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Translanguaging-Mediated Input, Response, and Feedback for a Positive Learning  
Environment

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**Abstract**

This action research aims to examine the influence of input, response, and feedback through translanguaging on one EFL classroom environment. It was developed in a rural public school in Rionegro, Antioquia with 32 tenth graders. The study examines IRF teacher-student interactions, with a focus on feedback, and their influence on students' confidence, motivation, and willingness to actively participate, engage, and learn English in a positive learning environment. Data were collected through participant observation, audio recordings of classes, 4 individual and 1 focus group interviews, questionnaires. After qualitative analysis of classroom interactions, the results show that translanguaging made the classroom environment more communicative. Students used English and Spanish to participate and communicate. Positive feedback raised students' interest and involvement. The role of the teacher was found to have great impact on generating a positive learning environment.

**Keywords:** Positive environment, Feedback, Translanguaging, Input, Response.

Título del trabajo en español: Translingüismo facilitado en el IRF para un entorno de aprendizaje positivo.

**Degree requirement**

This action research project is submitted as a requirement to obtain a bachelor's degree in foreign language education (English- French) at the Escuela de Idiomas, Universidad de Antioquia, El Carmen de Viboral, Colombia.

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### **Preface**

I am an undergraduate student at Universidad de Antioquia and I am interested in meeting with and learning from people. The desire of this study came from observations and my own experience as a student of foreign languages, where I was interested in the affective factors that make a person want to use English, or on the contrary make them disinterested in it, such as the educator, the environment, or motivation. This research study was conducted from the beginning of August 2022 until the beginning of June 2023. As a pre-service teacher, I conducted this project in a public school in Rionegro, Antioquia, and I was assigned to a group of 32 tenth grade students. This research project is mostly directed to teachers, who are interested in building a more positive classroom environment for learning, the importance of constructive feedback, the motivations of their students and the benefit of incorporating translanguaging practices in EFL contexts.

Isabella Guarín Gómez

Rionegro, Antioquia, June 14th, 2023



### Description of the Context

The institution where this action research was carried out is Institución Educativa Barro Blanco (IEBB), located in Rionegro, Antioquia (Colombia). The school's mission is to offer comprehensive education to children, adolescents, and young people through the experience of values as social perspective, responsible citizenship, with emphasis on the processes of educational inclusion of the deaf community. As for the vision, the school recognizes itself as an educational entity leading educational processes and highlights its participative community.

Regarding English classes, in the first cycle of this action research back in 2022, I observed a ninth grade of 29 students, who received four hours of English per week, scheduled each Tuesday and Thursday from 7:00 A.M. until 9:00 A.M. I also provided academic aid to some students and in civic and extracurricular events. The “*Malla Curricular*” for the English subject is needs-based and learner-oriented. The institution uses the didactic proposal “*Rionegro Bilingue!*” and the textbook “English Please!”. My cooperating teacher (CT) has a degree in language teaching and has experience working in both public and private sectors for nearly seventeen years, of which she has worked for 12 years at the Barro Blanco educational institution teaching both primary and secondary levels.

For the second action research cycle, implemented in 2023, students advanced up to tenth grade, wherein some students from last year were no longer part of the class. My class was attended by 32 tenth grade students, twenty girls and twelve boys, ranging between 14 and 18 years old.

In this period, English lessons were given on Tuesdays and Fridays with the same cooperating teacher. Students during the tenth grade covered past, present and future simple to give opinions, understand complex English texts and develop self-critical reflection.

### **Statement of the Problem**

During the first observations, a passive attitude towards English was observed. Students usually avoided answering the CT's questions, limited their oral interaction with the CT. Students were exposed to reading-writing activities most of the time. Task instructions were usually unclear for students, some materials presented oversimplified instructions, and students presented sporadic difficulties in developing them correctly. The CT's repetitive instructions in English forced her to overuse Spanish because students did not understand the goal of some activities, as a consequence, students' spoken interaction was frequently accompanied by anxiousness, and their capacity to acquire the essential self-assurance and fluency in English was limited by the absence of possibilities for oral production in the classroom setting.

Likewise, the topics taught were of little interest to the students, as they participated in a passive, mechanical and hurried manner (Pre-service teacher journal entries, August 30<sup>th</sup>, 2022; September 1<sup>st</sup>, 2022; September 6<sup>th</sup>, 2022). Furthermore, the feedback was primarily summative, providing little possibilities for honest discussion and fixing English use errors. Without many feedback moments, students were denied the opportunity to get direction, clear up mistakes, and advance on their language abilities. It was also remarkable that one prominent factor was the presence of inequity within the classroom, manifested through instances of preferential treatment between some students with high grades and their peers. This discrepancy in treatment created a divisive environment, potentially hampering the overall learning experience for the majority of students.

During the second practicum period, a two-week observation period was conducted in the new context. Notably, several positive changes in the students' attitudes were observed during this time. There was an evident increase in their active participation within the classroom setting.

The class activities incorporated more opportunities for oral interactions, promoting greater engagement and involvement among the students.

However, it is important to acknowledge that despite these positive developments, a fair number of students exhibited fear and anxiety when it came to oral communication in English and interaction with the CT or their peers. This lingering apprehension served as a negative factor that persisted among certain individuals. To me, addressing this fear and anxiety remained a significant challenge that extra attention in order to create a truly supportive and inclusive learning environment.

My observations during the first semester concluded that there was a strong reliance on Spanish, passive behaviors in English, and limited oral skill growth as a result of little contact and engagement in class. However, the second semester presented a different context influenced by factors such as schedule, new students, and the school period. In tenth grade, the class showed a greater level of participation, but there was still a notable absence of engagement and a lack of improvement in English oral performance.

This is why I designed one action-research intervention through a four-week action plan based on the needs and interests of the students. This AP aimed to expand the exchange between responses to input and feedback, with a focus on constructive feedback and positive praise. Also, the AP used translanguaging as a pedagogical strategy for more effective communicative exchanges. Ultimately, this sought to achieve positive effects to the EFL learning environment.

### **Theoretical Background**

This section aims to construct three theoretical concepts: input-response-feedback, positive classroom environment, and translanguaging practices. These three concepts intersect their relevance and potential applications in the educational setting of this study.

#### **Input, Response and Feedback**

Input-Response-Feedback (IRF) is an essential component of effective teaching and learning that, according to Van Lier (2014) it is a teaching interaction technique that involves three-part exchange scenarios between teacher and student one of its dimensions is assessment orientation or participation orientation “in which the teacher is concerned primarily with engaging and maintaining the students’ attention and drawing them into the discussion actively” (Van Lier, 2014, p. 154).

According to Van Lier (2014) Input, or “initiation”, refers to the stage where teacher initiates an interaction to get the response of the students, then the teacher gives feedback to the student's response, being a teacher-centered step in this sequence. The teacher’s first step in the interaction should be designed in such a way that it produces easy and predictable feedback. Van Lier (2014) identified two types of initiators for input: specific and general elicitation. In general elicitation, the teacher asks the question to all of the students allowing an open and voluntary participation, which may sometimes result in unintelligible answers. On the other hand, specific elicitation, involves the teacher intentionally choosing a single student to respond and provide an answer (Van Lier, 2014, p. 153). To perform the response exchange, four ways are proposed by Van Lier (1996, pp. 153-154):

1. Repetition: The teacher encourages students to repeat a word or sentence.
2. Recitation: Students recite memorized information.

3. Cognition: Students verbalize for the teacher the question asked.
4. Expression: Students answer or explain in their own words for more precision.

