

Addressing Translanguaging Pedagogy: Enhancing Language Learning for young learners.

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Master's Degree in Bilingual Learning Environments

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We have no known conflict of interest to disclose.

2024

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Abstract

The Colombian government and the Ministry of Education have been implementing English language policies to prepare citizens for globalized opportunities. Consequently, some institutions prioritize English as the medium of instruction, displacing learners' mother tongues and affecting the language learning process. This study addresses this issue by advocating for flexible pedagogies, specifically a translanguaging approach, to enhance the English learning process in a group of young learners. The intervention involved integrating Spanish into English classes to support comprehension and engagement. Qualitative methods were used to capture students' experiences during the implementation of the pedagogical translanguaging approach. The findings reveal that translanguaging positively influenced students' confidence, participation, and understanding, fostering a more inclusive and effective learning environment. This study concludes that leveraging students' full linguistic repertoire enhances their learning experience and promotes meaningful language learning.

Key words: Bilingualism, translanguaging pedagogy, language learning, young learners.

Resumen

El gobierno colombiano y el Ministerio de Educación han estado implementando políticas de idioma inglés para preparar a los ciudadanos para las oportunidades de la globalización. En consecuencia, algunas instituciones priorizan el inglés como medio de instrucción, desplazando las lenguas maternas de los estudiantes, lo que afecta el proceso de aprendizaje del idioma. Este estudio aborda esta cuestión abogando por pedagogías flexibles, específicamente un enfoque de translenguaje, para mejorar el proceso de aprendizaje del inglés en un grupo de estudiantes jóvenes. La intervención implicó la integración del español en las clases de inglés para apoyar la comprensión y la participación en las clases de inglés. Se utilizaron métodos cualitativos para capturar las experiencias de los estudiantes durante la implementación del enfoque pedagógico

de translenguaje. Los hallazgos revelan que el translenguaje influyó positivamente en la confianza, la participación y la comprensión de los estudiantes, fomentando un entorno de aprendizaje más inclusivo y efectivo. Este estudio concluye que aprovechar el repertorio lingüístico completo de los estudiantes mejora su experiencia de aprendizaje y promueve un aprendizaje significativo del idioma.

Palabras clave: Bilingüismo, pedagogía de translenguaje, aprendizaje de idiomas, estudiantes jóvenes.

1 Introduction

From a sociocritical perspective, the linguistic policies in Colombia mirrors benefits and problematic situations thus, these policies are influenced by the effects of globalization and neoliberal agendas. They often promote English as a key component of educational curricula leading tensions between global standards and local linguistic realities. Usma (2020) argues that such policies may marginalize local languages and cultures, pushing a monolingual bias that does not align with the multilingual nature of Colombian society. From this perspective, it is important to highlight that the cultural and linguistic diversity of the nation could be put at risk, leading to a loss of local identity and linguistic heritage. In summary, while the ministry of education and the Common European Framework of Reference for Languages CEFR provide a standardized framework for language learning, its application in Colombia requires careful consideration of local linguistic and multicultural contexts.

In accordance with the national linguistic policies and following global tendencies, the institution participating in this study proposes in its linguistic policy 2023 –2024 the English language as the medium of instruction for areas such as mathematics, natural and social sciences. The learning and use of the mother tongue, Spanish, takes place in language and literature classes. Cenoz J, and Gorter D. (2021) suggest that educational institutions separate

languages based on two ideas, the first is that students can get confused when using more than one language, and the second is that it is necessary to give students a maximal exposure to the target language. Through the implementation of this linguistic policy, the educational institution expects that at the end of secondary school its students can reach a B1 or B2 level due to the intensification in the teaching of the English language.

Consequently, learners in this context are committed to accomplish a high English level thus, it is the mean of instruction, it is the language in which emphasis is placed, and students are evaluated in this language in all school subjects except Spanish. The imposition of this standardized system domains the educational context of the project's community but this is just a sample of many more in Colombia. However, this system has not necessarily implied that students learn the language effectively. For instance, each year these students must present a test (Cambridge Movers) to measure their English level and, the last test results taken in 2023, revealed that only two students reached the expected result A1, according to their school grade.

Considering the context described, it is crucial to advocate for flexible English teaching pedagogies that adjust to the students' needs and facilitate the learning of English in an effective and meaningful way. Translanguaging is an emerging pedagogical approach which facilitates the understanding of the content taught in the foreign language since it advocates the coexistence of the languages that each person brings to the classroom for the dynamization of learning. Cenoz J, and Gorter D. (2021) claim that “In the context of language learning and multilingual education, allowing for flexible language practices to scaffold the transition to the use of majority language at school has often been considered one of the main functions of translanguaging in different contexts” (p.21). In addition, it is crucial to create a classroom atmosphere that is supportive and secure, where students' native languages are valued equally with the target language, such as English (Heugh, K., French, M., et al 2019, p.29).

It is important to note that the proposed research project is innovative since in this context the vision of bilingualism is monoglossic, and translanguaging pedagogical approach has not been explored to seek to improve the English learning process and reach the established learning objectives. Regarding pedagogical translanguaging Cenoz J, and Gorter D. (2021) affirm that “Pedagogical translanguaging is a theoretical and instructional approach that aims at improving language and content competences in school contexts by using resources from the learner’s whole linguistic repertoire” (p1).

It is expected that the implementation of this approach can positively impact the learning experience of the students and that with the interaction of Spanish and English, the students can feel in a safe learning environment which gives them confidence to advance in the learning of English. Based on the MABA bilingualism axis this research project also promotes a change in the perspective of bilingualism where English is privileged as a foreign language, to a more inclusive vision that involves linguistic, local and regional diversity (Rodríguez, S and Araque Torres, D 2020, p.27). Regarding the tensions between the bilingual education policy and the student’s reality in the bilingual learning environment, the question that guided the study was: What are the scope and results of the implementation of pedagogical translanguaging approach for enhancing the English learning process in a group of third grade students at a private school in the city of Bogotá?

2 Theoretical Framework

This theoretical framework presents the foundational concepts underpinning this research, including bilingualism, translanguaging, the distinction between translanguaging and code-switching, and the English language learning process. These concepts are critical for understanding the pedagogical approached employed and their impact on students' language learning and classroom dynamics.

2.1 *Bilingualism.*

García & Wei (2014) define bilingualism as the adept use of two distinct languages, a trait commonly observed in individuals navigating multilingual societies and classrooms. Contrary to the traditional monoglossic view they propose a dynamic perspective, which conceives bilingualism as a cohesive system with various intertwined features, rather than two discrete language systems. This paradigm views bilingual individuals as possessing multifaceted identities, engaging in nuanced linguistic interactions across diverse contexts. Likewise, bilingual education is acknowledged as an essential effort to cultivate students' bilingual capabilities, reflecting the increasingly diverse linguistic landscape of contemporary classrooms.

Moreover, dynamic bilingualism underscores the importance of preserving home languages, culture, and learner identity within the framework of bilingual education. While the definition of bilingual education remains in development, it is commonly perceived as instruction in two languages for learning. Wright and Baker (2017) suggest that bilingual education is a practice with ancient roots. It occurs in diverse formal and informal settings. Despite its varied aims and outcomes, it is most aptly applied when two languages are used for classroom instruction, fostering successful bilingualism and biliteracy.

Research has consistently demonstrated the effectiveness of bilingual education in fostering various outcomes for language Learners. However, despite this evidence, policymakers and practitioners often encounter challenges in translating this research into sustainable changes at the school and classroom levels. Bilingual education itself exemplifies this struggle, facing obstacles such as political impositions, institutional racism and limited resources (Hakuta, 2011; Gándara & Hopkins, 2010; Ovando, 2003). Nevertheless, the current political and social climate presents an opportunity to advocate for linguistic policies and practices that consider the learners context and the needs of all stakeholders.

2.2 *Translanguaging: Epistemological positions*

Translanguaging is a concept first introduced by Williams (1994) in the context of bilingual education in Wales. He furnished an example of translanguaging in a history class, demonstrating how the inclusion of the learner's language engenders "a deeper and fuller understanding of the subject matter" by nurturing proficiency in both languages (As cited in Baker, 2003). Afterward, Williams (2002) suggested that the use of both languages strengthens the development of balanced and confident bilingual pupils. This vision of translanguaging emphasizes the empowerment of bilingual individuals and the cultivation of linguistic diversity within educational settings.

In contrast, García (2014) extended the concept of translanguaging to bilingual education in the United States, framing it as a means of challenging dominant language ideologies and promoting social justice. She defined translanguaging as "multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds" (p. 45). This vision underscores the role of translanguaging in empowering bilingual learners and facilitating critical engagement with language and identity.

Translanguaging challenges the traditional boundaries between languages and emphasizes the fluidity and dynamic nature of language use. Otheguy, García, & Reid (2015) define translanguaging as "the deployment of a speaker's entire linguistic repertoire, disregarding socially and politically defined boundaries of named (often national and state) languages" (p. 283). Furthermore, translanguaging extends beyond the confines of linguistic structure to encompass language practices in action. Pennycook (2017) suggests that translanguaging involves the integration of linguistic and multimodal practices acquired through social interaction, as well as embodied cognition.

2.3 Distinguishing Code-Switching and Translanguaging.

Code-switching and translanguaging are both linguistic phenomena involving the alternation between two or more languages in discourse. However, they differ in their conceptualizations and implications. Code-switching may imply a conscious shift between languages, in contrast translanguaging encompasses a holistic approach to language use, where speakers draw upon their entire linguistic resources to communicate meaning effectively (García, 2009 p. 48). Code-switching refers more to the practice of alternating between two or more languages or language varieties within a conversation, sentence, or clause. It often occurs in bilingual or multilingual communities where speakers are fluent in multiple languages. Code-switching is typically governed by sociolinguistic factors such as context, social relationships, and the communicative needs of the speakers (Grosjean, 2001 p. 38).

2.4 Language learning process.

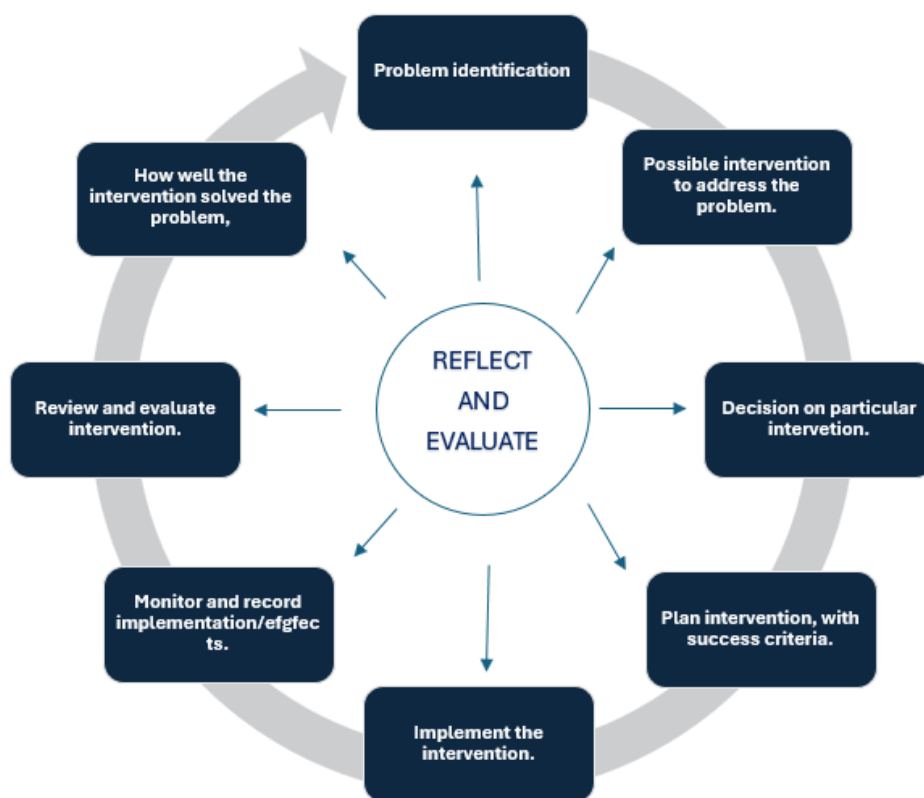
The process of learning English as a second or foreign language is a multifaceted endeavor that has garnered significant attention from researchers and scholars. This literature review aims to provide a comprehensive overview of key findings and insights into the English learning process. Gass et al., 2020 suggest that Language learning goes beyond simply memorizing rules; it also encompasses the ability to express communicative needs. This understanding of language learning has led to teaching methods that prioritize communication. Furthermore, sociocultural factors play a crucial role in the English language learning process. Dörnyei & Ushioda (2009) found that contextual elements such as exposure to English-speaking environments, access to English language resources, and cultural attitudes towards English significantly impact learners' motivation and engagement with the language. The linkage between sociocultural factors and learning processes guided the pedagogical proposal based on translanguaging, addressed through an implementation for this project.

3 Research Design

This project was carried out under a qualitative approach to determine the scope and results of pedagogical translanguaging approach implementation in the English learning process of a third-grade group. Erickson, F. (2018) explains that qualitative inquiry seeks to discover and to describe narratively what particular people do in their everyday lives and what their actions mean to them. It identifies meanings and relevant kinds of things in the world like kinds of people, actions, beliefs and interests focusing on differences in forms of things that make a difference for meaning. The method proposed was action research considering that it is the teacher- researcher who intervenes in the problem. In action research, teachers and other stakeholders often study their own institutions, staff development facilitators drive changes, and groups and communities engage in research (Cohen, L., et al, 2018 p. 440).

