

Translanguaging Pedagogy Implementation: Strategies for Oral Interaction in an EFL Classroom
Environment.

Jessica Juliana Lagos Solano, Eliana Galindo Ospina y Manuel Oswaldo Triana Alfonso

Facultad de Educación

Universidad Santo Tomás

Maestría en Ambientes Bilingües de Aprendizaje

Directora

M.Ed Sandra Milena Rodríguez Author Note

Jessica Juliana Lagos Solano <https://orcid.org/0009-0008-6928-3893>

jessica.solanolag@usantotomas.edu.co

Eliana Galindo Ospina <https://orcid.org/0009-0002-3400-2015>

doris.ospinagal@usantotomas.edu.co

Manuel Oswaldo Triana Alfonso <https://orcid.org/0009-0004-1378-0592>

manuel triana@usantotomas.edu.co

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Abstract

This action research study examines the influence of Translanguaging Pedagogy on the oral interaction and language learning awareness of sixth-grade English as a Foreign Language (EFL) students at an urban public high school in Ibagué, Tolima, Colombia. Grounded in a critical plurilingual paradigm, the study challenges traditional monolingual immersion mandates by treating the learners' native linguistic repertoire (Spanish) as an essential cognitive and socioemotional scaffold. The methodological design followed a Classroom Action Research (CAR) framework executed across three iterative micro-cycles, utilizing three primary pedagogical artifacts contextualized within locally situated environmental themes, specifically the conservation of the Combeima River. Data were systematically gathered using a qualitative triangulation matrix consisting of Direct Observation Logs, VoiceCast Audio-Visual Production Transcripts, and Student Narrative Framework reflections. The qualitative content analysis revealed that the structured validation of the students' first language significantly mitigated foreign language anxiety, transformed the teacher's role into a flexible mediator of meaning, and enhanced metalinguistic awareness. Quantitatively, the implementation resulted in a remarkable 1.0 growth in academic performance, raising the class oral production rubric average from a baseline of 3.46 to a proficient 4.46. The study concludes that integrating structured translanguaging spaces within public school curricula provides an inclusive, equitable pathway that optimizes both student willingness to communicate and target language performance.

Keywords: translanguaging pedagogy, oral interaction, metalinguistic awareness, socioemotional well-being, public school EFL

Resumen

Este estudio de investigación-acción examina la influencia de la Pedagogía del Translanguaging en la interacción oral y la conciencia del aprendizaje de lenguas de los estudiantes de inglés como lengua extranjera (EFL) de sexto grado en una institución educativa pública urbana en Ibagué, Tolima, Colombia. Fundamentado en un paradigma plurilingüe crítico, el estudio desafía los mandatos tradicionales de inmersión monolingüe al tratar el repertorio lingüístico nativo de los alumnos (español) como un andamiaje cognitivo y socioemocional esencial. El diseño metodológico siguió el marco de la Investigación-Acción en el Aula (CAR) ejecutado a través de tres microciclos iterativos, utilizando tres artefactos pedagógicos principales contextualizados dentro de temáticas ambientales locales, específicamente la conservación del Río Combeima. Los datos se recopilaron sistemáticamente utilizando una matriz de triangulación cualitativa compuesta por diarios de observación directa, transcripciones de producciones audiovisuales (*VoiceCast*) y reflexiones del marco narrativo estudiantil. El análisis de contenido cualitativo reveló que la validación estructurada de la lengua materna de los estudiantes mitigó significativamente la ansiedad hacia la lengua extranjera, transformó el rol docente en un mediador flexible de significados y potenció la conciencia metalingüística. Cuantitativamente, la implementación resultó en un notable crecimiento de 1.0 en el desempeño académico, elevando el promedio de la rúbrica de producción oral del grupo de una línea base de 3.46 a un nivel competente de 4.46. El estudio concluye que la integración de espacios estructurados de translanguaging dentro de los currículos de las escuelas públicas proporciona una vía inclusiva y equitativa que optimiza tanto la disposición de los estudiantes a comunicarse como su desempeño en la lengua meta.

Palabras clave: pedagogía del translanguaging, interacción oral, conciencia metalingüística, bienestar socioemocional, inglés en escuelas públicas

Introduction

Bilingualism and English proficiency are essential skills for academic, professional, and social integration globally. Despite policies promoting English language teaching in Colombia (Ministerio de Educación Nacional [MEN], 2006), a predominantly monolingual approach persists in many educational settings, including urban public high schools in Ibagué. This practice creates a significant gap between bilingual education policies and classroom realities, where the exclusive use of English is often demanded, leading students to silence their mother tongue (Li, 2018). This situation diminishes their willingness to participate orally, directly affecting observable evidence of language interaction and the development of essential productive skills. Limited spontaneous participation, lower confidence when expressing ideas, and sparse opportunities to interact meaningfully in class reflect a level of communicative engagement that still needs to be strengthened in line with curricular expectations focused on communicative competence.

This problematic context highlights the need for transformative pedagogical strategies capable not only of strengthening curricular goals related to oral communication but also of addressing the deeply intertwined social and affective dimensions of language learning. Translanguaging pedagogy, an approach gaining traction in bilingualism studies, represents a just and inclusive vision. It recognizes a student's integrated linguistic repertoire as a singular, dynamic continuum, allowing bilingual individuals to leverage their entire linguistic history for new knowledge construction (Vogel & García, 2017; Baker & Wright, 2017). The difficulty in achieving genuine oral interaction under monolingual logics underscores the relevance of pedagogical translanguaging, which fosters flexible communicative spaces and strategically plans the use of multiple languages to enhance comprehension and learning (Cummins, 2007;

Cenoz & Gorter, 2021). Such practices reinforce curricular dimensions related to interaction, comprehension, and production by enabling learners to express meaning more confidently, negotiate ideas, and engage actively in communication, while also promoting Language Learning Awareness (LLA) through conscious cross-linguistic comparisons.

Within this perspective, the present study aligns with the Bilingualism axis of the Maestría en Ambientes Bilingües de Aprendizaje (MABA) program at Universidad Santo Tomás, as it adopts a sociocritical stance that values the mother tongue and seeks to generate learning environments grounded in linguistic justice and students' socioemotional well-being (Rodríguez & Araque, 2020). From this viewpoint, translanguaging is explored as a transformative strategy to promote oral interaction by opening multiple possibilities for meaningful communication through the use of all available linguistic resources (García & Li Wei, 2014). This orientation implies a deliberate shift in classroom power dynamics, challenging deficit views of students' linguistic practices and fostering what Rodríguez et al. (2024) describe as co-agency—a collaborative process where teachers and students share responsibility to actively reshape their learning environment. By embracing a stance of actionable translanguaging love, the classroom transitions from a rigid linguistic space into an equitable learning ecology that prioritizes empathy, social justice, and the humanization of public school students through the validation of their diverse cultural identities (García & Nuonsy, 2024). Evidence from previous national research, such as Guerrero, Tejada, and Bautista (2024), demonstrates the tangible impact of translanguaging practices on foreign language learning, further supporting the structural and philosophical relevance of this study within the MABA framework.

The study's relevance stems from its potential to strengthen vital oral skills that support

students' future integration, reinforce communicative curriculum goals, and question restrictive monolingual practices in favor of more equitable and dynamic learning spaces within the specific EFL classroom environment. Consequently, the central inquiry guiding this research is: How does the implementation of translanguaging strategies evidence oral interaction in an EFL classroom environment among sixth-grade students in an urban public high school in Ibagué, Tolima, Colombia? The scope limits the study to sixth-grade students in a specific urban public school in Ibagué. To guide this project, the subsequent framework will draw on key constructs related to translanguaging, oral interaction, and EFL classroom dynamics.

Theoretical Framework

The following chapter establishes the epistemological, sociolinguistic, and pedagogical architecture that underpins this investigation, defining the key constructs central to enhancing oral interaction and language learning awareness within a public high school EFL classroom environment in Ibagué. To thoroughly understand the influence of cross-linguistic strategies on sixth-grade learners, this framework rejects traditional, compartmentalized notions of second language acquisition. Instead, it anchors the study within a critical, sociocultural paradigm of language education. The literature is structured around four foundational thematic axes that directly align with the empirical findings of this study: (a) the paradigm shift from additive bilingualism to a plurilingual orientation; (b) Translanguaging as a decolonizing tool for language comprehension; (c) the intersection of Universal Design for Learning (UDL/DUA) and mindset shifts; and (d) the framework of critical interculturality within public learning ecologies.

From Additive Bilingualism to a Plurilingual Orientation

For decades, foreign language pedagogy within the Colombian public educational sector has been heavily dominated by the paradigm of additive bilingualism. This framework operates under the assumption that a bilingual individual possesses two separate, autonomous, and parallel linguistic systems. Consequently, traditional classroom policies enforce a strict monolingual mandate, treating the students' native language (L1) as an intrusive source of phonetic interference or cognitive contamination that must be entirely excluded to achieve target language (L2) proficiency.

Separating languages into rigid silos inadvertently establishes what Santos (2007) terms

Abyssal Thinking—an ideological mechanism that draws an invisible line between "valid" target-language academic discourse and the "invalid," plurilingual realities of the learners' everyday lives. This division forces public school learners to negotiate their identities amid dominant discourses of the ideal monolingual native speaker established by local and international policies (Silva-Alfonso, 2025). English language teaching in Colombia is not neutral; rather, it is embedded within social and political frameworks that shape institutional decisions, educational policies, and, consequently, classroom interaction and students' linguistic identities (Silva-Alfonso, 2025).

To challenge this deficit-based model and advance toward linguistic justice (Baker-Bell, 2020), this study adopts a Plurilingual Orientation. Grounded in the foundational research of Ofelia García and Li Wei (2014, 2022), this orientation posits that multilingual individuals do not manage isolated linguistic compartments; rather, they navigate a singular, integrated, and dynamic communicative repertoire. Bilinguals select and deploy particular features from a unitary linguistic repertoire to make meaning, breaking completely with traditional views of autonomous language systems (García & Li Wei, 2014). By redefining the classroom space around an integrated repertoire model, the pedagogical experience transitions from a subtractive environment into a transformative framework that validates the learner's whole linguistic self as a legitimate vehicle for academic expression.

Building Language Comprehension through Translanguaging

Within a plurilingual orientation, Translanguaging Pedagogy emerges as an approach enabling the conscious and structured use of each second language learner's linguistic repertoire to facilitate deep comprehension and communication (García & Li Wei, 2014). Implementing

this pedagogy allows students to strategically use their full linguistic resources to process information, reduce cognitive load, and increase comprehension during oral tasks. Furthermore, Pedagogical Translanguaging (Cenoz & Gorter, 2021) explicitly activates multilingual resources and fosters the development of metalinguistic awareness through a student-centered approach, where the learner connects new information with their full linguistic repertoire across three key dimensions:

- **Prior Knowledge:** The essential cultural and cognitive starting point for introducing new linguistic content.
- **Scaffolding:** The temporary interactional support that expands and develops the student's multilingual repertoire.
- **Connected Growers:** A dynamic perspective where linguistic systems are interconnected to support effective, organic language skills.

The primary aim of this pedagogical axis is the concurrent development of language and academic skills, making the need for its implementation urgent to raise students' awareness about the usefulness of their multilingual repertoire. Translanguaging functions as a critical space where multilingual learners actively leverage their existing linguistic resources to negotiate complex, high-level academic content (Shim, 2023).

By validating strategic L1 scaffolding, previewing complex tasks in the mother tongue, and encouraging collaborative cross-linguistic dialogue, translanguaging guarantees epistemological access. It ensures that deep critical thinking, textual comprehension, and oral interaction are never artificially capped or restricted by a student's immediate, developing L2 proficiency level.

Shifting the Language Learner's Mindset: Socioemotional Well-being

The psychological and attitudinal dimensions of language acquisition constitute a primary area of interest within contemporary pedagogical fields. In bilingual environments, communication anxiety and the fear of making mistakes are key hindrances to student participation. Oral Interaction is defined as a dynamic, spontaneous, and communicative skill that encompasses answering questions, formulating inquiries, expressing ideas, and sustaining conversations, making it a far more expansive construct than mere passive 'oral participation' (Khatoon, Bibi, & Gul, 2022).

To foster authentic oral interaction, the classroom must undergo an emotional transformation. Linguistic justice (Baker-Bell, 2020) is an anti-racist approach that insists on language equality by validating students' home languages, which directly supports their Socioemotional Well-being (Bericat, 2014), defined as the capacity for managing emotions and building positive relationships. Combined, these concepts emphasize that equitable language practices contribute directly to emotional health, confidence, and belonging.