Regarding the third exchange, feedback, Wang (2006, as cited in Klimova, 2015) states that “Feedback is the information about current performance that can be used to improve future performance”. Feedback plays a crucial role in any educational process since it can significantly improve both learners’ and teachers’ performance. Dignen (2014, as cited in Herra 2018, p. 128) argues that “feedback is the most important communication skill, both outside and inside the classroom”. Given that feedback is a crucial component to promoting teacher and students interactions, the lines below will focus on feedback as one of the core concepts of this research.

### ***Feedback***

Feedback is a process in which the teacher implements a strategy where more attention should be paid to the performance of the students. One form of feedback is corrective feedback, which “ensures that the child is aware of his error, provides him with the correct response, and gives him further practice in exhibiting the correct response” (Barbetta et al., 1994; Colvin, Sugai, & Patching, 1993 as cited by Maureen, 2009, p. 22). There are several types of feedback, for English teaching, the most used feedback strategy in recent years is Corrective Feedback (CF), which constitutes “a crucial means adopted by teachers to treat learners’ errors in second language (L2) classroom” (Chen, 2016). A well-known CF strategy is recast, where the teacher applies the error correction to the student directly.

One of the benefits that CF use is to avoid future language mistakes, as Herra (2018, p. 133) highlights: “the purpose of using corrective feedback in the classroom is not to show the learner’s deficiency in language accuracy but to help him avoid mistakes” (p. 133). It also increases learners’ engagement towards the language, “at the affective level, learner engagement

is manifested through L2 students' attitudinal responses to the feedback they receive, including expressing emotions and feelings, showing personal and moral judgment, and appreciating the value of CF" (Martin and Rose, 2002, as cited by Liu, 2023, p. 2).

Another way to provide feedback is the incorporation of 'praise'. According to Mardiah (2020), "praise is a simple strategy teachers can apply to maintain a good rapport with their students" (Mardiah, 2020, p.4. The author also defines effective praise as a strategy that specifically describes positive behaviors; the author also explains why they are important, and some of its characteristics are that praise "fosters intrinsic motivation to continue to pursue goals, specifies the particulars of an accomplishment, so students know exactly what was performed well, and attributes success to effort, implying that similar success can be expected in the future" (Mardiah, 2020, p. 5).

This study also draws on constructive feedback. According to Omer (2017), "constructive feedback is an essential adjunct of effective learning. Application of constructive feedback on the ground requires some enabling factors, which involve a safe learning environment, effective communication, clear learning goals, and suitable curricular and pedagogic strategies" (Omer, 2017, p. 47). By applying effective feedback, the teacher becomes more involved with what the student has been taught, allowing to emphasize their strengths and improve their weaknesses /second/, using relevant, frequent, understandable and non-judgmental feedback message, so that the student has more space to reinforce their strengths and with the teacher, accompaniment to work on the aspects to improve.

Finally, this study resorts to peer feedback. Nguyen (2016) defines peer feedback, or peer response or peer review, as "a collaborative activity in which students read, critique and give feedback on one another's writing to facilitate writing competence through mutual scaffolding"

(p. 77), When students provide feedback to their peers, they become more engaged in the learning process and develop a sense of responsibility toward their classmates' learning. This can lead to increased motivation and participation in class activities, which can contribute to a positive learning environment.

Peer feedback has been found to develop their critical thinking and communication skills as they learn to provide constructive feedback to their peers. This can lead to improved academic performance and a deeper understanding of the subject matter. As explained by Nguyen (2016), “peer feedback helps to promote language learner [...], to create a friendly and secure environment for language learners” (p. 78).

### **Positive Classroom Environment**

The definition of a classroom environment can be perceived by the teacher. Nonetheless, according to Khine (2013), “having an understanding of students’ perceptions of their English classroom learning environments provides a useful basis for improving classroom teaching and learning” (Khine, 2013, p.75). That is why, to perceive a positive classroom environment is vital for optimizing student learning and well-being, as expressed by Fraser (1989) “classroom environment refers to various kinds of physical, social and psychological factors that influence teaching activities” (Fraser, 1998 as cited by Liu, & Fraser, 2013, p. 75). By taking a more comprehensive perspective of the classroom environment that encompasses the students, it becomes feasible to recognize the elements or behaviors that contributed to formation.

A positive learning environment relates to creating spaces for favorable students’ learning self-perception, in which motivation and self-esteem are fostered. While students may experience anxiety in learning a language, Arnold (2000) proposes focusing the classes on communication, having spaces in which feelings and personal growth are the focus of the

lessons. She claims that “communication that encompasses more personal aspects, such as feelings, greatly increases the likelihood that anxiety-provoking situations will be reduced unless an emotionally safe environment is provided” (p. 27). This suggests that communication be friendly and emotionally sufficient, so that feelings such as fear and worry do not interfere with learning a second language.

Moreover, teachers should work on self-concept and self-esteem when crafting lessons to improve students' self-perception and decrease anxiety. Canfield and Wells (1994), as cited by Arnold (2000, p. 28), express that “the most important thing a teacher can do to help his students emotionally and intellectually is to create an environment of mutual support and attention. What is crucial is the security and encouragement that students feel in the classroom [...] they must also feel that they are valued and that they will receive affection and support”. Thus, it is the teacher who creates a safe environment in the classroom, reinforces open communication channels for free self-expression, thus creating not only a safe environment, but a safe individual.

On motivation in foreign language learning, specifically a risk factor such as extrinsic motivation, we must include intrinsic motivation, which motivates students through interest and satisfaction in learning. (Deci 1992, p. 60, as cited in Arnold 2000, p. 31) suggests that “the stimulation of autonomy, feedback that fosters competence, and personal involvement” as optimal conditions for the development of intrinsic motivation.

Arnold (2000) suggests that by stimulating learner autonomy through teacher feedback, learners can develop their own personal motivation to learn another language and give personal meaning to their learning rather than just following a curriculum and performing academic tasks for the grade (p. 31). Brown (1994, cited by Arnold, 2000, p. 32). mentions some teacher recommendations to stimulate personal growth and intrinsic motivation, such as providing



student encouragement in a task well done, facilitating student participation in activities with meaning rather than verbs and prepositions, and ultimately providing feedback and numerical assessment. In this way, the design of both a meaningful methodology and teacher feedback will be key to increasing motivation, while making the learning environment more active, personal, interactive and positive.

### **Translanguaging**

Translanguaging is a pedagogical approach and “the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages” (Baker, 2011, as cited by Lewis, 2012, p. 1). Besides, translanguaging “in an educational context, is situated within a constructivist and culturally responsive pedagogy that honors the richness, complexity, and fullness of students’ linguistic repertoires” (Peña, 2015, p. 2). Translanguaging is seen as a transforming vehicle that recognizes students’ realities without diminishing their importance in order to establish a social space where all voices are heard (Wei, 2011, as cited by Bedoya, 2016). In sum, translanguaging is a pedagogical approach with processes that highlight language learners’ voices and their full linguistic skills and experiences.

Several functions have been identified in translanguaging. One function relates to understanding build-up: “Translanguaging is indeed a powerful mechanism to construct understandings, to include others, and to mediate understandings across language groups” (García, 2009, pp. 307-308). Besides, according to Baker (2011), it opens space for class reflections and discussions while sharing experiences and opinions. It leaves space for students to appropriate their own discourse in class.

In the educational context, Baker (2001) discusses four potential educational advantages of translanguaging, of which this section will focus on the two main ones. Firstly, it may

promote a deeper and fuller understanding of the subject matter: “To read and discuss a topic in one language, and then to write about it in another language, means that the subject matter has to be processed and digested” (Baker, 2011, p. 289, as cited by Lewis, 2012, p. 5). Secondly, these advantages highlight the pedagogical benefits of translanguaging, such as improved subject matter understanding and the balanced development of languages. By embracing translanguaging practices, educators can create inclusive learning environments that leverage students’ linguistic repertoires to promote deeper learning and empower their language development.

