 64), we ensured that our hypothesis remains adaptable, evolving as new observations and evidence continue to shape it. This approach not only aligned with the inductive method but also enhanced the relevance and applicability of our findings to real students' experiences. Therefore, the data collection process took three months by researcher teacher Yakira, whose role was interacting with the stakeholders & gathering data while Andrea's role was planning the pedagogical sessions. After, two months were imperative while Ingrid's role consisted of leading tasks distribution. In this way, as researcher teachers we fulfilled the role of organizing data and identifying patterns despite struggling with participants' cooperation that did not want to hand back their journals. When having overcome this, researcher teachers undertook the analysis of the data. As soon as all documents were collected it was necessary to analyze learners' journals and rubrics through matrix that served as open coding to evidence the first patterns that led the analytical process with a broader insight. Once the collected data through the matrix showed common samples; those documents were uploaded on the MAXQDA software to be triangulated with participant observations to spot holistic differences and similarities. One time the three instruments gave the emerging codes in a graphic from the software it was realized that learners' reflections from journals were decisive to point out the main categories that led the analysis stage. ([Annex 1](#))

(Annex 2)

This process allowed researcher teachers to assemble the general and specific objectives by evidencing how collaborative activities advanced learners in their repertoire through friendly environments where pedagogical translanguaging helped them to appropriate in their learning process. This was noticed from the broader perceptions gave by the five participants in the journals that led to finding the majority of codes corroborating how useful the workshops were implemented in the learning environments.

Figure 3

The description of the data analysis. Source: own elaboration



Discussion of findings

In compliance with Creswell, J. W., & Creswell, J. D. (2017), in social interaction to

gather information to then be analyzed, the process of qualitative research is merely inductive to generate meaningful interpretations. So, by analyzing and interpreting the data collected from the following instruments, conveniently named: learning participant observation, assessment rubrics as well as learners' journals, the researcher teachers were able to see the coming results which were regrouped in the following categories: Students' Language Learning in Collaborative Translanguaging Activities, Collaborative Work and Learning in Pedagogical Translanguaging as well as Pedagogical Translanguaging Principles.

Students' Language Learning in Collaborative Translanguaging Activities

This category is crucial to understand the dynamics of learners when learning English as a Foreign Language, bearing in mind that it has become an acquisition within collaborative writing tasks supported by translanguaging practices in our research project. Translanguaging, as evidenced by García and Li (2014), allows learners to support their entire linguistic repertoire, by providing them with a more natural and comprehensive approach to language acquisition. In this regard, this approach aligns with Ellis's (2008) definition of language learning as a “complex, dynamic, and multifaceted process,” involving not just the acquisition of linguistic skills but also the development of critical and social competencies.

In the context of Colombia, as a clear example is Flores and Rosa (2019) Highlight that when schools focus only on teaching in dominant languages like English, they often miss the chance to build on the diverse language skills that students already have. They suggest that by bringing students' native languages into the classroom, educators can make learning more engaging and relevant. Following this approach, this study explores how allowing students to use both English and their native languages in collaborative writing can support not only their academic growth but also their personal development, making language learning feel more

inclusive and connected to who they are.

Key Insights from Participants' Language Learning Experiences

The participants' data highlighted several important aspects of their language learning journey, especially in terms of understanding and applying English vocabulary, connecting new learning with prior knowledge, and expressing their thoughts with creativity and structure.

Following Instructions and Applying Vocabulary

It was evidenced that the majority of Participants respected task guidelines, for example: Participant 3 made a carefully structure process of her work in order to meet expectations. Participants also demonstrated their grasp of vocabulary taught in lessons, even though we as researchers noticed that they were able to add new terms to enrich their stories. Subsequently, this flexibility reflects Ellis's view on language learning as a skill-building process, as students became more adapted to use English in different contexts, whether through given vocabulary or words from their everyday lives.

Getting personal Language Repertoires

It allowed participants to bring their expressions and vocabulary from their daily lives routines, making their writing more relatable and personal. Participant 1, for instance, effectively connected everyday language to academic tasks, enhancing his confidence and making his work feel authentic. This practice aligns with García and Li's (2014) notion that when students draw on their native languages, they gain a stronger foothold in learning English because they can feel that the language is less foreign and more accessible for them.

Creativity and Coherence in Storytelling

Participants used creativity to bring their stories to life, and many of them demonstrated solid coherence in linking their ideas. For example, Participant 1 organized his story logically, showing a good sense of structure. Participant 3 also showed a great imagination, crafting a

narrative that was engaging and well-constructed. In this sense, Allen's (2020) explains that collaborative writing foster clarity and creativity, giving students a supportive framework for expressing complex thoughts.