When students' linguistic identities are legitimized, they are more likely to experience greater confidence and a stronger sense of belonging both inside and outside the classroom. Incorporating translanguaging practices in EFL classrooms creates safer spaces for interaction, fostering greater participation and more consistent oral exchanges, while also challenging traditional monolingual ideologies in education (Lin, 2019; Kleifgen, 2020). Translanguaging strategies allow students to benefit from prior linguistic knowledge, using their native language to express ideas more freely, thereby increasing speaking confidence and consequently reducing anxiety during class participation (García & Li Wei, 2014).

This emotional shift alters the internal anatomy of the classroom by intersecting cross-

linguistic pedagogy with Universal Design for Learning (UDL/DUA) and Differentiated Instruction. This intersection creates what Homi Bhabha (1994) conceptualizes as a *Third Space*—a hybrid pedagogical environment where dual linguistic identities safely coexist to co-construct meaning.

To dismantle the traditional role of the teacher as an absolute linguistic gatekeeper, the curriculum utilizes the principles of UDL to ensure that language does not become a fixed, exclusionary barrier to demonstrating knowledge. By embedding multimodality into lesson designs (Shim, 2023)—incorporating visual speech bubble maps and collaborative audio-visual recordings (*VoiceCast*)—the curriculum provides flexible linguistic pathways. This ensures that all students, including those supported under localized institutional inclusion plans (*PIAR*), can minimize language apprehension and build an uninhibited, active willingness to communicate (Khatoon et al., 2022).

EFL Learning Improvement within Public Institutional Environments

The final pillar of this framework contextualizes language learning within the specific socio-cultural realities of the secondary public institution. Bastidas (2017) defines the EFL Classroom Environment as the specific context for foreign language teaching in secondary institutions. This environment is conceptualized as a multidimensional, dynamic system composed of task orientation, teacher support, and student cooperation (Waluyo & Arsyad, 2022; Ye, 2024), where the physical setting, interpersonal relationships, emotional tone, and pedagogical practices jointly influence student engagement (Pu et al., 2025). Reframing the public school EFL classroom requires moving away from approaches that promote inequities and the supremacy of one language over another, positioning it instead as a locally grounded and

globally connected space where learning interacts directly with students' first language, culture, and lived identity experiences.

This study operationalizes this environment by transitioning from a functional diversity model to a Critical Intercultural paradigm (Walsh, 2009). While a functional approach merely tolerates cultural differences through superficial or tokenistic projects, critical interculturality directly challenges the underlying power structures and linguistic asymmetries that reproduce exclusion in education. Affirming cultural and contextual identity is a non-negotiable prerequisite for sustainable academic success and equity (Lucido et al., 2024).

In this investigation, critical interculturality is manifested by transforming locally situated knowledge—specifically the socio-environmental realities and conservation contexts of the Combeima River in Ibagué—into a primary curricular anchor. By centering foreign language tasks on the students' immediate geographical realities, the curriculum provides an authentic intercultural bridge (Xiao, 2024). Students do not waste cognitive energy grasping the meaning of unfamiliar foreign cultural contexts; instead, they leverage their deep, pre-existing native knowledge of their local environment to scaffold their emerging L2 oral production.

Furthermore, this cross-linguistic approach explicitly cultivates Language Learning Awareness, academically known as Metalinguistic Awareness (MA). This construct represents the learner's conscious ability to reflect upon and manipulate language as an object of study, distinct from its practical, automated use (Baker, 2011; Prilutskaya, 2021). Translanguaging directly enhances metalinguistic awareness because, by strategically comparing and contrasting their languages (L1 and L2) to clarify meaning, students develop a deeper, more explicit understanding of linguistic structures and features (Li, 2018).

This awareness is directly relevant to oral interaction because speaking in a second

language requires learners to make rapid decisions about vocabulary, grammar, and meaning while communicating. When students develop language learning awareness, they become better able to notice when their message is unclear, adjust their language, reformulate ideas, and use available linguistic resources to maintain the conversation (Li, 2018). Therefore, metalinguistic awareness strengthens oral interaction by supporting self-monitoring, meaning negotiation, and sustained participation in communicative exchanges, rather than limiting interaction to memorized or automatic responses.

Argumentative Structure and Theoretical Synthesis

Our central argument contends that translanguaging is a powerful pedagogical strategy that directly addresses oral interaction challenges in our public high school EFL context by fostering linguistic justice and enhancing socioemotional well-being. This framework aligns with García and Li Wei's (2014) bilingualism re-conceptualization, challenging the prevalent monolingual approach in Colombian public EFL settings. Embracing translanguaging strategically leverages linguistic resources for comprehension and expression, supporting our general objective to determine translanguaging's impact on interaction. Empirical studies reinforce the link between translanguaging and increased interaction (Zou & Liu, 2025; Hendricks & Xeketwana, 2024), demonstrating its capacity to boost confidence and active participation.

While the benefits are clear, we critically engage with implementation nuance. We emphasize a balanced approach, ensuring translanguaging facilitates, rather than hinders, target language proficiency (Arias Monterroza & García Contreras, 2023), which is a key consideration for analyzing its strategic implementation within the EFL Classroom Environment (Bastidas,

2017). Drawing upon an integrated view of bilingualism, we understand translanguaging as a strategic tool that validates students' full linguistic repertoires, builds confidence, and explicitly develops language learning awareness. This approach provides a clear pathway for empowering sixth-grade students to become confident oral communicators in English, ultimately contributing to a more inclusive, equitable, and effective learning environment within the public education framework.

Methodological Framework

This research adopts a qualitative approach due to its inherent interest in understanding the complex, situated dynamics of oral interaction that arise from the implementation of translanguaging pedagogy. The purpose is to describe and interpret the experiences and meanings that sixth-grade students jointly construct, specifically focusing on how translanguaging transforms their identity negotiation, mitigates linguistic anxiety, and enhances their Willingness to Communicate (WTC) within the EFL environment. As García and Li Wei (2014) emphasize, translanguaging enables learners to use the full range of their linguistic practices to make meaning, shape experiences, and communicate effectively, positioning it as a powerful lens for interpreting students' communicative behaviors in bilingual classrooms. The approach is grounded in a sociocultural perspective of language, which mandates a flexible methodology capable of capturing the fluid nature of bilingualism, ultimately supporting an action agenda for reform aimed at social change (Creswell, 2012).

To operationalize this inquiry, the study follows a Critical Action Research (CAR) design, primarily framed by the cyclical model of Kemmis and McTaggart (2005). CAR is selected over general Action Research because it integrates the practical goal of improving classroom instruction with a foundational commitment to social critique and linguistic justice. In line with Baker-Bell's (2020) conception of linguistic justice, which advocates for pedagogical practices that affirm students' linguistic identities and challenge inequitable language ideologies, this study seeks to implement translanguaging as a means to promote more equitable EFL learning conditions. Rather than isolating the research goals as disconnected administrative milestones, the operational path of this design is explicitly structured around three interconnected

pedagogical aims. Centrally, the study determines the scope of implementing translanguaging strategies to provide clear evidence of oral interaction within the public school environment. To achieve this, the design first identifies the initial state of oral interaction within a traditionally monolingual-oriented setting. It then moves to enhance interaction through the deliberate design and implementation of tailored pedagogical artifacts—specifically VoiceCast and Narrative Frameworks—built upon the principles of translanguaging. Finally, the scope of this inquiry describes students' perceptions regarding their language learning awareness while establishing their performance and results across the intervention. The objectives of this research directly align with this cyclical approach, seeking to generate significant, evidence-based changes in EFL pedagogical practice (Cohen et al., 2017) across an iterative spiral of planning, acting, observing, and reflecting across three distinct micro-cycles (Ferrance, 2000).

This research strategy is anchored by three strategic principles of translanguaging pedagogy that directly align with the CAR cycle and the design of the student artifacts, weaving the theoretical framework directly into classroom action. The first principle involves creating a Translanguaging Space (Wei, 2011), which directly drives the Action phase of the CAR cycle. The pedagogical artifacts grant students explicit permission to use their full linguistic repertoire, fostering an emotionally safe environment and addressing the project's goal of expanding student WTC. The second principle, promoting Metalinguistic Awareness (Cenoz & Gorter, 2022), is integrated into the Observation and Reflection phases. Through the observation log, the researchers explicitly track how students use their first language (L1, Spanish) to discuss and scaffold target language (L2, English) grammar or structure, leading to evidence-based adjustments in the subsequent action cycle. The third principle, valorizing the Entire Linguistic Repertoire (García & Li Wei, 2014), underpins the Planning and Evaluation phases. By

intentionally integrating locally situated content—such as the environmental reality of the Combeima River—the artifacts validate the students' entire linguistic and cultural identities, ensuring the transformation of the classroom into an equitable learning ecology.

The operationalization of these principles materialized through a structured curriculum consisting of three primary pedagogical artifacts designed for the entire sixth-grade class. This implementation followed a progressive thematic sequence designed to enhance communicative competence. Artifact 1, titled the Combeima Current Facts' Speech Bubble Map, was explicitly designed to establish a baseline for oral interaction and vocabulary development by anchoring language production in the familiar geographical and environmental realities of the Ibagué region. This was followed by Artifact 2, which deployed the VoiceCast Audio-Visual Productions. This artifact directly articulated the principle of creating a translinguaging space by utilizing digital literacy to allow students to record, review, and self-correct their spoken English, using Spanish as an explicit cognitive scaffold to negotiate meaning before recording. Finally, Artifact 3 integrated Narrative Frameworks to assess the expansion of students' metalinguistic awareness and shifts in their communicative mindsets, allowing them to look back on their learning journey and document their reduction in teacher-dependence.

Tabla 1 Structural Articulation of Pedagogical Artifacts and Translinguaging Principles

Curricular Focus	Sixth-Grade EFL Environment / Receptive and Productive Skills
Overarching Theme	Fostering Language Interaction through Regionally Situated Learning Ecologies
Artifact Classification	Design Components, Objectives, and Theoretical Articulation
Artifact 1: <i>Combeima Current Facts' Speech Bubble Map</i>	Evidence Link: Artifact 1 Repository Link Theoretical Articulation with Oral Interaction: Materializes the principle of Valorizing the Entire Linguistic Repertoire (García & Li Wei, 2014). By anchoring initial target language tasks in familiar local contexts (the environmental realities of the Combeima River), it effectively lowers student affective filters. Students utilize

	their first-language cognitive networks to scaffold meaning, ensuring vocabulary acquisition becomes an organic baseline for emerging oral production.
Artifact 2: <i>VoiceCast Audio-Visual Productions</i>	Evidence Link: Artifact 2 Repository Link Theoretical Articulation with Oral Interaction: Operationalizes the principle of Creating a Translanguaging Space (Wei, 2011). This digital audio-visual tool allows students to collaboratively co-construct bilingual dialogue scripts. Spanish is used deliberately as a safe cognitive tool to negotiate meaning, draft ideas, and engage in peer-correction of pronunciation, giving students the linguistic security needed to confidently execute spontaneous oral interaction during the final recording phase.
Artifact 3: <i>Narrative Frameworks & Speech Scripts</i>	Evidence Link: Artifact 3 Repository Link Theoretical Articulation with Oral Interaction: Activates the principle of Promoting Metalinguistic Awareness (Cenoz & Gorter, 2022). This reflective narrative framework requires students to actively compare grammatical and semantic structures between L1 (Spanish) and L2 (English). By reflecting deeply on their own speech production, students develop conscious language learning awareness, mitigate communicative anxiety, and actively track their transition away from teacher dependence.

To represent the operational execution of these cyclical phases within the classroom, the intervention strictly followed the systematic stages of Action Research design.

Figure 1

The Inductive Content Analysis Process

Note. Adapted from Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.



Figure 1 The Inductive Content Analysis Process

Participants' Context and Evolving Demographics

The participant population for this research consists of the entire sixth-grade class at the Institución Educativa Técnica INEM Manuel Murillo Toro in Ibagué. The selection of this group was achieved through purposive and convenience sampling, identifying a demographic at a critical developmental stage where oral communication in English is vital, yet facing limited exposure to meaningful target language interaction. To fully comprehend the classroom as a dynamic learning ecology, Table 2 outlines the precise sociodemographic, behavioral, and inclusive configurations of the participants.

Tabla 2 Sociodemographic and Behavioral Matrix of the Participant Group

Metric / Attribute	Group Description and Data
Course / Group	Sixth Grade (6th Grade)
Total Participants	22 Students
Age Range	11–13 years old
Gender Distribution	12 Boys / 10 Girls
Birthplace Context	100% native Spanish-speakers; primarily born in Ibagué (Tolima), with rural-to-urban migration backgrounds.
LLE Behavior & Attitudes	<i>Keywords:</i> Monolingual anxiety, communicative silence, high teacher-dependence, defensive reservation. <i>Description:</i> Students initially exhibit high levels of linguistic anxiety and a pronounced fear of negative evaluation, leading to a defensive stance during oral tasks. Spontaneous participation is rare, and students heavily rely on the teacher as an absolute mediator, preferring silence over risk-taking in English.
Inclusive Education Focus (DUA)	One student within the group is actively supported under a DUA (Universal Design for Learning) pedagogical plan due to specific learning and attention diversities. Translanguaging directly scaffolds this student's engagement by offering flexible, low-anxiety linguistic avenues for self-expression.