The proposed research project was framed in action research because it seeks to implement a pedagogical translanguaging approach to improve the learning process in English learners. Action research can be applied in various fields, such as in teaching methods by replacing traditional approaches with discovery-based methods, and in learning strategies by adopting an integrated approach to learning rather than a single-subject style of teaching and learning. (Cohen, L., et al, 2018 p. 440). This study followed the eight-step process of action research suggested by (Cohen, L., et al, 2018). This step by step consisted of problem identification, defining possible interventions to address the problem, decide on a particular intervention, plan an intervention with success criteria, implement the intervention, monitor and record the implementation effects, review and evaluate intervention, and how well the intervention solved the problem. Evaluation and reflection accompany every stage of the process.

Figure 1.
 Process of action research.



Note: Adapted from Cohen, L., et al, 2018.

This study had the features of action research due to its cyclical nature, with steps in each lesson being repeated in subsequent ones. After each lesson, a critical reflection on the implemented approach and obtained results was conducted to prepare for the next lesson. This reflection was based on data collected by the teacher-researcher, considering participants' perceptions, attitudes, and behaviors to adjust the strategies and contribute to improving the learning of English in the participants. Below are the objectives of this research project.

The actions carried out in each of the steps of the action research process are detailed below.

1. Problem Identification.

During this stage, through the class observations the teacher researcher identified that third-grade students struggled with English language understanding and learning due to monoglossic practices. English was the sole medium of instruction, which created barriers for students with limited English proficiency. Many students found it difficult to understand instructions and content, leading to disengagement and limited participation. Furthermore, the school's linguistic policy marginalized the use of Spanish, fostering a hierarchical perception of languages and inhibiting effective learning.

2. Analysis of Possible Interventions.

After identifying the problem, the researchers explored pedagogical strategies that could address these challenges, focusing on bilingual and multilingual education practices. From the study of literature, translanguaging was considered as an approach that leverages students' linguistic repertoire, fostering a dynamic and inclusive learning environment.

3. Decision on the Implementation of Translanguaging.

Translanguaging was chosen as the intervention strategy due to its alignment with the identified needs. It offered a way to make English content more accessible while valuing students' linguistic and cultural backgrounds.

4. Planning the Intervention.

The intervention involved designing five lesson plans aligned with the English subject syllabus and incorporating translanguaging strategies. Each lesson plan included objectives for language learning and translanguaging, specific tasks, and strategies such as: purposeful code-switching, dual-language explanations, use of bilingual materials and dictionaries, strategic grouping for peer support and building a bilingual word wall or glossaries. A rubric with criteria

like task completion, language accuracy, comprehension, and teamwork was created to evaluate the students' progress.

5. Implementation of the Intervention.

The lessons implemented under the pedagogical translanguaging approach included activities such as reading comprehension, oral presentations, and bilingual mind maps. The teacher deliberately encouraged students to use both English and Spanish.

6. Monitoring and Recording the Intervention.

The researchers collected data through various instruments: participant observation formats where they documented students' interactions and engagement in class activities. Additionally, they gathered students' artifacts to capture evidence of students' bilingual skills and task performance. The focus group was also an instrument to fold students' perceptions of the activities and their learning experience. The narrative frames which were structured templates helped students reflect on their learning. The researchers monitored students' progress, adapting the strategies based on observations and feedback.

7. Review and Evaluation of the Intervention.

After each lesson, the researchers conducted a critical reflection on the implementation. After the period of implementation, they analyzed the data collected through triangulation. Using NVivo software, recurring patterns, themes, and categories related to the effectiveness of translanguaging strategies were identified.

8. How well the intervention solved the problem.

After analyzing the data, the researchers evaluated the intervention, and they concluded that it successfully addressed the identified problem by enhancing students' comprehension and engagement through bilingual scaffolding, promoting active participation and confidence by

validating the use of Spanish, and fostering holistic language learning by integrating cognitive, social, cultural, and emotional dimensions.

General Objective:

To determine the scope and results of the implementation of pedagogical translanguaging approach for enhancing the English learning process in a group of third grade students at a private school in the city of Bogotá.

Specific Objectives:

- To implement pedagogical translanguaging approach strategies in the development and completion of class tasks to support the English learning process in a group of third grade students.
- To contrast students' perceptions before and after the implementation of pedagogical translanguaging approach in the English learning process of a group of third grade students.
- To establish the challenges faced in the implementation of pedagogical translanguaging approach in a group of third grade students.

Research Question:

What are the scope and results of the implementation of pedagogical translanguaging approach for enhancing the English learning process in a group of third grade students at a private school in the city of Bogotá?

3.1 Context and participants.

This study was carried out in an institution where one of the researchers works as English teacher thus, once the approval for the implementation was obtained, the teacher- researcher had a dialogue with the participants of this study to explain them that from that moment, Spanish and English were going to be alternating; this to energize the lessons, make the class more

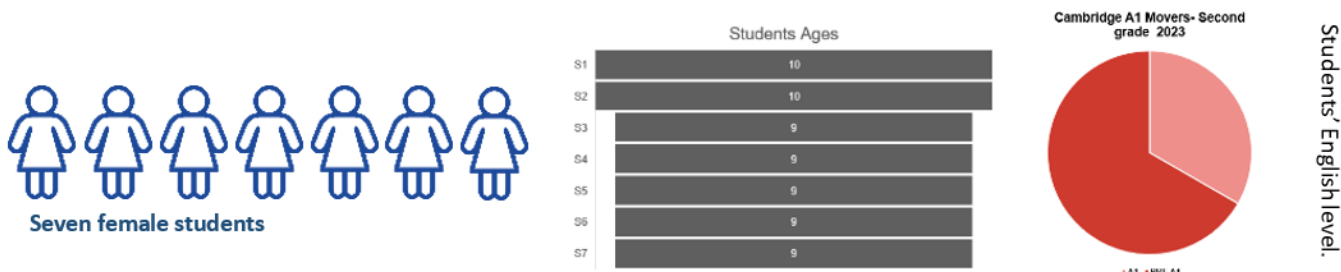
interactive and facilitate the understanding of the content and instructions. This explanation was given in simple words and in an informal way within the classroom, considering the age of the participants. A similar dialogue was carried out with the leaders of the institution since in this learning environment the use of English is strongly promoted for the development of classes. This approach to the community was of vital importance to start implementing different practices that allowed us to move from a monoglossic vision of the language to a more fluid and dynamic one.

The group participating in this study was made up of seven female young learners between eight and nine years who are enrolled in third grade in a private institution from Bogotá. In the city, this institution is known as a bilingual and rural school. These young learners have a basic and intermediate level of the English language according to their age and schooling level. These students are still in the process of strengthening literacy in their mother tongue and within the group there are still some students who demonstrate that they are at a basic level in reading and writing skills in their mother tongue. They are involved in classes that are conducted completely in English in a traditional learning environment in which the use of English is constantly promoted. For the English classes the school does not have a specific material or textbook to be used, rather, the teacher has the autonomy to design the material for the class following the curriculum.

It was observed during the classes that students' English learning process was often affected because their repertoire is still limited, and some of them misinterpret instructions for the development of class activities. The students spent much time trying to convey meaning when they were exposed to content completely in English and constantly interrupt their higher-level classmates to ask for clarification. It was also evidenced that some learners limit themselves to participating in class activities or discussions because they understand little of the content presented. Such that, learning content through a second language can be challenging, several studies have shown that understanding instructions and content can become difficult when given

in a second language (Clinton, Basaraba & Walkington, 2018; Prediger et al., 2018; Charamba, 2020).

Figure 2.
Participants' characterization.



Note: The participants are third-grade students from a bilingual classroom in Bogotá, aged 8 to 9 years. Their English proficiency level corresponds to the A1 level of the Common European Framework of Reference for Languages (CEFR), as assessed by the Cambridge English Movers exam. Own elaboration.

4 Instruments.

For collecting information and based on a qualitative line, the researchers gathered data using different instruments that included participant observation notes, students' artifacts, an interview made to a focus group, and a narrative framework. The institution and the participants where this study took place were previously informed about the objective and procedures that this research would involve, so that their permission to gather and analyze data and publish the results was granted. These instruments were carefully selected to ensure a comprehensive understanding of the context and the phenomena under study, enabling the collection of rich, contextualized data. The triangulation of data from multiple sources was key to guaranteeing transparency and reliability in the analysis, as it allowed for cross-verification of findings. Additionally, to uphold ethical standards and protect participants' rights, all collected data were anonymized, with codes assigned to ensure confidentiality and reduce any risk of bias.

Table 1.

Instruments used in the current research project.

Instrument (Technique)	Description and purpose.	Date.	Access link
Participant Observation	Douglas, H. (2022) claims that Observation becomes a scientific tool when it aligns with research goals, is methodically planned, and undergoes validity and reliability checks. Researchers can actively engage or observe from a distance, employ precise tools or adapt, and study in controlled or natural settings (p.365). In addition, he states that in participant observation, the researcher engages directly in the activities of the study subjects to gain firsthand experience and insight into their perspective (p.370). The purpose of this instrument was to gain a deep insight into how students interact and perform the class tasks during English sessions. Besides, observe how students integrate their linguistic repertoires into class activities and assess the impact on student engagement and comprehension.	September 1st-30th	Participant observation
Students' artifacts	Hearn & Thomson (2014) defined that artifacts are items created by individuals in specific locations for intents, shaped by societal norms and incorporating habitual practices (p. 156). The objective of this instrument was to obtain insights into how students' language skills and understanding of content evolve throughout the implementation of translanguaging approach. Besides, to obtain concrete evidence of how students engage with and interact within the pedagogical translanguaging approach. Overall, to observe instances of language mixing, how students' use of their linguistic repertoire, and how this affects their understanding and participation in English-focused tasks. The design of the artifacts must be aligned with the objectives of the study, focusing on how the artifacts provide insights into the implementation of the translanguaging approach. In addition,	September 1st-30th	Student's artifacts

Table 1
Continuation

	<p>for the analysis it was vital to choose artifacts that were detailed and complete enough to allow for clear analysis of translanguaging instances and their impact on learning.</p>		
<p>Focus Group</p>	<p>Farid, S. (2022) Focus groups are typically small and diverse gatherings of individuals convened to gather varied perspectives and specific information on a given topic. These studies rely on the subjective insights shared by participants who are actively engaged in discussing the subject matter (p.377-381). The interviewer is well-informed about the topic and may redirect the conversation if participants veer off-topic. These interviews can involve either one individual or multiple respondents. The purpose of this instrument was to capture students' experiences and perceptions before, during, and after the implementation of translanguaging practices. In addition, to identify the challenges of the implementation of translanguaging approach in this specific context. The interview design was reviewed by the advisor of this master's degree thesis and based on her observations, adjustments were made to align the questions with the research objectives.</p>	<p>October 1st 4th</p>	<p>Focus Group Interview</p>

Table 1
Continuation

	<p>Barkhuizen, G., & Wette, R. (2008) suggest that narrative frames are structured templates with sentence starters that guide participants in constructing reflective narratives about their experiences. They help organize content, ensure alignment with research objectives, and facilitate data collection from participants who may struggle with narrative expressions. The purpose of this instrument was to complement the data collected from the other instruments. Additionally, to assess the overall impact of the translanguaging approach.</p>	<p>October 29th</p>	<p>Story Books</p>
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Note: This table compiles the instruments used for data collection and their purpose. Own elaboration.

5 Pedagogical Translanguaging approach implementation

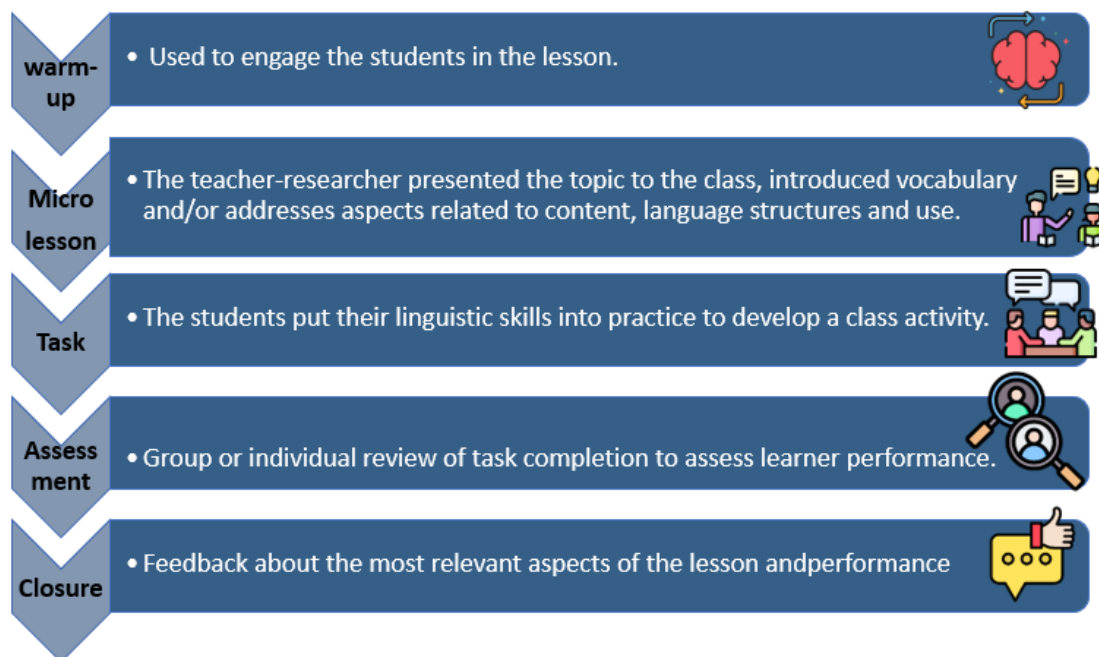
The pedagogical implementation was designed based on the literature review about translanguaging approach and on the analysis of its possible benefits on the language learning process of the participants of this study. To reach the objectives of this study, the teacher-researcher developed five lessons under pedagogical translanguaging approach. The class activities, translanguaging strategies and artifacts were carefully planned and designed based on the English subject syllabus and the course content. In addition, it followed these principles: 1. Bilinguals use their linguistic repertoires as resources for learning, 2. Bilinguals learn language through their interaction with others within their home, social, and cultural environments. 3. Translanguaging is part of bilinguals' sense-making processes (Garcia, O., et al, 2018 p. 16).

