

**Translanguaging and Suggestopedia to Strengthen Communicative Competence in EFL
Learners at Colegio La Presentación de Tunja, within the Colombian Socioemotional
Education Framework**

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Abstract

This research examines how translanguaging and suggestopedia, applied as complementary pedagogical strategies, contribute to addressing foreign language learning anxiety (FLLA) and strengthening communicative competence in English as a foreign language. The study was conducted with seventh-grade students at Colegio La Presentación in Tunja, Boyacá, Colombia, and followed a cohort that had been initially engaged in the research process during their sixth-grade year. Rather than treating anxiety as an isolated individual reaction, this study approaches it as a socioemotional construct that permeates students' confidence, oral participation, and academic performance. In doing so, it situates the phenomenon within the broader classroom dynamics and language policy contexts that shape student engagement and identity as language learners.

Anchored in Colombia's educational legislation, including the Constitution (1991), Law 115 (1994), Law 1098 (2006), Decree 3870 (2006), and recent socioemotional education laws (2383, 2414 of 2024, and 2491 of 2025), the project highlights the institutional responsibility to address emotional barriers in bilingual learning. A qualitative action research design was implemented with fifteen participants, using classroom observations, semi-structured interviews, classroom videos, and narrative frames to capture both emotional responses and communicative behaviors.

The intervention was originally designed as three two-hour sessions due to institutional time constraints. Solely two sessions were ultimately implemented, constituting a recognized pedagogical limitation of the study. But they integrated techniques, translanguaging practices, and socioemotional support activities. Findings suggest that these strategies fostered confidence,

reduced tension, and encouraged meaningful participation, contributing to the creation of human-centered English classrooms where emotional wellbeing and academic achievement are interconnected dimensions of language learning.

Keywords: *foreign language learning anxiety, translanguaging, suggestopedia, socioemotional education, communicative competence, qualitative action research.*

Resumen

Esta investigación examina cómo el translenguaje y la sugestopedia, aplicados como estrategias pedagógicas complementarias, contribuyen a manejar la ansiedad en el aprendizaje de lenguas extranjeras (FLLA, por sus siglas en inglés) y a fortalecer la competencia comunicativa en inglés como lengua extranjera. El estudio fue realizado con estudiantes de séptimo grado del Colegio La Presentación de Tunja, Boyacá, Colombia, y siguió una cohorte que había sido vinculada inicialmente al proceso investigativo durante su año de sexto grado. En lugar de tratar la ansiedad como una reacción individual aislada, este estudio la aborda como un constructo socioemocional que permea la confianza, la participación oral y el desempeño académico de los estudiantes. Al hacerlo, sitúa el fenómeno dentro de las dinámicas del aula y los contextos de política lingüística que configuran el compromiso estudiantil y la identidad de los aprendices de lengua.

Anclado en la legislación educativa de Colombia; incluyendo la Constitución (1991), la Ley 115 (1994), la Ley 1098 (2006), el Decreto 3870 (2006) y las recientes leyes de educación socioemocional (2383, 2414 de 2024 y 2491 de 2025), el proyecto resalta la responsabilidad institucional de abordar las barreras emocionales en el aprendizaje bilingüe. Se implementó un

diseño de investigación-acción cualitativa con quince participantes, utilizando observaciones de aula, entrevistas semiestructuradas, videos de clase de inglés y marcos narrativos para captar tanto las respuestas emocionales como los comportamientos comunicativos.

La intervención fue originalmente diseñada como tres sesiones de dos horas debido a restricciones de tiempo institucionales. Finalmente se implementaron únicamente dos sesiones, lo cual constituye una limitación pedagógica reconocida del estudio. Sin embargo, se integraron técnicas, prácticas de translenguaje y actividades de apoyo socioemocional. Los hallazgos sugieren que estas estrategias fomentaron la confianza, redujeron la tensión y motivaron una participación significativa, contribuyendo a la creación de aulas de inglés centradas en lo humano, donde el bienestar emocional y el logro académico son dimensiones interconectadas del aprendizaje de la lengua.

Palabras clave: *ansiedad en el aprendizaje de lenguas extranjeras, translenguaje, sugestopedia, educación socioemocional, competencia comunicativa, investigación-acción cualitativa.*

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Introduction

This study is situated within the Colombian bilingual education context and examines the socioemotional factors that contribute to anxiety in foreign language learning, particularly in relation to communicative competence. Its primary aim is to identify pedagogical alternatives that can reduce these barriers, focusing on translanguaging and suggestopedia as complementary approaches. These frameworks are explored as tools to reshape students' emotional experiences in the classroom, fostering confidence, enjoyment, and meaningful participation in English. The project involves sixth grade students transitioning to seventh grade in a traditional school setting, where the National Bilingual Program emphasizes communicative competence but often overlooks the affective needs of students, creating tensions between policy objectives and classroom realities.

The research aligns with recent Colombian legislation (Laws 2383 and 2414 of 2024; Law 2491 of 2025), which mandate the integration of socioemotional education across all levels of schooling. These policies require schools to address emotional barriers, promote resilience and empathy, and ensure inclusive environments that respect cultural and linguistic diversity. Within this framework, reducing foreign language learning anxiety is not only a pedagogical priority but also a legal and institutional responsibility.

In practice, English teaching in Colombia often privileges academic performance over emotional well-being. Students face high expectations, fear of mistakes, and evaluative pressure, which appear to foster anxiety and limit participation. Emotional tension prevents learners from fully engaging in communicative activities and undermines their confidence. Theoretical perspectives such as Krashen's (1982) Affective Filter Hypothesis and the framework on foreign

language anxiety proposed by Horwitz, Horwitz, and Cope (1986) highlight how fear, lack of confidence, and negative evaluation obstruct communicative competence and reduce willingness to produce language output.

Observations at Colegio La Presentación de Tunja confirm these challenges, showing that students often experience insecurity when speaking or writing in English. These affective barriers seem to hinder academic progress and restrict opportunities for self-expression and enjoyment. Consequently, it is necessary to explore teaching approaches that integrate both cognitive and affective dimensions, creating emotionally safe and linguistically supportive environments.

The study draws on two complementary pedagogical perspectives. Translanguaging (García & Wei, 2014) encourages learners to use their full linguistic repertoire to construct meaning, facilitate understanding, and build confidence. Suggestopedia (Lozanov, 1978) emphasizes relaxation, positive suggestion, and creativity as tools to reduce anxiety and enhance learning. Together, these approaches provide a promising framework for inclusive, emotionally supportive classrooms that respond to students' individual and linguistic needs.

Ultimately, this project seeks to contribute to foreign language education by offering practical strategies that promote empathy, confidence, and emotional well-being. By integrating translanguaging and suggestopedia into a pedagogical framework, the study aims to regulate anxiety, foster socioemotional development, and align with Colombia's legal mandate to incorporate socioemotional education across all levels of schooling.

Problem Statement

In recent years, bilingual education has become a central priority in Colombian schools, with the aim of raising academic standards and achieving effective English proficiency. Despite these efforts, many learners continue to face socioemotional barriers that hinder their progress in foreign language acquisition. While curricular reforms and teacher training initiatives have been introduced, few studies in Colombia have examined integrative pedagogical strategies that address both linguistic and emotional needs. As Gardner (1985) emphasizes, language learning is not only a cognitive process but also deeply shaped by attitudes and motivation.

This research emerges from classroom observations at Colegio La Presentación de Tunja, Boyacá, and is supported by interviews and narratives from fifteen seventh-grade students aged 10–12. Although the institution offers strong bilingual initiatives including seven hours of English instruction per week, bilingual projects, and access to digital learning platforms, students still seem to demonstrate limited communicative competence in English.

Several factors contribute to this challenge: fear of making mistakes, lack of confidence, limited linguistic repertoire, negative evaluation, academic pressure, and peer comparisons. These elements appear to create emotional tension that obstructs language acquisition, consistent with Krashen's (1982) Affective Filter Hypothesis. Foreign Language Learning Anxiety (FLLA) is therefore identified as a specific type of anxiety that directly impacts learners' ability to communicate effectively.

Horwitz, Horwitz, and Cope (1986) describe three interrelated dimensions of FLLA: communication apprehension, test anxiety, and fear of negative evaluation. These dimensions are

evident among the students at Colegio La Presentación, limiting their engagement and communicative growth.

Within this context, the study seeks to design a pedagogical framework that integrates translanguaging and suggestopedia to address anxiety in English language learning.

Translanguaging allows students to use their mother tongue as a legitimate resource while learning a second language, validating their identities, and reducing fear of mistakes.

Suggestopedia, in turn, emphasizes relaxation, positive suggestion, and creativity to foster motivation and emotional safety. Together, these approaches prioritize socioemotional well-being while supporting cognitive development.

In summary, the problem addressed in this study is the persistent gap between bilingual education policy goals and classroom realities, where emotional barriers prevent students from achieving communicative competence. By proposing a framework that integrates translanguaging and suggestopedia, the research aims to create supportive, motivating environments that reduce anxiety and enable students to participate more confidently in English learning.

Research Question

To what extent can translanguaging and suggestopedia, as complementary pedagogical strategies, address foreign language learning anxiety by strengthening communicative competence among EFL learners at Colegio La Presentación de Tunja within a socioemotional framework?

This research question is grounded in the identified problem, which recognizes Foreign

Language Learning Anxiety (FLLA) as a major barrier to the development of communicative competence among sixth-seventh grade students. It is supported by the theoretical perspectives of Krashen's Affective Filter Hypothesis (1982), which emphasizes the influence of emotional variables on language acquisition, and by Horwitz, Horwitz, and Cope (1986) framework on Foreign Language Anxiety. The question is also informed by the literature review that highlights how anxiety affects motivation, participation, and performance in EFL classrooms.

Furthermore, it is appropriately scoped for a qualitative action research design, as this approach allows for the observation, reflection, and transformation of real classroom practices through pedagogical interventions focused on students' emotional and linguistic needs.

Objectives

General Objective

To design a pedagogical framework integrating translanguaging and suggestopedia as complementary strategies to address foreign language learning anxiety and strengthen communicative competence among seventh-grade students at Colegio La Presentación de Tunja, in alignment with Colombian Laws 2383 and 2414(2024) and Law 2491 (2025) mandating socioemotional education across all levels of schooling.

Specific Objectives

To identify the socioemotional factors that generate foreign language learning anxiety and limit communicative participation among sixth- and seventh-grade EFL learners.

To propose a complementary pedagogical framework based on translanguaging and suggestopedia that addresses socioemotional barriers and supports the development of communicative competence in a bilingual learning environment.

To implement classroom activities grounded in translanguaging and suggestopedia principles that create emotionally safe conditions for meaningful communicative participation in EFL learning.

To analyze the impact of the integrated pedagogical framework on the management of foreign language learning anxiety and the strengthening of communicative competence within secondary bilingual classroom contexts.

Justification

Foreign Language Learning Anxiety (FLLA) has consistently been identified as a major barrier to communicative competence, classroom participation, and academic success in bilingual contexts (Horwitz et al., 1986; Krashen, 1982; Martín, 2017). In Colombia, despite the expansion of bilingual programs and the emphasis on English proficiency, many students continue to experience fear of mistakes, low confidence, and apprehension about evaluation, which directly limit their ability to engage meaningfully in language learning. Observations at Colegio La Presentación de Tunja confirm these challenges, showing that sixth- and seventh-grade learners struggle with anxiety that restricts their communicative performance and diminishes enjoyment of the learning process.

This research is justified on three interconnected grounds. First, from a pedagogical perspective, current bilingual initiatives in Colombia often prioritize standardized outcomes and academic performance while overlooking socioemotional dimensions of learning. Approaches such as translanguaging (Cummins, 2000; García & Wei, 2014) and suggestopedia (Ivanova & Dimova-Severinova, 2021) provide strategies to reduce anxiety, validate students' identities, and foster confidence in emotionally supportive environments. Second, from a theoretical standpoint, framing FLLA through a socioemotional lens (Goleman, 1995) advances understanding of how emotional barriers interact with cognitive processes in bilingual education.

This study bridges Krashen's (1982) Affective Filter Hypothesis with contemporary approaches like translanguaging and suggestopedia, offering an innovative synthesis that highlights the inseparability of emotional well-being and language acquisition. Third, from a legal and institutional perspective, Colombian policies, including Laws 2383 and 2414 (2024)

and Law 2491 (2025) mandate the integration of socioemotional education across all levels of schooling. By addressing emotional barriers in foreign language learning, this project aligns directly with these mandates, proposing strategies that build resilience, empathy, and confidence, thereby fulfilling schools' responsibility for comprehensive and inclusive education.

By integrating translanguaging and suggestopedia into a pedagogical framework, this study seeks to reduce anxiety, enhance emotional wellbeing, and promote communicative competence among Colombian secondary students. In doing so, it contributes to both academic achievement and socioemotional development, responding to national priorities for bilingual education that recognize the importance of holistic learner growth.

Theoretical Framework

This theoretical framework integrates the principal constructs sustaining the present study distributed as Foreign Language Learning Anxiety (FLLA), Translanguaging and suggestopedia, as interconnected constructs that explain both the emergence of anxiety in English language classrooms and effective pedagogical responses, in compliance with Colombia's bilingual education legal framework (Law 115 of 1994; Law 1098 of 2006; Decree 3870 of 2006, Law 2383- 2414 of 2024 and 2491 of 2025). Grounded in the bilingualism and learning environments lens of this master's program, the framework synthesizes conceptual foundations to analyze fifteen seventh grade students' socioemotional experiences within high-intensity English instruction contexts and justify translanguaging and suggestopedia as complementary MABA approaches. The following sections explicitly describe FLLA, translanguaging, suggestopedia, in relation to learning environments and national educational policy requirements.

Foreign Language Learning Anxiety (FLLA): A Socioemotional Barrier to Communication

Foreign Language Learning Anxiety (FLLA) refers to the specific emotional tension associated with language learning situations. Horwitz et al. (1986) conceptualize FLLA as a context-specific form of anxiety composed of three interrelated dimensions: communication apprehension, test anxiety, and fear of negative evaluation. These components directly influence learners' willingness to participate, their confidence when speaking, and their performance in evaluative contexts.

MacIntyre and Gardner (1991) further explain that anxiety interferes with cognitive processing by affecting attention, memory, and language production. When learners experience high levels of anxiety, they may avoid participation, hesitate to speak, or demonstrate reduced

communicative competence despite possessing the necessary linguistic knowledge. Thus, anxiety not only affects emotional states but also shapes academic performance and classroom communication and social interaction.