### **Research Question**

What is the influence of integrating translanguaging and effective input, response, and feedback strategies on the creation of a positive learning environment in an EFL secondary school classroom?

### **General Objective**

Identify transformations in the language learning environment produced by translanguaging and IRF.

### **Specific Objectives**

1. Describe IRF interactions with positive effects on meaningful learning.
2. Explain how feedback contributed to a positive learning environment.
3. Describe the effects of translanguaging and IRF over the language learning environment.

### **Action Plan**

This action plan (AP) started in a new year and term, first semester of 2023. The AP was guided by three learner-centered themes: ‘who we are today’, ‘our place in the world’, and ‘who we will be in the future’. Learnings in these three themes were to be displayed in a resume accompanied by one face-to-face interview to encourage creativity and spoken English interaction.

Students' progress was supported through corrective feedback, formative feedback, constructive, and praise. English and Spanish were integrated into class activities and materials, fostering Eng-Spa-Eng interaction among students in team-pairs work. By the end of the AP, the students were to collect, describe, and reflect on their interests using the present and future tense, describing a place, and expressing their perspective about themselves (See annex 1).

The data collection methods used were two student interviews before and after the AP implementation, one focus group interview recorded and transcribed and finally a google questionnaire with the objective of collecting students' perspectives on the classroom environment during and after the action plan was developed. The lessons were audio recorded and selectively transcribed in order to identify meaningful instances of IRF (Initiation-Response-Follow-up) exchange and observe the occurrence of translanguaging throughout the entire action plan.

### **Development of Actions**

In 2023, I embarked on a journey of reintegration into the classroom. Everything was new: a fresh classroom, a new set of students, an updated schedule, and a revised curriculum. On February 14<sup>th</sup>, I initiated my reacquaintance by immersing myself into the topics the students

were currently studying. This involved a two-week period of observation, wherein I was able to refine my data collection methods and adjust my action plan to accommodate the changes that had taken place since the previous year.

By the third week, I made the decision to start implementing lessons to get immerse in the characteristics of the learning environment before my action plan (AP) deployment. A week prior to implementing the AP, I conducted interviews with two students to gather their perspectives on the classroom environment, the use of Spanish in an English class, and the CT's feedback.

On March 28<sup>th</sup>, my AP was set in motion in a four-week timeline. The first week of action plan implementation served as an introduction to the project. It involved negotiation with the students and an introduction to Unit 1: 'Who am I?'. Here, students provided brief introductions about themselves, their hobbies, and interests. After the Easter week, classes were devoted to providing feedback on the work completed in Unit 1 and introducing Unit 2: 'My Happy Place'. Here, where students created a drawing and a paragraph describing their happy place, and incorporate three positive feelings. Then, we introduced the final unit of the curriculum, 'Who I Will Be in the Future?'. The students were required to describe themselves personally, educationally, and professionally in five years using the future tense approximately 10 times. To aid their comprehension, we provided a reading worksheet on this topic.

The following class involved one peer feedback activity, wherein students evaluated Units 2 and 3. They were provided with an analytical rubric to offer advice to their peers based on content, creativity, and understanding. During the AP's final week, we introduced an oral activity centered in the resumes. Three options were presented, and the students chose to engage in a simulated job interview that were conducted over the course of two classes. The AP

culminated with a session of sharing and socializing, during which the students reflected on what they had learned throughout the classes. Finally, I conducted interviews at the end of the action with the initial students and also collected a questionnaire to gather final perceptions about the classroom environment.

### **Data analysis**

To analyze the data, I employed strategies outlined by Creswell (2012) for qualitative data analysis and followed the guidelines provided by Richards (2003), specifically tailored to analyzing oral interactions. My analysis encompassed an interpretive approach, involving multiple data sources and techniques. I recorded and selectively transcribed ten lessons from the action plan. This allowed for an examination of the oral interactions and discussions that took place during these instructional sessions, which served as valuable sources of data for in-depth analysis. To gather the final perceptions of the students by administering a questionnaire at the AP's closing. Subsequently, I collated all the gathered data and organized it using an Excel chart. This allowed me to rearrange the information into categories, facilitating a systematic analysis. I employed coding techniques to assign relevant codes to each category, aligning the categories with my research objectives, theoretical framework, and guiding research question. Finally, to enhance validity of my findings, I conducted a process of triangulation. I diligently sought patterns and connections across the data sources, cross-referencing different data sources into nodes to identify consistent themes and patterns of a positive learning environment and gains from translanguaging and feedback.

### **Findings and Interpretations**

The AP permitted to analyze the influence of translanguaging and the utilization of IRF (Initiation-Response-Feedback) as effective strategies for fostering a positive learning environment. To develop these activities, the IRF sequences were planned in order to (1) identify IRF interactions with positive effects on meaningful learning; (2) explain how feedback contributed to a positive learning environment; and (3) describe the effects of translanguaging and IRF over the language learning environment.

From these objectives, this study was guided by the following research question: What is the impact of integrating translanguaging and effective IRF strategies on the creation of a positive learning environment in an EFL secondary school classroom? Through data analysis, it has become evident the following findings that emerged during this process: (1) positive teacher feedback impact on fostering a supportive classroom environment: Confidence and cooperation and encourage learner growth; 2) contributions of feedback to a positive classroom environment, and (3) effects of translanguaging on interaction.

#### **The Impact of Positive Teacher Feedback on Fostering a Supportive Classroom**

##### **Environment: Developing Confidence and Cooperation**

Feedback in this study had a positive impact on the classroom environment. Corrective feedback allowed for the class to be more engaged and active in using English. CF was found to contribute to students' learning in content understanding. By implementing feedback sessions with each student, in which the CF was done by highlighting the most well-executed aspects and the errors were corrected as a suggestion, it was possible to observe more commitment and willingness to improve in students in the evidence:

**[On giving corrective feedback to student MC in AP lesson 4]**

*PST: ¡MC! Mira tu trabajo. ¡Muy bien hecho! Completo; está muy bonito tienes el dibujo de la clase pasada, entonces lo aprecio mucho con tus adjetivos ¿qué me demuestra tu trabajo? que tienes un proceso, que tu escuchas lo que decimos en clase, lo anotas tienes los dibujos, los adjetivos, muy buena descripción, o sea me dice mucho de ti, tus habilidades están muy bien, muchísimos hobbies me gusta mucho de ti, me gusta demasiado ¡ah! la canción y la describes, muy bien ¿tal vez que más podrías poner? Mira que tienes mucho espacio ¿por qué el pink? . por ejemplo, porque es un color muy femenino, me encanta y ya eso sería todo.*

*MC: Gracias, Isa, ya lo voy a pegar.*

*PST: (corrects sentence: “on the sport”) Ehm, on the sport, ah, sí, on the sport, esta palabra que tú dices que es una habilidad tuya, ¿Es como hacer deporte?*

*MC: Es que yo no sabía, pero es que a mí me gusta mucho el deporte.*

*PST: Ah, okay; entonces, puedes poner por ejemplo...((Writes “I like sports” on a piece of paper and shows to MC)) I like sports. ¿Listo? porque aquí diría “en el deporte”, ¿Okay? pero está super bien, MC ¡muy bien hecho!*

(Class audio recording, April 14th, 2023)

Secondly, constructive feedback contributed to create a supportive classroom environment. Before the AP implementation, students showed a passive position in the English class with refusal to participate or use the language. During and after the AP implementation, students developed their confidence by expressing their concerns and fears to the teacher, being listened to and providing options to make the learning experience more enjoyable.