The lesson plans were adapted to intentionally utilize two languages aiming to achieve academic success for students based on their context. Translanguaging strategies such as purposeful code switching, dual language explanation, labeling, strategic grouping, word walls,

the use of bilingual dictionaries and materials were implemented to enhance the English learning process. According to Garcia, O., et al (2018), implementing these translanguaging strategies help students to leverage their entire linguistic repertoires for learning. They argue that these actions support students to understand complex content and to develop linguistic practices for academic purposes. Aligned with what these authors propose, the learners were assessed based on task's performance considering that through it they could demonstrate their understanding of the language and content presented in each lesson. They suggest that unlike the idea of language proficiency measured by standardized tests, translanguaging classrooms emphasize task-based performance in real-life contexts.

The lessons implemented under pedagogical translanguaging approach followed these stages:

Figure 3.
Lessons stages in the implementation.



Note: Own elaboration

During the implementation, the stages were reflected in a lesson plan format which also included the learning and transanguaging objectives for each class, and the description of each of the stages along with the transanguaging strategies to be used. In addition, to assess the performance of students in the development of each lesson, the researchers designed a rubric that included the following criteria: Task Completion, language accuracy, comprehension and response, content understanding and teamwork collaboration. The teacher- researcher administered this rubric at the end of each lesson to evaluate students' performance under the implementation of pedagogical transanguaging approach. Garcia, O., et al (2018), states that, “as educators gather empirical data on their students' progress through the dynamic transanguaging stages, they will be able to showcase the success of their transanguaging teaching methods” (p.135). It is important to emphasize that the rubric was also useful to strength the planning for the next lessons and the reflection around the actions taken by the teacher - researcher.

The following table provides a brief description of the activities and strategies based on pedagogical transanguaging approach that were carried out during the implementation.

Table 2.

Lessons implemented based on transanguaging approach strategies.

Lesson Tittle	Class Task	Transanguaging strategies	Lesson Plan
Exploring Our Group Identities.	Reading Comprehension task on the text “Understanding groups memberships”.	English-Spanish cognates Bilingual word wall featuring key vocabulary terms in English and Spanish Simultaneous code-mixing	Lesson 1.docx
Cultural Characteristi	Speaking task on cultural traditions.	English-Spanish cognates	Lesson 2.docx

Table 2
Continuation

cs in Our Lives.		Bilingual word wall featuring key vocabulary terms in English and Spanish Simultaneous code-mixing strategic grouping	
My groups memberships.	Bilingual mind map creation and oral presentations.	Dual language explanation. key concepts were introduced in both English and Spanish Strategic grouping Labeling	lesson 3.docx
Understanding Ethnic Groups.	Preparation of oral presentation on an assigned ethnic group.	Dual language explanation. key concepts were introduced in both English and Spanish. Strategic grouping Bilingual material	Lesson 4.docx
Contributions of Different Ethnic Groups	Oral presentation on an assigned ethnic group.	Dual language explanation. key concepts were introduced in both English and Spanish Strategic grouping Bilingual material	lesson 5.docx

Note: This table summarizes the lessons planned in implementation. Own elaboration.

6 Data Analysis

The data analysis was carried out from a qualitative research perspective, using a content approach, Finfgeld-Connett, D. (2014) points out that content analysis involves examining and condensing texts into a summarized format, employing both predefined categories and emerging themes to develop or test theories. This method uses systematic, replicable, and observable processes governed by established rules, allowing for theory-based application of these

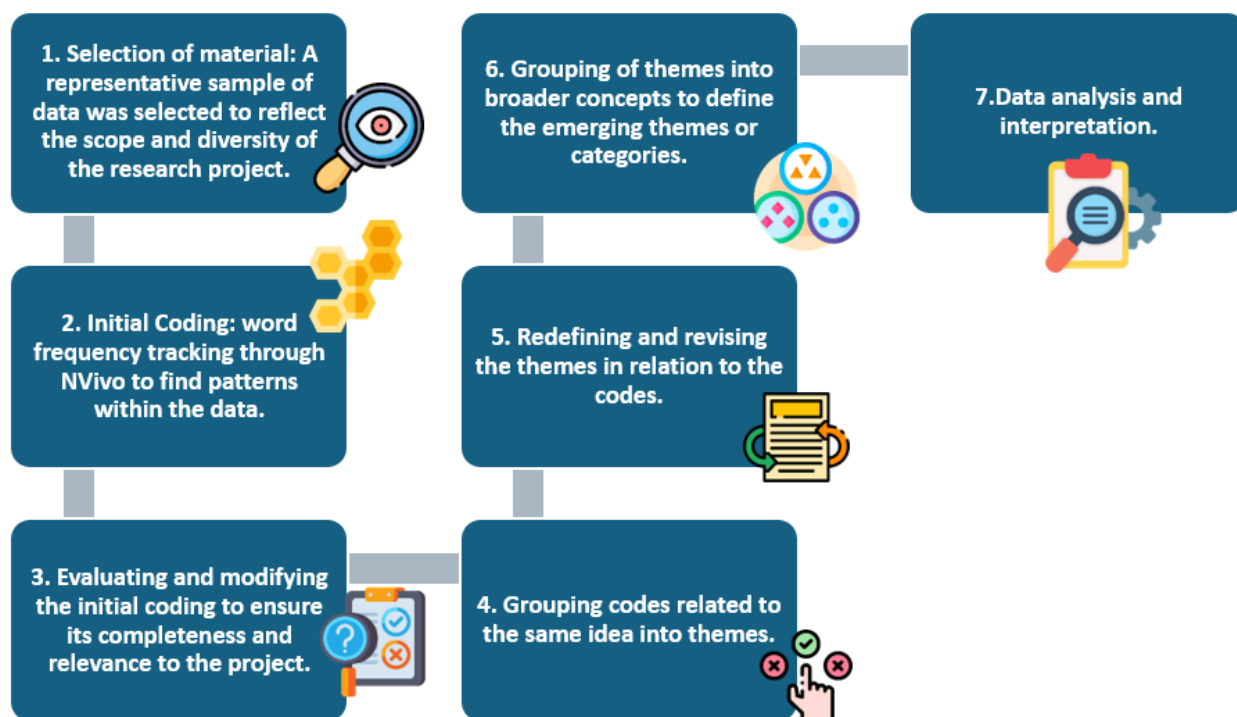
categories. It often includes coding, which organizes raw data into categories that align conceptually. The data analysis also reflected a deductive and inductive process, Hakuta, K. (2011) states that Inductive research design is characterized by being open-ended and exploratory, while deductive research design is more focused and aimed at testing or validating hypotheses. Both approaches are utilized in social research, often complementing each other. This process functions as a cycle, beginning with theories, moving to observations, and then looping back to theories. Even in highly focused studies, researchers might identify patterns in the data that inspire the development of new theories.

This study was based on three initial categories which were: pedagogical translanguaging approach, English learning process and learners for the triangulation of information and the determination and interpretation of data. Through this method, to interpret qualitative data, we start inductively from specific details to broader perspectives, such as codes or themes. We then deductively find evidence to support these themes. This process involves moving through abstraction levels, blending data collection, analysis, and reporting (Creswell, J. W., and Poth, C. N. 2018 p93).

The first thing that was done was the selection of the most relevant data to answer the research question. For the triangulation, NVivo 14 software was used to achieve greater systematicity, accuracy and to avoid subjectivity. The initial coding was done by using the Word Frequency function of the software to find repeated words that show patterns in the data. Then, this coding was evaluated and modified to ensure its comprehensiveness and relevance to the project. Next, these codes were grouped into themes. After, these themes were redefined and revised to verify whether each topic accurately represented the codes that comprise it. Afterward, these were grouped into broader concepts that capture the essence of what the data revealed about aspects of the research topic to result in the emerging themes or categories. Finally, the findings were interpreted in relation to the research question. Although the software was used

throughout the process, the researchers' interpretive skills were essential in analyzing and making sense of findings. The following graphic summarizes the data analysis process.

Figure 4.
Data analysis process.



In addition to the data analysis process, the following table details the triangulation carried out between the initial categories derived from the literature review and the data collected. It also shows the codes, their frequency, the grouping of codes into themes and their subsequent grouping for the final categories.

Table 3.

Categorical analysis synthesis matrix.

Initial categorization from the literature review	Codes and frequency found in the data through NVivo software.		Themes according to grouping carried out on NVivo 14.	Emergent categories.
Pedagogical translanguageing approach	Code	Frequency	Languages Interaction.	Scaffolding Language Learning
	English	169	Support Mechanisms	
	Spanish	131		
	Speaker	124	Language flexibility	
	Languages	55		
	Translate	15		
Support	14			
English Learning process	Code	Frequency	Communication Skills.	Holistic language learning process
	Learning	68	Cognitive Processes.	
	Speak	33		
	Think	32	Vocabulary development.	
	Explain	19		
	Understand	17		
	Vocabulary	17		
	Example	15	Content Understanding.	
Learners	Code	Frequency	Collaborative Learning	Interactive learning environment
	Group	76	Emotional Engagement	
	Feel	55		
	Discussions	22	Active Participation	
	Share	19		
	Participation	17		
	Interaction	11		

Note. Data processing through NVivo. See evidence in appendix H

Additionally, to give more solidity, transparency and rigor to the categorical analysis presented previously, a content analysis matrix was constructed to make possible to link the central question of this qualitative research with the initial categories, articulating the data collected during the implementation, as the narratives with the final categories. It provides a

structured way about how findings were reached. The content analysis matrix synthesizes the relationship between the research question, the initial categories, the evidence collected from the instruments, and the emerging categories.

Table 4.

Content Analysis Matrix

Content Analysis Matrix			
Research Question	Initial Categories	Evidence from the instruments	Emergent Categories
What are the scope and results of the implementation of pedagogical translanguaging approach for enhancing the English learning process in a group of third grade students at a private school in the city of Bogotá?	Pedagogical translanguaging approach	Focus Group Interview. "¿Cuáles crees que son las cosas buenas de aprender inglés utilizando también el español? Que uno no se queda trabado todo el tiempo porque si no sabes una palabra pues te quedas trabado y lo puedes decir en español y no te quedas ahí trabado y nunca vas a saber cómo se decía de verdad". Focus Group Interviews.xlsx Observation Format No. 3 "The three students divided the work and practiced together, supporting the student with a more limited level, which gave her more confidence and allowed her to feel satisfied with her presentation". Participant Observation Format 3.docx	Scaffolding language Learning
	English Learning process	Focus Group Interview ¿Cuáles crees que son las cosas buenas de aprender inglés utilizando también el español? "Que uno aprende inglés y de una vez, fortalece el español. Por ejemplo, cuando tú no entiendes una palabra y te la explican en español, tú ya sabes que significa esa palabra". Focus Group Interviews.xlsx	Holistic Language Learning.

Table 4
 Continuation

		<p>Focus Group Interview: “¿Puedes contarme sobre tus experiencias en las actividades de clase de inglés? A mí me pareció divertido porque era, o sea era como aprender cosas que uno no sabía eh, para mí me parece chévere aprender con presentaciones porque uno lo escribe dos veces así que uno lo piensa y lo piensa y luego ya uno lo memoriza y lo aprende”. Focus Group Interviews.xlsx</p>	
	<p>Learners</p>	<p>Observation Format No. 4 "The students respond with examples in a mix of English and Spanish, saying things like, "Tradition is like the special food we make, but also it's about las historias que contamos." This natural use of translanguaging reflects how students integrate both languages to express their ideas and participate in the class". Participant Observation Format 4.docx Focus Group Interview. “Ahora que hemos estado haciendo estas actividades en las que combinamos inglés y español por un tiempo, ¿cómo te sientes acerca de aprender inglés en comparación a como era antes?” "Pues. a mí me parece que aprendimos mucho más porque antes era, solo hablamos y escribimos y uno era como, bueno... ¿dónde está practicar? ahora practicamos mientras que jugamos”. Focus Group Interviews.xlsx</p>	<p>Interactive Learning Environment</p>

Note: This table shows the evidence from the instruments to support the emergent categories. Own elaboration.

7 Initial Categories

The initial categories were fundamental to guiding the grouping of the initial codes which in turn were grouped into themes to finally define the emerging categories. The role and relevance of each of these categories during the development of this research project is described below.

7.1 *Pedagogical Translanguaging approach.*

The pedagogical translanguaging approach was a fundamental element of this research project, since it was the pedagogical practice implemented to mitigate a problem observed in the context. According to the data analysis, it was evident that translanguaging allowed learners to draw on their full linguistic repertoires, supporting both their English and native language development. By validating the use of both languages during classes, the barriers that students had due to a lack of English vocabulary to understand content and actively participate in class were removed, allowing access to knowledge and active participation. Garcia, O., et al (2018) suggest that “Translanguaging pedagogical strategies help students to engage with, and make meaning of, complex content and texts by providing more points of entry and more opportunities for students to be active participants in their own learning” (p.150). In this same sense, the findings obtained in this study confirm that translanguaging allows learners to more easily understand the content presented in class, in addition to being active participants in the class without imposed restrictions of using a single language.

7.2 *English Learning process.*

From the initial review of the literature, this study conceived the process of learning English as the development of language skills to express communicative needs beyond the memorization of language rules. Based on this vision and on the principles of pedagogical translanguaging adopted from the beginning, the researchers promoted language learning based on the development of authentic tasks that allowed students to deploy their entire linguistic repertoire.

By interacting in both languages, the students were able to respond to the demands of a monolingual environment which requires tangible progress in learning English. It was evident that providing the vocabulary required in English and Spanish in advance allowed the students to flow and even be more productive in completing the tasks. The natural interaction that the students had in the languages allowed them to make sense of the content and achieve the goals proposed for each lesson. Cenoz J, Gorter D (2022) Content is learned through language(s), and pedagogical translanguaging can contribute to the comprehension of academic content. Pedagogical translanguaging has as a core characteristic that it aims at linguistic and academic development because it can be applied both in language and content subjects.

