

**TRANSLANGUAGING LEARNING OPPORTUNITIES GENERATED TO HIGH
SCHOOL STUDENTS' ORAL PARTICIPATION.**

DIANA CAROLINA ARIAS MONTERROZA

SARAH CRISTINA GARCÍA CONTRERAS

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

LIC. EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS

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SARAH CRISTINA GARCÍA CONTRERAS

ADVISOR:

JOSÉ DAVID HERAZO RIVERA

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

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Advisor

Juror

Juror

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Abstract

Students' oral participation during lessons is fundamental for learning a new language, since it creates opportunities for both meaning production and understanding. However, it is common that school students participate little or mostly in Spanish (L1) during English (L2) lessons; such is the case of the group of Colombian students that were the focus of this study. This action research investigated the opportunities of code-switching and code-blending translanguaging strategies to promote students' oral participation in L2 lessons. Translanguaging allows two different languages to be used simultaneously as a single linguistic repertoire during communication to enhance the development of the languages involved. Several studies have shown that there is a need for further study to explore the reasons for students' little oral participation in L2 lessons and how this phenomenon could be overcome through the implementation of strategies such as translanguaging. Data included one class observation, teacher interview, a survey to students, three lesson observations, and a teachers' reflective journal. Analysis suggested that code-switching and code-blending may have generated an increase in oral participation opportunities in the L2 classroom. Additionally, there was a notorious use of the students' English-Spanish linguistic repertoire to support L2 learning. However, these changes may also be explained by the integration of translanguaging to meaningful learning activities and topics. The study advocates for the use of Spanish and English flexibly during lessons, as part of a single repertoire students and teachers can use to promote L2 learning in Colombian L2 classrooms.

Palabras clave: Translanguaging, oral participation, code-switching, code-blending.

1 Translanguaging learning opportunities generated to high school students' oral participation.

Teaching English in such a complex context as Colombia has not been easy. Misconceptions, lack of adequate and contextualized plans, and few resources play part of the path to an English-speaking competent country, most English classes in Colombia continue to be mainly in Spanish for schools then to ask students to achieve a B1 level as required in the. Many teachers and professionals in the matter prefer an only English policy in the classroom, but students and teachers' expected level is not enough to carry out this methodology. According to the DBAs for foreign language teaching, students in Colombia should reach the B1 level, however, although the latest reports from ICFES points out English scores have increased 2 points, the level expected does not reach the Common European Framework of Reference standards.

Oral participation plays an important role in the English class. Through oral participation, students can further develop conversational skills in the target language, as well as using their linguistic repertoire to create, and active participative environment in the classroom. However, as students and now as student-teachers we have usually experienced that when there is a conversational question for students to answer, just one or two students are willing to participate while the rest of the class usually keeps quiet. In our opinion, this situation appears to be related to the shortage of English communicative resources students may have to share an idea. Even if they understand the question and have a response, students usually refrain from answering because the expectation is that they do it in English. Consequently, students' contributions of content that could keep the conversation forward are usually missed.

The previous situation applies to a group of tenth graders in a public school in Monteria. During our teaching practicum at San José school we noticed that students from 9th grade showed little oral participation during English lessons. Students only respond to daily and basic questions, using pre-established answers they know by heart. When talking about more complex themes, however, students remained silent whenever they are talked to or asked questions, even when they may have understood the overall message. The students would only participate as long as they were allowed to answer in Spanish. When English responses were mandatory, they would respond as long as the answer did not involve creating long sentences or using advanced vocabulary and grammatical structures. When asked about this situation in informal interviews, students answered not being interested in the English class because it was not as important as other subjects, they also said the English class is primarily aimed at preparing them to answer the national exam, since most activities are related to grammatical topics.

This action research study explored the opportunities for oral participation translanguaging activities may offer to these tenth grade students. The study sought to answer the following question: what learning opportunities are generated for high school students' oral participation when translanguaging strategies are used in the English class? Translanguaging strategies can be seen as a way in which bilingual and multilingual speakers communicate through their languages naturally (Vogel & García, 2017). This means that students could potentially use Spanish (L1) and English (L2) flexibly, as one single linguistic repertoire, to participate in classroom discussions and activities. By investigating the role of translanguaging strategies, this study contributes to current

research and provides opportunities for this and other classrooms to increase and make the most of students' participation during L2 lessons.

This action research study was carried out through the inductive qualitative coding technique for the data analysis. The teacher and students were provided with some insights of the possible scenarios translanguaging can bring to the classroom and the opportunities that can come up from this approach, as well as the opportunity to contribute to future and further studies for the practical uses of languages in the English class.

This first chapter provides an overview of the circumstances and highlights the main concepts that frame the implications of translanguaging in a plurilingual context as well as the implication it may bring. The second chapter explores the existing concepts and previous studies that support and give us a background for the main matter of this paper. The third chapter addresses the procedures that will be carried out for the data gathering in order to know students' perspectives from the translanguaging approach and its possible effects on students' communicative skill in class.

2 Conceptual framework

This chapter reviews pre-existing literature and outlines the main foundations behind this study. These foundations correspond to Translanguaging, Bilingualism, pluricultural and culture.

2.1 Translanguaging

The term translanguaging arises from the need to make changes in the way scholars and teachers view the use of the target language (English) as the main language spoken in the classroom, sometimes preventing students from exploring other learning opportunities through their mother tongue. Translanguaging seeks to improve the overall communicative skills of the learners by letting them use their linguistic repertoire and enhance the development of all the languages involved. As a notion of awareness to change the traditional way of learning the target language, translanguaging promotes the use of native languages and protects the value of traditions found in them (Cenoz, & Gorter, 2022)

Translanguaging as a cross-curricular strategy was created to implement two different languages simultaneously within the same lesson, which improved the overall communication between speakers (Lewis et al., 2012). In this view, the various languages students know or are learning constitute a single linguistic repertoire that students can use flexibly during communication in lessons. Vogel & García (2017) propose translanguaging as a different view of bilingualism and multilingualism, where instead of fully using the targeted language as a whole, the speaker can choose amongst the features of selected languages to create meaning and broaden the context of communication.

In this study, translanguaging becomes a helpful methodology for use inside the classroom, combining the features of the target and native language which eventually will improve the fluency of the learners. This is so because the use of translanguaging creates a correlation between what students already know and what they will learn in terms of meaning and communication, leaving behind the misconception that only the use of the target language inside the classroom will generate better results.

Applied inside the classroom, translanguaging breaks down the barrier between the target and native language, providing benefits that will increase the learning process of a foreign language. Implementing translanguaging from an educational point of view, students will be able to use a full linguistic repertoire using background knowledge acquired from their native language. This becomes an advantage as it allows the learner to find meaning in new contexts without excluding their original language features, expressing ideas and opinions with improved accuracy. As Vogel and García note, “Students use translanguaging to mediate understanding, construct meaning within themselves, include and exclude others, and demonstrate knowledge, among other meta-functions” (p. 9).

Using Translanguaging in classroom activities can show a positive result in the learner's development and overall use of the target language, making it easier to comprehend instructions or the given context of the activity when forming a relationship between the speaker's native language and the target language. Translanguaging helps to develop a set of skills that not only improve and allow the linguistic repertoire to be fully used, but it is also expected to increase motivation to participate in class activities when students are able to understand what is being said and explained.