Constructive feedback helped foster a supportive classroom environment by addressing emotional difficulties in students' task development. As the class audio-recordings show, the

teacher's feedback sought to provide students with solutions to their needs. Students expressed fear or distress about certain task concerns, such as making a presentation or completing a paper.

In this regard, students start seeking help, not only from the teacher but also from their peers.

After this, they showed more confidence in presenting their work:

**[On Kathy's concern and constructive feedback in AP lesson 10]**

*Kathy: Es que yo sí repasé, pero es que no::: tengo miedo.*

*Mary: Por ahí en cinco minutos venimos. (Walking away to rehearse).*

*PST: Okay, Mary ve practicando con Kathy, ustedes dos.*

*Mary: Sí, ¡yo le voy a ayudar!*

*PST: ¡también practiquen con Tom, que ya lo hizo!*

*(Kathy's presentation and feedback )*

*PST: Kathy, you wanna go next?*

*Mary: Kathy ¡hágale!*

*(Kathy's feedback)*

*(...)*

*PST: (Feedback) Kathy, wonderful! I think I have all the information about yourself, you did it wonderful and you have your résumé. So let's check it out, hiciste tu presentación, llegaste a tiempo y fuiste capaz de hacer tu presentación personal, muy bien. Veamos preparation, llegaste con tu résumé completo se nota que estudiaste lo que hay ahí y respondiste todas las preguntas, todas todas y del spoken language, se te entendió super bien todas las preguntas las hiciste bien. Si había como alguna corrección la hiciste ahí mismo, ¡ Súper bien, Kathy!, No complaints. I am sure you are going to get this job, Kathy.*



*Kim, Mary and Emma: [Cheers on Kathy and celebrate]*

*Kathy: Thank you! ¡Vea!, ¡Soy una trabajadora!*

*Mary: ¡Se lo dije!*

(Class audio recording, May 9<sup>th</sup>, 2023)

The evidence on Kathy's scenario showed several points. Firstly, the PST, seeing that Kathy expressed fear in presenting her interview, opted to induce her to seek support from her peers who had already been interviewed. Secondly, the PST provides Kathy with constructive feedback about her performance in the interview. This feedback is likely to boost Kathy's confidence and validate her efforts and preparation. Thirdly, Kathy's successful performance and the PST's constructive feedback was likely to enhance Kathy's confidence. By demonstrating her abilities and receiving recognition, Kathy seemed to feel more confident in her skills and potential. Fourthly, the encouraging reaction of Kathy's peers, Kim, Mary and Emma, indicates a positive and supportive class environment.

Finally, praise had a major impact on students' confidence build-up. At the beginning of the AP, learners showed a lack of connection to English, exhibited discomfort and refused to participate in English even if the teacher asked them to do so. As the course progressed and at the end of the AP, it was possible to evince that students showed more naturalness and willingness to participate and rehearse English speaking activities. This may be seen in every time they tried, and they were praised by the teacher or a classmate. For instance, class audio recordings show positive praise for participation as a means of recognizing a student's effort.

**[On participation with positive praise by PST and classmate]**

*PST: ¿Quién me recuerda cómo se llamaba la canción que escuchamos? en inglés, a ver ¿Quién la recuerda?*

*MJ: Cuando crezcas.*

*PST: Empieza así ((writes the word “when” on the board))*

*MJ: /win yoU grow up.*

*PST: ¿Cómo?*

*MJ: Win... you... grow up*

*PST: Okay, entonces sería when [you grow up] ¡E::so muy bien!*

*MJ: [you grow up]*

*MJ: ¿Si se dice así?*

*PST: Si, sí está muy bien.*

*Student: ¡Una tesa!*

(AP lesson 5, April 18<sup>th</sup>, 2023)

Also, it is clear from the transcriptions that giving students positive praise fostered their language growth and increased their confidence to engage without fear of being judged or corrected:

**[On Tom and PST to deliver peer feedback in English]**

*PST: Show me.*

*Tom: Here bot.*

*PST: Both are here.*

*Tom: Es que yo no sé pronunciarlo, lo siento.*

*PST: You say it ok, do not worry!*

(AP Lesson 7, April 28<sup>th</sup>, 2023)

Different authors have affirmed that feedback has a positive impact on student cooperation and personal confidence. Hawk and Ahah (2008) indicate that teachers must

communicate favorably with each of their students on an individual basis, and give them constructive developmental feedback on both their progress and better ways to learn.

### **Feedback Contributed to Create a Positive Classroom Environment**

The classroom environment underwent a positive transformation through the implementation of constructive feedback (CF). CF empowered the teacher to address negative attitudes, resulting in high participation, task commitment, and student involvement. The teacher's feedback led students in making corrections have active participation, and submitting activities on time and complete. This positive shift is supported on the evidence presented (see annex 2):

*Kim: ¿Quién puso ese bosque ahí? ¡Qué idiota*

*PST: No::, idiota no, porque puede que para alguien el bosque le de calma y a otros el bosque... Por ejemplo aquí: ((take the paper about the forest)) I don't like the forest because there are animals.*

*Student: A mi me da miedo, hay animales.*

*PST: ¡Claro!*

*Student: En especial de noche.*

*PST: ¡Claro! ¡Obvio!*

*(Class\_3\_April\_11\_Describe a place socialization)*

Before implementing the action plan, the students' perceptions of the classroom highlighted negative aspects such as fear and also disrespectful attitudes between them, as expressed by Julia during interview #1: "A uno le da miedo equivocarse" (Student interview – Julia, March 24, 2023).

At the end of the action plan, the students were asked through a questionnaire to give a general perspective on the classroom environment. Their perspective highlighted positive qualities of the teacher and the classes, such as trust, respect, support and attentiveness. Among the teacher's qualities, it was noted that she have a respectful approach when interacting with students. She listen to them attentively and offer support in the form of constructive feedback:

*Question #2: ¿Qué acciones o comportamientos específicos valoras más de tu profesora?*

*Answer #6: Que se esfuerza en que cada alumno entienda las actividades, y da opciones de cómo desarrollar las actividades.*

*Answer #8: Como interactúa con los estudiantes para aclarar dudas y tener sus opiniones en cuenta.*

*(Questionnaire for students, May 25, 2023).*

In terms of the classes, the importance of constructive feedback and thorough preparation for activities was emphasized, additionally, students have highlighted the effectiveness of the teaching methods applied in helping them improve. These factors contribute to the successful development of students and leave them feeling motivated by the end of the action plan, as shown in the evidence: (See annex 3)

*Question #3: ¿Recuerdas algún caso concreto en el que la ayuda de la profesora haya influido positivamente en tu aprendizaje o comprensión?*

*Answer #4: A la hora de explicarme algo que no comprendía.*

*Answer #5: Que explica muy bien y detalladamente y eso me hace mejorar.*

*Answer #9: Cuando al evaluar un trabajo, me dijo bajo ciertas pautas que debía mejorar y cómo.*

*Question #11: De manera general ¿Cómo describirías el ambiente de clase durante el proyecto?*

*Answer #5: Un ambiente seguro en el que todos podemos hacer preguntas y sabemos que la profe las contestará.*

*Answer #2 Muy bueno.*

*Answer #3 Muy bueno y divertido.*

*(Questionnaire for students, May 25, 2023).*

Student interviews showed positive perceptions of the classroom environment and the teacher. For instance, data shows attributes as “safe”, “participative”, and “fun” (Questionnaire for students, May 25, 2023). Data also show other perceptions such as teacher support or constructive feedback appreciations from the students as part of a positive learning experience “*usted nos respondía con mucho cariño*” (Student interview, 2 – Julia, May 30, 2023) “*me ayudó mucho en las dudas*”(Student interview, 2 - Tom, May 30, 2023) These perceptions seem to validate that IRF and teacher constructive feedback provided an environment in which key moments of feedback delivery decreased students’ anxiety in posing questions, helped them receive corrections, gave them ways of engaging in responses, and led them to completing tasks.