Krashen's (1982) Affective Filter Hypothesis reinforces this perspective by proposing those emotional variables such as anxiety, motivation, and self-confidence influence language acquisition. According to this hypothesis, high anxiety raises an affective filter that blocks meaningful language intake, whereas low anxiety lowers this filter and facilitates acquisition. Consequently, reducing anxiety becomes an essential condition for effective language communication.

From a socioemotional standpoint, fostering emotional regulation and supportive classroom environments is fundamental to mitigating anxiety (Goleman, 1995). Therefore, pedagogical interventions aimed at reducing FLLA must integrate cognitive, emotional, and social dimensions of learning.

Translanguaging: Validation of Linguistic Identity and Communicative Confidence

Translanguaging refers to the flexible and strategic use of learners' full linguistic repertoire to construct meaning and facilitate learning (García & Wei, 2014 p. 40). Unlike traditional approaches that strictly separate languages, translanguaging conceptualizes bilingual or multilingual competence as an integrated system (Lewis, Jones, & Baker, 2012).

From a socioemotional perspective, translanguaging functions as a pedagogical approach for addressing anxiety by validating students' linguistic identities. When learners are allowed to move between Spanish and English during brainstorming, collaborative discussions,

or reflective activities, they experience greater cognitive security and communicative confidence. This validation diminishes fear of negative evaluation and reduces the pressure associated with producing “perfect” English.

In the Colombian context, where English is learned as a foreign language and Spanish remain the dominant language of interaction, translanguaging offers a pedagogical bridge between students’ existing linguistic knowledge and new academic demands. By legitimizing Spanish as a resource rather than a limitation, translanguaging lowers communicative barriers and promotes inclusive participation.

In seventh grade, translanguaging may be implemented through bilingual dramatizations, cooperative activities, and reflective narrative frames where students express ideas and emotions in both languages. These practices foster confidence, encourage participation, and contribute to lowering the affective filter described by Krashen (1982) in strong connection with what Horwitz et al. (1986) mention in terms of the language learning anxiety dimensions.

Suggestopedia: Emotional Climate and Positive Suggestion

Suggestopedia, developed by Lozanov (1978), is grounded in the principle that positive suggestion and relaxation enhance learning processes. This methodology incorporates music, visualization, relaxation, games, and multisensory dynamic stimulation to create a joyful and low-stress classroom environment. Lozanov(1978) argued that fear, tension, and negative expectations act as barriers to learning, whereas relaxation and positive emotional states activate learners’ cognitive potential.

In relation to FLLA, suggestopedia directly addresses communication apprehension and

fear of mistakes by fostering a safe and supportive atmosphere. When students engage in dialogues, guided imagery, or music-assisted reading sessions, the emotional pressure associated with performance is reduced. This environment encourages risk-taking and spontaneous participation.

As inquired by Ivanova and Dimova-Severinova (2021), "What is Suggestopedia and why can it be much more efficient than other, earlier methods for many learners of a second language? Are there emotions involved and, if so, can they help foster the learning process?" (p. 370). Although its acknowledgement dates to the late 1970s, it is a superior teaching method that can be adapted in an interdisciplinary way and totally connects to foreign language learning needs in bilingual learning environments.

Equally important, Ivanova and Dimova-Severinova (2021) state that:

Suggestopedia is an effective, comprehensible input-based method with a combination of "suggestion" and to achieve "super learning". The main objective of Suggestopedia is to motivate more of the students' mental potential to learn, which can be achieved by "suggestion" (p. 371).

Then, this method seeks to motivate more of the students' mental potential to learn, which can be achieved through three interconnected mechanisms. First, positive suggestion creates an emotionally safe and stimulating environment by reinforcing students' confidence, reducing anxiety, and establishing affirming beliefs about their capacity to learn; this includes the use of music, comfortable classroom settings, and encouraging language from the teacher. Second, negative suggestion refers to the removal of psychological barriers — such as fear of making mistakes, self-doubt, or prior negative experiences with language learning — that block students

from accessing their full learning potential. Finally, de-suggestion involves releasing or "unloading" limiting beliefs and mental blocks that students have internalized over time, allowing them to approach the learning experience with openness and reduced inhibition (Lozanov, 1978).

This directly relates to the idea that when a relaxed environment and dynamic activities are placed at the core of emotional development, students experience less fear of participating. As a result, interaction increases and aligns more closely with communicative goals, as learners become more engaged both in their learning process and in their own emotional awareness.

Within the Colombian seventh grade classroom and even other educational contexts, suggestopedia can be adapted by incorporating instrumental music during learning sessions, contextualized and cooperative activities connected to students' daily experiences, and creative products that allow learners to explore language through art and imagination. These culturally relevant elements strengthen emotional engagement and increase motivation, reinforcing a positive association with English learning.

Although translanguaging and suggestopedia originate from different theoretical traditions, both function as socioemotional mechanisms that respond to strengthen communicative competence within foreign language learning by addressing anxiety. Translanguaging manages anxiety by validating learners' linguistic repertoires and decreasing fear of linguistic inadequacy. Suggestopedia, in addition, focuses on transforming the emotional climate of the classroom by promoting relaxation, enjoyment, and positive suggestions. While translanguaging addresses identity affirmation and cognitive accessibility, suggestopedia emphasizes emotional regulation and motivational engagement.

Their integration provides a comprehensive pedagogical response to FLLA in high-intensity English instruction contexts. Together, both pedagogical approaches and methodology lower the affective filter, strengthen communicative competence, and promote meaningful participation. In this sense, they are not merely methodological techniques but human-centered strategies that address the socioemotional roots of anxiety in language learning.

Through this integrative framework, the present study conceptualizes translanguaging and suggestopedia as complementary socioemotional pedagogical strategies designed to transform sixth to seventh grade students' experience of anxiety in English language communicative contexts.

Legal Framework

This research is grounded in the Colombian legal framework that regulates the right to education, the quality of the educational system, and the strengthening of foreign language teaching. These legal provisions establish the State's responsibility to guarantee not only access to education but also equitable, high-quality learning conditions that foster students' integral development, including their socioemotional well-being.

Within this framework, the study acknowledges the relevance of the Political Constitution of Colombia (1991), Law 115 of 1994, Law 1098 of 2006, Decree 3870 of 2006, and the recent legislative updates in terms of socioemotional competences and protection (Law 2383 of 2024, Law 2414 of 2024, and Law 2491 of 2025), as well as the policy guidelines derived from the National Bilingualism Program. Together, these regulations provide the legal foundation for strengthening English language instruction, ensuring quality, equity, and the protection of students' rights.

This section develops the constitutional foundations of the right to education and the legal provisions related to foreign language education and national bilingual policy, establishing their relevance to the implementation of pedagogical strategies aimed at reducing foreign language learning anxiety in English language classrooms.

Political Constitution of Colombia 1991

Article 67 of the Political Constitution of Colombia (1991) establishes education as a fundamental right and a public service with a social function. It mandates that education must promote access to knowledge and contribute to the integral development of individuals. This

principle applies to both public and private institutions and implies that schools must create learning environments that foster dignity, inclusion, and holistic formation.

From this perspective, foreign language learning anxiety may constitute a barrier that limits students' participation, confidence, and mostly communicative performance in English language classrooms. Therefore, implementing pedagogical strategies aimed at addressing anxiety aligns with the constitutional mandate to provide quality education centered on human dignity and integral formation.

Law 115 of 1994 (General Education Law)

Law 115 of 1994 organizes the Colombian educational system and defines education as a permanent, personal, cultural, and social process. It grants institutions pedagogical autonomy to adapt teaching methodologies according to contextual needs while maintaining national quality standards.

Within a private institution characterized by high-intensity English instruction, this pedagogical flexibility legitimizes the implementation of innovative strategies such as translanguaging and suggestopedia. These approaches aim to strengthen communicative competence while addressing students' socioemotional well-being, thereby contributing to the improvement of educational quality.

Law 1098 of 2006 (Code of Childhood and Adolescence)

Law 1098 of 2006 establishes the principle of integral protection for children and adolescents, recognizing them as subjects of rights whose emotional, social, and educational well-being must be safeguarded by the State, family, and educational institutions.

In this context, classroom practices must promote safe and supportive environments that prevent emotional vulnerability. Addressing foreign language learning anxiety is therefore consistent with the legal obligation to protect students' dignity and foster their holistic development.

Socioemotional Education Legislation (Laws 2383 of 2024, 2414 of 2024, and 2491 of 2025)

Recent legislative developments have reinforced the integration of socioemotional education within formal schooling. Law 2383 of 2024 formally incorporates socioemotional competencies across educational levels. Likewise, Law 2414 of 2024 strengthens school coexistence through the promotion of social and emotional skills, and Law 2491 of 2025 mandates the inclusion of socioemotional competencies within institutional educational processes. These regulations apply to both public and private institutions nationwide. Consequently, incorporating strategies that reduce anxiety and promote emotional regulation in English language instruction directly aligns with current national educational policies and supports students' integral formation.

Decree 3870 of 2006 and the National Bilingualism Program

Decree 3870 of 2006 establishes quality standards for foreign language programs and supports the strengthening of communicative competence in English. Likewise, the National Bilingualism Program seeks to improve English proficiency and enhance educational quality in response to global demands (Ministry of National Education, n.d.).

However, achieving communicative competence requires not only curricular standards but also pedagogical conditions that enable students to participate confidently. When anxiety

interferes with communication, the effectiveness of language instruction may be compromised. Therefore, integrating socioemotional support strategies in high-intensity English instruction contributes to fulfilling national quality standards while promoting inclusive and meaningful learning environments.

Overall, this action research project is legally supported by constitutional principles, educational legislation, child protection laws, socioemotional education policies, and national foreign language guidelines. Although conducted in a private institution with high-intensity English instruction, the study aligns with national regulations and contributes to the fulfillment of the State's responsibility to guarantee quality, equity, and integral development in English language education.

Methodological approach

Figure 1.
Action Research process



Nota. Action Research Spiral. Generated by Microsoft Copilot, 2026.

Methodologically, as the Figure demonstrates, the study adopts an action research design, understood as a cyclical and reflexive process of problem identification, planning, implementation, observation, and reflection (Kemmis & McTaggart, 1988). This approach empowers teachers to investigate their own practice, fostering autonomy, collaboration, and critical reflection. As Burns (2010) notes, teachers become active researchers who generate informed pedagogical decisions and contribute to their professional growth. The inquiry follows an inductive qualitative orientation, providing comprehension of human actions and realities over statistical proof. In line with Hernández Sampieri et al. (2014) and Esterberg (2002), theory emerges from the social world through grounded observation. This flexible process, as Corbetta (2003) explains, moves between data and theory to capture the natural development of events without manipulation.

Taken together, the study combines problem solving with practitioner reflection, in cycles of planning, action, observation, and reflection (McNiff, 2017). Beyond understanding foreign-language anxiety, the aim is to generate immediate, context-sensitive pedagogical improvements that can be sustained collaboratively within bilingual classrooms

This study is framed within the thematic axis of Bilingual Learning Environments, a core component of the master's Program in Bilingual Learning Environments (MABA). From this perspective, bilingual education entails the intentional design of learning contexts that integrate linguistic, cognitive, socioemotional, and cultural dimensions. Cummins (2001) emphasizes that effective bilingual environments empower learners' identities and foster meaningful participation, while García (2011) highlights the value of translanguaging to mobilize students' full linguistic repertoires. Similarly, Kramsch (1998) underscores the inseparability of language, culture, and identity, and Gómez Vásquez (2017) calls for environments responsive to learners' contextual realities and emotional needs. Accordingly, this research seeks to promote inclusive and emotionally safe bilingual settings that strengthen students' confidence and communicative skills in English learning.

This study adopts an action research design, characterized by its cyclical and reflexive nature, where practitioners identify a classroom problem, plan an intervention, implement it, observe outcomes, and critically reflect to refine practice (Kemmis & McTaggart, 1988). The intervention is situated within bilingual learning environments, emphasizing linguistic, cognitive, socioemotional, and cultural dimensions that foster student identity and participation (Cummins, 2001; García, 2011). By engaging teachers and learners as co-researchers, the design promotes autonomy, collaboration, and critical reflection, ensuring that pedagogical changes are context-sensitive and sustainable (Burns, 2010; McNiff, 2017).

Context and Participants

Considering the above, the stakeholders taking part in this research are beginner learners who belong to foreign language learning environments. The study is carried out in a private school called *Colegio La Presentación ubicada in the city Tunja- Boyacá, Colombia*. A purposive sample of fifteen students, aged between 10-12 years old, participated together with their language teachers. This distribution enables an in-depth exploration of how anxiety emerges at different stages of the educational trajectory and how innovative pedagogical strategies, such as translanguaging approach (García & Wei, 2014) and suggestopedia methodology (Lozanov, 1978), may contribute to reducing it. The institutional evaluative format used in this project can be seen in the appendixes. [See appendix A](#)

To ensure ethical compliance, parental and student informed consent documents provided in the appendixes([see appendix B](#)) were collected prior to data gathering. This sample size is appropriate for an action research project aimed at classroom-based improvement rather than statistical generalization, and the school's broader bilingual context enhances its applicability to similar educational settings. Additionally, parents or legal guardians were explicitly informed that classroom sessions would collect data in different ways for research purposes only and academic analysis; this would not be shared publicly. Student participation in video-recorded sessions remained voluntary, and no student was filmed without prior parental authorization.

Table 1.
Participants Characteristics

Name	Age	Gender	Grade	Language Background	Anxiety Indicator	Participation Level	Occupation
Student 1	12	Female	7th	Spanish L1, some exposure to English	Moderate (fear of mistakes)	Medium	Student
Student 2	11	Female	7th	Spanish L1, beginner English	High (constant nervousness)	Low	Student
Student 3	12	Female	7th	Spanish L1, beginner English	High (insecurity)	Low	Student
Student 4	12	Female	7th	Spanish L1, beginner English	High (poor vocabulary)	Low	Student
Student 5	11	Male	7th	Spanish L1, some exposure to English	Low (boredom)	Medium	Student
Student 6	12	Male	7th	Spanish L1, some exposure to English	Low (fear of mistakes)	Medium	Student
Student 7	12	Male	7th	Spanish L1, some exposure to English	Low (fear of participation)	High	Student
Student 8	11	Female	7th	Spanish L1, beginner English	High (nervousness, insecurity)	Low	Student
Student 9	12	Male	7th	Spanish L1, bilingual household	Low (boredom)	High	Student
Student 10	11	Male	7th	Spanish L1, some exposure to English	Moderate (value judgments)	Medium	Student
Student 11	12	Male	7th	Spanish L1, beginner English	High (teacher demand)	Medium	Student
Student 12	12	Female	7th	Spanish L1, beginner English	Moderate (lack of trust, shame)	Low	Student
Student 13	11	Female	7th	Spanish L1, some exposure to English	High (emotional pressure)	Low	Student
Student 14	12	Female	7th	Spanish L1, beginner English	High (nervousness, pressure)	Low	Student
Student 15	11	Male	7th	Spanish L1, beginner English	High (fear of participation, poor performance)	Low	Student

Note. All participants are seventh-grade students at Colegio La Presentación de Tunja.

