



UNIVERSIDAD DE CUENCA

Facultad de Filosofía, Letras y Ciencias de la Educación

Maestría en Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera

The Effects of the Integration of Translanguaging as a Pedagogical Strategy in the EFL University Classroom

Trabajo de titulación previo a la obtención del título de Magister en Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera

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19-junio-2019



RESUMEN

El propósito de este estudio fue investigar los efectos de la integración de “translanguaging” como herramienta pedagógica para clases de inglés como lengua extranjera a nivel universitario. Para cumplir con este propósito, se empleó un método de investigación mixto con estudiantes de segundo nivel registrados en el Departamento de Idiomas de la Universidad de Azuay durante el período de junio a julio de 2016. Los instrumentos utilizados para recopilar datos incluyeron un cuestionario previo a la intervención que recopiló la información demográfica y las percepciones de los estudiantes sobre el uso de L1 y L2 antes de la intervención; evaluaciones en forma de exámenes se administraron antes y después de ambas fases de la intervención (enfoque comunicativo primera fase y “translanguaging” segunda fase); finalmente los cuestionarios al final de cada fase de la intervención recopilaron las opiniones de los participantes sobre el uso de “translanguaging” en el aula. El software SPSS V.22 se utilizó para analizar los datos y generar estadísticos descriptivos e inferenciales. Los resultados generales mostraron que los participantes percibieron como positivo el uso de L1 durante la intervención con la incorporación de “translanguaging”; además, los estudiantes obtuvieron mejoras estadísticas significativas en gramática y vocabulario después de la incorporación de “translanguaging” durante la segunda fase de la intervención. Por lo tanto, se recomienda a los maestros de inglés como lengua extranjera que incorporen técnicas de “translanguaging” en sus clases que tienen enfoque comunicativo si desean mejorar el aprendizaje de los estudiantes.

Palabras clave: Translanguaging. Code-Switching. Bilingualism. Second Language Acquisition. Glosses. The New Concurrent Method.



ABSTRACT

The purpose of this study was to investigate the effects of the integration of translanguaging as a pedagogical tool in the EFL university classroom. In order to fulfill this purpose, a mixed methods study was conducted on second level students registered at the Language Department of the University of Azuay during the period from June to July 2016. The instruments used to collect data included a pre-intervention questionnaire that gathered demographical information and the students' perceptions toward the use of the mother tongue and target language before the intervention; a pre-test and a post-test which were administered before and after both phases of the intervention (the communicative approach and translanguaging respectively); and questionnaires at the end of each phase of the intervention gathered the participants' opinions toward the use of translanguaging in the classroom. SPSS software V.22 was used to analyze the data and generate descriptive and inferential statistics. The general results showed that the participants welcomed the use of L1 during the intervention with the incorporation of translanguaging; furthermore, the students made significant statistical improvements in grammar and vocabulary after the incorporation of translanguaging during the second phase of the intervention. Therefore, it is recommended for EFL teachers to incorporate some translanguaging techniques in their regular communicative classrooms if they are to enhance students' learning.

Key Words: Translanguaging. Code-Switching. Bilingualism. Second Language Acquisition. Glosses. The New Concurrent Method.



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ACKNOWLEDGEMENTS

This work could not have been completed without the help of my thesis director Mst. Mónica Patricia Abad Celleri, to whom I am eternally grateful for dedicating her time and patience to guide me through this arduous journey.

Finally, I would like to thank my family, their support and encouragement have certainly made this project come to fruition.



DEDICATION

To my daughter Doménica...

...you are all my reasons.



INTRODUCTION

Recognizing the importance of learning a second language is key for the development of any individual seeking to succeed in a globalized world, especially if it is the English language which is at stake. English has become one of the most common languages worldwide which has gained popularity as a subject for foreign language study in many countries. It has been estimated that English is the most spoken language in the world with a total of 1.39 billion speakers, followed closely by Chinese with 1.15 billion speakers and Spanish with 661 million speakers (World Atlas, 2018). Therefore, nowadays, saying that learning English is important is an understatement.

Understanding how a language is acquired is a question that has intrigued many to say the least. Researchers and scholars have contributed over the years to provide different hypothesis and theories on how a second language is learned. If one is to debate about it, there are always two sides of a coin: some who favor the use of the mother tongue and others who simply frown upon its use. Therefore, different opinions have arisen regarding this matter. Studies for and against the use of the L1 in the classroom have parted ways for as long as the study of second language acquisition began.

Authors such as Macaro (2001) affirmed that it is impractical to exclude the L1 from the classroom since it deprives learners of an important tool for language learning. Likewise, Cook (2001) stated that the exclusive use of the target language is not theoretically justified and it does not lead to maximum learning. Following along these lines, authors such as Swain & Lapkin (2000) and Watanabe (2008) also confirmed that the use of L1 could prove beneficial as a tool in second language acquisition (SLA).



On the other hand, some authors such as Liu (2008) and Turnbull (2001) advocate using the L2 to its fullest extent in order to improve the target language development. Likewise, Moeller & Roberts (2013) advocated for maximization of the target language in order to ensure a lively and more engaging experience for students.

This study is aimed to elucidate the impact of the mother tongue while learning English as a foreign language. To achieve this, the study analyzes the incorporation of the rather new theory of translanguaging in the EFL university classroom and its impact in the academic development and perceptions of 15 students from the University of Azuay enrolled in a second level EFL class at the English Unit.

This research comprises five chapters. Chapter one shows a description of the study which includes the background, statement of the problem, justification, purpose of the study, research questions, and the objectives.

Chapter two presents the theoretical framework and literature review that is pertinent to this study. It explores some theories and methods in second language acquisition and it also provides an explanation of translanguaging, codeswitching, the new concurrent method, and glosses, which were used to incorporate the L1 in the EFL class.

The methodology used during the implementation of this study is presented in chapter three. It details the study design, participants and context, ethical considerations, the instruments used for the data collection, and the procedure for both phases of the intervention.

In chapter four the statistical analysis and discussion of the findings are provided. Within this chapter the quantitative results are detailed from the pre-tests and post-tests that



were applied during both phases of the intervention. Also, the qualitative results from the questionnaires used during both phases of the intervention are detailed, coded, and analyzed. It also presents the teacher's journal data. The last part of this chapter provides a discussion of the results gathered by contrasting the research questions proposed for this study with the findings and a comparison with other studies that present similar outcomes.

Some conclusions, limitations, and recommendations for future research are discussed in chapter five. Finally, the appendix section shows the instruments used during the investigation in the form of pre-tests and post-tests, questionnaires used prior and at the end of both phases of the intervention, the consent forms, and lesson plans.



