

ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL

Facultad de Ciencias Sociales y Humanísticas



**“TRANSLANGUAGING AND EFL- AN ACTION RESEARCH IN AN
ECUADORIAN PRIVATE HIGHER EDUCATION INSTITUTION”**

PROYECTO DE TITULACIÓN

Previa la obtención del Título de:

**MAGISTER EN ENSEÑANZA DE INGLÉS COMO IDIOMA
EXTRANJERO**

Presentado por:

NADIA MARIANELLA CHALÁ PINTA Y

GRACE EMILY RUIZ BAQUERIZO

Guayaquil – Ecuador

2021

ACKNOWLEDGEMENT

First and foremost, we would like to thank God for being our guidance in every step of our endeavor, for keeping us safe and healthy to finish our thesis successfully, even during the COVID-19 pandemic.

We would also like to express our deepest gratitude to our family for all the support and unconditional love they have shown us during our two-year journey through the Master's program.

The completion of this research project would not have been possible without the support and nurturing of our tutor Karen Yambay de Armijos. We are also grateful for the valuable advice from Jason Litzenberg and the helpful contribution of Mary Goodman.

Finally, we very much appreciate the opportunity offered by the Higher Education Institution that allowed us to apply our study with their students and the students for their positive attitude and participation willingness through the entire process.

(NADIA CHALÁ AND GRACE RUIZ)

COMITÉ DE EVALUACIÓN



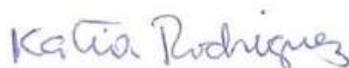
MA.TEFL Karen Yambay de Armijos

Tutora del Proyecto



Jaime Roberto Pizarro Velasteguí

Evaluador

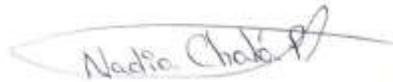


Katia Lorena Rodríguez Morales

Evaluador

DECLARACIÓN EXPRESA

“La responsabilidad del contenido de este Trabajo de Titulación, corresponde exclusivamente a las autoras, y al patrimonio intelectual de la misma **ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL**”

A handwritten signature in black ink, enclosed in a hand-drawn oval. The signature appears to read "Nadia Chalá Pinta".

(Nadia Marianella Chalá Pinta)

A handwritten signature in blue ink, enclosed in a hand-drawn oval. The signature appears to read "Grace Emily Ruiz Baquerizo".

(Grace Emily Ruiz Baquerizo)

TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
COMITÉ DE EVALUACIÓN.....	ii
DECLARACIÓN EXPRESA	iii
TABLE OF CONTENTS.....	iv
ABSTRACT.....	vii
LIST OF FIGURES	viii
LIST OF TABLES.....	ix
ABBREVIATIONS	xi
CHAPTER 1	1
1.1 Introduction	1
1.2 Aims and Rationale	1
1.3 Research Questions	2
1.4 Overview	3
CHAPTER 2	4
2.1 Introduction	4
2.2 The institution, its students, and instructors.....	4
2.2.1 Participants	5
2.3 The need for this research project	6
2.4 Conclusion.....	8
CHAPTER 3	9
3.1 Introduction	9
3.2 Monolingualism	9
3.3 Bilingualism	11
3.4 Multilingualism.....	11
3.5 What is Translanguaging?.....	13
3.6 Translanguaging vs. Code-switching	14
3.7 Translanguaging in the Classroom.....	15
3.8 Translanguaging Pedagogies.....	16
3.9 Translanguaging Pedagogical Principles: Social Justice and Social Practice.....	21
3.10 Translanguaging Current Research	22
3.11 Translanguaging Challenges and Limitations	25

3.12 Conclusion.....	26
CHAPTER 4	28
4.1 Research Paradigm.....	28
4.1.1 Definition and Rationale.....	28
4.1.2 Methodological Stances.....	29
4.2 Action Research	31
4.2.1 Definition and Rationale.....	31
4.2.2 Practical Action Research.....	33
4.2.3 Ascertaining the warrant for the study	34
4.2.4 Ethical considerations.....	35
4.3 Method	36
4.3.1 Definition and Characteristics	36
4.3.2 Methods of data collection	37
4.3.3 Selection and handling of data.....	40
4.3.4 Participants	41
4.3.5 Sampling.....	43
4.3.6 Background to the participants.....	44
4.3.7 Conclusion	46
Chapter 5.....	48
5.1 Introduction	48
5.2 Presentation of Findings.....	48
5.2. 1 Survey.....	48
5.2.2 Observations	55
5.2.3 Interviews	59
5.2.4. Triangulation	66
Chapter 6.....	76
6.1 Introduction	76
6.2 Discussion of Findings	76
6.2.1 Students' feelings towards teacher's Translanguaging practices	77
6.2.2 Classroom Interaction.....	80
6.2.3 Language Choice and Feelings.....	81
6.2.4 Students' language development and comprehension during lessons.....	86

6.2.5 Students' feelings towards using Translanguaging practices	92
Chapter 7.....	97
7.1 A Summary of the Findings and Relation to the Questions	97
7.2 Limitations of the Study	98
7.3 Future Research.....	98
BIBLIOGRAPHY	100
APPENDIXES	108
Appendix A	108
Appendix B	109
Appendix C	110
Appendix D	112
Appendix E.....	118
Appendix F.....	120
Appendix G	121
Interview Transcript: Student 1	121
Interview Transcript: Student 2 (Spanish).....	127
Interview Transcript: Student 2 (English Certified Translation).....	132
Interview Transcript: Student 3	138
Interview Transcript: Student 4	144
Interview Transcript: Student 5 (Spanish).....	152
Interview Transcript: Student 5 (English Certified Translation).....	158
Interview Transcript: Student 6 (Spanish).....	163
Interview Transcript: Student 6 (English Certified Translation).....	168
Appendix H	173

ABSTRACT

This research study investigated the use of Translanguaging on EFL private university students' learning. Researchers conducted action research by using Co-languaging and Preview-view-review Translanguaging strategies to unveil students' beliefs and attitudes towards the use of Translanguaging. The participants were fifty-two B1+ and B2 proficient undergraduate students who initially answered a closed-ended survey online. However, six of those students were selected through purposive stratified sampling to be observed and interviewed to analyze their Translanguaging practices further. The researchers observed students during the five-week implementation in the EFL teaching-learning context. Based on the findings, the researchers concluded that Translanguaging practices improved undergraduate students' learning and enhanced classroom interaction. Additionally, researchers identified the influence of traditional classroom policies on EFL students' ideologies and perceptions towards Translanguaging practices. Consequently, findings showed that there are affective factors outside of the scope of this study that may be related to the inconsistency between what students said they do and what they did in class. The most significant finding regarding students' ideologies lies in a positive shift data demonstrated in students' ideologies during the intervention.

Keywords: *Translanguaging, students' ideologies, EFL learning, action research, Co-languaging, Preview-view-review.*

LIST OF FIGURES

Figure 1 <i>Bridging Multiple Resources</i>	17
Figure 2 <i>The Multimodalities- Entextualization Cycle (MEC)</i>	18
Figure 3 <i>Participants Sex</i>	41
Figure 4 <i>Participants Age Ranges</i>	42
Figure 5 <i>School Attended</i>	44
Figure 6 <i>Teaching Tradition</i>	45
Figure 7 <i>Year of English Studies</i>	46
Figure 8 <i>Students' feelings before the intervention</i>	77
Figure 9 <i>Students' feeling during the intervention</i>	78
Figure 10 <i>Language Choice and Feelings 1</i>	82
Figure 11 <i>Language Choice and Feelings 2</i>	¡Error! Marcador no definido.
Figure 12 <i>Language Choice and Feelings 3</i>	¡Error! Marcador no definido.
Figure 13 <i>Language Choice and Feelings 4</i>	84
Figure 14 <i>Language Choice and Feelings 5</i>	85
Figure 15 <i>Comprehension during lessons</i>	87
Figure 16 <i>Coincidence among preparing ideas in Spanish before writing or saying them in English</i>	88
Figure 17 <i>Coincidence among Translanguaging Practices</i>	91
Figure 18 <i>Students' Feelings Towards Translanguaging Practices- Interview Question 13</i>	93
Figure 19 <i>Coincidence Percentage of Students' Feelings Towards Translanguaging Practices- Survey Question 13 versus Interview Question 13</i>	94
Figure 20 <i>Students Who Benefit the Most from Using Spanish in English Classes</i>	95

LIST OF TABLES

Table 1 <i>Participants Sex</i>	41
Table 2 <i>Participants Age Ranges</i>	42
Table 3 <i>Type of Schools</i>	44
Table 4 <i>Teaching Tradition</i>	44
Table 5 <i>Years of English Studies</i>	45
Table 6 <i>S1. I prepare my ideas in Spanish first before writing</i>	49
Table 7 <i>S2. To understand the sentence structure, I try to remember similar or same Spanish structures</i>	49
Table 8 <i>S3. To understand the grammatical rules, I compare them with Spanish rules..</i>	50
Table 9 <i>S4. To confirm my comprehension of new words or phrases, I translate them into Spanish</i>	50
Table 10 <i>S5. I prepare my sentence in Spanish before saying them in English</i>	51
Table 11 <i>S6. I think in Spanish while reading</i>	51
Table 12 <i>S7. I use Spanish to understand a reading text better</i>	52
Table 13 <i>S8. I use Spanish to ask permission during class</i>	52
Table 14 <i>S9. I use Spanish to respond to the teacher's questions.</i>	53
Table 15 <i>S10. I use Spanish to explain problems not related to class content.</i>	53
Table 16 <i>S11. I use Spanish in a group discussion with my partners during the class.</i> ..	54
Table 17 <i>S12. I use Spanish to help my peers during class activities</i>	54
Table 18 <i>S13. It is appropriate to use Spanish for learning English.</i>	55
Table 19 <i>O1. Prepares ideas in Spanish before writing or saying them in English.</i>	55
Table 20 <i>O2. Uses Spanish to understand sentence structures in English.</i>	56
Table 21 <i>O3. Confirms comprehension of new words or phrases by translating them into Spanish.</i>	56
Table 22 <i>O4. Uses Spanish to understand a reading text better.</i>	57
Table 23 <i>O5. Uses Spanish to ask permission during class.</i>	57
Table 24 <i>O6. Uses Spanish to respond to the teacher's questions.</i>	58
Table 25 <i>O7. Uses Spanish to explain problems not related to class content.</i>	58
Table 26 <i>O8. Uses Spanish in group class discussions</i>	59
Table 27 <i>O9. Uses Spanish to help peers.</i>	59
Table 28 <i>I1. Would you like to continue with this interview in English or Spanish?</i>	60
Table 29 <i>I2. Do you feel more comfortable using English or Spanish in class? Why? ...</i>	60
Table 30 <i>I3. Which language do you prefer using in class, English, or Spanish? Why?</i>	61
Table 31 <i>I4. How did you feel when the teacher did not allow you to use Spanish in class?</i>	61
Table 32 <i>I5. How do you feel now that your teacher allows you to use Spanish in class</i>	62
Table 33 <i>I6. Do you understand better when the teacher uses Spanish in class?</i>	62
Table 34 <i>I7. Do you prepare your answers in Spanish before saying them in English? .</i>	63
Table 35 <i>I8. Do you understand content better when you listen to it in Spanish prior listening to it in English?</i>	63
Table 36 <i>I9. Do you understand when the teacher only speaks in English?.....</i>	63
Table 37 <i>I10. How do you feel when you speak English in class?.....</i>	64

Table 38 <i>I11. How do you feel when you do not understand something in English during class?.....</i>	64
Table 39 <i>I12. Does it help you to understand content better when you speak to your partners about it in Spanish during class?</i>	65
Table 40 <i>I13. Is it appropriate to use Spanish for learning English?</i>	65
Table 41 <i>I13. Is it appropriate to use Spanish for learning English?</i>	66
Table 42 <i>Prepares ideas in Spanish before writing them or saying them in English</i>	66
Table 43 <i>Uses Spanish to understand sentence structures in English</i>	67
Table 44 <i>Uses Spanish to understand sentence structures in English</i>	67
Table 45 <i>Uses Spanish to understand a reading text better.....</i>	68
Table 46 <i>Uses Spanish to ask permission during class.....</i>	68
Table 47 <i>Uses Spanish to respond to the teacher's questions.....</i>	69
Table 48 <i>Uses Spanish to explain problems not related to class content</i>	69
Table 49 <i>Use of Spanish in Group Class Discussion.....</i>	70
Table 50 <i>Use of Spanish to Help Peers.....</i>	70
Table 51 <i>It is appropriate to use Spanish for learning English.</i>	71
Table 52 <i>Prepares ideas in Spanish before writing or saying them in English</i>	72
Table 53 <i>Uses Spanish in group class discussions.</i>	72
Table 54 <i>Uses Spanish to help peers.....</i>	73
Table 55 <i>Translanguaging Practices Observed in Class.....</i>	74
Table 56 <i>Coincidence Percentages of Compared Instruments vs. Learning Strategies ..</i>	74

ABBREVIATIONS

AR: Action Research

ARP: Action Research Project

CBI: Content Based Instruction

CEFR: Common European Framework of Reference for Languages

CES: Consejo de Educación Superior (Higher Education Council)

CLIL: Content and Language Integrated Learning

EFL: English as a Foreign Language

L1: Mother Tongue or Native language

L2: Second Language

RRA: Reglamento de Régimen Académico (Academic Regime Regulation)

CHAPTER 1

1.1 Introduction

Translanguaging is an ideology of language which takes bilingualism as the standard. It is a bilingualism theory that suggests that bilinguals do not divide their 'languages' into distinct structures but rather have an integrated repertoire of language activities from which they draw. It is a pedagogical position that enables teachers and students to teach and study both language and content material, to draw on both their linguistic and semiotic tools. It is a collection of activities that, including but not limited to code-switching and translation, are still being researched and represented (Mazak & Herbas-Donoso, 2015).

Translanguaging pedagogical practices made their way first into the Welsh classroom in the 1980's thus challenging monolingual tendencies of the time and promoting the use of two languages (Welsh and English) simultaneously. Since then, Translanguaging practices have been proven to enhance deeper understandings, bilingual relationships, and develop students' bilingualism (Garcia & Wei, 2017).

1.2 Aims and Rationale

Translanguaging has become increasingly notable in applied linguistics, and it is described as a method in which multilingual students are educated in bilingual language practices drawn from a linguistic repertoire. Hence, learner's use their linguistic repertoire in a diverse and interconnected manner without relation to the named languages

individually and separately, which means transcending the limits of the named languages. This does not mean that the learners are not conscious of cultural and political connotations or institutional limitations of named languages, but they are fully aware of these facts and use them to achieve strategic benefits. Thus, learners can mobilize this knowledge (Garcia & Wei, 2014).

This study's general objective was to explore the use of Translanguaging on EFL university students' learning. To achieve this main objective, it was equally important to achieve the following specific objectives:

1. To use Translanguaging strategies in the classrooms.
2. To unveil the students' beliefs and attitudes towards the use of Translanguaging.
3. To observe how Translanguaging influences the EFL teaching-learning context.

1.3 Research Questions

This exploratory research sought to answer the following research question:

How can Translanguaging practices improve undergraduate students' learning? The sub-research questions are the following:

1. Under what circumstances do EFL students use Translanguaging?
2. What are students' perceptions and ideologies on Translanguaging in the classroom?

1.4 Overview

This section will provide a summary of the chapters developed below to outline this research study. Chapter 2 defines the context of the study, the university, the students who are the participants of the study and presents a clear justification for it. In Chapter 3, the researchers give a recount of the history of translanguaging, its early developments, current studies in the field, while giving a review of literature on the topic of Translanguaging practices in the classroom and how those influence students' learning. The methodology used to develop the research study is described in Chapter 4 while a brief description of the findings is presented in Chapter 5. Then, in Chapter 6, there is a thorough discussion of the findings. To conclude, Chapter 7 provides an overview of the research paradigm, as well as conclusions, study limitations, and future research.

CHAPTER 2

2.1 Introduction

The study took place in a prestigious Ecuadorian Private Higher Education Institution with students enrolled in English 4 and Business English, the English university program's last two subjects. The EFL students are aged between eighteen and twenty-eight, and their English level is intermediate and upper-intermediate (B1+ and B2). English subjects are compulsory in the curriculum of the six university majors. Most of the students are from middle-class families, and 96.2 % studied at private high schools, of which 78.8% are bilingual institutions.

2.2 The institution, its students, and instructors

The private university is the only foreign headquarters of a South American technical university, recognized for its leadership in engineering, science, and technology. The university was founded on April 27, 1926, when the Supreme Decree No. 996 of the Ministry of Justice was issued and granted legal personality to the foundation with its founding member's name.

The technical university is ninety years old, and it has six campuses in the headquarters. It began its activities in Ecuador thanks to a well-recognized businessman's contribution, who was the primary benefactor of this great academic challenge. This higher education institution is a Private Law Foundation.

The university's mission is to create and diffuse new knowledge and fully train suitable professionals in the scientific and technological field to lead the country and humanity's development. Furthermore, its vision is to be a national and international scientific-technological reference. Its university community of excellence encourages knowledge dissemination and creates value in all its work areas, thus getting recognition as a leading university in engineering, science, and technology (P.H.E.I, 2021). The Ecuadorian campus offers degree programs in Graphic Design, Business Administration, Economy, Computer Science, Marketing, and International Business.

2.2.1 Participants

These undergraduate students' academic training includes extensive English and French preparation, but only the International business students learn the latter. Most of these students are from middle-class families and graduated from private bilingual high schools. Some are entrepreneurs, while others are interns or hold permanent employment in different well-recognized companies. Since all of them are studying the last year of their careers, they need to broaden their knowledge about the business world, be English proficient and develop the communication skills they need to succeed in a professional environment.

Following the provisions of the Higher Education Council (CES) in the art. 31 of the Academic Regime Regulation (RRA) aligned with the Common European Framework of Reference for Languages (CEFR), students are expected to achieve a B2 level in English (CES, 2017) after passing the five English subjects of this university

program, and consequently, at the end of their undergraduate studies. The students choose to get credit for the first four English courses by taking each class or taking the institutional placement and proficiency tests (P.H.E.I, 2020). Therefore, based on the results from institutional placement and proficiency tests, the English IV students have an intermediate B1+ level of English proficiency. Subsequently, the students from Business English have an upper-intermediate B2 level of English proficiency.

2.3 The need for this research project

Speaking English is highly valued worldwide as it increases economic competitiveness. As a result, Latin American countries have strategically innovated, developed programs, and invested in efforts for the improvement of English learning and teaching (Cronquist & Fiszbein, 2017). However, alarming statistics show that English proficiency is “very low” in the region and Ecuador is rated 93 out 100 countries around the world (EF Education First, 2020).

Although English is considered a minority language in the Ecuadorian context, it still is the language used for international business, media, sciences, and technology. Therefore, it has gained popularity over time. English, as a foreign language, is primarily taught in private school programs resulting in "elitist" bilingual education. Nonetheless, English is also taught in some public and missionary schools as a government effort to improve English instruction (King & Haboud, 2018). One of the most recent works found on the topic of bilingualism in the Ecuadorian context affirms that despite the government’s evolution and interest to develop better equipped and educated individuals,

expectations are by far deemed as unreachable due to uneven access and lack of resources to allow for its development (Halim, 2018).

Recent research in Mongolia and Colombia, countries that are also rated as very low in English proficiency (EF Education First, 2020) revealed that among new tendencies, Translanguaging, enhances processes of instruction and language learning and it is considered highly beneficial for EFL learners (Canagarajah & Dovchin, 2019; Ortega, 2019).

This study is necessary due to the Ecuadorian government requirement that undergraduates must achieve a B2 level of English proficiency before graduation (CES, 2017) and the paramount need to provide them with high-quality bilingual education (Cronquist & Fiszbein, 2017; EF Education First, 2020; Velasquez, 2019). Additionally, there is limited research about Translanguaging in higher education since most literature delves into primary and high school students in English-dominant contexts (Caruso, 2018; O. García et al., 2011; Langman, 2014; Przymus, 2016; Rivera & Mazak, 2017).

Consequently, this study pursued to contribute to the understanding and development of Translanguaging practices in EFL classrooms, which must be based on research and theoretical framework rather than ideologies (David, 2019; Mazak & Carroll, 2016; Sembiente & Tian, 2020). More research is required to see what “teachable” pedagogic tools are available in versatile, concurrent approaches to learning and teaching languages bilingually according to a study by Creese and Blackledge (2010, as cited in Canagarajah, 2011). This research also aimed to go further than previous research tendencies on

Translanguaging within primary and high school contexts and explore if similar results are obtained on students with higher language instruction levels.

2.4 Conclusion

Literature reveals that Latin America and, more specifically, Ecuador needs to improve the English proficiency levels as those are positively correlated to the country's human and economic development (EF Education First, 2020). This section described the institution, its students, as well as the teacher from the context. Therefore, this study contributes to the enrichment of research on Translanguaging in higher education as there is a need to improve teaching-learning strategies in undergraduate EFL classrooms according to the Ecuadorian government's English proficiency requirement.

CHAPTER 3

3.1 Introduction

Translanguaging continues to develop and evolve while it becomes more popular with time. However, this language ideology's monolingual practices challenging and questioning date back to the 1980s (Beres, 2015). Since then, Translingualism has raised high controversy among scholars who see using two languages as haphazard or a threat to "parallel monolingualism" and English teaching/learning practices (Jonsson, 2019; Ticheloven et al., 2019). Simultaneously, other academics affirm that students' L1 can serve as a tool to efficiently improve their competence and literacy in a foreign language (Champlin, 2016; Torres et al., 2020; Yuvayapan, 2019). This literature review will explore Translanguaging origins, its ever-evolving nature, and development while focusing on its growth and expansion within the educational field.

3.2 Monolingualism

Monolingualism dominates instructional policies despite society's evolution and all research efforts that favor bi- and multilingualism ideologies. According to Ellis (2006), general dictionaries define monolingual as one who knows and produces one unique language as an "unmarked case", invisible or the norm in dominant language contexts. Additionally, monolinguals are exceptions compared to most people who consider themselves bilinguals or multilinguals due to globalization, migration, and mobility.

Garcia & Wei (2017) mentioned that Cummins(1979) “interdependence hypothesis” was the starting point for Translanguaging even though it Cummins did not use the term. The hypothesis stated that languages are connected through a fundamental knowledge that allows crosslinguistic transmission. Similarly, in the 1990’s, Jacobson’s “concurrent approach” supported the use of two languages in bilingual education by requiring teachers to change languages at least between sentences.

Regardless of early bilingual education research that challenged monolingualism, the target language continued to be the norm and using the L1, or any type of translation was still not allowed in the classroom. Cummins (2005) argues that the following monolingual instruction assumptions do not have sufficient evidence:

- Instruction should be conducted entirely in the target language, without using the students’ L1, and learners should not use bilingual dictionaries.
- Language or literacy teaching does not include translation between L1 and L2. Encouragement of translation in L2 classrooms is seen as a reversion to the discredited grammar/translation process, or translation in bilingual/immersion programs is seen as a reversion to the discredited concurrent translation method.
- The “two solitudes” concept supports the strict separation of the two languages within L2 immersion and bilingual/dual-language programs.

Cummins (2007, 2008) rethought these monolingual assumptions that posed the L1 as a foe that hindered the development of the L2. Instead, he proposed a bilingual turn for instructional strategies that potentialize the L1 as a valuable resource or tool for

enhancing L2 performance in the classroom. He also promoted using “bilingual instructional strategies” to encourage marginalized language learners’ identities thus empowering them to engage both languages academically.

3.3 Bilingualism

Bilingual education became more popular in the last two decades of the twentieth century because of minoritized and racialized groups acceptance. Therefore, instructional strategies had to adapt to an undeniable presence of foreign language speakers in English-dominant contexts (Garcia, 2019). Similarly, English became the most spoken around the world; thus, enabling access to high-status jobs in English non-dominant contexts such as many developing countries (Curdt-Christiansen, 2009).

Nevertheless, authors have identified that bilingualism is “subtractive” when the learning of the L2 is prioritized. Thus, it becomes the only language of instruction or monolingual. “Additive bilingualism” is when another language besides their L1 is added and maintained as parallels rather than becoming interactive (Beres, 2015). While “dynamic bilingualism” refers to a highly interactive linguistic relationship amongst the multiple languages which take place in multilingual realities (Garcia & Wei, 2015).

3.4 Multilingualism

Dynamic bilingualism or multilingualism, also known as plurilingualism, is the ability to speak and understand two or more languages. However, plurilingualism does not

necessarily mean equal proficiency in all the related languages (Skutnabb-Kangas & McCarty, 2008).

Multilinguals, according to Cook (1992), have a qualitatively distinct level of competence, a nuanced type of competence or "multicompetence." She asserts that multilingual speakers are distinct from monolingual speakers and that their abilities cannot be evaluated against the level of a monolingual native speaker. Also, when multilingual speakers use three, four, or five languages, the monolingual viewpoint of setting the skill of the ideal native speaker as a target to be accomplished becomes even more peculiar.

Furthermore, multilingual speakers have multiple abilities. According to Cenoz & Gorter (2020), they can communicate using a single language in some cases and elements of multiple languages in others. Still, the speakers' trajectories and entire multilingual repertoire are often considered part of their multilingual competence. Multilingual speakers' ability to shuttle between languages is known as Translanguaging, and it refers to how they handle the various languages in their repertoire as a single unit (Canagarajah, 2011).

Scholars in bilingual education continue to research the use of language in individuals based on the unavoidable existence of a "multilingual perspective to Translanguaging" in which MacSwan (2017) expands the concept of a dynamic bilingualism, confirming their unitary linguistic repertoire; but adds that multilinguals have a "richly diverse mental grammar". Multilinguals have metalinguistic

understanding, which means they understand the laws of the languages they own and, as a result, know how to use them effectively (Cowan, 2008). Since multilinguals can compare elements of their different languages at different levels (phonetic, lexical, morphosyntactic, pragmatic, discursive) and use their tools cross-linguistically, the multilingual repertoire can be a valuable resource for them. The creation of metalinguistic knowledge is connected to the activation of the entire linguistic repertoire (Cook, 1992).

Research has been pivotal in the development of multilingualism, but the real protagonists have been teachers and students in multilingual contexts. Teachers have created safe spaces for students to adopt their multilingual repertoire for learning purposes, and teachers have partnered with students in using the repertoire as a resource in more constructive circumstances (Canagarajah, 1995).

3.5 What is Translanguaging?

Translanguaging, as a term, originated from the Welsh bilingual education and the term “*trawsieithu*”, then translated to English and coined by Cen Williams, and finally promoted by Baker’s publication “*Foundations of Bilingual Education and Bilingualism*” as well as Garcia’s book “*Bilingual Education in the 21st century*” (Conteh, 2018).