While all 22 students detailed above participated in the primary classroom interventions and micro-cycles, a smaller, representative sample of eight to nine students (approximately 40% of the class) was purposively selected to participate in the qualitative focus groups at the end of the study. This sub-sampling strategy was utilized to ensure rich data saturation regarding

personal perceptions of WTC, emotional shifts, and individual experiences with the translanguaging strategy.

Data Collection Instruments and Methods

To capture the complex, situated sociolinguistic transformations occurring within this sixth-grade classroom ecology, the empirical phase of this Critical Action Research (CAR) design deployed a rigorous framework of qualitative and systematic data collection. Rather than relying on a single source of evidence, this study prioritizes data triangulation to guarantee construct validity, neutralize subjective researcher bias, and achieve a multifaceted understanding of the student interaction patterns (Creswell, 2012). Every empirical instrument utilized in this study was subjected to a formal process of Expert Judgment to verify theoretical coherence, clarity of language, and age-appropriateness for the selected public school demographic.

Table 3 provides a comprehensive breakdown of this study's triangulation matrix, detailing the systematic alignment between each instrument, its primary qualitative or quantitative function, and its foundational academic grounding.

Tabla 3 Data Triangulation Matrix: Instruments, Primary Objectives, and Theoretical Grounding

Instrument Name	Methodological Type	Primary Research Purpose	Operational Definition and Academic Citation	Expert Validation Status
Oral Production & Artifact Rubric	Quantitative / Systematic	To systematically measure and track progressive shifts in students' oral interaction, target language (L2) fluency, Willingness to Communicate (WTC), and strategic translanguaging	A structured evaluation mechanism utilizing predefined performance criteria and standardized scoring scales to ensure consistent, objective assessment of student language output (Hernández-	Fully Validated



		execution across the three iterative micro-cycles.	Sampieri et al., 2014).	
Direct Observation Log	Qualitative / Participatory	To serve as a continuous, systematic record of authentic classroom events, capturing spontaneous instances of cross-linguistic scaffolding, evolving interactional patterns, and emerging socioemotional factors within the group dynamics.	A direct, qualitative observation tool designed to document the situated, natural use of students' complete linguistic repertoires within a structured translanguaging learning ecology (Cohen et al., 2017; Wei, 2011).	Fully Validated
Focus Group Moderator Guide	Qualitative / Interpretive	To explore and document students' subjective perceptions, personal insights, linguistic anxiety mitigation, and experiential confidence regarding the implementation of translanguaging strategies.	A semi-structured collective discussion framework that encourages the collaborative co-construction of meaning among participants to harvest rich, nuanced experiential data (Angrosino, 2012; Creswell & Poth, 2018).	In Progress(Pending final expert submission)

Bioethical Compliance, Informed Consents, and the CEBIC Protocol

Because this study involves qualitative interaction with minors within a public school setting, the research design adheres strictly to the rigorous bioethical frameworks mandated by the Comité de Ética Bioética en Investigación Científica (CEBIC) of Universidad Santo Tomás. The CEBIC protocol is a vital institutional mechanism that ensures all scientific and pedagogical

inquiries uphold human dignity, social justice, and total transparency. In compliance with these bioethical standards, formal, written informed consent and assent processes were systematically applied to all participants and their legal guardians prior to the intervention. These legal instruments guaranteed complete anonymity, voluntary participation, and data protection, ensuring that student voices and VoiceCast transcriptions were used strictly for academic validation.

To review the institutional certification and complete ethical alignments, the official verification can be reviewed via the [CEBIC Protocol Institutional Repository Link](#). Furthermore, the complete, signed templates showing the legal permissions are archived and accessible through the [Informed Assents Appendix Drive Link](#).

Data Analysis Procedures

Following data collection, the evidence was processed using a rigorous inductive content analysis approach within an exploratory case study framework, strictly following the four operational stages outlined by Creswell (2012, 2014). The process began with Data Organization, preparing raw data from the VoiceCast transcriptions, observation logs, and the narrative framework scripts. Through Initial Coding, the text was segmented into preliminary units of meaning, such as instances of anxiety, phonetic interference, or spontaneous mother tongue use. In the Cross-Common Coding and Triangulation stage, these preliminary codes were cross-referenced across all three instruments to identify recurring interactional patterns.

Ultimately, this inductive process led to the final Categorization of the data into three major emerging themes that directly address the research question: Building Language Comprehension through Translanguaging (encompassing codes like understanding from the

mother tongue and the teacher's changing role as a mediator), Shifting the Language Learner's Mindset (capturing challenges, emotions, and the generation of a positive, secure learning environment), and EFL Learning Improvement (tracking student engagement, emerging oral skills, and the 1.0 quantitative grade increase from 3.46 to 4.46). This content analysis allowed the researchers to move from raw, localized data to an interpretive, comprehensive assessment of how translanguaging acts as a powerful pedagogical tool to cultivate active, uninhibited oral participation.

Figure 2

The Inductive Content Analysis Process

Note. Adapted from Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

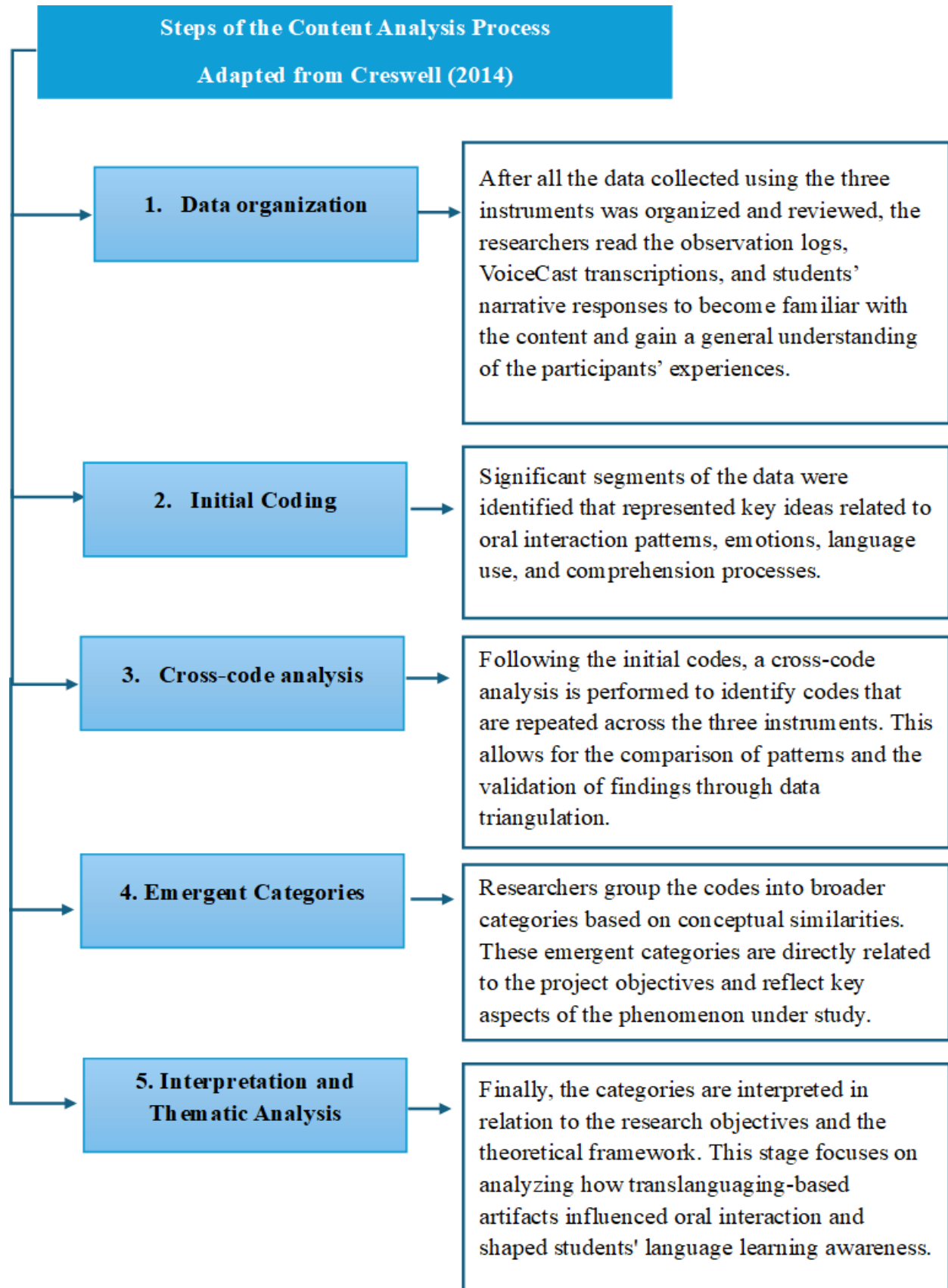


Figure 2 The Inductive Content Analysis Process

Research Chronology and Timeline

To illustrate the chronological operationalization of this inquiry within the public institution, a structured five-stage timeline was executed over a five-month period. This chronological progression outlines the transition from preliminary administrative preparations to the final stages of qualitative data analysis.

Figure 3 displays the systematic Gantt chart mapping out the weekly distribution and current execution status of each research phase.

Figure 3

Gantt Chart of the Translanguaging Pedagogy Implementation

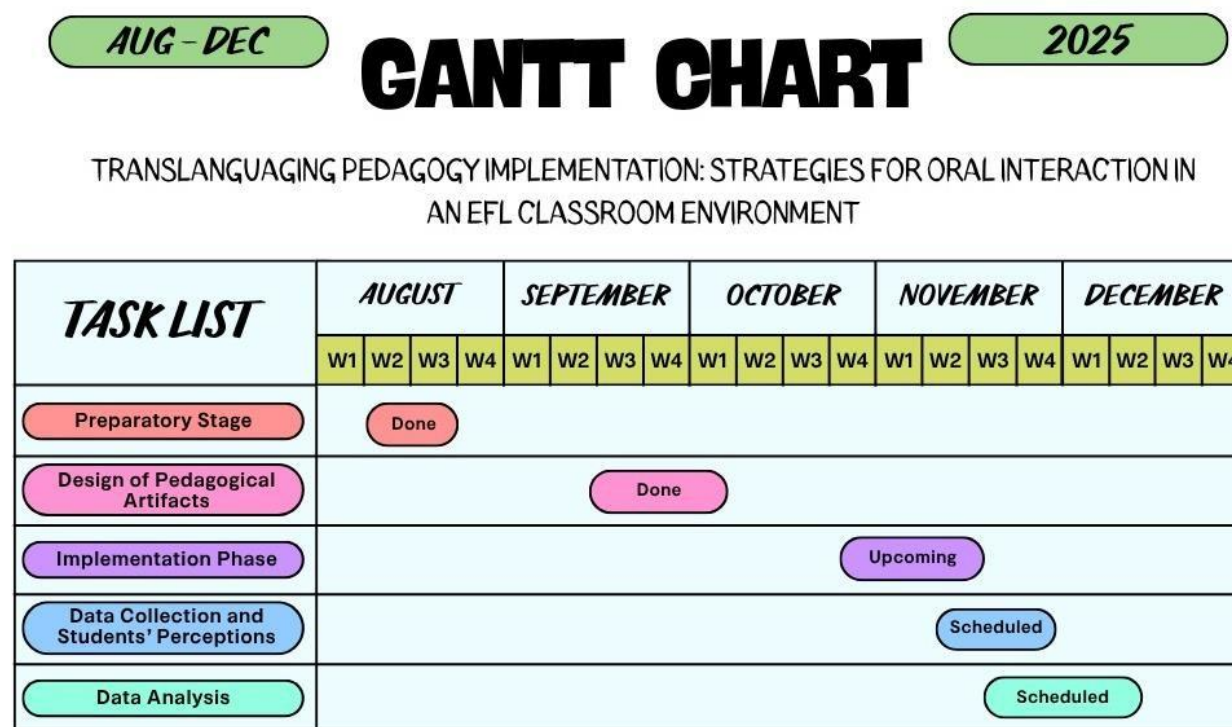


Figure 3 Gantt Chart of the Translanguaging Pedagogy Implementation

Analysis of Results and Discussion

The following section presents the systematization and organization of the data collected through three different research instruments: classroom observation, VoiceCast recordings, and the narrative framework. It is structured around the emerging categories that arose during the analysis process, which aim to respond to the research question regarding how the implementation of translanguaging strategies evidence oral interaction in an EFL classroom environment among sixth-grade students in a public urban school in Ibagué, Tolima, Colombia.