CHAPTER I: DESCRIPTION OF THE STUDY

1.1. Background

The English language has been considered, for many years now, one of the leading languages in the world to the extent that it has become the *lingua franca* used in most fields today. The British Council, an international organization in the UK, has predicted that by the year 2020, two billion people worldwide will be using English (British Council, 2013).

Considering the growing number of users and the value of English in today's world, the importance of having a proficient knowledge of this language has been acknowledged in many countries. Ecuador is no exception, and its government has recognized the necessity of incorporating the teaching of English in its current educational system for many years now.

Regarding learning a second language, one of the considerations of second language acquisition (SLA) is how much the mother tongue or L1 influences the process of learning the target language or L2. This has given origin to a debate among researchers, those who are keen with the idea of using the L1 (Cook, 2001; Garcia & Wei, 2014; Macaro, 2006) and others who are reluctant to its use (Polio and Duff, 1994; Swain, 1985; Turnbull, 2001).

Nevertheless, a primary characteristic of the process of learning that cannot be forgotten is that individuals construct new knowledge and make meaning of new realities based on what they already know or believe; that is, prior knowledge (Piaget, 1978; Vygotsky, 1962, 1978). In the same vein, cognitive and psycholinguistic approaches have provided a new understanding in the significance of using students' prior knowledge in the form of their L1 to serve as a scaffold and aid in the learning process for the acquisition of a



new language (Bransford, Brown & Cocking, 2000; Cook, 2010; Cummins, 2007). Ausubel (1968), in his textbook of Educational Psychology stated, “If I had to reduce all of educational psychology to just one principle, I would say this: the most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly” (p. 235). This concept certainly reassures the fact that one cannot forget what a student carries in the form of prior knowledge and forbidding its access could not only be detrimental but rather impossible. Therefore, while learning a second language, it makes common sense to think that a student will recruit his or her already acquired repertoire of the mother tongue or L1 to try to make meaning of the new reality to which he/she is being subject to.

Many scholars have debated the use of the L1 and L2 in the classroom. On one side, various studies have shown the importance of the use of the L1 for second language acquisition and also the beneficial side of using translanguaging as a tool to develop skills in the L2 class. For instance, Velasco & García (2014) explored the potential of translanguaging in aiding the writing skill of bilingual learners and defended the idea that students use translanguaging to enact writing as a self-regulating mechanism. Adding to the global extension of translanguaging, a study by Bin-Tahir, Saidah, Mufidah & Bugis, R. (2018) even showed how translanguaging was used to teach Arabic reading comprehension. Furthermore, Portolés & Martí (2017), argued that a monolingual approach to teaching English does not convey a realistic depiction of the linguistic behavior of learners inside and outside the classroom. By using translanguaging in class, it was shown how young learners use their mother tongue strategically in order to communicate.



On the other hand, other authors support the maximization of the target language for second language acquisition. For instance, Atkinson (1993) warned against the use of L1 in view of the fact that it could be the biggest danger in a monolingual class since it could reduce the use of the target language (TL). Likewise, Turnbull and Arnett (2002) asserted that there should be maximum use of the TL by teachers. Similarly, other authors have stated that not only the proper use of the TL could aid in the student acquisition but also that the maximization of the TL could be a way of gaining students' motivation in the classroom (MacDonald, 1993).

1.2. Statement of the problem

Looking at our local stance, the Ecuadorian government, through the Ministry of Education, has taken great strides to incorporate and develop an EFL curriculum that serves as a strong foundation toward the acquisition of English as a foreign language focusing on all four skills (reading, writing, listening and speaking) (Ministry of Education, 2016). The proposed curriculum applies for general basic education and also for high school education and it is heavily inclined toward the principles of the Communicative Approach and Learner-Center approach.

The aforementioned curriculum particularly states that its main goal is to take into consideration that students are individuals with different learning styles, personalities, and interests. It states that the teacher should acknowledge that students learn in different ways and at different rates (Ministry of Education, 2016). Therefore, a personalized approach is highly needed and recommended.



Even though the Ministry of Education of Ecuador has implemented a curriculum for basic and high school EFL teaching, many students lack the necessary development of English when they enter the university to pursue a higher level of education. This personal observation coincides with an analysis made by the company Education First (EF) which, in direct agreement with the Ecuadorian Ministry of Education, conducted a study on more than 130,000 students nationwide in order to have a better understanding of students' proficiency in English (Educar Ecuador, 2017).

The results of the study, through the English Proficiency Index, showed that Ecuador ranks 55 out of 80 countries worldwide. These results range between very high, high, moderate, low, and very low. Ecuador's place corresponds to a low proficiency of English averaging a score of 49.42 over 100 on the test. In the same study, Ecuador places at number 13 out of 15 countries in Latin America (Education First/ English Proficiency Index, 2017).

The results from this study corroborate the personal observations previously mentioned in regard to the low proficiency level of English that the students have when entering the university. This presents a challenge for teachers and the institution itself. Consequently, an approach to effectively instruct the students is relevant so they can achieve the required English proficiency level.

Due to the students' low English proficiency, it is a common occurrence that the students use their L1 in class to understand the material and interact with peers and teachers; therefore, it seems imperative to determine the way in which the students can take advantage of their mother tongue to learn English. Considering that the use of the L1 could also aid in the learning process (Cook, 2001; Garcia & Wei, 2014; Macaro, 2006), the integration of



translanguaging as the methodology for teaching may benefit the students by using the L1 in a guided fashion.

1.3. Justification

The latest legal reform of the academic regime for higher education in Ecuador emphasizes that higher education institutions have to guarantee students' proficiency level of English according to the academic program in which the student is enrolled (Consejo de Educación Superior CES Art. 30, 2016). Kindred with the view of the Ecuadorian government, this study attempts to incorporate translanguaging as an approach that may aid students in their journey of becoming proficient in their new language.

The theory of translanguaging considers that students benefit from their linguistic repertoire and that the use of their mother tongue aids in the process of scaffolding to become proficient in a second language. In addition, an important consideration is that translanguaging sees students as emergent bilinguals and their entire linguistic repertoire should be used flexibly and strategically in order to maximize cognition and emotional response during learning (Garcia and Wei, 2014).

Research in the use of translanguaging during the past years has been mostly carried out abroad, but in Ecuador, let alone in the University of Azuay where this study takes place, it is non-existent. Consequently, the importance of addressing the effects that translanguaging exerts on the students' language development, given the unexplored nature of the subject at hand within the local and Ecuadorian context, becomes of great importance.