Names have been replaced with codes to protect participants' confidentiality. Language background and anxiety indicators were identified through initial diagnostic observation.

In this context, Table 1 presents the characteristics of the 15 participants, including age, gender, grade, language background, anxiety indicator, and participation level. All students belong to seventh grade and share Spanish as their first language, with varying degrees of exposure to English. Anxiety indicators range from low to high and reflect the most prominent socioemotional patterns identified during the diagnostic phase of the study. Some students suggest demonstrating a lack of interest, motivation, commitment, and confidence when

speaking a second language. These challenges appear to be influenced by several sociocultural and emotional factors that affect the language acquisition process, such as limited resources, insufficient teaching materials, and the impact of emotional aspects like anxiety and consequently, the fear of making mistakes. These elements influence the effective integration of learning processes and, as a result, the development of communication skills.

Techniques and instruments for data collection

At the beginning of the study, the researchers conducted a diagnostic phase using systematic observation and semi-structured interviews to identify the main socioemotional factors associated with foreign language learning anxiety. These instruments provided baseline information about students' behaviours, emotions, and classroom dynamics before any pedagogical intervention was implemented. The present research has established different instruments for collecting data, related to a qualitative methodological approach. Based on the methodological framework by Hernández Sampieri et al. (2014). Therefore, this research involves the following data collection instruments: observation, semi-structured interview, and narrative frames. The next paragraphs describe the instruments that are implemented and their applicability in this research.

Observation

This technique is implemented in research to involve observing, listening to, and recording behaviors, actions, and interactions, avoiding direct manipulation of information. That is, it focuses on what happens in real time and the place where the events occur. According to Hernández Sampieri et al., 2014, p. 252), “valid Observation consists of the systematic, valid, and reliable recording of observable behaviors and situations.” That is why this research

identifies the socio-emotional factors of anxiety that influence the communicative competence in English of seventh grade students at Colegio la Presentación de Tunja-Boyacá, for obtaining firsthand information based on participants' authentic experiences to provide a better understanding of factors included at the school, to obtain firsthand information based on participants' authentic experiences, and provide a better understanding of factors related to of a second language and the learning environment. The observation format used to collect this information is included in the appendixes. [See Appendix C](#)

Semi-structured interviews

According to Adams (2015), “it is focused on a specific theme in a conventional style. It is useful for learning about the motivations behind people's choices and behaviors, attitudes and beliefs, and the impacts of their lives on specific policies or events.” In other words, the instrument is designed and applied in this research to explore students' perceptions and experiences regarding anxiety in learning English as a foreign language, to provide knowledge about their standpoints and opinions about anxiety and its impact to learn a second language. The semi- structured interview format used to collect this information is included with the corresponding interview transcripts ([see appendix D](#)). Following the cyclical approach proposed by Kemmis and McTaggart (1988) and the practical guidelines of Burns (2010), this study proposes conducting three action research cycles. Three cycles allowed the researchers in this study to test an intervention, adjust based on evidence, and evaluate the results. The proposed timeline covers 10 to 12 weeks, depending on school availability. In the first cycle, the study identifies the classroom problem; review literature and identify initial responses and challenges. In the second cycle, it collects data through observation protocols, semi-structured interviews, and narrative frames. Finally, in the last cycle, this research conducts final intervention,

compares data across cycles, prepares final analysis, and reports the impact of the interventions on bilingual learning.

Following the intervention, a data collection was carried out to evaluate the impact of the applied strategies. This stage included new classroom observations and the administration of narrative frames, which allowed students to express their reflections and emotional transformations in their own words. The purpose of this postintervention data collection was to compare initial and final conditions, assess changes in anxiety levels, and document the effectiveness of translanguaging and suggestopedia in promoting communicative confidence and participation.

All the above reflects the cyclical and reflexive structure of action research, where data are gathered before and after the action to analyze progress, validate findings through triangulation, and ensure methodological rigor.

Pedagogical Design

The pedagogical intervention designed for this study was framed within an action research approach that according to Burns(2010) "helps to find teachers own answers to their own questions taking an area you feel could be done better, subjecting it to questioning, and then developing new ideas and alternatives" (p.2), which allowed the teacher-researchers to systematically plan, implement, observe, and reflect on classroom practice in order to address a specific pedagogical problem: Foreign Language Learning Anxiety (FLLA) in English speaking activities . The intervention integrated translanguaging pedagogy and Suggestopedia as complementary methodological frameworks in seventh grade English speaking lessons at Colegio de La Presentación, Tunja, Boyacá. The pedagogical intervention took place once the

students had transitioned to seventh grade, allowing the research team to build on the socioemotional and linguistic baseline established during the diagnostic phase when they were in sixth grade. The design aimed to strengthen students' oral communicative competence by creating emotionally safe and sociocultural meaningful learning environments. Then, a transformative setting is noticeable but as mentioned by Burns (2010), the changes made in the teaching situation arise from solid information rather than from our hunches or assumptions about the way we think things are (p.3).

The intervention was implemented over two sessions of four hours each with two different seventh grade groups (701 and 702). The activities were intentionally designed to provide opportunities for students to use their full linguistic repertoire both Spanish and English to strengthen their ideas communication and active participation, while enjoying their learning process in a safe and socioemotional bilingual environment guided by Suggestopedia principles framed in music settings, guided visualization, and sensorial techniques. [See appendix E](#)

Figure 2.

Student work collected during the pedagogical intervention at Colegio de La Presentación, Tunja, Boyacá.



Note. Photographs taken during the pedagogical intervention at Colegio de La Presentación, Tunja. Used with institutional permission.

These design decisions reflect the theoretical foundations of this study. On one hand, Suggestopedia (Lozanov, 1978) informed the creation of a relaxed and emotionally supportive classroom atmosphere by instrumental music, guided visualization, multisensory activities, and positive affirmations, all of which are recognized strategies for reducing the affective filter and promoting spontaneous oral participation (Krashen, 1982). On the other hand, translanguaging pedagogy (García & Wei, 2014) guided the deliberate inclusion of students' mother tongue as a legitimate cognitive and communicative resource, allowing learners to negotiate meaning, express ideas freely, and gradually build confidence in English without the anxiety associated with strict monolingual environments. Together, both frameworks responded directly to the research question by transforming the emotional and linguistic conditions of the speaking classroom.

Table 2.*Pedagogical Intervention proposal description***A. Suggestopedia & Translanguaging: complementary Pedagogy****B. Participants description****C. Name and number of pedagogical activities and evidence of the design.**

A. Suggestopedia and Translanguaging pedagogy integrate students' full linguistic repertoire to promote oral communicative competence and reduce Foreign Language Learning Anxiety (FLLA) in English speaking activities.

Suggestopedia (Lozanov, 1978) creates a relaxed, emotionally safe classroom atmosphere through instrumental music, guided visualization, positive affirmations, and multisensory stimuli (sight, touch, smell, taste, hearing). These elements lower the affective filter, enhance memory, and encourage students to participate confidently without fear of making mistakes.

Translanguaging (García & Wei, 2014) legitimizes the use of students' full linguistic repertoire Spanish and English as a resource for meaning making and communication. By alternating languages strategically, learners negotiate ideas, express emotions freely, and gradually strengthen their oral competence in English.

Together, both methodologies create a supportive and emotionally safe classroom environment where students feel motivated to participate, interact with peers, and develop confidence when speaking English (Burns, 2010).

B. The seventh-grade students (Grades 701–702) at Colegio de La Presentación, Tunja, Boyacá were chosen for their active engagement and willingness to participate in English speaking

activities. They are at a key stage in language acquisition, offering valuable insights into how Suggestopedia and Translanguaging operate in academic and social contexts.

Additionally, this group was selected because the 7th-grade curriculum explicitly includes the development of oral communicative competence in English, making them the most appropriate population for implementing and analyzing this pedagogical intervention.

Subject: Speaking.

Level: A2

Duration: 2 hours per session.

Sessions: 3 weeks (Weeks 1, 2 & 3).

C. SESSION 1 — Types of Films & Making Suggestions

Topic: Types of Films & Making Suggestions | Subtopic: Asking for suggestions

General purpose: To foster 7th grade students' oral communicative competence in English by exploring film genres and practicing expressions for making and responding to suggestions, within a classroom atmosphere shaped by Suggestopedia (relaxation, music, and imagination) empowered by Translanguaging, where Spanish and English are used flexibly to build meaning, reduce anxiety, and encourage confident participation.

1.Preparation of the Environment — Emotional and Physical Setup (Suggestopedia)

The classroom is arranged in groups of four. Soft instrumental music (film soundtracks) is played to create a relaxed atmosphere. Positive affirmations and class norms are introduced: *"Your ideas matter in any language."* *"Participate with energy and confidence."* Students are reminded they can use both Spanish and English freely. The emotional climate is intentionally prepared before the formal start. Materials: The teacher plays the song

(<https://www.youtube.com/watch?v=D0Hdpun0-gw>)

2.Activation of Prior Knowledge Multisensory Thematic Activation (Suggestopedia & Translanguaging)

With dim lighting, the teacher guides a visualization: *"Close your eyes."* Imagine you are at the cinema with your friends watching a movie. Think about the last movie you watched." The teacher asks: *Where did you watch it? Who were you with? How did you feel?* (Answers in Spanish or English.) Then, a multisensory activation is carried out:

- Hearing: Teacher plays soft instrumental music film soundtracks and students guess the movie.
- Sight: Teacher shows movie posters (action, comedy, horror, animated). [See here](#)
- Touch: Students touch objects related to genres (a superhero doll, a flower for romance, etc.).
- Smell / Taste: Students smell/taste popcorn ("salty and sweet popetas") and associate each stimulus with a film genre.

The teacher asks: *"What kind of movie was it?"* Students respond with genre names (action, horror, comedy...). There is an emotion-genre connection: *"Scared!"* (refers to Horror)/ *"Excited!"* (refers to action)

3.Presentation of content vocabulary and linguistic scaffolding (Translanguaging)

Vocabulary is introduced bilingually on the board: Action, Comedy, Horror, Romance, Science Fiction, Fantasy, Animated Film, Adventure, Drama, Thriller, Documentary. [See here](#)

Then, there is a thematic activation: Teacher points to vocabulary and asks, *"What kind of movies do you like?"* Guided questions: *What is your favorite film? Why do you like it? How does it make you feel?* Teacher models: *"I like action films because they are exciting. Me gusta la adrenalina."* Mixed language responses are accepted.

Next, there is a Linguistic scaffolding (for making suggestions)

Structures are modeled on board such as:

"Why don't we watch a comedy?" / "How about watching a horror movie?" / "Shall we watch an action film?"

Responding: *"That sounds great!" / "I'm not sure." / "I'd prefer romance." / "I don't like horror movies."*

Procedure: (1) Teacher models dialogue with student, (2) pair practice, (3) no public error correction.

4.Communicative Practice My Movie Profile (Translanguaging Multimodal)

Group worksheet activity: Each group answers guided questions about their favorite movies using both languages freely: *What is your favorite film? Why do you like it? How does it make you feel? What type of film is it?* Students negotiate meaning in Spanish within the group, then share key ideas in English. Positions of students as 'experts' on familiar cultural content, reducing anxiety. [See here](#)

5.Role Play 'Friday Movie Night' (Suggestopedia & Translanguaging)

Soft music continues.

The teacher gives some role cards: The Horror Lover / Comedy Fan / The Action Expert / The Romantic. Students must: (1) make at least 3 suggestions, (2) disagree at least once, (3) reach a group agreement, (4) express emotions. Groups negotiate first in Spanish, final presentation mostly in English.

Model dialogue:

A: *"Why don't we watch horror movies?"* B: *"No! I hate horror movies. They make me feel scared."* C: *"How about watching an action film?"* D: *"That sounds great!"*

6.Reflection and Positive Closure (Stage 5 — Suggestopedia)

The teacher provides positive feedback on students' participation and oral interaction. Students encouraged to share movie preferences using simple English sentences. The teacher highlights good use of vocabulary and gentle models' pronunciation. Focus on effort, confidence, and willingness to communicate not error correction.

Resources: Whiteboard, markers, pictures, speaker/music, iPad, video-beam, popsicle sticks for random participation.

SESSION 2 -Past Simple & Jobs

Topic: Past Simple | Subtopic: Jobs and professions

General purpose: Students will recognize different jobs and describe what people did in the past using Past Simple, while using both Spanish and English strategically (translanguaging) to build meaning and confidence.

1.Atmosphere and Relaxation Story Listening (Suggestopedia)

Teacher plays soft background music and dims the lights slightly to create a relaxed learning environment. The teacher reads slowly and expressively a short story about a farmer's life ("*A Farmer's Life When I Was Young*") so students understand the story better.

Link: <https://www.youtube.com/watch?v=wQgx-63b6Sk>

Discussion questions (answers in Spanish or English): *What did the farmer do? How did he feel? What is the most interesting part of the story? What could be the age of the farmer? Do you think farming is important, and why? What is the difference between a city job and a countryside job? Would you like to live on a farm? Why?* Students may use examples from their own grandparents to relate the topic to their context.

2.Sensory Activation — Professions Sound Recognition (Suggestopedia &

Translanguaging)

The teacher plays different sounds related to professions and jobs. Students listen and guess the profession, writing their answers on paper. Students give their opinion on why these professions are important and why some no longer exist. They can speak in English or Spanish.

Students work in pairs to practice past simple questions to the teacher in English.

3. Guided Visualization: 'A Journey to the Past' (Suggestopedia)

The teacher asks students to close their eyes and listen to instrumental music while reading:

"Please sit comfortably and relax your body. Take a deep breath... and slowly breathe out. Now close your eyes and imagine a long time ago, many years in the past. The world was very different. There were no smartphones, no internet, and life was simpler and slower..."