7.3 Learners

The initial category *Learners* was central to the implementation of the translanguaging approach in this research, particularly in addressing their initial lack of linguistic resources to fully engage with the content and participate actively in class. By incorporating translanguaging, the teacher- researcher acknowledged learners' unique linguistic repertoires as assets in the learning process, which aligned with the needs identified at the beginning of the study. During the implementation it was observed that translanguaging fosters interaction that is more natural and culturally relevant to learners, allowing them to relate academic content to their home, social, and cultural environments. This principle not only enhances linguistic understanding but also fosters a more inclusive classroom environment where students feel their linguistic identities are recognized and valued. Garcia, O., et al (2018) point out that translanguaging allows learners to engage fully in classroom activities. By allowing students to use language in ways that suit them and encouraging their full involvement in academic discussions and tasks, we demonstrate the type of active participation necessary for fostering an equitable society.

8 Discussion

From the data analysis and the initial categories of this action research project, three key categories emerged from the different instruments applied during the implementation of pedagogical translanguaging approach: ***Scaffolding Language Learning***, ***Holistic Language Learning***, and ***Interactive Learning Environment***. These categories represent essential components to determine the scope and results of the implementation in this third-grade group within this bilingual context. It was evidenced that *Scaffolding Learning* highlights how students can progressively build their knowledge through structured support, enhancing language learning across both English and Spanish. *Holistic Language Learning* emphasizes an integrated approach that values emotional, social, and cognitive aspects of language, fostering a deeper connection to learning. Finally, the *Interactive Learning Environment* category underscores the importance of learners' engagement and interaction for meaningful learning of the language. Together, these categories capture the comprehensive impact of translanguaging strategies on language learning and learner development.

8.1 *Scaffolding Language Learning*

The concept of scaffolding learning was introduced by Wood, Bruner, and Ross (1976). It referred to the strategic support provided by a teacher or more knowledgeable peer to assist learners in accomplishing tasks that were initially beyond independent capability. Scaffolding allows learners to gain autonomy incrementally as they master new skills and internalize complex concepts (Gibbons, 2015). In the observed interventions with third-grade students, scaffolding appeared in various forms: translanguaging strategies, key vocabulary reinforcement, peer support, and teacher assistance, all intended to enhance understanding and student participation.

During the implementation, translanguaging acted as a scaffolding tool, as the teacher

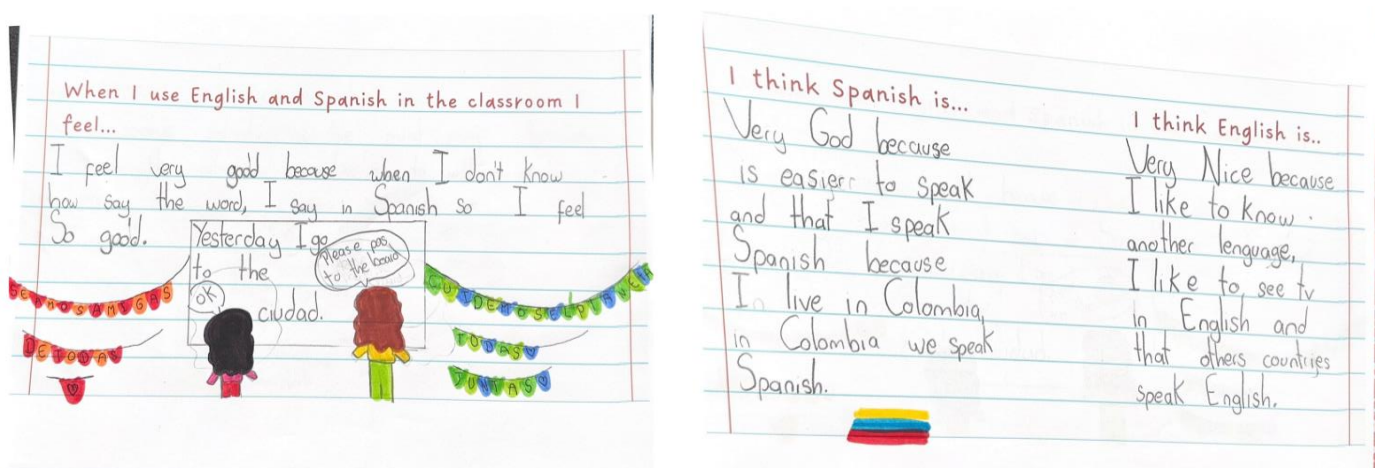
encouraged students to use both English and Spanish to express their ideas. This allowed students to use their full linguistic repertoire, supporting their ability to comprehend content and articulate complex thoughts. It was particularly helpful for those who were still developing Spanish language. R Heugh, K., et al (2019) highlight that the languages and knowledge resources that students bring into the classroom are the most important building blocks for successful learning and achievement at school. The translanguaging strategies used, such as word walls, dual language explanations, and the usage of bilingual materials served as additional scaffolds, providing key vocabulary in both languages and helping students establish linguistic connections and cultural understanding. These strategies were implemented through specific activities that fostered engagement and comprehension, aligning with Vygotsky's (1978) zone of proximal development theory, which suggested that optimal learning occurs when students are provided with support on tasks they cannot complete independently.

Translanguaging served as scaffolding in this environment by bridging gaps between prior knowledge and new content, reflecting an inclusive and responsive teaching approach that made learning more effective. It can be supported by the reflections made by the Teacher- researcher in the participant observation format "...When a student exclaimed, "Ah, *membresía!*", the teacher used this as an opportunity to build a bilingual vocabulary. The teacher wrote key terms on the board in both English and Spanish, such as *membership* and *membresía*, to create a bilingual word wall that students could reference. For complex concepts that students did not understand in either language—such as *mosque*, *synagogue*, *temple*, and *church*, the teacher provided explanations in Spanish and used visual aids. Students were instructed to use dictionaries to look up unfamiliar words they had underlined, working cooperatively to share findings and reduce redundancy". (see [Participant Observation Format 1.docx](#))

As can be evidenced, the integration of Spanish into instruction, allowed students not only learn new words in English but also strength their Spanish and acquire knowledge in general.

Because these young learners are still discovering many things about the world, the support of their native language in the learning of English was essential to facilitate understanding. In the interview made to the focus group one learner (student 2) explained why the use of both languages can help to learn better “porque el español no es que sepa todo. Hay algunas palabras que no he escuchado, no sé en español y en inglés” (See [Focus Group Interviews.xlsx](#)). In this way, the translanguaging approach was beneficial by validating the use of Spanish to promote learning and interaction in the classroom. Often in this learning environment, the use of Spanish is felt to be illicit; however, its inclusion has been shown to be necessary to respond to the needs of the students. R Heugh, K., et al (2019) claim that regions worldwide should build upon students' home languages, provide sufficient opportunities to learn the national or regional language used in education, and adopt effective strategies for teaching internationally used languages like English. In this context translanguaging proved to be effective by supporting the learning of English and Spanish.

Figure 5.
Evidence of the narrative frames made by student 4.



Note: Appendix F narrative frames design.

8.2 Holistic Language Learning

In this context, holistic language learning integrated cognitive, social, cultural, and emotional aspects of language learning, creating a meaningful learning experience that went beyond learning isolated language skills. This approach encouraged learners to engage their entire linguistic and cultural repertoire, promoting a comprehensive understanding that supported effective communication, cognitive processing, vocabulary development, and content comprehension (Griffiths & Cansiz, 2021). Observations from the classroom interventions revealed that holistic language learning was supported through translanguaging, peer collaboration, and context-rich activities, allowing students to deepen their understanding and vocabulary through bilingual interactions and real-life connections.

According to the analysis conducted, it was found that in this context, the pedagogical translanguaging approach and the tasks implemented promoted holistic language learning. The students had the opportunity to contrast their learning experience before and after the implementation of translanguaging approach and this was the perception of one of them (student 3): “Chévere pero tambien era como un poquito aburrido porque era siempre lo mismo, escribir, hablar y no sé que...pero después fué como escribir, jugar y hablar entonces se mezclaron muchas cosas” (see [Focus Group Interviews.xlsx](#)). The integration of cognitive, social, cultural, and emotional aspects for language learning through translanguaging strategies proved to be perceived as rich and innovative in this setting. The implementation of this approach allowed the teacher to assume an active role in providing students with holistic language learning by going beyond linguistic aspects and giving students a different language experience from what they were used to.

In this context, holistic language learning was evident as students actively engaged in discussions beyond language structures that involved different aspects that included personal

experiences and cultural traditions, alternating between English and Spanish to clarify concepts and share personal insights. This was evidenced in observation four, in which the teacher-researcher started the class by having a conversation with the students about the proposed topic for the lesson: “The teacher starts by engaging students in a discussion about what makes their families or communities unique. Several students participate in the discussion by saying things like “customs” and *tradiciones* “traditions”, primarily using Spanish to talk about more personal aspects. The teacher encourages the use of both languages, writing key vocabulary in English and Spanish on the board, helping students activate prior knowledge and connect cultural diversity to their own experiences”. (see [Participant Observation Format 4.docx](#)).This fragment from the participant observation format shows how from the translanguaging lenses the teacher-researcher integrates linguistic and cultural dimensions into the learning process thus, promoting holistic learning.

Zha and Liu (2020) asserted that successful language learners benefit from holistic strategies that incorporate real-life communication over isolated drills, supporting cognitive and linguistic development simultaneously. Additionally, the process of translanguaging, as Lewis, Jones, and Baker (2012a) emphasized, activated various cognitive processing skills—listening, reading, assimilation, and selection of information—helping students internalize complex concepts. In this context, the implementation of translanguaging approach served as a cognitive tool, allowing learners to explain, think, and process vocabulary through both languages, which reinforced content understanding and language use. Koncius (2019) suggested that holistic language learning shifted from mechanistic approaches to a dynamic model, where language served as a tool for meaningful communication rather than mere repetition. In this pedagogical intervention, translanguaging was shown to energize English learning by moving from monotonous methods in which linguistic aspects are highlighted to more fluid interactions in which learners deploy their entire linguistic repertoire.

a dynamic, inclusive space where students feel empowered to express themselves without fear of languages barriers. This fragment shows student's experience (student 1) where translanguaging may have played a fundamental role in her communicative evolution and confidence. “No sé cómo explicarlo, que es más chévere porque uno ya puede hablar mejor, habla más chévere entonces es como si hablaras tú mismo idioma. Antes, yo siempre estuve en clases particulares de inglés y pues yo siempre tenía que como, eh preguntar porque yo no sabía que palabra era, yo no sabía tanto inglés, pero ahora las sé”. (see [Focus Group Interviews.xlsx](#)). In a translanguaging classroom, the questions and clarifications mentioned can be answered in the student's language, if necessary, to facilitate the acquisition of vocabulary and structures in English. Garcia, O., et al (2018) suggests that a translanguaging classroom is a space built collaboratively by the teacher and bilingual students as they use their different language practices to teach and learn in deeply creative and critical ways (p.32).

By allowing students to participate using their full linguistic repertoire, the teacher created an inclusive environment that encouraged learners to express their thoughts confidently. This practice aligned with Dewaele and MacIntyre’s (2016) findings that emotional comfort, provided through linguistic support, reduced anxiety and increased enjoyment in language learning. As students shared and discussed ideas bilingually, they were able to connect with each other more deeply, which strengthened peer relationships and fostered a sense of group belonging. In the second participant observation format, the teacher- researcher wrote: “Having access to dictionaries did not fully enable the students to construct complex sentences in English. Nonetheless, their motivation was high, and all the students were eager to share their cultural experiences. Collaboration was evidenced in this activity, with the more proficient students helping their peers with sentence construction and error correction. They helped each other by sharing the translation of some words and even indicating how to elaborate complete sentences” (see [Participant Observation Format 2.docx](#)). This evidence shows how an interaction takes place

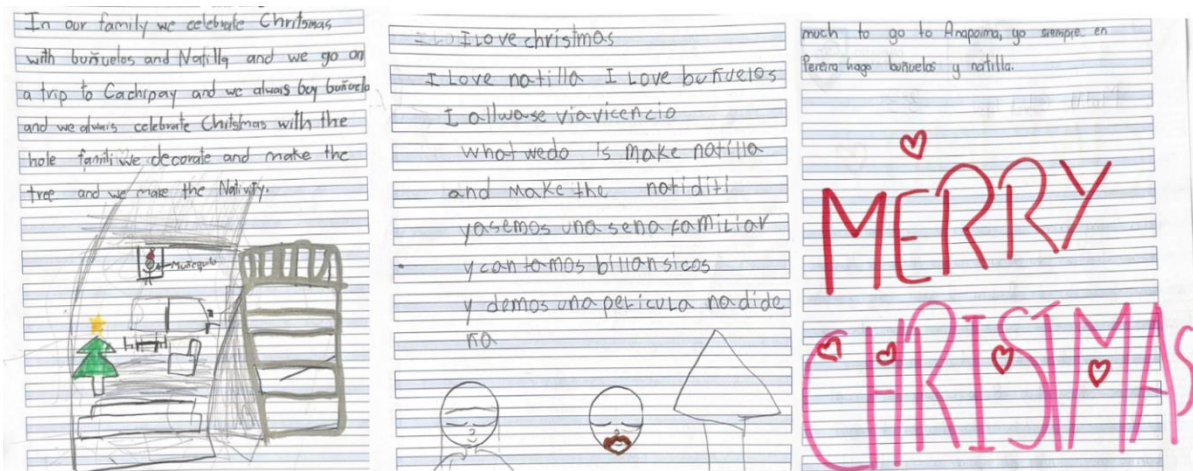
around translanguaging practices in which students share translations and help each other correct errors.