Languages such as English or Spanish are nominations that entitle a social construct. These constructs shape people’s identity, culture, and history. Therefore,

Translanguaging refers to bi- and multilinguals' use of all their language resources without making differentiation amongst the languages but rather using language as one linguistic repertoire (Garcia, 2020). It is possible to alternate and blend language practices for effective learning to take place and to normalize bilingualism without functional separation. The ways in which this process can be accomplished differs. Sometimes the many languages are presented together; sometimes one is used for one medium or function; sometimes both languages are put alongside each other for comparisons (Garcia & Flores, 2015).

3.6 Translanguaging vs. Code-switching

Although both Translanguaging and code-switching involve the mixing of languages, it is crucial to point out the differences between the two terms. Code-switching is a speech style or the action of going from one language to another, while Translanguaging as a language ideology goes beyond that and focuses on bilinguals' capacity to use language repertoire as a medium to make sense of their world (Sayer, 2013).

Code-switching is not the same as Translanguaging. Bilinguals draw specific grammar features both mental grammars sets, under Translanguaging. That is, bilinguals' activities are acts of feature selection rather than grammar switch. A proper understanding of Translanguaging involves a return to the well-known, yet often ignored, notion that named languages are social, not linguistic objects. Although an individual's idiolect is a linguistic entity identified by lexical and structural characteristics, a nation's

or social group's named language is not; lexical and structural features cannot determine a country's borders and membership (Otheguy et al., 2015).

3.7 Translanguaging in the Classroom

Translanguaging pedagogy has gained popularity in language education in recent years, and it questions some long-held assumptions in the area. First, it rejects the conventional view that should keep different instruction languages apart instead of seeing language boundaries as porous and fluid. Second, it casts doubt on the notion that learning a second or foreign language is ultimately about achieving native competence and values (Cenoz & Gorter, 2017; Garcia & Lin, 2016).

Translanguaging frequently takes place behind the teachers' backs in classrooms where language mixing is prohibited (Li, 2011). Monolingual educational policies cannot fully prevent Translanguaging. It can happen with very little pedagogical initiative on the part of teachers. Translanguaging is so thoroughly integrated among multilingual students in their home and community contexts that the school can only provide a basis for it to be practiced (Canagarajah, 2011).

Furthermore, Translanguaging pedagogies have proven positive outcomes in diverse educational contexts. Baker (2001) mentions the following advantages in educational contexts:

- It enhances complete and deep understanding of contents.
- It may foster the improvement of the underdeveloped language.

- It may enable school-home connection and collaboration.
- It may promote the socialization of fluent speakers and emerging bilinguals (pp. 267-268).

Cenoz and Gurter (2017) compiled research on pedagogical Translanguaging in language and content classes in multilingual contexts. They presented three significant contributions to the Translanguaging and multilingual paradigm:

- Translanguaging pedagogical input and learner output, which includes strategies for using different languages for teaching-learning as well as translation.
- The use of the L1 as a resource, such as the scaffolding function of L1 in language and in CLIL/CBI classes.
- Translanguaging in writing includes adopting a holistic lens when a student writes in a foreign language.

3.8 Translanguaging Pedagogies

Pedagogies do not develop independently, and they are the product of different socio-educational contexts; consequently, researchers identified four different pedagogical approaches: foreign language instruction; second language instruction; bilingual/monoglossic instruction; plurilingual/heteroglossic instruction. The curricular arrangements of the various language activities are among the most important considerations when thinking about multilingual pedagogies. Strict separation, flexible

convergence, and flexible multiplicity are the three types of curricular structures most commonly used (Kirsch, 2020).

Garcia et al. (2017 as cited in Kirsch, 2020) proposed concentrating on three interrelated strands to help teachers bring pedagogy into practice and build a framework for empirical study: stance, design, and changes. Teachers' stance refers to their willingness to use students' entire repertoires as resources. Introducing learners to multiple languages through feedback, events, or a program that helps them to link home and school languages and cultures refers to the design; shifts refer to unplanned and versatile modifications of the design to meet learner needs.

Figure 1

Bridging Multiple Resources

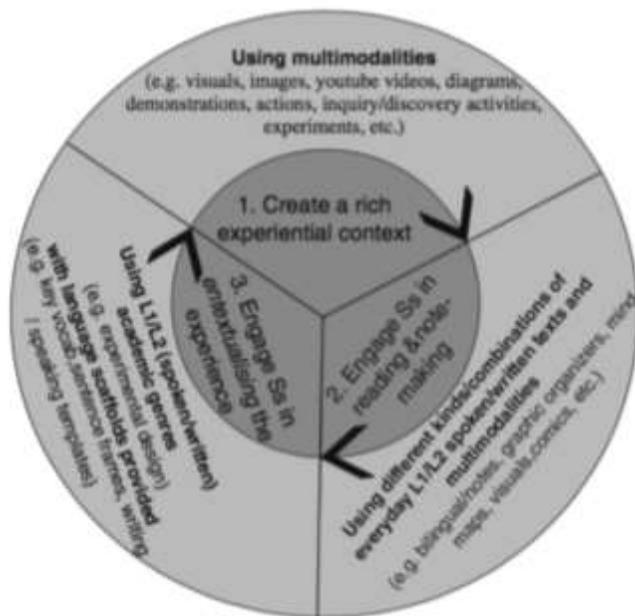


Note. This figure was produced by Lin in 2012, and described the bridging of multiple resources that enhance students' communicative repertoire (as reprinted in Liu et al., 2020). From "Translanguaging pedagogy in teaching English for Academic Purposes: Researcher-teacher collaboration as a professional development model", by Liu et al., 2020. Elsevier Ltd., 92, <https://doi.org/10.1016/j.system.2020.102276>. Copyright 2020 by Elsevier Ltd.

As shown in figure 1, multilingual and multimodal pedagogy in bilingual/multilingual education settings will effectively use various opportunities to broaden learners' communicative repertoire. For example, flexible use of L1 and L2 everyday language, multimodalities, and L1 and L2 academic oral/written language may aid students in unpacking complex science concepts and L2 academic language (Lin, 2012, as cited in Liu et al., 2020).

Figure 2

The Multimodalities- Entextualization Cycle (MEC)



Note. This figure was produced by Lin in 2016, and described pedagogical framework e the Multimodalities-Entextualization Cycle (MEC) (as reprinted in Liu et al., 2020). From “Translanguaging pedagogy in teaching English for Academic Purposes: Researcher-teacher collaboration as a professional development model”, by Liu et al., 2020. Elsevier Ltd., 92, <https://doi.org/10.1016/j.system.2020.102276>. Copyright 2020 by Elsevier Ltd.

As Figure 2 shows, Lin (2016, as cited in Liu et al., 2020) established the “Multimodalities-Entextualization Cycle (MEC)” pedagogical structure, which includes a collection of useful linguistic tools (including L1/L2, everyday/academic language, spoken/written language) and other semiotic resources in three stages of pedagogical practice. In each point, different Translanguaging pedagogy techniques can be used systematically, for example:

- Translanguaging may be used in the first stage of developing a rich experiential context for learning to pique students' interest in the subject topic and link it to their prior knowledge.
- Translanguaging can be used to translate, elaborate, and exemplify L2 academic material in the second stage of reading and note-taking, as well as to improve metalinguistic understanding.
- Translanguaging can draw on students' entire communicative repertoire to advance their academic writing in the third stage of entextualizing their experience.

Cen Williams, a Welsh teacher researcher, coined the term "Translanguaging" to describe a form of bilingual teaching technique. It entails listening, signing, or reading lessons in one language and creating the work (oral discussion, passage writing, project and experiment development) in a different language, or vice versa (Baker, 2001).

Also, García and Flores (2015) describe the possibility of switching and mixing language practices to facilitate successful learning and normalize bilingualism without functional separation. The methods may vary as follows:

- Diverse languages are often viewed together; sometimes, one is used for one medium or function; at times, both languages are compared.
- Co-linguaging is a technique for presenting several languages side by side so that students with various linguistic profiles can make sense of them. For example, PowerPoint presentations are delivered in multiple languages, while instruction is delivered in one or more.
- Preview-view-review is another instructional technique. It requires sequential use of both languages, with different languages performing different functions based on the teachers' instructional needs and the students' communicative needs. A preview in the students' first language is sometimes used to develop context awareness, while the lesson is taught in the students' second language. Other times, the students are given a preview and a review in their second language, followed by the lesson in their mother tongue.

Furthermore, when used for educational purposes, the Translanguaging method employs various cognitive abilities such as reading, knowledge assimilation, and brain-based communication when writing and speaking (Lewis et al., 2012).

3.9 Translanguaging Pedagogical Principles: Social Justice and Social Practice

The use of a speaker's entire linguistic repertoire without regard for the socially and politically defined boundaries of named (and generally national and state) languages is known as Translanguaging (Otheguy et al., 2015). Multilingual pedagogies are at the heart of all meaningfully inclusive education; that is, education in which students do and participate rather than being taught to them (Kirsch, 2020).

García and Flores (2015) stated the two most critical concepts to bear in mind when designing multilingual pedagogies are social justice and social practice. Since people from diverse social backgrounds speak languages, social justice must be considered when developing multilingual pedagogies.

Attention to social justice entails:

- Providing equity for the students, their languages, their cultures, and their communities by ensuring equal participation in a democratic classroom and equal context.
- Building on the students' linguistic and cultural strengths and developing students' multilingual awareness and tolerance.
- Having high expectations and rigor.
- Becoming advocates of children and supporting valid assessments.

The social practice principle involves:

- Fostering quality interactions.
- Focusing on the practice of the disciplinary and academic language.
- Building collaborative grouping and cooperative learning.
- Emphasizing the high relevance of lessons and students' maximum identity investment.

Multilingual pedagogies should always strive to build students' critical consciousness to change the conditions that perpetuate human inequality and inequity (Giroux & Simon, 1988).

3.10 Translanguaging Current Research

Canagarajah (2011) used Translanguaging to evaluate multilinguals' overall communicative competence and codemeshing, a strategy that focuses on using two languages interchangeably in pieces of writing, to introduce Translanguaging. The author concluded that teachers who engage in codemeshing in their speech and writing would both inspire students to participate in this practice and help them develop their skills. Thus, to achieve their communicative goals, students must always recognize favorable ecologies for Translanguaging and negotiate conflicting ideologies.

Translanguaging strategies were applied in kindergarten Hispanic students in New York. This qualitative study described how Translanguaging fosters EFL development. It also found that the teachers use diverse Translanguaging strategies empirically and that teachers' training and support is necessary to ensure alignment with the institution's

programs and requirements.(Champlin, 2016). A similar inquiry took place with Saudi medical students examining their Translanguaging practices. (Elashhab, 2020) aimed to explore how Translanguaging strategies could contribute to his Arabic university students' English language development. The findings showed that Translanguaging helped students improve their English language skills and improve their communication in the target language.

Rivera and Mazak (2017) aimed to see whether students' language attitudes influenced their perceptions of a translingual pedagogy in a Puerto Rican undergraduate psychology class. The high number of neutral responses could indicate that students were uninterested in translingual pedagogy or that they have been trained to function in an environment where code-switching and Translanguaging are normal.

Ortega (2019) explored teacher and students' experiences while teaching/learning English as a foreign language in Colombia through “*trans[cultura]linguación*.” He illustrated the teacher's efforts to value her students' linguistic and cultural repertoires while using a social-justice approach. Moreover, Canagarajah and Dovchin (2019) made an essential contribution to translingualism by researching about codeswitching and codemeshing as examples of translingual resistance practices in non-English dominant settings such as in Mongolia and Japan.

Torres et al.'s (2020) qualitative study reported implementing a Translanguaging strategy with EFL undergraduate students regarding the development of their speaking skills. The outcomes highlighted the importance of using their mother tongue as a tool

for English development, especially with multi-level learners who struggle with speaking fluency.

Asfour et al., (2020) studied a group of multilingual post-graduate students who critically self-reflected on biographical writing and confirmed that higher education curricula and teaching-learning strategies in EFL classrooms need to be rethought strategically to sway from traditional monolingual ideologies. It also affirms that using Translanguaging in education fosters students' social interactions and identities.

Mbirimi (2020) aimed to determine five first-year South African medical students' perceptions about using Translanguaging to grasp academic concepts. Participants agreed that Translanguaging helped them better understand complex medical concepts in English. The researcher concluded that multilingualism is a helpful asset for implementing Translanguaging in multilingual classrooms to improve reading comprehension.

The current studies have addressed Translanguaging pedagogy concepts and activities in various ways and contexts. As research on Translanguaging is making a turn back to its roots, in the educational field, very recent studies are looking at higher education. Some of these studies were conducted in a variety of contexts in which Translanguaging practices prove to develop academic literacies by using multiple linguistic and semiotic tools (Asfour et al., 2020; Elashhab, 2020; Liu et al., 2020; Mbirimi-Hungwe, 2020; Muguruza et al., 2020; Torres et al., 2020).

3.11 Translanguaging Challenges and Limitations

Educational systems must bridge the difference between out-of-school multilingual and multimodal practices and structured school practices. In the case of multilingualism, one of these resources is the ability to communicate in several languages. As a result, multilingual education's goal should be to train students to be competent multilingual speakers. Another consequence for school settings is the need to incorporate the curricula in various languages to reap multilingualism advantages. Given the limited resources for processing languages and the limited time available for language learning at school, it is desirable to learn something in one language that can easily translate to others (Cenoz & Gorter, 2011)

Otheguy et al. (2015) state Translanguaging adoption has not raised a sufficiently strong challenge to existing understandings of language and linguistic conduct in speakers in general and bilinguals in particular. Part of the issue is that the dilemma they foresee is not reflected exclusively in the idea of Translanguaging; it also necessitates that they, like others before them, explicitly problematize the notion of "language." Translanguaging assists in the disruption of historically established language hierarchies responsible for the repression of many minority languages. The well-known, but almost often ignored, postulate that a named language is a social construct, not a mental or psychological construct, is emphasized in Translanguaging, as are the radical implications of this role for one's theoretical conceptualization of bilingual individuals and societies.

Ticheloven et al.(2019) identified the gap between Translanguaging theory and practice and seven challenges in the implementation of Translanguaging in a multilingual classroom:

- Consequences or undesired side effects such as students' and teachers' isolation
- Clarity of learning objectives
- Finding a balance in the use of the L1 in the classroom
- The use of gestures, visual aids, English, and other language resources
- Teachers and students' well-being
- Teachers and student's effort to implement Translanguaging systematically.
- Commotion when using Translanguaging practices

3.12 Conclusion

English is commonly used to teach academic content, and it can be troublesome to separate languages because it prohibits students from using previously acquired tools in other languages (Kubota, 2018). Translanguaging is not about using any separated language features at a time, but instead using all the features of the language repertoire and resources available in a multilingual person purposefully and communicatively (Garcia & Wei, 2017). Pedagogical methods theorize how students can switch between languages and learning styles. Nevertheless, there is a long way to design teaching methods based on these broad models (Johnson et al., 2019).

Translanguaging encompasses many different research areas and has become very popular and controversial as its concept continues to evolve. Translanguaging contests ingrained monolingual educational practices in the classroom and studies must confirm whether those practices enhance foreign language learning (Mazak & Carroll, 2016). Even though monolingual practices continue to dominate the classroom, more researchers ponder whether languages' strict language separation meets the world's needs and realities. Monolingual instruction has become obsolete, while bilingual education is enough (Iversen, 2020; Jenks & Lee, 2020; Oliver et al., 2021; Özkaynak, 2020; Velasquez, 2019). Therefore, a multilingual approach needs further development to enrich the field with meaningful findings.

CHAPTER 4

4.1 Research Paradigm

4.1.1 Definition and Rationale

This research paradigm is interpretivist; therefore, it will have a qualitative focus with a complement of descriptive statistics. According to Lambert (2012), this interpretivist paradigm focuses on how society's truth is based on their interpretations, varying from one individual to another (p. 20). Thus, reality depends on perception -one's truth may not be another's truth even when they co-exist in a context (Pedulla, 2015, p. 29). Interpretivist researchers draw from different representations of reality to build upon new knowledge about a specific topic within a situation. Therefore, interpretivists gather information from observations and participants' happenings, opinions, and beliefs to interpret that data to describe results rather than generalizing findings (Bryman, 2012 pp. 380-381).

Interpretivists view society as non-structured; they portray participants as highly active within social interactions, thus attempting to understand those actions. Therefore, they do not pursue one unbiased reality but many interpretations of the occurrence (Burton & Bartlett, 2009 pp. 7-8). Consequently, this study on Translanguaging practices among higher education students is rooted in the researchers' desire to understand students' truth about Translanguaging practices, beliefs, and ideologies in EFL classrooms and construct knowledge on how Translanguaging practices could support undergraduates' EFL learning.

4.1.2 Methodological Stances

This study aimed to explore how Translanguaging practices improve students' learning in EFL classrooms and understand students' experiences with Translanguaging. Therefore, its methodological stance is fundamentally rooted in the interpretivist school of thought. However, it was necessary to add a complement of descriptive statistics to describe students' perceptions, beliefs, and ideologies according to their realities, such as age, sex, years of English studies, and English proficiency level. According to Mackey and Gass (2005), descriptive statistics can help researchers achieve a better and deeper understanding of the data collection through a simple showcase of information (pp. 250-251).

Furthermore, Burton and Barlett (2009) claimed that many characteristics set interpretivist paradigms aside from positivist ones. Still, sometimes it is not so simple to differentiate them as they are not necessarily opposed to one another (pp. 7-8). The qualitative or inductive approach is more interested in the phenomena itself and meaningful findings, while subjectivity was the main setback (Pedulla, 2015 pp.29-30). On the other hand, the quantitative or deductive approach is interested in finding relationships amongst data and drawing conclusions (Ma, 2015; Nawaz, 2013). Consequently, writers on qualitative research disagree on what exactly does or does not entail this paradigm's research approach even after extensive study on the topic since the 1970s. Some researchers state that the qualitative method is about words, thus disassociating it from anything that has to do with numbers. In contrast, others reject any

generalizations on the qualitative method's nature, thus leaving room for many different orientations (Bryman, 2012).

Considering the paradigm's epistemological and ontological position, the researchers advocated a research design best suited to describe rich data less subjectively in educational action research. According to Tuckman and Harper (2012), this type of study enables practitioners to assess their quality thoughtfully, redesign, and enhance their practice (p. 417). It is also crucial to establish that the action research's nature attempts to find a solution to a problem that leads to a multi-method approach (Armstrong & Moore, 2005). Thus, using quantitative and qualitative research instruments and methods to gather data, analyze them, and fully answer the research and sub-research questions proposed in this study is acceptable and fruitful.

Epistemologically the researchers are active and highly involved with the research personally during the data collection process from observations, surveys, interviews, and participants' check (Pedulla, 2015 p.30). Since the action researcher is also a stakeholder, it is essential to avoid bias during the data collection process by having a teacher-researcher (Jones, 2014). The participants also played a crucial role in the research as the entire group answered an initial survey and signed the consent forms digitally before to the five-week implementation. They also participated actively within the classroom and attended classes. Moreover, after the survey analysis, , six interviewees were chosen through a stratified sampling; according to Creswell (2012), the stratification assures that all population characteristics are represented in the sample (p. 144).

One of the crucial sets of data gathered from the students was the survey results on google forms which presented a clear overview and understanding of the students' characteristics. The researchers put together the interview semi-structured questionnaire to draw on richer data that added value to the findings based on those outcomes. Additionally, class observations took place, and both researchers filled out an observational chart to triangulate information. The triangulation process validates information by comparing and contrasting the results from various research methods or instruments to present data comprehensively (Howe, 2012; Riazi & Candlin, 2014). Both the survey and interview questions were piloted. The information gathered and themes identified were validated with the interviewees during a follow-up interview.

The data analysis focus was predominantly inductive according to the nature of the paradigm's instruments and design used for this study. However, the surveys' information was analyzed deductively to identify specific characteristics and themes, thus guiding and enhancing the interviews' further inductive analysis. Overall, the integration of both data analysis efforts allowed the researchers to find valuable information in the rich data and present meaningful findings with the help of descriptive statistics.

4.2 Action Research

4.2.1 Definition and Rationale

Action research is a well-known research technique that has evolved into one of the most crucial research methods in EFL education, typically concerned with resolving classroom teaching and learning issues (Ma, 2015; Tekin & Kotaman, 2013).

Additionally, it aims to strengthen teaching strategies while focusing on pedagogical decisions. The teachers carry out the study in the classroom or school with stakeholders and feel empowered to become "researchers" and "learners" (O'Connor & Anderson, 2006).

(Huang, 2010) claimed that action research prioritizes the creation of knowledge. Therefore, action researchers do not easily separate interpretation and action; instead, they posit that legitimate understanding is only available through action; thus, affirming that explanation depends on practice to stay away from speculation. Pine(2013) identified the following fundamental concepts for performing action research:

- Examine life in its natural habitat, taking care not to jeopardize the setting's historical and interactional integrity.
- Consider the aesthetics. Visualize, compare, and analogize. In the rug, look for patterns, configurations, and figures.
- Live with data. Consider, ponder, observe, and inspect.
- Avoid the influence of dogmatic formalisms on how to theorize and analyze
- Avoid particularizing methodologists and theorists' declarations of dualisms as maxims.
- Make predictions as accurate as possible, but do not rule out any possibilities. Keep your descriptions as similar as possible to data and knowledge.
- Pursue catalytic conceptualizations; warm ideas spread quickly (pp. 236-237).

4.2.2 Practical Action Research

Mills (2011, as cited in Creswell, 2012) stated that prestigious scholars agree that there are two types of action research: practical action research and participatory action research (p. 579). Practical action research follows a problem-solving orientation or seeks to tackle a classroom need focusing on the action research process instead of the societal change emphasis of the participatory action research (Fraenkel et al., 2012, p. 590).

(Gay et al., 2012) mentioned three leading premises regarding practical action research enactment. First, the practitioners can decide what type of research they want to conduct. Secondly, their commitments are the ongoing enrichment of the teaching practice as well as the school enhancement through reflection. Lastly, action researchers can select their area of interest, devising study plans, and formulating action plans based on their results (p. 511).

This practical research study was conducted through a five-week implementation plan in which Translanguaging practices were allowed in the three groups of EFL undergraduate classrooms. The specific Translanguaging instructional strategies the teacher-researcher used during the thirty-five class hours of implementation were *Co-languaging* and *preview-view-review*.

According to Garcia and Flores (2015), *co-languaging* encompasses the students' parallel use of several languages to achieve meaningful understanding, while *preview-view-review* refers to the practical use of both languages in a sequence. The teacher-researcher allowed Spanish help to fully understand instructions, texts, audios, and vocabulary among classroom interactions based on the first strategy. The teacher-

researcher used the second strategy to build background using the L1 in a preview, presenting lessons in the L2, and review them in the L1. The teacher-researcher also altered the pattern considering the students' needs and the lesson's difficulty level. The researchers gathered observational data from the class recordings and registered them in the observational data chart (Appendix F and H).

4.2.3 Ascertaining the warrant for the study

The significance of a research project fundamentally lies in the concepts of reliability and validity, and triangulation is identified as one of the effective strategies for assuring results accuracy (Burton & Bartlett, 2009 p. 10). In their study, Chisaka et al. (2013) stated that researchers might use various methods to improve the validity of the ARP and recommended to observe for an extended period and accurately record data and observations and discuss the interpretations with the participants. Furthermore, action researchers should use different tools such as audio recording, extensive notes, and in-depth interviews. Moreover, researchers must consider, expose, explain, and focus on any prejudices or preconceived notions they might have had, as well as how they handled them.

Based on Tuckman and Harper's (2012) recommendation to avoid any bias while conducting action research (pp. 426-427), this study counted with the collaboration of both a teacher-researcher and an external researcher, thus adding validity to the investigation findings. Moreover, the action researchers triangulated the information gathered from the surveys, observations, interviews. The latter was also validated through

participants' checks, and the transcriptions for the interviews performed in Spanish were certified by a respected bilingual EFL professor (see Appendix G).

Another concept that is crucial for the significance of any research project is reliability. Based on Burton and Barlett (2009), reliability refers to the study's dependability to be repeated in another context (p.10). Pedulla (2015) highlighted the paramount importance of giving clear instructions to the participants when using instruments to increase reliability (p. 200). Therefore, the action researchers piloted the survey and interview questions before applying them to obtain a more reliable data set.

4.2.4 Ethical considerations

Many ethical considerations are essential for action researchers, such as being respectful of the participants' well-being, inclusion, and will to participate in the study. Ethics are also concerned with obtaining consent and maintaining participants and researchers safe (Creswell, 2012 p. 592; Lambert, 2012). As a result, considering the importance mentioned above, the researchers followed all appropriate procedures to respect and protect the institution's and participants' identities and privacy. Thereby, the researchers requested institutional permission from the president of the university (see Appendix A). Also, the researchers generated a consent form (see Appendix C) with the context and ethical aspects of this investigation. Moreover, to protect the participants' identity, they were identified with the word Student and a number.

Bryman (2012) recommended making participants aware of the ethical codes and the importance of ensuring complete confidentiality of the records and their identities; however, their identities are secret until the study's findings are released. In agreement with this view, the researchers gave a detailed explanation to the participants about the research and their confidentiality in this inquiry (p. 140).

4.3 Method

4.3.1 Definition and Characteristics

The researchers used a qualitative method with a complement of descriptive statistics in this study. Qualitative and descriptive studies are becoming more popular in second language teaching-learning contexts. These kinds of research entail extensive data collection from different sources to understand better individual participants, including their viewpoints, perceptions, and attitudes. The data obtained is often analyzed quantitatively using frequencies, percentages, averages, and other statistical analyses to assess relationships (Nassaji, 2015).

Creswell (2012, p. 16) defined qualitative research as an investigation into a social or human issue that focuses on constructing a detailed and complete image with words, reporting detailed informants' opinions, and taking place in a natural context. He noted some primary characteristics at each point of the research. First, investigate a problem and gain a thorough understanding of a critical phenomenon. Second, include the literature review even though it plays a minor role, it explains the issue. Third, state

the objective and research questions in a broad and general manner to accommodate the participants' perspectives. Fourth, collect data from a limited group of people based on their words to gain the participants' perspectives. Fifth, use text analysis to evaluate the data for description and themes and understanding the results' broader significance. Last, write the study with a versatile framework and evaluative parameters and incorporate the researchers' subjective reflexivity and bias.