There are a variety of translanguaging strategies teachers could use in their L2 classrooms. Activities such as reading can be done in one language and writing in another, and this pedagogical principle, approach, and interaction with the environment allows multilingualism to be a tool for developing language and acquiring knowledge in all school subjects (García, 2009). Torpsten (2018) provided an example of Translanguaging practices where the pupils wrote and painted postcards in their native languages and made weekly notes about what languages they used before, during, and after school. These activities show different linguistic practices where the students speak, write, and read in different languages over the course of a day, generating opportunities for learners to perform in contrasting scenarios that vary depending on the situation. Other strategies include combining two or more languages in the same utterance, known as code-blending, or alternating between one language and another at different times during participation, known as code-switching. In this study we used both code-blending and code-switching to encourage students' participation and generate richer and more meaningful learning opportunities.

2.2 Bilingualism

As a typical and popular view, though not necessarily accurate or correct, bilingualism is usually tantamount to speaking English, (Nieto, 2008) and that is where bilingualism is misunderstood. Bilingualism does not mean being able to speak only English as many tend to asseverate, but it is instead the capacity of communicating in a different language from the native one with certain fluency. Bloomfield (1935, pp 55 – 56) defines Bilingualism as the native-like control of two languages. Besides Weinreich (1953,

p. 5) points out bilingualism as the practice of using two languages, and the person who practices it is called bilingual. In both cases, bilingualism is described as the capability of a speaker to manage the use of a different language; this implies a person or a group of people to handle communicative skills of another language allowing them to understand and to be understood. This view aligns with the proposal of translanguaging in regards of using students' linguistic repertoire freely, combining two or more languages in their participation and learning process.

Bilingualism in Colombia has several challenges in its path, the starting point probably being the continuous development and improvement of the current National English plan called Colombia Very Well. This plan was previously called the National Plan of Bilingualism, which was criticized because it disowned the existence of a part of the Colombian population that was already bilingual, and consequently, played down the existence of this population's culture and language (Fandiño, et. al, 2012). Recently, new policies were established in Colombia, but the plight of the classroom has not changed at all, since little changes have taken place in the teaching and learning of English that could benefit the majority of the population (Nieto, 2018)

Another of the main challenges of Bilingualism is not the concept itself, but the approaches employed to implement it within a country with a particular context as it is Colombia, not to mention inequality starting education in our country. Specifically, scholars agree that the Common European Framework of Reference has little to do with the reality of Colombia (Sanchez, 2013). In his view, these standards proposed for English language teaching fail to reflect the peculiarities of Colombian cultural and social context. This has

resulted, he argues, in reating decontextualized policies and expectations that most schools are unable to achieve, even less those schools that are located in poor neighborhoods or are rural.

Functionality is another matter that can pose a problem for bilingualism as there is not an appropriate environment where L1 and L2 coexist for the individual to interact with them. Colombia is mainly monolingual, with Spanish being the dominant language. Estupiñan and Mahecha (2020) indicate Bilingualism papers and policies do not represent the actual situation for the Colombian context, making claims of bilingualism absurd. The theory of language development proposed by Halliday (1982) presents stages that go from basic functions to the development of conversational skills. Every stage has its functional purpose and requires interaction with the immediate surroundings of the individual. In this line of thought, Bilingualism within a monolingual context where interaction with the target language is only done in the classroom, but without real or significant practices seems meaningless.

2.3 Plurilingualism

Considering the conception of Colombia being a multicultural country, and knowing that besides Spanish, there are more other languages coexisting, it is safe to say there are plurilingual individuals in Colombia. In this regard, plurilingualism can be defined as the ability of an individual to use "opportune diverse linguistic varieties" and that includes the mother language and all the others acquired (Riley, 2003, p. 13). The speaker should be able to communicate, understand and be understood in different levels of

proficiency, this also implies the individual experiences different cultures that coexist in the same context, since plurilingualism is widely linked to culture, and both competences need to interact.

Plurilingualism represents a challenge where plurilingual students have different backgrounds and cultural manifestations that portray their identities, but it can also be seen as an opportunity to enhance diversity awareness and respect for languages and cultures, as well as interest, as it can bring a wide variety of topics within the classroom and opens the gate for knowledge acquisition. For Curtain & Dahlberg, (2004) plurilingualism can bring critical and intercultural levels of conscience. This idea may be significant in such a complex context as Colombia, to raise acceptance and respect of Colombia's sociolinguistic and cultural diversity.

There are many ways plurilingualism can be brought to a classroom, one important thing to bear in mind shall be students' interests. Previous knowledge should be considered as well as functionality of language in real situations. In this line of thought, language should be contextualized within the environment surrounding it and the background of the participants of that context; for example, teaching idioms and cultural expressions would enhance students' motivation as language would be focused on their concerns, previous knowledge, and appreciation of culture. Plurilingualism views support a translanguaging approach to teaching such as the one considered in this study.

2.4 Oral participation

Oral participation represents an important stage of any class where students are the main protagonists of the teaching and learning performance. Students' oral participation is important because of the opportunities it presents for students' production of output, but also for their view of themselves as valid communicative participants in the classroom culture (Glisan & Donato, 2016). That is, through oral participation students not only try out their ideas, but also position themselves as users of the language in the discourse community of the classroom.

In most cases, oral participation in class means students are willing to express their ideas, opinions, and points of view regarding the topic taught in class and have put the target language in practice to be able to communicate an idea. In other words, oral participation is the act of communicating orally. Concerning this, Calsamiglia & Tusón (1999) indicate that communication in classroom works as long as the teacher provides the opportunities and manage the environment, so that the teacher become a moderator who establishes conditions and orders, however, students' performance will be affected by the role given; they are expected to start of the communicative act.

. As Calderón and Chaparro (2018) explain, one of the main factors that negatively influence students' oral participation is the lack of skills to make an oral intervention. In classroom interaction, this is usually noticed and that the same students participate in lessons and the rest of them keep silent, resulting in reduced opportunities to communicate for those with less speaking skills.

2.5 Code-switching

Code-switching refers to the idea of going between two or more languages simultaneously; this practice aids in the communication of the speakers. Depending on the context where it is being implemented, the speaker intentionally switches between languages, following the pace and topic of present dialogues (Yeh & Lim, 2021). As a strategy of communication from a bilingual or multilingual user's point of view, code switching supports the communication process, preventing moments of silence and breaking points during conversational spaces.

In this paper, we refer to code-switching as a translanguaging strategy which delves into the students' linguistic repertoires, enhancing the communication process. Likewise, code-switching helps in improving students' conversational skills, providing moments of continuous participation and reducing moments of silence. Code-switching can occur at different levels, including inter-sentential code-switching (between sentences) and intra-sentential code-switching (within a sentence) (Alaiyed, 2020). An example for intra-sentential code-switching refers to cases where a blank space is encountered in a sentence, creating a moment of silence which can be filled through the intentional switch of the native and target language. Inter-sentential code-switching can be used intentionally, moving back and forth between two or more languages to follow up interactions with other multilingual speakers.

Furthermore, the use of code switching is associated with the speaker's linguistic repertoires as a whole, taking the notion of what is already known to acquire or gain access

to other resources or languages, involving specific forms of linguistic or cultural knowledge (Heller, 2020). Implementing code-switching between two or more languages, related to the process of learning a second language, creates a sense of support in which the native tongue complements the target language, improving the speaker's learning process without setting a barrier between both dialects.