In this sense, Table 4 integrates key codes identified in each instrument, allowing for a comprehensive understanding of students' communicative processes, their emotional and linguistic challenges, and the pedagogical dynamics that influence their participation. The observation instrument highlights initial factors such as lack of confidence, anxiety, teacher dependence, and the use of the mother tongue, which frame the context in which oral interaction occurs.

Meanwhile, the VoiceCast data provides insight into students' emerging oral skills, including aspects such as communicative intention, conceptual transfer from L1 to L2, phonetic and prosodic interference, and the development of linguistic awareness within contextualized interactions. Additionally, the narrative framework complements this analysis by emphasizing the role of translanguaging, scaffolding, teacher–student interaction, and the creation of a positive and safe learning environment that fosters motivation and willingness to communicate. Altogether, this table offers an integrated view of how translanguaging operates as a pedagogical strategy that not only supports comprehension and language development but also encourages more active and meaningful oral participation among learners.

Central Research Question: *How does the implementation of translanguaging strategies evidence oral interaction in an EFL classroom environment among sixth-grade students in an urban public high*

school in Ibagué, Tolima, Colombia?

Tabla 4 Inductive Triangulation Matrix: Categories, Subcategories, and Grounded Instrument Codes

Emerging Core Categories	Structural Subcategories	Instrument 1: Observation Log Codes	Instrument 2: VoiceCast (VC) Transcripts	Instrument 3: Narrative Framework (SB) Scripts
Category 1: Building Language Comprehension through Translanguaging	1A. Understanding from the mother tongue 1B. Teacher's role as a mediator / changing roles 1C. EFL awareness development	• Mother tongue scaffolding • Teachers' changing pedagogical roles • Linguistic awareness tracking	VC1: Linguistic awareness, context meaning, context interaction VC2: Linguistic awareness, context-based meaning	SB1: Teacher-student interaction, teacher acknowledgement SB2: Teacher-student interaction SB3: Translanguaging, mother tongue use, vocabulary development, scaffolding SB10/SB11: Translanguaging, mother tongue use, comprehension enhancement, learning efficiency
Category 2: Shifting the Language Learner's Mindset	2A. Challenges and emotional factors 2B. Safe & positive learning environment 2C. Contextual meaning for interaction 2D. Anxiety reduction & reduced teacher dependence	• Lack of confidence • Communicative anxiety • Heavy teacher dependence	VC1: Lack of confidence VC3: Message breakdown, script-dependence, segmented fluency VC5: Spontaneous translanguaging execution	SB1: Positive learning environment, student motivation SB2: Student challenges & emotions, engaging pedagogical strategies SB4: Student challenges, motivation, engagement, safe environment, teacher acknowledgement SB5: Willingness to Communicate (WTC), safe environment, challenges/emotions, feedback/correction loops SB6/SB7/SB8: Student

				motivation, emotional challenges, positive environment, teacher acknowledgement
Category 3: EFL Learning Improvement	3A. Student engagement & performance levels 3B. Emerging oral skills (scaffolding, vocabulary, pronunciation) 3C. Cross-linguistic conceptual transfer (L1 $\rightarrow$ L2)	• Conceptual transfer (L1 $\rightarrow$ L2) • Phonetic interference patterns • Spontaneous oral performance	VC1/VC2: Emerging oral skills VC3: Emerging oral skills, conceptual transfer, contextual scaffolding VC4: Emerging oral skills, self-correction awareness, pattern repetition success, phonological approximation, communicative intention, linguistic awareness VC5: Pronunciation development, prosodic interference, linguistic awareness, mother tongue reliance	SB3: EFL learning improvement, vocabulary development SB4: Spontaneous L2 use, student engagement SB5: Feedback/correction process metrics SB6/SB7: Emerging oral skills, scaffolding loops, spontaneous L2 use, EFL performance difficulties tracking SB9: Mother tongue use, scaffolding, Willingness to Communicate (WTC), student emotions/motivation, positive environment, teacher-student interaction, engaging activities SB11: Scaffolding, student motivation, comprehension enhancement, learning efficiency, teacher effectiveness

Building Language Comprehension through Translanguaging

This core category addresses how the structured implementation of translanguaging strategies facilitated target language comprehension and transformed the communicative dynamics within the sixth-grade EFL classroom. Rather than viewing the students' native language (L1, Spanish) as a barrier to acquisition, the pedagogical intervention treated the learners' full linguistic repertoire as an essential

cognitive scaffold. By analyzing the data gathered across the three micro-cycles, this inductive process revealed how the strategic orchestration of cross-linguistic practices systematically lowered affective barriers, enhanced semantic clarity, and reshaped the teacher's role from an absolute gatekeeper into a flexible mediator of meaning.

Understanding from the Mother Tongue

The empirical evidence demonstrates that allowing students to strategically draw upon their L1 acted as a powerful tool to deconstruct complex target language structures. During the initial phases of the intervention, field notes from the *Direct Observation Log* highlighted a pervasive state of communicative silence, where students preferred defensive reservation over active participation due to monolingual anxiety. However, when students were granted explicit permission to anchor their comprehension in familiar semantic networks, a noticeable shift occurred.

For instance, raw data samples from the VoiceCast Audio-Visual Productions (VC1 and VC2) reveal that students utilized Spanish not to bypass the target language, but to negotiate and co-construct contextual meaning. Instead of experiencing complete message breakdown when encountering unfamiliar vocabulary, students in these samples safely deployed their mother tongue to build a cognitive bridge toward L2 production. This cross-linguistic scaffolding allowed them to clarify instructions, verify conceptual understanding with their peers, and validate their emerging linguistic awareness.

This behavior directly supports the assertions of García and Li Wei (2014), who argue that translanguaging does not emerge as a sign of linguistic deficiency; rather, it represents a highly sophisticated cognitive process wherein bilingual learners intentionally activate different sectors of their unified linguistic repertoire to maximize communicative potential and deepen text comprehension.

Teacher's Role as Mediator

The implementation of translanguaging strategies not only altered student performance but significantly transformed the teacher's role within the classroom ecology. In a traditional monolingual setting, the educator often functions as an absolute linguistic gatekeeper, a dynamic that data from the *Direct Observation Log* linked to high levels of teacher dependence and student defensive silence. However, by adopting a translanguaging framework, the teacher's role shifted dynamically toward becoming a flexible mediator of multilingual meaning.

The qualitative evidence from the Narrative Framework scripts (SB1, SB2, and SB11) explicitly highlights this shift. In SB1 and SB2, students identified *Teacher-Student Interaction* and *Teacher Acknowledgement* as critical turning points in their learning experience. When the teacher actively validated the students' use of their native language to brainstorm and organize ideas, rather than penalizing it, a more equitable communicative environment emerged.

Furthermore, the data in SB11 demonstrates *Teacher Effectiveness* through targeted mediation. Instead of providing direct translations, the instructor utilized the students' L1 responses as a pedagogical spring-board to negotiate meaning and co-construct L2 vocabulary. This strategic shift from strict language policing to flexible mediation effectively reconfigured the classroom hierarchy, creating a collaborative space where student expression was prioritized over rigid monolingual perfectionism.

EFL Awareness Development

The final subcategory under this thematic pillar examines how the strategic use of cross-linguistic resources directly fostered the development of students' conscious language learning awareness. Rather than fostering a passive reliance on Spanish, the purposeful juxtaposition of both languages allowed the sixth-grade learners to develop an active, metalinguistic understanding of how

language operates.

This development is robustly evidenced in the final student narrative reflections (SB3, SB10, and SB11). In SB3, data segments related to *Vocabulary Development* and *Scaffolding* reveal that students consciously utilized their L1 to map out semantic fields, which they then systematically translated and adapted into target language structures.

Similarly, the evidence in SB10 and SB11 explicitly links translanguaging to *Comprehension Enhancement* and *Learning Efficiency*. Students reported that being allowed to compare grammatical and structural features between Spanish and English gave them a clearer cognitive roadmap of the target language. By consciously tracking their own language use through these artifacts, students shifted from rote memorization to an interpretive understanding of EFL structures. This elevated language awareness not only accelerated vocabulary acquisition but also minimized the cognitive fatigue typically associated with forced monolingual processing in early-stage foreign language environments.

Shifting the Language Learner's Mindset

This core category examines the psychological, emotional, and attitudinal shifts experienced by the sixth-grade students during the pedagogical intervention. Within the initial socio-demographic profile of the group, learners consistently exhibited patterns of communicative silence, high teacher-dependence, and defensive reservation when faced with oral production in English. This section analyzes how the deliberate creation of a structured translanguaging space acted as an emotional buffer, systematically dismantling linguistic anxiety and cultivating a heightened willingness to participate.

Overcoming Affective Barriers and Defensive Reservation

The qualitative data reveals that the primary obstacles to oral interaction were not exclusively cognitive, but heavily rooted in a fear of negative evaluation and monolingual anxiety. In the early

stages of the fieldwork, forcing a strict target-language-only policy resulted in immediate psychological withdrawal.

The empirical evidence from VoiceCast Transcripts (VC3) heavily documents this initial friction, displaying high markers of *script-dependence*, *message breakdown*, and *segmented fluency*. When students were disconnected from their native linguistic resources, their oral execution fractured, leading to communicative frustration.

However, the introduction of the translanguaging artifacts drastically altered this emotional trajectory. As evidenced in the Narrative Framework scripts (SB4 and SB5), providing students with a safe, flexible linguistic environment allowed them to process their *Challenges and Emotions* constructively. By validating the mother tongue as a natural psychological tool, the artifacts lowered the students' affective filters. Consequently, the defensive reservation recorded in the initial observation logs began to decay, shifting from a state of anxious silence to a state of active, low-anxiety linguistic experimentation.

Cultivating a Safe Environment and Willingness to Communicate (WTC)

Once the immediate threat of linguistic punishment was removed, the classroom successfully transitioned into a supportive learning ecology. The cultivation of this *Positive and Safe Learning Environment* is robustly cross-referenced across SB4, SB5, and VoiceCast sample VC5.

In SB5, data segments explicitly connected to *Willingness to Communicate (WTC)* show that students felt a heightened sense of communicative security when they realized that errors were treated as natural components of a bilingual continuum rather than absolute failures. This safe space redefined the *Feedback and Correction Process*; peer-correction became collaborative rather than punitive, as students used spontaneous L1 scaffolding to help each other correct pronunciation during the drafting phases.

This behavioral evolution culminated in VC5, where students demonstrated a marked reduction in teacher-dependence. Instead of waiting for the educator to mediate every syllable, students in VC5 autonomously leveraged their combined linguistic repertoires to sustain spontaneous interactions. This finding beautifully aligns with Wei's (2011) theory of the *Translanguaging Space*, which posits that a multilingual classroom layout inherently creates a secure social and cognitive territory where learners gain the agency, confidence, and linguistic flexibility necessary to speak without inhibition.

EFL Learning Improvement

This final core category assesses the tangible linguistic and academic advancements achieved by the sixth-grade students during the pedagogical intervention. While the previous categories established how translanguaging enhanced comprehension and mitigated emotional barriers, Category 3 explicitly tracks how these psychological shifts translated into measurable foreign language performance. The triangulation of data reveals that strategic cross-linguistic scaffolding directly accelerated vocabulary development, enhanced phonological approximation, and generated a substantial, quantifiable increase in the students' overall academic performance.

Quantitative Performance Shifts and Student Engagement

The primary indicator of the intervention's academic success is evidenced by the clear upward trajectory of the students' formal evaluations. Before the implementation of the translanguaging micro-cycles, the group baseline score on traditional, monolingual-oriented oral tasks stood at a low passing average of **3.46**. This reflected the pervasive communicative silence and heavy teacher-dependence detailed in the initial observation logs.

Following the deployment of the three tailored pedagogical artifacts, the systematic application of the *Oral Production & Artifact Rubric* recorded a remarkable 1.0 quantitative grade increase, raising

the class average to a proficient 4.46. As highlighted in the Narrative Framework scripts (SB4 and SB11), this measurable growth was directly tied to a surge in *Student Engagement* and *Learning Efficiency*. Students were no longer paralyzed by the threat of cognitive overload; instead, the freedom to utilize their entire linguistic repertoire kept them deeply invested in completing tasks, transforming passive classroom observers into active, productive language users.

Emerging Oral Skills and Phonological Approximation

Beyond the statistical grade increase, the qualitative data from the VoiceCast Audio-Visual Productions (VC3 and VC4) provides definitive proof of emerging target language development. In VC3, early micro-cycle speech samples displayed heavy *segmented fluency* and *prosodic interference* from the native language. However, by the time students engaged with VC4, a sophisticated evolution in oral skills became apparent.