1.4. Purpose of the study and research questions

The main purpose of this study is to assess the effects of using translanguaging in the EFL class at the University of Azuay. In addition, this study aims to address the following research questions:

- What is the relationship between the use of translanguaging in the EFL classroom and the participants' academic achievement?
- What are the students' perceptions and attitudes regarding the use of translanguaging in the classroom?

1.5. General Objective

- To assess the effects of using translanguaging as a pedagogical tool in a university EFL classroom.

1.5.1. Specific Objectives

- To analyze the students' academic achievements before and after the implementation of translanguaging in the classroom.
- To analyze the participants' perceptions and attitudes toward the implementation of translanguaging in the classroom.

1.6. Definitions

The following terms used in this study need to be defined since they can convey different meanings.



1.6.1. Second language acquisition (SLA) and second language learning (SLL)

In second language acquisition (SLA) the word “acquisition” refers to the gradual development in a language by using it naturally in communicative situations with others who know the language. However, in second language learning (SLL) the word “learning” refers to a more conscious process of accumulating knowledge of features, such as vocabulary and grammar (Yule, 2006). Krashen (1982) has also provided a distinction between acquisition and learning. The author states that “acquisition” is a subconscious process that a learner is not aware of. Conversely, “learning” is referred to the conscious knowledge of a language by knowing its rules.

On the other hand, other authors consider both words to be the same. For instance, on her book *Understanding Second Language Acquisition*, Ortega (2013) uses both terms (acquisition and learning) interchangeably and as synonyms stating that “although in the early 1980s there was an attempt at distinguishing between the two terms, in contemporary SLA terminology no such distinction is typically upheld” (p.5)

1.6.2. English as a foreign language (EFL) and English as a second language (ESL)

Yule (2006) has established a distinction between English as a foreign language (EFL) and English as a second language (EFL). A “foreign language setting” means learning a language that is not spoken in the surrounding community, whereas a “second language setting” means learning a language that is spoken in the surrounding community. To better illustrate the concepts the author provides an example “Japanese students in an English class in Japan are learning English as a foreign language (EFL) and, if those same students were in an English class in the USA, they would be learning English as a second language (ESL)” (p.163).



CHAPTER II: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

This chapter will explore some language learning theories related to this study as well as previous research on translanguaging in order to provide an understanding of the inclusion of the mother tongue in the classroom.

2.1. An overview of language learning theories.

This succinct overview starts with Behaviorism, an early theory for language learning rooted in a psychological approach with emphasis on scientific methods. This theory began around the 1900s with proponents such as Pavlov (1897), Watson (1913) and later Skinner (1938) with the Operant conditioning method. Behaviorism became dominant for some time and its approach considered that behaviors are learned through stimulus-response, repetition, automation as well as imitation and reinforcement (Mitchell and Myles, 2004). Behaviorist theory also considered that the habits of L1 interfere when learning new habits for L2.

However, Behaviorist theory presented conflicting critiques due to its assumption that learners are but a blank slate that can be shaped at will without considering the learners' needs, thoughts or feelings. Chomsky later challenged the views on behaviorist theory. Chomsky (1986) argued that all people are born with an innate grammar structure or linguistic nativism. In other words, everyone has a pre-wired biological set of language rules, and so, when a child is born, he/she already possesses a set of skills or a language acquisition devise. This concept came to be known as Universal Grammar theory. In Chomsky's view, Universal Grammar (UG) is the system of principles and rules with elements and properties common to all languages, the essence of human language (Barman, 2014).



Chomsky's theory has had a profound impact on linguistics. For Chomsky, linguistics is a branch of cognitive psychology, and as a consequence, it should not be considered an unrelated discipline. Furthermore, his view of universal grammar accounts also for universal similarities among languages, and even though grammars differ from one another, their basic deep structures are universal (Barman, 2014).

Nevertheless, challenges to Chomsky's assertions have also been present especially when contrasted with second language acquisition theories. More recently, Evans (2014) has completely rejected the notion of an innate, universal grammar; indeed, he has deemed it "completely wrong" and a "language myth" (p. 4) due to lack of empirical evidence and based on the assertion that language acquisition depends on the amount and type of input one receives, the effort expended throughout the process to become proficient, and one's cultural intelligence and human condition.

For his part, Krashen (1982) has rejected behaviorist theories on the grounds that they are unrelated to language acquisition. He has also rejected theories on Transformational Grammar due to their focus on the "end product" and not the process that the learner went through to be able to achieve language production (p. 6). As part of his focus on second language acquisition, Krashen came up with five hypotheses that have also been subject to considerable acclaim and criticism, but still remain relevant to this day. First, he makes a sharp distinction between acquisition and learning (referred to as The Acquisition-Learning Distinction) where the former is done unconsciously, and the latter is done consciously through the learning of rules.



The second hypothesis, called the Natural Order Hypothesis, aligns with the underlying principle of universal grammar in the sense that it assumes there is a “predictable order” in which certain grammatical characteristics are acquired across multiple languages. The Monitor Hypothesis contends that conscious language learning serves as a type of monitor that can be used by the learner in different doses when making self-corrections and adjustments to be able to produce accurate output.

Perhaps the most lauded and criticized of Krashen’s hypotheses is the Input Hypothesis, which is based on the concept of “comprehensible input” with meaningful information (p. 7). The hypothesis proposes the idea of phases of acquisition, expressed through the formula of $i + 1$ where i represents the current abilities of the learner and the number 1 represents the next stage of learning that is slightly beyond the learner’s current capabilities. In this sense, the learner moves successfully through the different phases of learning by receiving comprehensible input that requires him or her to stretch their capabilities to reach the next level, which equals $i + 1$. This hypothesis in particular has been frequently contested, most notably by Swain (1985), who has disputed Krashen’s notion that comprehensible input alone is not enough to foster oral proficiency. Swain’s comprehensible output theory shares the key foundation of the $i + 1$ concept in that it involves pushing learners beyond their current capabilities, thus enabling them to adjust their utterances and improve acquisition based on feedback received.

Included in the Input Hypothesis is the notion of a “silent period” among language learners where they will communicate minimally in the L2 until their competence improves thanks to comprehensible input.



Throughout this process, Krashen contends that learners may fall back on the use of their L1 by applying a well-known grammatical rule in their own language in order to meet a particular communication objective in the L2 and thus achieve $i + 1$. While Krashen has cautioned that the use of L1 can be a disadvantage and is not necessarily a reflection of progress, it can, however, help spark further comprehensive input by enabling the learner to engage in more dialogue.