Reflection on Findings in Light of Existing Research

The findings reinforce recent scholarship on translanguaging in EFL education. By allowing students to use their native languages, this approach made English learning more approachable and enabled participants to take risks with language, feeling less pressure to “perform” in only one language, as consequence, the collaborative environment encouraged creativity, aligning with Teng and Allen's (2020) research on the benefits of peer-supported language activities.

Implications for EFL Education

This study suggests that EFL educators should consider using translanguaging within collaborative writing tasks to encourage more authentic, comfortable, and effective language learning. By allowing students to access all their linguistic resources, teachers can create classrooms that respect linguistic diversity, promoting not just language acquisition but also confidence and identity development. This approach could be instrumental in making English learning more engaging and meaningful for students.

In conclusion, the integration of translanguaging in collaborative writing activities appears to foster significant growth in EFL learners' language skills and confidence. Through the ability to blend their linguistic backgrounds with English, students felt more empowered and supported in their learning journeys. These findings highlight the potential of translanguaging as an inclusive and powerful strategy for EFL education.

Collaborative Work & Learning in Pedagogical Translanguaging

At the beginning of the data collection, it was noticed that learners faced difficulties interacting in a target language (English), and this was evidenced in their grades; most of them focused on grammatical structures that they learned just for the exam, not using the language as social interaction. The reason why, our project was focused on helping learners to get confidence to achieve their linguistic goals in the English language. Pedagogical translanguaging was decisive to be implemented as a resource to encourage the target language participation.

Collaborative Work and Learning enhance engagement in academic content to leverage linguistic diversity and cultural backgrounds. During the data collection, the best way to gather information was by applying written workshops, so to tackle the learners' difficulties and encourage them to achieve their language-producing objectives, they were asked to work in groups.

In the learning environments, it was evidenced that they solved problems, discussed ideas, and created new knowledge by working together. In this category, *collaborative work and learning*, learners increase language proficiency in their linguistic repertoire by using their mother tongue (Spanish) to interact better, bearing in mind that a language is a social practice. In compliance with Walker, U. (2018) *Collaborative Work* interwoven learners' negotiation to engage them in joint activities to achieve common goals in their learning process and build knowledge; in other words, *Collaborative Work* is a natural setting of pedagogical translanguaging to provide opportunities to develop language skills that allowed a *Collaborative Learning* among learners.

The learners' perspectives were fundamental to analysing the affordances of this

category, one of the most important instruments that showed their points of view was focused on the *journals*, where learners wrote how they felt by working in groups for a common goal. In this instrument, five participants shared their perceptions from the workshops undertaken in the English class as it is evinced below:

Table. No.3

Learners' perceptions in relation to collaborative work in class.

P.1	Stated that collaborative work was fundamental. He could complement his ideas with his partners'.
P.2	- Mentioned that he felt good about the course. - Mentioned educators' methodology to teach was good, reinforcing that the course

	ambiance was amene.
P.3	Stated knowledge increasement for her and her partners. She felt confident.
P.4	- Mentioned that collaborative work allowed feedback and reinforcement of new concepts. At the same time, it allowed sharing ideas when carrying out the assignment. - Mentioned that they reinforced collaborative work to have a better outcome in the assignment.

P.5	• Manifested that collaborative work was a good didactic idea since his team saved time while performing the writing assignment. • Stated that collaborative work is an excellent way of putting what is learned into practice. • Mentioned his lexicon has improved due to when being asked to collaborate in his group is easier for him to proceed.
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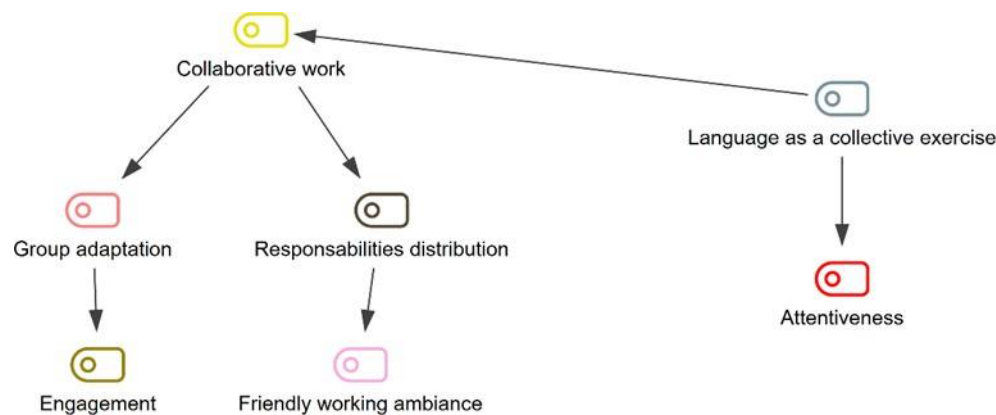
Note: This information was taken from the journals in which learners had to write down their points about how they felt working in groups.