Students visualize walking through a past town and meeting: a farmer who planted vegetables, a baker who baked fresh bread, a teacher who taught children, a doctor who helped sick people, a carpenter who built tables and chairs, a blacksmith who made tools with fire, a milkman who delivered bottles, a cobbler who repaired shoes. Then each student becomes one of those people and imagines their own job in that town.

Activity: Students work in pairs and talk about the profession they imagined and what they did in the past, using Past Simple. Some students briefly present their profession to the class.

4. Reflection and Consolidation

The teacher provides feedback on students' use of Past Simple and vocabulary related to professions and corrects some pronunciation and grammar mistakes in a positive way. Reinforces correct use of verbs: worked, helped, built, sang, taught. Encourages students to continue practicing speaking with confidence and creativity.

Resources: Whiteboard, markers, speaker, iPad, video-beam, Fly High A1 Student's Book,

popsicle sticks.

SESSION 3 -Present Continuous: Living Actions (Sensorial Trip)

Topic: Living Actions — Present Continuous | Focus: Sensorial trip connecting movies and past simple

General purpose: To develop students' ability to use the present continuous in real, communicative, and multisensory contexts, integrating Spanish and English as complementary resources to reduce anxiety, stimulate creativity, and foster spontaneous expression in a relaxed and motivating environment.

1. Atmosphere & Relaxation — Bilingual Visualization (Suggestopedia)

Soft instrumental music — nature sounds:

<https://www.youtube.com/watch?v=xfYwyi2AR9k>

The teacher reads a bilingual script: *"Close your eyes. Imagine people around you moving, creating, and living. You are feeling good, you are having fun and enjoying this moment. You are with your friends. They are smiling and playing. You are smelling fresh air and letting nature invade you. You are part of this story."* Students breathe deeply and relax.

2. Sensory Action Walk Present Continuous in Motion (Translanguaging & Suggestopedia)

Teacher writes actions on the whiteboard (running, drawing, cooking, reading, dancing, crying, studying, jumping, swimming, sleeping). Students pick a verb with -ing and act it out.

Others describe:

Spanish first: *"Ella está corriendo"*. Then in English: *"She is running"*.

Teachers make students aware of the structure without diving into grammar rules specifically. Movement + translanguaging lowers anxiety and reinforces meaning.

3. Living Mural Creative Group Poster (Communicative Practice)

Groups create a poster mural on cardboard with drawings and/or magazine cutouts of everyday actions. Each picture must be captioned in the present continuous: *"We are studying."* / *"They are playing."* Students comment in Spanish or English: *"¡Qué creativo!"* / *"It is very creative!"*

4. Action Theatre — Mini Scene of Daily Life (Suggestopedia & Translanguaging)

Groups invent a mini scene of daily life (at school, at home, in the park). They act it out silently first. Audience describes in English: *"He is writing."* / *"They are talking."* Translanguaging allowed in preparation, but performance focuses on English.

5. Sound and Rhythm — Bilingual Chant (Suggestopedia)

Students create a kind of song using present continuous. They chant actions combining Spanish and English:

"Estamos cantando We are singing." / *"Estamos bailando We are dancing."*

Suggestopedia element: rhythm + music reduces tension and makes grammar memorable.

6. Reflection Circle & Positive Closure

Students sit in a circle and share one bilingual sentence about themselves: *"I am learning English."* / *"Estoy aprendiendo inglés."* The teacher closes with a positive affirmation: *"You are creating, you are speaking, you are growing."*

Resources: Whiteboard, markers, pictures, speaker/music, iPad, video-beam, cardboard, magazines, popsicle sticks.

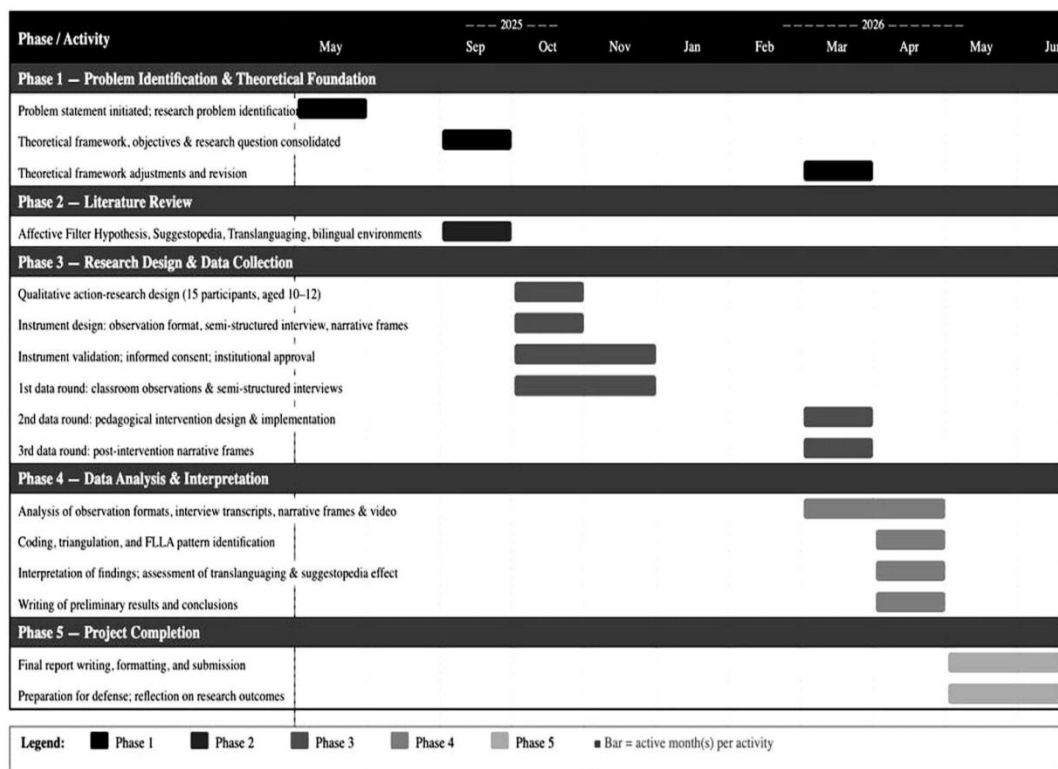
Note. Sessions integrate Suggestopedia and Translanguaging to reduce FLLA and strengthen oral communicative competence. Implemented over three consecutive weeks, two hours per session, with 7th-grade students (Grades 701–702) at Colegio La Presentación de

Tunja, Boyacá. URLs correspond to supplementary audiovisual materials used during implementation.

The calendar below blueprints the timeline and organization of this project throughout 5 phases, what provides an important overview of the stages, and it is corresponding sequence, from problem observation and theoretical foundation to data collection, analysis and conclusions. It also remarks on the activities carried out during the time of project development by outlining a systematic, specific, measurable, achievable, relevant, and time-bound process.

Table 3.

Project timeline: phases, Activities and Schedule (2025-2026)



Note. The timeline spans May 2025 through June 2026. Bars indicate the months in which each

activity was carried out. Phase 1 initiated in May 2025 and included a revision cycle in March.

Created by the authors, 2026. Adapted from Batioja Alvarez et al. (2025)

Narrative Frames

The use of the narrative frames after the pedagogical intervention was justified as a qualitative instrument designed to capture students' perceptions, emotions, and reflections in their own words. This second round of data collection responded to the cyclical and reflexive nature of action research, which requires observation and reflection following each intervention to assess its impact. By incorporating the narrative frame, the study deepened the qualitative analysis, strengthened triangulation through multiple sources of evidence, and provided insights into the socioemotional transformations experienced by learners. This instrument allowed the documentation of changes in foreign language anxiety and communicative confidence, offering a more nuanced understanding of how translanguaging and suggestopedia strategies influenced classroom dynamics. Ultimately, the post-intervention narratives ensured that the voices of participants guided the evaluation of outcomes, reinforcing the participatory and transformative character of the research design.

Data Analysis

The analysis of qualitative data from both systematic direct and direct observation, plus the 15 semi-structured interviews followed an inductive and iterative process grounded in the principles of Grounded Theory methodology. (Glaser & Strauss, 1967; Corbin & Strauss, 2015, as cited in Hernández Sampieri et al., 2014), which enabled the generation of a theory directly from participants lived experiences of language learning anxiety in bilingual contexts. In this sense, a computer assisted qualitative data analysis with ATLAS.ti software facilitated this comprehensive process as a powerful tool for qualitative analysis, supporting the organization, coding, and visualization of complex relational patterns.

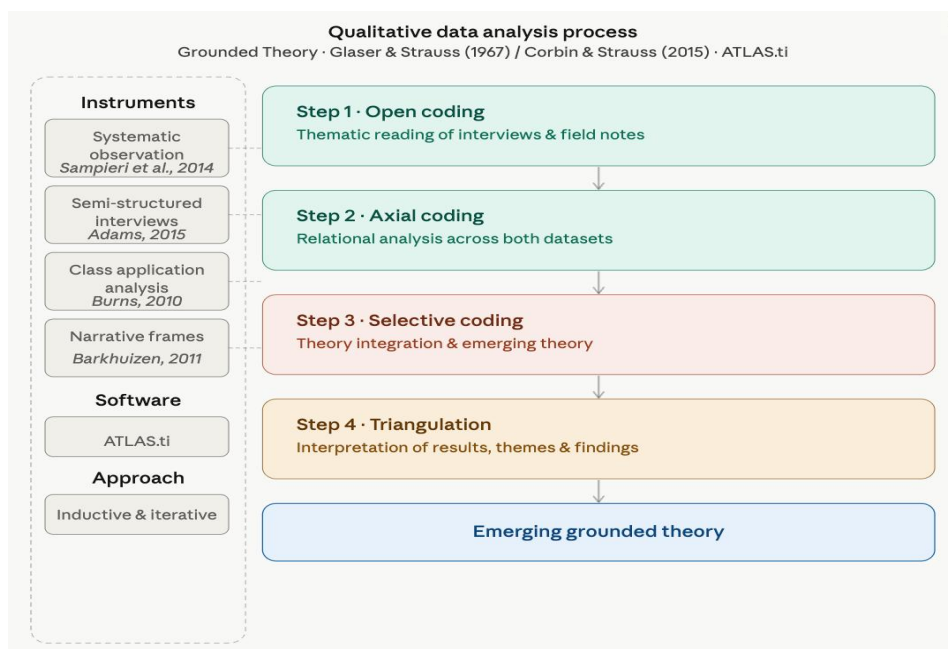
Equally important, artificial intelligence tools were used as a support resource during the research process. Specifically, Claude (Anthropic, 2026) and Microsoft Copilot (2026), as language models, which assisted in the visual design of conceptual figures. All analytical interpretations, coding decisions, and conclusions presented in this study are exclusively the author's own since the use of AI as limited to visualization support.

At last but not least, the researchers followed the process of analysis based on Grounded Theory through 3 sequential yet interconnected steps. First, they conducted open coding by thematically reading interviews and observational field notes. Next, the researchers carried out axial coding to analyze relationships across both datasets. Afterward, they performed selective coding to integrate and refine the emerging theory. Finally, they applied triangulation to interpret the results, identify themes, and consolidate findings. The above was carried out with the different instruments to explain to what extent translanguaging and Suggestopedia as complementary and supportive pedagogical strategies within appropriate motivating

environments, help to manage anxiety to strengthen communicative competence in L2. Figure 3 below depicts the aforementioned:

Figure 3.

Qualitative data analysis process



Note. Conceptual figure created by the author using Claude (Anthropic, 2026) as a support tool for visual design of the data analysis proposed. Content and analytical decisions are the author's own.

Observation

Classroom observations revealed that students initially displayed high levels of anxiety when participating in English activities. Many learners hesitated to speak, avoided eye contact, or chose silence as a way to manage their discomfort. These behaviors reflected the dimensions

of Foreign Language Learning Anxiety (FLLA) described by Horwitz et al. (1986), particularly communication apprehension and fear of negative evaluation.

As the pedagogical intervention progressed, however, noticeable changes emerged. Students began to take more risks in speaking, even when their language use was not fully accurate. They seemed to demonstrate greater willingness to participate in group activities, and their interactions became more fluid. This shift suggested that the supportive classroom conditions created by translanguaging and suggestopedia helped lower the affective filter (Krashen, 1982), enabling learners to engage more confidently. Translanguaging practices were observed to provide a bridge between Spanish and English, allowing students to maintain interaction without disengaging when they lacked vocabulary. This flexibility validated their linguistic identities and reduced the pressure to produce “perfect” English (García & Wei, 2014). Suggestopedia techniques, such as background music and guided relaxation, contributed to a calmer classroom atmosphere. Observers noted that students appeared more relaxed and willing to collaborate, consistent with Lozanov’s (1978) emphasis on emotional climate in learning.

Overall, the observational findings highlighted a transformation in classroom dynamics. Anxiety did not disappear entirely but became manageable, with students showing resilience and confidence in communicative tasks. The integration of translanguaging and suggestopedia thus created conditions where learners could participate more actively, demonstrating progress in both linguistic and socioemotional dimensions of learning.

The researchers established different semantic links such as “*is associated with*,” “*is cause of*,” and “*does not favor*” in the software. By the end, the network revealed an interdependent structure in which the learning environment influenced motivation and emotions,

which in turn affected participation, communication, and as a result, learning outcomes for the students. This visual and relational analysis allowed the researcher to gain a deeper understanding of how pedagogical and socio-emotional dimensions interacted within the classroom settings. [See Appendix F](#)

Semi-structured interviews

To begin with, the researcher organized the interview script into four thematic blocks: Anxiety in language learning, Translanguaging, Suggestopedia, and strategies and recommendations. Each block contained guiding questions that facilitated the expression of personal narratives and reflections by the participants. The researcher applied the script in person and recorded it in audio with the informed consent of the students, guaranteeing the confidentiality and anonymity of the information. After obtaining the information supplied by the study population, the researcher analyzed it in the following steps by means of a matrix:

As a first step, the process implied extracting key words (from the interview transcripts of the study and establishing initial classifications for the codification. For instance, *language learning anxiety* was defined with its emotional and social dynamics components, including indicators such as fear of negative evaluation, constant nervousness, low self-confidence, and classmates' negative opinions. In the case of *translanguaging*, the focus was placed on linguistic identity and transference, with key words like liberated expression, native language support, confidence, and enhanced comprehension. *Suggestopedia* emphasized the role of the learning environment and motivation, drawing on elements such as multisensorial activities, music, movement, and dynamic interactive classes. Finally, *pedagogical strategies* encompassed didactics and methodology, supported by terms like audiovisual material, relaxation techniques,

interactive games, and group work engagement. Each category was thus supported by relevant keywords extracted from the literature and exemplified through the participants' narratives, which allowed the researchers to connect theoretical constructs with classroom realities.