In the observations it was evidenced how the ability to alternate languages allowed students to engage more fully, interact with their peers, and share personal connections to the material, enhancing both emotional engagement and active participation. According to Mercer and Dörnyei (2020), a positive interactive environment that supports students' linguistic and emotional needs encourages them to participate more fully and authentically. By allowing translanguaging during the development of class tasks, the teacher created a safe space for students to interact naturally and focus on sharing meaningful insights rather than concentrating solely on linguistic accuracy. This freedom reinforced students' confidence, as evidenced by their eagerness to participate and their willingness to help each other with vocabulary and pronunciation, fostering a collaborative and emotionally engaging learning experience.

Active interaction in the sessions was also evidenced in different ways, so it was not only about oral communication. Student Artifacts showed multilingual and multimodal outputs, such as bilingual writing, drawings with captions, and incorporating various forms of expression. It could be seen how these practices link translanguaging, multimodality, and interactive learning environment. According to Mora et al. (2022), their perspectives collected show a consensus on how translanguaging and multimodality allow a flow between languages and the spaces wherein it operates. Language and its forms of expression shift, as do societies and the world. In this sense, linking translanguaging and multimodality entails recognizing that today's world increasingly recognizes multilingual and multimodal resourcing as the new norm to create global and local meanings. The use of various forms of expression in this setting, such as texts, drawings, narrative frames and visuals, facilitated a dynamic interaction between languages and the contexts in which they were used. The image below illustrates how students negotiate meaning by using all their available linguistic and visual tools to communicate. In the development

of the task, interaction wasn't limited to verbal exchanges. The combination of drawing, bilingual text, and Spanish labels could serve as a medium for interaction, inviting responses and facilitating understanding from others.

Figure 7.
Evidence from students' artifacts.



Note: Artifact from lesson 3. Writing Task. Appendix C

The emotional benefits of translanguaging in fostering interaction were also evident across the observed sessions, where students' confidence grew as they experienced less anxiety and greater enjoyment in participating. In this context, pedagogical translanguaging approach helped to create a learning environment where students felt emotionally secure, knowing they could rely on both languages to express their ideas and support each other. In the focus group interview the students were asked to identify what are the good things of learning English using Spanish. This was the answer given by student 3: "Que si utilizas el español si no sé una palabra que tal que la diga mal en inglés y las personas que no leen español digan cómo, ¿qué es eso? y yo le digo esto. Pues bien, chévere es aprender dos lenguajes" (see [Focus Group Interviews.xlsx](#)). The phrase "qué tal si lo digo mal" reflects a possible fear of using English. However, the learner suggests the use of Spanish as a bridge to explain or clarify words in English. This is evidence of

how translanguaging allows the student to use her native language as a resource to interact while strengthening her learning.

Figure 8.
Oral presentations about ethnic groups.



Note: Evidence from lesson 5. Appendix C.

9 Conclusions

The conclusions of this qualitative study revolve around the research question formulated at the beginning of the project: What are the scope and results of the implementation of the pedagogical translanguaging approach to enhance the English learning process in a group of third grade students from a private school in the city of Bogotá? The answer to this question is constructed in a discursive manner, having as a guiding thread the specific objectives that guided this research to achieve the general objective. The conclusions offer a final theorization of the topic to readers and researchers for future studies in the line of bilingualism.

Focusing on the general research objective which was to determine the scope and results

of the implementation of the translanguaging pedagogical approach to improve the English learning process in a group of third grade students from a private school in the city of Bogotá, it was concluded that the scope and results of implementing pedagogical translanguaging include making language more accessible, fostering whole-person development, and promoting active student engagement. This approach enhances bilingual proficiency by allowing students to use both languages, increasing their confidence, comprehension, and participation. It also builds cognitive skills and cultural awareness, encouraging autonomous learning and a positive bilingual identity. Overall, translanguaging creates an inclusive, dynamic learning environment that supports language development.

In relation to the first specific objective, which was to implement pedagogical translanguaging approach strategies in the development and completion of class tasks to support the English learning process in a group of third grade students, it can be concluded that translanguaging effectively facilitates students' engagement and comprehension. The strategies allowed students to leverage their native language as a bridge to understanding English concepts, promoting smoother transitions between languages during class tasks. This approach not only enhanced language proficiency in English but also boosted students' participation, and motivation. Through translanguaging, students became more capable of completing tasks independently, demonstrating content understanding and an improved capacity to use both languages as complementary resources for learning.

In regard to the second specific objective, which was to contrast students' perceptions before and after the implementation of pedagogical translanguaging approach in the English learning process of a group of third grade students, it was evidenced that before implementing the translanguaging approach, students viewed English learning as challenging, repetitive, and less engaging, often feeling limited by their vocabulary and hesitant to participate fully. After the approach was implemented, they found the class more enjoyable and interactive, with activities that allowed for creativity and expression through both languages. Using Spanish as a support

tool increased their confidence, making them feel more comfortable and capable in English. This approach not only enhanced their comprehension of content but also fostered a positive attitude toward the use of both languages, motivating them to embrace languages learning as an asset for communication.

Concerning the third specific objective, to identify the challenges faced in the implementation of pedagogical translanguaging approach in a group of third grade students, it was found that implementing translanguaging in this context presented several challenges, including initial discomfort with languages alternation. Some students found the frequent shifts between English and Spanish “weird”, as they were not accustomed to using both languages in English subject. Additionally, balancing the use of both languages proved challenging, with some students expressing a preference for using only one language during specific tasks. This suggests that excessive switching may disrupt their focus on the target language. Another challenge is to control that students do not over-rely on their native language.

Although this was a short implementation, it was a disruptive action that breaks with the growing idea of privileging and giving more prestige to the English language by displacing the mother tongue. Especially in contexts like this, in which this project was carried out, there is a notable hierarchy between Spanish and English. In this learning environment, English is seen as a language of greater social, economic and cultural value. This perspective is deeply internalized among the educational community and the actions carried out with this project, although they did not change the monoglossic approach, energized the learning environment and demonstrated that it is possible to promote effective learning of English by leaving aside monoglossic practices that endanger the sense of belonging to our native language and our culture.

The development of this research project gave us the opportunity to reflect on our role as English teachers and how it extends beyond language teaching to foster an inclusive and respectful environment that recognizes and values the linguistic and cultural diversity of students. Despite the challenges encountered, such as balancing language use and managing initial

discomfort with language alternation, the benefits of translanguaging—enhanced comprehension, increased confidence, and a positive bilingual identity suggesting a promising direction for bilingual education in similar contexts.

10 Limitations and recommendations

One of the limitations faced during the design and development of this research project was the short implementation period of translanguaging practices. Especially in this context translanguaging requires a significant adjustment period for both students and teachers to fully leverage its benefits in language learning. The limited timeframe in this study restricted a deeper analysis of the scope and results of translanguaging implementation. A longer period would likely provide more comprehensive insights into the approach's impact on language learning. Additionally, this short duration hindered the ability to observe the long-term development of students' bilingual competencies. Future studies with extended timelines could reveal the gradual changes in students' language confidence, engagement, and cross-linguistic skills.

Another limitation was the small sample size. Having seven participants in this study could limit the generalizability of the findings. With only a few students, it's challenging to capture a wide range of responses, perceptions, and interactions that might emerge in larger or more diverse groups. This limited sample reduces the ability to confidently attribute observed effects or trends to translanguaging, as they may simply reflect individual differences rather than consistent patterns. Furthermore, the small sample size was further impacted by inconsistent attendance; in some instances, absences reduced the number of participants even more, making it difficult to gather complete data. This irregular attendance complicated the implementation of study instruments.

Additionally, one of the most challenging limitations identified in this study was the school's monoglossic vision of English language learning, which inherently restricted the potential benefits

of a translanguaging approach. The established rule of only speaking English in certain subjects has a high influence on how students perceive the use of Spanish and is generally perceived as something illegitimate or bad. Although the letter of approval was obtained, it was initially difficult to begin with the implementation because the use of Spanish was questioned not only by the students but also by some teachers at the school. This restrictive policy may hinder the effective integration of translanguaging strategies that could have provided a more balanced and dynamic learning experience.

For future research in similar contexts, it would be beneficial to raise awareness within the academic community about the benefits of translanguaging, particularly in aligning with new educational trends aimed at preparing students for a global, multicultural society. It is important to involve the leaders of educational institutions and make them aware that translanguaging not only enhances language skills but also promotes cultural appreciation and cognitive flexibility, key competencies in today's interconnected world. It is necessary to inform them that by integrating translanguaging practices, schools can actively contribute to creating a more inclusive learning environment that values students' linguistic backgrounds, helping to bridge language divides and encourage a mindset that respects and utilizes diverse cultural perspectives. Engaging teachers, administrators, and parents in open discussions about translanguaging could help build acceptance and understanding of its role in shaping adaptable, globally minded learners.

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12 Appendices

Appendix A. Letter of endorsement from the institution participating in the research project.

Bogotá, mayo 6 de 2024

Señores
UNIVERSIDAD SANTO TOMÁS
Maestría en Ambientes Bilingües de Aprendizaje

Por medio de la presente, me dirijo a ustedes con el propósito de brindar el aval necesario para la realización de la práctica docente requerida en el marco del proyecto investigativo titulado "Exploring Translanguaging Strategies in English Instructions for Young Learners", el cual se lleva a cabo como parte del programa de la Maestría en Ambientes Bilingües de Aprendizaje de la Universidad Santo Tomás.

La maestrante Yessica Gutiérrez, quien se encuentra matriculada en dicho programa, será la responsable de llevar a cabo la recolección directa de datos para este proyecto en nuestra institución, Las actividades de recolección de datos consistirán en observaciones en sesiones de clase de inglés en el aula, así como en la recopilación de artefactos pertenecientes a los estudiantes.

Con esta carta, expresamos nuestro consentimiento y plena intencionalidad en relación con la recolección de datos mencionada anteriormente. Confiamos en que la colaboración entre nuestra institución y la maestrante Yessica Gutiérrez contribuirá de manera significativa al desarrollo de este importante proyecto de investigación.

Agradecemos de antemano su colaboración y quedamos a su disposición para cualquier consulta o aclaración adicional que pudiera surgir.

Atentamente,



Rectora

Appendix B. Participant observation format.

Maestría en Ambientes Bilingües de Aprendizaje

Opción de grado III

Formato de observación participante para recolección de datos

El propósito de este formato es el de obtener una visión profunda de cómo los estudiantes interactúan y realizan las actividades de clase durante las sesiones de inglés. Además, observar cómo los estudiantes integran sus repertorios lingüísticos en las actividades de clase y evaluar el impacto en la participación y la comprensión de los estudiantes.

Referencia

- **Activity topic:** Exploring Our Group Identities **Date:** August 26th, 2024
- **Duration of the session:** 60 minutes **Class observation:** #1
- **Participants:** *1 Educator, 7 learners (females)*
- **Level:** Third grade- A1

-Researcher Objective: To determine the scope and results of the implementation of pedagogical translanguaging approach for enhancing the English learning process in a group of third grade students at a private school in the city of Bogotá.

-Research Question: What are the scope and results of the implementation of pedagogical translanguaging approach for enhancing the English learning process in a group of third grade students at a private school in the city of Bogotá?

FRAMING QUESTIONS

<p>What happened during the observation? who, what, when, where, and how.</p>	<p>The class begins with the teacher greeting the students, verifying that the group is complete, and then writing the date on the board. The students talk (in Spanish) about how motivated they are for the start of a new school year. Surprisingly, the academic coordinator enters the classroom, greet the students and reminds them that due to school rules, they should be always speaking in English. Once the coordinator leaves the classroom, three of the girls express that they do not like this rule very much because they sometimes need to speak in Spanish and don't understand when they are spoken in English all the time. The teacher takes advantage of this situation and explains that during her lessons they will be using both Spanish and</p>
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English to energize the class. She adds that they don't have to worry about this rule while being in her classes and that they have permission to do it. The students respond, "Okay," with a surprised and happy face and the class continues.

After this short conversation, the teacher starts putting her lesson plan into action. She writes the title "group membership" in English on the board and asks them, "What do you think this title means?" The students give answers in Spanish like "grupo de personas" (group of people), "grupo de amigas" (group of friends), and "es un grupo de algo" (it's a group of something). Then, the teacher proceeds to give an example about PriceSmart and asks if they know it, to which they respond that they do. The teacher asks what is needed to shop at PriceSmart, and they respond "dinero" (money) and "una tarjeta" (a card). The teacher then says, "That card is a membership," and one of them responds, "Ah, membresía!" From there, the teacher explains in Spanish that when we want to say we belong to a group, we say "pertenecer a un grupo," and in English, it's called "membership." The person who belongs there is called a "member," and she proceeds to write it on the board to make a bilingual word wall with vocabulary related to the lesson.

The students continued making their word wall with the vocabulary from the board in their notebooks, unsure of which part of the notebook to do it in. They discussed the best place and decided on the upper corner of the notebook. When they finish writing in their notebooks, the teacher asks, "Do you think you belong to a group?" The students with higher level of English begin to speak at the same time, while the others remain silent. So, the teacher says, "Remember that you can use English and Spanish to participate in the class. It's important that everyone participates." Then, she asks, "¿Entendieron mi pregunta?" (Did you understand my question?), and one of the students with more basic English responds, "Que estoy preguntando algo de grupos" (That I am asking something about groups). The teacher confirms that the question is whether they think they belong to a group, and then they all start answering at the same time and raising their hands. The answers are given like this: "family," "amigos" (friends), "school," and one of them says "escuela" (school), "group" (meaning to say third grade), "human group," "sistema solar group" (solar system group). Because the students gave answers combining Spanish and English, other words with their translations in English and Spanish are added to the word wall on the board.