4.3.2 Methods of data collection

To find out about the students' Translanguaging perceptions, ideologies, and use, the researchers applied three methods to gather data: the survey questionnaire, the interview, and the observational data. The researchers went from the broadest spectrum by applying the survey, selecting the participants for the observations and the interviews, to the most specific and closest data set by recording the observations and conducting interviews.

4.3.2.1 Survey

A closed-ended questionnaire was adapted from Elashhab (2020), based on Champlin (2016). Likert scale is one of the most common strategies for performing an investigation. It is a multiple-indicator or multiple-item measure of a group of attitudes about a specific subject. It aims to gauge the strength of one's feelings about a topic. It typically takes the form of a collection of statements, called "items," concentrating on a single issue or theme. Scales relating to frequency and evaluation are variations on the

typical format for indicating degrees of agreement. When building a Likert scale, the researcher must keep in mind that statements, not questions, must be included in the list; all of the items must relate to the same object; the scale's items should be interconnected (Bryman, 2012, p. 166). These indicators measured the strength of feelings about the area in question to explore the use of Translanguaging in these EFL university classrooms. The anonymous survey contained 19 items and was carried out in an online survey tool called GOOGLE forms to allow participants the opportunity to respond freely about their L1 use and their engrained perceptions for learning English (see appendix D).

Moreover, pretesting and pilot testing are essential components of survey research because they give researchers a chance to focus on and revise their project before the costs of errors start to mount (SAGE Publications, 2016). The questions were piloted with EFL teachers and learners who had similar characteristics to the study participants. Piloting the survey questions let the researchers know whether the items were unambiguous and repetitive and enabled them to make the necessary corrections.

4.3.2.2 Observations

The researchers gathered data about the students' Translanguaging practices throughout each class session in an observational data chart which was adapted from Elashhab (2020), based on Champlin (2016). As Creswell (2012) describes the ability to capture information as it happens in an environment, study actual behavior, and study individuals who have trouble verbalizing their ideas are just a few of the benefits of using

the observation method (pp. 213-214). In other words, the research methods used in the study must come from classroom interaction and evidence (Banegas & Consoli, 2020).

4.3.2.3 Interviews

According to Adams (2015), a semi-structured interview includes a mix of closed and open-ended questions. Rather than adhering slavishly to verbatim questions as in a structured survey, the discussion will meander around the main interview topic and dive into entirely unexpected issues. Hence, the researchers used a semi-structured interview questionnaire that was adapted from Elashhab (2020), based on Champlin (2016). The interview questionnaire contained 14 items to collect more data about the students' Translanguaging practices and ideologies (see appendix E). The questions were piloted with EFL teachers and learners who had similar characteristics to the study participants. Piloting the interview questions let the researchers know whether the items were unambiguous and repetitive and enabled them to make the necessary corrections. The interviews were recorded online through Teams as this is the institutional tool for e-learning. All the interviews were transcribed in a de-naturalized way in which Azevedo (2017) prioritizes the omission of unnecessary speech components like stutters, stops, involuntary vocalizations, and non-verbal vocabulary, resulting in a more reduced, embellished, and selective transcription from which the researchers can manipulate meaningful pieces of information.

Moreover, since the interviewees selected the language used for their interviews, the transcripts of the Spanish interviews were duly certified. Besides after the transcripts were ready, the students participated in follow-up interviews to ensure that the information gathered matched the information they intended to share. This process entails presenting interview results, themes, and interpretations to the participants to validate and certify their completeness and accuracy (Creswell, 2012 p. 259).

4.3.3 Selection and handling of data

Firstly, the participants and the institution both gave their permission to the researchers. The qualitative research questions help focus the study's intent on specific questions (Creswell, 2012. p.132). Consequently, the next step was to list various ways to collect enough data to answer the following research and sub-research questions.

Gay et al. (2012) claimed that coding, categorically labeling or referencing units of text with codes and labels to denote patterns and context, is one of the most common data analysis practices performed by qualitative researchers. Another way to analyze data is to think about the larger picture and make a list of themes or commonalities that emerged from the literature review and data collection (pp. 469-471). In agreement with these views, the next step was to arrange the data collected into manageable information that was easy to interpret after the researchers selected the qualitative and quantitative instruments to collect the information.

Teachers may use triangulation because they have access to several sources of data (Banegas & Consoli, 2020). After triangulating the data, the researchers used

Microsoft Excel, which Fraenketl et al. (2012) defined as a powerful spreadsheet software that can be used to carry out a wide range of statistical processes (Appendix D pp.5-16). The researchers calculated the percentage of coincidence among the instruments' answers to analyze data and yield meaningful findings.

4.3.4 Participants

The participants were diverse since they come from the six university majors and were evenly distributed according to their sex, as shown in the table 1 and figure 3.

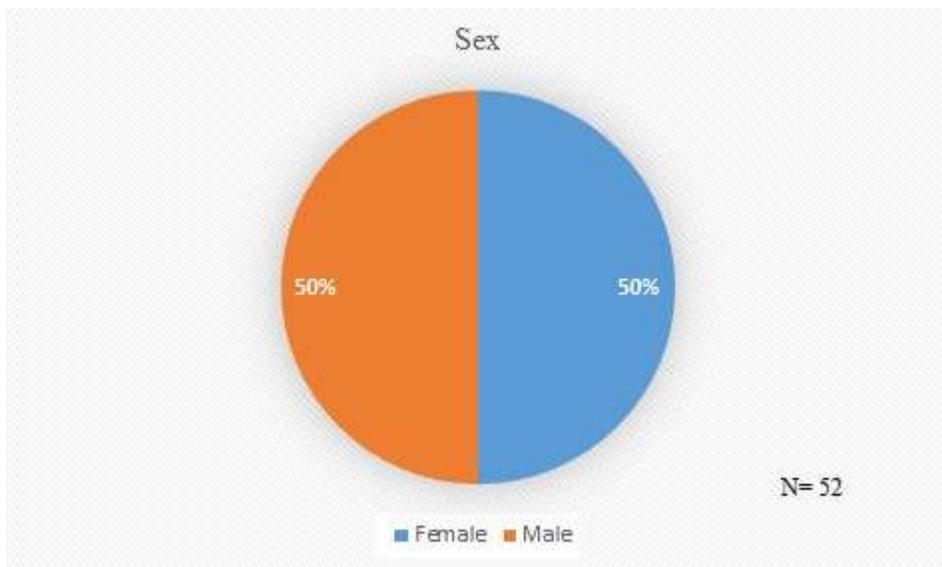
Table 1

Participants Sex

Sex	No. of Responses
Female	26
Male	26
Total	52

Figure 3

Participants Sex



These EFL students were between eighteen and twenty-eight years old. Based on the institutional placement and proficiency test results, the students of English IV are at B1+ level and the students of Business English are at B2 level (CES, 2017; P.H.E.I, 2020). English subjects are compulsory in the curriculum.

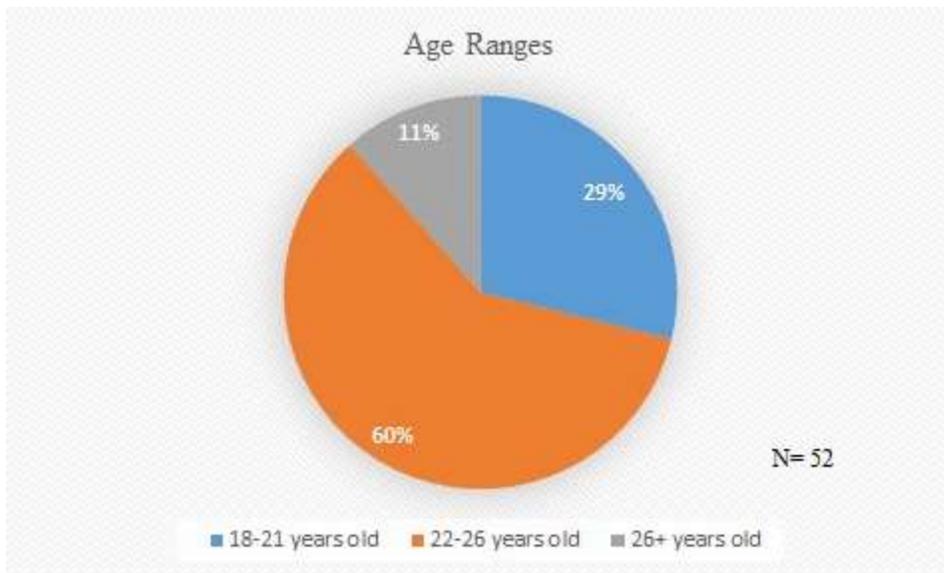
Table 2

Participants Age Ranges

Age	No. of Responses
18-21 years old	15
22-26 years old	31
26+ years old	6
Total	52

Figure 4

Participants Age Ranges



As shown in table 2 and figure 4 in the previous page, most participants were between twenty-two and twenty-six years old while students over twenty-six years old were underrepresented in comparison to the other two groups.

4.3.5 Sampling

Pine (2013) recommended that researchers consider the dynamic, cyclical, and recurring nature of action research when collecting data (p.254). Purposive or purposeful sampling is one of the most used within qualitative-oriented research projects. It focuses on the data set's specific characteristics that allow presenting answers to the research and sub-research questions (Bryman, 2012 pp. 418-419; Creswell, 2012 pp. 206-207).

Information from surveys usually serves as the foundation for the purposive sampling selection in research designs that use quantitative and qualitative methods. Also, purposive stratified sampling refers to regular cases or individuals within smaller groups of interest of the population (Bryman, 2012 p.419).

Consequently, this study's sampling was selected considering the age, sex, and students' EFL proficiency level as characteristics of the population which served as the foundation for choosing the participants' sampling. Furthermore, the researchers selected and invited ten potential participants, out of which six accepted to be interviewed and observed during the intervention.

4.3.6 Background to the participants

Table 3

Type of Schools

School Types	No. of Responses
Public	2
Private	50
Total	52

Table 4

Teaching Tradition

Tradition Types	No. of Responses
Monolingual	11
Bilingual	41
Total	52

Figure 5

School Attended

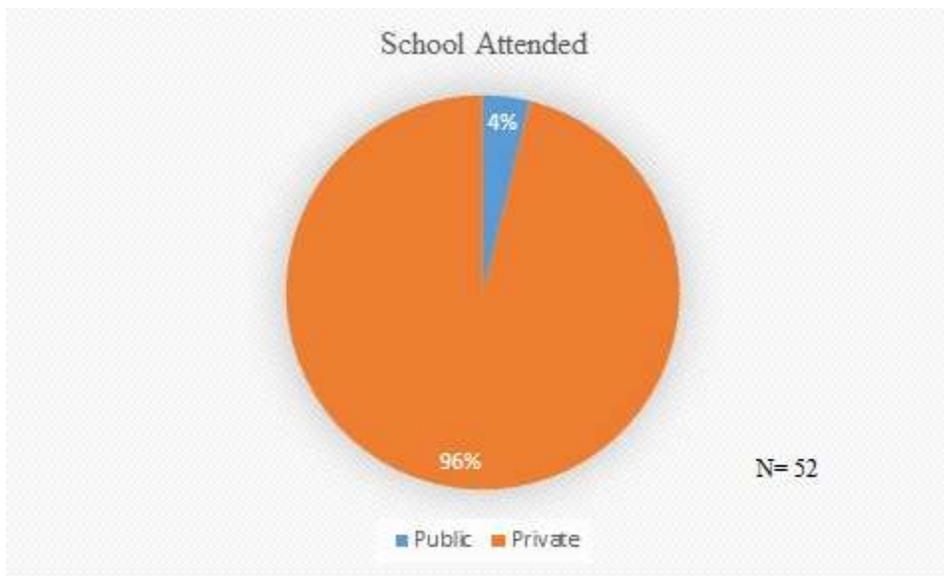
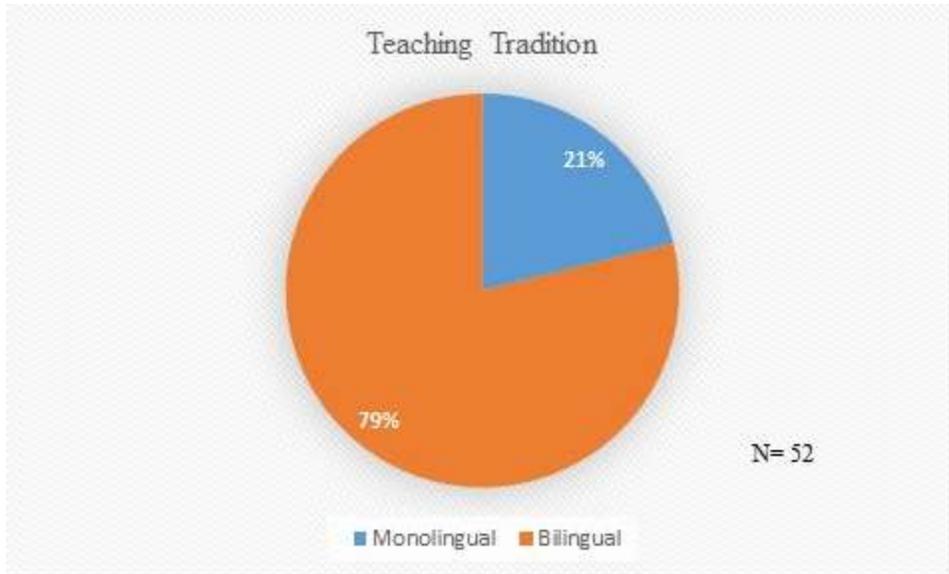


Figure 6

Teaching Tradition



Most of the students that participated in the study come from middle-class backgrounds and attended private bilingual high schools, as shown in tables 3 and 4 and figures 5 and 6.

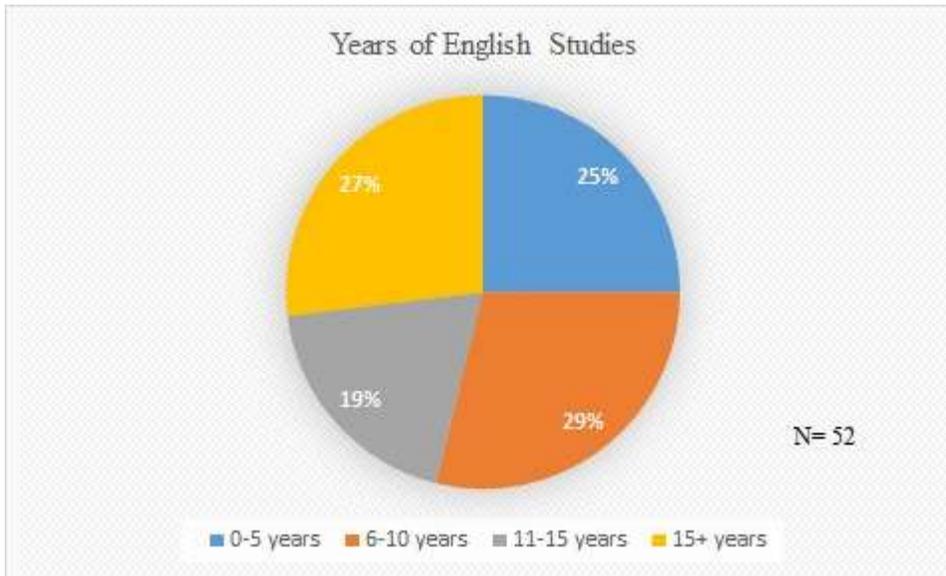
Table 5

Years of English Studies

No. of Years	No. of Responses
0-5 years	13
6-10 years	15
11-15 years	10
15+ years	14
Total	52

Figure 7

Year of English Studies



As shown in table 5 and figure 7, seventy-five percent of the study's population have had over six year of instruction in the English language.

4.3.7 Conclusion

In the preceding sections, the researchers thoroughly explained the study's methodological approach, which was fundamental for selecting the appropriate methods, instruments, data collection and sampling. Firstly, the researchers requested authorization from the institution and the author of the tools. Then, the researchers adapted the instruments from Elashhab (2020), based on Champlin (2016) to fit the study goals. The instruments were also piloted before their application and the intervention.

Additionally, considering the researcher's interpretivist stance, they decided to add validity and reliability by collaborating in every step of the practical action research using the triangulation tool. The survey was applied to the entire population before, and participants were selected through purposive stratified sampling for the interview and observations. Classes were recorded on Teams from which observational data was drawn. Also, the interviews were transcribed, translated, and certified.

It is crucial to mention that the combination of quantitative data (from the survey) and qualitative data (from the interviews and observations) contributed significantly to the data collection and analysis processes. The researchers identified themes about using Translanguaging practices and ideologies in the EFL classroom to answer the research questions. The descriptive statistics component allowed the researchers to portray meaningful research findings, as shown in the subsequent sections.

Chapter 5

5.1 Introduction

The following section presents the data obtained from the survey, interviews, and observations, which were used in the data analysis process to answer the research and sub-research questions. The presentation of the findings uses contingency tables with coincidence percentages among the instruments, which were done on excel. Contingency tables are like frequency tables; however, contingency tables involve analyzing two variables to discover their correlations. Also, contingency tables usually include percentages which make them understandable.

Burton and Barlett (2009) state that using visual aids such as tables and graphs can be highly persuasive and remarkable but should not be overused or unnecessarily used (pp. 159-160). Therefore, due to the interpretivist nature of the paradigm and the qualitative action research design with descriptive statistics, the researchers deemed it appropriate to present all information used for the triangulation process that the following sections will further explain.

5.2 Presentation of Findings

This section presents each instrument's findings by labelling them.

5.2.1 Survey

The following tables show each of the questions the students answered regarding Translanguaging practices in a frequency format. Each item from the survey will be coded with the letter S and a number.

Table 6

S1. I prepare my ideas in Spanish first before writing

I prepare my ideas in Spanish first before writing	
Category	Total
Always	21%
Often	19%
Sometimes	31%
Rarely	19%
Never	10%
Total	100%

Table 6 shows that ninety percent of the students have used Spanish before writing.

Table 7

S2. To understand the sentence structure, I try to remember similar or same Spanish structures

To understand the sentence structure, I try to remember similar or same Spanish structures	
Category	Total
Always	10%
Often	17%
Sometimes	31%
Rarely	17%
Never	25%
Total	100%

Table 7 demonstrates that thirty-one percent of the students, which is the highest percentage, sometimes use Spanish structures to understand English structures. Also, twenty-five percent of the students said they never use them.

Table 8

S3. To understand the grammatical rules, I compare them with Spanish rules

To understand the grammatical rules, I compare them with Spanish rules	
Category	Total
Always	0%
Often	10%
Sometimes	17%
Rarely	35%
Never	38%
Total	100%

The table above identifies that most of the students adding up to seventy-three percent, said they rarely or never use Spanish rules to compare and understand English ones.

Table 9

S4. To confirm my comprehension of new words or phrases, I translate them into Spanish.

To confirm my comprehension of new words or phrases, I translate them into Spanish	
Category	Total
Always	17%
Often	31%
Sometimes	27%
Rarely	19%
Never	6%
Total	100%

According to table 9, thirty-one percent of the students mention they often use Spanish translation to understand new vocabulary or phrases. On the other hand, only six percent say they never translate words or phrases into Spanish to understand.

Table 10

S5. I prepare my sentence in Spanish before saying them in English

I prepare my sentences in Spanish before saying them in English	
Category	Total
Always	19%
Often	10%
Sometimes	31%
Rarely	23%
Never	17%
Total	100%

The table above shows that thirty-one percent of all the students sometimes prepare Spanish sentences before saying them in English while ten percent say they often use Spanish to express sentences in English.

Table 11

S6. I think in Spanish while reading

I think in Spanish while reading	
Category	Total
Always	19%
Often	12%
Sometimes	15%
Rarely	25%
Never	29%
Total	100%

In table 11, twenty-nine percent of all students say they never think in Spanish while reading while seventy-one percent have thought in Spanish when reading.

Table 12

S7. I use Spanish to understand a reading text better

I use Spanish to understand a reading text better	
Category	Total
Always	13%
Often	15%
Sometimes	33%
Rarely	19%
Never	19%
Total	100%

According to table 12, eighty-one percent of all the students say they have used Spanish to understand the reading text better. Additionally, nineteen percent say they never use Spanish to comprehend a reading text better.

Table 13

S8. I use Spanish to ask permission during class

I use Spanish to ask permission during class	
Category	Total
Always	2%
Often	8%
Sometimes	23%
Rarely	29%
Never	38%
Total	100%

Table 13 shows that thirty-eight percent of all students say they never use Spanish to ask permission during class and sixty-two percent say they have used Spanish in class to ask for permission.

Table 14

S9. I use Spanish to respond to the teacher's questions.

I use Spanish to respond to the teacher's questions	
Category	Total
Always	4%
Often	6%
Sometimes	25%
Rarely	21%
Never	44%
Total	100%

As shown in the table above, forty-four percent of all the students indicate never using Spanish to respond to the teacher's questions.

Table 15

S10. I use Spanish to explain problems not related to class content.

I use Spanish to explain problems not related to class content	
Category	Total
Always	10%
Often	15%
Sometimes	23%
Rarely	31%
Never	21%
Total	100%

According to table 15, twenty-one percent of the students never use Spanish to explain problems not related to the class. On the other hand, seventy-nine percent have used Spanish for non-class related things during class.

Table 16

S11. I use Spanish in a group discussion with my partners during the class.

I use Spanish in a group discussion with my partners during the class	
Category	Total
Always	23%
Often	12%
Sometimes	35%
Rarely	23%
Never	8%
Total	100%

In the table above, only eight percent of the students say they never use Spanish in group discussions during class. Also, thirty-five percent of the students say they sometimes speak Spanish in-class group work.

Table 17

S12. I use Spanish to help my peers during class activities

I use Spanish to help my peers during class activities	
Category	Total
Always	17%
Often	19%
Sometimes	31%
Rarely	33%
Never	0%
Total	100%

The table above shows that all of the participants have used Spanish to help their peers in-class activities.

Table 18

S13. It is appropriate to use Spanish for learning English.

It is appropriate to use Spanish for learning English	
Category	Total
Strongly Agree	4%
Agree	27%
Neutral	40%
Disagree	23%
Strongly Disagree	6%
Total	100%

Table 18 shows that forty percent of the students have a neutral position about whether it is appropriate to use Spanish for learning English.

5.2.2 Observations

The following tables show the observations' incidences classified by frequency of occurrence regarding Translanguaging practices. The researchers coded each item with the letter O and a number.

Table 19

O1. Prepares ideas in Spanish before writing or saying them in English.

Prepares ideas in Spanish before writing or saying them in English	
Category	No. of Students
Always	1
Often	1
Sometimes	0
Rarely	4
Never	0

According to the Table on the opposite page, four students rarely prepare their ideas in Spanish before writing or saying them in English.

Table 20

O2. Uses Spanish to understand sentence structures in English.

Uses Spanish to understand sentence structures in English	
Category	No. of Students
Always	1
Often	0
Sometimes	1
Rarely	2
Never	2

The previous table provides information about students' use of Spanish to understand sentence structures in English. Most learners used Spanish to comprehend English structures in class. On the other hand, two students never used the L1 for sentence structure comprehension.

Table 21

O3. Confirms comprehension of new words or phrases by translating them into Spanish.

Confirms comprehension of new words or phrases by translating them into Spanish	
Category	No. of Students
Always	0
Often	1
Sometimes	1
Rarely	1
Never	3

Table 21 describes that a total of three students never used translation to confirm Spanish meanings of words and phrases.

Table 22

O4. Uses Spanish to understand a reading text better.

Uses Spanish to understand a reading text better	
Category	No. of Students
Always	0
Often	2
Sometimes	0
Rarely	4
Never	0

As shown in table 22, four students rarely used Spanish to understand a reading text better.

Table 23

O5. Uses Spanish to ask permission during class.

Uses Spanish to ask permission during class	
Category	No. of Students
Always	0
Often	0
Sometimes	2
Rarely	0
Never	4

As reported in the previous table, four out of six EF learners never asked permission by using the L2 during class.

Table 24

06. Uses Spanish to respond to the teacher's questions.

Uses Spanish to respond to the teacher's questions.	
Category	No. of Students
Always	0
Often	0
Sometimes	2
Rarely	0
Never	4

Regarding the students' language choice to respond to the teacher's questions, the table displays four students who never answered in Spanish.

Table 25

07. Uses Spanish to explain problems not related to class content.

Uses Spanish to explain problems not related to class content	
Category	No. of Students
Always	0
Often	2
Sometimes	2
Rarely	1
Never	1

The table above indicates four students often and sometimes used Spanish to explain problems not related to the context.

Table 26

O8. Uses Spanish in group class discussions.

Uses Spanish in group class discussions	
Category	No. of Students
Always	1
Often	2
Sometimes	2
Rarely	1
Never	0

According to the Table, all the students used Spanish when working in groups during class.

Table 27

O9. Uses Spanish to help peers.

Uses Spanish to help peers	
Category	No. of Students
Always	2
Often	2
Sometimes	2
Rarely	0
Never	0

As demonstrated in the table, all students used the mother tongue to give support to their classmates.

5.2.3 Interviews

The researchers used the information from the participants' interview transcripts and classified them into the following themes: students' feelings towards teacher's

Translanguaging practices; classroom interaction; language choice and Feelings; students' language development and comprehension during lessons; and students' feelings towards using Translanguaging practices. The themes will help the researchers answer the research and sub-research questions in the following chapter. Each item was labelled with the letter I and a number.

Table 28

I1. Would you like to continue with this interview in English or Spanish?

Would you like to continue with this interview in English or Spanish?	
Language	No. of Responses
English	3
Spanish	3

Table 28 shows that the choice of language used in the interviews was evenly distributed.

Table 29

I2. Do you feel more comfortable using English or Spanish in class? Why?

Do you feel more comfortable using English or Spanish in class? Why?	
Language and reason	No. of Responses
English	
Language Proficiency	2
Practice	2
Spanish	
Language Proficiency	2

This table shows the coded reasons for the students' language preference according to their comfort level in class. Therefore, it shows that four out of six students preferred using English because they consider themselves proficient in the language or choose to practice. Two of the six interviewees preferred using Spanish because they felt more proficient in their mother tongue Spanish.

Table 30

13. Which language do you prefer using in class, English, or Spanish? Why?

Which language do you prefer using in class, English or Spanish? Why?	
Language and reason	No. of Responses
English	
Practice	4
Spanish	
Language Proficiency	2

Table 30 denotes that most students prefer using English to practice it whereas two prefer Spanish as they mentioned being more proficient in their L1.