As second step, the researchers conducted a thematic reading of all interview transcripts, followed by open coding that systematically identified emergent concepts, feelings, and behaviors directly from students' responses, with specific examples linked back to the predefined categories. They developed a thematic and open coding with each subcategory, the key words or phrases from each interview. They also extracted and named categories with a distinctive color.

As a third step, the researcher carried out relational reading and applied axial coding. In this process, the researcher grouped the previous keywords, reduced them even further, and renamed some patterns while encountering and relating connections. Then, the researcher mapped them, analyzing causal conditions such as fear of negative evaluation that led to phenomena like social withdrawal, intervening strategies including translanguaging support and interactive activities, and resulting consequences such as increased confidence and participation. At the same time, the researcher merged related subcategories based on their thematic unity as evidenced in the interview data.

In the final step, selective coding synthesized these findings into a central category, producing an emergent grounded theory narrative that transforms anxiety in bilingual settings into effective learning through linguistic bridges, multisensory relaxed environments, and constructive pedagogical feedback and awareness. [See Appendix G](#)

Pedagogical Intervention- Second cycle of data collection

After implementing the intervention, a second cycle of data collection was carried out, including new observations and the use of narrative frames to capture students' reflections and

emotional transformations. This two-phase process aligns with the cyclical nature of action research, allowing comparison between pre- and post-intervention conditions and ensuring methodological rigor through triangulation and reflexive analysis.

The analysis of classroom videos was conducted through a structured matrix ([see appendix H](#)) into four analytical categories derived from the theoretical framework of the study and the objectives of the pedagogical intervention: *Emotional Environment and Classroom Climate (C1)*, *Use of Translanguaging as a Communicative Approach (C2)*, *Development of Oral Competence and Communicative Participation (C3)*, and *Prior Knowledge and Sociocultural Connection (C4)*. Each category was operationalized through specific observable indicators, constructed in coherence with the principles of Suggestopedia and Translanguaging that underpin the pedagogical design, so that each observed fragment could be directly linked to the objectives of the intervention and to the research question.

The unit of analysis was the video fragment, understood as an identifiable segment with a clear beginning and end in which one or more indicators from the established categories were evidenced. Each fragment was recorded with its start and end minute, allowing for subsequent verification and triangulation with the other instruments used in the study, namely the semi-structured interview and the narrative frames.

Ten classroom videos were analyzed; the coding process followed two articulated moments. In the first moment, each researcher conducted a complete viewing of each video before beginning the systematic registration, with the purpose of obtaining a global reading of the session and locating the most representative fragments of each category. This preliminary reading prevented fragmented coding and allowed the researchers to identify the pedagogical blueprint of each class. In the second moment, systematic registration was carried out in the

matrix. For each identified fragment, the corresponding video, start and end minute, a description of the observed fragment, a textual quote or paraphrase from the teacher or students, the intensity of the observed category on a scale of *High*, *Medium*, or *Low*, and additional observations contextualizing the finding within the class dynamics were recorded.

To ensure the consistency and rigor of the observation process, clear criteria were established before the analysis began. Only fragments in which the evidence was verifiable through a textual quote or precise description of the observed action were registered. Cells corresponding to categories not applicable in each fragment were left blank, avoiding overinterpretation of the data or lack of remarkable information according to the category. Additional observations were always written in direct relation to the objectives of the pedagogical design and the research question, avoiding interpretations that exceeded what observable in the video was.

Once the registration by category was completed, a cross-sectional reading of the data was carried out through the comparison sheet of the matrix. This reading made it possible to identify patterns of presence and absence of each category across the ten videos. *Videos 03* and *08* recorded the highest intensity in Emotional Environment, associated with the simultaneous use of music and multisensory activation (*taste, touch, hear, smell, see*) guided by Suggestopedia principles in which the students were conducted to visualize and guess a context in relation to the topic of the intervention (*Types of films*). *Videos 03* and *07* showed the greatest presence of Translanguaging, with complex hybrid sentences and progressive transitions from Spanish to English. Oral Competence reached its highest development in *videos 03* and *07*, where students produced complete sentences when answering teacher's questions and in real communicative exchanges, for example in the dynamic activity called "*Find who*". Prior knowledge had its

strongest presence in *video 06*, when students classified, described, and evaluated films drawing on previously acquired knowledge.

The comparative analysis of the ten videos revealed that the four categories do not operate in isolation but mutually reinforce one another. The presence of a high-quality emotional environment, sustained by music, affirmative language, and sensory activation, consistently favored the emergence of spontaneous translanguaging and more extended oral production. In turn, when the content connected with students' prior knowledge and cultural references, oral participation increased and the affective filter visibly decreased. This convergence seems to confirm that the pedagogical design based on Suggestopedia and Translanguaging does not function as a set of isolated strategies but as an integrated pedagogical system, where each element reinforces the others to create the necessary conditions for oral participation in English without anxiety. The video analysis process, articulated with the findings from the semi-structured interviews and the narrative frames, supports the claim that the pedagogical intervention produced observable changes in students' communicative disposition and in the quality of the learning environment, thereby responding to the research question regarding how Translanguaging and Suggestopedia can transform the experience of language learning anxiety in the English classroom.

Narrative framework

The students read some statements carefully and completed them according to their own experiences in English class. The narrative frame was scheduled to be implemented after the action plan to collect students' reflections about their experiences and emotions within the English learning environment ([see appendix I](#)). The instrument was divided into five sections:

Section 1 (Emotional experiences in English class) included questions where students

remembered a specific English class situation, described what happened, explained how they felt, what they thought at that moment, and how their body reacted.

Section 2(English usage) contained questions about their level of confidence, their classmates' reactions, the teacher's attitude, and how these factors influenced their feelings.

Section 3(Language usage and Translanguaging practices) asked students how they felt when they were allowed to use Spanish and English together, how translanguaging helped them participate, and how they felt when they could not use their first language.

Section 4(Learning Environment and Pedagogical Strategies) included questions about the classroom environment, such as activities they enjoyed, strategies that helped them relax, situations that created tension, and how they usually reacted in stressful moments.

Section 5(Reflection and personal learning) presented reflective questions about the strategies they used to face anxiety, whether those strategies were effective, what they learned from the experience, how classes could be improved, and what advice they would give to others.

In the final section (My whole bilingual transformation), the students wrote an integrative story about their bilingual transformation. They expressed their feelings in English through their own narratives.

The way that the analysis carried out followed a matrix([see appendix J](#)) subjected to a qualitative, inductive process grounded in the principles of Grounded Theory methodology (Glaser & Strauss, 1967; Corbin & Strauss, 2015), coherent with the overall methodological framework of the study. The process unfolded through four articulated and sequential stages that moved from individual textual reading to relational interpretation and theory generation.

The narrative frame was designed following Barkhuizen's (2011) framework as a written story template consisting of incomplete sentences and blank spaces of varying lengths, structured as a skeletal story that participants complete according to their own experiences and reflections. The instrument was organized into five thematic sections and a final integrative narrative. Section 1 invited students to recall and describe a specific English class situation, including what happened, how they felt, what they thought at that moment, and how their body reacted. Section 2 focused on the experience of speaking English in front of classmates, addressing their level of confidence, the reactions of peers, the teacher's attitude, and the emotional impact of those interactions. Section 3 explored the use of both Spanish and English together, asking students how translanguaging helped them participate, what topics they could express more freely, and how they felt when restricted to English only. Section 4 addressed the classroom environment, including activities they enjoyed, conditions that helped them relax, situations that generated tension, and their typical behavioral responses to stress. Section 5 presented reflective questions about the strategies they used to face anxiety, whether those strategies were effective, what they learned from the experience, and what advice they would give to other students. The final section asked students to write an integrative narrative titled "*My Complete Bilingual Transformation*," which fused all previous dimensions into a coherent personal story.

Once all 15 narrative frames were collected, the research team conducted a complete and careful reading of each instrument before beginning the systematic registration and coding. This preliminary reading served to obtain a global understanding of each student's narrative arc — the emotional trajectory from the opening section to the final integrative story — and to identify the most significant fragments in relation to the four analytical categories established by the study:

Socioemotional Response and Language Learning Anxiety (CA), Translanguaging and Bilingual

Identity (CB), Social Communication, Interaction, and the Role of the Other (CC), and Learning Environment and Self-Regulation Strategies (CD).

Following this global reading, a structured registration was carried out in the analysis matrix. For each student and each section of the narrative frame, the research team transcribed or paraphrased the student's response in the corresponding cell, then identified the specific indicators activated within each applicable category. The matrix was organized so that each student occupied six rows one per section of the instrument, and each column corresponded to an indicator within one of the four categories. Cells corresponding to categories not applicable in each section were left blank, avoiding overinterpretation of the data, and ensuring that each coding decision was grounded in observable textual evidence.

Open codes were assigned to each fragment based on the concepts, feelings, and behaviors expressed by the students in their own words. These codes were formulated inductively, emerging directly from the data rather than being imposed from the theoretical framework. Examples of codes generated in this stage include *anticipatory-anxiety*, *communicative-blockage*, *peer-mockery-silencer*, *translanguaging-identity-anchor*, *music-as-regulator* and *emotional tool*.

Once the open coding was completed for all 15 narrative frames, the research team conducted a cross-sectional reading of the entire matrix to identify patterns, connections, and variations across students, sections, and categories. This relational reading constituted the axial coding stage of the analysis, in which the codes generated in the previous stage were grouped, reduced, and reorganized according to the causal conditions, actions and interactions, and consequences they described.

In this stage, the research team identified the following relational structure across the corpus. The causal conditions most consistently associated with anxiety were fear of negative evaluation, peer mockery, formal oral exposure, and monolingual restriction. These conditions activated a set of protective actions and interactions of silence, withdrawal, escape behaviors, and communicative avoidance which in turn generated consequences of frustration, deepened insecurity, and reduced language output. However, the data also revealed a parallel relational structure associated with anxiety reduction: when the conditions of translanguaging permission, Suggestopedia environment, and teacher affective support converged, the resulting actions were spontaneous participation, hybrid language production, and collaborative engagement, with consequences of confidence, communicative fluency, and identity affirmation.

This bidirectional relational structure one axis generating and deepening anxiety, the other transforming and managing it became the central interpretive framework for the axial coding stage and directly informed the construction of the analysis matrix's comparison and conclusions sections.

In the final stage of the analysis, the research team synthesized the relational patterns identified in the axial coding into a central integrative category. Drawing on the convergent evidence across all 15 narrative frames, all five sections of the instrument, and both courses, the selective coding process generated the following emergent theoretical proposition: language learning anxiety in this context is not a fixed individual trait but a dynamic, environmentally responsive phenomenon that can be actively transformed through the integrated application of translanguaging and Suggestopedia within a deliberately designed socioemotional learning environment.

This emergent theory was further supported by a specific and compelling finding from the final section of the narrative frames. Across the 15 students, the integrative narratives of the final section consistently demonstrated a higher degree of emotional agency, bilingual identity affirmation, and self-regulation capacity than the earlier sections of the same instrument. Students who described paralysis and avoidance in Section 1 arrived, by the Final Section, at concrete three-part action plans integrating linguistic, environmental, and physiological strategies for managing anxiety. This progression from reactive avoidance to proactive agency constitutes the most direct empirical evidence of the pedagogical intervention's transformative impact available in the data, and it directly responds to the research question regarding how translanguaging and Suggestopedia can transform the anxiety experience in English language learning.

The analysis was completed through a triangulation process in which the findings from the narrative frames were cross-referenced with those from the classroom video observations and the semi-structured interviews. This triangulation confirmed the consistency and validity of the patterns identified across instruments and strengthened the interpretive conclusions derived from the narrative data, providing a comprehensive and methodologically rigorous response to the study's central research question and specific objectives.

Data Analysis results

This chapter presents systematic analysis results and interpretation of the data collected to investigate the impact of Translanguaging and Suggestopedia on foreign language learning anxiety with the ultimate objective for strengthening communicative competence in L2. To ensure the validity and reliability of the findings, a qualitative approach based on data triangulation was employed. The analysis is organized into three main stages. First, the results are presented individually for each instrument: the *observation format* used during the diagnostic phase, the *semi-structured interviews* conducted with participants, *some class application videos* that captured real-time interactions, and the *narrative frames* provided by the students to reflect their subjective experiences. Second, these findings are cross-referenced to identify patterns and convergences. Finally, an integrated interpretation is provided, correlating the empirical evidence with the theoretical framework and the Colombian socio-emotional education guidelines to answer the research questions of this study.

Observational Findings

According to the lens of the project, some factors were distributed in this way:

Psycho-emotional Dimension (Factor: Language Anxiety)

In this dimension, a Medium/High impact level on oral production activities was identified. Evidence recorded, for instance, in the video sessions (specifically *Video 5*, regarding technology presentations) shows that students exhibit mental blocks and an unusually low tone of voice when facing speaking tasks in a foreign language. The analysis of the codes "Insecurity, Fear, and Nervousness" reveals that students use visual supports (screens) as emotional shields to avoid eye contact, denoting a high affective load that fragments communicative fluency.

The presence of these blocks and the high levels of anxiety identified validate the need for implementing Suggestopedia strategies, aimed at the *suggestion* of these emotional barriers by creating a low-pressure learning environment with high affective security. This psycho-emotional dimension is related to the “affective filter,” which states that it is not just a behavior, but a biological and psychological defense mechanism against stress.

The Affective Filter is a mental block that prevents acquirers from fully utilizing comprehensible input they receive for language acquisition. "When the filter is 'up', the acquirer may understand the message, but the input will not reach the language acquisition device" (Krashen, 1982, p. 31).

Socio-cultural Dimension (Factor: InterAction and Environment)

The descriptive observation allowed for the identification of a learning environment mediated by "social surveillance." There is a latent fear of peer mockery, which causes spontaneous participation to be extremely limited; students tend to intervene only when there is direct guidance from the teacher (Guided Participation). ATLAS.ti records confirm that interaction is perceived as a risk to the student's self-image, turning communication into an exercise in social survival rather than a genuine exchange of meanings. Since the current environment is influenced by the fear of social judgment, the proposal seeks to transform classroom dynamics toward a Bilingual Learning Environment (MABA) that prioritizes mutual respect and the validation of the "self" over pure linguistic competition. The findings regarding "social surveillance." It is aligned with Horwitz et al. (1986), which literally asserts that "Fear of negative evaluation is apprehension about others' evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively. In the foreign

language classroom, where students are called upon to perform in front of their peers, this dimension manifests as a risk to the student's self-image, by which students often choose silence or limited participation to avoid social judgment" (Horwitz et al., 1986, p. 128).