The transcripts in VC4 robustly document high frequencies of *self-correction awareness* and *pattern repetition success*. Rather than abandoning a sentence when facing an unfamiliar L2 term, students used brief L1 inserts to maintain their *communicative intention*, quickly followed by successful *phonological approximations* of the correct English terms. Furthermore, data segments in SB3 and SB7 confirm that this strategic scaffolding loop led to sustainable *vocabulary development* and *pronunciation improvement*, allowing the young learners to master complex linguistic structures by anchoring them to their existing phonetic networks.

Cross-Linguistic Conceptual Transfer

The final component of this linguistic improvement lies in the execution of *Conceptual Transfer* ($L1 \rightarrow L2$), driven by the regionally situated design of the artifacts. By anchoring the activities in local environmental realities—specifically the conservation contexts of the Combeima River

in Ibagué—the students had an immediate, deeply familiar cognitive framework to draw upon.

According to the VoiceCast transcripts (VC4 and VC5) and cross-referenced with the *Direct Observation Logs*, students effortlessly transferred complex environmental concepts from Spanish into English. Because they already understood the geographical and ecological significance of the Combeima River in their native tongue, they did not have to waste cognitive energy grasping the *meaning* of the content. Instead, they focused entirely on mapping that existing knowledge onto new EFL vocabulary structures. This fluid cross-linguistic transfer proves that validating a student's localized cultural identity directly enhances their capacity to navigate and produce complex academic discourse in a foreign language.

Conclusions and Recommendations

This final chapter presents the strategic conclusions and pedagogical recommendations derived from the critical action research implementation of translanguaging pedagogy with the sixth-grade class at Institución Educativa Técnica INEM Manuel Murillo Toro. The insights detailed below directly address the central research question by triangulating the qualitative and quantitative transformations observed across three operational micro-cycles. Furthermore, this chapter outlines actionable recommendations for future research and institutional policy within public school foreign language frameworks.

Conclusions

The primary conclusion of this inquiry establishes that the intentional implementation of translanguaging strategies functions as an empowering pedagogical tool that successfully evidences and enhances oral interaction in the EFL classroom. By systematically dismantling the rigid "target-language-only" barrier, the classroom evolved from a space of defensive reservation and communicative silence into a collaborative bilingual ecology. The strategic validation of the students' L1 (Spanish) did not hinder English acquisition; rather, it served as an essential cognitive and psychological scaffold that allowed learners to negotiate meaning, co-construct dialogue scripts, and execute oral production tasks with heightened autonomy.

Secondly, the study demonstrates that the affective benefits of translanguaging are directly intertwined with measurable linguistic improvement. The qualitative reduction of language anxiety and the mitigation of fear of negative evaluation directly led to a surge in students' Willingness to Communicate (WTC). This psychological shift materialized quantitatively through the application of the *Oral Production & Artifact Rubric*, which recorded a substantial 1.0 quantitative grade increase, raising

the class average from 3.46 to 4.46. This statistical shift confirms that providing a low-anxiety, flexible linguistic space directly optimizes learning efficiency and performance metrics in early-stage foreign language environments.

Finally, the research concludes that anchoring pedagogical artifacts in regionally situated learning ecologies—such as the environmental realities of the Combeima River—accelerates cross-linguistic conceptual transfer. When students possess an intimate, pre-existing knowledge structure in their native tongue, their cognitive load is significantly minimized. This allows them to focus their mental processing entirely on acquiring and refining emerging L2 oral skills, phonological approximations, and self-correction awareness. Consequently, localizing content serves a dual purpose: it validates the students' cultural identities while providing a concrete baseline for authentic language production.

Recommendations

Based on the empirical findings and the pedagogical transformations observed throughout this action research cycle, the following recommendations are put forward:

- **For In-Service EFL Educators:** It is highly recommended to transition away from punitive monolingual classroom layouts that enforce absolute target-language production too early. Teachers should deliberately integrate structured translanguaging spaces within their lesson planning, utilizing tools like bilingual scripting and collaborative audio-visual tasks (e.g., *VoiceCast*) to support low-proficiency or anxious learners.
- **For Institutional Policy and Differentiated Instruction (DUA):** School leadership and English departments should incorporate translanguaging principles into their institutional quality manuals and curriculum designs. This pedagogical flexibility should be actively leveraged as a Universal Design for Learning (DUA) strategy to provide inclusive, low-anxiety learning pathways for

students with diverse attention and learning styles.

- **For Future Research and the Theoretical Framework:** As this thesis transitions into the development of its Theoretical Framework (Chapter 2), future writing must deeply explore the intersection between *Critical Action Research*, Ofelia García's *Unified Linguistic Repertoire*, and Baker-Bell's *Linguistic Justice*. Future studies should expand on this baseline by tracking the long-term sustainability of translinguaging strategies across higher grade levels (such as tenth and eleventh grades) to observe its impact on more complex, advanced productive language skills.

Contributions to Bilingual Learning Environments (BLE)

This critical action research study directly enriches and expands the notion of a Bilingual Learning Environment (BLE) within the academic framework of the Master's program at Universidad Santo Tomás. By systematically implementing Translanguaging Pedagogy in a sixth-grade classroom at the INEM Manuel Murillo Toro—an urban public high school in Ibagué—this project transcends traditional, restrictive monolingual immersion mandates that dominate English as a Foreign Language (EFL) education. Rather than treating languages as isolated, parallel codes, this study anchors its impact on an equitable learning ecology where the students' integrated linguistic repertoire is validated as an indispensable cognitive, evaluative, and socioemotional scaffold. Following the institutional vision established by Rodríguez (2022, 2024), this proposal transforms the bilingual classroom from a space of linguistic pressure into a dynamic scenario of co-agency, where human diversity is embraced as an asset rather than an obstacle.

Through the strategic deployment of pedagogical artifacts contextualized within locally situated environmental themes—specifically the conservation of the Combeima River—the research demonstrates how a BLE can bridge learners' immediate geographical realities with target language objectives. Utilizing tools like the *Combeima Current Facts' Speech Bubble Map* and *VoiceCast* audio-visual productions, this project materializes a profound shift in classroom power dynamics. The conscious validation of the mother tongue (Spanish) did not cause communicative interference; instead, it established a hybrid pedagogical "Third Space". In this space, young learners safely used their L1 to reduce cognitive load, deepen complex conceptual understandings, and co-construct dialogue scripts before executing their final oral production in English. This flexible approach embodies what García and Nuonsy (2024) define as "Actionable Translanguaging Love"—a pedagogical stance that prioritizes social justice, empathy, and the humanization of the educational process by valuing the student's voice over rigid grammatical perfection.

From a socioemotional and inclusive perspective, this intervention directly addresses the challenges of equity outlined in Sustainable Development Goals 4 (Quality Education) and 10 (Reduced Inequalities). Dismantling punitive, monolingual-only policies significantly mitigates foreign language anxiety and deconstructs the defensive reservation or communicative silence common in Colombian public school classrooms. A landmark example of this inclusion in practice involved a student with a pre-existing speech barrier. Upon encountering a BLE that valued the substance of her discourse and the fluidity of her repertoire over physical limitations, she achieved an oral performance superior to that of her peers. This empirical evidence proves that successful BLEs must act as engines for social justice, eliminating the feelings of "incompetence" historically imposed by traditional, exclusionary methods.

Finally, the academic and evaluative contributions of this study reconcile the tensions between standardized linguistic policies and local institutional realities. By shifting from traditional grading to alternative assessment, this project implemented rubrics focused on authentic communicative performance rather than isolated structural precision (Brown, 2004). This curricular flexibility resulted in a remarkable 1.0 growth in academic performance, raising the group's baseline oral interaction average from a borderline 3.46 to a proficient 4.46. This statistical growth demonstrates that language learning awareness (*EFL Awareness*) and cross-linguistic conceptual transfer are accelerated when students reflect critically on their unified linguistic repertoire. Furthermore, by embedding alternative assessment and flexible linguistic pathways, this approach aligns with Universal Design for Learning (UDL) principles. It offers a practical roadmap for public education, proving that sustainable bilingual environments depend on our capacity to foster active participation, critical thinking, and systemic equity.

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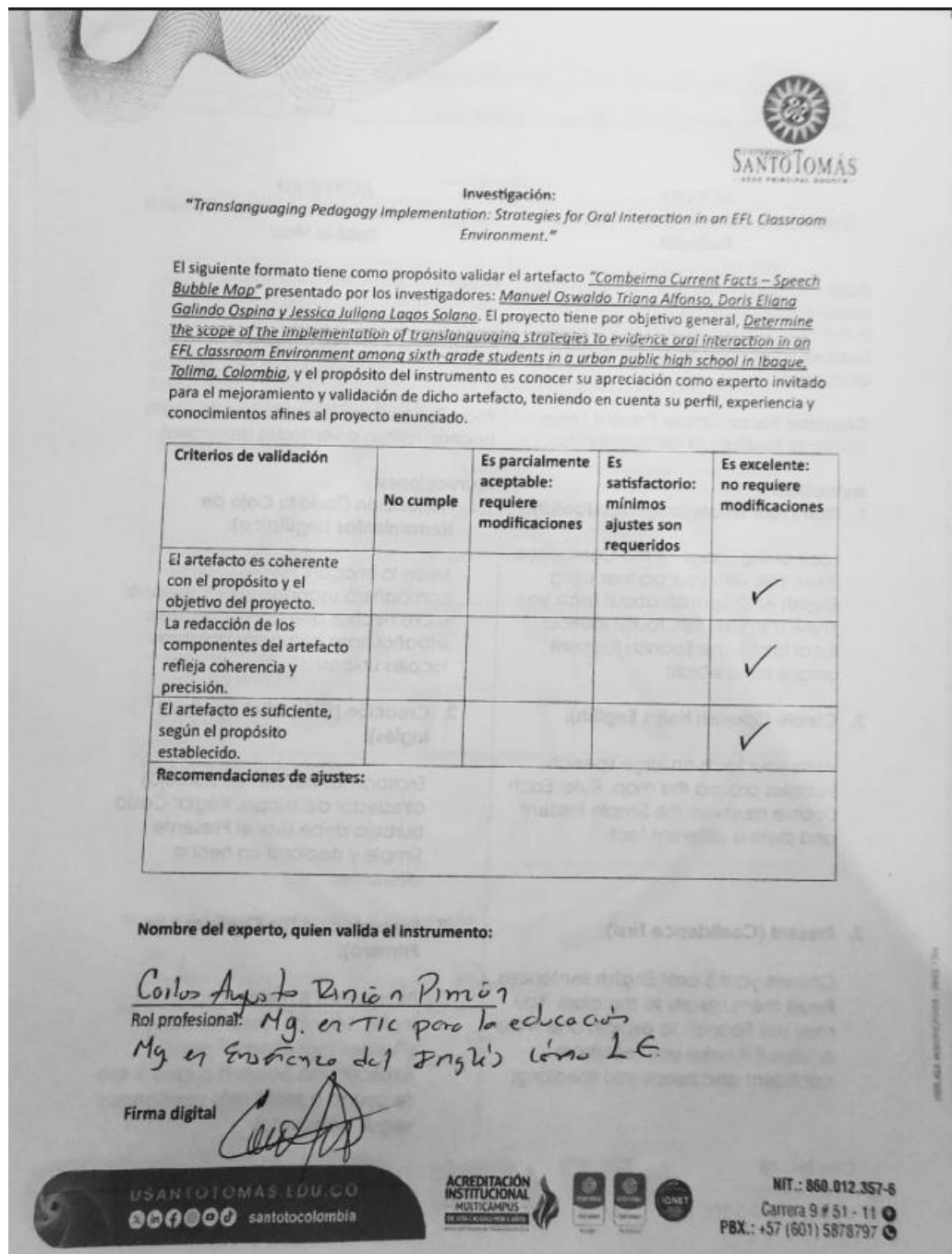
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Appendix A

Research Instrument Design and Expert Validation Forms

Instrument Validation Sheet (For Artifact 1)




SANTOTOMÁS
SEDE PRINCIPAL BOGOTÁ

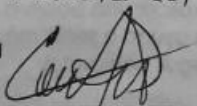
Investigación:
"Translanguaging Pedagogy Implementation: Strategies for Oral Interaction in an EFL Classroom Environment."