The Affective Filter Hypothesis takes into consideration affective factors in the language acquisition process, namely, motivation, self-confidence, and anxiety. Krashen has noted that learners with less than optimal attitudes are more likely to experience difficulties or roadblocks in seeking comprehensible input than those with better attitudes. In other words, highly motivated and confident learners who exhibit low levels of anxiety are more likely to succeed in their efforts to acquire a second language.

2.2. Methods for second language learning

2.2.1. Grammar Translation Method

The grammar translation method was present for over a century, through the 1840s to the 1940s. It began while teaching Latin during the eighteenth century and it was widely used into the nineteenth century for academic purposes. Teachers who used this method center their classes in the explicit explanation of grammar and vocabulary which is accomplished through translation. Therefore, the role of L1 is of utmost importance in this method and the use of translation is largely used to explain meanings of L2 as well (Richards & Rodgers, 2001).



Heavy use of L1 is applied in order to have students memorize rules for later practice through translation exercises. L1 was also prevalent on bilingual vocabulary lists which were also used as means of instruction. Even today, many authors continue to consider that the method has validity by favoring the use of the L1 in class. Nevertheless, this method suffered criticism after some time, as Richards & Rodgers (2001) explain; educators realized the need of speaking for foreign language programs instead of the tedious experience of memorizing grammar rules or vocabulary. The authors also state that the method lacked a theoretical foundation and justification.

2.2.2. The Direct Method

This method was born in opposition to the grammar translation method and was present between the 1940s to the 1950s as part of the Reform Movement. The direct method considered language learning a natural process so pupils could learn a foreign language when the teacher resorted to active use of the target language Richards & Rodgers (2001).

The main characteristics of this principle stated that instruction was conducted exclusively in the target language, oral communication skills were increased, grammar was taught inductively, and vocabulary was taught through pictures, demonstration, objects or association of ideas (Richards & Rodgers, 1986, p.10). One important advocate of this method is Charles Berlitz who later called his method the Berlitz Method. His language schools of teaching, which exclude any use of L1 in the classroom, are even to this day a recognized name and widespread around the globe.

Even though the direct method attracted many followers and attention, it also had its weaknesses. Richards and Rodgers (2001) revised some drawbacks for this method.



1. It overemphasized and distorted the similarities between naturalistic first language learning and classroom foreign language learning. 2. It lacked a rigorous basis in applied linguistic theory. 3. It required teachers who were native speakers or who had nativelike fluency in the foreign language. 4. Strict adherence to Direct Method principles was often counterproductive since teachers were required to go to great lengths to avoid using the native language, when sometimes, a simple brief explanation in the students' native language would have been a more efficient route to comprehension. (pp. 12-13)

2.2.3. Communicative Language Teaching

While language learning rooted in behaviorist theory emphasized repetition, rote learning exercises, and grammatical accuracy, Communicative Language Teaching (CLT) changed the playing field in the 1970s by focusing on developing communicative competence, which has been described as knowing what, when, and how to communicate through the application of socio linguistic rules in different life scenarios (Richards, 2006; Savignon, 2007).

Among of the key differences between the CLT movement and the language teaching philosophies that came before it are the ability to learn through trial and error, negotiate meaning, and actively participate in a collaborative learning environment (Richards, 2006). While acknowledging the role grammatical competence in language learning, Richards has pointed out that simply knowing grammatical rules in order to produce an accurate sentence does not necessarily equip learners with the skills to be able to use a language in real life situations.



Ironically, the tolerance of mistakes in CLT is what opens doors to more authentic communication beyond memorized dialogues, since learners are actively encouraged to use a variety of resources or “coping mechanisms” at their disposal in order to “make meaning” (Savignon, 2007 p. 209).

While there is no static set of methodologies that fall under the scope of CLT, the approach does afford teachers and students a wide latitude of creativity in the classroom. Indeed, in his core assumptions of CLT, Richards states that “...second language learning is facilitated when learners are engaged in interaction and meaningful communication” (Richards, 2006 p. 22) that is aided by their own discovery of rules and use of different types of communication strategies in order to get their meanings across. Finally, one of the major focus of this approach is to communicate in the target language without falling back in the use of students’ L1.

2.3. L1 inclusion techniques

A description of theories and techniques that incorporate L1 in the classroom will be explored in the forthcoming section. These theories are directly relevant to this study since they were applied as means of introducing the L1 in this research.

2.3.1. Translanguaging and Code-switching, is there a difference?

2.3.1.1. What is translanguaging?

The term translanguaging was first coined by Cen Williams (1994) and came from the Welsh “*trawsieithu*” as a pedagogical practice for language alternation among students for receptive or productive use (Garcia & Wei, 2014). The term is also linked to Jacobson’s



(1983, 1990) concept of using two concurrent languages purposefully in a bilingual setting. However, the interpretation of the term by Williams (2002) emphasizes that translanguaging refers to a different use of the two languages than the one proposed by Jacobson. Instead, he asserted that it is a skill that is natural for any bilingual individual and that translanguaging actually uses one language to reinforce the other. This interesting approach from Williams observes that there is no diminishing of importance in regards to L1 and L2; rather, it actually sees both languages as tools to increase students' production.

Following the previous definitions, Garcia & Wei (2014) have stated that translanguaging goes beyond the concept of two separate languages; instead, they see translanguaging as the new language practice that shows the complex exchange of language among people with different backgrounds. Furthermore, Lewis, Jones, & Baker (2012b, p.1) claim that in translanguaging, learners' L1 and L2 "...are used in a dynamic and functionally integrated manner to organize and mediate mental processes in understanding, speaking, literacy, and, not least, learning. Translanguaging concerns effective communication, function rather than form, cognitive activity, as well as language production" (as cited in Garcia & Wei, 2014, p. 20).

Canagarajah (2011a) also added to the definition of translanguaging by regarding it as "the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integral system" (p. 401). Lastly, Baker (2011) stated that "translanguaging is the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages" (p.228).

Exploring the previous concept certainly sets ground for the theory and how it should be understood. However, a recent article by MacSwan (2017) provides a different perspective by challenging the dynamic bilingualism concept as previously proposed by Garcia & Wei. In the article, MacSwan builds a new perspective that he calls the Integrated Multilingual Model, arguing that multilingualism applies to the nature of language in a multilingual or bilingual individual. His stance starts by criticizing Garcia's dynamic bilingualism as a unitary model that insists bilinguals have an undifferentiated system (as explained in Figure 1). Instead, MacSwan proposes a third perspective that posits that bilinguals have a single system with many shared grammatical resources, but with some internal language-specific differentiation as well, as explained in Figure 2.