The most valuable from these perspectives was that learners could use Spanish to advance their English knowledge by improving their repertoire. It should be noted that the exercise of learning a second language is based on the fact that it is a *collective practice* of constant feedback, learners need to constantly interact to build an optimal understanding and improve their language skills. *Collaborative work and learning* in the context of pedagogical translanguaging aim to involve learners in using multiple languages as a resource for comprehending and communicating during group activities; this intentional practice shifts away from traditional performances by ensuring *collaborative learning* to value learners' linguistic diversity in a friendly environment.

The codes that consolidated the *collaborative work and learning* category are shown

Figure 4.

Coding process: Collaborative work. Source: own elaboration on MAXQDA software



The chart above shows how important it was to include *collaborative work* in the trainees' *learning* process by interacting with them, bearing in mind that the practice of a language is a collective exercise that asks for social interaction to convey purposes, emotions, and information. As aforementioned, all workshops were developed in groups to enhance confidence in their written productions, with the main idea of achieving the goals set by each written session. In that stage, learners understood how to *distribute responsibilities* wisely to avoid losing time during the compositions' development and work efficiently to concentrate on a specific task by reducing redundancy and ensuring that the workload is shared evenly, preventing any one person from becoming overburdened. In that way, they noticed the *group adaptation* and the importance of knowing their classmates' abilities and reinforcing them in the *collaborative work*. It is worth emphasising that learners felt engaged during the group activities development and because they could create a *friendly environment* through pedagogical translanguaging e.g.:

Table. No.4

Learners' perceptions focused on the learning process ambience

P.1	Mentioned he felt confident at the end of the class.
P.2	Led them to better contribute to the group for the writing assignment.

P.3	Manifested that the organization in her group has led them to come up with ideas, organizing the ideas which has improved their performance in the course.
P.4	Manifested how interesting translanguaging approach is since he did not feel pressured to use English during the whole class.
P.5	Remarked that he liked that he was given the chance of choosing between ideas to write about.

Note: Learners provided information concentrated on their emotions during their working performance in the learning environments.

Collaborative work and learning are essential to raise awareness towards respect and inclusion, it involves learners and educators using multiple languages as resources in the educational process by creating a space to build knowledge collectively in a problem-solving activity to complete their linguistic repertoire and facilitate deeper comprehension. This dynamic learning environment encourages linguistic strengths and backgrounds to be engaged in critical thinking and promotes language development; in other words, this is a richer and more inclusive educational experience. According to Bisai, S., & Singh, S. (2019), collaborative learning highlights how learners work together to solve problems and participate in discussions, sharing their thoughts and ideas to emphasise the importance of social interaction and cultural understanding in the classroom.

To sum up, *collaborative work and learning* in pedagogical translanguaging are the cornerstones to creating friendly environments where learners can feel safe and comfortable using their mother tongue without feeling scared of being ridiculed or scolded. This category showed that it is necessary to interchange foreknowledge to provide motivation and accountability by celebrating progress and witnessing others' success.

Pedagogical Translanguaging Practices

Pedagogical Translanguaging is perceived not only as an approach, but also referred to as a teaching practice where two or more languages are engaged during the teaching and learning process in all levels of Education. From this research, the implementation of Pedagogical Translanguaging in English classes of the Level Course III for non-native English speaker undergraduates in higher education led researchers to confirm what Cenoz & Gorter, D. (2022) previously stated: a planned class in which different languages and other teaching strategies are used allow learners' utilization of their linguistic repertoire.

For this reason, it is worth mentioning that while analyzing the data collected these two Pedagogical Translanguaging practices emerged as subcategories: Translanguaging Shift as well as Use of the whole Linguistic Repertoire and Metalinguistic Awareness.

Translanguaging Shift

Along the eight classes, it was observed that learners started integrating gradually both Spanish as native language (L1⁴) and English as target language (L2⁵) when expressing their ideas in written assignments. Although in the first and second classes it was observed that they would often rely on translation to learn as much vocabulary as possible, as researcher teachers we conceded since it gave EFL learners the opportunity to appropriate vocabulary in the target language. (García, 2009 as cited by Lang, N. W. 2019) state that “translanguaging encompasses language practices traditionally referred to as [...] translation, the use of bilingual texts, and the use of languages across multiple modalities”. To enhance a suitable bilingual environment after having observed the aforementioned, the researcher teachers

⁴ L1: Mother tongue

⁵ L2: Target Language

decided to implement a strategic activity called “sentences formation” to incentive learners to use other forms of Translanguaging that lead them to Pedagogical Translanguaging practices.