Table 31

14. How did you feel when the teacher did not allow you to use Spanish in class?

How did you feel when the teacher did not allow you to use Spanish in class?	
Category	No. of Responses
Comfortable	2
Neutral	2
Uncomfortable	2

The interview question showed in table 31 displays comfort level when the teacher did not allow Spanish use in class before the intervention. The findings reveal that two students felt comfortable, neutral, and uncomfortable

Table 32

15. How do you feel now that your teacher allows you to use Spanish in class?

How do you feel now that your teacher allows you to use Spanish in class?	
Category	No. of Responses
Comfortable	5
Neutral	0
Uncomfortable	1

Table 32 demonstrated comfort level when the teacher allowed Spanish use in class, referring to their classroom feeling during the intervention. The findings show that five students felt comfortable, leaving only one student who felt uncomfortable in a class that implemented Translanguaging practices.

Table 33

16. Do you understand better when the teacher uses Spanish in class?

Do you understand better when the teacher uses Spanish in class?	
Category	No. of Responses
Yes	6
No	0

According to table 33, all the six interviewees understand better when the teacher uses Spanish in class.

Table 34

17. Do you prepare your answers in Spanish before saying them in English?

Do you prepare your answers in Spanish before saying them in English?	
Category	No. of Responses
Yes	3
No	3

The table above denotes that half of the interviewees prepared their answers in Spanish before saying them in English, while the other half did not.

Table 35

18. Do you understand content better when you listen to it in Spanish prior listening to it in English?

Do you understand content better when you listen to it in Spanish prior listening to it in English?	
Category	No. of Responses
Yes	6
No	0

As reported in the table above, all six students understand the content better when listening to it in Spanish before listening to it in English.

Table 36

19. Do you understand when the teacher only speaks in English?

Do you understand when the teacher only speaks in English?	
Category	No. of Responses
Yes	4
No	2

The table above identifies four students comprehend when the teacher only speaks English. Contrary to this, the other two learners said they do not understand when the teacher only uses the L2.

Table 37

110. How do you feel when you speak English in class?

How do you feel when you speak English in class?	
Category	No. of Responses
Comfortable	4
Neutral	0
Uncomfortable	2

Regarding the students' feelings when they speak English in class, most of the students mentioned feeling comfortable using the L2 in the EFL classroom.

Table 38

111. How do you feel when you do not understand something in English during class?

How do you feel when you do not understand something in English during class?	
Category	No. of Responses
Comfortable	0
Neutral	4
Uncomfortable	2

As shown in the table, most of the students have a neutral position regarding their comfort level facing an instance in which they do not understand something in the L2.

Table 39

I12. Does it help you to understand content better when you speak to your partners about it in Spanish during class? Why or why not?

Does it help you to understand content better when you speak to your partners about it in Spanish during class? Why or why not?	
Category	No. of Responses
Yes	6
No	0

This table shows that all students benefit from using the L1 during class to understand content better when they interact with their classmates.

Table 40

I13. Is it appropriate to use Spanish for learning English? Why or why not?

Is it appropriate to use Spanish for learning English? Why or why not?	
Category	No. of Responses
Strongly agree	0
Agree	0
Neutral	3
Disagree	1
Strongly disagree	2

The table above shows that half of the students have a neutral position whereas the other half have a negative perception regarding the appropriateness of using the L1 for learning the L2.

Table 41

I14. Which students would benefit the most from using Spanish in English classes?

Which students would benefit the most from using Spanish in English classes?	
Category	No. of Responses
For beginners	4
None	2

According to the table, most of the students think beginners would benefit the most from using the L1 in English classes.

5.2.4. Triangulation

5.2.4.1 Survey vs. Observational Data

In the following section, the surveys' data are compared to the observations' frequency of occurrences. Items coded with S correspond to the survey items and the ones coded with O correspond to the Observational data.

The following table, shows the even distribution of the frequency of times regarding the first item in which the students prepared ideas in Spanish before writing them or saying them in English (from observations and surveys).

Table 42

Prepares ideas in Spanish before writing them or saying them in English

S1 versus O1					
	Always	Often	Sometimes	Rarely	Never
Always				1	
Often	1				
Sometimes		1			
Rarely				2	
Never					1

The table below shows how frequently students use Spanish to understand English sentence structures.

Table 43

Uses Spanish to understand sentence structures in English

S2 versus O2					
	Always	Often	Sometimes	Rarely	Never
Always					
Often					
Sometimes	1				
Rarely			1	1	1
Never				1	1

Table 43 shows inconsistency as of what the participants said they did and what they did during class observations regarding the use of the L1 to understand sentence structures in L2.

Table 44

Confirms comprehension of new words or phrases by translating them into Spanish

S4 versus O3					
	Always	Often	Sometimes	Rarely	Never
Always		1			
Often			1	2	
Sometimes					1
Rarely					
Never					1

The table above describes the frequency in which students rely on Spanish to confirm comprehension of new words or phrases. In this table, only one student's answer on the survey coincides with his class observation.

Table 45

Uses Spanish to understand a reading text better

S7 versus O4	Always	Often	Sometimes	Rarely	Never
Always					
Often					
Sometimes		2		1	
Rarely				2	
Never				1	

Table 45 shows how often students use Spanish to understand reading text better. It also displays that two participants are consistent on what they say they do and what they do in class, as observed in-class recordings.

Table 46

Uses Spanish to ask permission during class

S8 versus O5	Always	Often	Sometimes	Rarely	Never
Always					
Often					
Sometimes					
Rarely			1		1
Never			1		3

Table 46 indicates that half of the participants said they never use Spanish to request permission during class, which the researchers confirmed during class observations.

Table 47

Uses Spanish to respond to the teacher's questions

S9 versus O6					
	Always	Often	Sometimes	Rarely	Never
Always					
Often					
Sometimes			2		
Rarely					2
Never					2

As shown in the table above, four of the students' answers were consistent on their use of their L1 to respond to the teacher's questions.

Table 48

Uses Spanish to explain problems not related to class content

S10 versus O7					
	Always	Often	Sometimes	Rarely	Never
Always					
Often					
Sometimes		1			
Rarely			1		1
Never		1	1	1	

As demonstrated in the previous table, none of the students' answers from the surveys matched the in-class observations regarding the use of the L1 for explaining issues not related to class content.

Table 49

Use of Spanish in Group Class Discussion

S11 versus O8	Always	Often	Sometimes	Rarely	Never
Always					
Often					
Sometimes		1		1	
Rarely	1		2		
Never			1		

Table 49 shows that students' answers about the use of Spanish in group class discussion are not consistent.

Table 50

Use of Spanish to Help Peers

S12 versus O9	Always	Often	Sometimes	Rarely	Never
Always					
Often	1				
Sometimes	1				
Rarely		2	2		
Never					

Similarly, to the previous table, this one demonstrates inconsistency regarding the use of the L1 to help their classmates in the EFL classroom.

5.2.4.2 Survey vs. Interview Data

In this section, the essential information regarding the students' ideologies on Translanguaging practices in EFL classrooms gathered from the survey and the interviews are shown in the following table.

Table 51

It is appropriate to use Spanish for learning English.

S13 versus I13					
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Strongly agree					
Agree					
Neutral		3			
Disagree				1	
Strongly disagree			1		1

This table shows the students' perceptions towards Translanguaging practices for learning English. Two out of six students are consistent with their answers.

5.2.4.3 Survey and Interviews vs. Observational Data

The following tables triangulate data from the survey, interviews, and observations according to the participants' answers coincidence.

The table in the next page indicates that two out of six students' answers are consistent in rarely preparing ideas in Spanish before writing them or saying them in English. Conversely, one of the six students answered consistently indicating that they often use Spanish to prepare ideas before writing them or saying them in English.

Table 52*Prepares ideas in Spanish before writing or saying them in English*

S5 and I7 versus O1	Always	Often	Sometimes	Rarely	Never
Yes					
Always					
Often		1			
Sometimes				1	
Rarely					
Never					1
No					
Always					
Often					
Sometimes				1	
Rarely				2	
Never					

Table 53*Uses Spanish in group class discussions.*

S11 and I12 versus O8	Always	Often	Sometimes	Rarely	Never
Yes					
Always					
Often					
Sometimes		1		1	
Rarely	1		2		
Never			1		
No					
Always					
Often					
Sometimes					
Rarely					
Never					

According to table 53, most students indicated having used Spanish in group class discussions; however, their answers do not coincide.

Table 54

Uses Spanish to help peers

S12 and I12 versus O9	Always	Often	Sometimes	Rarely	Never
Yes					
Always					
Often	1				
Sometimes	1				
Rarely		2	2		
Never					
No					
Always					
Often					
Sometimes					
Rarely					
Never					

Table 54 demonstrated that all students had used Spanish to help peers in-class activities, and those answered are confirmed across the instruments, although there is no coincidence.

5.2.4.4 Survey vs. Observations and Translanguaging Strategies

During the intervention, the teacher-researcher implemented the co-languaging and preview-view-review Translanguaging strategies related to the observational data chart in table 55 on the next page. The researchers observed students using preview-view-review to support the development of the four language skills: listening, speaking, reading, and writing. Also, the students engaged in the use of co-languaging to foster interaction and communication within the EFL classroom.

Table 55*Translanguaging Practices Observed in Class*

Preview-view-review				Co-languaging				
Prepares ideas in Spanish before writing or saying them in English.	Uses Spanish to understand sentence structures in English.	Confirms comprehension of new words or phrases by translating them into Spanish.	Uses Spanish to understand a reading text better.	Uses Spanish to ask permission during class.	Uses Spanish to respond to the teacher's questions.	Uses Spanish to explain problems not related to class content.	Uses Spanish in group class discussions.	Uses Spanish to help peers

Table 56*Coincidence Percentages of Compared Instruments vs. Learning Strategies*

Observation	Compared Instruments	Learning Strategy	Coincidence
O1	S1 versus O1	Preview-View-Review	33%
O2	S2 versus O2	Preview-View-Review	33%
O3	S4 versus O3	Preview-View-Review	17%
O4	S7 versus O4	Preview-View-Review	33%
O5	S8 versus O5	Co-languaging	50%
O6	S9 versus O6	Co-languaging	67%
O7	S10 versus O7	Co-languaging	0%
O8	S11 versus O8	Co-languaging	33%
O9	S12 versus O9	Co-languaging	33%

Table 56 shows the comparison of triangulation results from the survey and observations to the learning strategy; consequently, coincidence percentages were obtained for each of the observational chart items.

The most significant findings are related to the observation items eight and nine regarding the use of Spanish to ask permission during class and respond to the teacher's

questions, respectively, which resulted in the highest coincidence percentages for the co-languaging Translanguaging strategy. It is also worth noting that the answers that coincide with asking permission during class shown on table 46 are marked very strongly as three students answered “never”. Similarly, as shown on table 47 two of the students’ answers coincide with their class observations regarding never responding to their teacher’s questions while two other students coincide on sometimes using their L1 to respond to their teacher’s questions.

Chapter 6

6.1 Introduction

This study was designed to explore Translanguaging on EFL students in a private higher education institution. The teacher-researcher used the participants' L1 in the EFL classrooms through two Translanguaging strategies: *co-languaging* and *preview-view-review*. This study's participants were from B1+ and B2 proficiency levels according to the results from institutional placement and proficiency tests. The survey findings allowed the researchers to identify the students' underlying perceptions and ideologies towards Translanguaging. The observations made it possible for the researchers to describe the participants' answers and enrich them with valuable additional information from the interviews. It is worth noting that each interviewee also participated in a follow-up interview and confirmed the accuracy of their answers and main ideas shared during the interview process which took place through Teams. Researchers will discuss the results in this section based on the revised literature and previous studies that led them to answer the research questions.

6.2 Discussion of Findings

This exploratory research sought to answer the research and sub-research questions by identifying the following themes to discuss the results:

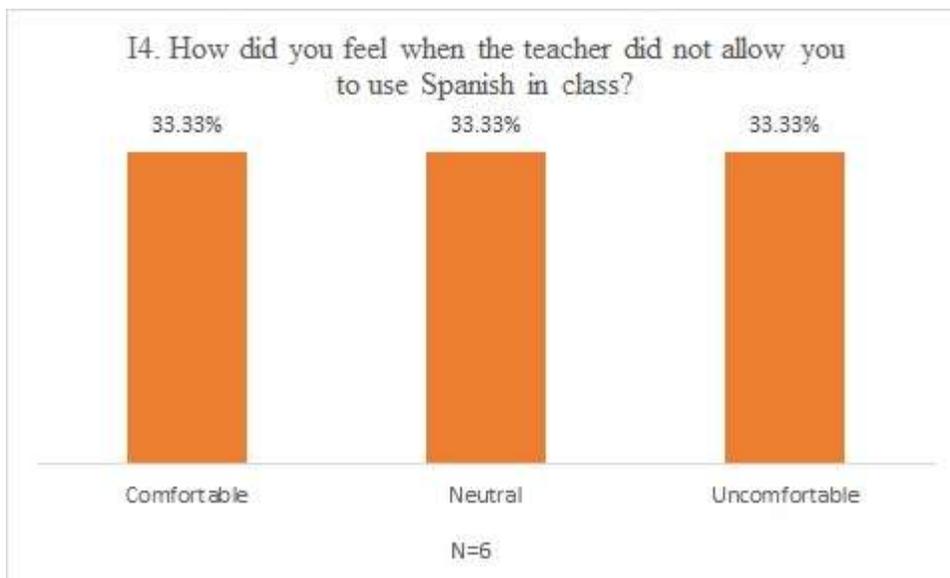
- Students' feelings towards teacher's Translanguaging practices
- Classroom interaction

- Language choice and Feelings
- Students' language development and comprehension during lessons
- Students' feelings towards using Translanguaging practices

6.2.1 Students' feelings towards teacher's Translanguaging practices

Figure 8

Students' feelings before the intervention



As shown in the figure above, there is an even distribution between the participants' feelings and proficiency levels. However, based on the interviews' information, most students mentioned feeling comfortable or indifferent towards

traditional teachers' policies of not allowing them to speak their L1 in the EFL class, while those who felt uncomfortable accept them.

Student 2 said he felt “frustrated because I couldn’t comment on a situation, although I got used to it later.”

Students 1 and 4 mentioned it is “normal” or that “it doesn’t matter” that the teacher only allowed students to speak English in English classes.

In contrast, Student 6 said, “it doesn’t really bother me,” showing a neutral position towards traditional language classroom policies (full interview transcripts are presented in Appendix G).

Figure 9

Students' feeling during the intervention

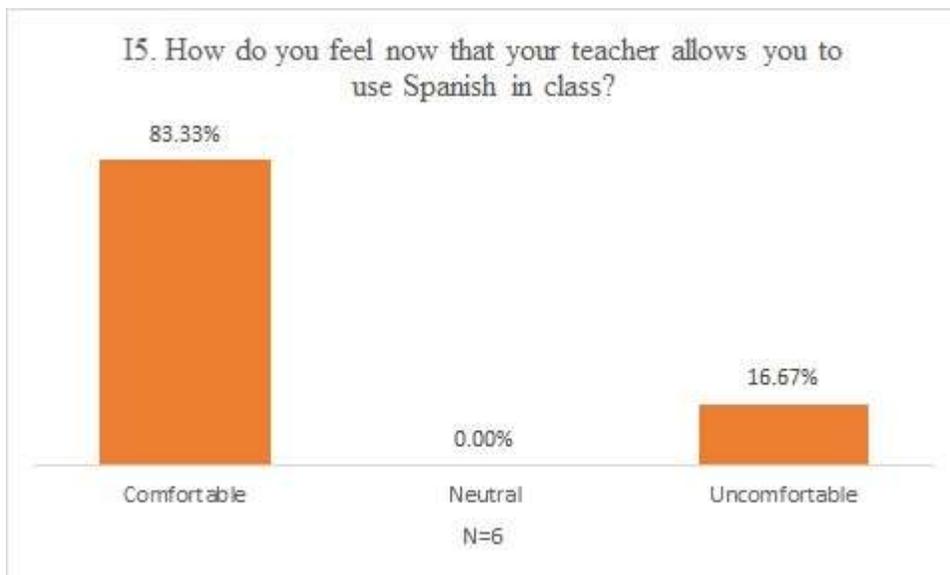


Figure 9 shows a marked level of comfort with the use of L1 in the EFL classroom.

Student 1 mentioned that it is “good to have that option” however noted that it does not make much of a difference for him since he can easily communicate in the L2.

Student 2 mentioned he feels “more comfortable and more confident” because he had the freedom to ask the teacher questions in Spanish, thus allowing him to understand instructions and content better.

Student 4 mentioned that using Spanish in class is “pretty cool” because it gave him the liberty of expressing himself.

Moreover, Student 5 said that she felt “more comfortable” because using the L1 allows the class to run more smoothly because regardless of being at the same level, some of the students are more proficient than others.

However, Student 6 said she felt uncomfortable using Spanish in English classes which is supported by her answer, “Personally, I still speak English as much as possible”.

Rivera and Mazak (2017) found out in their study that most students show a high level of confidence in their L1 and that their level of comfort using the L1 in the classroom was related to their perception of appropriateness and social-acceptability of Translanguaging practices. Similarly, the researchers in this study found that even though most students feel comfortable having the option to use the L1 in the classroom, one student felt uncomfortable because of her ingrained belief that the L1 has no room in the

EFL classroom. However, as Fallas (2019) suggested, for Translanguaging to be fruitful, both students and teachers must have ideological clarity since classroom policies and institutional EFL programs reflect societal stances on EFL teaching-learning.

6.2.2 Classroom Interaction

This theme refers to the interaction between the participants and the teacher-researcher and between students during class. Researchers observed the students using co-languaging during in-class groups activities in Teams channels to communicate with their group partners and help one another *in the completion of* class activities. Based on the interviews' results, all the participants consider it necessary to use Spanish to understand content when they are working in groups. These findings coincide with the ones from (Elashhab, 2020) which reported that most participants translanguaged as a learning strategy of communication. Moreover, researchers compared the interviews' results to the surveys and observations on using Spanish in group discussions, triangulated the data and computed the percentage of coincidence among the participants' answers.

(Kano, 2013) ratified with her study's finding that using the L1 regarding is fruitful for meaning clarification and language development. According to table 39, all students agreed that they use their L1 to understand content better and help peers when they speak to their partners about it in Spanish during class. Furthermore, there is one hundred percent of no coincidence among the instruments' information, which means that

the students' answers from the interviews are not matching their survey's answers or the data collected during class recordings as shown in table 53 and 54.

According to Nurhikmah et al. (2020), Translanguaging aids students in growing their capacity to comprehend the target language and eliminate affective barriers. Therefore, the researchers concluded that other factors outside of the scope of this study might influence students' answers and behaviors regarding the use of Spanish with partners during EFL classes. It is also possible that participants answered what they thought they were expected to say or what was most appropriate instead of answering the questions based on what they actually do in class (Rivera & Mazak, 2017).

6.2.3 Language Choice and Feelings

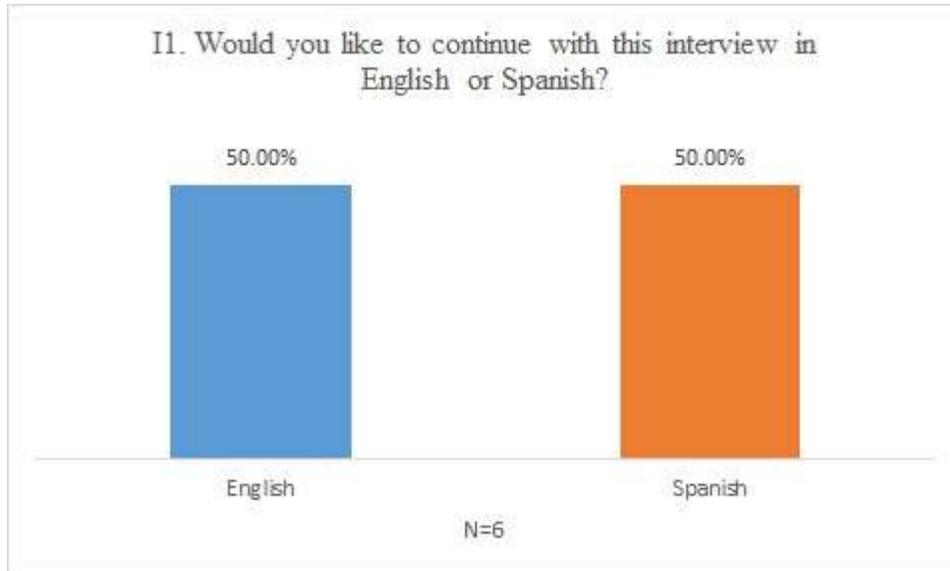
This theme investigates questions one, two, and three from the interviews about the participants' language preference. The researchers identified two main reasons they make their language selection: proficiency and desire to practice the language.

The following figure shows the students' choice of language in which they wanted to answer and interact with the interviewer. Half of the students chose their L1, and the other half preferred using their L2. Therefore, the researchers concluded that there might be other reasons underlying their interview language choices.

The results indicated that four students prefer using English in class because they have the language proficiency to communicate in their L2 or because they wished to continue practicing it.

Figure 10

Language Choice and Feelings 1



Student 4 mentioned that “during the class it’s really nice to speak English because you are practicing, and languages must be learned by practicing every single day”.

On the other hand, two students prefer using Spanish because they feel more confident speaking Spanish than English.

Student 5 said “ I prefer using Spanish to avoid any English mispronunciations that could make me feel embarrassed in class.”

Figure 11 shows that four participants feel more comfortable using the L2 in English classes. Two of those students expressed their level of comfort was due to their proficiency in the language, whereas the other two mentioned their choice is based on their wish to practice the language.

Figure 11

Language Choice and Feelings 2

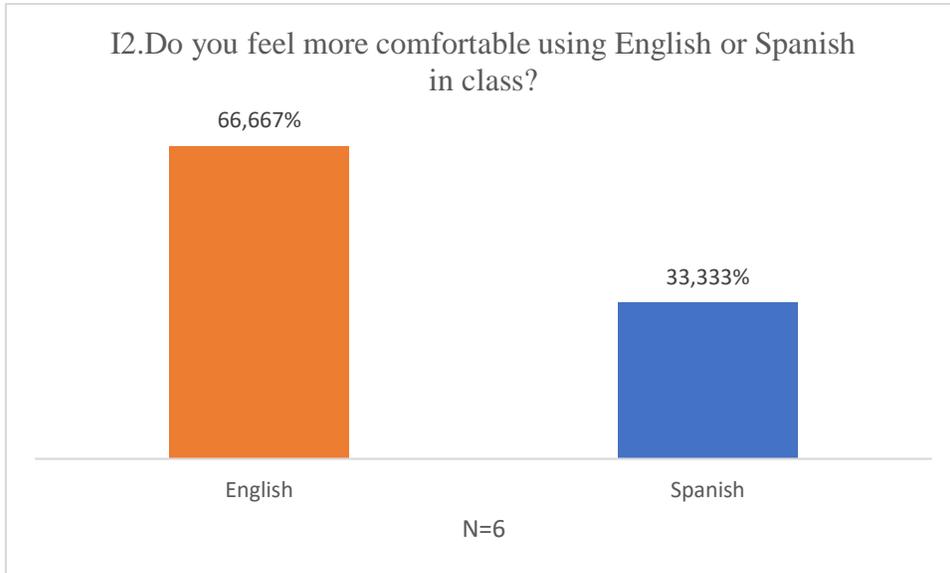
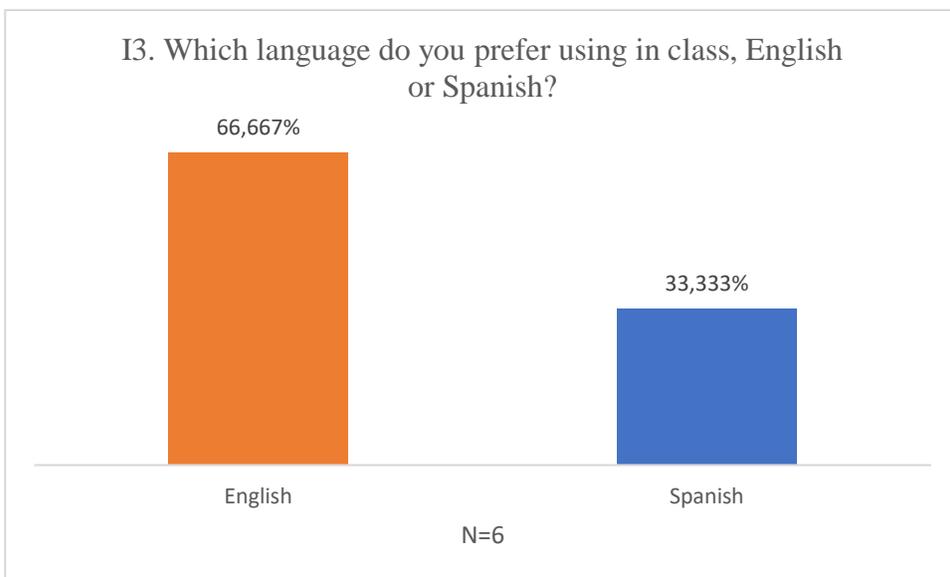


Figure 12

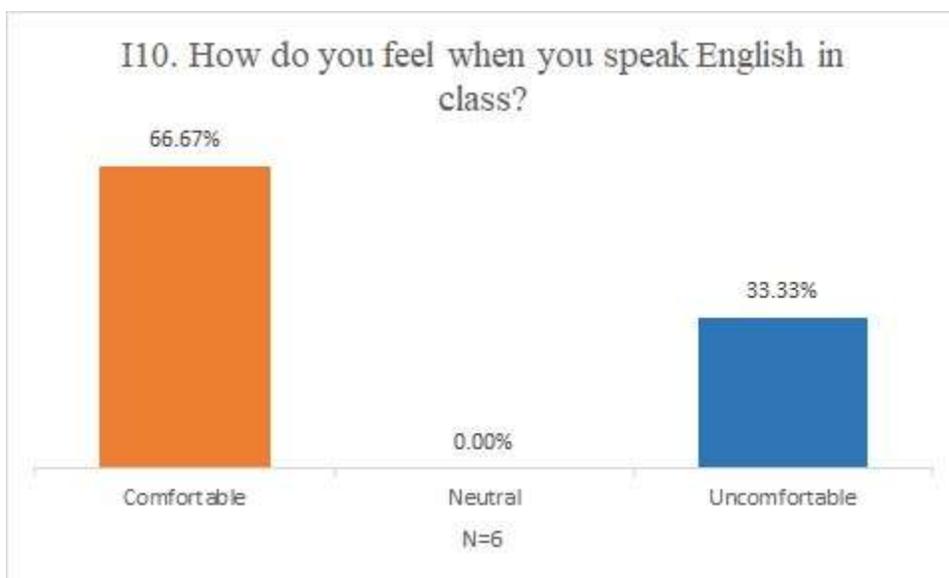
Language Choice and Feelings 3



Similarly, in figure 12, four out of the six interviewees preferred using English in class to practice it. Additionally, both figures show two students who preferred using their L1 due to their level of proficiency in Spanish.