2.6 Code-blending

The idea behind Code-blending, also called Code-mixing is to take advantage of strengths of languages while lessening weaknesses. Thara (2018) defines Code-blending as the linguistic practice where languages are mixed within the same speech or sentence. In this context, code-blending involves intentional mixing of languages to make meaning, express ideas, share opinions and act as a bridge between the gap that a speaker may have. According to Mabule (2015, p. 341) "Code mixing is expressions in which a mixture of the grammar of one language and another language is used without altering the grammar of the first language used", this means that the intentional mixing of languages aims to make sense whether it is on L1 or any other language involved in the speech.

In this regard, Code-blending may have such a positive impact on the language acquisition process since it provides speakers with a wide repertoire to make communication more effective and accurate. Spice (2018) agrees with the fact that code mixing can enhance communication, since it helps speakers with low language proficiency. Furthermore, code-blending can foster the ability to analyze languages' structure, identify patterns and help speakers to become more conscious about language similarities.

3 Literature Review

A variety of studies have investigated the opportunities that translanguaging (TL) can offer for students' learning of a second language. These studies have shown that using translanguaging strategies contributes to improving students' overall L2 ability, including reading (Panchez, 2021), speaking (Palmer, 2014), (Creese & Blackledge, 2010), and writing (Ramirez & Ortiz, 2022). Panchez (2021) investigated how TL may help high school students improve reading proficiency. Her analysis of observations, questionnaires and interviews showed that TL helped increase the amount of words students read, as well as their vocabulary knowledge. Similarly, Ramirez & Ortiz (2022) concluded that TL helped first-grade students to conceptualize structures and words in English, which benefited their ability to communicate. Unlike Panchez, Ramirez & Ortiz only used a questionnaire and field notes as data collection, which may pose some limitations to his findings.

Studies of TL practices have also shown improvement in students' participation, interaction and overall engagement. Two of these studies talk about TL allowing diversity inside the classroom, generating interest in students' English learning. Through dynamic bilingual practices, **celebration of language diversity**, and the treatment of students as bilinguals, Palmer (2014) managed to attract interest and increase engagement in classroom discussions over more complex topics. This was shown over a set of video recordings, interviews, observation and field notes which resulted in students' active participation and motivation to speak in class activities when implementing TL strategies. This allowed SS to

talk about their personal lives and use code-switching to give context of cultural background.

Another example is Creese and Blackledge (2010)'s work, which showed similar results when implementing TL practices. Students were allowed to interrupt others' participation as long as English was used as L2, promoting constant interaction and conversational skills. Furthermore, interviews and recordings demonstrated that the use of both native and foreign language use inside the classroom was required for different functional goals, such as narration and contextualization of cultural settings. Although these studies focus on interaction and engagement of English learning through TL, Palmer (2014) promotes better guidance for nurturing bilingualism using dynamic techniques, such as drawing on identity theory, modeling bilingual practices, and positioning students as bilinguals.. On the other hand, Creese and Blackledge (2010) research about bilingual pedagogy as an ideology and how it can be practiced in different contexts, as well as the results obtained from it.

Ramirez & Ortiz (2022) found translanguaging represents advantages and opportunities for English students, because it eases understanding, makes students feel more comfortable, and improves students' perception in regard to English, since they are less confused and develop their communicative skills in the target language. However, translanguaging may also pose some risks that need to be addressed carefully, since TL practices may encourage too much use of the mother tongue in the classroom, increasing rather than overcoming students' weaknesses. students often use a word with a mistaken concept due to its resemblance with Spanish. If too much L1 is used, students would not

have enough exposure to the language to improve their listening abilities or students would not have enough practice on pronunciation, since students tend to interpret some phonemes the way they might sound in Spanish due to the flexibility translanguageing offers.

This “flexibility” is also mentioned by Creese and Blackledge (2010), who advocate for it as “an instructional strategy”. They discuss how this has to do with the fact that translanguageing would “reproduce students’ disadvantages” and agree with the local circumstances being an essential factor, and how context plays an important role on this flexibility success, led by other studies that highlight those circumstances. In this regard, Ramirez & Ortiz (2022) also argue that, in the end, it is students' willingness and context of the class which can decide if TL may be a good approach or not.

In sum, translanguageing implementation can be used inside the classroom to generate different outcomes regarding the student's skills and L2 level, making use of several contexts to encourage participation and motivation when learning a foreign language. The studies show how translanguageing practices can be seen as a more flexible approach to learning L2, giving the spotlight to students’ linguistic repertoires as they make full use of it to correlate terms across language. Although these studies have addressed participation as one of the emerging results, none have focused explicitly on how translanguageing practices may encourage or inhibit students’ spoken participation in the English lesson. This study will contribute to filling such gaps by investigating how an EFL teacher used translanguageing to generate opportunities for participation and learning in the classroom.

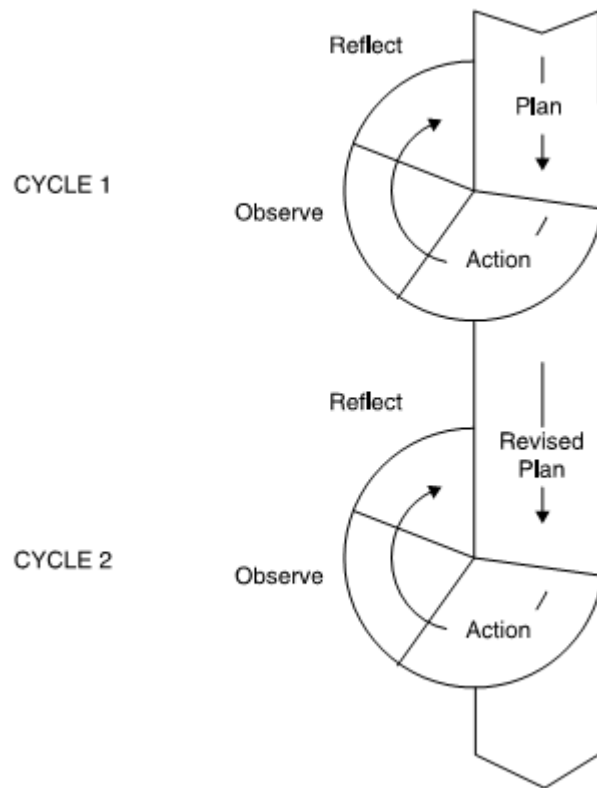
4 Methods

4.1 Research design

This research followed a qualitative approach. Qualitative research is based on the idea that “reality” is subjective as it results from human interactions with the world (Cropley, Arthur 2019). Hence, the qualitative approach seeks to gain insight into the way people see things, how it works for that person or research object specifically and how it is perceived, rather than grouping a set of standardized data as a quantitative approach does. Qualitative research also contains an action agenda for reform that may change the lives of participants, their environment, and the work of teachers, as well as their way of living and understanding (Creswell & Poth, 2016). By using a qualitative approach, we seek to shorten the gap and expand the knowledge that is currently used in teaching, such as teaching strategies and methodologies that require an immersive use of the English language inside the classroom. Accordingly, the implementation of the qualitative method allows us to give voice to the participants and set in motion a way to change and improve their lives from an educational viewpoint, offering the students an open space for understanding of the foreign language through their own and their corresponding culture, creating a standard for teachers to evaluate themselves and the methods they employ for overall improvement of the EFL learning. This type of research will help to analyze if the use of translanguaging serves as a method to teach English inside the classroom.