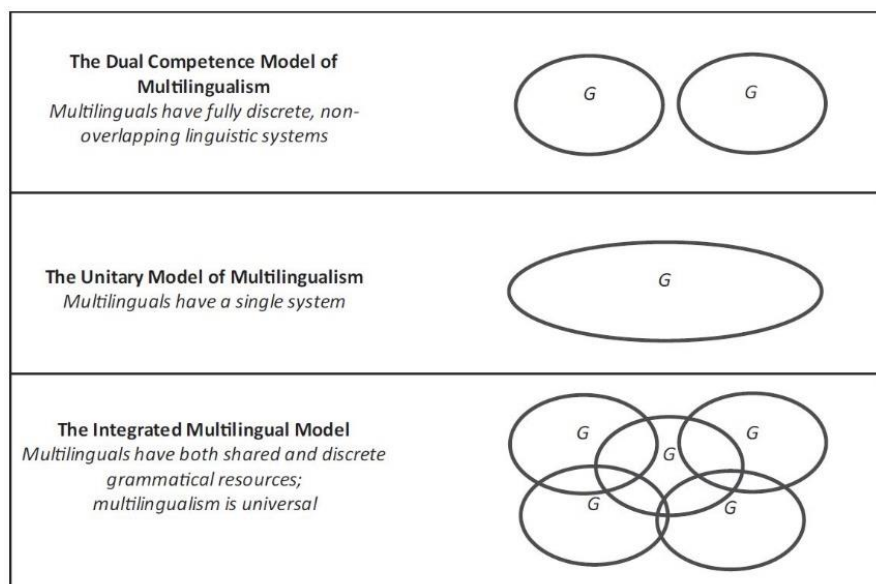


Figure 2. Three views of multilingualism

Adapted from MacSwan, J. (2017). A Multilingual Perspective on Translanguaging.

American Educational Research Journal, 54(1), 167–201.



In regard to the previous discussion, it is important to state that both authors, Garcia and McSwan, share a common denominator; that is, both accept the practices of bilinguals or multilinguals and the inclusion of their languages. In light of understanding how bilinguals move from one language to the other, also known as code-switching, which will be later explored, recent neurolinguistic studies on bilinguals by Hoshino & Thierry (2011), Thierry & Wu (2007) and Wu & Thierry (2010) have shown that both languages can be used and accessed by a bilingual speaker and continue to be active even when only one of them is used. This finding suggests that bilinguals can indeed go back and forth between languages effortlessly, thus providing insight into bilingualism/multilingualism in general.

Within translanguaging, an important concept is necessary in order to successfully implement this theory in a classroom. Garcia & Wei (2014) distinguished teacher translanguaging from student translanguaging. The same distinction has been confirmed by Lewis, Jones and Baker (2012b), who define pupil-directed translanguaging as practices that students engage in by reading or speaking to others to create meaning. In addition, the authors define teacher-directed translanguaging as planned and structured activities devised by the teacher as a transformative pedagogy.

These premises are also concurrent with the distinction between natural translanguaging and official translanguaging coined by Williams (2012), with the former referring mostly to students' acts to learn by incorporating their L1, and the latter being conducted and set up by the teacher.



2.3.1.2. What is Code-switching?

The term code-switching has an implicit meaning. Many authors have defined code-switching as having a common denominator, that is the shifting of languages. For instance, Cook (2001) defines code switching as a bilingual-mode activity in which more than one language, typically speakers' native language, and second language (L2), are used intra-sententially or inter-sententially. Likewise, early authors such as Heller (1988) have stated that code-switching occurs when a person mixes two languages in a single sentence or conversation. In the same manner, code-switching has been defined as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems" (Gumperz, 1982, p.59).

Code-switching could occur in different locations of the utterance; thus, the main distinction is known as intra-sentential or inter-sentential code-switching (Saville-Troike, 2003). Zirker (2007) explains that inter-sentential code-switching refers to language switches at phrasal, sentence or discourse level. Zirker provides an example of inter-sentential code-switching between Spanish and English as follows: "...Y yo pienso que todos los estudiantes deben aprender a tocar un instrumento (and I think that all the students should learn to play an instrument) So, did you see the football game last night? BYU really did some damage to poor Boise State..."

As can be seen, this type of switching shows that each part of the utterance to agree with the rules that correspond to each language and occur separately within the same utterance.



On the other hand, as explained by Zirker, intra-sentential switching refers to a shift in language in the middle of a sentence without pause or interruption. As an example, the title of Poplack's (1980) study illustrates "...sometimes I'll start a sentence in English y termino en Español (sometimes I'll start a sentence in English and finish in Spanish)..." This type of switching can be seen in the most fluent speakers since it requires the switching of rules of syntax of the other language. Lipski (1985) stated that intra-sentential switching is to be avoided and left only to the most fluent bilinguals; thus, caution should be used in order to encourage this type of switching to emergent bilinguals.

2.3.1.3. Translanguaging is not code-switching

Translanguaging and code-switching, even though both deal with the alternative use of L1 and L2, have a difference which can be explained and better visualized by looking at Figure 1 in this chapter. As explained by Garcia & Wei (2014), code-switching refers to a shift between languages and is seen as two separate and autonomous linguistic systems; which is what Garcia defined as traditional bilingualism (Figure 1), from which the bilingual can switch or shuttle between his or her L1 and L2.

Alternatively, translanguaging is seen as "the multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds" (Garcia, 2009a). Moreover, as seen in Figure 1, translanguaging is considered as a dynamic bilingualism that features only one linguistic system from which bilinguals make use of their complete linguistic repertoire. Finally, Hesson, Seltzer & Woodley (2014) add "translanguaging takes as its starting point the ways in which language is used by bilingual people as the norm, and not as the abstract language of monolinguals" (p. 2). Although both systems have different



theoretical concepts, not only can they coexist, but they can also form part of the strategies for purposeful L1 inclusion in the class.

2.3.2. Glosses

Glossing is a simple technique that aids in vocabulary acquisition, thus enhancing intake of the target language by providing definitions or explanations of obscure words in margins of a text (Yoshii, 2013). A gloss, as presented by Jung (2016) can be defined “as information provided about an unfamiliar linguistic item in the form of a definition, synonym, or translation, in order to reduce linguistic obscurity, and in so doing, assist reading comprehension.” (p. 2).