Pedagogical Dimension (Factor: Methodology and Scaffolding)

From the analysis of the observed practice, an approach centered on immediate correction was identified. The description of the sessions shows that the lack of prior scaffolding (such as "sentence starters" or model structures) forces students to resort to the use of Spanish in an emergent way to fill lexical gaps. Because this resource is not officially integrated as a pedagogical strategy, students show doubt and insecurity when using their mother tongue, which increases cognitive load and halts the flow of discourse. The observed dependence on Spanish, coupled with the lack of pedagogical supports, justifies the integration of Translanguaging as a legitimate scaffolding practice, allowing students to use their full linguistic repertoire to reduce cognitive load and facilitate communication; by which García (2014) argues that translanguaging allows students to deploy their 'full linguistic repertoire to make sense of the world' (p. 64), fostering an emotionally safe environment where the native language is viewed as a legitimate resource rather than an error. Also, she argues that when the teacher prohibits or does not integrate L1, the student experiences a fragmentation of their identity and a mental block.

Motivational Dimension (Factor: Motivation and Evaluation)

In this category, the observed behavior reflects predominantly extrinsic motivation. Students constantly seek teacher approval through the validation of their interventions ("Is this okay, teacher?"), directing their effort toward obtaining a grade or avoiding public error. The feedback perceived in the research memos as a judgment of the result rather than a process of

improvement weakens student autonomy and reinforces the emotional dependence identified in the diagnosis. The transition toward communicative autonomy requires a shift in the perception of error; therefore, the project proposes a process-oriented evaluation that recognizes effort and communicative intent over punitive grammatical correction, aligning with the Colombian Socio-emotional Education Framework. This behavioral pattern aligns with this direct quote “fear of negative evaluation refers to apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (Horwitz et al., 1986, as cited in Zarei et al., 2019). As evidenced by the students' constant need for approval from the teacher and tend to avoid making mistakes in public. Figure 4 below shows the aforementioned:

Figure 4.

FLLA diagnostic framework: dimensions, evidence, and interventions

Dimension · factor	Evidence (ATLAS.ti)	Impact on L2	Pedagogical response
Psycho-emotional Language anxiety Medium / high impact on oral production	Mental blocks, low voice tone Codes: insecurity, fear, nervousness (Video 5)	Screens used as emotional shields High affective load fragments communicative fluency	Suggestopedia Desuggestion of emotional barriers Low-pressure, high affective security env.
Socio-cultural Interaction & environment	Fear of peer mockery Only guided participation Social surveillance environment	Communication as social survival Self-image at risk limits spontaneous participation	Bilingual Learning Environment (MABA) Mutual respect, validation of self over linguistic competition
Pedagogical Methodology & scaffolding	Immediate correction No prior scaffolding Emergent use of L1 (Spanish) to fill lexical gaps	Increased cognitive load, discourse halted Insecurity when using L1	Translanguaging Full linguistic repertoire as legitimate scaffold Reduces cognitive load
Motivational Motivation & evaluation	Extrinsic motivation Constant teacher approval-seeking Grade-oriented effort	Weakened autonomy Feedback perceived as final judgment Emotional dependence	Process-oriented evaluation Effort & communicative intent over punitive correction (SEE)

Note. Conceptual figure created by the author using Claude (Anthropic, 2026) as a support tool for visual design of the observational findings. Content and analytical decisions are

the author's own.

Semi-structure interview findings

According to the matrix proposed for the analysis, it shows that language learning anxiety is the central phenomenon, triggered by evaluations, social pressure, and lack of comprehension. However, it is mitigated through social support, use of Spanish as a communicative bridge, dynamic and relaxed learning environments that integrate constructive pedagogical strategies within translanguaging in compliance with suggestopedia.

Some examples depict the afore mentioned such as the:

"Cuando no sé qué decir, me quedo callada." (S6, original in Spanish)

"Cuando no entiendo, siento que no aprendí nada." (S6, original in Spanish)

"Uno piensa que los demás se pueden reír." (S6, original in Spanish)

"A veces no sé qué decir." (S6, original in Spanish)

"Me pongo nerviosa cuando tengo que pasar al frente." (S6, original in Spanish)

"A veces me confundo cuando hablan todo en inglés, no entiendo palabras. No siempre me siento segura." (S8, original in Spanish)

"Me da miedo cometer errores. Me siento inferior a los demás." (S9, original in Spanish)

"Pues, nervioso, pues yo me siento nervioso porque, como, pues ya casi falta poquito para la evaluación," (S10, original in Spanish)

The above is a clear example of what triggers uneasiness and low confidence that blocks the way students learn by making them foresee what will happen through class, but then is mitigated by a relaxing setting, everything transforms and students get more engaged through class. For instance:

"...porque lo que te digo, pues, el español, cuando me siento más relajada, pues porque me ayuda a comunicarme mejor. Y pues ya, por ejemplo, en inglés, lo que también, lo que se dice en inglés, ya sé cómo se dice, lo que digo en español y luego sé cómo se dice en inglés."(S4, original in Spanish)

"Hacer actividades que participemos todos. "Me siento bien en la clase de inglés y me siento más libre cuando hay música." (S5, original in Spanish)

"Los juegos ayudan a no aburrirse." (S6, original in Spanish)

"Uno le pone música y ya como que se relaja." (S6, original in Spanish)

"Sentirse más libre." "Ya como que se relaja." "Sentirse más libre." (S7, original in Spanish)

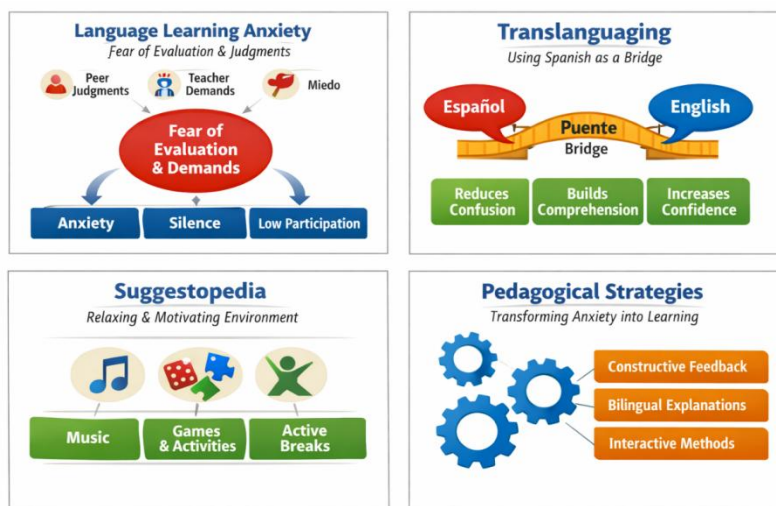
"Juegos, dramatizaciones. También escuchar música con los ojos cerrados o hacer estiramientos."(S13- original in Spanish)

As a core category, emerging from data, we sum up that the central theme *Managing language learning anxiety through social support, translanguaging, and Suggestopedia strategies within motivating environments* captures the tension between anxiety and confidence, and shows how it is mediated by classroom practices, peer/teacher support, and the strategic use

of Spanish as a cognitive bridge.

Figure 5.

Conceptual Framework of Language Learning Anxiety and Pedagogical Strategies



Note. Interrelation between emotional, linguistic, and pedagogical dimensions.

Conceptual figure created by the author using Copilot AI as a support tool for visual design.

Content and analytical decisions are the author's own.

The grounded theory *Managing language learning anxiety through social support, translanguaging, and pedagogical strategies within motivating environments*, emerging from this study as Figure 5 displays, reveals that language learning anxiety is the central phenomenon shaping students' experiences in English classes. Anxiety arises from fear of evaluation, peer judgments, and teacher demands, often leading to silence and low participation. However, this anxiety is not static; it can be actively managed through social support, translanguaging practices to construct meaning, and suggestion when learning. The use of the mother tongue is a cognitive and emotional bridge that facilitates comprehension and provides opportunities to reduce anxiety

to communicate in a second language, such as Lozanov (1978) mentions. Multisensory activities, music, relaxation, and low-stress interaction help reduce anxiety and foster motivation. This aligns with the study's findings, where emotionally supportive contexts and creative methodologies enable students to participate more freely. The use of Spanish as a cognitive bridge enables comprehension and confidence, while collaborative work and teacher guidance provide emotional security, allowing a constructive feedback and interactive methodologies transforming mistakes into learning opportunities. In sum, the theory shows that effective language learning does not depend on eliminating anxiety, but on transforming it into a manageable force through supportive social dynamics, translanguaging, and creative pedagogical practices within motivating environments.

Pedagogical Intervention Findings

Above all, the observations across the matrix reveal that students' bilingual experiences are framed by a constant negotiation between anxiety, resilience, and a bilingual voice. In the socio-emotional dimension, the annotations describe how exposure to English in public contexts often provokes strong physiological reactions such as trembling, freezing, or silence, even a willingness of going to the bathroom to avoid stressful boosters. These responses are interpreted as manifestations of the affective filter. However, the observations of the sessions also highlight the presence of resilience strategies like: *"Cuando el ambiente de aula es tenso y estresante, yo suelo ir al baño, no pensar en eso e intentar guiar a mis compañeros para que se autorregulen"*(S1, Types of films, 2026); *"Decidí respirar y pensar que no nací aprendido"*(S2), though not always fully effective, show that adolescents attempt to regulate their emotions and construct coping mechanisms within the classroom.

Peer dynamics emerge as a decisive factor. Observations repeatedly note that ridicule acts as a destructive force, elevating anxiety and silencing communication:

"Durante una exposición, viví una situación que me hizo sentir mal porque se rieron de mí..." (S3-original in Spanish).

Neutrality or cooperation, by contrast, is described as protective, allowing participation without fear. Teacher mediation and linguistic scaffolding is acknowledged as supportive, but the notes emphasize that adult intervention alone cannot neutralize hostility; the transformation of peer attitudes is essential for communicative security and positive social interaction.

"Me sentí un poco nerviosa cuando una vez que tuve que hablar en inglés frente a mis compañeros". Mi nivel de confianza fue bajo, lo que más me preocupaba era equivocarme, pero mis compañeros no hicieron nada y la profe me ayudó". (S3, Original in Spanish)

In translanguaging practices, the observations are particularly rich. They describe translanguaging as more than translation: it is an *anchor of identity* and a *voice of bilingual encouragement*. Students feel secure and validated when allowed to mix Spanish and English, using their full repertoire to express personal interests such as movies, football, or family. Conversely, monolingual restrictions are observed to produce insecurity and blockage, reinforcing the perception of English as a barrier. The bilingual voice is thus interpreted as a refuge that protects emotional integrity and restores confidence.

The above is represented with this extract:

"...cuando dramaticé me sentí muy nervioso sentí que mi corazón estaba rápido. Pensé: "se van a burlar", mis compañeros de clase y la profesora me apoyo. Cuando me dejaron hablar

español e inglés juntos, me sentí tranquilo porque dije algo, que no podía solo en inglés. Mi español mostró mi confianza. El aula mágica me ayudó a relajarme con juegos, pero me puse tenso con solo ejercicios. Mi plan: 1. Mezclaré español-inglés para relajarme mejor. 2. Pediré música como le juego de apartamentos. 3. Respiraré cuando sienta nerviosismo. Mi consejo es que hacer juegos. Para mí español e inglés son cheveres". (S4, original in spanish)

The classroom environment and pedagogical strategies are described as decisive regulators of anxiety. Memos on the matrix highlight the effectiveness of Sugestopedia elements music, dynamic activities, and relaxation by generating tranquility but also a disruptive environment since senses are set to be proved by *touching, smelling, hearing, tasting and seeing* in compliance with the objective for the class.

"David, how do you feel in this activity? Good, because I feel different food. The teacher asks one student what do you think about this activity? Because it is interesting, no more audios, it is focused on relaxing." (S7, classroom video recording, Video 11, original in spanish)

"-¿Que otro objetivo? -Profe, regulando sentimientos.

"¿Qué aprendiste en esta clase? Sobre los sentidos, tipos de música, películas, "Me relajé con música, juegos, caminar" (S7, classroom video recording, Video 11, original in spanish).

Cooperative activities and playful dynamics are consistently valued, while competitive or unpredictable participation is noted as a stressor. Importantly, some students assume leadership roles, guiding peers to self-regulate, which the observations interpret as "emotional scaffolding" shared within the group. This demonstrates that emotional regulation can be collectively constructed, not only by teacher guidance.

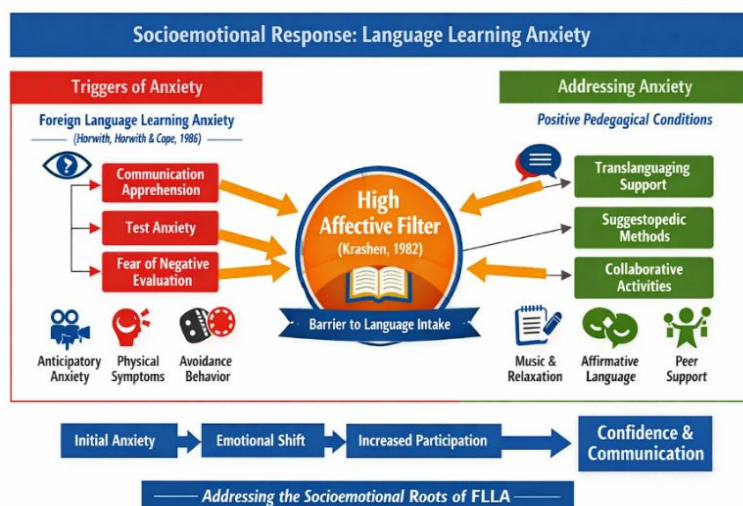
Finally, in the personal reflection and transformation, the observations show a reframing of error and its acceptance as natural and part of learning. Breathing and reflective strategies are described as producing “cognitive relaxation,” while advice to peers (“trust yourselves, there will always be mistakes (narrative frame,2026) reflects a collective resilience. The bilingual classroom is thus interpreted as a space for ontological growth, where self-esteem is strengthened through the acceptance of error and the validation of bilingual voices.