This research was conducted by action research, which allows to make improvements on the teaching performance based on evidence gathered within the process. Action research then involves the interaction between researchers and participants in a

systematic cycle of activities (Avison et al., 1999). This paper aims to explore the learning opportunities translanguaging activities offer to students' oral participation. Accordingly, action research will provide us valuable information to widely understand the factors and variations that could emerge from the particular context raised in this work, as well as advantages through a sequence of actions planned on that real information that emerge from the evidence. Avison also says action research deals with real-life problems, those may make out of every classroom issue a unique educational context. Heigham and Croker (2009) state action research broadens the theory with every local context, which is something allowed by the cyclic system of action research. The cycle of action research brings about changes or improvements, it involves a series of steps that guides us through the process, such as, identifying the problem, planning, taking action, observing and reflecting, and refining intervention so that the process allows continuous reflection for learning and improvements. So far, this agrees with Avison when saying "every interaction of the action research process adds to the theory". The following figure presents the cycle model followed in this study.



*Figure 1: Cyclical AR model based on Kemmis and McTaggart (1988). Taken from
“The Use of Sustained Silent Reading (SSR) Method to Improve The Students’ Reading
Comprehension in First Grade Students’ of SMK PGRI 2 Salatiga in the Academic year
2018/2019”*

The next table will elaborate on the design of the translanguageing lessons that were taught in I.E San José. We also report on the changes we did resulting from the reflection process after each lesson.

Table 1

Translanguageing lessons design

First translanguageing lesson	<p>Task/Problem/project</p> <ol style="list-style-type: none"> 1. Designing and discussing my healthy routine: Create a five steps routine of your preference based on the given example in the infographic <p>Learning outcomes</p> <ul style="list-style-type: none"> ● Identify and create a healthy routine. ● Discuss about healthy habits. <p>Lesson Teaching Points</p> <ol style="list-style-type: none"> 1. Opinion Expression 2. Vocabulary: Skincare, exercise. <p>Considering the number of SS and the length of the class, most of these activities should be divided into at least 2 days in order to cover all students' participation.</p>
second translanguageing lesson	<p>Task/Problem/project</p> <ul style="list-style-type: none"> ● Brainstorm chart: students will share information about common diseases and its major symptoms.

	<ul style="list-style-type: none"> • Team work, be the patient: Students will be assigned one healthy problem, they will describe the symptoms for the rest to guess the illness. (Active participation) <p>Learning outcomes</p> <ul style="list-style-type: none"> • Identify main healthy problems produced by the lack of healthy habits. • Classify healthy problems according to origin or cause. <p>Lesson Teaching Points</p> <ul style="list-style-type: none"> • Vocabulary: Healthy problems; Hypertension, Obesity, Cholesterol, Cardiovascular diseases, Diabetes, Arthritis, Osteoporosis, Depression, irritable bowel, Flu • Useful expressions: feeling under the weather.} <p>After the first translanguaging lesson, in order to fulfill a student's different needs, we decided to detail the instructional material when explaining instead of just showing it to students.</p>
Third translanguaging lesson	<p>Task/Problem/project</p> <ul style="list-style-type: none"> • Brainstorm chart: SS will share their thoughts and knowledge on how to cure a common illness. • Team work: Stop! The disease. • Students will get in groups, after which they will try to guess a disease through mimics and write down the name and how to cure the person from that illness simulating the popular game of stop. <p>Learning outcomes</p>

	<ul style="list-style-type: none"> • Identify ways to prevent or cure common illnesses based on their symptoms. • Classify illnesses according to their level of urgency and symptoms. <p>Lesson Teaching Points</p> <ul style="list-style-type: none"> • Vocabulary: Symptoms; Illnesses, Headache, Backache, Allergies, Flu, Stomachache, Fever, Toothache. • Useful expressions: feeling funny.
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4.2 Context and participants

The following research was conducted at I.E San Jose, in Monteria Cordoba. It is a public school located in San Jose neighborhood. The school has two different schedules for high school and primary school that goes from 6 am to 12:30 pm and 1 pm to 6 pm accordingly. There is a population of nearly 1560 students starting at the age of 6 to 18 years old approximately. Students from this school belong to basic socio economic status (SES) and come from low-income families. Some of them might be supported by the national financial program named "Familias en acción". Nonetheless, the SES of the neighborhoods surrounding the school can vary from low to medium and some cases of high-level profiles, thus we are able to find different contexts in a single closed environment (classroom). The school has one court connected with a small cafeteria and the school exit, a small playground next to primary grade 's classrooms and two separate areas for both primary and elementary/high school.

For this study, 45 tenth grade students aged 15 to 18 years old from tenth grade were selected. These students had an English teacher giving classes once a week for one hour. In terms of proficiency, they were only able to provide basic information such as names and name school items or fulfill basic functions such as greetings. This group of students was selected because, through our teaching practicum experience, we could observe they frequently hesitated when talking, remained silent in face of teacher's questions, as well as engaged little in learning activities and the English class in general.

4.3. Data collection procedures

This research paper aims to find an answer for our main question “what learning opportunities are generated for school students’ oral participation when translanguaging activities are used in the English class?” Concerning this inquiry, we implemented Interviews, questionnaires, class observation, field notes, video recordings and transcripts to collect necessary data for the fulfillment of this aim.

To begin with, one interview was applied to the English teacher in regard to the use of L1 and L2 inside the classroom and his perspective about using L1 and L2 during lessons. The interview took place after a lesson observation. The purpose of the interview was to see participants’ attitude and opinions toward the use of L1 and L2 during his lessons (Miles & Gilbert, 2005, p.67). We also applied a survey to the students before the start of translanguaging lessons, in order to obtain detailed information of the students’ perceptions of English and its current application in class.

This way students' perspectives, points of views and experiences were brought to a conversation without presetting judgements and beliefs. Those thoughts and experiences gathered from the students' response were of help in building an in-depth understanding of what bringing translanguaging to class means from students' perspective. However, due to time constrictions, we were unable to collect data from a final interview showcasing the students' perceptions of translanguaging after its implementation.

Moreover, Field notes and observation were used to get an overview of what the context and environment are, and how they might intervene on students' experience with translanguaging. Mulhall (2003) asserts observation can "capture context/process" and "informs about the influence of the physical environment", this gives the researcher the opportunity to watch and stand for different roles during and after. Considering the role we will play as researchers and teachers in the process, before and after the observation, the following reflection of our performance gave us the opportunity to see what students might have perceived. Mulhall also states field notes depend on the researcher's personal and professional perception of the world, adding that field notes' value depend on the researcher, so the researcher's concept could influence the way those notes are written and the kind of details that the researcher might consider important to record.

Following through, we made one observation prior to the implementation of translanguaging lessons to assess the students' behavior during class in regards to their oral participation and the use of English. The observation was recorded in video including audio to later analyze relevant information through a transcript of the class, leaving a recording of 30 minutes showcasing key moments of participation and conduct during the teacher's

regular class. Likewise, field notes with information relevant to us and stating our perceptions were made, helping us clarify and understand important events during the observation procedure.

Additionally, in order to keep track of the improvements and results that Translanguaging offers in relation to oral participation, we used field notes prior and after implementing translanguaging to further analyze the development needed to increase the learning of the target language

4.3 Data Analysis

We followed various steps for analyzing data coming from observations. We created a content log for each lesson to have a clear idea of what happened at each moment of the lesson. The content log helped us learn the lessons in detail and identify possible moments of interest for analysis. We then transcribed the lessons, paying close attention to those moments where the students interacted with us during the lesson in whole-class activities. We omitted from transcription all those instances of group work since our focus was on participation during whole class interaction activities.