It becomes clear that the provision of constructive feedback plays a vital role in fostering a positive classroom environment when taking into account the positive perceptions of both teacher and students regarding student involvement and dedication. This mutually beneficial element improves the efficacy of the teacher's lesson and increases the students' confidence in their learning process. So, it is reasonable to draw the conclusion that constructive feedback considerably enhances the success of the teaching and learning process for all individuals involved.

The study of Selvaraj (2020) shows the importance of using positive feedback that is recognized by the student: “the feedback given by teachers must not only be instructive but should also bear in mind the context, motivation, ability to learn and inclinations of students. It too, must render positive formative feedback and ensure the participation and advancement of learning by students. Positive feedback on evaluation criteria should be prompt, inspiring, tailored, responsive and specific.” (Selvaraj, 2020).

### **Effects of Translanguaging on Interaction.**

Translanguaging accompanied by the IRF sequence allowed the class to adopt more natural communication in English and Spanish. The translanguaging in the IRF contributed to peer support to English learning, understanding questions in English, engaging with vocabulary, action plan activities, and participation. Students showed more motivation and engagement by being more immersed in classes and activities, as demonstrated by this evidence:

*PST: Mary go ahead, talk to Kathy about yourself in the future*

*Mary: ¿Y si ya me le conozco toda la vida?*

*PST: No, you, you talk*

*Mary: ¿Y si ella ya me conoce a mi toda la vida?*

*PST: It's just to practice*

*Mary: bueno*

*PST: So tell her, Kathy in the future I will...*

*Mary: In the future, I will be a lawyer*

*Kathy: A linel?*

*Mary: A lawyer, eso es abogada. Em I will have pets, I.. que mas digo, i am going to live in Canada ¿que mas te digo? no sé que mas decirte ... ¡ya! I will be traveling.*

*Kathy: quiere viajar*

*Mary: Siga usted... ¡Siga!*

*Kathy: In the future, I will be a doctor and have a family*

*Mary: ¡Eso! Listo*

*(Class\_9\_May\_5\_Oral activity, Mary and Kathy talk about themselves in the future using English and Spanish).*

The implementation of the IRF sequence facilitated the development of translanguaging, resulting in the creation of a communicative classroom environment. Prior to the action plan, interactions with students did not produce exchange by using English and Spanish regularly, input was not used to ask questions in English, participation was not recurrent, and summative feedback was implemented. During the Action plan, the teacher's elicitation at the beginning of the classes in English was allowed to reinforce the students' vocabulary and pronunciation. The students responded actively in both languages, and both the feedback and praise were able to shift to full English interaction:

**[On initiation -input-; activity: Emotional thermometer]**

*PST: ¿Cómo se sienten hoy con el termómetro?*

*Student: ¿Hoy?*

*PST: Si, hoy ¿cómo amaneció?*

*Student: Very happy, very happy.*

*PST: Very happy?*

*Student: Chill.*

*PST: Okay, guys, bueno, espero que con el transcurso del día nos sintamos más relajaditos, ya casi es fin de semana.*

(AP Lesson 4, April 14<sup>th</sup>, 2023)

Students were also engaged in the development of one class activity, ‘My happy place’. The use of translanguaging permitted students to interact with the activity, start its development, and review previously studied content:

**[On students inquiry about activity guidelines]**

*Jake: Ehm, profe: ¿Nos explica qué es lo que hay que hacer en este de ‘my happy place’?*

*PST: Sí, claro, en mi happy place...*

*Jake: O sea, la unidad dos.*

*PST: Sí, señor, entonces en la unidad dos, básicamente ¿te acordás la vez que vos me decías que “Mi escritorio que yo no sé qué...?”*

*Jake: Sí.*

*Jake: ¿Entonces es como escribir el por qué y qué transmite?*

*PST: Ujum, entonces, puedes decir: I love my desk because... I feel relaxed at my desk because I have a computer and it makes me feel happy, because I can play video games, por ejemplo, o porque puedes escuchar música. Lo que sea. ¿Listo?*

*Jake: Listo, gracias.*

(AP lesson 4, April 14<sup>th</sup>, 2023)

Finally, the evidence captured through the audio recordings of the class interactions demonstrates a noticeable surge in student participation throughout the activities. Notably, it reveals a consistent preference for participating in English rather than Spanish, showing the naturalness of the translanguaging in the classroom environment as illustrated in the following audio transcribed evidence from a lesson:



**[On activity ‘do’s and don’ts for a job interview’]**

*PST: Entonces vamos a hacer una intuición de Do's and don'ts. Do's and don'ts, oscea do es hacer y don't es no hacer, ustedes me dicen. Do or don't. O sea, lo hago o no lo hago en la entrevista ¿OK? Veamos... Escenario número uno. Pay attention: Looking at the phone.*

*Students: Don't.*

*PST: Don't. Its cero professional; so, don't do it.*

*PST: Okay, the second one: Present a complete resume?*

*Students: Do, do.*

*Students: Yes, yes, yes,*

*PST: Yes, do!*

*Student: No.*

*PST: ¿Cómo no?*

*Students: No, sí, sí, sí*

*Student: ¡La hoja de vida!*

*PST: La hoja de vida en la que hemos trabajado todo este rato.*

*Student: Yes...*

*PST: Siguiente, be late.*

*Students: Don't.*

*PST: Have a good presentation?*

*Minnie: Yeah.*

*M.j: Yeah.*

*Jennie: Yes, do.*

(AP Lesson 9, May 9<sup>th</sup>, 2023).

It is evident that by allowing the use of translanguaging practices with a focus on meaning, the classroom environment becomes more communicative, generating more spaces for conversation, participation and feedback that allow the learning experience to have a more positive effect. As expressed by Sahib (2019) translanguaging seems to be useful for open communication and build a safe EFL environment, then students participate more in their learning process (p. 144).

### **Conclusions and Implications**

Engaging in this study has been a profoundly meaningful experience, as it has delved into the pedagogical implications of feedback and translanguaging variations in language teaching and learning. Through this research, I have gained valuable insights and confirmed the essential role of a supportive teacher in handling challenging situations through constructive feedback, ultimately fostering student confidence in the EFL classroom.

The use of feedback has emerged as a powerful tool for cultivating a positive classroom environment. It diminishes negative socio-affective attitudes (Arnold, 2000) and, concurrently, enhances teacher commitment through effective feedback and positive praise. Additionally, it has facilitated the construction of a communicative environment that encourages translanguaging, allowing for fluency in both English and Spanish and consequently improving weaker language skills.

This action research process holds implications in three areas. Firstly, it emphasizes the importance of employing knowledge consciously and non-judgmentally, directing feedback towards students to yield meaningful results. Secondly, it underscores the necessity of adopting a flexible action plan that considers students' perspectives in the response moments, and promotes

a natural use of translanguaging, thereby respecting and enriching the linguistic repertoire of English learners in their mother and foreign languages. Lastly, it highlights the value of keeping a systematic record of classroom interaction to obtain a comprehensive understanding of the research context.

Regarding the limitations found in this study, it is worth mentioning that creating a positive learning environment may require several lessons and teaching effort. Furthermore, while class participation proved to be a comprehensive data collection source, it also proved to be time-consuming. Additionally, the limited availability of literature on topics like translanguaging, as it is still a developing concept, posed challenges, too.