After the questions, the teacher tells the students that they will now read a text called "group membership." The teacher starts reading the text aloud in English and asks each student to continue reading a paragraph out loud. Some of them do not demonstrate a very precise pronunciation, however the teacher does not interrupt them. After finishing the reading, the teacher gives

	<p>students time to underline unfamiliar words or concepts to later discuss them. Three of the students show difficulties with reading and understanding some vocabulary. One of them shows difficulties in both English and Spanish, thus she is still developing her literacy skills in Spanish and is being difficult the learning of a second language for her. The other two appear insecure and show gaps in phonetics and reading. However, they seem motivated and try to correct pronunciation errors with the help of their peers. Peer support is evident in Spanish. They discuss the translation of words in Spanish and interchange the meaning of the reading in Spanish too. After a while, the reading and the understanding of the text goes well; the girls are attentive and ask about the meaning of several words like "meals" and, notably, the section about churches, which included words like "mosque," "synagogue," "temple," and "church," as well as their differences. The group did not understand these concepts neither in English nor in Spanish, so the teacher proceeds to explain in Spanish and uses images for better reference. These young apprentices are still developing their knowledge of the world and in this case, it was difficult for them to identify types of temples, the support in Spanish was important in this part along with the help of images.</p> <p>After giving students time to better understand the text and rely on their native language, a discussion is held, and each student shares their insights on what they understood from the text and how it relates to their own lives. They take turns talking about the sports leagues they belong to, their friends, family, school class groups, and the groups they have belonged to. Then, they proceed to the second part of the activity. The students take their dictionaries and look for the words they do not know and that they underlined in the first part of the session. They work cooperatively, sharing the words they have in common, so they don't have to look them up twice. At this point, the class ends, and the teacher explains that they will be given extra time to finish in the next session.</p>
<p>How was the translanguaging approach introduced in the class?</p>	<p>The translanguaging approach was introduced in the class through deliberate actions by the teacher to integrate both Spanish and English in the learning process. This was achieved by creating an environment where students felt comfortable using their full linguistic repertoire to enhance understanding and participation.</p>
<p>How were translanguaging practices carried out</p>	<p>The teacher wrote the title "Group Membership" in English on the board and asked the students what they thought it meant validating the use of both languages. In addition, she introduced the concept of membership using a familiar example—PriceSmart—and guided the students to understand the term by relating it to "una tarjeta" (a card) needed for shopping there. When</p>

during the session?	a student exclaimed, "Ah, membresía!" the teacher used this as an opportunity to build a bilingual vocabulary. The teacher wrote key terms on the board in both English and Spanish, such as "membership" and "membresía," to create a bilingual word wall that students could reference. For complex concepts that students did not understand in either language—such as "mosque," "synagogue," "temple," and "church"—the teacher provided explanations in Spanish and used visual aids. Students were instructed to use dictionaries to look up unfamiliar words they had underlined, working cooperatively to share findings and reduce redundancy.
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Adapted from: Trujillo, L. M. (2020). *Inquiring EFL teacher educators' beliefs regarding interculturality in two undergraduate English language teaching programs in Colombia.*

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Appendix C. Lesson plans.

Lesson #1	
Date	August 26th 2024
Lesson's Title	Exploring Our Group Identities
Learning Objectives:	<p>By the end of the lesson, students will be able to identify and describe the different groups they belong to, such as family, school, community, and religious groups, using relevant vocabulary in both English and Spanish.</p> <p>Students will be able to compare their own group memberships with those of others, using descriptive language.</p>
Translanguaging Objectives:	<p>Students will utilize their entire linguistic repertoire to engage in class activities and complete reading and writing tasks related to group memberships.</p> <p>Students will recognize and track vocabulary cognates related to groups and memberships (e.g., "group/grupo," "community/comunidad").</p> <p>Students will work in pairs and groups to discuss and reflect on their group memberships, using both English and Spanish.</p>

Lesson Stages	
Warm-Up	<p>Activity: Bilingual Word Wall Creation</p> <p>Instructions: Students will have a conversation about which groups they belong to and their different characteristics. The students will share their contributions in Spanish or English, and together with the teacher, they will create a Word Wall to learn new vocabulary.</p>
Instructional Phase/Micro lesson	<p>Activity: "Students will read the text 'Understanding Group Memberships' aloud in English, pausing after each paragraph to answer comprehension questions such as 'What groups were mentioned in this paragraph?' or 'How do these groups help people feel connected?' After reading each paragraph in English, a student will be invited to read the same paragraph in Spanish. The teacher will then lead a discussion where students can share their thoughts and reflections in either English or Spanish."</p>
Task	<p>Activity: Vocabulary Exploration and Sentence Creation</p> <p>Instructions: Students will identify and look for unfamiliar words from the text. They will work in pairs to create sentences using these new words. The teacher will facilitate a discussion on how to use these new words in different contexts.</p>
Assessment	<p>Criteria: The teacher will assess students' understanding of new vocabulary by checking how the students use these new words in context. The teacher will also evaluate how well students can identify and describe their group memberships and compare them to those of others.</p>
Closure	<p>Activity: The teacher will ask students to write a short journal entry reflecting on what they learned about group memberships. Students</p>

	<p>will be encouraged to use both English and Spanish in their reflections. The teacher may share a few entries with the class (with students' permission), highlighting how they used both languages to express their ideas.</p>
Post Lesson Insights	
Reflection	<p>During the lesson on exploring group identities, students initially struggled with the exclusive use of English, which led to a mix of English and Spanish throughout the class. This challenge was addressed by allowing the use of both languages, which helped students feel more comfortable and engaged (Spanish and English). The Word Wall activity successfully introduced new vocabulary and concepts, but students' understanding of "membership" was somewhat mixed, indicating a need for clearer explanations and more contextual examples in Spanish.</p> <p>The reading activity revealed varying levels of reading proficiency among students. While some students were able to read and comprehend the text well, others struggled with both English and Spanish. The use of bilingual reading and the discussion helped to bridge some comprehension gaps, though there were still difficulties with specific vocabulary and concepts, such as religious institutions.</p> <p>The vocabulary exploration and sentence creation activity, while intended to reinforce new vocabulary, highlighted that students need more support with unfamiliar words. The cooperative learning approach in using dictionaries and creating sentences was effective but needs more structured guidance.</p>

<p>Modifications and Adjustments</p>	<p>More time should be allocated to explain and contextualize new vocabulary, especially terms that were confusing or unfamiliar. For example, the teacher used Spanish to clarify concepts related to religious institutions, which was effective, but this approach should be systematically integrated into future lessons.</p> <p>Provide additional reading support, such as pre-teaching key vocabulary and offering more practice with reading strategies. This could include guided reading sessions or using visuals to support comprehension.</p>
<p>Implications and Next Steps</p>	<p>The varied reading abilities highlight the importance of differentiated reading support. Implementing strategies such as peer reading, scaffolded texts, and targeted interventions for struggling readers can improve overall comprehension.</p> <p>Plan follow-up activities that reinforce vocabulary and concepts from the lesson. This could include additional practice with mind maps, vocabulary games, or reflection exercises that build on what was learned.</p>

Lesson #2	
Date	August 27th 2024
Lesson's Title	Cultural Characteristics in Our Lives
Learning Objectives:	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • Understand and identify cultural characteristics in both their own and others' lives. • Describe and contrast these characteristics using relevant vocabulary in both English and Spanish. • Create and write about their cultural experiences and observations. • Speak about cultural traits and traditions using both languages.
Translanguaging Objectives:	<ul style="list-style-type: none"> • Students will use their entire linguistic repertoire to engage in class activities and complete a reading task related to cultural characteristics. • Students will recognize and track vocabulary cognates related to culture (e.g., "tradition/tradición," "gastronomy/gastronomía" "religion/religión"). • Students will work in pairs and groups to discuss cultural traits, using both English and Spanish. • Students will use English and Spanish to write a paragraph about their cultural traditions and characteristics. • Students will watch and discuss a bilingual video on cultural characteristics, expanding on their ideas by asking questions in both languages.
Lesson Stages	
Warm-Up	<p>The teacher engages the students in a discussion on cultural characteristics to activate prior knowledge. Then, she will ask students to share examples of traditions or customs they know from their own culture or others.</p> <p>The teacher will introduce the key vocabulary related to cultural characteristics in both English and Spanish using a Word Wall. Include terms like "tradition/tradición," "gastronomy/gastronomía" "holiday/festividad," "ceremony/ceremonia," etc.</p>

	Through the game " <i>Word Chain</i> " the students will create a chain of words related to culture in either language to the Word Wall.
Instructional Phase/Micro lesson	<p>Bilingual Reading and Video</p> <p>The teacher will introduce the topic with the text "Cultural Characteristics in Our Lives" in both English and Spanish. She will read sections of the text aloud in English, followed by a student reading the same section in Spanish.</p> <p>After, the students will watch the video from the provided link (YouTube Video) and the teacher will ask students to note any new cultural concepts or vocabulary they encounter.</p> <p>The class will discuss the main points of the text and video in both languages. The teacher will explain vocabulary meanings, expressions and grammatical structures as needed, using translanguaging strategies to ensure comprehension.</p>
Task	<p>Vocabulary Exploration and Sentence Creation</p> <p>Students will identify and look up unfamiliar words from the text and video. They will work in pairs to create sentences using these new words.</p> <p>The teacher will ask students to use both English and Spanish to write a paragraph about their own cultural traditions and characteristics, incorporating the new vocabulary.</p> <p>The teacher will monitor and assist students during the task, noting how they use translanguaging strategies to convey meaning and interact with peers.</p>
Assessment	<p>Criteria:</p> <ul style="list-style-type: none"> • Correct usage of new vocabulary in sentences. • Understanding and description of cultural characteristics. • Ability to express ideas clearly in both languages. • Share the rubric with students before they start the task to ensure they understand how they will be assessed. • Collect and review student work, providing feedback on their use of vocabulary and the clarity of their descriptions.

Closure	<p>Discussion and Reflection</p> <p>The teacher will provide an opportunity for students to discuss their paragraphs and share their cultural experiences with the class in either English or Spanish.</p> <p>The teacher will offer general feedback on their use of vocabulary and language.</p> <p>The teacher will encourage students to reflect on what they learned about cultural characteristics and how they used both languages to express their ideas.</p>
Post Lesson Insights	
Reflection	<p>During the lesson, the use of translanguaging allowed students to engage deeply with the content, drawing from both their English and Spanish language skills. It was evident that the students felt more confident expressing themselves in Spanish, especially when discussing complex cultural topics. Their responses to the pedagogical practice of translanguaging were mostly positive, as they navigated between languages with ease when discussing their family traditions. The integration of peer support and correction fostered a collaborative learning environment, showing how students can help one another refine their language skills. However, it was noticeable that students struggled more when tasked with producing complete sentences in English, particularly when dealing with unfamiliar vocabulary like "generations." The unexpected outcome was how natural and spontaneous peer corrections were, demonstrating the potential for translanguaging to encourage not only language acquisition but also peer interaction and support.</p>
Modifications and Adjustments	<p>One modification made during the lesson was switching the written task to an oral activity due to time constraints. Initially, students were meant to write full sentences using key vocabulary from the "Word Wall," but this was changed to a speaking exercise to allow for more immediate feedback and engagement. Another adjustment was allowing students to switch to Spanish whenever they felt unsure about expressing their ideas in English, ensuring they could still contribute meaningfully without language barriers. These modifications were made to maintain student motivation and ensure the class moved smoothly despite the challenges they encountered with the English vocabulary.</p>
Implications and Next Steps	<p>The lesson highlighted the importance of providing students with ample opportunities to use both languages in a fluid, natural way. While translanguaging helped build confidence, it also underscored the need</p>

	<p>for more focused practice on English sentence structures and vocabulary usage. Moving forward, it would be beneficial to introduce scaffolded language activities, where students can gradually build up their English sentence construction while still relying on Spanish for more complex ideas. Incorporating more visual aids and collaborative activities like peer writing or group projects could further support their language development. Additionally, spending more time on vocabulary repetition and contextualized practice (e.g., connecting the word "generations" to personal experiences) may help students retain and apply new terms more effectively.</p>
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Lesson #3	
Date	August 28 th 2024
Lesson's Title	My groups memberships
Learning Objectives:	<ul style="list-style-type: none"> • By the end of the lesson, students will be able to: • Understand and identify the different groups they belong to, such as family, school, sports teams, etc. • Describe the characteristics and traditions of each group using specific vocabulary. • Create a mind map that reflects the groups they belong to and the characteristics of each group. • Write and Speak about their groups of belonging using related vocabulary in both English and Spanish.
Translanguaging Objectives:	<ul style="list-style-type: none"> • Students will use their entire linguistic repertoire (English and Spanish) to discuss the groups they belong to. • Students will recognize and use vocabulary related to groups and characteristics in both languages. • Students will work in groups to create a bilingual mind map about their groups of belonging. • Students will use English and their home language to explain the content of their mind maps during presentations.
Lesson Stages	
Warm-Up	<p>Bilingual Brainstorming</p> <p>The teacher will begin the lesson with a brainstorming session on the different groups students can belong to. The teacher will ask students what groups they are part of (family, friends, clubs, sports teams, etc.) and write their responses on the board, categorizing them in English and Spanish. The teacher will encourage students to share their ideas in the language they prefer and will write down key words in both languages on the board to build a common vocabulary. This activity will activate students' prior knowledge and help them think about the</p>

	various groups of belonging, preparing them for developing their mind map.
Instructional Phase/Micro lesson	<p>The teacher will explain what a mind map is and how it is used to organize ideas. The teacher will show an example of a mind map on the board using a simple topic like "My Groups of Belonging" and identify the central group and the branches that represent different groups (family, school, friends, etc.).</p> <p>The teacher will conduct the explanation in both languages and highlight key vocabulary in English and Spanish, using images and visual examples to support understanding.</p> <p>The teacher will ask students to describe in their own words what a mind map is and how they could use it to show the groups they belong to.</p>
Task	<p>Creating the Mind Map</p> <p>The students will create a mind map showing the different groups they belong to. They should include the central group "Me" and add branches for each group, describing important characteristics and traditions of each one. They are encouraged to use both English and Spanish to label and describe their maps.</p> <p>The teacher will provide instructions in English and ask a student to repeat them in Spanish. The students will be allowed to use bilingual resources, such as dictionaries or a word wall, to find the necessary vocabulary. Students will work in pairs or small groups, collaborating to develop ideas and help each other with vocabulary in both languages.</p> <p>The teacher will walk around the classroom to provide assistance, observe language use, and offer support as needed. The teacher will encourage students to explain their choices and describe their groups in both languages.</p>
Assessment	<p>Each pair or group will present their mind map to the class, explaining the groups they belong to and the characteristics of each in both languages.</p> <p>The teacher will use a rubric to evaluate the mind maps based on the clarity of ideas, accuracy of vocabulary, and effective use of</p>