Figure 13

Language Choice and Feelings 4



The previous figure shows four students feel comfortable speaking English in class whereas two out of six students feel uncomfortable using their L2.1

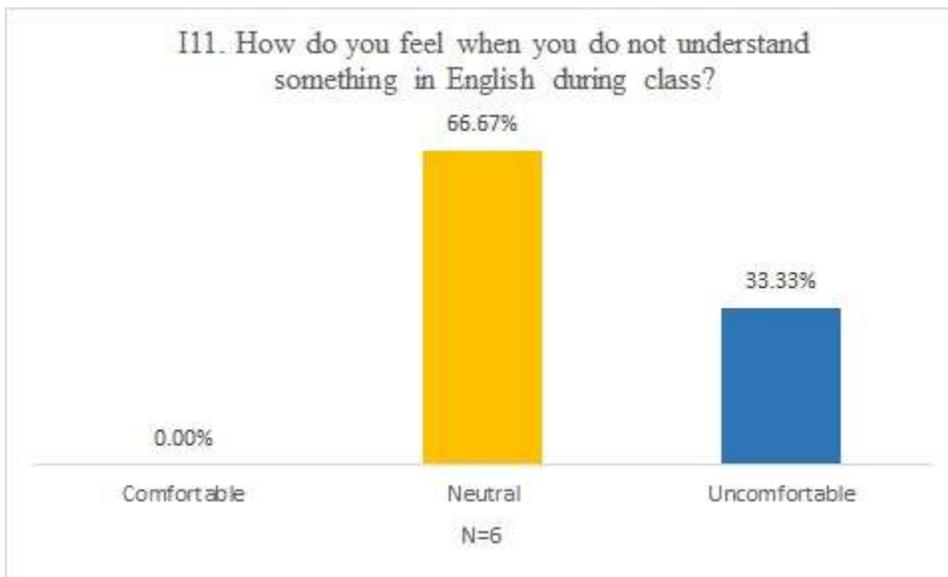
Student 3 said “I love it because I actually love the language. I love speaking English. It's like super awesome, and I feel comfortable.

Student 5 mentioned feeling “Nervous, I would feel more confident if there were fewer people because it is about the fear of making mistakes, and obviously there are

people who know more and less than you, but you still do not want them knowing you know less than they do.”

Figure 14

Language Choice and Feelings 5



The figure above indicates that none of the students feel comfortable when they do not understand English during class. Four out of six interviewees had a neutral position because they usually understand content or because they could get the support they need from their teacher or other sources.

Student 4 said, “Maybe, a little bit dumb but honestly it doesn't matter I just know that I don't get it so I will ask again to understand it, but I don't have much of a problem if I don't get something. I know it's part of the process of learning something so, it's nice.”

Student 1 mentioned “I feel weird. It would be very weird! Actually, if I don't understand something, I would say, let's have a practice in English.”

Student 3 expressed, “I think I feel normal.”

Student 6 stated “Maybe a little frustrated, If I do not understand technical things I usually google them.”

Conversely, the two remaining interviewees expressed feeling uncomfortable because of their lack of proficiency using the L2.

Student 2 claimed, “I feel desperate. It is a somewhat stressful situation, even more so in an online class like the ones we are receiving.”

Student 5 said, “It is like feeling a little uncomfortable when there are people who get it faster than you and take longer or something like that. It is a confidence issue.”

6.2.4 Students' language development and comprehension during lessons

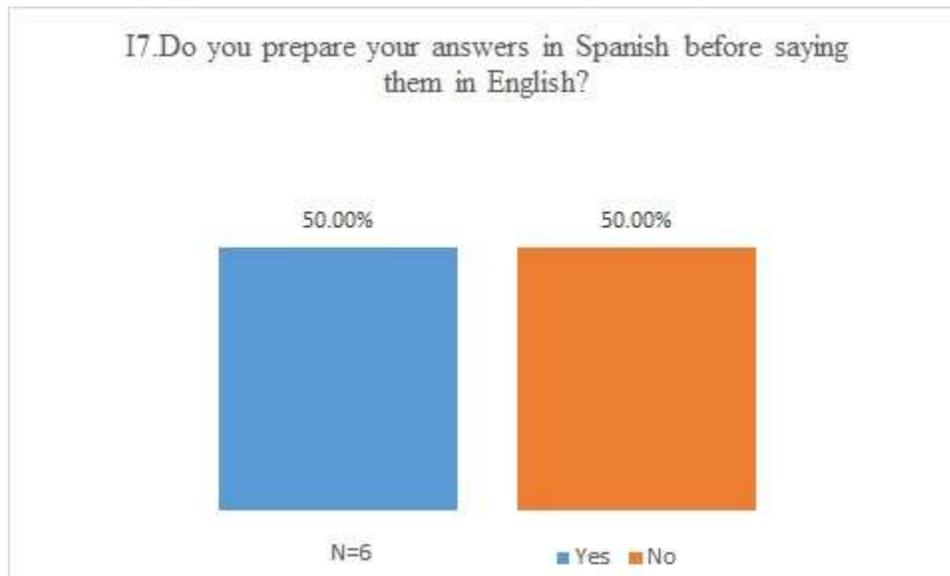
Regarding this theme, the researcher analyzed interview responses from questions seven and eight. Additionally, the triangulation results between the survey and observation data are compared to the Translanguaging practices implemented during the intervention, which resulted in coincidence percentages and averages.

According to table 35, all participants said they understand better when they listen to content first in Spanish and then in English.

Despite their answers, Student 3 and 6 stated also feeling very comfortable when listening to content only in the L2 and that “there is no big difference” because they consider themselves as English proficient.

Figure 15

Comprehension during lessons



As shown in figure 15, half the students admitted they prepare answers in the L1 before expressing them in the L2, whereas the others refuse to rely on their L1 for communicating their ideas in English.

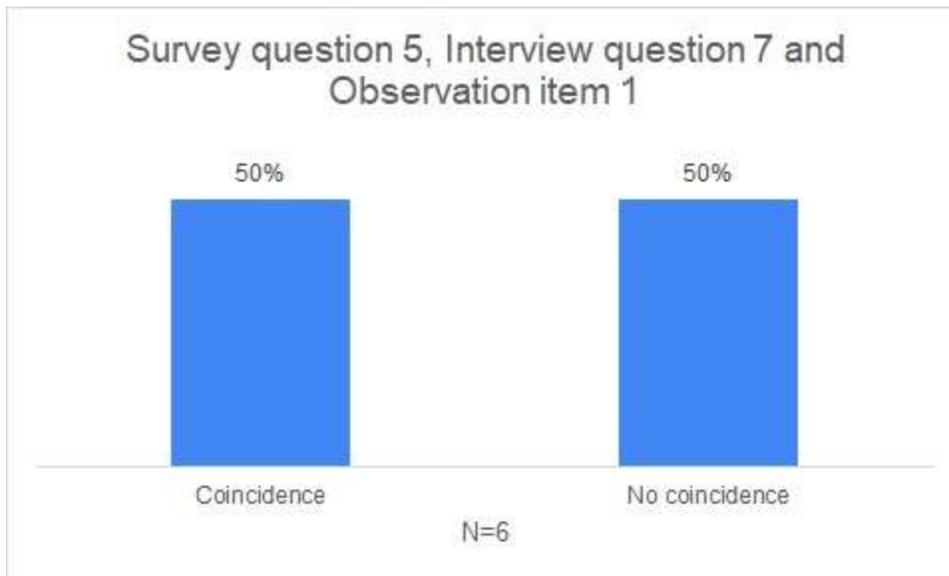
The researchers compared interview results to the ones from the survey’s answers and observations’ data for calculating a percentage of consistencies.

According to table 52, one of the students answered positively towards this Translanguaging practice while two of the participants answered negatively towards the use of L1 in EFL classroom. This corresponds to a fifty percent of coincidence. In

contrast, the other half represents inconsistencies. Therefore, the researchers infer inductively the existence of other motives that may be significantly influencing students' Translanguaging practices.

Figure 16

Coincidence among preparing ideas in Spanish before writing or saying them in English



Regarding the language development theme, the observed criteria were classified into the two Translanguaging strategies as shown in table 55. Consequently, the triangulation results between the survey and observations data were presented according to each strategy in table 56.

Table 56 clearly shows the variance in coincidence percentages per observational item and strategy. Observational items O1-O4 correspond to the preview-view-review strategy and items O5-O9 correspond to the co-languaging strategy.

Tables 42, 43,44, and 45 on items O1-O4 corresponding to the preview-view-review Translanguaging practice help researchers conclude that all the consistent answers are negatively oriented. The responses "rarely" or "never" indicate that the coincidence percentage also corresponds to the students who do not rely heavily on the Translanguaging practice for learning. However, it does not mean that the no coincidence percentage corresponds to the students that could benefit from the Translanguaging practices but confirms the presence of other implications outside of the study's scope.

Table 56 also shows the highest and lowest coincidence percentages. The fifty percent of the consistent answers in item O5 regarding the use of Spanish to ask permission during class were negative, while nobody answered always or often according to table 48. The researchers can conclude that fifty percent of the participants do not need their L1 to ask permission during class. According to Rivera and Mazak (Rivera & Mazak, 2017) they found that students that show neutrality in their answers towards Translanguaging as a result of their independency from the use of the L1 in the classroom.

Furthermore, the four answers that coincide regarding responding to the teacher in class shown in table 47 are not as strongly marked but consistent. Two of the answers were "sometimes," and the other two consistent answers were "never". These results show that sixty-seven percent of the participants do not rely heavily on their L1 to respond to teacher's questions at this private university in Guayaquil.

Moreover, according to table 48 there was no coincidence between the survey and observations data on the use of Spanish to explain problems not related to class content. Consequently, the observational data in comparison to the participants' survey answers had a tendency of a higher frequency which leads the researchers to conclude that students use Spanish more often than they perceive it. Therefore, the zero percent of coincidence is a consequence of the unknown factors that may be influencing the students' use of Spanish in the classroom to communicate non-class related information.

According to tables 53 and 54, there is no coincidence in observation items eight and nine regarding the use of the L1 in group discussions and to help peers. Despite students' interview answers that favor using Spanish to understand the content better when they speak to their partners.

Student 6 indicated t “it is not the correct thing.”

Student 5 said it is helpful, “but if it is something basic, I would think it would be better to use English, and when it is something more complex, it is better to use Spanish.”

Student 3 mentioned, “It feels much more comfortable because I actually don't know if I'm making myself clear as I know I would make myself clear in Spanish.” Two other students mentioned that they needed help to understand.

In other words, participants were aware that some of their partners needed support or were not fluent in their L2. According to Garcia and Wei (2014), the use of one's language repertoire allows meaningful learning and communication by using an integrated system (p. 85). From this reasoning, the researchers conclude that participants

decide or are more likely to use their L1 as a tool to ensure communication and class activity compliance.

Figure 17

Coincidence among Translanguaging Practices

Category	Mean Coincidence %	Deviation Coincidence %	Coefficient of variation
Co-languaging	37%	25%	67%
Preview-View-Review	30%	7%	24%
Overall average	34%	18%	52%

The information shown in figure 17 averages all the coincidence percentages from table 56; thus, confirming that the highest coincidence percentages have to do with co-languaging. Although co-languaging has the highest average, it also contains the highest and the lowest rates out of all observation items, making the learning strategy preview-view-review more homogeneous.

The researchers calculated the deviation coincidence percentage to measure dispersion for each of the learning strategies implemented in the study. Therefore, as shown in figure 17, Co-languaging has the highest coincidence average and the highest percentage of deviation. However, preview-view-review has the lowest coincidence average but only seven percent of deviation, which means that the lower the deviation percentage, the more stable and consistent coincidence percentages are. Therefore, Co-languaging has a sixty-seven percent coefficient of variation, while Preview-view-review has a twenty-four percent coefficient of variation.

Based on the results, the researchers concluded that students are more likely to use and admit the use of the L1 for interaction and communication (Co-linguaging Strategies items O5-O9) As found in Khair et al. (2020) allowing the students to translanguage resulted in meaningful discussions about the content and texts by using all their language resources. On the other hand, students are less likely to use and admit the use of the L1 to develop their language skills and to comprehend specific content (Preview-view-review items O1-O4). According to (Moody et al., 2019) there is a negative correlation between their Translanguaging practices and their L2 proficiency level and needs to be further explored to find out the reasoning behind this finding. As Tabatabaei (2019) mentioned, students tend to speak English because they agree with traditional monolingual policies in EFL classrooms.

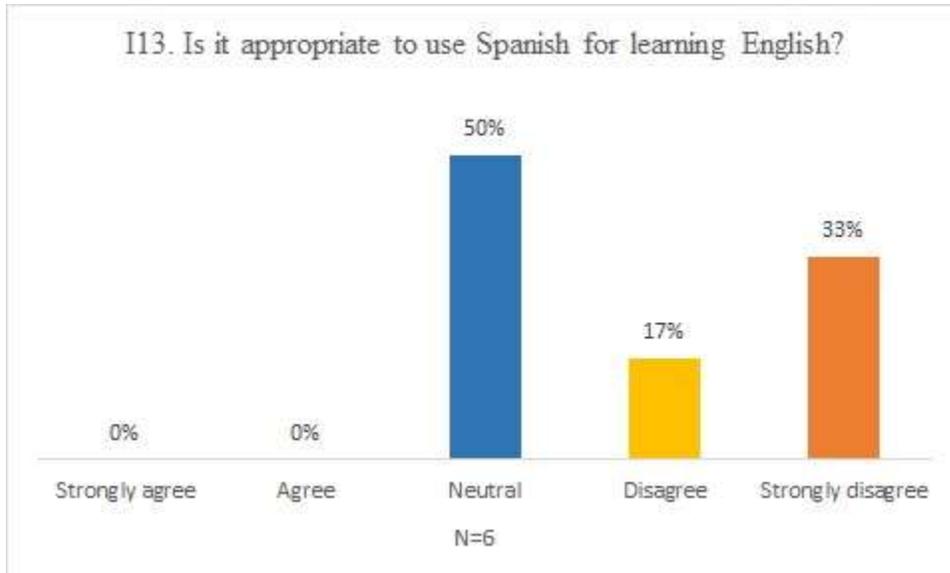
6.2.5 Students' feelings towards using Translanguaging practices

In this theme, the researchers discuss interview question thirteen in which the participants indicate whether they believe it is appropriate to use Spanish for learning English. The following figure shows that none of the students strongly agreed and that

half of the participants agreed whereas the other three are evenly distributed between neutral, disagree and strongly disagree.

Figure 18

Students' Feelings Towards Translanguaging Practices- Interview Question 13

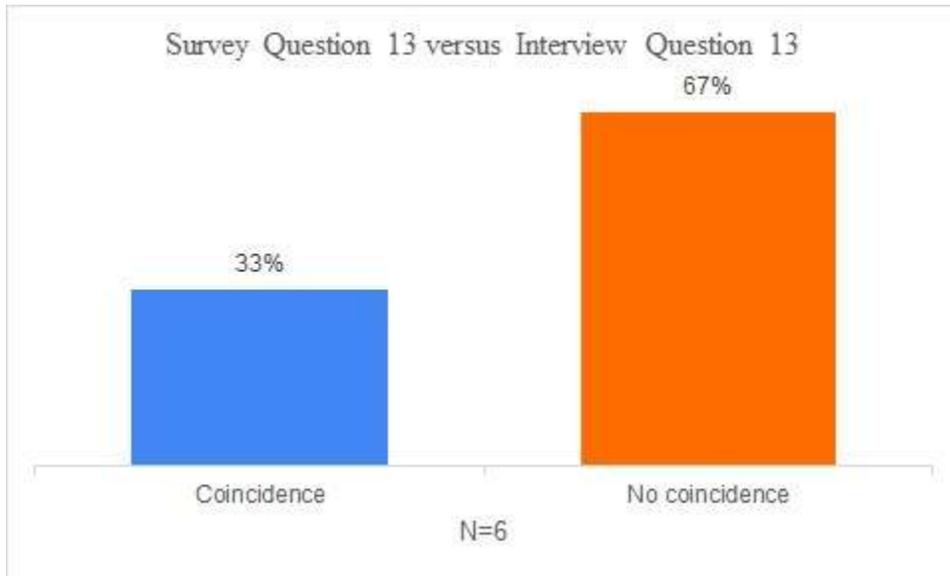


According to the following figure, there is thirty-three percent of coincidence on the survey and interview students' answers. It is pivotal to point out that the consistent responses represent the students' feelings against Spanish in EFL classes as a tool for learning. Additionally, the inconsistent responses represent the students whose feelings have changed and shifted positively due to the intervention.

Student 6 said "I do not think it is good to translate. I think it is better to do it in English directly without translating".

Figure 19

Coincidence Percentage of Students' Feelings Towards Translanguaging Practices- Survey Question 13 versus Interview Question 13



Three of the interviewees answered having a neutral feeling in the survey, and the interview agreed. They also assured that using Spanish could be helpful when learning English but that it would depend on their English proficiency level.

Student 5 said, “The higher the English level, the less you need to rely on your mother tongue and then it would be beneficial”.

In contrast, one of the students’ who strongly disagreed in the survey changed her answer to a neutral position, she mentioned that “in some cases it might be appropriate” as she had relied on her L1 when learning French.

These findings are relevant to this study because the researchers can infer that students exposed to Translanguaging practices tend to change their ideologies towards

Translanguaging in EFL classrooms positively. At the same time, the proficiency levels remain not influential in this context. Students must always recognize favorable ecologies for Translanguaging and negotiate contrasting philosophies to achieve their communicative goals (Canagarajah, 2011).

Figure 20

Students Who Benefit the Most from Using Spanish in English Classes

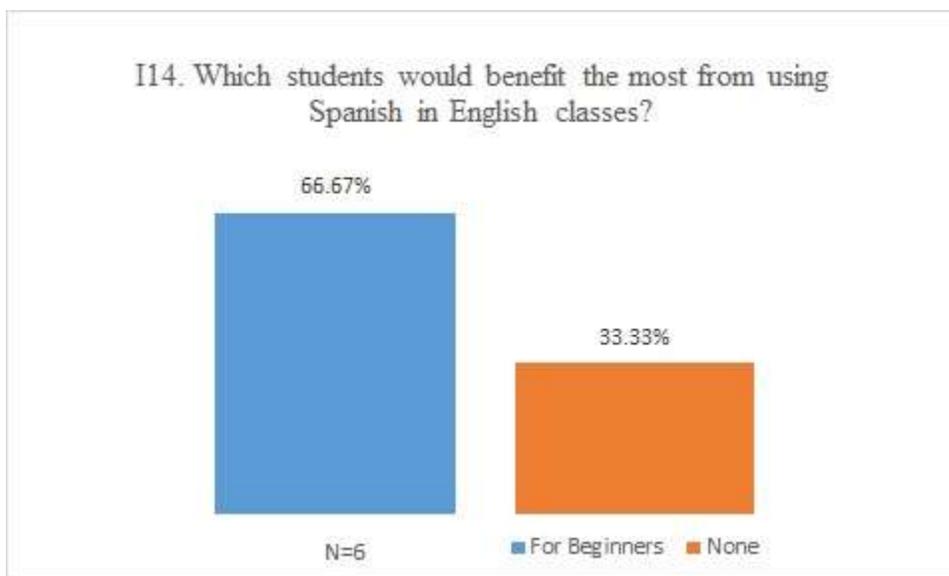


Figure 20 describes the participants’ answers regarding the type of learners that would benefit the most from using Translanguaging practices in EFL classrooms. Four out of six mentioned that Translanguaging could be used for learners at the beginning stages. However, two students showed their firm posture against using the L1 for learning an L2.

Student 6 mentioned, “it would be better to simply start thinking in English and not use Spanish from the beginning and use English as much as possible.”

However, Nurhikman et al. (2020) affirmed that regardless of the remaining English-only policy in the EFL classroom, the L1 was a necessary, guiding, and supportive tool for students at early stages in their L2 learning journey.

Chapter 7

7.1 A Summary of the Findings and Relation to the Questions

Initially, the researchers predicted that the student's proficiency level would be a determinant factor in this study and However, as a result of this study, the findings did not show significant evidence to support the initial belief in this specific context. Another expectation was that students would take advantage of the flexibility that the Translanguaging practices provided them during the implementation for this study. Based on the presentation and discussion of the findings in the previous chapters, the researchers conclude that Translanguaging practices improved undergraduate students' learning. Translanguaging also enabled meaningful EFL learning by using the Co-languaging and Preview-view- review strategies implemented during the intervention.

Furthermore, the researchers determined that participants were more likely to use Translanguaging in group discussions and help their peers understand content to communicate effectively and comply with in-class activities. Hence, the researchers concluded that Translanguaging practices enhance classroom interaction.

However, participants did not rely on the use of Spanish when asking permission or responding to the teacher's questions.

Moreover, during the intervention, it was evident that traditional classroom policies influenced EFL students' ideologies and attitudes towards Translanguaging practices. The researchers found a positive shift in students' ideologies during the

intervention. Thus, participants' ideologies can be influenced favorably when exposed to Translanguaging practices. Nevertheless, researchers also found many inconsistencies in the participants' answers compared to the survey and observational data. Many of those inconsistencies represented unknown factors that influenced students' answers and behaviors towards using the L1 in the EFL classroom. Even though those factors are outside of the scope of this study, researchers believe they could be emotional in nature.

7.2 Limitations of the Study

Considering the number of participants, the results of this study are not generalizable to all university EFL teaching-learning contexts in Ecuador. This study was conducted in a private university that provides an "elitist" bilingual education (Halim, 2018). The students correspond to a privileged group of individuals who have had access to a quality bilingual education. Thus, the findings may not apply to all Ecuadorian higher-education institutions due to the background of the participants. Furthermore, the researchers were not able to apply a CEFR standardized test to ratify the students' proficiency levels due to the institutional policies and regulations of applying its own placement and proficiency tests.

7.3 Future Research

Based on the findings from this study and the limitations previously mentioned, researchers recommend implementing a similar research project in a different type of

higher-education institution. Undergraduate students should come from various high schools: bilinguals or monolinguals, private or public, to have a more homogeneous population and at a larger scale so the findings could be generalizable. Researchers also suggest implementing a quantitative study to discover potential correlations with the affective factors that could influence Translanguaging practices in EFL classrooms.

An even more critical study could be applied to students at beginner levels and follow their progress throughout their English university program up to graduation to confirm that Translanguaging practices effectively develop EFL learning. It will be equally important to determine the students' levels by implementing a CEFR standardized test to confirm whether or not there is a correlation between Translanguaging practices and students' proficiency levels.