In terms of the significance of this study, it holds substantial weight in the field of language pedagogy, particularly in the domain of feedback. It contributes to the growing body of knowledge in this area and provides valuable insights for language educators and pre-service teachers.

For future studies, it is worth mentioning to anyone interested in pedagogy in language education, that this work which presented me with professional benefits. To me, the most important thing is to recognize that an integrative AP with IRF with a focus on feedback and translanguaging is a dispendious work that requires constant analysis and self-critique as classroom researcher.

### **Reflection**

This action research study, as a teacher, has allowed me to gain valuable experiences, and be immensely grateful for the opportunity to develop this study as I had envisioned. The aspect that I am most thankful for in this study was witnessing my students actively engaging and

enjoying the classes. In those moments, I felt that all the efforts put into this work were completely worthwhile. Being actively involved and taking on the role of a researcher in a language learning context has enabled me to identify my strengths and weaknesses. This was my first experience of teaching and conducting research simultaneously; I believe that both aspects complemented each other and facilitated my professional growth and organizational skills.

Paying attention to feedback as a pedagogical tool to foster a positive classroom environment, while utilizing intentional translanguaging, allowed me to identify an intriguing research field that requires more attention in the Colombian context. Nowadays, with a heightened awareness on mental health, it is essential to understand and listen to our students' concerns in every subject matter. By identifying potential challenges faced by our students in a timely manner and incorporating them into our teaching practices, we can create a satisfactory experience that holds significant power. Furthermore, I would like to address the topic of implementing alternative strategies, such as translanguaging within the Colombian context, as this could enhance student participation and involvement.

Although I consider this experience to be profoundly meaningful for me, although there were areas that required improvement in terms of planning and data organization, I firmly believe in my potential to enhance these aspects. Lastly, prioritizing students' needs, not only in language acquisition but also in motivation and creating an effective and communicative classroom environment, is a topic that I believe should be of interest to most teachers. It surely has potentials for replication in various contexts and yield significant results, as demonstrated by this project.

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**Annex 1 Action Plan**

W	Lesson	Pre-service teacher researcher actions	Purpose	Materials
0	No AP lessons	Pre AP first student interview .	Gather data on students' perspectives on feedback, translanguaging, and classroom environment	Research Consent form Audio recorder Protocol(s)
1	<p>Lesson 1</p> <p>a) Familiarize students with the Unit.</p> <p>b) Negotiate topics, products, and evaluation.</p> <p>c) Listen to students' recommendations.</p> <p>d) Make unit agreements.</p> <p>e) Input: Present resumé samples.</p> <p>f) IR(F): Discuss with students their background knowledge about resúmes and samples content, what it shows an actual resúme like achievements, educational background</p> <p>g) Input: Develop an activity about one written and one video resúme.</p> <p>h) RF: Ask students which format can be more attractive for their final product</p>	<p><b>teacher actions for a safe environment</b></p> <p>Generate open talk</p> <ul style="list-style-type: none"> <li>- Take notes of the negotiation</li> <li>- Give turns</li> <li>- Promote st-st listening</li> </ul> <p>IRF actions</p> <ul style="list-style-type: none"> <li>- Input: Read-aloud</li> <li>- Response: repeat, ask for clarification, ask for corrections, give an answer, translate, ...</li> <li>- Feedback: (?)</li> </ul> <p>Translanguaging actions</p> <ul style="list-style-type: none"> <li>- Function</li> <li>- Discuss in Spanish and share out in English.</li> <li>- Brainstorm in Spanis and write in English.</li> </ul> <p>Research methods action</p> <ul style="list-style-type: none"> <li>- Record the lesson 1 and 2</li> </ul> <p>Administer questionnaire.</p>	<p>Lesson 1</p> <p>Reduce anxiety and uncertainty levels through explicit unit negotiation.</p>	<p>3 samples for resúme Resúme of famous people (written, and videos) PPT</p>
	<p>Lesson 2</p> <p>a) input: Introduce first unit of the work Who I am Today, self-introduction and unit's items.</p> <p>b) Input- what vocabulary we should add to describe ourselves (adjectives and simple present).</p> <p>c) IR: Activity: draw someone else.</p> <p>d) R: students complete their resúme following the items or ask questions about it.</p> <p>e) Feedback: Follow up the process by making suggestions or corrections, leaving holly week homework to advance this unit.</p>	<p>Lesson 2</p> <p>Teacher actions for a safe environment</p> <ul style="list-style-type: none"> <li>- Introduce vocabulary that students can use to describe themselves in a positive way (positive adjectives like lovely, friendly, respectful, kind, generous, etc...)</li> <li>- Promote empathy through drawing exercise where students are looking at positive features of a classmate to understand others' perspective of, they look like.</li> </ul> <p>IRF actions</p> <p>-Input- Introduce and reinforce vocabulary for personal description (adjectives) and class activities</p> <p>-Response- Promote students' participation using follow up questions.</p>	<p>Lesson 2</p> <p>Give students participation opportunities with corrective feedback.</p> <p>Open expression forms the student.</p> <p>Teacher as a mediator through feedback session highlighting relevant information shared by students.</p> <p>promote active listening and self-reflection.</p>	<p>Lesson 2</p> <p>Audio recording devise Adjectives list</p>



		<p>Feedback: provide direct and corrective feedback on student's development on the activity and whenever they have questions about the vocabulary or the language in general.</p> <p>Translanguaging actions</p> <ul style="list-style-type: none"> <li>-Allowing students to use both languages to describe themselves using adjectives</li> <li>- create class activities where students can communicate and share ideas using vocabulary in L1 and L2.</li> </ul> <p>Research method actions</p> <ul style="list-style-type: none"> <li>- Audio recorded feedback scenario</li> </ul>		
2	<p>Lesson 1</p> <ul style="list-style-type: none"> <li>a. Introduction to unit 2: My Happy Place in the World. vocabulary (simple present, places, feelings, and emotions) and criteria</li> <li>b. Describe places and emotions using "the emotional thermometer" Each st would have a place and locate it in the thermometer, Using the simple present to express what circumstances create that feeling (e.g. I feel excited at the airport because I can travel).</li> <li>c. Each student would have to think about a place that brings positive feelings and explain why, describing three things that make them happy. (e.g. My happy place is my house, because I have my dog, I love the food and I feel calm in my bedroom).</li> <li>d. Provide feedback that they can use to make meaningful changes on unit 1.</li> <li>e. Assess each student and positively encourage their work by using Spanish most of the time.</li> <li>f. Closure Feedback: recap unit one most positive aspects in general and advise that next class we introduce the last unit.</li> </ul>	<p>Teacher Actions for a safe environment:</p> <ul style="list-style-type: none"> <li>- Promote self-reflecting activities to express feelings through art.</li> <li>- Help to build confidence and self-esteem when students receive recognition for their work.</li> <li>- create a positive and welcoming classroom environment, where students feel safe and supported to take risks and explore new vocabulary grammar, and expressions in English.</li> </ul> <p>IRF teacher actions:</p> <ul style="list-style-type: none"> <li>- Input: Provide instructions and guidelines for students to follow, also introducing new vocabulary to apply, like places and feelings/emotions.</li> <li>- Response: Facilitate a group sharing activity to encourage students to articulate their feelings and emotions about their happy place</li> <li>- Feedback: Provide positive feedback sessions regarding résumé</li> <li>- make it clear the use of adjectives</li> <li>- structure and order of the résumé</li> </ul> <p>Translanguaging:</p> <ul style="list-style-type: none"> <li>- make rigorous content more comprehensible for students to deepen their thoughts and understanding</li> <li>- Guide class discussions in Spanish and share it in English.</li> </ul>	<p>Lesson 1. help students feel physically, emotionally, and socially comfortable.</p> <p>it can help to create a safe learning environment by making students feel valued and a necessary part of a group and space. foster learning by creating an emotionally safe classroom and dealing effectively with emotions and conflicts that can be barriers to learning.</p> <p>create a welcoming environment for ELL (English Language Learner) students by learning some of their languages</p>	<p>Lesson 1</p> <p>Smartphone Computer PPT The emotional thermometer Images or flashcards of places from students and teacher emotions/feelings list: the feeling circle. markers, paper, and colors</p>