We analyzed the transcripts in detail in two complementary ways following an inductive qualitative coding approach. Qualitative inductive coding allows identifying themes to interpret the information as it shows up through the data collection and results in order to gain a deeper report and interactions between the participants and the study. Qualitative coding is an interpretative process in which the nature of a phenomenon is understood by interaction and re-reading of the data. It is a constant comparison and

reflection where the researcher discovers patterns in the data, building explanations and theories, as well as revealing more in-depth results from people's personal experiences (Baralt, 2012, p.223). Furthermore, we used an inductive approach in order to analyze raw data and group the information in a systematic process of themes and categories following a more freelance data collection technique.

This approach helped us analyze the data in two complementary ways. On the one hand, we counted student participation, specifically focusing on their contributions related to the class content rather than unrelated topics. We also coded individual participation based on several categories, such as English, Spanish and mixed participation, individual and group participation, voluntary and assigned participation, and On and Off-topic participation. Firstly, we noted whether participation was voluntary or prompted by the teacher's direct invitation or question. Then, we coded for language choice (L1, L2, mixed) and participation purpose. We used this information to create participation opportunity tables for each lesson that helped us visualize what happened in each class so as to make decisions concerning the design of subsequent lessons. This coding allowed us to identify salient themes in the transcripts that could be related to participation opportunities and translanguaging.

We analyzed data coming from one interview with the teacher and from the survey to the students to first identify themes in the interview and survey responses relevant to participation and then relate those themes to answers in the survey. The data collected from the survey helped us understand the students' perceptions about the use of English and Spanish in the classroom. It also helped anticipate the students' behaviors in relation to oral

participation. These data helped us understand the problem situation so as to be able to design our instructional intervention as required by the action research cycle. We also calculated percentages from students' responses in the survey to have an idea of the trends concerning the different questions and their relation to the answers in the interview.

5 Findings

This chapter presents the findings of our study, organized for each lesson chronologically. With this we want to illustrate how the action research process took place and our reflections throughout the instructional intervention. We start by describing the problem in detail, based on the data collected at the beginning of the study. We next analyze the use of translanguaging and how it may have impacted student participation during three subsequent lessons.

5.1 Regular lesson observation.

Analysis of observations, interviews with the teacher, and the survey to students revealed that students' participation during lessons was little engaged, offering little opportunity for meaningful L2 use. This can be seen both in the amount of participation and its characteristics as well as in the prevalence of moments of silence that showed students little interest in participating. The amount of participation for the first class can be seen in Table 2.

Table 2

Regular Lesson Participation Amount Analysis.

Participation	<div> Category 1 Category 2 Category 3 Category 4 </div>									
Class #1	<div> Spanish English Mixed Voluntary Assigned Group Individual on Topic out of Topic </div>									
Warm-Up	NO WARM UP									
Core Activities	18	17	2	32	5	16	21	32	5	

Table shows that students participated 37 times during this lesson, particularly in the core activity of the lesson dealing with filling in blanks in a sentence with the correct tense of the verb, as well as providing short answers form to each sentence. Considering that this class was made of 45 students and lasted 45 minutes, the amount of participation turns may look low. This may be explained by the fact that there was not a warm-up activity and core activity consisted of a fill-in-the blank task whether students had to provide the correct verb form that was missing in a sentence. Spanish participation represented 49% of the total interventions, while English interventions represented 47%, and mixed was 2% of the total amount of participation. These results show that students used both English and Spanish, in similar amounts, to participate inside the classroom. Intriguingly, the results also indicate that they combined these two languages very little during participation.

Nevertheless, English interventions were mostly short answers related to grammar topics, such as the proper tense of an irregular verb within a sentence, as regards participation, this may provide little opportunities for students to interact and in consequence low engagement toward regular English lessons.

Another feature of participation during this lesson referred to the prevalence of moments of silence, as a possible evidence of students' little engagement. In fact, during activities, students' participation seemed to be scattered and forced by the teacher's repeated questions, as shown in the transcript 1. Although students tend to answer when they are assigned to, it is recurrent to notice that the teacher tries to fill up these moments by giving students the answer in order to keep going with the class. The following transcript, from middle of the lesson after the explanation of the topic, shows students little participation, indicated by recurrent silence:

Transcript 1.

Core activity intervention transcription

1	Teacher	Who can tell me the short answer?
2	SS	((most students gaze in various directions but the teacher's, they talk among themselves about various issues in Spanish. No answer for about one minute and seventeen seconds while the teacher waits and checks his phone))
3	Teacher	guys, who can tell me the short answer?
4	SS	Yes

5	<i>Teacher</i>	<i>Yes, yes what? Yes... Ruben!</i>
6	<i>ss</i>	<i>(silence for two seconds) yes, he went?</i>
7	<i>Teacher</i>	<i>he went?</i>
8	<i>ss</i>	<i>No. he was</i>
9	<i>Teacher</i>	<i>Did... yes he did! And the negative?</i>
10	<i>Ss</i>	<i>he didn't?</i>
11	<i>Teacher</i>	<i>Yes. No, he didn't.</i>

As the transcript 1 shows, it was common in this lesson that in face of the students' frequent silence in response to questions (turns 2 and 6), the teacher assigned participation (turn 5) or provided the answer to his own questions (turn 9).

Off-topic questions were also a slight evidence of students' disengagement. There were only 5 off-topic participation, yet students' inquiry focused on whether it was necessary to write the content of the board on the notebook, and deepened on the purpose of writing it, whether it was going to be checked or graded, and was repeated throughout the class. Though the question was, to some extent, related to the topic of the class, the intention behind this particular question that we got, as observant of the class, made us evaluate it as off-topic. This question surged twice, once during the explanation of the topic, and once during the core activity. The following transcription belongs to the explanation of the topic moment.

Transcript 2.

Out of topic intervention transcription

1	Ss	<i>Teacher, es necesario escribir todo eso?</i>
2	Teacher	<i>Yes, it is necessary.</i>
3	ss	<i>¿Pero es porque lo va a revisar o porque va a tomar nota del cuaderno?</i>

Moments of silence seen in transcript 1 could have been triggered by different factors. Firstly, students may think speaking in Spanish during class is not allowed or is a threat for their language acquisition process, since the dynamic of the class they are used to is mainly carried out in English, with some moments of translation. Not unlike these views, the English teacher reported in the interview that an English class should be taught in English. However he also conceded that, considering some students' low English level, he planned beforehand the use of Spanish during lessons, as can be seen in the following transcript.

Entonces sí, yo planeo usar los dos idiomas, aunque lo ideal sería utilizar solamente el inglés, porque estamos en clase de inglés, pero por falta de que algunos estudiantes no tienen el nivel, toca utilizar el idioma nativo, el español.

In this comment the teacher acknowledges that only-English approach is widely accepted between English teachers because of the opportunities that might bring to students by the full exposure to the L2. However, it also suggests that using L2 only may be too demanding for students' comprehension, reason why the teacher may appeal to the use of

L1 to provide understanding of instructions. That is, the teacher may be switching-codes to promote students L2 learning through the L2.