	<p>both languages. Criteria may include the completeness of the mind map, vocabulary correctness, and presentation quality.</p> <p>The teacher will provide positive comments and constructive suggestions to help students improve their bilingual skills and conceptual understanding.</p>
Closure	<p>The teacher will lead a reflective discussion about the process of creating the mind map and what students learned about the groups they belong to. The teacher will encourage them to think about how using both languages helped them better understand and communicate their ideas.</p> <p>The teacher will allow students to express their thoughts in either language, emphasizing the importance of using both to deepen understanding.</p> <p>The teacher will summarize the key points of the lesson and briefly describe what will be covered in the next session, reinforcing the value of bilingualism in learning.</p>
Post Lesson Insights	
Reflection	<p>The lesson highlighted the effectiveness of translinguaging in supporting students' understanding and participation. Students with varying levels of English proficiency engaged well, especially when allowed to use Spanish to express complete ideas. A brief issue arose when an advanced student questioned the use of Spanish, reflecting the need for clear communication about pedagogical strategies. Once clarified, the student was more comfortable, demonstrating the importance of aligning expectations with instructional methods.</p>
Modifications and Adjustments	<p>To address the students' needs, I extended the time for completing the mind maps, accommodating the additional language negotiation. I also reinforced the purpose of translinguaging to the advanced student, ensuring clarity and comfort with the instructional approach.</p>

Implications and Next Steps	The lesson underscored the need for flexible timing and language support. Future lessons should include structured language scaffolding, such as vocabulary lists, and explicit instruction on when and how to use translanguaging. Incorporating reflection time on the effectiveness of translanguaging and using peer roles in group work can further enhance bilingual learning and content understanding.
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Lesson 4	
Date	September 2nd, 2024
Lesson's Title	Understanding Ethnic Groups
Learning Objectives:	<ul style="list-style-type: none"> • Understand what an ethnic group is and identify its main characteristics. • Describe the cultural traits of different ethnic groups, specifically the Dakota, Bedouins, and Creoles. • Create a group presentation about one of the ethnic groups, highlighting their traditions, language, and way of life. • Work cooperatively in groups to research and share findings using both English and Spanish.
Translanguaging Objectives:	<ul style="list-style-type: none"> • Students will use their entire linguistic repertoire (English and Spanish) to discuss ethnic groups and their characteristics. • Students will recognize and use vocabulary related to cultural traits and ethnic groups in both languages. • Students will work in cooperative groups to research and create a bilingual presentation on their assigned ethnic group. • Students will use English and their home language to explain the content of their presentations during the group activity.

Lesson Stages	
Warm-Up	<p>The teacher will start the lesson by asking students what makes their own families or communities unique. The teacher will encourage students to share traditions, languages, or customs they have at home. This discussion will be guided in both English and Spanish.</p> <p>After, the teacher will prompt students to express their ideas in their preferred language and will write key vocabulary on the board in both English and Spanish.</p> <p>This activity activates prior knowledge and helps students relate the concept of ethnic groups to their personal experiences.</p>
Instructional Phase/Micro lesson	<p>Introduction to Ethnic Groups</p> <p>The teacher will introduce the concept of an ethnic group, explaining that it refers to a community of people who share common cultural traits such as language, traditions, and beliefs. The teacher will use a simple bilingual definition and will display pictures of different ethnic groups around the world.</p> <p>After, the students will watch a video from the following link: What is Culture?. The video provides an engaging overview of what culture is and how it relates to ethnic groups. The video is in English, so the teacher will pause at key points to summarize the information in Spanish and discuss with students.</p> <p>The teacher will present information in both languages, using visuals and simple explanations to ensure comprehension. Relevant vocabulary for the lesson, such as “ethnic group,” “traditions,” and “culture,” will be highlighted in both English and Spanish.</p> <p>The teacher will ask students to give examples of ethnic groups they might know or have heard about, prompting them to think of characteristics that define these groups.</p>
Task	<p>Group Presentations</p> <p>The students will be divided into three cooperative groups, with each group assigned to research and present on one ethnic group: the Dakota, Bedouins, or</p>

	<p>Creoles. The teacher will provide a brief overview of each group:</p> <p>Dakota: A Native American tribe known for their rich cultural heritage, traditional dances, and connection to nature.</p> <p>Bedouins: A nomadic ethnic group from the Middle East and North Africa, known for their traditional lifestyles, hospitality, and desert knowledge.</p> <p>Creoles: A diverse ethnic group primarily found in the Caribbean, with unique blends of African, European, and Indigenous cultures.</p> <p>The teacher will provide instructions in English and have a student repeat them in Spanish. Each group will be encouraged to use bilingual resources to gather information about their assigned ethnic group, including books, videos, and articles in both languages.</p> <p>The students will collaborate to create a bilingual presentation, using a mixture of English and Spanish to explain their ethnic group's traditions, language, and way of life. Each group will create visual aids such as posters or slideshows to support their presentation.</p> <p>The teacher will circulate around the classroom to assist with research, offer guidance on presentation structure, and ensure effective use of translanguaging strategies.</p>
<p>Assessment</p>	<p>Each group will present their findings to the class, explaining what they learned about their assigned ethnic group. They will use both English and Spanish in their presentation to demonstrate their understanding and language skills.</p> <p>The teacher will use a rubric to assess each group's presentation based on the accuracy of information, clarity of presentation, use of vocabulary, and the integration of both languages. Criteria may include content completeness, creativity, use of bilingual language, and teamwork.</p> <p>The teacher will provide constructive feedback to each group, highlighting strengths and suggesting areas for improvement. Emphasis will be placed on</p>

	the effective use of both languages and the accuracy of cultural information.
Closure	<p>The teacher will lead a reflective discussion on what students learned about ethnic groups and their importance in understanding cultural diversity. Students will be encouraged to share their thoughts on the process of creating and presenting their projects.</p> <p>Students can express their reflections in either English or Spanish, fostering an inclusive environment where all linguistic backgrounds are valued.</p> <p>The teacher will summarize the main points of the lesson, reinforcing the importance of recognizing and respecting different ethnic groups. The teacher will briefly introduce the next lesson, which will continue exploring cultural diversity.</p>
Post Lesson Insights	
Reflection	<p>During the lesson, the use of both English and Spanish (translanguaging) effectively engaged students and facilitated their understanding of ethnic groups. Students were actively involved in sharing their personal experiences and researching their assigned ethnic groups. However, there were notable challenges, including confusion about the Dakota being a woman's name rather than an ethnic group, difficulties with Google Slides, and issues with students forgetting their passwords. These challenges highlighted the importance of clear explanations and robust technological support in a multilingual classroom setting.</p> <p>Students responded well to the bilingual approach, with many using both languages to express their ideas and understand the content. The teacher's use of visuals and bilingual explanations helped bridge gaps in comprehension. The technological difficulties and initial confusion about the</p>

	<p>Dakota name provided unexpected insights into the need for additional support in both technical skills and cultural understanding.</p>
<p>Modifications and Adjustments</p>	<p>The teacher addressed the confusion about the Dakota name by providing additional context and explanations, ensuring students understood that Dakota refers to an ethnic group.</p> <p>When students faced problems with Google Slides and forgotten passwords, the teacher adapted by allowing the use of printed materials and providing temporary solutions while resolving technical issues. This ensured that all groups could continue working on their presentations without significant delays.</p> <p>The teacher reinforced the use of both English and Spanish by writing key vocabulary on the board and encouraging students to use both languages during their group work and presentations.</p>
<p>Implications and Next Steps</p>	<p>Future lessons should include a brief technical skills review and ensure that all students have access to their login credentials. Consider having a backup plan for activities that don't rely solely on technology.</p> <p>It is necessary to incorporate more background information on ethnic groups and clarify misconceptions before starting the research phase. This can help prevent confusion and enrich students' understanding of the topics.</p> <p>Continue to support and encourage the use of both languages in classroom activities providing additional bilingual resources and support for students who may need extra help with language transitions.</p>

	Ensure that students have adequate support for using digital tools, such as Google Slides, and consider integrating tutorials or guides into the lesson plan to address common technical issues
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Lesson #5	
Date	September 5th 2024
Lesson's Title	Title: Reflecting on Ethnic Groups and Cultural Diversity
Learning Objectives:	<ul style="list-style-type: none"> • Reflect on the presentations made in Session 4, discussing the ethnic group they researched. • Identify similarities between their own culture and the ethnic group they studied. • Share what they enjoyed most about their research experience. • Understand and discuss the importance of respecting cultural differences and how cultures evolve over time. • Present their findings while dressed in representations of their ethnic group's traditional attire.
Translanguaging Objectives:	<ul style="list-style-type: none"> • Encourage students to use both English and Spanish when reflecting on their presentations and discussing cultural similarities and differences. • Provide a supportive environment where students can switch between languages to express complex ideas, particularly when discussing respect and transformation over time.
Lesson Stages	
Warm-Up	<ul style="list-style-type: none"> • Activity: The teacher will greet students and invite them to talk about their

	<p>traditional costumes they're wearing for their oral presentations, allowing them to describe their outfits in English or Spanish. The teacher will ask:</p> <ul style="list-style-type: none"> • "What is special about the traditional clothing you are wearing today?" <p>This activity will set the stage for reflection and get the students excited about the day's lesson.</p>
<p>Instructional Phase/Micro lesson</p>	<p>Instruction: The teacher will lead a brief discussion on cultural similarities and differences. Key questions to guide the conversation:</p> <ul style="list-style-type: none"> • "What similarities did you find between the ethnic group you researched and your own culture?" • "What are some differences that stood out to you?" <p>The teacher will write vocabulary related to traditions, customs, similarities, and differences on the board in both English and Spanish. Students will be encouraged to use this vocabulary in their responses.</p>
<p>Task</p>	<p>Group Reflection and Discussion: In groups, students will discuss: What they enjoyed most was during the research and presentation process. What new or surprising things they learned about their ethnic group. How their group and personal culture are similar or different from the researched ethnic group.</p> <p>The teacher will circulate, offering guidance and ensuring students feel comfortable switching between languages to express complex ideas.</p> <p>Presentations with Costumes: Each group will take turns presenting key points about their ethnic group, while dressed in representative attire.</p>

	<p>Groups will explain similarities and differences between their ethnic group and their own culture.</p> <p>Encourage students to use both English and Spanish, emphasizing key vocabulary and cultural terms.</p> <p>The teacher will provide immediate feedback after each presentation, focusing on content accuracy, cultural understanding, and bilingual language use.</p>
Assessment	<p>Group Presentations: Each group will be assessed on the following criteria:</p> <p>Content: Accuracy of the cultural information presented.</p> <p>Language Use: Effective integration of both English and Spanish.</p> <p>Engagement: Participation and teamwork within the group.</p> <p>Creativity: Use of costumes and visual aids to enhance the presentation.</p> <p>A rubric will be used to evaluate these aspects, providing constructive feedback to each group.</p>
Closure	<p>The teacher will ask students to reflect on the lesson, focusing on what they learned about respecting cultural differences and how cultures change over time.</p> <p>"Why is it important to learn about and respect different cultures?"</p> <p>"How do you think cultures evolve over time?"</p> <p>Students can share their reflections in either English or Spanish.</p>
Post Lesson Insights	
Reflection	<p>The lesson fostered enthusiasm, with students engaged through their cultural costumes and presentations. However, the</p>

	<p>excitement led to some distraction, particularly at the start. The use of translanguaging was evident, though most students defaulted to English. This showed a need for more targeted practice in bilingual vocabulary. The reflections and presentations revealed that students gained valuable insights into cultural diversity and similarities, especially those related to their ethnic group research. Some students expressed a desire to learn more about the cultures they studied, which indicated the lesson sparked curiosity beyond the classroom.</p>
<p>Modifications and Adjustments</p>	<p>During the lesson, students were somewhat distracted by their costumes. To manage this, it was necessary to incorporate a brief activity that allowed them to describe their outfits first, helping them focus on the lesson. Some students struggled to integrate key bilingual terms during their discussions. As a result, more scaffolding was provided, with the relevant vocabulary written in both English and Spanish on the board, and students were encouraged to use it throughout the lesson. Additionally, they were allowed to switch between languages when they had difficulty expressing complex ideas.</p>
<p>Implications and Next Steps</p>	<p>This lesson highlighted the need for more vocabulary practice, particularly in bilingual contexts. Moving forward, I plan to incorporate bilingual word walls and use sentence frames to support students' language development. I'll also dedicate time to reinforcing key terms before presentations. To further develop their understanding of cultural evolution, I'll introduce activities that connect their research to their own cultural identities, encouraging deeper reflections. Personal research projects will be emphasized in</p>

	future lessons to help students build a stronger connection between their learning and real-world cultural dynamics.
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Appendix D. Focus group interview design

Maestría en Ambientes Bilingües de Aprendizaje

Opción de grado III

Formato de entrevista grupo focal.

El propósito de este formato es el de capturar las experiencias y percepciones de los estudiantes antes, durante y después de la implementación de prácticas de translenguaje. Esto incluye comprender cómo se sienten los estudiantes acerca del uso de su repertorio lingüístico completo para aprender inglés y cómo su confianza y participación evolucionan con el tiempo. Adicionalmente, Identificar los desafíos en la implementación del enfoque translenguaje.