(Annex 3)

To this matter, in **P.O3** the researcher teacher remarked some advancement in EFL learners from **Workshop #3**: “It was noted that students attempted to provide full sentences using L2 from the vocabulary given by the teacher, however they would ask their teacher for the word in English when they found themselves unable to say it.”. Along the way, learners’ integration of L1 and L2 to express their thoughts of ordinary topics increased which resulted in benefits for them. This was confirmed by **P1** in his **L.J⁶**, he mentioned that “guided by the educator, they could use English and Spanish when doing the assignments”. Considering this fact, it was noticeable that learner as **P.4** was able to use Translanguaging Shift principle in the fifth class about Plastic Ocean, since it was observed that he mastered the learnt vocabulary while performing the written summary assignment although he struggled providing coherence to the text as shown in **P.O #5**: “It was noted that P.4 had mastered most of the vocabulary provided by the text and reinforced by the teacher, however he struggled when putting his partners’ ideas together.”.

Although others, such **P.3** and **P.5**, it was observed in **P.O #5** that they still relied on translating words in the written assignment with their group: “P.5 managed to look for the vocabulary while P.3 struggled to put together sentences coming from ideas given by her partners. This group constantly asked for teacher’s help when using vocabulary and making sense of the sentences. example: they didn’t write properly some words such as film - they wrote

⁶ L.J: Learners’ Journal

fil. As well, they repeated in the same paragraph the word went without subject as the following: went went into the film”. This is to say that translation as a translanguaging practice helped participants getting to pedagogical translanguaging practices to convey their ideas, mostly noted in written assignments from the third and fourth class. to these facts, García, O., & Wei, L. (2020) state that Translanguaging Shift practice advocates for learners’ validation of their full linguistic repertoire, to which we agree as researchers when considering learners’ advance in manifesting their thoughts in written assignments. As researchers, we considered general participants’ advancement as main benefit from Translanguaging Shift practice by taking into account EFL learners’ performance in classes.

To this regard, **P.5** indicated while reflecting in his **L.J** from **workshop #4**: “P.5 noted that his performance has increased due to the final grades they’ve gotten.” which reaffirms Emilia, & Hamied, (2022)’s statement that “the use of TL in EFL classroom can benefit both teacher and students. Its benefits can be seen from three aspects, including cognitive, psychological, and social.” (p.54).

To give an abstract of this emerging subcategory, Translanguaging Shift as principle was evidenced among EFL learners when the researcher teacher validated their utilization of translating first as often as possible, then providing EFL learners with a different activity to boost their Translanguaging-shifting in their written which led them to learners demonstrate progress in the integration of L1 and L2 in the last written task.

Use of the whole Linguistic Repertoire and Metalinguistic Awareness

It was perceived that EFL learners’ linguistic repertoire was engaged by the educators’ use of didactic elements as well as activities with different dynamics in the English classes, which allowed them to progressively use their knowledge in both L1 and L2 to accomplish the

collaborative written tasks as **P.4** marked on his **L.J** that “the use of didactic resources leads to completion of the assignments”. Reason why during the implementation of **Workshop # 3**, where EFL learners reviewed some common-used vocabulary through the Past Simple Tense named “What did we do on Summer holiday?”, the researcher teacher remarked in **P.O3**: “When carrying on the activity, students showed enthusiasm because of: 1. Having previous knowledge of the use of the tense: Past Simple, thanks to having repertoire in L2. Some students made comments such as they knew some aspects of the tense due to they already had idea of it from high school. 2. Being able to reinforce the understanding of the sentences by translating from L1 to their L2. Hence, From **P.3’s Learners’ Journal** it was remarked the “use of words and verbs she knew from high school” whereas **P.5** pointed out on his **L.J**, that “his lexicon improved thanks to the verb repertoire provided during the class.” Indeed, García, & Kleyn, (2020) focus attention on this principle by highlighting its perk due to it allows students draw upon their holistic repertoire by improving as well as deepening their understanding, resulting into enriching learning experiences in bilingual environments. As researchers, we agree on their statement since we observed a scenario where EFL learners went from barely using their linguistic repertoire integrating L1 and L2 in the first two Workshops named “Passive voice in Present Simple”, to being engaged to the class by using their Linguistic Repertoire coming from the activation of their prior knowledge. To this extent, Seltzer, & Collins, (2021) argue that once students are engaged with their linguistic repertoire, they interrelate their prior knowledge to make sense of the new by breaking the gap of the unknown and thus, making learning way more meaningful as this was the case for **P.5** who outlined the improvement of his lexicon.