In a similar manner, Velasco & García (2014) have pointed out that glosses are marginal or interlinear annotations of text that provide the learner with a sense of certainty about the meaning of a word. Lomicka (1998) has described glosses by their location on the page of a text, whether this be on the side or bottom portion and “are most often supplied for unfamiliar words, which may help to limit continual dictionary consultation that may hinder and interrupt the L2 reading comprehension process” (p.41).

Clearly, glosses are linked directly to vocabulary acquisition and offer the advantage that they could be incorporated under most circumstances where vocabulary is present like learning grammar structures, reading exercises, writing exercises, and so on and so forth.

2.3.3. The New Concurrent method

Another approach for L1 inclusion in the classroom has been explored by Jacobson (1981). Jacobson’s perspective is keen with that of code-switching (alternation between L1 and L2). Jacobson (1981) coined a method called the New Concurrent Approach (NCA),



which mainly focused on the conscious and purposeful use of alternating languages by the teacher during a lesson. Jacobson tested his model (which included purposeful use of code-switching) in teaching content in bilingual courses. The main goal when applying this method is to monitor language use during teaching by taking notice of the context of the lesson, students' comprehension, and the time spent using each language. In adapting these main goals, Faltis (1996) shows a set of cues from Jacobson's NCA which could be considered as a guide for purposefully incorporating code-switching during class. These cues are divided into four areas. The first area considers "content learning" cues and includes switching from L2 to L1 to help students understand key features, switching from L1 to L2 to review concepts, switching from L1 to L2 to capture students' attention, and switching from L2 to L1 to praise or evaluate participation. The second area focuses on "language development" cues and incorporates students' use of L1 and L2 to engage in interaction depending on language proficiency, switching from L2 to L1 to discuss meaning of words in context, and having students explain a concept that the teacher explained in the L2 in their L1. The third area is a "curriculum-related" cue and it promotes switching from one language to the other to show association between the language of discussion and the topic. A fourth and final area deals with "interpersonal relationship" cues which promotes using the L1 to talk to the students about private or personal matters, and conversing in the L1 to beginner L2 speakers. As seen, the new concurrent method provides a path for purposeful and meaningful alternation between languages to avoid unconscious unplanned switches. Thus, it will be the responsibility of the instructor to identify the possible scenarios within the class in order to incorporate such cues.

2.4. Analysis of prior studies



2.4.1. Proponents for target language use in the classroom

Learning a second language is a daunting and intimidating task for many. In fact, the success or failure of someone achieving English proficiency will depend on the correct use of the methodology available for second language acquisition (SLA). In this section, debate about the use of the target language is analyzed from previous studies.

A debated subject in SLA is the use of the target language for instruction. Some scholars have suggested that keeping instruction in the target language (TL) maximizes learning. For instance, Polio and Duff (1994) have argued that allowing a teacher to use L1 in the classroom could be a slippery slope that diminishes the TL in the classroom. Also, Clark, Edwards, & Handick (1976) asserted that an increase of levels of proficiency in students was due to the teacher's use of the TL. As seen in early studies, researchers were addressing positive arguments to the use of the TL in class. Equally important, Turnbull (2001) added:

I believe that theoretical perspectives on second language acquisition and the empirical evidence presented provide persuasive support to the argument that teachers should aim to use the TL as much as possible, and, by doing so, have a positive effect on learner's TL proficiency. However, this does not mean that there is a linear relationship between teachers' TL use and learners' TL proficiency. (p. 534)

Similarly, Swain (1985) has explained that production of the TL for learners is of great importance, and even more, allowing them to produce output (written and spoken) aids in the learning process.

It seems, by looking at the previous opinions, that the perception of the value of the L1 is rather diminished. These preceding insights are tied directly to Krashen's (1982)



comprehensible input theory since they all advocate for maximum exposure of comprehensible target language input as means of mastering the language. In aid to the input hypothesis, other authors have found that input does make a difference in learning. For instance, Long (1996) asserted that even though input is important, learners can internalize the input only if they have the opportunity to negotiate the meaning of such input. Turnbull (2001) also added that input has been shown to be crucial for second language learning. Furthermore, others have even gone as far as stating that any use of the L1 undermines the language learning process and that using the TL will result in increased motivation for students (Macdonald, 1993). It seems coherent to think that the more exposure students have to TL input the more they will assimilate it; nonetheless, as Macaro (1997) suggested, sole exposure to the TL does not ensure intake unless there is also interaction and output. In this regard, the concept of negotiation and production is prevalent. Supporting the previous notion, Wong-Fillmore (1985) suggests that negotiation of meaning among teachers and students is beneficial in the intake of the second language.

Concurrent with the vision of TL maximization, the previously mentioned theories of the Direct Method and the Communicative Approach both deal with the exclusion of L1 from the classroom; nonetheless, a consideration needs to be made. That is, these approaches could lead to increased anxiety levels in students by imposing the exclusive use of TL in class. This has been proven by literature and it has been found that there is a direct relation between the use of TL and anxiety levels.

For instance, Young (1990) encountered that students generally feel anxious when they use the TL in front of others. Likewise, Horwitz, Horwitz & Cope (1986) suggested that



there is a direct relation between the unwillingness to interact verbally and TL anxiety in students.

Furthermore, it has been observed that methods that perpetuate the monolingual principle (TL only), such as the ones previously mentioned, not only advocate for maximization of the TL but ignore the L1 altogether. As Cook (2001) asserts, the only times the L1 is mentioned under such methods is when advice is given on how to minimize its use. Instead, Cook argues that reasonable use of L1 in the classroom is necessary but with certain limits as well. As a result, it is important to consider that students are individuals with unique traits that shouldn't be forgotten by the instructor nor generalized to a whole group. Their perceptions, background, societal underpinnings, previous exposure to language, and their level of proficiency, to name a few, are major factors that cannot be ignored. Therefore, imposing a system and trying to generalize its use to a whole population can be risky.

Thus far, the support for the exclusive use of the target language has had many advocates; nevertheless, arguments in favor of the use of TL have also had opposing opinions as well. Even among scholars who favor the maximization of TL, acceptance can be found of the introduction of the L1 under certain circumstances.

Authors such as Harbord (1992) take a middle ground position in regard to using L1 and the TL in class recommending translation techniques depending on the situational context. Likewise, favoring the use of L1 linked to translation, House (2009) mentioned that since it is natural for people to compare a new language to their L1, translation cannot be avoided.