El siguiente formato tiene como propósito validar el artefacto "Combeima Current Facts - Speech Bubble Map" presentado por los investigadores: Manuel Oswaldo Triana Alfonso, Doris Eliana Galindo Ospina y Jessica Juliana Lagos Salano. El proyecto tiene por objetivo general, Determine the scope of the implementation of translanguaging strategies to evidence oral interaction in an EFL classroom Environment among sixth-grade students in a urban public high school in Ibaque, Tolima, Colombia, y el propósito del instrumento es conocer su apreciación como experto invitado para el mejoramiento y validación de dicho artefacto, teniendo en cuenta su perfil, experiencia y conocimientos afines al proyecto enunciado.

Criterios de validación	No cumple	Es parcialmente aceptable: requiere modificaciones	Es satisfactorio: mínimos ajustes son requeridos	Es excelente: no requiere modificaciones
El artefacto es coherente con el propósito y el objetivo del proyecto.				✓
La redacción de los componentes del artefacto refleja coherencia y precisión.				✓
El artefacto es suficiente, según el propósito establecido.				✓

Recomendaciones de ajustes:

Nombre del experto, quien valida el instrumento:
Carlos Augusto Dinién Pimón
 Rol profesional: Mg. en TIC para la educación
Mg. en Enseñanza del Inglés Línea LE

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Instrument Validation Sheet (For Instrument 1)



SEDE PRINCIPAL BOGOTÁ

Investigación:
"Translanguaging Pedagogy Implementation: Strategies for Oral Interaction in an EFL Classroom Environment."

El siguiente formato tiene como propósito validar el instrumento "oral production and artifact rubric" presentado por los investigadores: Manuel Oswaldo Triana Alfonso, Doris Eliana Galindo Ospina y Jessica Juliana Lagos Solano. El proyecto tiene por objetivo general, Determine the scope of the implementation of translanguaging strategies to evidence oral interaction in an EFL classroom Environment among sixth-grade students in a urban public high school in Ibaque, Tolima, Colombia, y el propósito del instrumento es conocer su apreciación como experto invitado para el mejoramiento y validación de dicho instrumento, teniendo en cuenta su perfil, experiencia y conocimientos afines al proyecto enunciado.

Criterios de validación	No cumple	Es parcialmente aceptable: requiere modificaciones	Es satisfactorio: mínimos ajustes son requeridos	Es excelente: no requiere modificaciones
El instrumento es coherente con el propósito y el objetivo del proyecto.				✓
La redacción de los componentes del instrumento refleja coherencia y precisión.				✓
El instrumento es suficiente, según el propósito establecido.				✓

Recomendaciones de ajustes:

Nombre del experto, quien valida el instrumento:
Carlos Augusto Pinzón Pinzón

Rol profesional: Docente de Aula
Mag en TIC para la educación
Mag en Enseñanza del Inglés como LE

Firma digital


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Instrument Validation Sheet (For Instrument 2)



UNIVERSIDAD SANTO TOMÁS
ACEPTA PRINCIPIAL BUDGET

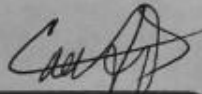
Investigación:
"Translanguaging Pedagogy Implementation: Strategies for Oral Interaction in an EFL Classroom Environment."

El siguiente formato tiene como propósito validar el instrumento "direct observation log" presentado por los investigadores: Manuel Oswaldo Triana Alfonso, Doris Eliana Galindo Ospina y Jessica Juliana Lagos Solano. El proyecto tiene por objetivo general, Determine the scope of the implementation of translanguaging strategies to evidence oral interaction in an EFL classroom Environment among sixth-grade students in a urban public high school in Ibagué, Tolima, Colombia, y el propósito del instrumento es conocer su apreciación como experto invitado para el mejoramiento y validación de dicho instrumento, teniendo en cuenta su perfil, experiencia y conocimientos afines al proyecto enunciado.

Criterios de validación	No cumple	Es parcialmente aceptable: requiere modificaciones	Es satisfactorio: mínimos ajustes son requeridos	Es excelente: no requiere modificaciones
El instrumento es coherente con el propósito y el objetivo del proyecto.				✓
La redacción de los componentes del instrumento refleja coherencia y precisión.				✓
El instrumento es suficiente, según el propósito establecido.				✓
Recomendaciones de ajustes:				

Nombre del experto, quien valida el instrumento:

Carlos Augusto Pinzón Pinzón
 Rol profesional: Mag. en TIC para la educación
Mag. en enseñanza del Inglés como LE

Firma digital 

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Oral Production Rubric Format (Instrument 1, Empty)

For the tutor

Institución Educativa Técnica INEM Manuel Murillo Toro

Master's Program in Bilingual Learning Environments

Project Title: Translanguaging Pedagogy Implementation: Strategies for Oral Interaction in an EFL Classroom Environment.

Student/s:	
Activity/Artifact:	[Name of the specific artifact/activity for this session]
Date:	[DD/MM/YYYY]
Group:	Sixth Grade
Score:	

Technical Sheet	
Field	Description
Project Title	Translanguaging Pedagogy Implementation: Strategies for Oral Interaction in an EFL Classroom Environment.
Researchers	Eliana Galindo Ospina, Jessica Juliana Lagos Solano, Manuel Oswaldo Triana Alfonso
Date	(DD/MM/YYYY)
Course/Grade	Sixth Grade
Professor	Manuel Oswaldo Triana Alfonso
Student	
Artifact	[Name of the specific artifact/activity for this session]
Time	06:00 a.m. – 06:55 a.m. / 12:55 p.m. – 01:50 p.m.

Rubric

CRITERIA	DEFICIENT (1 POINT)	INSUFFICIENT (2 POINTS)	ACCEPTABLE (3 POINTS)	SATISFACTORY (4 POINTS)	EXCELLENT (5 POINTS)
Oral Presentation	Presentation is difficult to follow and lacks a clear structure; minimal speaking effort.	Presentation is brief and hesitant, with some missing key points.	Presentation is clear and functional; student is mostly confident.	Presentation is well-structured, engaging, and spoken clearly and confidently.	The presentation is compelling, expertly structured, and delivered with high fluency and conviction.
Sociocultural Well-being / WTC	Student shows clear signs of anxiety (e.g., whispering, freezing, avoiding eye contact), even when L1 is encouraged.	Student is passive, relying heavily on peers or the teacher to initiate or sustain interaction.	Student participates when prompted, speaks with adequate volume, and shows functional confidence.	Student participates voluntarily, speaks with clear volume and confidence, demonstrating a Willingness to Communicate (WTC).	Student is proactive, self-corrects confidently, and uses L1/L2 strategically to persuade or lead, exhibiting high self-efficacy (Confianza).
Linguistic Repertoire, Accuracy, and Flow	Lack of Accuracy and Flow. The student demonstrates a high lack of language accuracy in English (L2). L1 use causes significant interference, resulting in major difficulties with language.	Low Accuracy, Moderate Interference. The student struggles with L2 accuracy. L1 is used frequently due to L2 vocabulary gaps, leading to moderate interference that slows down interaction. Local	Functional, Needs Refinement. L2 accuracy is inconsistent. There is minor interference, but the core message is successfully communicated. The repertoire	Strategic and Fluent. The student uses English (L2) most of the time with consistent accuracy. L1 is strategically integrated to clarify or enrich complex thought. Local culture/mother tongue is present to support content.	Seamless and Highly Accurate Repertoire. The student uses their full linguistic repertoire (L2 accurate and L1 strategic). No interference is observed; the repertoire seamlessly brings in local culture/context to achieve communicative goals.



Observation Log Format (Instrument 2, Empty)

For the tutor

Institución Educativa Técnica INEM Manuel Murillo Toro
Master's Program in Bilingual Learning Environments
Project Title: Translanguaging Pedagogy Implementation: Strategies for Oral Interaction in an EFL Classroom Environment.

Date:	[DD/MM/YYYY]
Course/Group:	Sixth Grade
Session:	[e.g., Session 1 of 5]
Topic of the Session:	[Brief description of the lesson topic and target grammar]

Technical Sheet	
Field	Description
Project Title	Translanguaging Pedagogy Implementation: Strategies for Oral Interaction in an EFL Classroom Environment.
Researchers	Eliana Galindo Ospina Jessica Juliana Lagos Solano, Manuel Oswaldo Triana Alfonso
Date	(DD/MM/YYYY)
Course/Grade	Sixth Grade
Professor	Manuel Oswaldo Triana Alfonso
Number of Students	(Total number of students in the class)
Time	06:00 a.m. – 06:55 a.m. / 12:55 p.m. – 01:50 p.m.
Topic	Topic of the Session: [Brief description of the lesson topic and target grammar]

Observation Table	
Translanguaging Principles & Strategies	Systematic Student Actions & Observations (Rigor Focus)
<i>Focus on Confidence/WTC: Creating a space for students to use their full linguistic repertoire.</i>	Confidence Markers: Record specific instances of students initiating conversation, using high volume, or maintaining eye contact. Note L1 use for self-correction or peer scaffolding (direct evidence for the WTC rubric score).
<i>Focus on Repertoire VS EFL Language awareness.</i>	Linguistic Function: Record 3-5 specific examples of students discussing <i>language itself</i> —using L1 to discuss grammar rules , word choice , or structure —to ensure a better L2 output.
<i>Focus on Linguistic Justice/Context: Promoting connections to local community and culture.</i>	Contextual Depth: Document how students use regional , local , or specialized L1 vocabulary to enrich their L2 discussion, demonstrating a deeper understanding of the contextual content .
<i>Teacher-researcher's reflections</i>	Use this space to write personal reflections after each session. Crucially, document what practice change you will implement in the next session based on the data in this log (e.g., "Observed high anxiety in Group 3 when switching tenses; next session will start with a 10-minute L1-based grammar contrast warm-up.").



Focus Group Moderator Guide (Instrument 3)

Guión del Moderador – Grupo Focal

Ficha Técnica	
Campo	Descripción
<u>Título del proyecto</u>	Translanguaging Pedagogy Implementation: Strategies for Oral Interaction in an EFL Classroom Environment.
<u>Researchers</u>	Eliana Galindo Ospina Jessica Juliana Lagos Solano, Manuel Oswaldo Triana Alfonso
<u>Date</u>	(DD/MM/YYYY)
<u>Course/Grade</u>	Sixth Grade
<u>Moderator</u>	Manuel Oswaldo Triana Alfonso
<u>Participants</u>	(Total number of participants)
<u>Role of the participants</u>	Participants' role during the session

Objetivo específico abordado:

Describir las percepciones de los estudiantes en relación con su conciencia de aprendizaje lingüístico y su interacción oral en la EFL classroom a través de la implementación de la pedagogía del translanguaging. Cada uno de los participantes cuenta con su respectivo asentimiento para la participación en el espacio de recolección de la información.

1. Introducción (Moderador)

Buenos días, gracias por estar presentes el día de hoy. Esta actividad hace parte de un proyecto de investigación de la Maestría en Ambientes Bilingües de Aprendizaje, que busca comprender cómo el uso de la pedagogía de translanguaging (es decir, la integración del inglés y el español durante el proceso de aprendizaje) puede ayudar a mejorar la interacción oral de los estudiantes en las clases de inglés.

Este encuentro es un grupo focal, lo que significa que tendremos una conversación abierta para conocer las experiencias, opiniones y percepciones de ustedes los estudiantes, sobre cómo se comunican en clase, cómo usan su repertorio lingüístico (ambas lenguas), y cómo eso les ayuda o no al momento de aprender inglés.

No hay respuestas correctas o incorrectas. Todo lo que compartan es valioso.

La sesión durará aproximadamente 45 minutos, y les pedimos hablar uno a la vez y respetar las ideas de los demás. Lo que digamos aquí será confidencial y usado únicamente para fines académicos.

¿Tienen alguna pregunta antes de comenzar?