Narrative Frames Findings

The analysis of the 15 narrative frames collected at Colegio La Presentación de Tunja provides a systematic and theoretically grounded answer to the central research question of this study: To what extent can translanguaging and suggestopedia, as complementary pedagogical strategies, address foreign language learning anxiety and strengthen communicative competence among sixth- and seventh-grade EFL learners within a socioemotional framework?

Figure 5.

CA – Socioemotional Response: Language Learning Anxiety



Note. The transition from anxiety triggers emotional transformation through translanguaging, suggestopedic principles, and collaborative learning design. Conceptual figure created by the author using Copilot AI as a support tool for visual design. Content and analytical decisions are the author's own.

The narrative frames, in coherence with Figure 6, confirm that Foreign Language Learning Anxiety, as theorized by Horwitz, Horwitz, and Cope (1986), is the central and most pervasive phenomenon shaping the English learning experience of the students at Colegio La Presentación. All three dimensions identified in literature communication apprehension, test anxiety, and fear of negative evaluation are present and interconnected across the 15 narratives. Students describe anticipatory anxiety before oral presentations, physical manifestations such as sweating hands and rapid heartbeat, verbal blocking, and sustained communicative avoidance, which together confirm the high affective filter described by Krashen (1982) as a barrier to meaningful language intake.

Critically, however, the data reveals that anxiety is not a fixed or inevitable individual condition. As MacIntyre and Gardner (1991) propose, anxiety is context-dependent and directly responsive to the learning environment. Students *E03*, *E04*, and *E12* report emotional well-being and positive anticipation during oral activities, demonstrating that when the pedagogical conditions are deliberately designed to lower the affective filter through music, collaborative tasks, and affirmative language anxiety recedes and participation and communicative competence emerge and strengthen naturally. The examples of extracts are the following:

"Un ambiente de aula que me permite participar sin ansiedad es con juegos o trabajos en grupo". (S3, original in spanish)

"Durante algo bueno, viví una situación que me hizo sentir feliz. Este sentimiento comenzó cuando estábamos haciendo las actividades. En ese momento pensé que me sentía a gusto. Emocionalmente me sentí muy bien. Mi cuerpo reaccionó: felicidad / fui tranquila." (S4, original in Spanish)

"Durante una clase de inglés, viví una situación de emoción y felicidad, este sentimiento empezó cuando la profe nos mostró la actividad en ese momento pensé que chévere. Emocionalmente me sentí feliz. Mi cuerpo reaccionó: sonrei". (S12, original in spanish)

This finding is not incidental; it is the direct result of some Suggestopedia principles embedded in the pedagogical design, which prioritize emotional preparation as a prerequisite for linguistic and communicative performance.

The most significant finding within this category is the consistent pattern of emotional transformation observed across the *Final Section* of the narrative frames. Students who describe high anxiety in the opening sections of their narratives arrive at a state of greater tranquility, self-awareness, and communicative agency by the final integrative narrative. This progression directly fulfills the first specific objective of the study to analyze the socioemotional factors that generate foreign language learning anxiety and limit communicative participation and provides concrete qualitative evidence that the pedagogical intervention produced observable changes in students' affective relationship with English.

The narrative frames confirm that anxiety in this context is primarily triggered by fear of peer judgment, pressure of formal oral performance, and the absence of a linguistically and emotionally safe environment. The pedagogical intervention addressed all three triggers simultaneously: *translanguaging reduced the linguistic pressure, Suggestopedia created*

emotional safety, and the collaborative design of activities transformed peer dynamics from a source of threat into a source of support. In doing so, it directly responds to the research question by demonstrating that these strategies can effectively address the socioemotional roots of FLLA.

Figure 6.

CB – Translanguaging: Identity and Bilingual Voice



Note. It highlights the shift from anxiety to confidence by a full linguistic repertoire, cultural validation, and active participation. Conceptual figure created by the author using Copilot AI as a support tool for visual design. Content and analytical decisions are the author's own.

As shown in Figure 7, the narrative data provide consistent and compelling evidence that translanguaging functions, in the words of García and Wei (2014), as a practice through which

students draw on their full linguistic repertoire to construct meaning, build confidence, and affirm their identities. Across the 15 narratives, students describe a direct and immediate reduction of the affective filter when they are permitted to use both Spanish and English: they feel heard, validated, and capable of expressing who they are conditions that are entirely absent in monolingual contexts.

"...porque lo que te digo, pues, el español, cuando me siento más relajada, pues porque me ayuda a comunicarme mejor. Y pues ya, por ejemplo, en inglés, lo que también, lo que se dice en inglés, ya sé cómo se dice, lo que digo en español y luego sé cómo se dice en inglés"(S4, original in spanish)

"Pude expresar mejor mis gustos, como películas. Me sentí más segura cuando pude explicar qué película vi recientemente."(S12, original in spanish)

The cultural referents embedded in the students' translanguaging practices references to; family, football, music, and film confirm Cummins' (2000) theoretical position that validating students' linguistic identities is not a pedagogical concession but a condition for empowered participation. This is not merely an emotional response; it is evidence that translanguaging, as implemented in the pedagogical design, fulfills its theoretical function as an identity-affirming practice that reduces fear of linguistic inadequacy.

The restriction of Spanish, described by multiple students as generating cognitive and emotional blockage, further validates the translanguaging approach from a negative direction: its absence produces the very anxiety its presence dissolves. This bidirectional evidence strongly supports the second specific objective of the study to propose a complementary pedagogical framework that addresses socioemotional barriers and supports the development of

communicative competence by demonstrating that the legitimization of the students' full linguistic repertoire is not optional but essential for meaningful bilingual communication.

The narrative frames confirm that translanguaging is the primary mechanism through which students experience the transition from anxiety to confidence in the English classroom. By allowing students to anchor their English production in Spanish cognitively, emotionally, and culturally the pedagogical framework validated by this study provides a concrete and replicable answer to how translanguaging can transform the anxiety experience in Colombian EFL classrooms.

Figure 7.

CC – Social Communication, Interaction, and the Role of the Other



Note. classroom social dynamics shaping communicative participation. Conceptual figure created by the author using Copilot AI as a support tool for visual design. Content and analytical

decisions are the author's own.

According to Figure 8, the narrative data reveals that the social ecology of the classroom is as determinant for oral participation as students' linguistic competence, confirming Goleman's (1995) socioemotional framework and aligning with the study's emphasis on the inseparability of emotional well-being and academic achievement. Peer mockery emerges as the most frequently cited anxiety trigger in the corpus, appearing across narratives of students from both courses and constituting what the observational analysis identified as a "social surveillance" dynamic that transforms communication into an exercise in social self-protection rather than genuine meaning exchange. An example is below:

"Mi aventura comenzó el miércoles en clase de español y inglés, cuando expuse me puse muy nervioso. Sentí mis manos sudando, mis compañeros riendose."(S6, original in Spanish)

The role of the teacher is equally decisive and appears in the narrative data as a variable that can either amplify or mitigate anxiety depending on the quality of the affective presence offered. When students describe the teacher as supportive, encouraging, and active, they report feeling safer and more willing to take communicative risks. When the teacher remains passive during moments of social pressure, anxiety deepens and participation of contracts. This finding directly validates the Colombian socioemotional education legislation Laws 2383 and 2414 (2024) and Law 2491 (2025) which mandates that educational institutions create safe, inclusive, and emotionally supportive environments. The data seem to confirm that this mandate is not fulfilled through policy alone but through the deliberate, moment-by-moment of pedagogical choices of the classroom teacher.

Collaborative work consistently emerges as the social arrangement most effective in

reducing communicative anxiety. Working in small groups distributes evaluative pressure, creates micro-environments of trust, and allows students to negotiate meaning in both languages before performing in front of the full class. This validates the group-based structure of the pedagogical intervention and reveals the third specific objective of the study to implement classroom activities that create emotionally safe conditions for meaningful communicative participation as successfully addressed.

The narrative frames confirm that the social dimension of the classroom is not a secondary context for language learning but its primary condition. The integrated pedagogical framework of translanguaging and Suggestopedia directly transforms this social dimension by replacing the fear-based dynamics of peer judgment with the trust-based dynamics of collaborative bilingual interaction, thereby strengthening communicative competence at its social root.

Figure 8.

CD – Learning Environment and Self-Regulation Strategies



Note. Suggestopedia principles and self-regulation strategies converge to reduce anxiety and foster communicative competence. Conceptual figure created by the author using Copilot AI as a support tool for visual design. Content and analytical decisions are the author's own.

The narrative data provides direct, student-voiced validation of the Suggestopedia principles embedded in the pedagogical design as evidenced in Figure 9. Across all 15 narratives, students consistently identify music, games, collaborative activities, and flexible language use as the environmental conditions that reduce anxiety and enable genuine oral participation and they identify rigid, exercise-only, and monolingual environments as the conditions that generate withdrawal and silence. This convergence is not coincidental; it is the empirical signature of Lozanov's (1978) theoretical proposition that positive suggestion and a relaxed atmosphere activate learners' cognitive and communicative potential by lowering the defensive barriers that anxiety erects.

The self-regulation strategies described in *Sections 5* and *Final* of the narrative frames reveal a progression from reactive to proactive coping that constitutes one of the most significant indicators of the pedagogical intervention impact. Early coping strategies leaving the classroom, staying silent, drawing are replaced in the final narrative by explicit three-part action plans that integrate linguistic strategies (*mixing languages*), environmental strategies (*requesting music and games*), and physiological strategies (*breathing*). This metacognitive development — the capacity to identify what one needs, name what blocks one, and construct a plan for managing one's own anxiety is itself a socioemotional competence that aligns directly with Laws 2383, 2414, and 2491's mandate to foster resilience, emotional regulation, and self-determination across all levels of schooling.

The convergence of these action plans across students from both courses and across different anxiety profiles suggests that the pedagogical intervention produced not only situational relief from anxiety but durable, transferable self-regulation capacities. This finding directly responds to the fourth specific objective of the study to evaluate the impact of the integrated pedagogical framework on the management of foreign language learning anxiety and the strengthening of communicative competence by demonstrating that the integration of Suggestopedia and translanguaging generates measurable and sustainable outcomes in students' socioemotional and communicative development.

Connection to the research question: The narrative frames confirm that an emotionally safe learning environment, characterized by the Suggestopedia elements of music, visualization, collaborative dynamics, and positive suggestion, is not a complementary feature of effective language teaching but its foundational condition. When this environment is combined with the linguistic freedom of translanguaging, students develop not only greater confidence in English but a transformed and empowered sense of themselves as bilingual learners which is the ultimate pedagogical goal of this study.

Reading the corpus of 15 narrative frames, four patterns emerge that transcend individual cases and characterize the collective trajectory of the student group in response to the pedagogical intervention.

First, *anxiety is contextual*, not dispositional. The same student can report high anxiety in one section of the narrative and emotional well-being in another, depending entirely on the pedagogical conditions present. This suggests that the study intervention framework rather than targeting student psychology directly targets the pedagogical environment as the primary

variable. This is theoretically coherent with both Krashen's Affective Filter Hypothesis and the socioemotional education framework underpinning Laws 2383, 2414 of 2024, and 2491 of 2025.

Second, *permission is the most powerful pedagogical act*. The data consistently show that when students receive explicit *permission to use Spanish*, to make mistakes, and to participate collaboratively, their affective filter drops and their communicative output increases significantly. This challenges rigid monolingual approaches in Colombian bilingual education and validates the translanguaging framework not merely as a strategy but as an ideological stance toward students' linguistic rights and identities.

Third, the final section of the narrative frames consistently shows greater *emotional agency*, bilingual identity affirmation, and self-regulation capacity than earlier sections, suggesting that the pedagogical intervention produced a socioemotional effect across the implementation period and there is an evident transformation from the starting point in which students felt emotionally limited and then with more regulation and addressing of their emotions.

Fourth, the action plans constructed in the Final Section are remarkably convergent across students from both courses, centering on three elements: *mixing languages to communicate more freely, using music and games as environmental regulators, and breathing as physiological self-regulation*. This convergence suggests not only that students have internalized the pedagogical strategies of the design but that they have appropriated them as personal tools which is the blueprint of meaningful, identity-transforming learning as described in the socioemotional and bilingual education frameworks central of this study.

The narrative frame analysis, articulated with the classroom video observations and semi-structured interviews and pedagogical design, provides a comprehensive and theoretically

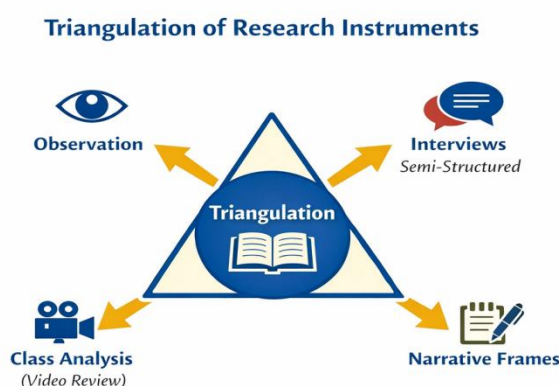
grounded response to the central research question. Translanguaging and Suggestopedia, implemented as complementary pedagogical strategies within an intentionally designed socioemotional framework, do not eliminate foreign language learning anxiety, but they address it. They address it by personally navigating in a challenging way with resilience and overcome it through the combined resources of their full linguistic repertoire, a supportive learning environment, and the self-regulation capacities developed through the intervention that consequently impacts their learning and the way they communicate with confidence.

This transformation is not merely emotional. It is communicative: students who reported avoiding participation at the beginning of the study describe, in their final narratives, concrete plans to mix languages, request supportive conditions, and persist in the face of nervousness. It is also identity-affirming: students who experienced their Spanish as a limitation discover it as a resource for expressing sociocultural references for anchoring their English with what they are. And it is institutionally and normative in terms of the pedagogical framework validated by this study that aligns directly with the Colombian socioemotional education mandate, fulfilling the legal responsibility of schools to create comprehensive, inclusive, and emotionally safe environments where academic achievement and human development are not competing priorities but inseparable dimensions of the same educational commitment. This finding aligns with Cummins (2000), who emphasizes that language proficiency develops through meaningful interaction in social contexts. In this study, the creation of emotionally safe and collaborative environments allowed students to participate more actively, transforming communication from a source of anxiety into a space for meaning making. In this study, the creation of emotionally safe and collaborative environments allowed students to participate more actively, transforming communication from a source of anxiety into a space for meaning making.