	<ul style="list-style-type: none"> <li>- Encourage students to verbally express their feelings and emotions regarding a place in Spanish and then bring it in English.</li> </ul> <p>Research Method Action:</p> <ul style="list-style-type: none"> <li>- Collect audio-recorded feedback sessions from students' 1st resumé work.</li> <li>- Being reviewed by the Teacher advisor to offer insights on effective teaching strategies, and improve and refine teaching practices</li> </ul>		
<p>Lesson 2</p> <p>a) INPUT) introduce the topic: "Who I Would Be in the Future" on the whiteboard and explain that today's lesson will focus on future tense to talk about the future. Using a timeline with verbs conjugation exercise in English and Spanish.</p> <p>b) Future activity: listen to a song "When I grow up" and notate phrases in future using "I will".</p> <p>c) Response: Game : Someone else in the future. Students would have to describe another classmate in the future following these categories: Family, love, profession, and personal.</p> <p>d) Writing production: Create the last part of the resumé project: "Who I will be in the future". The teacher shows a text sample where there is a personal description of five years in the future where there are at least 5 phrases talking about the future using " I will". The teacher will guide the text lecture with students' participation and then provide immediate feedback about its meaning in Spanish. Students then create their own paragraph about how or where they will be in 5 years in the future, where they also must</p>	<p>Teacher Actions - Lesson 2</p> <p>Teacher Actions for a safe environment:</p> <ul style="list-style-type: none"> <li>- Understand and guide correctly the subject of the future to diminish the anxiety.</li> <li>- Provide accessible explanations and materials</li> </ul> <p>IRF teacher Actions</p> <ul style="list-style-type: none"> <li>- input: Introduce the grammar and class topic to sts, and develop writing activity</li> <li>- response: Promote class and peer conversation to encourage st-st interaction to share ideas</li> <li>- feedback: explicit correction, recast. Provide explicit grammatical feedback</li> </ul> <p>Translanguaging</p> <ul style="list-style-type: none"> <li>- Brainstorm ideas about the future in Spanish and describe them in English</li> <li>- Support students comprehension of the future in English with follow-up questions and examples in Spanish.</li> </ul> <p>Research Method Actions Feedback session audio-recoding</p>	<p>Lesson 2</p> <p>Conduct classroom work ensuring a meaningful process in which students will be able to produce authentic and guided content in English and Spanish and complete their project work with guided positive and corrective feedback.</p> <p>Use an activity with a song called "when I grow up" from Matilda the musical, in order to 1. Vary with class activities and material to be more interactive with the English language like listening to the song and understand what it means 2. Start the discussion about what we would be in the future, to create a student mind reflective mindset about what they would like to be in the future, taking advantage of the song lyrics that have quotes like "I will be brave" "I will be strong" "I will be smart" so they can identify with the meaning of the song and start reflecting what they would like to be in the future.</p>	<p>Lesson 2</p> <p>Computer PPT Song-video and lyrics "When I grow up"</p>

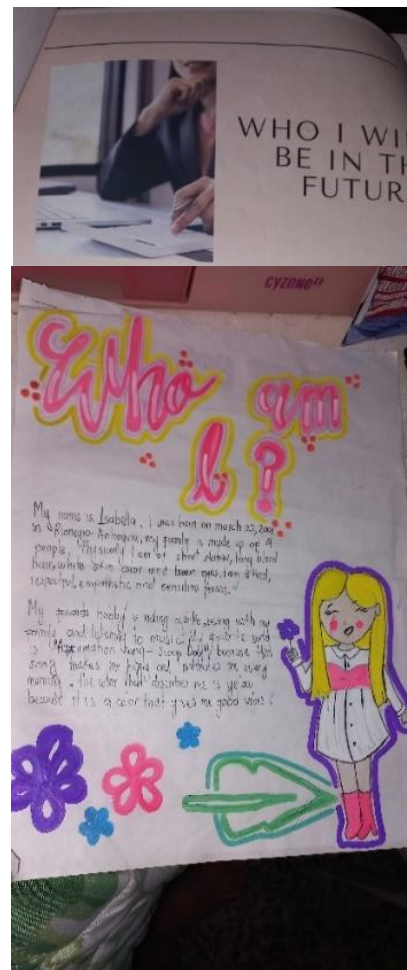
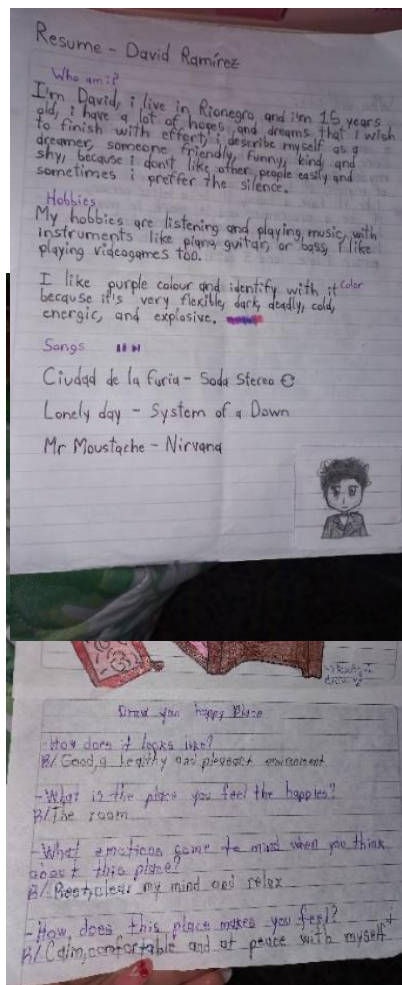
	<p>e) put 5 phrases in future tense using "I will". Immediate Feedback-group discussion: The teacher leads a group discussion about the students' future selves. Ask questions such as: What did you write about? What do you want to be in 5 years? How will you get there?• Encourage students to use the conditional and future tense in their responses</p> <p>f) Conclusion and assessment- ask students why this information is relevant for their résumé and to complete it during the following days to be assessed next class by a classmate.</p>			
<p>3</p>	<ol style="list-style-type: none"> <li>1. Lesson 1- peer feedback session</li> <li>2. Input: introduce what feedback goals are going to be emphasize about empathy: write the feedback you would like to receive</li> <li>3. b. Input-Response- negotiate with students aspect to asset focus on positive comments and introduce analytic rubric for peer assessment</li> <li>4. R- Pre task: get a partner and switch works</li> <li>5. Task development: complete the rubric as a checklist, get the total for a grade and finally leave a positive, general and need improvement notation</li> <li>6. Post task-feedback your partner directly</li> <li>7. Feedback -The teacher gives general feedback regarding the activity and final remarks to take into consideration to the résumé and finally students provide feedback about the activity</li> <li>8. Advise students we start preparing oral presentations.</li> </ol>	<p>Teacher actions for a safe environment</p> <ul style="list-style-type: none"> <li>- Ensure that peer feedback would be constructive and accurate, providing an analytic rubric sample to follow.</li> <li>- provide clear guidelines and training for peer feedback and to monitor the quality of the feedback to ensure its accuracy</li> </ul> <p>IRF actions</p> <ul style="list-style-type: none"> <li>- Input: introduce the activity and remark on positive feedback aspects to achieve a good analytic assessment.)</li> <li>- Response: Guide students activity and negotiate with the rubric so it could be accurate to their wants.</li> <li>- Feedback: Remark on aspects to take into consideration when giving feedback to someone else work</li> <li>- Collect students feedback upon activity.</li> </ul> <p>Translanguaging actions</p> <ul style="list-style-type: none"> <li>- Lead class development and activity explanation in Spanish and English to assure understanding</li> <li>-ask students about their experience in the peer assessment activity</li> </ul> <p>Research method actions</p> <ul style="list-style-type: none"> <li>- Collect audio-recorded peer-feedback session</li> </ul>	<p>Lesson 1</p> <p>Demonstrate an alternative perspective of formative student-to-student feedback to create a safe English learning environment.</p> <ul style="list-style-type: none"> <li>- Through translanguaging students will have the freedom to provide more detailed and understandable feedback to their peers which allows them to develop collegiality and collaboration.</li> </ul>	<p>Lesson 1</p> <p>Smartphone for audio-recordings peer feedback analytic rubric (checklist)</p>