In addition to the interview, we applied a survey to students to contrast their views to the teacher's. The survey revealed that 85% of the students agreed or partially agreed on feeling identified with not answering a question because they did not pay attention. In the same survey, most students showed a positive view of "Espanglish". However, in the open question, we observed some students having a different point of view about the English class being taught combining English and Spanish: *n*

S1: "Mi opinión es que al hablar más el inglés en la clase mejora nuestra habilidad para hablar y escuchar mejor el ingles"

S2: La clase de inglés solo se debe hablar inglés porque de no ser así los alumnos estarán sólo pendientes de cuando el profesor habla español y no prestando atención.

S3: Opino que no es tan relevante hablar en español.

These students' opinions might suggest some of them feel little comfortable with the idea of mixing L1 and L2 in the classroom, as this mixing approach could pose a threat to the learning process or it may encourage overreliance on the native language. Unlike these views, during the translanguaging lessons, students showed a positive attitude towards translanguaging as reflected in their participation. We turn to this next.

5.2 First translanguaging lesson.

After analyzing the teacher's regular class, the students showed signs of improvement where oral participation became more constant and fluid. This is shown

through the students' participation when we provide them with the opportunity to talk about personal opinions, likings, and details to provide context throughout the first translanguaging lesson. This class had to be divided into two sections due to limited time; the first contains the warm-up and class work, while the second part, which will be explained afterward, talks about the core activity and students' presentations.

We implemented some changes for the first lesson after careful analysis from the teacher's regular class, including the introduction of translanguaging using code switching as the main strategy inside the classroom, showing simultaneous use of L1 and L2. Translanguaging applications seemed to provide the students with participation opportunities, which could also be influenced by the topic and activities selected for this class. These activities may have allowed for casual and relaxed conversations to take place, therefore, increasing participation in L1 and L2. This is shown throughout the first interaction where students' participation becomes more continuous and fluid, revealing moments of persisting response indicating students' interest. The amount of participation related to the second class can be seen in Table 3.

Table 3

First Translanguaging Lesson Participation Amount Analysis.

Participation	Category 1				Category 2				Category 3				Category 4			
	Spanish				English				Mixed				Voluntary			
Class #2	Assigned				Group				Individual				on Topic			
													Off-Topic			

Warm-Up	13	8	3	24	0	11	13	19	5
Core Activities	21	6	6	33	1	12	22	33	1

The table shows a notorious increase in interactions during the first class, having 58 participations. The percentage of Spanish participation corresponds to a 58.62%, English participation had 25.86%, and mixed had 15.52%. The majority of participation were made during the core activity section in which English participations were used by the students to express opinions, and ask questions about the topic. Likewise, L1 participation provided details, explanations and personal information during the class work, as well as the warm-up part of the class.

Another moment that gave participation opportunities to students seemed to happen when we provided a variety of options as to which language could be used to respond. After routinary greetings and calling the role, participation became more natural during the warm-up moment, going beyond their usual mechanical response to greetings and incorporating more language resources, as can be seen in transcript 4.

Transcript 4.

Greetings activity intervention transcription

<i>I</i>	<i>Teacher</i>	<i>How are you today?</i>
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2	SS	<i>Fine, thank you and you?</i>
3	Teacher	<i>¿Cómo se sienten today? Fine, bien?</i>
4	SS	<i>Good, so-so.</i>
5	Teacher	<i>Why so-so?</i>
6	S1	<i>Because... we're tired.</i>
7	SS	(everyone starts to comment amongst themselves).

As it is shown in the transcript 4, students initial response was the routinary one to the teacher's greeting. However, the teacher code-switched to try to get a more natural response to the greeting, helping students understand the sense of it (turn 3). Students responded using a less mechanical and more realistic response (turn 4). This allowed the teacher to attempt to get more information from students (turn 5), leading to S1's spontaneous response in turn 6. Unlike their routine greeting which only involved a courtesy exchange between teacher and student, strictly following rehearsed responses, the transcript shows interaction became more spontaneous, involving informal speech and L1-L2 mixed participation

Students' constant voluntary participation while using L1 and L2 can also be seen as a sign of interest and motivation. As part of the warm-up to assess students' background knowledge, we asked several questions involving characteristics that belonged to the topic where students' quick responses demonstrated positive engagement and interest during class. The following observations can be seen in the transcripts 5 and 6.

Transcript 5.

Warm-up activity intervention transcription

1	Teacher	<i>Can someone tell me un hábito saludable que haga en su rutina everyday?</i>
2	SS1	<i>Tomar mucha agua.</i>
3	Teacher	<i>Drinking water, exercising.</i>
4	SS3	<i>Estudiar.</i>
5	Teacher	<i>¿Se lavan la cara todos los días?</i>
6	SS	<i>Claro, yes teacher. u</i>

During this moment, we use L1 and L2 simultaneously to ask questions (turn 1, 5). In return, students' participation became constant and on topic, voicing their opinions. The implementation of translanguaging and code switching as shown in the following transcript, suggests an opportunity for participation to increase when we give freedom to the students in choosing the language they feel more comfortable responding in.

A significant participation opportunity was prompted from the core activity section as well when students' background knowledge appeared.

Transcript 6.

Core activity intervention transcription

1	Teacher	<i>Muy bien, ¿el segundo saben cuál es? El tónico.</i>
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2	SS	<i>Ah, el tónico.</i>
3	Teacher	<i>And why do you use it?</i>
4	SS	*no response for 4 seconds*
5	Teacher	<i>Para hidratar la piel, ¿y el tercer paso?</i>
6	SS	<i>Serum! *laughs* (quick responses)</i>

Even though there was a moment of silence where students did not know the answer to our question (turn 3,4), a strategic change implementing code-switching might have helped increase the students' to respond in turn 6. The teacher asked the meaning of a word (step three "serum") which is commonly used in both L1 and L2 with identical grammar and similar pronunciation to see students' reaction (turn 5). This created a positive response as the students participated with notorious energy in their voices, later imitating through gestures actions that helped interpret the word mentioned (turn 6).

5.3 First translanguaging lesson: part two.

The following moment corresponds to the second section of the first translanguaging class where the core activity was developed through students' presentations using L1 and L2. Despite being able to switch or mix L1 and L2 as options on participation, during the presentations, the students made use of pieces of paper as aids, reading everything throughout the entirety of the presentation. In order to overcome this issue, we encouraged the students to throw away the papers and use their linguistic repertoire to its full potential. This approach allowed the students to explain their

presentations, using their background knowledge and perceptions through the use of L1 and L2.

During the presentations, we implemented translanguaging through code switching as a way for the students to increase their chances of participation as it will be shown in the transcript 7.

Transcript 7.

Presentation activity intervention transcription

1	Teacher	<i>As you were reading, tell me how you feel personally, personalmente, acerca de su exercise routine.</i>
2	SS	<i>*No response for 10 seconds*</i>
3	Teacher	<i>Ok, veamos. In one word, ¿cómo se sienten al realizar su routine?</i>
4	SS1	<i>mh... good?</i>
5	Teacher	<i>Yes! ¿qué más?</i>
6	SS2	<i>Relajado.</i>
7	SS3	<i>Energético.</i>
8	Teacher	<i>¿Alguno quiere decir otra?</i>
9	SS2	<i>Cansado también.</i>

As seen, we resorted to the implementation of TL (codeswitching), and simple questions after realizing that the students showed signs of struggle when having to provide

an answer suitable to the moment (turn 3). As a result, the students' participation became constant (turn 6, 7, 9), demonstrating a use of their linguistic repertoire and knowledge. Likewise, to increase participation and motivation, for the purpose of improving the following lesson, we took students' interests and personal opinions into consideration for the development of future tasks, as well as a proportionate increase in L2 use inside the classroom that could set a balance of spanish participations as way of supporting the students' english learning process.