In addition, EFL learners’ usage of their linguistic repertoire was interrelated with their

Metalinguistic Awareness in the sense of understanding the target language functionality, since the more they would comprehend a grammar subject or any topic in L2, the more they would use their repertoire with the learned language. To the latter, once again Seltzer, & Collins, (2021) claim that Using the whole Linguistic Repertoire from Pedagogical Translanguaging also promotes Metalinguistic Awareness on account of students strengthening their sense of language awareness and functionality when it comes to vocabulary, grammar structures. This is exemplified in **Workshop # 4**, when the researcher teacher noted in **P.O4** “Some students, among participants were keen on sharing ideas in L1 using some words from L2, to connect them, such as anxiety, transform, bipolarity, trauma, sadness, suffering, depression, loneliness, death y self-esteem.”.

To give a summing-up of this emerging subcategory which corroborates what a planned class focused on previously mentioned teaching strategies by the researcher teacher as well as focused on translanguaging principles are key elements to propitiate the use of whole linguistic repertoires among EFL learners, not only for boosting enriching learning experiences but also for promoting their Metalinguistic Awareness.

CHAPTER IV

Conclusions

The conclusions of this action research were focused on answering *How do collaborative writing activities evidence EFL learners' advancement in higher education through pedagogical translanguaging practices?* These conclusions were analytically built considering the specific purposes to achieve the general objective of allowing learners to draw on their full linguistic repertoire including their L1 for a better understanding of a target language (English).

The findings revealed how collaborative writing activities made EFL learners feel more

comfortable using multiple languages to clarify concepts, negotiate meanings, and promote critical thinking. Implementing pedagogical translanguaging practices in this communicative competence provides opportunities for EFL learners to practice real-world communication by connecting their learning process with personal experiences and cultural backgrounds.

When talking about students' language learning in collaborative translanguaging activities clearly demonstrated how integrating multiple languages could significantly improve EFL learners' language skills and confidence. Thereby, through the collaborative writing tasks, they were able to blend L2 with their L1, which made them feel more at ease and empowered. This approach not only facilitated language acquisition but also provided a more inclusive learning environment where learners felt comfortable expressing themselves, thus enhancing both their academic performance and their personal growth.

The EFL learners' ability to use their native language alongside English reflects the flexibility of translanguaging, allowing them to draw on their full linguistic repertoire Li (2014). This practice supports the idea that language learning is not just about mastering grammar and vocabulary, but also about developing critical thinking, creativity, and social interaction. In effect, as the data shows us, EFL learners were more engaged and motivated when they could use both languages to develop the learning tasks, which aligns with Ellis's (2008) view of language learning as a dynamic, multifaceted process.

Moreover, the positive feedback from EFL learners about their experiences underscores the effectiveness of this approach in making English more accessible and less intimidating. It allowed them to take risks with the language, experiment with new expressions, and connect their learning to real-life contexts.

Subsequently, collaborative work & learning in pedagogical translanguaging helped EFL learners engage in different academic activities to tackle their difficulties. This pedagogical translanguaging practice offers diverse perspectives and multiple language usage as Cenoz, J., & Gorter, D. (2021) stated in their article taking into account that pedagogical translanguaging is the basis of multilingualism that in this case offered innovative solutions in written exercises by bringing together individuals with several backgrounds, experiences and foreknowledge; this is because EFL learners had to be active listeners to respect various viewpoints to gain a deeper understanding. Collaborative work & learning was crucial to articulating EFL learners' ideas to build positive relationships, teamwork, and cooperation to find common ground. On the one hand, sharing workload and responsibilities could reduce stress and increase motivation by developing collaborative learning in social interaction. All perceptions mentioned above were documented through learners' journals in which they demonstrated how important translanguaging was to generate a friendly environment. Nonetheless, we would like to have more participants to gather more information about this practice in the English classes. On the other hand, we realized that in this educational institution both the professor in charge and EFL learners were unaware of the term “translanguaging”, so for them it was a surprise how important its execution is in the teaching-learning of languages to value and respect the tongues that could emerge in the learning environments.

Referring to Pedagogical Translanguaging Practices, it is concluded that EFL learners were able to use two of them: Translanguaging-Shift as well as Use of their whole linguistic repertoire and Metalinguistic Awareness. As for the first PTP⁷ we conclude that EFL learners first relied on translation as a way of translanguaging to then use Translanguaging Shift. This

⁷ PTP: Pedagogical Translanguaging Practices

usage allowed them to gradually integrate both L1 and L2, which demonstrated positive progress regarding EFL learners' L2 vocabulary appropriation in their written assignments as they gradually mastered vocabulary from topics and increased their performance obtaining better grades.