The notion that translation may help in identifying the similarities and differences among languages and provide cross-cultural understanding is supported to a great degree by the Contrastive Analysis Hypothesis (CAH). According to Maldonado (2007) as a learning tool, contrastive analysis (CA) can be used as a remedy to predict errors when making comparisons between an L1 and L2 and thus, aid in making meaning.

On the other hand, it is worth highlighting a key issue that sometimes seems to be obviated when discussing SLA; that is, a second language learner already carries an embedded language system. Consequently, the activation of such system is inevitable and it is an occurrence one cannot control. On this regard, Cummins (2008) adds “if students’ prior knowledge is encoded in their L1, then their L1 is inevitably implicated in the learning of L2” (p.67). Cummins continues and asserts that instruction should attempt to activate students’ prior knowledge as necessary.

A final thought merits distinction. Throughout this section many opinions have been explored; some authors advocate the maximization of the TL in class while others take a step further and talk about the sole use of TL. Such assertions of total exclusion of L1 should be reconsidered carefully since it could hinder the learning process in more vulnerable groups of pupils with little or no knowledge of the TL. As a result, the perspective of maximization of TL in the classroom should be based on the teacher’s ability to adjust to the situation according to the students’ proficiency levels and needs.

2.4.2. Proponents for the use of L1 in the classroom

Scholars and researchers have had divergent opinions toward the use of L1 and TL (target language) in the classroom. In the previous section, the reasons for the use of the TL



were discussed. Nevertheless, it is important to also acknowledge and discuss the studies in favor of using the L1. This study centers its efforts on the incorporation of L1 through techniques like translanguaging, code-switching, glosses and the new concurrent method; thus, in this section, a review of studies and articles on such topics is imperative. Over the last few years, the incorporation of translanguaging and code-switching as strategies have gained importance; furthermore, both are related and have been proven to aid in students' learning process. A study by Portolés & Martí (2017) focused on young learners from the province of Castello in Spain and found how the students used their mother tongue strategically in order to communicate without compromising their exposure to the target language. The authors argued that the monolingual approach to teaching English is not a "realistic picture" of learners' behavior inside the class. The study suggested how the use of translanguaging in class provides an inclusive environment regardless of students' linguistic or cultural backgrounds.

Translanguaging has not only served as a means of instruction for young learners; other studies have also found its usefulness in adults. Mbirimi-Hungwe (2016) studied the use of translanguaging as a strategy for group work at the University of Limpopo in South Africa. The participants worked in reading comprehension of texts and translanguaging was allowed among students to make meaning of such texts. The results showed that collaborative activities that incorporated translanguaging among students enhanced their understanding of texts. The author challenges the monolingual use of English for reading and insists that instruction could be done by allowing students to do translanguaging in groups during class. This last notion reflects how collaborative work could be implemented



successfully in the class and, furthermore, allows students to make meaning and understand concepts (Garcia & Wei, 2014).

An important consideration to make is the extent to which translanguaging could be used. The incorporation of translanguaging has been conducted in many countries and therefore the use of different L1 systems is present in order to learn a second language (not necessarily English). For instance, Hurst & Mona (2017) conducted a study at the university of Cape Town, South Africa, a country that is highly multilingual and has as many as eleven official languages. Through the incorporation of translanguaging in multilingual classes, the study found that students appreciated being able to use their home languages for their higher education purposes. Similarly, Bin-Tahir, Saidah, Mufidah & Bugis, R. (2018) showed how the use of translanguaging improved students' Arabic reading comprehension skills in an Indonesian Education department at Universitas Iqra Buru. As discussed previously, the incorporation of translanguaging has had global acceptance in many contexts and places and, furthermore, it has aided students' second language acquisition. As Canagarajah (2011a) stated, translanguaging acts as the web that supports students' literacy development.

As seen from previous studies, the use of L1 in class is common and inevitable (Mart, 2013). Therefore, the incorporation of translanguaging and code-switching should be seen as a pedagogical strategy to guide the students in using their L1 in a controlled manner instead of being perceived as a hindrance that will prevent students from achieving their goals. It is worth remembering that even though translanguaging and code-switching share the use of L1 and L2 as common denominators, conceptually they are different as previously explained in this chapter.



Many studies have been done on the use of code-switching and its implications in learning a second language in different contexts and places around the globe. In a study by Ahmad & Jusoff (2009), to two hundred and fifty-seven low English proficiency students in Malaysia found that there were relevant relationships between teachers' code-switching and learners' affective support and also between teachers' code-switching and students' learning success. Furthermore, students perceived code-switching as positive and expressed the desire for future use of code-switching in English classes. Similarly, Makulloluwa (2013) investigated teachers in an ESL classroom at the university of Colombo, Sri Lanka. The results showed that teachers used code-switching heavily to accommodate students' low language proficiency and also to create a better class environment. Furthermore, teachers believed that code-switching facilitates language acquisition since input is more comprehensible by using students L1.

Another study by Haliza Engku, Ismail Ahamad, & Tgk. Armia (2013) found contradicting beliefs on teachers' perceptions about code-switching. The authors stated that teachers of EFL claimed not to do code-switching and that they believed that the TL should be the only means of instruction. The study was carried out at the University of Malaysia and after the data was collected through observations, interviews and questionnaires to each teacher it was found that teaches in fact do codeswitch despite their claims of not doing it or liking it. The analysis showed that in most cases code-switching was used for pedagogical purposes.

Other approaches such as the new concurrent method have also provided insight on the purposeful use and alternation between L1 and L2.



Faltis (1996) conducted a study on two bilingual teachers who were offered a set of cues (see the previous explanation in this chapter) from the new concurrent method proposed by Jacobson (1981) to introduce guided code-switching during their bilingual classes. The teachers found that the cues they used the most were linked to student comprehension of concepts. The study reported that the use of such cues had a major influence on the way teachers used the two languages for instruction. An interesting outcome from this study, as explained by the author, was that students forced themselves to use whichever language the teacher used with them at the moment of alternation. That is, if the teacher instructed in L1, the students followed in that language and if the teacher instructed in L2, students also followed in that language. In an earlier article, Faltis (1989) confirmed the previous outcome by stating that students responded in the language the teacher used last and also added that the teachers used mainly inter-sentential code-switching instead of intra-sentential code-switching. The study suggests that by acting on the cues, previously discussed in this chapter, teachers can make a conscious switch between languages and apply such cues in a range of possible scenarios.