Second translanguaging lesson.

The significant increase of participation in every category and moments of the class, suggest students' engagement toward the English class has improved, and so does the dynamic of participation and its characteristic, this corresponds to what students use languages for. During the analysis of this class, it could be seen a remarkable increment of participation compared with the amount of participation seen in the previous ones. The implementation of a different proportion of L1 and L2 in the Code-switching approach, as result of the analysis of our first intervention, could have motivated students' increase of participation, since students seemed to be more comfortable with sharing their points of view and, in general, to communicate in class after these changes. The following chart expresses the number of interventions throughout the moments of the class measured for the purpose of this study.

Table 4

Second Translanguaging Lesson Participation Amount Analysis.

Participation										
	Category 1			Category 2		Category 3		Category 4		
Class #2	Spanish English Mixed			Voluntary Assigned		Group Individual		on Topic Off Topic		
Warm-Up	13	12	9	35	0	4	28	34	1	
Core Activities	21	15	11	46	0	10	39	46	0	

Here the numbers of the previous lesson were duplicated, however, this might have been triggered by the nature of the **activity of this lesson and the topic itself**. Nonetheless, the characteristics of students' participation, such as the use of L1 and L2 may have been influenced by the repeated use of translanguaging strategies inside the classroom. Furthermore, students unexpectedly started to debate about the topic, which seemed to enhance their participation and keep them active during the core activity; they shared their opinions and reasons to agree on an answer using their Spanish-English repertoire. However, translanguaging may have probably been another reason, as students' willingness to talk may have come from knowing both languages were allowed in the classroom. The documented evidence below will elaborate on the context where the debate described before occurred.

Transcript 8.

Students' Core Activity Transcription

1	Teacher	<i>Osteoporosis!</i>
2	SS	<i>No good food!</i>
3	SS	<i>No exercise!</i>
4	SS1	<i>Puede ser no good food porque si no te alimentas bien pues tener deficiencia de calcio.</i>
5	SS2	<i>pero ser sedentario también produce osteoporosis</i>
6	SS1	<i>teacher, puede ser ambas? No good food y no exercise.</i>
7	Teacher	<i>yes, it could be. Vamos a ponerlo en la mitad</i>

The data showed the amount of participation, with a total of 81 interventions, 42% of those interventions were done in English, this includes not only short answers, but also voluntary questions that surged within the class. That is also the case of mixed interventions, which corresponds to 23.4% of the total amount of interventions. students mixed L1 and L2 to formulate more complex questions, allowing them the opportunity to go deeper and beyond the topic proposed. One of these voluntary questions occurred during the warm up activity and one student asked about some misunderstanding with the topic, this student hazarded to express her doubt using English and then Spanish as in the following transcript.

Transcript 9.

Warm-up activity intervention transcription

#turn	Participant	Intervention
1	Teacher	<i>Alguna idea?</i>
2	Ss	<i>como... no se, teacher. O sea... que tiene que ver weather con la salud?</i>
3	Ss	<i>weather? Que es weather?... preguntale.</i>
4	Teacher	<i>sorry?</i>
5	Ss	<i>I didn't understand what is weather. No era clima?</i>

It is important to highlight that the amount of this kind of intervention that occurred during this lesson corresponds to 9.8% of the total . Even though they do not represent a high number in comparison with the total amount of participation, it was notable that students started to use L2 for more than just answering short and simple questions regardless they provide answers in Spanish.

Regarding the third and last intervention, we decided to adjust the amount of English we used and we asked students to. According to the changes made for translanguaging lesson 2, we kept on moving to a Code-switching approach with a larger proportion of L2 and reduced use of L1 within our speech, since it seemed to have a positive impact on students and on the dynamic of students' participation.

5.4 Third translanguaging lesson

After an extensive analysis of translanguaging lessons 1 and 2, we could observe that students showed an increasing engagement in regards to class participation in lesson

number three. This was inferred as the students’ participation touched subjects of personal experiences and background cultural context, becoming more constant and active since it involved a particular interest amongst the class. During this lesson, we implemented translanguaging strategies such as codeswitching, to push students towards the use of Spanish as a tool to support their English learning process. Asking questions in Spanish on how to pronounce a specific word in English or create complete sentences are some examples of the use of L1 to deepen the learning process of L2 inside the classroom.

Likewise, we proportionately increased our use of English inside the classroom while still allowing simultaneous use of L1 and L2 as a way that could increase students’ engagement and participation. This increase in participation and engagement can be seen in the participation data obtained from class three in table 5.

Table 5

Third Translanguaging Lesson Participation Amount Analysis.

Participation										
	Category 1			Category 2		Category 3		Category 4		
Class #2	Spanish	English	Mixed	Voluntary	Assigned	Group	Individual	on Topic	Off Topic	
Warm-Up	19	6	4	29	0	4	25	25	3	
Core Activities	8	3	2	13	0	6	7	13	1	

The table shows a total of 42 participations made during Translanguaging lesson three. Spanish has 64.29% participation, English 21.43%, and mixed, a total of 14.29%. From this data, we can see that the majority of participation was obtained from the first moment of class, the warm up. During this first stage, students' L1 used to participate involved responses from personal experiences, cultural background, and opinions.

Likewise, Spanish was used to extend their answers and provide additional details and context. English and mixed participation involved definition responses and specific details such as names and processes that implicated step by step explanations such as explaining how their home remedies worked and their uses, as it can be seen in the next transcripts.

Transcript 10.

Warm-up activity intervention transcription

1	Teacher	<i>¿Remedios caseros, saben qué es eso? Who can tell me what they are?</i>
2	SS	<i>*no response* (7 seconds of silence).</i>
3	Teacher	<i>¿Alguien sabe qué es un home remedy?</i>
4	SS1	<i>Los remedios caseros son una alternativa a la medicina moderna, son cosas que se encuentran en casa.</i>
5	SS2	<i>Los tés con infusiones.</i>
6	Teacher	<i>Exactly, tea with honey and lemon.</i>

7	SS3	<i>Teacher, mi mamá suele hacer bebidas calientes cuando tengo gripa.</i>
8	SS4	<i>Yo no sé si cuente, pero también le echan romero al agua con vaporub.</i>

As shown in the transcript 10, at the beginning of the interaction, there was a moment of silence where no response was obtained from the students. (turn 2). However, after asking a second time while using the English name of the main topic for the students' to get used to new vocabulary (turn 3), a chain reaction took place when a student broke silence with participation. This occurred when the student explained the meaning through her own words (turn 4), attracting the attention of the rest of the class who seemed more interested in sharing their ideas after listening to their classmate. Moreover, an increase in engagement could be seen when the students' background knowledge of the topic (home remedies) became relevant, touching subjects from past and personal experiences (turn 7,8).

Another example of students' use of L1 and L2 and translanguaging applications with code switching as strategy can be seen in transcript 11.

Transcript 11.