Bearing this in mind, it can be said that the use of the Translanguaging Shift is a helpful Pedagogical Translanguaging Practice for learners when appropriating and using vocabulary in L2. Therefore, its implementation in Public Higher Education such as English Level Courses is beneficial even though EFL learners' main purpose is to pass these courses to finally graduate instead of focusing on expanding their knowledge through another language. For this reason, it was confirmed that Cenoz & Gorter, D. (2022) previously stated that, by implementing Translanguaging and its pedagogical practices along with other teaching strategies, EFL learners gradually advanced in vocabulary appropriation which improved their collaborative writing in L2.

As for the second PTP, we conclude that EFL learners' usage of their whole linguistic repertoire was influenced by the researcher teacher's use of didactic elements. Not only EFL learners progressed due to an amene ambience because of it but also, they activated their previous knowledge from the topics to improve their lexicon and complete their collaborative written tasks. Moreover, this practice led the way for EFL learners to be aware of their Metalinguistic Awareness in their process of learning L2. For this reason, it is confirmed that allowing EFL learners to use their full linguistic repertoire from their spoken and targeted languages turns into a useful practice to guide them in deepening their knowledge and understanding as García, & Kleyn, (2020) highlight.

We can conclude that recognizing pedagogical translanguaging practices through collaborative writing activities helped learners to leverage linguistic repertoire by including their mother tongue to clarify meaning and enhance understanding in a collective exercise. In this order of ideas, the implementation of these written workshops, learners evidenced an advancement in their learning progress because they could support each other's language development by offering them alternative ways of expressing their ideas, in the participants' journal they shared how predominant to have the opportunity of peer support to develop their language skills. They emphasized that collaborative writing activities guided them to create a sense of community by working together for a common goal enhancing stronger relationships and respect of each other's perspectives.

For educators:

It is important to create an inclusive and friendly classroom environment that values linguistic diversity fostering a sense of belonging where learners can feel pleasant about using their mother tongue and in this way, sharing their language experiences and cultural backgrounds. The teaching of collaborative skills can guide learners to work effectively in teams, so it is mandatory to recognize a series of steps that can be included in collaborative work such as brainstorming, planning, drafting revising and editing. Educators can also select real-world tasks to enrich a relevant connection in learners' interests and experiences. Finally, the assessment process can be constructive by focusing on strengths and areas of improvement.

For educational policies:

Nowadays, it is crucial to keep all teaching staff trained to offer quality education. As we mentioned before in our population under study neither the professor nor the learners knew about

the translanguaging approach, so educational institutions could offer workshops about this field to engage language educators in using collaborative writing strategies to create better learning opportunities for learners to improve language proficiency, also, educational institutions could provide ongoing support and resources to implement translanguaging practices besides the development of curricula is fundamental to reflect learners' linguistic and cultural diversity.

Practical implications:

It was evidenced that learners learnt more when they had the chance to work together, so it is recommended to implement collaborative writing activities in language classes to enrich the learning process because we can not put aside the importance of a language as a collective exercise that enriches the linguistic repertoire and the experiences. Also, an educative policy design could include supporting programs to reduce inequalities. Finally, it is suggested to revise and update curricula to include these kinds of topics that will help the educational community.

Theoretical implications:

Pedagogical translanguaging practices are the key to future research since they demonstrate that a language learning process does not have to be traumatic or imposed by old educational policies. On the contrary, this approach can bring great benefits not only to learners but also to the educational institution in nationally standardized tests.

Recommendations

Considering the conclusions above, when performing collaborative writing activities through pedagogical translanguaging practices with EFL learners it is recommended for future research studies the following aspects based on our categories:

1. At the Institutional Level:

- **Inclusive Language Policies:** By establishing clear, actionable language policies that explicitly encourage the use of multiple linguistic resources in classroom activities, assessments, and curricular content, educational institutions can effectively integrate translanguaging practices into the students' language learning processes (Li & Cenoz, 2023; Otheguy & García, 2024). In this sense, an institution might develop a language-integration framework detailing specific moments when learners can use their first languages to brainstorm topics, draft initial ideas, or revise academic texts. Consequently, institutions can be able to recognize and value the entire linguistic repertoire of their learners, creating an environment where each student's background is not only acknowledged but strategically leveraged. This approach humanizes the learning experience and reinforces students' linguistic development, when empowering them to engage more confidently, critically, and authentically with academic content.
- **Dedicated Spaces and Resources:** by providing specialized learning areas such as multilingual resource centers stocked with bilingual dictionaries, glossaries, corpora, and culturally diverse reading materials, the purpose is that these centers could also include audio-visual tools and collaborative software that support co-writing, real-time editing, and peer feedback across languages. Additionally, the institution may host regular language exchange clubs or workshops that reinforce their language learning experience with the idea of drawing on multiple linguistic backgrounds is not only allowed but encouraged students to work collaboratively.
- **Assessment and Feedback Mechanisms:** Adapt assessment strategies to value the process of language development, not just the final product. This might involve rubrics that acknowledge the effective use of translanguaging strategies and the learner's ability

to negotiate meaning through multiple languages, thereby encouraging sustained engagement and growth.