Triangulation of Research Instruments

Figure 9.

Triangulation of Research Instruments



Note. methodological triangulation was applied in the study. Conceptual figure created by the author using Copilot AI as a support tool for visual design. Content and analytical decisions are the author's own.

As shown in Figure 10, the application of triangulation (multiple sources of data) can enhance the reliability of the study results (Stavros & Westberg, 2009) and enable one to saturate the data (P. Fusch & Ness, 2015), as is mentioned in Fusch, P. Fusch, G. E., & Ness, L. R. (2018). In this sense, the process that triangulation follows is systematic and methodologically mixed, from which the researcher analyzes data and then presents the results to others to understand the experience of a common phenomenon (Denzin, 1978). Points out that “Triangulation is the combination of methodologies in the study of the same phenomenon” (Denzin, 1978, p. 291).

As a consequence, the triangulated information steamed with the observational findings,

the semi-structured interviews, the class analysis and the narrative frames answers analysis and converged on a consistent and evidence-based interpretation: translanguaging and suggestopedia do not merely address anxiety as isolated techniques but together function as an integrated socioemotional pedagogical system that transforms students' relationship with the English language and subsequent communicative competence from fear and avoidance to agency, confidence, and meaningful communicative participation.

As a matter of fact, instrumental music, guided visualization, and multisensory learning and exposure (touch, taste, smell, and sight), as well as dynamic and movement-based activities, create a disruptive and transformative environment and are guided by Suggestopedia. There is noticeable evidence that the pedagogical design successfully creates favorable emotional conditions for oral and/or communicative competence and subsequent participation in English, progressively addressing the affective filter for good.

The purpose of creating an emotionally safe environment through Suggestopedia is consistently fulfilled. Elements such as music, closing one's eyes, and affirmative language appear in most of the design as deliberate strategies rather than casual elements. This demonstrates clear coherence between pedagogical design and classroom practice.

Translanguaging manifests in two complementary ways: teacher-initiated as an intentional scaffolding strategy, and student-initiated as a spontaneous way to negotiate meaning and strengthen communicative competence. Both forms coexist in most of the analysis confirming that the flexible use of Spanish and English is established as an actual classroom practice rather than just a methodological guideline of the pedagogical design.

Within the socio-emotional framework, the evidence points to an ontological

transformation that students are expected to experience throughout both their academic and personal trajectories. This transformation is aligned with the mandates of educational law, which emphasizes the protection of students' identity, dignity, and holistic development (Law 115 of 1994 & Law 1098 of 2006). In this sense, the legal framework on education and the normative guidelines for socio-emotional competences must serve as a pedagogical lens. When these principles are linked to language learning and the development of communicative competences, it becomes essential to design teaching practices that integrate theory and practice coherently. Such a transformative pedagogy should not only aim at achieving linguistic objectives but also at addressing the socio-emotional dimensions of learning. A classroom environment that fosters safety, engagement, interaction, participation, empathy, and strong identity is indispensable. Allowing diverse linguistic repertoires to flow naturally within this space enriches the learning process and contributes to the creation of a suggestive ecosystem where language acquisition and socio-emotional growth converge.

While originally structured as three two-hour sessions, institutional time constraints necessitated a reduction to two, which is acknowledged as a pedagogical limitation of the study. However, throughout the implementation, students appeared to have changes in their participation and interaction. Initially, many of them avoided speaking, expressed fear of making mistakes, and often chose silence to manage their anxiety. However, as the intervention progressed, students became more willing to engage in communicative activities, take risks, and express their ideas, even when their language was not fully accurate. This shift suggests that creating supportive conditions plays a key role in the development of communicative competence.

This socio-emotional perspective complements the regulatory framework established by

Decree 3870 of 2006 and the National Bilingualism Program, as both initiatives emphasize the strengthening of communicative competence in English while ensuring educational quality. The observations in this study show that such competence cannot be reduced to technical standards alone; it requires pedagogical conditions as proposed in this study that integrate socio-emotional support and linguistic identity validation. By fostering environments of empathy, participation, and translanguaging practices, the classroom becomes a space where national bilingual policies are not only implemented but also humanized, ensuring that quality indicators are achieved through inclusive and transformative learning experiences.

In this project, García (2011) and her work on bilingual and multilingual education provide the *critical foundation of Translanguaging as a pedagogical approach* for understanding bilingualism as a socio-cultural construct that demands advocacy for identity, dignity, and equity in the classroom. This perspective situates language learning not solely as a technical skill but as a transformative practice that challenges teaching and validates students' voices in bilingual contexts. Complementing this, Ivanova and Dimova-Severinova (2021) contribute the *practical mechanisms through their exploration of Suggestopedia and happiness*, showing how positive emotions joy, interest, and contentment broaden learners' cognitive repertoires and lower the affective filter; in the case of the study with addressing anxiety as a problematic root that then can be transformed. The emphasis on music, relaxation, and *suggestion*, even in *disruptive ways* such as *multisensorial activation* as methodological tools, demonstrates how emotional engagement accelerates *communicative competence* and fosters subsequent creativity. Taken together, García (2011) and her critical lens and Ivanova and Dimova-Severinova (2021) insights, practical strategies converge to support a pedagogy that is both socially transformative and emotionally sustaining, ensuring that national bilingual policies are enacted not only through

standards but through classrooms that cultivate safety, empathy, and authentic bilingual growth.

In conclusion, the convergence of critical bilingual perspectives and practical pedagogical mechanisms seen as complementary demonstrates that language education in Colombia must be understood as both a legal mandate and a humanistic responsibility. While recent legislation (Laws 2383 of 2024, 2414 of 2024, and 2491 of 2025) has institutionalized socioemotional competencies, and Decree 3870 of 2006 together with the National Bilingualism Program have set quality standards for English communicative competencies. Then, this project shows that their fulfillment depends on classrooms that integrate emotional well-being, identity affirmation, and creative pedagogy with positive suggestions. On the one hand, it underscores to challenge of language teaching and validates student voices, while highlighting the role of emotions and managing practical mechanisms to lower anxiety and unlock cognitive potential. By situating these insights within the national legal framework, the study appears to foster that bilingual education must advance beyond technical proficiency to cultivate safe, empathetic, and transformative environments where communicative competence and socioemotional growth are inseparable.

The data analysis suggests that foreign language learning anxiety (FLLA) was addressed across multiple dimensions when translanguaging and suggestopedia were implemented as complementary strategies. In the psycho-emotional dimension, suggestopedia elements such as music, relaxation, and multisensory activities lowered physiological tension and created a safe emotional climate. In the socio-cultural dimension, translanguaging legitimized the use of Spanish as a communicative bridge, reducing fear of peer judgment and validating students' identities. In the pedagogical dimension, translanguaging provided cognitive scaffolding that

eased lexical gaps and supported fluency, while suggestopedia transformed classroom dynamics into spaces of trust and motivation. In the motivational dimension, both strategies shifted students from extrinsic dependence on teacher approval toward greater autonomy and confidence in their communicative abilities.

Suggestopedia appeared most effective in reducing emotional and physiological anxiety, while translanguaging was decisive in affirming identity and reducing cognitive load. Cooperative activities further reshaped social dynamics, turning peer interaction into a source of support rather than anxiety.

These findings align directly with Colombia's Constitution (1991), Law 115 of 1994, Law 1098 of 2006, Decree 3870 of 2006, the National Bilingualism Program, and recent Socioemotional Education Laws (2383 and 2414 of 2024 & 2491 of 2025). The evidence that integrating translanguaging and suggestopedia not only strengthens communicative competence but also fulfills national mandates to guarantee dignity, resilience, empathy, and holistic student development in bilingual education.

Conclusions

This study explored how a pedagogical framework integrating translanguaging and suggestopedia contributed to addressing Foreign Language Learning Anxiety (FLLA) and strengthening communicative competence among seventh-grade students. The findings demonstrate that combining these approaches supported students' emotional well-being and strengthened their participation and confidence when communicating in English.

Additionally, the data collected through observations and semi-structured interviews revealed that anxiety was closely linked to classroom dynamics, particularly correction practices, peer perception, and pressure to perform in English. Students frequently associated speaking English with fear and embarrassment, which limited their willingness to communicate. In this sense, the study highlights that communicative competence cannot be understood without considering the emotional conditions in which communication takes place.

Correspondingly, the integration of translanguaging allowed students to use both Spanish and English as resources to construct meaning and maintain interaction. Rather than hindering communication, this flexibility helped students remain engaged, express themselves more freely, and gradually increase their use of English. At the same time, translanguaging allowed students to draw on their full linguistic repertoire, which contributed to a stronger sense of confidence and participation in communicative practices.

Likewise, suggestopedia contributed to creating a more relaxed and supportive classroom environment through music, guided activities, positive interaction, and multisensory learning experiences, which reduced tension and encouraged participation in communicative situations.

The narrative frames provided further insight into this process. At the beginning of the intervention, students described their experiences of speaking English in terms of anxiety,

difficulty, and fear. Over time, however, their narratives began to reflect greater confidence, participation, and a more positive perception of their communicative abilities. This change suggests that anxiety did not disappear completely but became something students were able to manage as part of the communicative process.

Regarding the research objective, the study found that the design and implementation of a pedagogical framework integrating translanguaging and suggestopedia created meaningful opportunities for students to develop communicative competence in a supportive environment. Through a variety of communicative activities, students were able to interact, express ideas, and participate more actively, showing progress not only in language use but also in their confidence as language users.

Furthermore, the findings showed that students gradually assumed a more active role in managing their own anxiety during communicative situations. As they engaged in the activities, they developed greater awareness of their emotions and became more confident in participating, even in challenging communicative contexts. This reflects a shift from avoidance to engagement, which is essential for the development of communicative competence.

To sum up, this research shows that a pedagogical framework integrating translanguaging and suggestopedia supported the development of communicative competence by creating conditions in which students felt more confident, supported, and willing to communicate. These findings suggest that translanguaging and suggestopedia, implemented as complementary pedagogical strategies within a socioemotional framework, can address foreign language learning anxiety to a meaningful extent by creating the conditions for confident and active communicative participation in English.

Contributions to Bilingual Learning Environments

The present project contributes to bilingual learning environments by situating language education within a socioemotional and intercultural framework. This study demonstrates how socioemotional and intercultural approaches can support communicative competence and student participation in bilingual learning environments.

First, the project highlights a holistic perspective on language learning. By weaving translanguaging practices into classroom activities, students were encouraged to mobilize their full linguistic repertoires (Spanish, English, and their personal linguistic resources), which validated their identities and promoted inclusion and equity within the classroom. Suggestopedia complemented this process by creating emotionally safe conditions through relaxation, positive suggestion, multisensory learning, and creativity, aligning with the need for sociocultural inclusion and intercultural dialogue in bilingual education.

Second, the project reinforces the importance of wellbeing and socioemotional development in bilingual education by demonstrating that anxiety management and communicative confidence are not separate goals but mutually reinforcing dimensions of language learning that can be addressed simultaneously through intentional pedagogical design.

Third, the project contributes to the dynamic reconfiguration of bilingual learning environments discussed by Rodríguez et al. (2024). By situating language learning within socioemotional and intercultural dimensions, the study advances the understanding of bilingual environments as ecosystems that must adapt to learners' identities, emotions, and community contexts. In this sense, translanguaging and suggestopedia function as interconnected practices that promote inclusive and emotionally supportive bilingual learning environments.

Finally, the project aligns with prospective visions of bilingual education for 2030–2050 by emphasizing the importance of emotional wellbeing, intercultural justice, and lifelong

learning. The study offers a pedagogical framework that integrates cognitive and affective dimensions of language learning, contributing to the development of bilingual education in Colombia in ways that remain responsive to educational policies and learners lived realities. ([See link](#)).

Further research

The findings of this study open new possibilities for future research that can deepen the understanding of translanguaging and Suggestopedia as complementary socioemotional pedagogical strategies in foreign language learning contexts. Since this research was conducted within a specific educational setting and with a relatively small group of students, future studies could expand this framework to other contexts with different linguistic, cultural, and institutional characteristics, including public educational settings.

Exploring the implementation of this pedagogical framework in public schools may provide valuable insights, as these contexts often involve greater diversity in students' linguistic repertoires and socio-cultural backgrounds. At the same time, they may present challenges such as larger class sizes or limited resources. Although the intervention was originally designed as three two-hour sessions, due to institutional time constraints, two sessions were ultimately implemented, constituting a recognized pedagogical limitation of the study.

The proposal demonstrates how translanguaging and suggestopedia could be integrated into sequenced cycles of planning, acting, observing, and reflecting, ensuring that both linguistic and socioemotional dimensions are addressed. The importance of time lies in structuring interventions progressively, allowing learners to experience relaxation techniques, bilingual communicative tasks, and socioemotional support in a sustained manner. Examining how translanguaging and Suggestopedia function under these conditions would contribute to understanding the adaptability of the framework and its potential to foster communicative competence in more diverse and complex educational environments.

Another important area for future research relates to the developmental dimension of

Foreign Language Learning Anxiety (FLLA) and its impact on communicative competence. This study focused on students between the ages of ten and twelve, a stage in which peer perception and social interaction strongly influence participation. Future studies could explore how younger or older learners respond to the integration of translanguaging and Suggestopedia, allowing for comparisons across different age groups. This would help identify how anxiety manifests at different stages and how pedagogical strategies can be adapted to better support students' willingness to communicate.

In addition, longitudinal research would be valuable to examine the long-term impact of this pedagogical framework. While the findings of this study show meaningful changes in students' confidence and participation, the duration of the intervention does not allow for conclusions about the sustainability of these effects. Future studies conducted over longer periods could provide insights into whether students maintain their ability to manage anxiety and continue developing their communicative competence over time.

Another key aspect that deserves further exploration is the role of teachers in implementing this framework. The findings suggest that the effectiveness of translanguaging and Suggestopedia depends not only on the strategies themselves, but also on teachers' understanding, beliefs, and classroom practices. Future research could examine how teacher training and professional development programs can support educators in creating emotionally safe and linguistically inclusive environments that foster communicative competence.

Finally, future research could explore how the principles of translanguaging and Suggestopedia can be adapted to digital or hybrid learning environments. Although these approaches rely heavily on interaction, emotional connection, and classroom atmosphere, it is

important to investigate how their core elements such as linguistic validation, emotional support, and meaningful communication can be implemented in technologically mediated contexts. This would expand the applicability of the framework and respond to the evolving demands of contemporary education.

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