BIBLIOGRAPHY

- Armstrong, F., & Moore, M. (2005). Book Review: Action Research for Inclusive Education: Changing Places, Changing Practices, Changing Minds. In *Improving Schools* (Vol. 8, Issue 2). <https://doi.org/10.1177/136548020500800212>
- Asfour, F., Ndabula, Y., Chakona, G., Mason, P., & Oluwole, D. O. (2020). Using Translanguaging in Higher Education to Empower Students' Voices and Enable Epistemological Becoming. In *Alternation - Interdisciplinary Journal for the Study of the Arts and Humanities in Southern Africa* (Vol. SP31, Issue 1). <https://doi.org/10.29086/2519-5476/2020/sp31a4>
- Azevedo, V., Carvalho, M., Costa, F., Mesquita, S., Soares, J., Teixeira, F., & Maia, Â. (2017). Interview transcription: conceptual issues, practical guidelines, and challenges. *Revista de Enfermagem Referência, IV Série*(Nº14), 159–168. <https://doi.org/10.12707/riv17018>
- Baker, C. (2001). Foundations of Bilingual Education and Bilingualism. In *Language Problems and Language Planning* (Vol. 21, Issue 3). <https://doi.org/10.1075/lplp.21.3.11fer>
- Banegas, D. L., & Consoli, S. (2020). Action research in language education. *The Routledge Handbook of Research Methods in Applied Linguistics, January*, 176–187. <https://doi.org/10.4324/9780367824471-16>
- Beres, A. M. (2015). An overview of translanguaging. *Translation and Translanguaging in Multilingual Contexts, 1*(1), 103–118. <https://doi.org/10.1075/ttmc.1.1.05ber>
- Bryman, A. (2012). *Social Research Methods* (4th Editio). Oxford University Press.
- Burton, D., & Bartlett, S. (2009). Research Paradigms and Social Perspectives. In *Key Issues for Education Researchers Research Paradigms and Social Perspectives* (pp. 14–28). SAGE Publications Ltd. <https://doi.org/http://dx.doi.org/10.4135/9781446269480.n2> Print
- Canagarajah, S. (1995). Functions of codeswitching in ESL classrooms: Socialising bilingualism in Jaffna. *Journal of Multilingual and Multicultural Development, 16*(3), 173–195. <https://doi.org/10.1080/01434632.1995.9994599>
- Canagarajah, S. (2011). Codemeshing in academic writing: Identifying teachable strategies of translanguaging. *Modern Language Journal, 95*(3), 401–417. <https://doi.org/10.1111/j.1540-4781.2011.01207.x>
- Canagarajah, S., & Dovchin, S. (2019). The everyday politics of translanguaging as a resistant practice. *International Journal of Multilingualism, 16*(2), 127–144. <https://doi.org/10.1080/14790718.2019.1575833>
- Caruso, E. (2018). Translanguaging in higher education: Using several languages for the analysis of academic content in the teaching and learning process. *Language Learning in Higher Education, 8*(1), 65–90. <https://doi.org/10.1515/cercles-2018->

0004

- Cenoz, J., & Gorter, D. (2011). Focus on multilingualism: A study of trilingual writing. *Modern Language Journal*, 95(3), 356–369. <https://doi.org/10.1111/j.1540-4781.2011.01206.x>
- Cenoz, J., & Gorter, D. (2017). *Tanslanguaging as a Pedagogical Tool in Multilingual Education*. Springer International Publishing Switzerland. <https://doi.org/10.1007/978-3-319-02325-0>
- Cenoz, J., & Gorter, D. (2020). Teaching English through pedagogical translanguaging. *World Englishes*, 39(2), 300–311. <https://doi.org/10.1111/weng.12462>
- CES, C. de E. S. (2017). Reglamento de Régimen Académico Consejo Educación Superior. *Lexis Finder*, 051, 51. <http://www.utpl.edu.ec/sites/default/files/documentos/reglamento-de-regimen-academico-2015.pdf>
- Champlin, M. (2016). *Translanguaging and bilingual Learners : A study of how translanguaging promotes literacy skills in bilingual students*. <http://libguides.sjfc.edu/citations>.
- Chisaka, B. C., Mamvuto, A., Matiure, S., Mukabeta, Mo. T., Shumba, T., & Zireva, D. (2013). *Action Research : Some Practical Ideas For Educational Practice*.
- Conteh, J. (2018). Translanguaging. *ELT Journal*, 72(4), 445–447. <https://doi.org/10.1093/elt/ccy034>
- Cook, V. J. (1992). Evidence for Multicompetence. *Language Learning*, 42(4), 557–591. <https://doi.org/10.1111/j.1467-1770.1992.tb01044.x>
- Cowan, N. (2008). Chapter 20 What are the differences between long-term, short-term, and working memory? In *Progress in Brain Research* (Vol. 169, Issue 07). Elsevier. [https://doi.org/10.1016/S0079-6123\(07\)00020-9](https://doi.org/10.1016/S0079-6123(07)00020-9)
- Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *Modern Language Journal*, 94(1), 103–115. <https://doi.org/10.1111/j.1540-4781.2009.00986.x>
- Creswell, J. W. (2012). *Educational Research*.
- Cronquist, K., & Fiszbein, A. (2017). English Language Learning in Latin America. *The Dialogue; Leadership for the Americas*, September, 1–81. [http://repositorio.minedu.gob.pe/bitstream/handle/MINEDU/5911/English Language Learning in Latin America.pdf?sequence=1&isAllowed=y](http://repositorio.minedu.gob.pe/bitstream/handle/MINEDU/5911/English%20Language%20Learning%20in%20Latin%20America.pdf?sequence=1&isAllowed=y)
- Cummins, J. (2005). A Proposal for Action : Strategies for Recognizing Heritage Language Competence as a Learning Resource within the Mainstream Classroom
Author (s): Jim Cummins Source : The Modern Language Journal , Vol . 89 , No . 4 (Winter , 2005), pp . 585-592 Publi. *The Modern Language Journal*, 89(4), 585–592.
- Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual

- classrooms. *The Canadian Journal Of Applied Linguistics*, 10(2), 221–240.
<https://doi.org/10.1117/12.661937>
- Cummins, J. (2008). Teaching for Transfer: Challenging the Two Solitudes Assumption in Bilingual Education. In *Encyclopedia of Language and Education* (Vol. 5, Issue Bilingual Education, pp. 65–76). <https://doi.org/10.5860/choice.36-0046>
- Curdt-Christiansen, X. L. (2009). Invisible and visible language planning: Ideological factors in the family language policy of Chinese immigrant families in Quebec. *Language Policy*, 8(4), 351–375. <https://doi.org/10.1007/s10993-009-9146-7>
- David, N. (2019). Translanguaging in Higher Education: Beyond Monolingual Ideologies, by Carroll, K. S. & Mazak, C. M. (Eds.). . *Journal of Language, Identity & Education*, 18(5), 343–345. <https://doi.org/10.1080/15348458.2019.1623679>
- EF Education First. (2020). EF EPI. In *EF EPI EF English Proviency Index*.
<https://www.ef.edu/~/media/centralefcom/epi/downloads/full-reports/v10/ef-epi-2020-english.pdf>
- Elashhab, S. (2020). The Impact of Translanguaging on the EFL Competence Development of Arabic Speaking Learners. In *Asian EFL Journal Research Articles* (Vol. 27, Issue 3).
- Ellis, E. (2006). Monolingualism: The unmarked case. *Estudios de Sociolingüística*, 7(2), 173–196. <https://doi.org/10.1558/sols.v7i2.173>
- Fallas, C. (2019). Translanguaging by Design in EFL Classrooms. *Classroom Discourse*, 10(3–4), 290–305. <https://doi.org/10.1080/19463014.2019.1628789>
- Fraenkel, J., Wallen, N., & Hyun, H. (2012). How to Design and Evaluate Research in Education. (Vol. 4, Issue 3). Mc Graw Hill.
<http://marefateadyan.nashriyat.ir/node/150>
- Garcia, O. (2019). Translanguaging: a coda to the code? *Classroom Discourse*, 10(3–4), 369–373. <https://doi.org/10.1080/19463014.2019.1638277>
- Garcia, O. (2020). Translanguaging and Latinx Bilingual Readers. *Reading Teacher*, 73(5), 557–562. <https://doi.org/10.1002/trtr.1883>
- Garcia, O., & Flores, N. (2015). Multilingual pedagogies. In *The Routledge Handbook of Multilingualism*. <https://doi.org/10.4324/9780203154427.ch13>
- García, O., Flores, N., & Chu, H. (2011). Extending Bilingualism in U.S. Secondary Education: New Variations. *International Multilingual Research Journal*, 5(1), 1–18. <https://doi.org/10.1080/19313152.2011.539486>
- Garcia, O., & Lin, A. M. Y. (2016). Bilingual and Multilingual Education. *Bilingual and Multilingual Education*, 1–14. <https://doi.org/10.1007/978-3-319-02324-3>
- Garcia, O., & Wei, L. (2014). Translanguaging: Language, bilingualism and education. In *Translanguaging: Language, Bilingualism and Education*.
<https://doi.org/10.1057/9781137385765>

- Garcia, O., & Wei, L. (2015). Translanguaging, Bilingualism, and Bilingual Education. In W. E. W. S. B. O. García (Ed.), *The Handbook of Bilingual and Multilingual Education* (Vol. 23, Issue 4, pp. 223–240). Wiley Online Library. <https://doi.org/10.1080/1066568870230401>
- Garcia, O., & Wei, L. (2017). From Researching Translanguaging to Translanguaging Research. In *Encyclopedia of Language and Education- Research Methods in Language and Education* (Third, pp. 227–240). Springer International Publishing. https://doi.org/10.1007/978-94-011-4535-0_22
- Gay, L., Mills, G., & Airasian, P. (2012). *Educational Research Competencies for Analysis and Applications* (10th ed.). Pearson.
- Giroux, H. A., & Simon, R. I. (1988). Critical Pedagogy And The Politics Of Popular Culture. *Cultural Studies*, 2(3), 294–320. <https://doi.org/10.1080/09502388800490201>
- Halim, A. (2018). Ecuador y el bilingüismo ¿un "espejismo o realidad?" Una mirada crítica al inglés como lengua extranjera. *Sathiri*, 12, 182–202. <http://revistasdigitales.upec.edu.ec/index.php/sathiri/article/view/123>
- Howe, K. R. (2012). Mixed Methods, Triangulation, and Causal Explanation. *Journal of Mixed Methods Research*, 6(2), 89–96. <https://doi.org/10.1177/1558689812437187>
- Huang, H. B. (2010). What is good action research?: Why the resurgent interest? *Action Research*, 8(1), 93–109. <https://doi.org/10.1177/1476750310362435>
- Iversen, J. Y. (2020). “Translanguaging” and the implications for the future teaching of English in Norway. *Nordic Journal of Modern Language Methodology*, 7(1). <https://doi.org/10.46364/njmlm.v7i1.520>
- Jenks, C., & Lee, J. W. (2020). Translanguaging and world Englishes. *World Englishes*, 39(2), 218–221. <https://doi.org/10.1111/weng.12455>
- Johnson, S. I., García, O., & Seltzer, K. (2019). *Biliteracy and Translanguaging in Dual-Language Bilingual Education*. May 2019, 119–132. https://doi.org/10.1007/978-3-030-10831-1_8
- Jones, J. (2014). *Language teachers as natural researchers of their practice and potential agents of change*. 47–58. <http://dspace.uah.es/dspace/handle/10017/21579>
- Jonsson, C. (2019). ‘What is it called in Spanish?’: Parallel Monolingualisms and translanguing classroom talk. *Classroom Discourse*, 10(3–4), 323–346. <https://doi.org/10.1080/19463014.2019.1631197>
- Kano, N. (2013). Translanguaging as a process and a pedagogical tool for Japanese students in an English writing course in New York. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 73(10-A(E)), No-Specified. <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc10&NEWS=N&AN=2013-99070-456>

- Khair, A. U., Rosmayanti, V., & Firman, A. (2020). Translanguaging Pedagogy in Promoting Higher Order Thinking Skill (HOTS) in Indonesian Higher Education. In *Asian EFL Journal* (Vol. 27, Issue 2.3, pp. 172–187).
- King, K., & Haboud, M. (2018). Language Planning and Policy in Ecuador. *Language Planning and Policy in Latin America*, Vol. 1, 4208(2002), 39–104.
<https://doi.org/10.21832/9781847690074-003>
- Kirsch, C. (2020). Opening minds to translanguaging pedagogies. *System*, 92, 102271.
<https://doi.org/10.1016/j.system.2020.102271>
- Kubota, R. (2018). Unpacking research and practice in world Englishes and Second Language Acquisition. *World Englishes*, 37(1), 93–105.
<https://doi.org/10.1111/weng.12305>
- Lambert, M. (2012). Chapter 1: Research, “paradigms” and ethics. In *A Beginner’s Guide to Doing Your Education Research Project* (pp. 11–24).
- Langman, J. (2014). Translanguaging, identity, and learning: Science teachers as engaged language planners. *Language Policy*, 13(2), 183–200.
<https://doi.org/10.1007/s10993-013-9312-9>
- Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: developing its conceptualisation and contextualisation, Educational Research and Evaluation. *An International Journal on Theory and Practice*, 18(7), 655–670.
<http://dx.doi.org/10.1080/13803611.2012.718490>
- Li, W. (2011). *Applied linguistics review*. 2, 2011. De Gruyter Mouton.
- Liu, J. E., Lo, Y. Y., & Lin, A. M. Y. (2020). Translanguaging pedagogy in teaching English for Academic Purposes: Researcher-teacher collaboration as a professional development model. *System*, 92, 102276.
<https://doi.org/10.1016/j.system.2020.102276>
- Ma, F. (2015). A Review of Research Methods in EFL Education. *Theory and Practice in Language Studies*, 5(3), 566. <https://doi.org/10.17507/tpls.0503.16>
- Mackey, A., & Gass, S. (2005). *Second Language Research Methodology and Design*. Taylor & Francis Group.
- MacSwan, J. (2017). A Multilingual Perspective on Translanguaging. *American Educational Research Journal*, 54(1), 167–201.
<https://doi.org/10.3102/0002831216683935>
- Mazak, C. M., & Carroll, K. S. (2016). Translanguaging in Higher Education Beyond Monolingual Ideologies. In C. M. Mazak & K. S. Carroll (Eds.), *Translanguaging in Higher Education*. Multilingual Matters. <https://doi.org/10.21832/9781783096657>
- Mazak, C. M., & Herbas-Donoso, C. (2015). Translanguaging practices at a bilingual university: a case study of a science classroom. *International Journal of Bilingual Education and Bilingualism*, 18(6), 698–714.
<https://doi.org/10.1080/13670050.2014.939138>

- Mbirimi-Hungwe, V. (2020). An Insight into South African Multilingual Students' Perceptions about Using Translanguaging During Group Discussion. *Applied Linguistics*, 1–18. <https://doi.org/10.1093/applin/amaa012>
- Moody, S., Chowdhury, M., & Eslami, Z. (2019). Graduate Students' Perceptions of Translanguaging. *English Teaching and Learning*, 43(1), 85–103. <https://doi.org/10.1007/s42321-018-0019-z>
- Muguruza, B., Cenoz, J., & Gorter, D. (2020). Implementing translanguaging pedagogies in an English medium instruction course. *International Journal of Multilingualism*. <https://doi.org/10.1080/14790718.2020.1822848>
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, 19(2), 129–132. <https://doi.org/10.1177/1362168815572747>
- Nawaz, S. (2013). *Research Based State of the Art Website Design Usability Guidelines*.
- Nurhikmah, A., Basri, M., & Abduh, A. (2020). Bilingual Communicative Competence Development of the Students in Indonesian Higher Education. In *Asian EFL Journal* (Vol. 27, Issue 2.3, pp. 172–187).
- O'Connor, K., & Anderson, P. (2006). Action Research: A Tool for Improving Teacher Quality and Classroom Practice. *Online Submission, January*.
- Oliver, R., Wigglesworth, G., Angelo, D., & Steele, C. (2021). Translating translanguaging into our classrooms: Possibilities and challenges. *Language Teaching Research*, 25(1), 134–150. <https://doi.org/10.1177/1362168820938822>
- Ortega, Y. (2019). “Teacher, ¿Puedo Hablar en Español?” A Reflection on Plurilingualism and Translanguaging Practices in EFL. *Profile: Issues in Teachers' Professional Development*, 21(2), 155–170. <https://doi.org/10.15446/profile.v21n2.74091>
- Otheguy, R., García, O., & Reid, W. (2015). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistics Review*, 6(3), 281–307. <https://doi.org/10.1515/applirev-2015-0014>
- Özkaynak, O. (2020). *A structural equation model on translanguaging practices, foreign language classroom anxiety reconceptualized L2 motivational self system and foreign language achievement of emergent bilinguals a master's thesis*. İhsan Doğramacı Bilkent University.
- P.H.E.I. (2020). *Comunicado: Exámenes de Suficiencia*. 126(1), 1–7.
- P.H.E.I. (2021). *Private Higher Education Institution Guayaquil*. Retrieved from http://www.usm.edu.ec/?page_id=278
- Pedulla, D. (2015). *Fundamentals of Research Methods: Syllabus*. August.
- Pine, G. (2013). Conducting Teacher Action Research. In *Teacher Action Research: Building Knowledge Democracies* (pp. 234–262).

<https://doi.org/10.4135/9781452275079.n11>

- Przymus, S. D. (2016). Challenging the monolingual paradigm in secondary dual-language instruction: Reducing language-as-problem with the 2-1-L2 model. *Bilingual Research Journal*, 39(3-4), 279-295. <https://doi.org/10.1080/15235882.2016.1220995>
- Riazi, A. M., & Candlin, C. N. (2014). Mixed-methods research in language teaching and learning: Opportunities, issues and challenges. *Language Teaching*, 47(2), 135-173. <https://doi.org/10.1017/S0261444813000505>
- Rivera, A. J., & Mazak, C. M. (2017). Analyzing Student Perceptions on Translanguaging: A Case Study of a Puerto Rican University Classroom. *How*, 24(1), 122-138. <https://doi.org/10.19183/how.24.1.312>
- Sayer, P. (2013). Translanguaging, TexMex, and Bilingual Pedagogy: Emergent Bilinguals Learning Through the Vernacular. *TESOL Quarterly*, 47(1), 63-88. <https://doi.org/10.1002/tesq.53>
- Sembiante, S. F., & Tian, Z. (2020). The need for translanguaging in tesol. *Educational Linguistics*, 45(September), 43-66. https://doi.org/10.1007/978-3-030-47031-9_3
- Skutnabb-Kangas, T., & McCarty, T. L. (2008). Key Concepts in Bilingual Education: Ideological, Historical, Epistemological, and Empirical Foundations. *Encyclopedia of Language and Education*, 1466-1482. https://doi.org/10.1007/978-0-387-30424-3_112
- Tabatabaei, R. (2019). *Translanguaging in ESL classrooms in Sweden: from the students' point of view*.
- Tekin, A. K., & Kotaman, H. (2013). The Epistemological Perspectives on Action Research. *Educational and Social Research*, 3(August), 81-91. <https://doi.org/10.5901/jesr.2013.v3n1p81>
- Ticheloven, A., Blom, E., Leseman, P., & McMonagle, S. (2019). Translanguaging challenges in multilingual classrooms: scholar, teacher and student perspectives. *International Journal of Multilingualism*. <https://doi.org/10.1080/14790718.2019.1686002>
- Torres, M. C. C., Salamanca, Y. N. S., Cely, J. P. C., & Aguilar, J. L. B. (2020). All we need is a boost! Using multimodal tools and the translanguaging strategy: Strengthening speaking in the EFL classroom. *International Journal of Computer-Assisted Language Learning and Teaching*, 10(3), 28-47. <https://doi.org/10.4018/IJCALLT.2020070103>
- Tuckman, B., & Harper, B. (2012). *Conducting Educational Research*.
- Velasquez, M. (2019). *Translanguaging in higher education: Pre-service teacher's perceptions of translanguaging in required university courses*. http://www.ghbook.ir/index.php?name=های رسانه و فرهنگ&option=com_dbook&task=readonline&book_id=13650&page=73&chkhask=ED9C9491B4&Itemid=218&lang=fa&tmpl=component%0Ahttp://www.albayan.ae

%0A<https://scholar.google.co.id/scholar?hl=en&q=APLIKASI+PENGENA>
Yuvayapan, F. (2019). Translanguaging in EFL classrooms: Teachers' perceptions and practices. *Journal of Language and Linguistic Studies*, 15(2), 678–694.
<https://doi.org/10.17263/jlls.586811>

APPENDIXES

Appendix A

Institutional Authorization Letter

Guayaquil, 18 de enero de 2021.

Ing. XXX

Rector

P.H.E.I.

Estimado Rector:

Por medio de la presente, solicitamos cordialmente su autorización para investigar en el marco de nuestra Tesis de Maestría sobre el uso del Translingüismo en el aprendizaje del inglés como idioma extranjero en estudiantes universitarios. El Comité Académico de la Facultad de Ciencias Sociales y Humanísticas de la ESPOL aprobó el siguiente tema de Proyecto de Titulación:

TRANSLANGUAGING AND EFL- AN ACTION RESEARCH IN AN ECUADORIAN PRIVATE HIGHER EDUCATION INSTITUTION

En el proceso de elaboración del informe de investigación se guardará la privacidad necesaria para salvaguardar la identidad de los sujetos estudiados.

Anexamos la propuesta de tesis presentada y la respectiva aprobación.

Por la cordial acogida que diera a esta petición, le expresamos nuestros sinceros agradecimientos.

Atentamente,

Nombre completo: Grace Emily Ruiz Baquerizo

CI: 092242741-4

Correos: grace.ruiz.baquerizo@gmail.com,
geruiz@espol.edu.ec

Nombre completo: Nadia Marianella Chala Pinta

CI: 0924194871

Correos: nadia.chala@hotmail.com ,
nchala@espol.edu.ec

Appendix B

Instruments Authors Authorization Request

4/9/2021 Gmail - Instruments' Authorization Request from Ecuador

 Grace Emily Ruiz Baquerizo <grace.ruiz.baquerizo@gmail.com>

Instruments' Authorization Request from Ecuador

Seham A. Elashhab <saelashhab@uqu.edu.sa> 19 de enero de 2021 a las 13:14
Para: nadia CHALA <nadia.chala@hotmail.com>, Grace Emily Ruiz Baquerizo <grace.ruiz.baquerizo@gmail.com>

Hi Nadia
Sure I authorize you to use my instruments for your research and please share your results with me.
Best wishes

[Get Outlook for Android](#)

From: Grace Emily Ruiz Baquerizo <grace.ruiz.baquerizo@gmail.com>
Sent: Tuesday, January 19, 2021 6:25:51 AM
To: Seham A. Elashhab <saelashhab@uqu.edu.sa>; nadia CHALA <nadia.chala@hotmail.com>
Subject: Instruments' Authorization Request from Ecuador

Grace Emily Ruiz Baquerizo <grace.ruiz.baquerizo@gmail.com> 22:21 (face 0 minutos)
para n(c)05034, nadia

Dear Seham,

We are Nadia Chala and Grace Ruiz from Guayaquil, Ecuador. It is our pleasure to contact you because we are very interested in using the instruments you used for the study (The Impact of Translanguaging on the EFL Competence Development of Arabic Speaking Learners, 2020). We would really appreciate it if you would kindly authorize us to adapt the instruments to our study's needs. We are currently pursuing a Master's degree in Teaching English as a Foreign Language (MTEFL) at the ESPOL Polytechnic University. Our thesis' topic is Translanguaging and EFL: An Action Research in an Ecuadorian Private Higher Education Institution. We will be very excited to share with you our findings after we finish our thesis.

Looking forward to hearing from you.

Nadia and Grace

 Responder Responder a todos Reenviar

Appendix C

Participants Consent Form

TITLE OF THE THESIS: TRANSLANGUAGING AND EFL- AN ACTION RESEARCH IN AN ECUADORIAN PRIVATE HIGHER EDUCATION INSTITUTION.

PARTICIPANT INFORMATION: Please indicate your position, check all that apply

- Program Administrator
- Student/ Participant
- Teacher/ Professor
- Parents of participants under 18 years of age
- Other, (please explain)

I _____, have been invited to participate in this research study, which has been explained to me by Grace Ruiz and Nadia Chalá. This research is being conducted to create knowledge regarding the factors that influence the use of Translanguaging in EFL undergraduate students' learning.

PURPOSE OF THE RESEARCH STUDY

The purpose of this research study is to report on the use of Translanguaging on EFL undergraduate students' learning.

DESCRIPTION OF RESEARCH METHODS

The research methods and techniques to be used in this study will be a close-ended questionnaire, semi-structured interviews, and observational data charts. This research paradigm's nature is interpretative; therefore, it will have a qualitative focus with a complement of descriptive statistics. The participants will be EFL undergraduate students enrolled in an English class of a university.

REQUIREMENTS OF THE PARTICIPANTS

The participants have to attend every online class during the six-week study and comply with all the requirements set by the researcher, which are:

Participants will fill out the survey and actively participate in the semi-structured interview, held, and recorded online through TEAMS. Researchers will observe participants in-class sessions and review their assignment submissions.

Appendix D

Survey Questionnaire

4/9/2021

Participants Survey

Participants Survey

This survey aims at gathering your perceptions, ideologies, and use of communicative practices.

Please read each statement carefully and choose the best answer according to your experience.

We appreciate your honesty in the responses as the results from this survey will be vital information for a research study.

***Obligatorio**

1. Age *

Marca solo un óvalo.

- 18-21 years old
- 22-26 years old
- 26 + years old

2. Sex *

Marca solo un óvalo.

- Male
- Female

3. Years of English Studies *

Marca solo un óvalo.

- 0-5 years
- 6-10 years
- 11- 15 years
- 15 + years

4. High School attended *

Marca solo un óvalo.

- Public
 Private

5. High School attended *

Marca solo un óvalo.

- Bilingual
 Monolingual

6. 1. I prepare my ideas in Spanish first before writing. *

Marca solo un óvalo.

- Never
 Rarely
 Sometimes
 Often
 Always

7. 2. To understand the sentence structure, I try to remember similar or same Spanish structures. *

Marca solo un óvalo.

- Never
 Rarely
 Sometimes
 Often
 Always

8. 3. To understand the grammatical rules, I compare them with Spanish rules. *

Marca solo un óvalo.

- Never
 Rarely
 Sometimes
 Often
 Always

9. 4. To confirm my comprehension of new words or phrases, I translate them into Spanish. *

Marca solo un óvalo.

- Never
 Rarely
 Sometimes
 Often
 Always

10. 5. I prepare my sentences in Spanish before saying them in English. *

Marca solo un óvalo.

- Never
 Rarely
 Sometimes
 Often
 Always

11. 6. I think in Spanish while reading. *

Marca solo un óvalo.

- Never
 Rarely
 Sometimes
 Often
 Always

12. 7. I use Spanish to understand a reading text better. *

Marca solo un óvalo.

- Never
 Rarely
 Sometimes
 Often
 Always

13. 8. I use Spanish to ask permission during class. *

Marca solo un óvalo.

- Never
 Rarely
 Sometimes
 Often
 Always

14. 9. I use Spanish to respond to the teacher's questions. *

Marca solo un óvalo.

- Never
 Rarely
 Sometimes
 Often
 Always

15. 10. I use Spanish to explain problems not related to class content. *

Marca solo un óvalo.

- Never
 Rarely
 Sometimes
 Often
 Always

16. 11. I use Spanish in a group discussion with my partners during the class. *

Marca solo un óvalo.

- Never
 Rarely
 Sometimes
 Often
 Always

17. 12. I use Spanish to help my peers during class activities. *

Marca solo un óvalo.

- Never
 Rarely
 Sometimes
 Often
 Always

18. 13. It is appropriate to use Spanish for learning English. *

Marca solo un óvalo.

- Strongly disagree
 Disagree
 Neutral
 Agree
 Strongly agree

Google no creó ni aprobó este contenido.

Google Formularios

Appendix E

Interview Questionnaire

Interview Questionnaire

English

1. Would you like to continue with this interview in English or Spanish?
2. Do you feel more comfortable using English or Spanish in class? Why?
3. Which language do you prefer using in class, English, or Spanish? Why?
4. How did you feel when the teacher did not allow you to use Spanish in class?
5. How do you feel now that your teacher allows you to use Spanish in class?
6. Do you understand better when the teacher uses Spanish in class?
7. Do you prepare your answers in Spanish before saying them in English?
8. Do you understand content better when you listen to it in Spanish prior listening to it in English?
9. Do you understand when the teacher only speaks in English?
10. How do you feel when you speak English in class?
11. How do you feel when you do not understand something in English during class?
12. Does it help you to understand content better when you speak to your partners about it in Spanish during class? Why or why not?
13. Is it appropriate to use Spanish for learning English? Why or why not?
14. Which students would benefit the most from using Spanish in English classes?

Spanish

1. ¿Le gustaría continuar esta entrevista en inglés o español?
2. ¿Se siente usted más cómodo usando inglés o español en clase? ¿Por qué?
3. ¿Qué idioma prefiere usted usar en clase, inglés o español? ¿Por qué?
4. ¿Cómo se sentía cuando la profesora no le permitía usar español en clase?
5. ¿Cómo se siente ahora que la profesora le permite usar español en clase?
6. ¿Entiende mejor cuando la profesora usa español en clase?
7. ¿Prepara sus respuestas en español antes de decir las en inglés?
8. ¿Entiende usted mejor algún contenido cuando lo escucha primero en español antes de escucharlo en inglés?
9. ¿Entiende cuando la profesora solo habla inglés?
10. ¿Cómo se siente cuando usted habla inglés en clase?
11. ¿Cómo se siente cuando usted no entiende algo en inglés durante la clase?
12. ¿Le ayuda a entender algún contenido mejor cuando usted habla con sus compañeros sobre eso en español durante la clase? ¿Por qué o Por qué no?
13. ¿Es apropiado usar español para aprender inglés? ¿Por qué o Por qué no?
14. ¿Qué estudiantes se beneficiarían más de usar español en clases de inglés?