Tipo de entrevista: Semi estructurada

- **Participants:** 1 Educator, 7 learners (7 females)
- **Level A1**

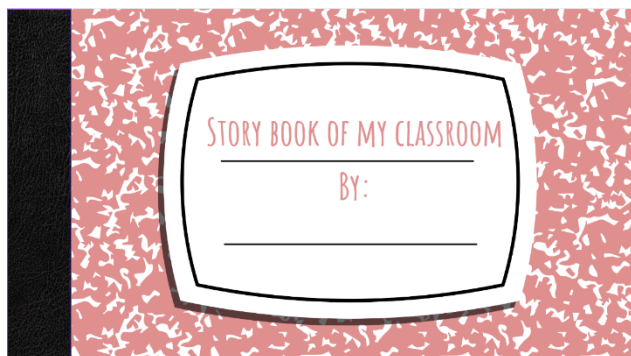
-Researcher Objective: To determine the scope and results of the implementation of pedagogical translanguaging approach for enhancing the English learning process in a group of third grade students at a private school in the city of Bogotá.

-Research Question: What are the scope and results of the implementation of pedagogical translanguaging approach for enhancing the English learning process in a group of third grade students at a private school in the city of Bogotá?

Research question	Sub-focus of research	Interview questions
What are the scope and results of the implementation of pedagogical translanguaging approach for enhancing the English learning process in a group of International Marketing Technology Students at a private university in the city of Medellín?	<ul style="list-style-type: none"> • To implement pedagogical translanguaging approach strategies in the development and completion of class tasks to support the English learning process in a group of third grade students. 	<p>¿Puedes contarme sobre tus experiencias en las actividades de clase de inglés?</p> <p>¿Qué tipo de actividades disfrutas más cuando aprendes inglés?</p> <p>¿Cómo te sientes cuando utilizas el español junto con el inglés durante las actividades de clase?</p>
	<ul style="list-style-type: none"> • To contrast students' perceptions before and after the implementation of pedagogical 	<p>Antes de comenzar con estas nuevas actividades alternando inglés y español,</p>

	<p>translanguaging approach in the English learning process of a group of approach in a group of third grade students.</p>	<p>¿qué te parecía aprender inglés?</p> <p>Ahora que hemos estado haciendo estas actividades en las que combinamos inglés y español por un tiempo, ¿cómo te sientes acerca de aprender inglés en comparación a como era antes?</p> <p>¿Puedes compartir un ejemplo de cómo han cambiado tus sentimientos sobre el aprendizaje del inglés?</p>
	<ul style="list-style-type: none"> To identify the challenges faced in the implementation of pedagogical translanguaging approach in a group of third grade students. 	<p>¿Cuáles crees que son las cosas buenas de aprender inglés utilizando también el español?</p> <p>¿Existió algún desafío o parte difícil en el uso del español al aprender inglés?</p> <p>¿Crees que los dos idiomas te ayudan a aprender mejor? ¿Por qué sí o por qué no?</p> <p>¿Qué haría que aprender inglés fuera aún más agradable o fácil para ti?</p>

Appendix F. Narrative Frames Design



Queridas estudiantes, esta actividad tiene como propósito que ustedes narren o describan su experiencia de aprendizaje en nuestra clase de inglés.
 You can describe and draw in English or Spanish.

My favorite activity was... why?

In my classroom, I feel... I like, I don't like...
 Expreso mis emociones durante la clase de inglés.

I think Spanish is... I think English is..

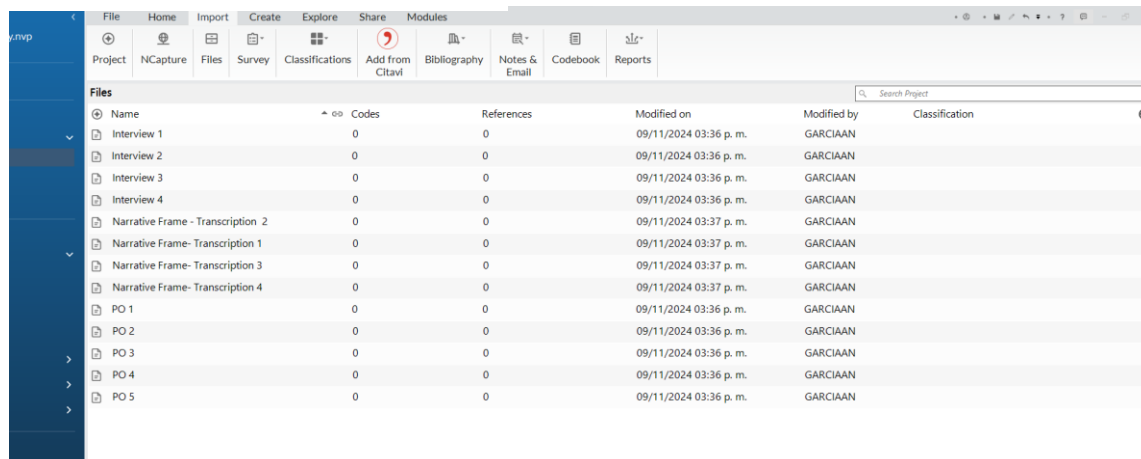
When I use English and Spanish in the classroom I feel...

Appendix G. Task Completion rubric

Student	Date				Lesson#	Total
	Excellent (20-18 points)	Good (17-14 points)	Fair (13-10 points)	Poor (9-0 points)		
Task Completion (20%)	The task is fully completed, and all requirements are met.	Tasks are mostly completed; minor details are missing.	The task is partially completed; several requirements are missing.	The task is mostly incomplete; major requirements are missing.		
Language Accuracy (20%)	Uses grammar and vocabulary accurately; few to no errors.	Some minor errors in grammar and vocabulary.	Noticeable errors in grammar and vocabulary do not impede understanding.	Frequent errors in grammar and vocabulary impede understanding.		
Comprehension and Response (20%)	Demonstrates full understanding of the task and responds appropriately.	Good understanding of the task with mostly appropriate responses.	Basic understanding of the task with some appropriate responses.	Limited understanding of the task with inappropriate responses.		
Content Understanding (20%)	Shows deep understanding of the content; integrates information effectively.	Shows good understanding of the content; most information is accurate.	Shows basic understanding of the content; some information is inaccurate.	Shows limited understanding of the content; much information is inaccurate or missing.		
Teamwork and Collaboration (20%)	Works exceptionally well with others; actively contributes.	Works well with others; contributes adequately.	Works with others; limited contribution.	Struggles to work with others; minimal to no contribution.		

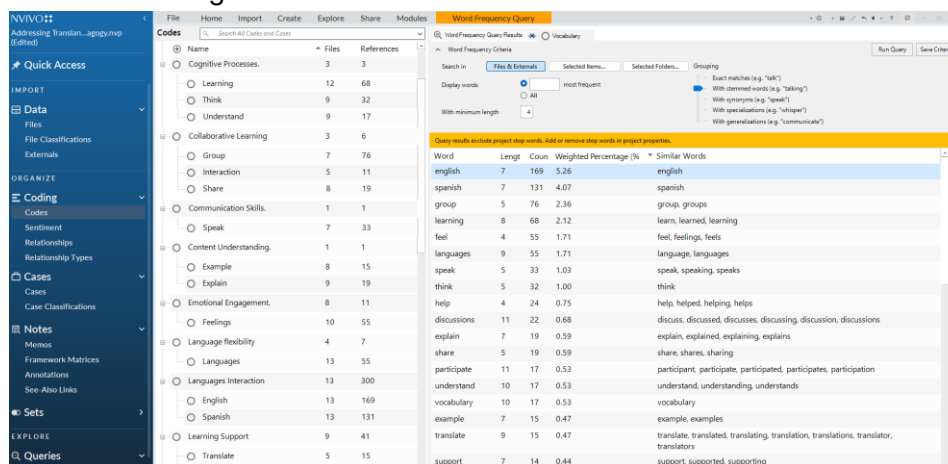
Appendix H. Data processing through NVivo

1. Familiarization with the data.



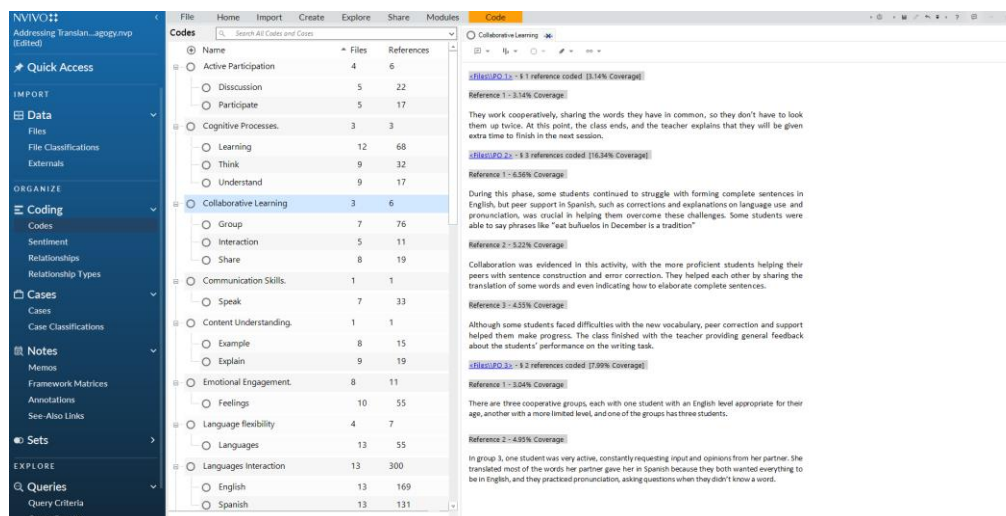
Name	Codes	References	Modified on	Modified by	Classification
Interview 1	0	0	09/11/2024 03:36 p. m.	GARCIAAN	
Interview 2	0	0	09/11/2024 03:36 p. m.	GARCIAAN	
Interview 3	0	0	09/11/2024 03:36 p. m.	GARCIAAN	
Interview 4	0	0	09/11/2024 03:36 p. m.	GARCIAAN	
Narrative Frame - Transcription 2	0	0	09/11/2024 03:37 p. m.	GARCIAAN	
Narrative Frame - Transcription 1	0	0	09/11/2024 03:37 p. m.	GARCIAAN	
Narrative Frame - Transcription 3	0	0	09/11/2024 03:37 p. m.	GARCIAAN	
Narrative Frame - Transcription 4	0	0	09/11/2024 03:37 p. m.	GARCIAAN	
PO 1	0	0	09/11/2024 03:36 p. m.	GARCIAAN	
PO 2	0	0	09/11/2024 03:36 p. m.	GARCIAAN	
PO 3	0	0	09/11/2024 03:36 p. m.	GARCIAAN	
PO 4	0	0	09/11/2024 03:36 p. m.	GARCIAAN	
PO 5	0	0	09/11/2024 03:36 p. m.	GARCIAAN	

2. Initial coding



Word	Length	Count	Weighted Percentage (%)	Similar Words
english	7	169	5.26	english
spanish	7	131	4.07	spanish
group	5	76	2.36	group, groups
learning	8	68	2.12	learn, learned, learning
feel	4	55	1.71	feel, feelings, feels
languages	9	55	1.71	language, languages
speak	5	33	1.03	speak, speaking, speaks
think	5	32	1.00	think
help	4	24	0.75	help, helped, helping, helps
discussions	11	22	0.68	discuss, discussed, discusses, discussing, discussion, discussions
explain	7	19	0.59	explain, explained, explaining, explains
share	5	19	0.59	share, shares, sharing
participate	11	17	0.53	participant, participate, participated, participates, participation
understand	10	17	0.53	understand, understanding, understands
vocabulary	10	17	0.53	vocabulary
example	7	15	0.47	example, examples
translate	9	15	0.47	translate, translated, translating, translation, translations, translator, translators
support	7	14	0.44	support, supported, supporting

3. Grouping codes into themes



Name	Files	References
Active Participation	4	6
Discussion	5	22
Participate	5	17
Cognitive Processes	3	3
Learning	12	68
Think	9	32
Understand	9	17
Collaborative Learning	3	6
Group	7	76
Interaction	5	11
Share	8	19
Communication Skills	1	1
Speak	7	33
Content Understanding	1	1
Example	8	15
Explain	9	19
Emotional Engagement	8	11
Feelings	10	55
Language flexibility	4	7
Languages	13	55
Languages Interaction	13	300
English	13	169
Spanish	13	131

Collaborative Learning

File: PO 1 - 4.1 reference coded [13.14% Coverage]
Reference 1 - 3.14% Coverage:
 They work cooperatively, sharing the words they have in common, so they don't have to look them up twice. At this point, the class ends, and the teacher explains that they will be given extra time to finish in the next session.

File: PO 2 - 4.3 reference coded [16.34% Coverage]
Reference 1 - 5.56% Coverage:
 During this phase, some students continued to struggle with forming complete sentences in English, but peer support in Spanish, such as corrections and explanations on language use and pronunciation, was crucial in helping them overcome these challenges. Some students were able to say phrases like "eat bufalos in December is a tradition".

Reference 2 - 5.22% Coverage:
 Collaboration was evidenced in this activity, with the more proficient students helping their peers with sentence construction and error correction. They helped each other by sharing the translation of some words and even indicating how to elaborate complete sentences.

Reference 3 - 4.55% Coverage:
 Although some students faced difficulties with the new vocabulary, peer correction and support helped them make progress. The class finished with the teacher providing general feedback about the students' performance on the writing task.

File: PO 3 - 4.2 reference coded [17.66% Coverage]
Reference 1 - 3.04% Coverage:
 There are three cooperative groups, each with one student with an English level appropriate for their age, another with a more limited level, and one of the groups has three students.

Reference 2 - 4.95% Coverage:
 In group 3, one student was very active, constantly requesting input and opinions from her partner. She translated most of the words her partner gave her in Spanish because they both wanted everything to be in English, and they practiced pronunciation, asking questions when they didn't know a word.