At the Teacher Level:

- **Professional Development in Translanguaging:** when offering ongoing training programs and practical workshops teachers can be capable to learn to design collaborative writing tasks that systematically integrate learners' home languages. Then this could include demonstrations of activities in which teachers' model how to draft texts initially in the students' L1, then gradually incorporate the target language, or vice versa, using co-editing tools like Google Docs for real-time collaboration.
- **Contextualized Task Design:** By encouraging teachers to develop genre-specific, collaborative writing tasks such as argumentative essays or literature reviews where students initially discuss and outline ideas in their native language before producing the final text in the target language. Teachers could provide sample templates, guided vocabulary lists, and criteria for transitioning between languages, ensuring that each stage of the writing process is clearly structured and supported.
- **Reflective Practices:** By training educators with the purpose of facilitating reflective sessions where students openly discuss how they used their linguistic repertoires during the collaborative writing process. For example, after completing a co-written text, teachers might guide a class discussion on which linguistic resources were most helpful, encouraging learners to become more aware and strategic in their translanguaging practices.

At the Student Level:

- **Active Participation and Role Allocation:** Guide students to form writing teams where each member assumes a specific role (e.g., idea generator, language checker, cultural context provider, editor). For example, one student might contribute thematic knowledge in their home language, another might refine vocabulary choices using the target language, and a third might ensure coherence and organization. This explicit role distribution ensures that each student's linguistic strengths are integrated into the final product.
- **Strategic Use of Tools and Resources:** By encouraging learners to engage with bilingual dictionaries, translation apps, and online linguistic corpora, not as quick fixes but as learning tools. For instance, before finalizing a paragraph, students could consult a bilingual dictionary to confirm nuanced meanings or use a translation tool to compare phrasing options before settling on the one that best captures their intended meaning.
- **Peer Review and Feedback Loops:** by promoting routines in which students conduct structured peer review sessions using comment functions, track changes, or color-coding to indicate language shifts. For example, students might draft a text in their home language, translate key sections into the target language collaboratively, and then review each other's contributions, discussing how their combined linguistic repertoires improved the clarity and cohesion of the text.

By implementing these more specific, actionable recommendations at the institutional, teacher, and student levels, educational communities can more effectively harness the potential of pedagogical translanguaging in collaborative writing. This integrated approach not only refines learners' written products but also acknowledges their linguistic and cultural assets, fostering language-rich, socially responsive, and cognitively stimulating learning environments.

CHAPTER V

Limitations

During the implementation of workshops, collecting and analyzing data limitations were faced. The main limitation was the short period of time to carry out research of this kind since the University de Pamplona academic calendar was outdated due to previous strikes that forced the shortening of the number of workshops causing a shortage of information that could potentially demonstrate EFL learners' utilization of pedagogical translanguaging practices through collaborative writing tasks that were enough but could be optimal. In the bargain, participants' willingness to cooperate for this research was constrained which resulted in dealing with participants' delay in handing back their journals with their perceptions of this process.

Thus, these limitations we struggled with to obtain the immersed results and conclusions led us to offer the following strategies to be implemented for further research of this kind. For instance, adaptable calendar redesign is a reasonable strategy that allows participants and researchers to adapt within the same data collection timeframe when unexpected events happen so that shortening of information is mitigated. Furthermore, virtual and in-person activities is a helpful strategy that allows collecting as much data as possible from participants since it becomes collectable whether it is in-person during classes or through a virtual platform when strikes naturally take place in Higher Education Institutions. Finally, bonding communication with participants is another helpful strategy that enables understanding, comfort and sense of reliability from participants towards researchers when going through disruptive events such as strikes due to participants will be more willing to hand in the required assignment or tool if needed.

Indeed, these unwanted limitations took us to reflect on the impacts shown on this

research project due to the potential abundance of data, which could have demonstrated an extended usage of Pedagogical Translanguaging Practices and hence, participants' wider benefits on their English language learning process not only regarding vocabulary appropriation, the integration of L1 and L2 but also emotional and cognitive benefits by feeling more confident as well as taking in different topics related to their ordinary lives. Moreover, participants' willingness and responsibility could have been reinforced by the continuity of classes to which, they would have been motivated to hand in their journals on the due time.

In conclusion, implementing pedagogical translanguaging practices through collaborative writing activities in English Level Courses in a public institution emerges as a powerful tool, to foster EFL learners' language learning process. It not only promotes the learning of English but also nurtures EFL learners' sense of identity through Translanguaging practices, making the learning experience more meaningful and relevant. Therefore, incorporating Pedagogical Translanguaging Practices along with teaching strategies for language learning process can be an essential approach for enhancing students' academic advancement and their overall confidence in using English. These practices can improve social interaction and increase motivation since collaborative work creates a sense of community. All these elements enrich educational settings by participating in their language development to achieve proficiency goals and promote intercultural understanding and respect towards lifelong meaningful learning.