Translator's Signature

MTEFL. Mary Goodman

Appendix F

Observational Data Chart

Student	Prepares ideas in Spanish before writing or saying them in English.	Uses Spanish to understand sentence structures in English.	Confirms comprehension of new words or phrases by translating them into Spanish.	Uses Spanish to understand a reading text better.	Uses Spanish to ask permission during class.	Uses Spanish to respond to the teacher's questions.	Uses Spanish to explain problems not related to class content.	Uses Spanish in group class discussions.	Uses Spanish to help peers
Student 1									
Student 2									
Student 3									
Student 4									
Student 5									
Student 6									

Appendix G

INTERVIEW TRANSCRIPTS

Interview Transcript: Student 1

Int1; Student 1_ Mar.11_8:00

INTERVIEW 1

Identification of the participants

Transcriber/Researcher (Nadia Chalá)

Interviewer/ Researcher (Grace Ruiz): I

Interviewee 1/ Student 1: I1

BEGINNING OF THE INTERVIEW

I: Thank you for being here. Like your teacher said, I am here to ask you a few questions about Translanguaging and your Translanguaging practices. The first thing I want to ask you is whether you feel more comfortable continuing with this interview in English, or do you want to continue with it in Spanish?

I1: What would you prefer! Anyway! I feel comfortable in the two ways. So, I don't really care.

I: Okay! So, do you want me to continue English?

I1: Yeah, you can continue in English.

I: All right! So, let me go ahead and start with the first question. Give me one second, please. The first question for you and confirm with me that you are in the class business English, correct?

I1: No, I'm in English four.

I: English four, okay. And you are 22 years old, right?

I1: Uh... I'm about to be.

I: Okay, all right. The first question is do you feel more comfortable using English or Spanish in class?

I1: In class? English.

I: Okay! More comfortable using English. And why do you feel more comfortable speaking English in class?

I1: Because in an English class it's more comfortable using English, and I can basically practice my English in class, so I like doing that.

I: Okay! You prefer English.

I1: Yes.

I: Second question. Which language do you prefer using in class English or Spanish?

I1: English

I: English. Okay! How did you feel when the teacher did not allow you to use Spanish in class before? How did you feel then?

I1: It was completely normal because since it was English class and I'm used to talking English in English class since I've been talking English and since my school since high school and middle school.

I: So, it was completely normal for you?

I1: Yes.

I: All right! And how do you feel now that your teacher allows you to speak Spanish in class?

I1: I mean, it's good. It's good I have that option now, but if I'm being honest, at first, I didn't even care.

I: Okay! That goes onto another question that I will ask soon. Okay, do you understand better when the teacher uses Spanish in class?

I1: Uh... Yes. You know, in a way. I mean, but I still understand in English, and it is okay if I can understand more in Spanish.

I: Do you prepare your answers in Spanish before saying them in English?

I1: Sometimes. Not always, but yes!

I: Sometimes. Okay! Do you understand the content better when you listen to it in Spanish before listening to it in English?

I1: Uh... Actually, yes! I can. It's understandable. It's better. I have a better grasp on it.

I: And, do you understand when the teacher only speaks English?

I1: Yes, I can understand her when she only speaks English.

I: How do you feel when you speak English in class?

I1: Oh! I feel like I **know** how to speak English.

I: Okay! You feel like you know how to speak English. And how do you feel when you don't understand something in English during class?

I1: Uh... I feel weird. It would be very weird! Actually, if I don't understand something, I would say, let's have a practice in English.

I: So, have you ever felt that way in class? That you feel weird that something you didn't quite understand.

I1: Uh... no!

I: No. Have you understood everything?

I1: Yes, the majority. Yeah, not me. Yeah, **everything!**

I: Has that happened to you any time before? Maybe, you haven't understood something. And, what did you do?

I1: Like in the class?

I: In a class or in any situation, you didn't understand something that was said in English?

I1: Every time! **I mean**, when I was a kid. I guess, but if I didn't understand, I just talked to my mom because my mom knows better English than me.

I: So, you always have the support of your mom?

I1: Yeah.

I: Another question is does it help you to understand the content better when you speak to your partners about it in Spanish during class?

I1: Yes! Because I've noticed that like some of my partners, they know about it, they understand English, but they don't know how to talk English.

I: Is it appropriate in your opinion to use Spanish for learning English?

I1: Uh... Yes. It could be really useful.

I: Why?

I1: Because when you start learning the language, I guess you could have a better understanding if you read it, and if you understand it in Spanish first. **I guess.**

I: So, which students do you think would benefit the most from using Spanish in English classes?

I1: Like specific students or like, uh...?

I: Maybe, think of your partners. Which kind of students would you think would benefit the most from using Spanish in English classes?

I1: **Benefit the most?** Well, first of all, the students that as I said that they understand English. They could like, but they can't speak it. They don't know how to speak it. There's

some students that you can talk to them in English but they don't, they can't reply to you in English because they don't know how to how to pronounce.

I: All right! Well, that was very fast. I have any other questions unless you have any questions for me. Do you have any other questions regarding this interview?

I1: Nope. Not at all.

I: All right! Thank you for your time.

END OF THE INTERVIEW

Interview Transcript: Student 2 (Spanish)

Entre2; Estudiante 2_ Mar.11_10:00

Entrevista 2

Identificación de los participantes

Transcriptor /Investigador (Nadia Chalá)

Entrevistador/ Investigador (Grace Ruiz): **E**

Entrevistado 2/ Estudiante 2: **E2**

INICIO DE ENTREVISTA

E: Buenas tardes. Gracias por permitirnos entrevistarlo. ¡Vamos a comenzar!

¿Desea continuar su entrevista en español o en inglés?

E2: En español.

E: ¡Okey! La primera pregunta dice, ¿se siente usted más cómodo usando inglés o español en clase?

E2: **¿Más cómodo, pero en referencia qué?** Porque por ejemplo yo hice mi primaria en este caso en una escuela bilingüe y por ejemplo yo veía matemáticas en inglés y matemáticas en español; pero, si se trata sólo de la materia obviamente debe ser en inglés.

E: De acuerdo. Entonces usted se siente más cómodo usando español en las clases de inglés, pero en algunas ocasiones, ¿si le gustaría usar sólo inglés?

E2: Sí.

E: ¿Qué idioma prefiere usted usar en clase, inglés o español?

E2: Español.

E: ¿Por qué le gusta o prefiere usar español en clases de inglés?

E2: **En realidad, va a sonar un poco básico**, pero yo creo que nosotros a veces hablamos mal el español como para hablar otra lengua. Por eso yo creo que es mejor o más entendible si usamos el español para entender algo en inglés.

E: Siguiente pregunta, ¿cómo se sentía usted cuando la profesora no le permitía usar español en la clase?

E2: A veces me sentía frustrado porque no podía comentar sobre alguna situación, aunque luego me acostumbré. Por un lado, pensaba que estaba bien porque nos obligaban a usar inglés, incluso para pedir permiso para ir al baño. Y, por otro lado, me molestaba porque cuando no entendía alguna palabra o teoría gramatical luego tenía que investigar para entenderla.

E: Bueno. ¿Cómo se siente ahora que la profesora le permite usar español en la clase?

E2: Más cómodo y con mayor confianza. Incluso, creo que ha habido mayor acercamiento con la profesora.

E: ¿Qué cree usted que es lo que ha permitido que se llegue a tener más acercamiento o más confianza?

E2: Yo creo que la apertura que nos ha dado para usar español en clase. Ahora podemos preguntarle sobre lo que no entendemos en español. Yo entiendo también mejor las instrucciones porque ella las explica en español cuando no las entendemos en inglés.

E: De acuerdo. La siguiente pregunta dice, ¿entiende usted mejor cuando la profesora usa español en la clase?

E2: Sí, porque definitivamente es más entendible cuando la profesora usa español.

E: ¡Okey! ¿Cuándo usted responde en clase usted prepara sus respuestas en español antes decirlas en inglés?

E2: (Sí y no). A veces me sale en inglés. Otras veces primero pienso en español lo que responderé en inglés.

E2: ¡Muy bien! La siguiente pregunta es, ¿entiende usted mejor algún contenido cuando lo escucha primero en español antes de escucharlo en inglés?

E2: ¡Sí! Porque ya me da una pauta del audio o la conversación. Entonces, cuando hay conversaciones, porque hay unas que son demasiado rápidas, la verdad que no se logra entender sólo en inglés. Si escucho primero esa misma conversación en español, aunque sea algunas palabras de esa conversación, me sirve para guiarme y pongo más atención a la pronunciación en inglés.

E: ¿Entiende usted cuando la profesora solo habla en inglés?

E2: ¿Cuándo ella habla todo en inglés? Umm... No

E: ¿Cómo se siente usted cuando habla inglés en clase?

E2: ¿Cómo?

E: Cuando usted participa en clase o está dando una exposición.

E2: Bueno, me siento bien cuando es algo preparado. Por ejemplo, cuando es una exposición porque ya vengo preparado y ya lo he practicado. Me siento bien porque hablar otro idioma te hace sentir bien contigo mismo.

E: ¡Muy bien! ¿Y cómo se siente usted cuando no entiende algo en inglés durante la clase?

E2: Me siento desesperado. Es una situación un poco estresante, más aún en una clase online como las que estamos recibiendo ahora.

E: ¿Y por qué no les pregunta a sus compañeros por interno?

E2: Ummm. No lo sé. Puede ser porque ya estoy familiarizado con este ambiente virtual.

E: ¡Okey! ¿Le ayuda a entender algún contenido mejor cuando usted habla con sus compañeros en español durante la clase? ¿Por qué o por qué no?

E2: Sí. A veces hay vacíos de algo que no entendí en otra clase y ellos me ayudan a entenderlo. En ocasiones ellos me han ayudado a entender mejor el texto que estamos leyendo y a contestar correctamente las preguntas.

E: ¿Cree que es apropiado usar español para aprender inglés? ¿Por qué o por qué no?

E2: ¡Un poco! O sea, si es apropiado. Por ejemplo, si ves que los estudiantes no entienden una pregunta o un tema en inglés y llevan un buen tiempo tratando de entenderlo y ves que no lo lograrán. Entonces, sí sería bueno que se traduzca esa parte al español o al menos explicarlo brevemente en español. Creo que no todo tiene que ser tan rígido siempre tiene que haber flexibilidad porque el estudiante puede desarrollarse más si no está tan limitado.

E: ¿Cómo cree usted que el profesor podría facilitarles a los estudiantes el entender una instrucción a cabalidad?

E2: Bueno, puede ser traduciendo la instrucción o explicando en español el significado de las palabras técnicas, etc. Pienso que eso depende del nivel de los estudiantes.

E: ¡Okey! ¿Última pregunta, que estudiantes cree usted que se beneficiarían más de usar español en clases de inglés?

E2: Se beneficiarían más los que tienen problemas en inglés o los que tienen poco conocimiento de inglés. No sería útil para los que tienen un buen nivel de inglés o los que están en un nivel avanzado porque sería algo contradictorio que ellos usen español en clase de inglés. Creo que, para aprender inglés, a veces si necesitas traducir y también debes saber escuchar.

E: Bueno es todo. Hemos terminado. Le agradezco una vez más por su disposición y por su sinceridad al contestar a estas preguntas.

E2: De nada. Gracias a ustedes y nos vemos el lunes. **FIN DE ENTREVISTA**

Interview Transcript: Student 2 (English Certified Translation)

Int2; Student2_ Mar.11_10:00

INTERVIEW 2

Identification of the participants

Transcriber/Researcher (Nadia Chalá)

Interviewer/ Researcher (Grace Ruiz): **I**

Interviewee 2/ Student 2: **I2**

BEGINNING OF THE INTERVIEW

I: Good afternoon. Thank you for allowing us to interview you. Let's get started! Do you want to continue your interview in Spanish or English?

I2: In Spanish.

I: Okay! The first question says, “Are you more comfortable using English or Spanish in class?”

I2: More comfortable, but about what? For example, I did my elementary in a bilingual school. In this case, I studied mathematics in English and Spanish; but, if it is only about the subject, obviously, it must be in English.

I: Okay. So , you feel more comfortable using Spanish in English classes, but sometimes, you would like to use only English?

I2: Yes.

I: What language do you prefer to use in class, English or Spanish?

I2: Spanish.

I: Why do you like or prefer to use Spanish in English classes?

I2: **Actually, it will sound a bit basic**, but I sometimes think that we speak Spanish badly enough to speak another language. That is why I believe it is better or more understandable if we use Spanish to understand something in English.

I: Next question: How did you feel when the teacher did not allow you to use Spanish in class?

I2: Sometimes, I felt frustrated because I couldn't comment on a situation, although I got used to it later. For one thing, I thought it was okay because they forced us to use English, even to ask permission to go to the bathroom. On the other hand, it bothered me because I had to research to understand when I didn't understand a word or grammar theory.

I: Good. How do you feel now that the teacher allows you to use Spanish in class?

I2: I feel more comfortable and more confident. I even think that there has been a greater approach with the teacher.

I: What do you think has allowed you to become closer or more confident?

I2: I think the openness has given us the freedom to use Spanish in class. Now we can ask you about what we don't understand in Spanish. I also understand the instructions better because she explains them in Spanish when we don't understand them in English.

I: Okay. The next question asks, “Do you understand better when the teacher uses Spanish in class?”

I2: Yes, because it is definitely more understandable when the teacher uses Spanish.

I: Okay! When you respond in class, do you prepare your responses in Spanish before saying it in English?

I2: (Yes and no). Sometimes it comes out in English. Other times I first think in Spanish about what I will answer in English.

I: Very good! The next question is, “Do you understand some content better when you first listen to it in Spanish before listening to it in English?”

I2: Yes! Because it already gives me an outline of the audio or the conversation. So when there are conversations, because there are some that are too fast, the truth is that it is not possible to understand only in English. If I listen to that same conversation in Spanish first, even a few words from that conversation help guide me and pay more attention to pronunciation in English.

I: Do you understand when the teacher only speaks in English?

I2: When does she speak everything in English? Umm... no.

I: How do you feel when you speak English in class?

I2: How?

I: When you participate in a class or are giving a presentation.

I2: Well, I feel good when it is something prepared. For example, when it is a presentation because I have already come prepared, and I have already practiced it. I feel good because speaking another language makes you feel good about yourself.

I: Very good! And how do you feel when you don't understand something in English during class?

I2: I feel desperate. It is a somewhat stressful situation, even more so in an online class like the ones we are receiving.

I: And why don't you ask your colleagues for interns?

I2: Ummm. I do not know. It may be because I am already familiar with this virtual environment.

I: Okay! Does it help you understand some content better when you speak with your classmates in Spanish during class? Why or why not?

I2: Yes. Sometimes, there are gaps in something that I did not understand in another class and they help me understand it. They sometimes have helped me better understand the text we are reading and answer the questions correctly.

I: Do you think it is appropriate to use Spanish to learn English? Why or why not?

I2: A little! I mean, it's appropriate. For example, if you see that students do not understand a question or a topic in English and have been trying to understand it for a long time, and you know that they won't succeed. So, yes, it would be good if that part is translated into Spanish or at least briefly explained in Spanish. I think that not everything

has to be so rigid; there is always room for flexibility because the students can develop more if they are not limited.

I: How do you think the teacher could make it easier for students to understand an instruction fully?

I2: Well, it could be translating the instruction or explaining in Spanish the meaning of the technical words, etc. I think that depends on the level of the students.

I: Okay! The last question- Which students do you think would benefit the most from using Spanish in English classes?

I2: Those with problems in English or those with little knowledge of English would benefit the most. It would not help those who have a good English level or those at an advanced level because it would be somewhat contradictory for them to use Spanish in English class. I think to learn English, sometimes you need to translate and you also have to know how to listen.

I: Well, that's all. We're done. Thank you once again for your willingness and honesty in answering these questions.

I2: You are welcome. Thank you and see you on Monday.

END OF THE INTERVIEW

A handwritten signature in blue ink that reads "Mary Goodman". The signature is written in a cursive style with a large, looping initial "M".

Translator's Signature

MTEFL. Mary Goodman

Interview Transcript: Student 3

Int3; Student3_Mar.11_12:30

INTERVIEW 3

Identification of the participants

Transcriber/Researcher (Nadia Chalá)

Interviewer/ Researcher (Grace Ruiz): **I**

Interviewee 3/ Student 3: **I3**

BEGINNING OF THE INTERVIEW

I: Hello and welcome to this interview. Firstly, I have to ask if you would like to continue with this interview in English or in Spanish.

I3: We can continue in English.

I: Okay! It's not a problem. Let me go ahead and ask the second question, do you feel more comfortable using English or Spanish in class?

I3: If 'm in an English class, I'd rather speak English because I'm learning that language right and I rather practice the language that. if I'm in Spanish class, I'd rather speak Spanish.

I: If you were in an English class, you would feel more comfortable using English?

I3: Yes.

I: Okay! Why would you say that you feel more comfortable using English?

I3: Because I'd like to practice my language. **You know**, the thing that I'm learning I like to practice it more. If I need something like to be corrected, the teacher is going to help me practice that.

I: All right! How did you feel in classes when the teacher did not allow you to use Spanish in class?

I3: Mmm... It felt weird because we are in a Spanish-speaking country, and it's like kind of weird, but if you are practicing another language, you have to practice like if you live in another country, like if you have no other option of speaking Spanish. I mean, English. There's no other option like if you're in another country you have to speak English because they don't understand you.

I: In the end, you think that it felt weird because we live in Ecuador and we speak Spanish, but you think it was a correct thing to do this.

I3: Yes. I think it's the correct thing to do.

I: How do you feel now that your teacher allows you to speak Spanish in class?

I3: Well, I think if I'm, you know, in the university they tell me you can speak Spanish it's like okay. You know we're grown-ups, but if we're in school in high school we're much younger. I think we need there to learn to know when to speak English and when to speak Spanish if we're learning the language. Did I make myself clear? I think that's great because if the language is hard for me and I can't communicate in English, I can use Spanish.

I: So, you think it will only be useful if it's absolutely necessary?

I3: Yes. Of course!

I: Okay, do you understand better when the teacher uses Spanish in class?

I3: Umm... I would say yes because it's my first language Spanish.

I: Do you prepare your answers in Spanish before you say them in English?

I3: No. I just speak, you know.

I: Okay! So, you normally don't have to think in Spanish and then translate it?

I3: No, I do not translate it.

I: Do you understand the content better when you listen to it in Spanish prior to listening to it in English?

I3: No. I think there's no big difference. if I have to listen to something in English, I just have to like concentrate, but I think it's not different if I listen it first in Spanish and then in English.

I: Okay! Do you understand the content better when you listen to it in Spanish before listening to it in English?

I3: I have been studying since I was a little kid. They have taught me to think in English, and if I listen to something in English, I do not have to translate it. If I hear something in English, there might not be necessary to listen in Spanish because I have already understood it.

I: Do you understand when the teacher only speaks English? I'm sorry if this question is redundant.

I3: No, it's okay. Yes.

I: How do you feel when you speak English in class?

I3: If I'm in an English class, I feel **very comfortable** because it's a place where we can speak English here in Ecuador. If we go like somewhere else and we speak English, we were like **why are you speaking in English?** If you're speaking, you're in a Spanish country.

I: When you speak English in class, for example, doing a presentation or just answering a question that the teacher made, how do you usually feel?

I3: **I love it** because I actually love the language. I love speaking English. It's like super awesome, and I feel comfortable.

I: And how do you feel when you don't understand something in English during class?

I3: I think I feel normal. Yeah!

I: All right! Does it help you better understand the content when you speak to your partners about it in Spanish during class? Why or why not? You have told me, and you have shared that you feel very comfortable with the language and don't have a problem communicating in English, but that's not necessarily the case of all the partners in your class.

I3: Yes! Sometimes I feel more comfortable speaking in Spanish while explaining something to my partner, or we are giving each other ideas about the subject. It feels much more comfortable because I actually don't know if I'm making myself clear as I know I would make myself clear in Spanish.

I: So you think that maybe by using Spanish you're going to make yourself more clear to them?

I3: Yes.

I: Do you think that it is appropriate to use Spanish for learning English?

I3: I think in some cases it might be appropriate. I'm going to talk about another language. When I'm learning French, I need to speak in Spanish after and before because I actually don't understand a lot of French, so I think in English it is necessary for new learners to speak in Spanish.

I: And that takes me to the next question, which type of students do you think would benefit the most from using Spanish in English classes?

I3: New learners will benefit the most in using their mother language because it's how they communicate how they express themselves. If I'm learning French as a new learner, I have just studied the language like three years, and it's very hard for me, like now, it's better if the teacher explains me something first in Spanish and then in French.

I: And, do you think that you can benefit from using Spanish in English classes?

I3: I think it might not benefit. If I am just speaking like just having a normal conversation I could actually understand pretty well, but if there's like new words new phrases, I might need like the translation in Spanish for these new words. If they can explain me the meaning of the words that I don't know what they mean in English, I could perfectly understand them.

I: So, you wouldn't need the support of your mother tongue to continue improving your English?

I3: Umm... I would say no. It's better if I just continue practicing my English with new words new vocabulary.

I: Well, I finished my questions. Thank you very much for all those answers and, most notably, for your time.

I3: Thank you! Have a nice afternoon, and good luck with your research.

I: Thanks, bye!

END OF THE INTERVIEW

Interview Transcript: Student 4

Int4; Student 4_ Mar.11_15:00

INTERVIEW 4

Identification of the participants

Transcriber/Researcher (Nadia Chalá)

Interviewer/ Researcher (Grace Ruiz): I

Interviewee 4/ Student 4: I4

BEGINNING OF THE INTERVIEW

Interviewer: Welcome, my name is Grace Ruiz and I will be the one that will be interviewing you today about the Translanguaging practices ok?

Interviewee: ok

I: Thank you, I would like to thank you for making time for this interview, it's really not gonna take that long, hopefully. Maximum 30 minutes but this is like extremely maximum.

I4: yeah, no... my pleasure!

I: Ok, Awesome! So, let me go ahead and start with the very first question and the very first question is whether you would like to continue this interview in English or if you would prefer to continue it in Spanish? It's up to you.

I4: I don't have a problem speaking English

I: Alright then, wonderful. Then, we will continue with the interview in English then, ok?

I4: ok, great!

I: Alright, let me make a copy here and Rodrigo right, ok can you tell me a little about yourself

I4: I am a student currently in the college or the university I am crossing the 3rd semester I am studying Business I am currently work at a supermarket financial department, I am 21 years old about to be 22 male.

I: Alright Rodrigo, how many years have you been studying English for?

I4: I actually don't know but since I enter the school I started with English, maybe like 3 years old.

I: ok, alright, so ever since you can remember you speak English?

I4: Yeah, I actually started in Kinder Garden and taught us English.

I: Alright, ok, so let's begin with the interview questions

I4: Ok.

I: You're going to be answering questions about Translanguaging practices, the first question is: Do you feel more comfortable using English or Spanish in class? Why?

I4: Actually, it's pretty cool to practice English. It's a language I admire a lot and its pretty practical because whether you travel any country in the world, you speak English

and most of the people understand you, so during the class is really nice to speak English because you are practicing, and languages must be learned by practicing every single day. I agree that some things must be taught in Spanish because it's not easy for everyone. Someone might have a little bit of ability and the other it may be difficult for them, maybe in some grammatical things, stuff like that, but very specific things.

I: Which language do you prefer using in class, English, or Spanish? Why?

I4: I think English because like I told you already, because of the practice. I love languages and I actually try to learn very much by studying them I learned that it is the best way you can comprehend a language is by practicing every single day so I do prefer speaking English but like I already told you some things must be cool to be learned in Spanish.

I: You are enrolled in if I am not mistaken in Business English, right?

I4: English IV

I: How did you feel when the teacher did not allow you to use Spanish in class? may be in prior classes are at the beginning of the course how did you feel when the teacher told you to not use Spanish at all.

I4: It doesn't matter to me honestly because I understand that teacher is doing her work and the best way that a teacher can help you learning a language is by speaking it by communicating with him and honestly, It doesn't matter

I: How do you feel now that the teacher is allowing you to use Spanish in class? How do you feel about that?

I4: it's pretty cool because it gives you some liberty to express yourself and that's cool.

I: Have you ever spoken Spanish in class?

I4: yes, of course

I: to your teacher or to your friends?

I4: With my teacher I try to speak in English the most I can, but with my partners, it depends. Like I already told you, no one has the same ability, and no one has the same level so it's pretty hard to communicate with a person in fluid English when then they don't have the practice. So, it's pretty hard to speak English with somebody when you know that they don't care about speaking it. They are just like okay I'm here because I have to pass the class.

I: Do you understand better when the teacher uses Spanish in class?

I4: Mmm, in English I must be honest no because I'm pretty familiar with the language but in another language like French, yes. It was a difference, and it was very notable because it was very new for me the French. I've never even gone to classes of French and when the teacher explained it to me in Spanish, it was better for me to understand what she was saying in a grammatical way but there were times that he tried to explain it in French, and it was very cool too because I get to understand how to speak French. I don't know if it's clear or not.

I: Do you understand do you prepare your answers in Spanish before saying them in English?

I4: Mmm, no, honestly no. I just speak English and most of the time I get wrong answers because of my grammatical issues because I don't have the practice I need.

I: Do you feel that you understand content better when you listen to it in Spanish prior to listening to it in English?

I4: Mmm, not actually no. But I must admit it's harder to hear a British person speak than an American person speaks, it is quite a different.

I: In the case that you don't understand something how would you go about getting to understanding it?

I4: Mmm. I try to understand it in English if I don't get it I will bother the teacher to explain it again in English and if it's very difficult for me I got to switch to Spanish right away. When something is very hard, my last bullet will be Spanish.

I: Alright, I'm going to go to the next question and ask you- How do you feel when you speak English in class?

I4: Great, because like I already told you, it's a little practice and it's kind of funny when you are wrong, or you spell something wrong because it sounds funny but the good thing is that you can correct those things.

I: How do you feel when you don't understand something in English during the class how does that make you feel?

I4: Maybe a little bit dumb, but honestly it doesn't matter. I just know that I don't get it, so I will ask again to understand it. I don't have much of a problem if I don't get something. I know it's part of the process of learning something so, it's nice.

I: Do you think you understand a content better when you speak to your partners about it in Spanish during? Why or why not?

I4: Well it's kind of difficult to answer that question because when I'm in the English classes in particular when the teacher says something and you're trying to explain it to your partner and you're speaking speak to him in Spanish on you explain to him in Spanish for me it's the same as speaking in English. But the tricky thing is that when you know that the person you're speaking to dominates the language you can say it in any language, I have no problem with it. But when the people I'm trying to communicate with is not very good in the language, they don't understand it very well it's very hard for me to speak in English with them so I switch to Spanish and just save the trouble

I: Do you think it is appropriate to use Spanish for learning English? Why or why not?

I4: no

I: why not?