2. Preguntas de apertura (5 minutos)

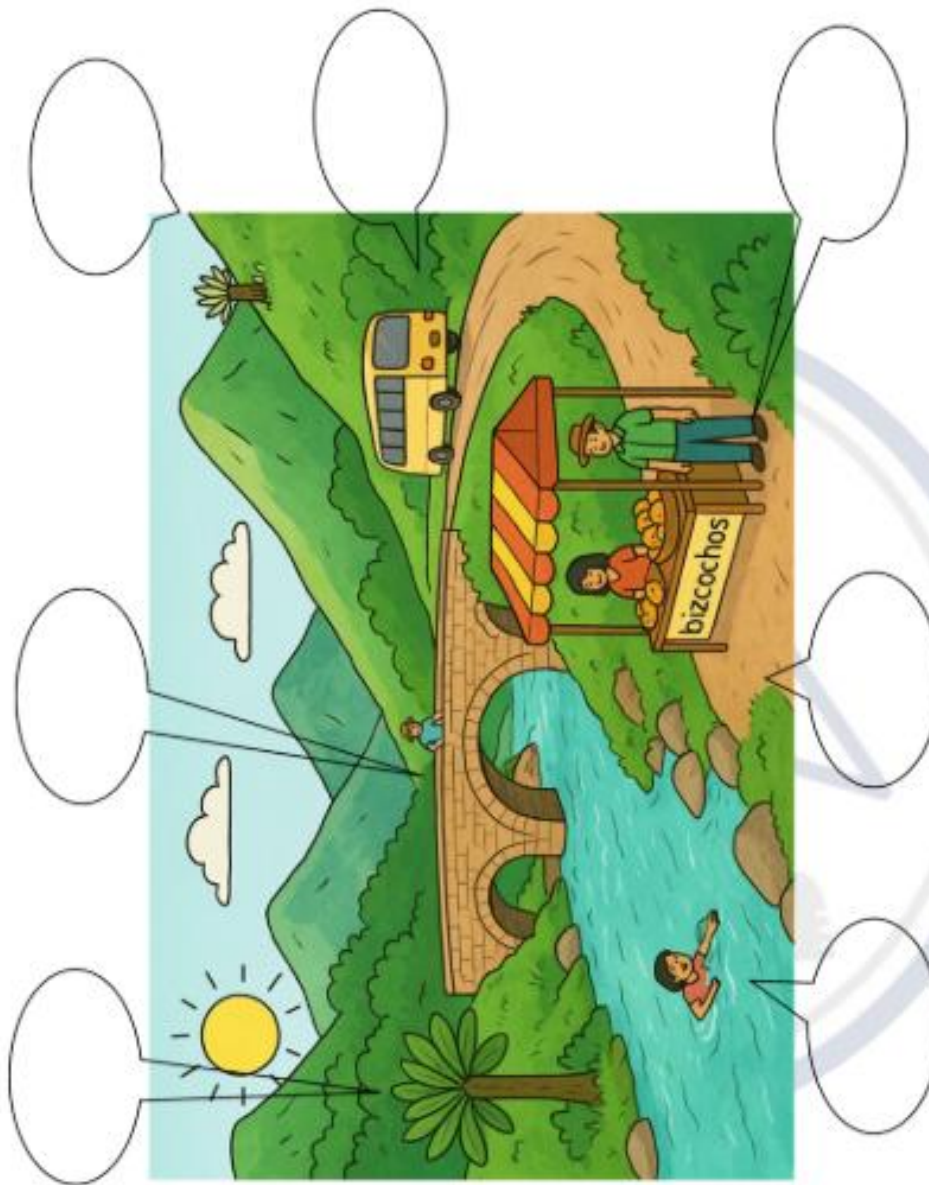
- ¿Cómo se sienten al participar oralmente en las clases de inglés?
- ¿Qué los motiva o los desanima a hablar en inglés durante las clases?

3. Preguntas centrales (25 minutos)

Sobre la experiencia con translanguaging:

Combeima Current Facts' Speech Bubble Map (Artifact 1)

School:	Institución Educativa Técnica T INEM Manuel Murillo Toro	Group:	
Student:		Date:	
Activity:	Combeima Current Facts' Speech Bubble Map	Score:	



Appendix B

Institutional Approvals and Signed Informed Assents

Institutional Approval Letter

Ibagué, Tolima – 01 de septiembre de 2025

Señores

Miembros Comité de Ética, Bioética e Integridad Científica (CEBIC)
Maestría en Ambientes Bilingües de Aprendizaje
Universidad Santo Tomás

Asunto: Carta de Aval Institucional para el Proyecto de Grado de la Maestría en Ambientes Bilingües de Aprendizaje de la Universidad Santo Tomás.

Cordial saludo,

A través de esta comunicación, y en mi rol de Rector, confirmo que hemos sido informados acerca del proyecto de grado titulado "Translanguaging Pedagogy Implementation: Strategies for Oral Interaction in an EFL Classroom Environment", el cual estará liderado por el docente maestrante Manuel Oswaldo Triana Alfonso, quien actualmente cursa la Maestría en Ambientes Bilingües de Aprendizaje de la Universidad Santo Tomás.

Desde nuestra institución comprendemos que el desarrollo del proyecto involucra un proceso de recolección de datos con miembros de esta comunidad educativa. En este sentido, se nos ha informado que se recogerán los siguientes tipos de datos:

- Datos de interacción oral de estudiantes de sexto grado, los cuales serán observados en el desarrollo de sus clases.
- Percepciones de los estudiantes sobre su propio aprendizaje, a través de la implementación de herramientas pedagógicas.

Estos datos se gestionarán de manera responsable, garantizando la confidencialidad de los participantes. El maestrante se ha comprometido a obtener el consentimiento informado de los docentes y, el consentimiento y asentimiento informado para los padres de familia de los estudiantes menores de edad que participen en la investigación.

La institución está de acuerdo en participar en el estudio y brindará el acceso necesario para que el maestrante pueda realizar las observaciones de clase y aplicar las herramientas de recolección de datos con los docentes.

Como el proyecto involucra la participación de menores de edad, nuestra institución se compromete con la protección de los derechos y el bienestar de los estudiantes.

Adicionalmente, se ha aclarado que, al finalizar el proyecto, el investigador se compromete a socializar los resultados de la investigación a la comunidad educativa en un formato que la institución considere pertinente (ej. un reporte o una reunión). Creemos



Informed Assents (Stdents, N=23)


UNIVERSIDAD
SANTO TOMÁS
SEDE PRINCIPAL BOGOTÁ

Proyecto de grado: Translanguaging Pedagogy Implementation: Strategies for Oral Interaction in an EFL Classroom Environment

FORMATO ASENTIMIENTO INFORMADO
Padres de familia y participantes menores de edad

A través de este formato de asentimiento informado, contextualizamos el proyecto titulado *Translanguaging Pedagogy Implementation: Strategies for Oral Interaction in an EFL Classroom Environment*, el cual, se desarrolla en el marco de la maestría en ambientes bilingües de aprendizaje de la Universidad Santo Tomás para optar al título de magíster. El equipo investigador está conformado por los maestrantes: Doris Eliana Galindo Ospina, Jessica Juliana Lagos Solano y Manuel Oswaldo Triana Alfonso.

El proyecto busca determinar el alcance de estrategias de "translanguaging" en la interacción oral de los estudiantes de grado sexto dentro del aula de inglés como lengua extranjera. El objetivo es permitirles apoyarse tanto en su lengua materna como en la lengua extranjera para comunicarse de una forma más significativa. De esta manera, se pretenden fortalecer sus habilidades comunicativas sin que el idioma actúe como una barrera, sino más bien un puente, con el fin de crear un ambiente más inclusivo, dinámico, motivador y accesible para todos.

La participación de su hijo en este proyecto es pertinente porque le permitirá desarrollar mayor seguridad al expresarse en inglés, utilizando su lengua materna como apoyo para construir ideas y poder comunicarlas. Así, no solo podrá fortalecer sus habilidades de comunicación, sino que aprenderá a interactuar de forma más activa y colaborativa, siendo protagonista en su proceso formativo en el área de inglés.

Con base en la contextualización previa acerca del proyecto, a continuación, se explicitan los términos del formato de asentimiento:

Yo, Monica Alejandra Gomez manifiesto que he(mos) sido informados acerca del proyecto titulado, *Translanguaging Pedagogy Implementation: Strategies for Oral Interaction in an EFL Classroom Environment*, el cual, es liderado por los maestrantes Doris Eliana Galindo Ospina, Jessica Juliana Lagos Solano y Manuel Oswaldo Triana Alfonso, en el marco de su proyecto de grado para el programa de maestría en Ambientes Bilingües de Aprendizaje de la Universidad Santo Tomás.

- Asimismo, fue explicado el objetivo del proyecto, y la justificación, mediante la cual, se invita a nustr@ hij@ para participar en el mismo.
- Igualmente, se me explicó el procedimiento metodológico del proyecto y de qué manera la recolección de la información involucra la implementación de instrumentos, a través de los cuales, mi hij@ será partícipe. Tengo claro que los instrumentos responden a un diseño metodológico cualitativo, y que la información que se recopilará se focaliza únicamente en el objetivo y propósitos del estudio.

Appendix C

Conflict of Interest Letters

Conflict of Interest Letter (Researchers)



Ciudad Bogotá D.C, 17 de septiembre de 2025

**Comité de Ética, Bioética e Integridad Científica de la Investigación
Universidad Santo Tomás
Sede principal, Bogotá, D. C**

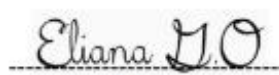
Respetado saludo.

El equipo investigador conformado por Jessica Juliana Lagos Solano, Eliana Galindo Ospina y Manuel Oswaldo Triana Alfonso tenemos como propósito el desarrollo del proyecto titulado, Translanguaging Pedagogy Implementation: Strategies for Oral Interaction in an EFL Classroom Environment. en el marco de la maestría en Ambientes Bilingües de Aprendizaje que actualmente, cursamos en la Universidad Santo Tomás, declaramos que en coherencia con los lineamientos establecidos por el Comité de Ética Bioética e Integridad Científica (CEBIC), no tenemos ningún conflicto de interés, que impida el desarrollo del proyecto. Tampoco, tiene conflictos de interés el(a) director(a) del proyecto. Asimismo, si surgen nuevas circunstancias durante el desarrollo del proyecto se actualizará esta declaración de conflicto de intereses.

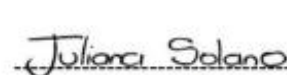
Atentamente,



C.C. 1.071.987.096
de Agua de Dios



C.C. 1.053.559.995
de Jenesano



C.C. 1.115.722.353
de Pamplona



Appendix D

Data Collection Framework: Rubrics, Logs, and Student Artifacts

Collection of Rubrics

Institución Educativa Técnica INEM Manuel Murillo Toro
Maestría en Ambientes Bilingües de Aprendizaje
Título del Proyecto: Translanguaging Pedagogy Implementation: Strategies for Oral Interaction in an EFL Classroom Environment.

Student:	23
Activity:	Combeima Current Facts" Speech Bubble Map
Date:	November 10 th / 2025
Group:	605 ^o
Score:	34

¿CÓMO SERÉ EVALUADO/A? (HOW WILL I BE EVALUATED?)

CATEGORÍA	1 - Necesitas Mejorar	2 - En Desarrollo	3 - Bien	4 - Muy Bien	5 - Excelente
Presentación Oral (Oral Presentation)	Presentación desorganizada, esfuerzo mínimo.	Presentación corta y dudosa, faltan ideas clave.	Presentación clara y funcional, el estudiante tiene confianza.	Presentación bien estructurada, atractiva y con fluidez.	Presentación experta, muy fluida y convincente.
Estado socioemocional & Proactividad para comunicarse (Socioemotional Well-being / WTC)	Muestra ansiedad visible, susurra o se paraliza.	Pasivo, depende de otros para interactuar.	Participa al ser motivado, volumen adecuado, muestra confianza funcional.	Participa voluntariamente, demuestra confianza y voluntad para comunicarse.	Proactivo, se autocorrige con confianza, alta autoeficacia.
Repertorio, Precisión y Fluidez Lingüística	Falta de Precisión y Fluidez. Hay una alta falta de precisión en L2. El uso de L1 causa interferencia significativa y dificultades mayores en la interacción, llevando a la ruptura de la comunicación.	Baja Precisión, Interferencia Moderada. El estudiante lucha con la precisión en L2. L1 se usa frecuentemente por falta de vocabulario, causando interferencia moderada que ralentiza la interacción. La cultura local rara vez se referencia.	Funcional, Necesita Mejora. La precisión en L2 es inconsistente. Hay interferencia menor, pero el mensaje principal se comunica con éxito. El repertorio es funcional.	Estratégico y Fluido. Usa L2 la mayor parte del tiempo con precisión. L1 se integra estratégicamente para aclarar ideas complejas. La cultura local/lengua materna está presente para apoyar el contenido.	Repertorio Exacto y Fluido. Usa todo su repertorio (L2 precisa y L1 estratégica). No hay interferencia; el repertorio integra sin problemas la cultura local/contexto para lograr los objetivos comunicativos.
Contenido/Conocimiento	El contenido es incompleto o incorrecto; hay dificultad con los conceptos clave.	El contenido es básico; comprensión limitada. El tema/gramática muestra errores frecuentes.	El contenido es correcto, pero le falta detalle. El tema/gramática se usa con errores menores.	El contenido es correcto y completo. El tema/gramática se aplica de manera consistente.	El contenido es completo, original y preciso. El tema/gramática se usa de forma precisa y estratégica.
Visuales/Organización (Visuals/Organization)	Desordenado y sin imágenes relevantes.	Alguna organización, pero el diseño no es claro.	Organizado, fácil de seguir, con imágenes de apoyo.	Muy bien diseñado y organizado; imágenes atractivas.	Diseño profesional, creativo, y las imágenes son perfectas para el mensaje.