	of at least 2 students.		
<p>Lesson 2 - Résumé feedback</p> <p>a- FEEDBACK - Receive students' résumés corrected and check if they followed their classmates' suggestions.</p> <p>b- FEEDBACK -Analyze résumé content with the student.</p> <p>c- INPUT - Introduce last part of the résumé work for oral presentation.</p> <p>d- RESPONSE -Negotiate with students what they would like to do- oral presentation – video presentation- or job/college interview with CT</p> <p>e- Prepare an oral presentation about résumés</p> <p>f- Activity speed dating – In pairs, students talk about the résumés to a classmate for 5 minutes</p>	<p>Lesson 2</p> <p>Teacher actions for a safe environment</p> <p>Reinforce through positive praise and positive and effective feedback students work about résumé.</p> <p>Provide an open space for students by negotiating their final task about oral presentation, listening carefully students opinions about it and respect them taking into consideration that this is a topic that may be delicate and potentially anxious for them.</p> <p>IRF actions</p> <p>INPUT- introduce oral presentation as part of the résumé</p> <p>RESPONSE- Negotiate with students oral presentation activity</p> <p>Feedback- recap on students work about corrections and encourage them thought positive feedback and praise the progress of their final résumé work.</p> <p>Translanguaging actions</p> <p>Constant and most active Spanish use during the lesson so students can start get used to the English language during the most of the class just reinforcing understanding in Spanish, attempt to provide feedback in Spanish and praise in English</p> <p>Research method actions</p> <p>Audio recording students responses towards oral presentation negotiation and also toward final written résumé process that they have</p>	<p>Lesson 2</p> <p>- Identify students' progress towards from peer feedback</p> <p>Provide constructive feedback over résumé project reinforcing progress, decoration order and content</p> <p>Negotiate with students the format for an oral presentation</p> <p>Encourage peer work through didactic oral production activities</p>	<p>Lesson 2</p> <p>1- PPT</p>
<p>Lesson 2.2</p> <p>a) INPUT- How to prepare for an interview- vocabulary- expressions content, presentation, and examples (Interview)</p> <p>b) Video- Short job interview- RESPONSE- what can you see in the video? Questions? Time, presentation, etc...</p> <p>c) Rehearsal- recap the questions and how to answer them with students</p> <p>d) Organize presentations: students decide when to present the interview</p> <p>e) Introduce rubric analytic rubric for interview performance (Preparation,</p>	<p>Lesson 2.2</p> <p>Teacher actions for a safe environment</p> <p>- negotiate and communicate with the students the analytical rubric of the interview to ensure that the interviewers are appropriate to their needs and English skills to achieve this. By familiarizing the students with your rubric, you can decrease their anxiety levels, as they will know exactly what aspects will be assessed in order to prepare for and achieve the goal of the interview.</p> <p>- Through input, students will learn the objectives and aspects of a job interview, where they can focus on their strengths, knowledge and aspirations in the future to get a job,</p>	<p>Lesson 2.2</p>	<p>Lesson 2.2</p>

	<p>presentation, spoken language)                  f) FEEDBACK – recap with sts most important questions and tips for an interview, solve doubts and further questions</p>	<p>leaving room for intrinsic motivation where they can elaborate and form their performance with real aspirations and personal objectives already worked previously.                  - IRF actions                  input- introduce and familiarize students with tips, questions and examples of a job interview in English.                  response- identify through questions whether students understand key concepts that can be taken from a job interview and which ones should be used.                  feedback- provide direct and immediate feedback to the participation shown by the students also using a positive and encouraging praise when participating.                  Translanguaging actions                  Research method actions</p>		
4	<p>Lesson 1                  1st oral presentation Row</p> <p>a. Input- check students assistance and do recap advises for the presentation and rubric                  b. Response – receive each student scheduled for the day and supply 4 interview questions for maximum of 5 minutes                  c. Provides immediate feedback on students overall performance following the rubric and résumé.</p>	<p>Lesson 1                  Teacher actions for a safe environment                  IRF actions                  Translanguaging actions                  Research method actions                  Oral presentations, final formative feedback, and student’s questionnaire.</p>	<p>Lesson 1                  Observe students’ language performance, the appropriateness of the project they have done, and explained orally, as well as their role as listeners with questions or comments on the presentations of others as another formative feedback action.                  Learners will complete the questionnaire to identify changes on their experience during the project.</p>	<p>Lesson 1                  Smartphone                  Rubric for oral presentation                  sts questionnaire                  Interview questions</p>
	<p>Lesson 2                  Second interview row and A.P Conclusion</p> <p>a. Input- check students assistance and do recap advises for the presentation and rubric                  b. Response – receive each student scheduled for the day and supply 4 interview questions for maximum of 5 minutes                  c. Provides immediate feedback on student’s overall performance following the rubric and résumé.</p>	<p>Lesson 2                  Teacher actions for a safe environment                  communicate to students what will be done in the injury, refresh the flex points on which they have had the most conflict in understanding, to ensure understanding of the content and to decrease anxiety when presenting their interview in English.                  IRF actions                  Translanguaging Actions                  reinforce their most positive points using feedback in English and Spanish, to ensure the student’s confidence in their performance and also leave room for follow-up questions providing positive praise for their strengths.</p>	<p>Lesson 2                  Overall, this activity can be a valuable learning experience for students, providing them with practical skills and knowledge that can help them succeed in their future careers. It can also be a fun and engaging way to learn, allowing students to work together and practice their skills in a supportive and collaborative environment.                  Collect evidence of how the classroom environment has developed since week 0, using the resume for an effective purpose such as having a job and using English, students through feedback will be able to find in themselves and their work their strengths and abilities to present the interview, as well as be supported positively through constructive feedback</p>	<p>Lesson 2</p>

	<p>Research method actions</p> <p>develop the last interview with the students given in week 0, where the questions will be similar in order to find out their perceptions and changes about IRF translanguaging and feedback.</p> <p>Conduct a general questionnaire on the action plan for the students to obtain their general perspectives on the materials, the content, the feedback received and also to identify concepts about the classroom environment.</p>	<p>seeking to highlight their strengths in using English orally and spontaneously as it is a skill that can demonstrate an insecurity or risk for students.</p>	
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Annex 2 Students' artifacts: Resume





### Annex 3 Questionnaire to students

¿Qué emoción describiría mejor tu proceso en este proyecto?

12 respuestas