I4: Mmm when you start learning English maybe. But what are you going to do when you travel to America and you're going to start speaking with an American, what are you going to do? Speak to me in Spanish? No, that doesn't make sense. So, at the beginning it

is pretty cool to start learning the English language in Spanish to try to understand very well the basis of the language and then you must force yourself to speak in English or the language you are learning. It already happened to me that when you travel somewhere and you are new in the language that you're trying to learn, you can try to speak it, it will be difficult, but you must force yourself to try to speak the language.

I: Who would benefit the most from using their mother tongue or the native language to learn a foreign language?

I4: Well, it's very hard to judge because I mean at this point, the class I'm currently in there's people that I've spoken to in English because it was like my exam to get into the class, and I knew that it wasn't his level and I'm sorry but, in a language, if you have to repeat many times the levels that you aren't dominating you should repeat them. So, if you were, I don't know in English 3 may I say and you don't have the level for an English 3 class, you must repeat English 2 that's a must. So, I would say maybe the ones that have trouble speaking the language like for them it would be helpful.

I: You mentioned that these kinds of students that are having trouble speaking the language might benefit the most from using their thing in this case Spanish for English classes.

I4: yes, but it's very damaging because if you know that their level it's pretty low then you use the Spanish with them, you are going to be letting the student not to learn the language kind of let him know that it's okay if you like speaking another language. I mean it's fine for them to understand what you're saying but you're not trying to force

them to say okay speak English because if you don't speak in English you won't understand. it's like a double a double weapon I don't know how to say it in English

I: That was the last question in my questionnaire, and I really appreciate your input on this interview.

I4: I was pleased to help you guys. You're welcome

I: bye bye.... have a nice afternoon

I4: You too!

END OF THE INTERVIEW

Interview Transcript: Student 5 (Spanish)

Int5; Student5_ Mar.11_16:00

INTERVIEW 5

Identification of the participants

Transcriptor/Investigador (Nadia Chalá)

Entrevistador/ Researcher (Grace Ruiz): E

Entrevistado 5/ Estudiante 5: E5

INICIO DE LA ENTREVISTA

E: I will be the one that would be asking you the questions for the interview and the first thing that I want to do is go ahead and thank you for being here for being so punctual with our interview. Would you like to continue with this interview in English or Spanish?

E5: Mmm... Estoy entendiendo todo lo que dice hasta ahora, pero siendo honesta no estoy segura de que le puedo contestar todo en inglés así que preferiría que fuera en español.

E: ¿Se siente usted más cómodo usando inglés o español en clase? ¿Por qué?

E5: Mmm.... Me agrada la idea de que cuando no sepa cómo decir algo puedo utilizar español en vez de usar solamente inglés. Porque es mi lengua materna.

E: ¿Por qué diría usted que español mejor?

E5: Porque a veces me da vergüenza pronunciar las cosas mal o algo así, es como que, estoy segura de que si lo digo en español no va a ocurrir y en cambio en inglés, sí. Aparte creo que eso me entendería mejor que formulando una oración en inglés y demoraría menos tiempo en formularlo.

E: ¿Cómo se sentía cuando la profesora no le permitía usar español en clase?

E5: No era tan incómodo porque antes estaba en presencial y solamente con dos compañeras más y bueno ellos a veces también utilizaban el español y la miss me pedía “English, please” y no era muy incómodo cuando cometía errores porque había menos personas. Entonces es más incómodo cuando hay más personas.

E: ¿Como se siente ahora que la profesora le permite usar español en clase?

E5: Siento que a veces si cometo errores de pronunciación en el reading y cuando tengo que formular preguntas o contestar, pero si es más cómodo, o sea, siento que la clase se desenvuelve mejor.

E: ¿Por qué cree que se desenvuelve mejor?

E5: Porque, aunque estén en el mismo nivel, hay personas que entienden mejor el idioma y están más familiarizados que otras personas.

E: ¿Entiende usted mejor cuando la profesora usa español en la clase?

E5: Sí porque es español, pero si me quedo como que varias veces escuchando algo en inglés, si lo entiendo, o si es algo sencillo.

I: ¿Entonces para entender completamente algo en inglés tendrá que escucharlo varias veces?

E5: Dependiendo de que sea, por ejemplo, en la introducción que dió al inicio, como ya sabía el tema y todo la entendí bien, pero si hubiera sido otra cosa diferente probablemente no hubiera entendido algunas palabras o cosas así.

E: ¿Cuándo usted habla inglés, usted prepara sus respuestas en español antes de decirle en inglés?

E5: Sí. Sé que eso está mal.

E: ¿Cómo le hace sentir esto?

E5: O sea, por eso me demoro un poquito más de tiempo en formular la respuesta.

E: ¿Entiende usted mejor algún contenido cuando lo escucha primero en español antes de escucharlo en inglés?

E5: Yo no lo hago, pero hay gente que utiliza canciones para estudiar y utiliza la traducción de las líricas de las canciones, así como que aprende más entonces si es un método que algunas personas me han dicho que funciona bien.

E: ¿Usted ha utilizado esta estrategia antes de escuchar algo en español primero y luego escucharlo en inglés?

E5: si para saber cómo de qué se está hablando y ya tienen una información previa en español entiendes más lo que está diciendo la persona, aunque esté en otro idioma.

E: ¿Entiende cuando la profesora solo habla inglés?

E5: Si, o sea depende de la clase.

E: ¿En qué situaciones no entenderías todo?

E5: no sé, si es un tema complejo o si me distraje y me perdí más y pierdo el hilo se pierde el hilo y está hablando solo en inglés lo más probable es que luego ya no entienda nada, pero si lo sigo entonces no.

E: Entonces, requiere de un alto nivel de concentración de parte tuya como para mantenerte conectada y entendiendo pues en su totalidad lo que diga la profesora.

E5: Si, si es puramente en inglés, que no entiendo entonces lo puedo preguntar y me puede contestar, pero probablemente no lo entienda hasta que me lo diga español es esto. ¡y yo ahí entiendo! O sea, creo que ha pasado como que no entiendo algo inglés luego lo pregunto y me vuelve a decir en inglés y luego me lo explica en inglés y como que con la explicación ya lo puedo entender más.

E: ¿Cómo se siente cuando usted habla inglés en clase?

E5: Nerviosa, me sentiría como con más confianza si hubiera menos personas porque igual es como que el miedo de equivocarte y obviamente hay personas que saben más y menos que tú, pero igual tu no quieres que sepan que tú sabes menos.

E: ¿Cómo se siente cuando usted no entiende algo en inglés durante la clase?

I5: Cuando no entiendo algo durante la clase, es como que si te sientes un poco incómodo cuando hay personas que las tienen más rápido que tú y que te demoras un poco más o algo así. Es un problema de confianza

E: ¿Le ayuda a entender algún contenido mejor cuando usted habla con sus compañeros sobre eso en español durante la clase? ¿Por qué o Por qué no?

E5: Creo que o sea sí ayuda cuando no lees bien lo que tienes que hacer y les preguntas a tus compañeros o cuando no sabes cómo expresar lo que quieres decir en inglés. Pero con algo básico creería que si es mejor utilizar inglés y cuando es algo más complejo creería que es mejor utilizar español.

E: ¿Es apropiado usar español para aprender inglés? ¿Por qué o Por qué no?

E5: Yo creo que puede ser un apoyo, pero tiene que ser dependiendo del nivel de inglés la cantidad de español que se use y mientras mayor sea un nivel de inglés más se tiene que deshacer de la lengua materna del español y así podría ser beneficioso. Si no sabes nada de inglés, no vas a entender nada si todo está en inglés, pero si si sabes algo, entonces te vas a entender y así irlo dejando poco a poco.

E: ¿Qué estudiantes se beneficiarían más de usar español en clases de inglés?

E5: Los estudiantes que no estén al nivel de lo que es la mayoría porque hay macro niveles pero dentro de los macro niveles también hay sub niveles de personas que entienden más que otras o que están más familiarizadas con el idioma que otras personas entonces a los que no están tan familiarizados no tienen tanta práctica del idioma les sería

mucho más beneficioso también utilizar español porque muy probablemente en algún momento de la clase se perderán.

E: En su caso, ¿cómo cree usted que le ha ayudado el uso de español en clases?

E5: Yo creo que es mejor para la comunicación en los trabajos grupales porque ya no es como que no entiendo y tengo que decirles a mis compañeros, te trataba de decir esto.

Cuando se tratan las respuestas utilizamos inglés, pero lo que hay que hacer del trabajo si lo hacemos en español.

E: Okey, bueno yo creo que ahora sí ya hemos concluido con las preguntas del formulario. Gracias otra vez por su tiempo.

E5: De nada con mucho gusto y gracias también.

FIN DE LA ENTREVISTA

Interview Transcript: Student 5 (English Certified Translation)

Int5; Student5_ Mar.11_16:00

INTERVIEW 5

Identification of the participants

Transcriber/Researcher (Nadia Chalá)

Interviewer/ Researcher (Grace Ruiz): **I**

Interviewee 5/ Student 5: **I5**

BEGINNING OF THE INTERVIEW

I: I will be the one that would be asking you the questions for the interview, and the first thing that I want to do is go ahead and thank you for being here for being so punctual with our interview. Would you like to continue with this interview in English or Spanish?

I5: Mmm... I understand everything you are saying up to now, but to be honest, I am not sure that I will be able to answer everything in English, so I would prefer for it to be in Spanish.

I: Do you feel more comfortable using English or Spanish in class? Why?

I5: Mmm... I like the idea of using Spanish when I don't know how to say something; I can use Spanish instead of only using English because it's my mother tongue.

I: And why would you say that Spanish is better?

I5: It's because sometimes I feel embarrassed for mispronouncing things or something like that, and by saying it in Spanish, I make sure that does not happen, but in English, I

know it would. Additionally, people would understand me better than making a sentence in English, and it would take me less time to put it together.

I: How did you feel when the teacher did not allow you to use Spanish in class?

I5: It was not as uncomfortable because this occurred when we were in face-to-face classes, and I had classes with two other classmates, and well they used Spanish too, and the miss would tell us “English, please,” and it wasn’t as uncomfortable when I would make mistakes because there were fewer people. It is more uncomfortable when there are more people present.

I: How do you feel now that the teacher allows you to use Spanish in class?

I5: I feel that sometimes I make mistakes in reading pronunciation and when I have to make questions or answer, but it is more comfortable; I think the class runs more smoothly.

I: Why do you think it runs more smoothly?

I5: Some people understand the language better despite being on the same level.

I: ok, do you understand better when the teacher uses Spanish in class?

I5: Yes, because it is Spanish, but if I listen to something in English a few times, I understand it, or if it is something simple.

I: To understand something in English completely, you would have to listen to it a few times?

I5: Depending on what it is, for example, in the introduction you gave, because I knew about the topic, I understood everything, ok, but if it had been about something different, I wouldn’t have understood some of the words or something like that.

I: Do you prepare your answers in Spanish before saying them in English?

I5: Yes. I know that is not good.

I: How does that make you feel?

I5: I mean, that is why I take a little longer in putting together the answer.

I: Do you understand the content better when you listen to it in Spanish before listening to it in English?

I5: I don't do it, but some people use song lyrics to study and use the translation of the song's lyrics, and that is how they learn more; it is a method that some people have told me works well.

I: Have you used this strategy to listen to something in Spanish first and then listen to it in English?

I5: Yes, to understand what people are talking about and how they have a previous idea in Spanish. It is easier to understand what the other person is saying even though it is in another language.

I: Do you understand when the teacher only speaks in English?

I5: Yes, well, it depends on the class.

I: In which situations would you not understand everything?

I5: I do not know, maybe if it is a complex topic, if I got distracted and got lost, or even worse if I lost track while they are only speaking English, the most probable thing is that I am not going to understand anything but if I stay focused then that wouldn't happen.

I: So, it requires you to have a high level of concentration on your part to keep yourself on track and understanding the teacher's entire message?

I5: Yes, if it is purely in English and I don't understand, I can ask, and the teacher can answer, but, probably, I do not know until she says "this is this in Spanish," and then I would understand. I mean, I believe that it has happened that I do not understand something in English; I ask the teacher, the teacher repeats it in English and then explains it to me in English, and with that explanation, I can understand it better.

I: How do you feel when you speak English in class?

I5: Nervous, I would feel more confident if there were fewer people because it is about the fear of making mistakes, and obviously there are people who know more and less than you, but you still do not want them knowing you know less than they do.

I: How do you feel when you do not understand something in English during class?

I5: When I don't understand something in class, it is like feeling a little uncomfortable when there are people who get it faster than you and take longer or something like that. It is a confidence issue.

I: Does it help you to understand content better when you speak to your partners about it in Spanish during class? Why or why not?

I5: I think it does help when you do not read correctly what you have to do and you ask your partners or when you do not know how to express what you want to say in English, but if it is something basic, I would think it would be better to use English, and when it is something more complex, it is better to use Spanish.

I: Is it appropriate to use Spanish for learning English? Why or why not?

I5: I think it can serve as support, but they must do it depending on the English level and the quantity of Spanish used. The higher the English level, the less you need to rely on

your mother tongue (Spanish), and then it would be beneficial. If you don't know any English, you will not understand anything, but if you know some English, you are going to understand it, and you must stop relying on it (Spanish) little by little.

I: Which students would benefit the most from using Spanish in English classes?

I5: Students who are not at the same level as the majority because there are macro levels, but within those macro levels, there are also sub-levels of people who understand better than others or that are more acquainted with the language than others. So, the ones that are not very acquainted do not have the language practice, and it would be more beneficial for them to use Spanish because they will most likely get lost at some point in class.

I: In your case, how do you think that Spanish has helped you in classes?

I5: I think it is better to communicate during group work because it is not like I don't understand, and I have to tell my partners I said this. When we talk about the answers, we use English, but when we must do the work, we do it in Spanish.

I: Ok, well, I think that now we are done with the questionnaire's questions. Thank you again for your time.

I5: You are very welcome; it is my pleasure and thank you as well.

END OF THE INTERVIEW



Translator's Signature

MTEFL. Mary Goodman

Interview Transcript: Student 6 (Spanish)

Int6; Student6_Mar.11_17:00

INTERVIEW 6

Identification of the participants

Transcriber/Researcher (Nadia Chalá)

Interviewer/ Researcher (Grace Ruiz): **I**

Interviewee 6/ Student 6: **I6**

BEGINNING OF THE INTERVIEW

I: Welcome again Ivanna, thank you for your time, for being here so punctual, and for our interview. I would start with the first thing. First things come first. Would you like to continue this interview in Spanish or would you like to continue in English?

I6: Whatever you like, it's ok

I: You can choose, if you want to continue with the interview in English or Spanish, it is up to you. It's really not a problem.

I6: mejor en español

I: ok, no hay problema, la hacemos en español entonces. Bueno una vez que ya me indicas que va a querer la entrevista en español entonces nos vamos a mantener usando español y pues si en el algún momento quieres usar inglés no hay problema. La siguiente pregunta es ¿Como e sientes más cómoda, usando inglés o español en clases?

I6: ¿En clases de inglés?

I: si, en clases de inglés.

I6: Ya, entonces si, en clases de inglés me siento más cómoda hablando inglés en clases de inglés

I: ¿Por qué?

I6: Porque siento que, si estoy en esa asignatura en la que estamos específicamente tratando de practicar el idioma, uno se beneficia más hablándolo porque así puede practicar y sobre todo lo hablado es lo más difícil de practicar sobre todo en este país porque hablamos español entonces siento que es muy importante hablar inglés en la clase de inglés ya que así podemos desarrollar mejor el idioma.

I: ¿Ok, y qué idioma prefieres usar en clase?

I6: inglés

I: ¿Cómo te sentías en clase cuando la profesora te indicaba no era permitido usar español en clases?

I6: Mmm a mí la verdad, no me molesta, porque estoy de acuerdo con que se debe hablar en inglés cuando estamos en esa materia y me parece normal usar inglés en clases de inglés. También por ejemplo cuando intentan dar un significado me parece que lo mejor es que intentar entender el significado en inglés en lugar de traducir la palabra.

I: ¿Cómo te sientes ahora que Miss Nadia te permite usar español en la clase de inglés?

I6: o sea de todas formas, en lo personal igual hablo en inglés en la medida de lo posible y bueno y si por ejemplo hay una palabra que no se en inglés o si no se cómo formular una idea entonces sería el caso de usar español.

I: ok entonces tú usas español lo más poquito posible y solo como en caso de que realmente lo requieras

I6: si, ¡exacto!

I: ¿Entiendes mejor cuando una profesora habla español en la clase de inglés?

I6: La verdad es que hasta ahora no he tenido problemas entendiendo las cosas en inglés entonces en mi caso como que no sería mucho la diferencia si me hablan en inglés o en español.

I: Ok. ¿En algún momento cuando tú hablas en inglés te sientes que preparas las respuestas en español antes de decirlas en inglés?

I6: Si es algo básico no, pero si es algo muy específico de la carrera o una pregunta más profesional que una conversación del día a día ahí sí.

I: Ok, ¿Entiendes mejor algún contenido cuando lo escuchas primero en español antes de escucharlo en inglés?

I6: No, porque crecí como escuchando y leyendo cosas en inglés entonces como que si lo puedo comentar en la primera, no se me dificulta.

I: Y ¿Entiendes cuando la profesora solo te habla inglés?

I6: Sí

I: y ¿Cómo te sientes cuando hablas en inglés en clase? sea esto un examen oral sea una presentación o algo de esa índole.

I6: Yo me siento bastante cómoda hablando inglés, me considero un poco fluida y no tengo problemas para comunicarme, de hecho, cuando voy a estados unidos no tengo ningún problema para comunicarte con las personas, entonces me siento bastante segura con mi inglés.

I: entonces no sientes que tengas ningún problema para comunicarte en inglés, listo. ¿Cómo te sientes cuando no entiendes algo en inglés durante la clase?

I6: De repente un poco frustrada

I: Ok, y cuando no entiendes algún contenido o que no entiendes algo ¿Que usualmente es el tipo de cosas que no entiendes?

I6: usualmente cosas técnicas

I: y en estos casos que no entiendes esas palabras técnicas ¿Cómo resuelves esa situación?

I6: Si no la entiendo, me toca googlearla.

I: ¿esa es la única opción? ¿algunas otras opciones?

I6: Podría preguntar el significado. A veces me da vergüenza hablar en clases

I: ¿Alguna vez has estado en alguna situación en la que no entendías algo?

I6: Si, lo que hago suelo hacer a veces es anotar más o menos como suena la palabra y luego le pregunto a mi tío o lo busco por internet

I: ok, ¿te ayuda a entender algún contenido mejor cuando hablas con tus compañeros sobre el tema en español durante la clase?

I6: Obviamente si ayuda porque es nuestro idioma natal, aunque no creo que sea lo correcto.

I: ¿Es apropiado usar el español para aprender inglés?

I6: No, porque por ejemplo cuando las personas intentan traducir como qué palabra por palabra, las estructuras gramaticales de las oraciones cambian y entonces no creo que sea bueno traducirlo. Creo que es mejor intentar realizarlo en inglés directamente sin traducir.

I: y la última pregunta ¿qué tipo de estudiantes crees tú que se beneficiarían más de usar español en clases de inglés?

I6: Los que recién comienzan tal vez, aunque sería mejor simplemente pensar en inglés y no usar español desde el principio y usar ingles en la medida de lo posible

I: ok entonces sería como que lo más mínimo posible y solo en caso de que lo requieras y sólo en casos extremos de necesidad. Ok, yo creo que esto es realmente todo en cuanto al cuestionario nuestro una vez más agradecerte por tu tiempo por tu sinceridad al contestar y eso es todo de mi parte.

I6: Gracias, Good luck on your thesis.

END OF THE INTERVIEW

Interview Transcript: Student 6 (English Certified Translation)

Int6; Student6_Mar.11_17:00

INTERVIEW 6

Identification of the participants

Transcriber/Researcher (Nadia Chalá)

Interviewer/ Researcher (Grace Ruiz): **I**

Interviewee 6/ Student 6: **I6**

BEGINNING OF THE INTERVIEW

I: Welcome! Thank you for your time, for being so punctual, and for participating in this interview. Would you like to continue this interview in Spanish or English?

I6: Whatever you like, it's okay.

I: You can choose if you want to continue with the interview in English or Spanish. It is up to you.

I6: It will be better in Spanish.

I: Okay! So, we will keep using Spanish. The following question is, how do you feel more comfortable- using English or Spanish in classes?

I6: In English classes?

I: Yes, in English classes.

I6: All right, I feel more comfortable speaking English in English classes.

I: Why?

I6: Because I feel that if I am in that class in where we are explicitly trying to practice the language, one benefits the most from speaking it. In that way, you can practice it, especially speaking because that is the most difficult, even more in this country where we speak Spanish. So, I feel that it is essential to speak English in English classes since you can better develop language skills.

I: And, which language do you prefer to use in class?

I6: English.

I: How did you feel in class when the teacher would tell you that it was not allowed to use Spanish in classes?

I6: It doesn't really bother me because I agree that one must speak English when you are in English classes. For example, when you try to give the meaning of a new word, I believe it is best to try to understand the meaning in English instead of translating the word.

I: How do you feel now that the teacher allows you to use Spanish in English classes?

I6: Personally, I still speak English as much as possible, and for example, if there is a word I don't know in English or if I don't know how to structure an idea, then it would be the case to use Spanish.

I: So, you use Spanish as little as possible?

I6: Yes. Exactly!

I: Do you understand better when the teacher speaks Spanish in the English class?

I6: Honestly, I haven't had problems understanding things in English up to now. In my case, it wouldn't be so much different if she speaks to me in English or Spanish.

I: When you speak English, do you prepare your answers in Spanish before saying them in English?

I6: If it is something basic, no, but if it is something particular to the career or a more professional question than an everyday conversation, yes.

I: Do you understand any content better when you listen to it in Spanish prior to listening to it in English?

I6: No, because I grew up listening and reading things in English, so that is why I can comment on it right away; it is not difficult for me.

I: Do you understand when the teacher speaks only English?

I6: Yes.

I: How do you feel when you speak English in class? Whether this is during an oral exam, a presentation, or anything of that sort?

I6: I feel very comfortable speaking English; I consider myself a little fluent and don't have any problem communicating. Actually, when I go to the United States, I do not have any trouble communicating with people, so I feel very confident with my English.

I: How do you feel when you do not understand something in English during class?

I6: Maybe a little frustrated.

I: What are the type of things you usually do not understand?

I6: Usually technical things.

I: In those cases, that you do not understand those technical terms. How do you overcome the situation?

I6: If I do not understand it, I have to google it.

I: Is that the only option? Any other options?

I6: I could ask for the meaning, but sometimes I feel embarrassed to speak in classes.

I: Have you ever been in a situation in which you did not understand something?

I6: Yes. I usually write down more or less how the word sounds and then ask my uncle, or I look for it over the internet.

I: Does it help you to understand the content better when you speak with your partners about the topic in Spanish during class?

I6: It obviously helps because it is our native language, but I do not think it is the correct thing.

I: Is it appropriate to use Spanish to learn English?

I6: No. For example, when people try to translate word for word, the sentence grammar structures change, so I do not think it is good to translate. I think it is better to do it in English directly without translating.

I: Last question: What type of students do you believe would benefit the most from using Spanish in English classes?

I6: The beginners maybe, even though it would be better to simply start thinking in English and not use Spanish from the beginning and use English as much as possible.

I: Okay! We have finished the interview. I would like to thank you once again for your time and your honesty when answering the questions,

I6: Thanks, good luck with your thesis!

END OF THE INTERVIEW

A handwritten signature in blue ink that reads "Mary Goodman". The signature is written in a cursive style with a large, looping initial "M".

Translator's Signature

MTEFL. Mary Goodman

Appendix H

READING LESSON PLAN

Group: Business English Class

Date: February/24/2021

Time: 80 minutes

No. of students: 22

Recent topic work: Customer Relationship Management - Listening and Discussion Section

Recent language work: Vocabulary of Customer-centric Marketing

Objectives: Ss review vocabulary learned in the previous lesson. Ss learn new vocabulary. Ss identify main ideas of text. Ss answer questions about the texts.

Materials: Advanced Market Leader: Business English Course book, 3rd Edition (Iwonna Dubicka and Margaret O’Keeffe), online dictionaries, laptops or tablets

Anticipated problems: Ss might not understand the texts. Ss do not follow the reading instructions. Ss do not have some reading strategies.

Time: 25 minutes

Stage: Engagement

Ss work in pairs. Student A, skims Article 1 and Student B, skims Article 2.

Each pair of Ss discusses questions and compare their answers with the information from both articles. (*Ss are allowed to use L1 for the discussion, so they may use Co-languaging Strategy*)

1. What percentage of consumer spending would you say is controlled by women?
2. Do you think the difference in salaries between men and women will narrow or widen?
3. Which retail sectors would you consider traditionally 'male'?
4. Why might a business run by a woman be more/less risky than one run by a man?
5. Can you name two companies that have successfully marketed their products for women?

Time: 40 minutes

Stage: Study

T and Ss read the texts in English (*Preview*)

Ss individually read the articles again and complete the marketing expressions from both articles.

Article 1

- 1 c..... spending
- 2 make stores more a..... to women
- 3 I..... a range of home products
- 4 based on a market's.....

Article 2

- 5 women are less likely to be i..... by a.....
- 6 ways of communicating such as w.....-of-m.....marketing and v.....marketing
- 7 a marketing h..... to L.....women
- 8 accommodate the l.....t..... of each customer

- 1 *Women want more* is the latest title from Michael Silverstein,..... a senior partner at Boston Consulting Group. (Article 1, lines 1-3)
- 2 ... the number of women..... being educated grows at a faster rate than men. (Article 1, lines 11-13)
- 3 Silverstein and Sayre offer an ambitious and systematic view of the opportunities,..... based on a study of 12,000 women in 21 countries... (Article 1, lines 30-42)
- 4 ... the book argues that consumer companies,..... still predominantly run by men, need to listen to female customers... (Article 1, lines 55-58)
- 5 Harley-Davidson,..... long..... a symbol of male pride, has added a section on its website..... dedicated to women motorcyclists... (Article 2, lines 34-37)
- 6 Women now buy 10 per cent of all Harleys..... sold... (Article 2, lines 58-59)
- 7 What we do not do is provide specific financial products..... aimed at women only... (Article 2, lines 58-60)

T and Ss check answers of each exercise using the L1. (**View**)

Time: 15 minutes

Stage: Activate

Ss and T discuss these questions using the L2 (**Review**)

- 1 Who is in charge of consumer spending in a household you know well?
- 2 Do you think female consumers behave differently from male consumers? How?
- 3 How could you make stores appeal across genders, e.g. car showrooms?