Core activity intervention transcription

1	Teacher	<i>Ok, pay attention here. Lo que quiero que hagan es compartir historias que les Han pasado, what you've seen your mom, your grandma do. Anyone has one?</i>
2	Teacher	<i>Remember you can talk in English or Spanish, whatever you feel more comfortable with.</i>

3	SSI	<i>Cuando estaba enferma... my mom used hot tea, me ponía a inhalar el vapor, the smell? Helped me feel good.</i>
4	Teacher	<i>It helped clear your nose, yes!</i>

We encouraged the students to use their linguistic repertoire to its full extent, reminding that both L1 and L2 were valid options of response as they support each other through their learning process of English (turn 2). Afterwards, a student shared a personal story, using L1 and L2 simultaneously to complement and add important details that could give deeper context of her idea (turn 3). As we can see in the transcript, students began to increase the implementation of English during their mixed participation, making it more constant. This might be a sign of increasing confidence in students' English use, since permission to use both L1 and L2 were appointed at the beginning of class. Therefore, we agreed upon giving students free will over the choice to implement whichever language they felt more comfortable interacting with.

From analysis corresponding to the data of core activities, the information shows that participation is reduced by half as can be seen in table 5. This may be due to the type of activity planned where the students had to follow a game dynamic, thus, cutting in half the moments where opportunity for participation might have arisen. Nonetheless, the annotated participations correspond to students' use of L1 to solve doubts related to pronunciation and sentence creation to support their L2 learning process.

Transcript 12.

Core activity preparation transcription

1	SS1	Teacher, ¿cómo puedo decir esta palabra?
2	Teacher	Humidificador, dilo así (teacher explains pronunciation).
3	SS1	¿Y esta?
4	Teacher	Hydrate. (explains pronunciation).

As shown in the transcript 12, we applied L1 use during the core activity as a tool to increase their English learning (turn 1, 3). Here, it could be seen as students demonstrating their interest to expand their English knowledge and provide accurate interactions and participation.

Following up, there were L2 and mixed participation from students who asked to be volunteers during the activity, providing ideas and examples (common illnesses and home remedies) to integrate themselves and their classmates in the dynamic to extend the duration of the activity.

Transcript 13.

Core activity ending transcription

1	SS1	Profe, I want to volunteer.
2	Teacher	¿Quieres salir al frente, lo de la mímica?
3	SS1	Yes!
4	Teacher	Ok, do this one. (whisper)

Transcript 14.

Core activity ending transcription

1	SS2	<i>Teacher, ¿qué piensa de esta illness?</i>
2	Teacher	<i>Déjame ver.</i>
3	SS2	<i>Can I do it?</i>

The transcripts x13 and x14 show some open instances in which opportunities for participation could happen. The students began to show interest not only with participation when a question is asked, but involving themselves as part of the activity, displaying an energetic behavior (turn 1). Likewise, in the second transcript, a student approached us, offering ideas that would extend the activity and avoid repetition (turn 1). This contributes to their engagement opportunities, as not only they are searching for meanings and definitions of words, but could be seen as an extension to expand their L2 knowledge, developing more complicated structures in the process.

6 Discussion and Conclusions

The findings of this study demonstrated that Translanguaging application through the use of code-switching and code-blending strategies might have generated an increase in oral participation opportunities in the students' English learning process. As it was previously discussed, the implementation of translanguaging as a strategy during the three translanguaging lessons, may have resulted in changes in the students' engagement and interaction. This is shown through different moments where participation becomes more constant and fluid, and flexible use of the students' English-Spanish linguistic repertoire is notorious. However, these changes may also be explained by the kinds of activities and topics we proposed for each lesson.

Seeking to promote oral participation opportunities, we implemented code-switching and code-blending strategies in class activities where topics such as personal interests, background context, and opinions were relevant. An increase in their opportunities for participation can be seen through the students' flexible use of their L1-L2 linguistic repertoire. This is vital for the students' English learning process as they can use their linguistic repertoire, providing context to their monologue, using L1 as an extension to express ideas, and opinions as well as delivering details without being limited by L2.

Research on translanguaging warns that when one language dominates students participation in the lesson, students' learning of the second language may be hindered, as students miss an opportunity to improve their listening abilities and pronunciation practice, making interpretations of some phonemes the way they might sound in Spanish due to the flexibility translanguaging offers (Ramirez & Ortiz 2022). Other studies have also opposed

the use of L1 and suggest an L2-only policy. Although these concerns may not be unfounded, in our case we noted that there was no preference between L1 and L2, as students were intent on using L2 rather than speaking solely in L1, towards the last translanguaging lesson.

Our data revealed various moments where Spanish was used as a tool to support their English learning process were noticeable. The little knowledge of English that the teacher referred to in the interview as a barrier to L2 use did not impede students from participating inside the classroom. For example, from not knowing how to say a word or express ideas using L2 exclusively, to implementing L1 as a resource to enhance their L2 participation and learning process.

Although many other variables may also be involved, using dynamic activities, topics of interest, and translanguaging through code switching and code blending might have generated an opportunity for oral participation to become more frequent and fluid.

Unlike Creese and Blackledge (2010)'s work, instead of interrupting moments of participation so that students spoke in L2, we could see students sharing opinions and complementing other classmates' participation with details and data obtained from their background knowledge in L2. On the same note, thinking of the students as bilinguals from the start while implementing dynamic activities (Palmer, 2014), can attract interest and increase engagement in classroom discussions where a conversational environment is promoted, thus progressively developing constancy in their participation.

Likewise, using code switching as well as topics of interest and dynamic activities, seemed to have given more options for participation to students as they were able to switch from L1 and L2 as necessary. Translanguaging strategies in combination with other variables such as topics and activities, allowed the students a chance to develop an affinity towards English as can be observed from their participation implementing L2. These interactions show an increasing tendency amongst students where they use English voluntarily as their form of response. Furthermore, this goes hand in hand with Ramirez & Ortiz's (2022) suggestion that the use of TL can improve students' perceptions in regard to English as it presents background context and more clarity on the topic, developing students' communicative skills in the target language.

7 Implications and Limitations

The application of translanguaging strategies could have contributed to student's participation in class. In this regard, when allowing students to use their full linguistic repertoire freely, students are more likely to engage fully in the learning process. Adopting translanguaging strategies such as the Code-switching and Code-blending approach, allow teachers to create and promote a supportive environment that engages students to actively participate and foster linguistic strengths.

There are some implications for teachers that could be considered as they face a similar context. Firstly, not knowing English should not become an obstacle; this implies participation cannot be stalled by the impossibility of communicating fluidly in the target language. Furthermore, this language flexibility can prompt more realistic communications, since students can appeal to their mother tongue, while reflecting how language is used in real life contexts, as well as provide deeper understanding on content and context.

Secondly, teachers should integrate translanguaging strategies intentionally into their instructional practices. Not only as a way to avoid uncomfortable silence, but as an alternative to encourage language acquisition through the native language and take advantage of diverse linguistic abilities within the classroom. Moreover, professional development on translanguaging practices should be considered by teachers that are interested in leveraging students' rich repertoire.

The implementation of translanguaging strategies is not only limited to teachers, researchers should continue to explore the effectiveness of translanguaging in different educational contexts and apply other strategies. This study could not cover all strategies in

depth due to time and other circumstances, thus future research must deepen on the effects or advantages that can bring to a classroom other translanguaging strategies, such as dynamic bilingualism or heritage language integration, just to mention some of them.

As teachers and researchers in training, we consider it is important to recognize this study lacks students' final perspective after the implementation of the translanguaging lessons to get to know more about students' experience at the end of the application of this research. Besides, we should acknowledge the fact that what was found could have not been driven by the application of translanguaging strategies, however, it should be highlighted that otherwise, students' participation could have been limited to only Spanish answers or even no answers at all.

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