Observation Log (Filled)

Institución Educativa Técnica INEM Manuel Marillo Toro
Master's Program in Bilingual Learning Environments
Project Title: Translanguaging Pedagogy Implementation: Strategies for Oral Interaction in an EFL Classroom Environment.

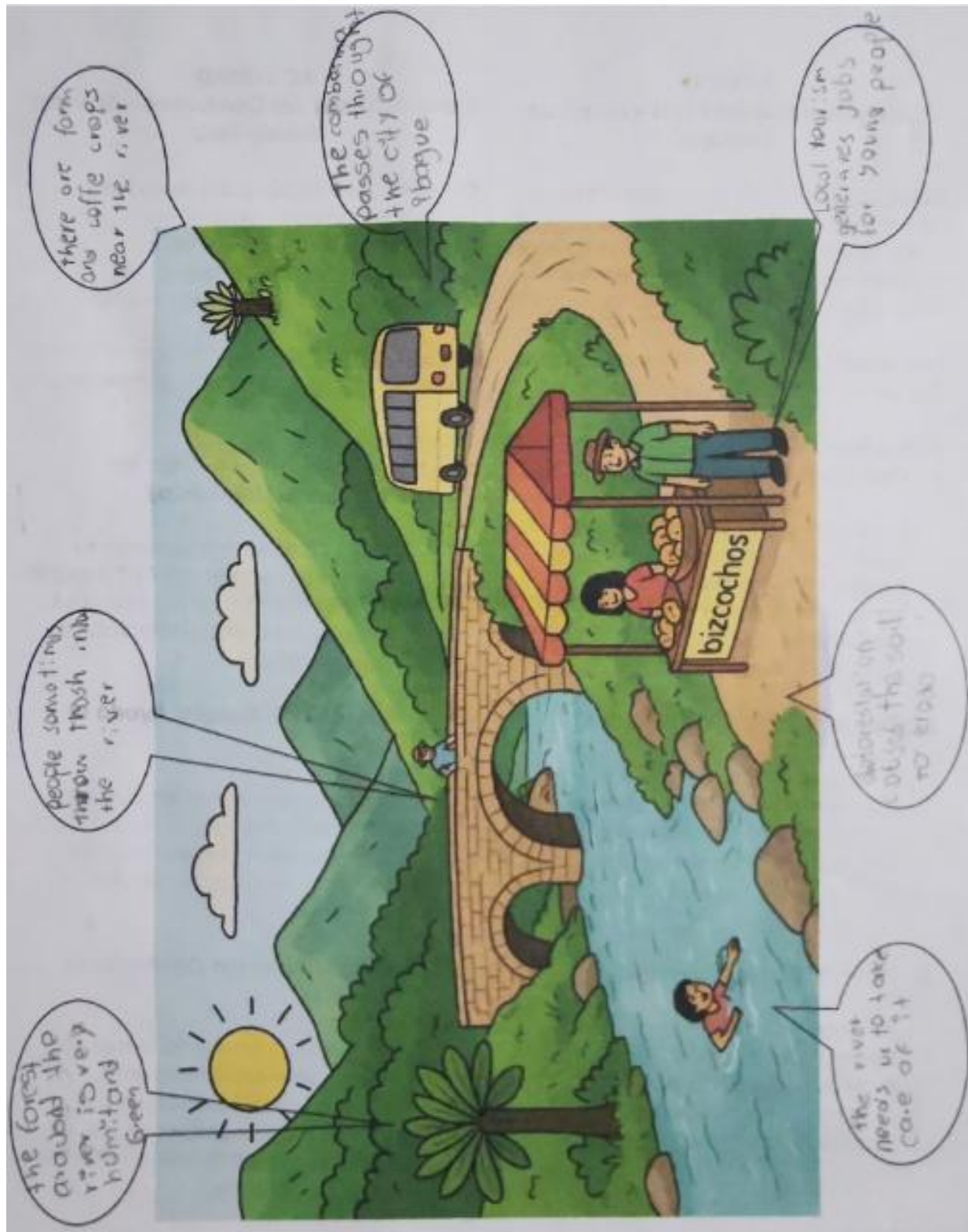
Date:	11/11/2025
Course/Group:	Sixth Grade
Session:	Session 1
Topic of the Session:	Cambeima River Environment / Simple Present Tense

Technical Sheet	
Field	Description
Project Title	Translanguaging Pedagogy Implementation - Strategies for Oral Interaction in an EFL Classroom Environment.
Researchers	Elisna Galindo Ospina, Jessica Juliana López Salazar, Manuel Oswaldo Triana Alfonso
Date	11/11/2025
Course/Grade	Sixth Grade
Professor	Manuel Oswaldo Triana Alfonso
Number of Students	23 students
Time	05:00 a.m. – 08:45 a.m.
Topic	Cambeima River Environment / Simple Present Tense

Observation Table	
Translanguaging Principles & Strategies	Systematic Student Actions & Observations (Rigor Forms)
<i>Focus on Confidence/WTC: Creating a space for students to use their full linguistic repertoire.</i>	Confidence Markers (WTC Mean 3.87): - Students displayed high peer dependence: Most seemed "scared" or shy to start interaction, relying on "more advanced" students to initiate and succeed. (0.1) - Visible anxiety: Most students couldn't help but read the text in their artifacts, indicating insecurity in spontaneous oral production. (0.4) - Peer Scaffolding: Noticed significant eye contact between students for approval before proceeding with their presentation segments, suggesting peer approval is a stronger WTC driver than teacher approval. (0.8) - Teacher Dependence: One student explicitly asked for assistance: "¿Dime, ¿Y cómo podemos escribir todo esto?" (0.2)
<i>Focus on Repertoire VS EFL: Language awareness.</i>	Linguistic Function (Repertoire Mean 3.70): - Translation as Crutch: Recorded instances of L1 being used for basic lexical searching. "Resumen de la Cambeima - ¿Qué resumen de la Cambeima? Ah, travel. Travel." (0.1) - L1 for Grammar Reinforcement: Students heavily resorted to Spanish during artifact completion not only for content but also for reminding they were using the proper grammar rules (0.5), confirming low metalinguistic awareness in L2.



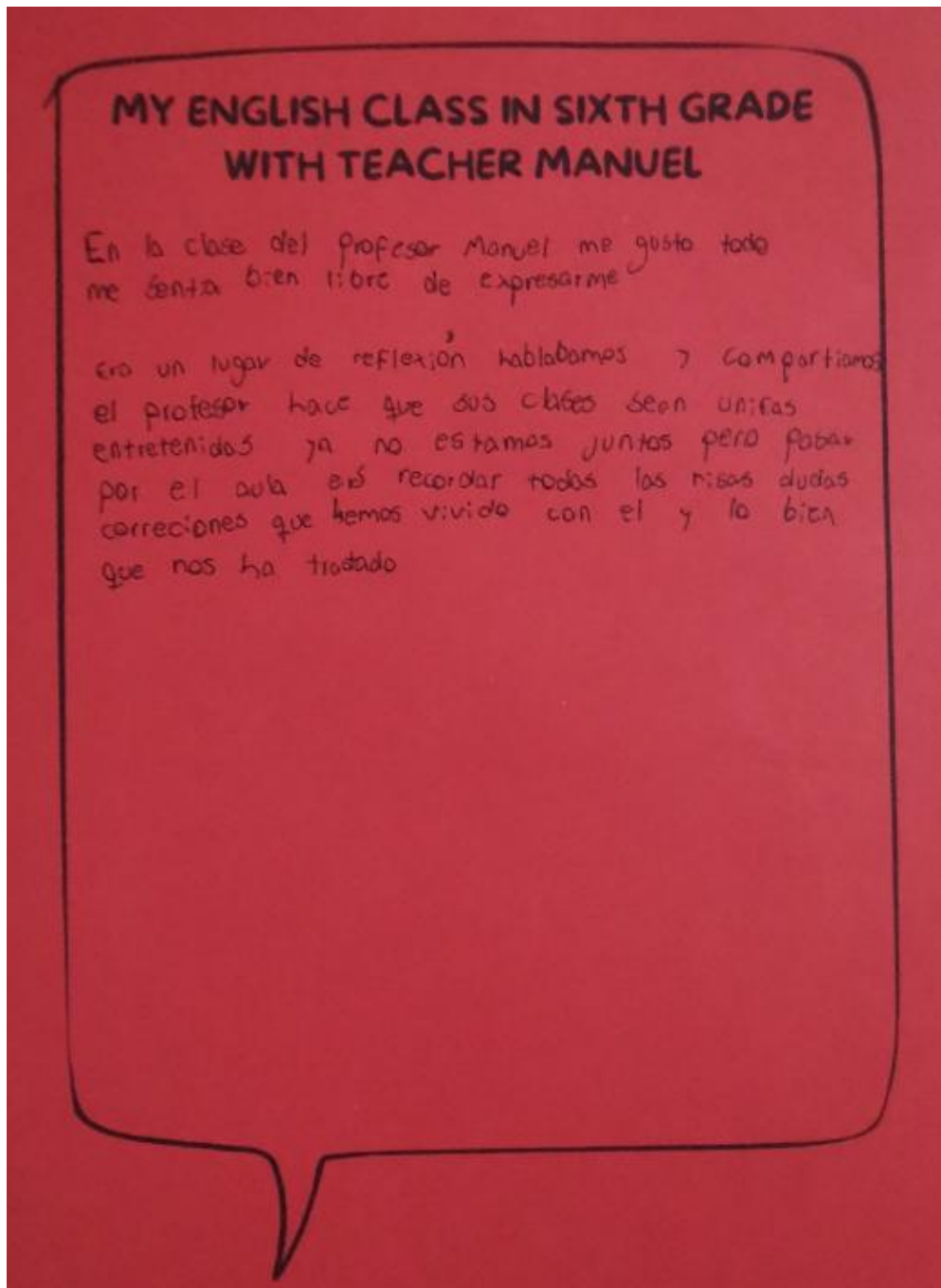
Samples of Student Artifacts



Appendix E

The Focus Group Data

Artifact 3 - Speech Bubbles (Focus Group)



Appendix F

VoiceCast Audio-Visual Production: Student Oral Transcriptions

Micro-Cycle 2: Audio Production Transcript (Sample VC3)

TRANSCRIPTIONS

VC1 (Student 1)

"My name is Andrés, I am here to talk to you about the Combeima River. The Combeima River is cold in its upper reaches, temperate in its middle reaches, and hot in its lower reaches. We can help by not throwing trash, plastic, spray, or animal waste in it. People should adopt these habits to keep the river clean, such as not throwing trash, not throwing paper, not throwing animal waste, not throwing plastic, and not throwing toxic waste in it. Thank you, goodbye."

VC2 (Student 2)

"My name is Dayana Sofia Lopez and today I want to talk about some actions that affect the Combeima River and the environment. Some people throw garbage in the river. Others cut down trees and destroy nature. People are washing their cars near the river and contaminating the water. Some people burn trash in the mountains. Many people waste water every day. People recycle plastic and paper to keep the river clean. Many people plant trees near the river to protect the animals. Some families use bicycles instead of cars to reduce pollution. We are taking care of the water and saving it at home. Volunteers are cleaning the river this month."

VC3 (Student 3)

"Hello, today I will talk about the Combeima River. First the water, the Combeima River is at 17 degrees, it is a state of drizzle 83. The waters of the Combeima River are very cold, many people go to bathe for an afternoon. It gets very hot when it rains and the Combeima River is very dangerous. It's a lot of tranquility, the Combeima River remains at 17 degrees. Cloudy, humidity 84, wind 3 kilometers."

VC4 (Student 4)

"My name is Michael and I am here to talk to you about the Combeima neighborhood and the Combeima River. In the Combeima neighborhood we have problems such as pollution, homelessness, flooding, and diseases and many informal settlement. The things that should be done to avoid pollution the Combeima River are: don't throw plastic in the river, don't throw paper in the river, don't throw animal waste in the river, don't throw boxes in the river and don't throw toxic waste in the river. Thank you very much for attention, goodbye."

VC5 (Student 5)

"Muy buenas tardes, mi nombre es Lean Gabriel de sexto uno y esta es mi presentación sobre el río Combeima. Eh de del main action affecting el Combeima River are pollution for solid waste and waste water, primarily due to tourism in Juntas area and pollution for agriculture activities, such as the used of pesticides and fertilizers. Additionally, even like flooding and deforestation causes cause erosion and increase sedimentation and in the bañ affecting water quality and ecosystem. Professional responsible tourism and avoid usage of chemical are crucial for from local and prevention activities included not throwing away or waste in in the river if or is time and participate in clean campaign. Ya. Profesor, este es mi ensayo de las acciones positivas y negativas del río Combeima."