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Annex 1 emerging codes through MAXQDA

MAXQDA 24

25/10/2024

Sistema de códigos



Sistema de códigos	Memo	Frecuencia
Sistema de códigos		556
Creativity		9
Translanguaging principles		7
Metalinguistic awareness	Learners become engaged in identifying grammar, vocabulary	41
Good understanding		35
Structures understanding		8
Enhancing critical thinking		15
Foreknowledge	Linguistic repertoire	21
Repertoire improvement	Building linguistic repertoire	47
English material in class	It was not allowed the usage of mobile phone to develop written activities	9
Didactic material		16
Language as a collective exercise	Translanguaging	31
Collaborative work		47
Responsibilities distribution	Learners learnt how to accomplish goal in a collaborative work	21
Friendly working ambiance		18
Group adaptation		14
Engagement		16
Attentiveness		38
Learners in real-world interaction		22

Annex 2 emerging codes through MAXQDA

Translanguaging shifts		21
Translanguaging usage	It helps the learning environment to be friendlier and enriching for EFL learners	19
Grammar mistakes & difficulties		20
Bad comprehension		15
Spelling mistakes		2
Pronunciation mistakes		1
Explanation of the topic		5
Reinforcement of the topics		9
Lack of interest		19
Deconcentration		2
Lack of creativity		2
Lack of understanding among peers		2
Lack of confidence		9
Lack of autonomous work	* learners don't care about their academic progress * lack of interest to learn a second language	6
Lack of responsibility		9



Annex 3 participant observation 3

Participant Observation 3

Date: 25/04/2024

Course: English III

Teacher: Yakira de Jesús Villamizar Bimber

Time: 2 Hours

Aspectos observados	Observación	Comentarios
Tema de la clase	Past Simple Reinforcement: This tense was reinforced with the aim of having students better understand the previous topic, Passive voice.	When reviewing the topic, students were receptive since this tense was worked on the previous semester.
Actividades desarrolladas	To start, students were told the agenda for the class. They were instructed they would have a short review on Past Simple, regular and irregular verbs. After that, they were shown images which had English vocabulary with its proper translation in Spanish. By implementing the activity, sentence formation the students were asked to answer the question: "What came to your mind?" students attempted to provide answers in English but mainly gave them in Spanish.	When carrying on the activity sentence formation, students showed enthusiasm because of: 1. Having previous knowledge of the use of the tense: Past Simple, thanks to having repertoire in L2. Some students made comments such as they knew some aspects of the tense due to they already had idea of it from high school. 2. Being able to reinforce the understanding of the sentences by translating from L2 to their L1. It was noted that students attempted to provide full sentences using L2 from the vocabulary given by the teacher, however they would ask their teacher for the word in English when they found themselves unable to say it.
La implementación del proyecto pedagógico	Then, students were asked to work in groups of three (3) or four (4) to create a story under the title: ON HOLIDAYS. They would use the given vocabulary and make up the story. As well, they were told to ask the teacher if they had questions about vocabulary and the sense of the sentences.	When students worked collaboratively, some aspects were observed: 1. Participants seemed to have an assigned role. However, since all of the participants were integrated in different groups: a. Two participants shared the role of asking

La implementación del proyecto pedagógico

Then, students were asked to work in groups of three (3) or four (4) to create a story under the title: ON HOLIDAYS.

They would use the given vocabulary and make up the story. As well, they were told to ask the teacher if they had questions about vocabulary and the sense of the sentences.

Some students asked if they could use vocabulary in their L1 to avoid translation since they were forbidden to use cellphones to translate but they could use a dictionary or their notes from previous classes, which turned out to be helpful to clarify any of their doubts. Also, they were free to show their own knowledge in their L1 in their written productions.

When students worked collaboratively, some aspects were observed:

1. Participants seemed to have an assigned role. However, since all of the participants were integrated in different groups:
 - a. Two participants shared the role of asking the teacher to research and clarify doubts regarding the reading.
 - b. One participant was the one to write the final draft.
 - c. Another participant looked for the vocabulary.
 - d. The last participant was keen on having creative ideas that their group used to make up the story.
2. Working in groups with partners they get along with, soothe the working environment. It seemed a nice working environment was established.
3. Most of students came to the teacher to ask her about some clarification when carrying out the activity. Moreover, they also asked her for specific words that needed to be translated.
4. It was noted that due to better organization from the groups, the proposed activity could be finished on time.