Second language proficiency is not only linked to the knowledge of grammar rules but also to vocabulary. In fact, learners need to have large amounts of vocabulary in order to achieve language proficiency. However, due to limited time for class instruction, it is impossible to teach large amounts of vocabulary to students instead it is a process that builds overtime. Nevertheless, the use of techniques that may aid the student in achieving the goal of gaining vocabulary should be welcomed. In this respect, glosses provide an efficient and simple way to help students retain vocabulary.



Ertürk (2016) completed a study in order to investigate the effects of glossing and vocabulary learning. The study was conducted to a total of one hundred and twenty-six preparatory school students at Nigde University in Turkey. The results of the vocabulary test showed that the group of students who used L1 glosses outperformed those who used L2 glosses. Furthermore, student's reaction to the use of glosses was in favor of L1 glosses suggesting that glosses are especially beneficial for students with low proficiency levels.

This section has revised previous studies of L1 inclusion in the classroom and its use has been recognized by various researches mostly as positive. These findings could be linked to Krashen's theories since the use of L1 lowered students' affective filter and, moreover, promoted comprehensible input so the students can scaffold and achieve $i+1$, as per Krashen's explanation previously discussed in this chapter. Perhaps recurring to the L1 is a common occurrence that is present whether people accept it or not and in the effort of maintaining the TL maximization it's being overlooked and underrated. Macaro (2006) stated: "Taking away the bilingual teacher's right to codeswitch is like taking away the student's right to use a bilingual dictionary" (p.75).

2.4.3. Attitudes and perceptions toward the use of L1 in the classroom

A major consideration in regard to teaching is not only the application of the right methodology, but also hearing the voices of those who are directly involved, the students. In this sense, it is important to consider what previous research has been done in order to understand students' perceptions and attitudes toward the use of L1 in the classroom; moreover, it may provide the necessary background for this research since one of its components is the recollection of student's opinions as well.



The debate of whether students should use the L1 in class or not has led to several studies that have aimed to understand how students react toward its use. A study by Rivera & Mazak (2017) carried out at the University of Puerto Rico with a group of twenty-nine undergraduate students showed that students had a positive and also neutral stance about using the L1 in class. The results showed that most students perceived that it was appropriate, normal, and respectful for the instructor to switch between languages. Furthermore, the authors stated that, whether intentional or not, the use of L1 is a common occurrence in numerous classrooms. This assertion can be related to the particular circumstances of this study. From personal experience the sole use of L2 in class rarely occurs and students recur to their L1 to make meaning. These findings are also concurrent with Mazak & Herbas-Donoso (2014) who state that recurring to the L1 is common and it occurs in virtually all classes.

In the field of English instruction, the incorporation of L1 should not be limited to a particular age group, but indeed can be implemented with students of various ages. Adding to how students perceive the use of L1, a study by Grasso (2012) showed interesting outcomes. Grasso centered the study on the perceptions of eighty-three adult learners in an English language intensive course for overseas students. The most salient results from the survey showed that students were aware of the importance of target language maximization and ninety percent believed that the more English they use, the more their English will improve. However, more than half the students also stated that they occasionally use the L1 in class and they did so mainly to interact with other peers for the purpose of clarification of vocabulary and grammar points. Grasso stated that even though teachers have the moral



obligation to encourage maximization of target language, it is also important to be more flexible to the use of L1.

Similarly, a study from Brooks-Lewis (2009) explored the perceptions of adult learners regarding the incorporation of L1 in class. The study challenged the exclusion of the learner's L1 by reporting an overwhelming positive reaction from the students. The study was conducted in various EFL classrooms at two universities in Morelia and Michoacan, Mexico. The overall outcome to whether or not the native language should be used in EFL instruction at the university, was a resounding "yes", asserted the author. This study reassures the inclusion of the L1 as positive and, furthermore, it serves as a means of inclusion of students' identities and personal backgrounds, which cannot be obviated. Students stated that they were able to participate, make the learning meaningful and easier, and promote their confidence and sense of achievement, among others.

A common denominator from the studies analyzed thus far, is the varied geographical context in which they occurred. This shows that the use of L1, not necessarily Spanish, is perceived as important by students in many cultures and countries with different mother tongues. For instance, Sa'd & Qadermazi (2015) conducted a study in an Iranian language institute among sixty male Iranian EFL learners between the ages of 14 and 22 with Persian as their common L1. The results, through application of observations, questionnaires, and focus groups showed that a considerable number of students, eighty percent, agreed to the use of L1 in the EFL classroom. The most salient response from the students in favoring the L1 was the issue of clarification of linguistic points by using the L1.



Likewise, Alshammari (2011) investigated the use of native Arabic in English classes at two Saudi technical colleges and the student's perception toward its use were also positive.

Adding to the notion of attitudes and perceptions, it is important to note that instructors may also have different perceptions on the use of the mother tongue in class. This could provide context by contrasting the opinions of learners and teachers when using the L1. In the same study by Alshammari (2011), teachers expressed that a judicious use of L1 in the EFL classroom is beneficial and does not affect students' exposure to the target language. Similarly, a study by Kayaoğlu (2012) at Karadeniz Technical University in Turkey gathered perceptions of forty-four EFL teachers and revealed that teachers had a positive outlook on the use of L1 (Turkish); they also pointed out that it aids in grammar and vocabulary comprehension. Furthermore, it created a supportive classroom environment for the students.

The previous findings show opinions from teachers that support the idea of L1 inclusion as long as it is purposefully employed. On a closer context a study by Escobar & Dillard-Paltrineri (2015) showed the conflicting and not so favorable beliefs among educators and students. This study worked with students and instructors from the English department at a public University of Costa Rica. Both the Students and teachers perceived that use of L1 is ineffective since it hinders the cognitive processes needed for L2 acquisition. In sum, their perceptions were not in favor of using the L1 in class since it resembles the grammar-translation approach and, therefore, showed a regression in pedagogical terms. Similarly, Nambisan (2014) conducted a study of 19 teachers in the state of Iowa in the United States and found differing attitudes and practices among the participants.



Although the majority believed that translanguaging was important less than half actually employed it in their classes. Last, Levine (2003) studied the attitudes of both students and instructors toward TL use and L1 use. The study, conducted anonymously among six hundred students and one hundred and sixty-three instructors, showed that despite the monolingual principle that prevails in the United States, the participants believed that both TL and L1 seem to provide important functions. The only difference in which both groups of participants differed was in regard to the anxiety level the TL causes. Data from the study pointed out that instructors perceived higher levels of anxiety among students when using the TL.

An important realization that can be inferred from the previous studies is that students are the best spokespeople for their own realities and perceptions. Among the benefits that students have asserted to have experienced through the incorporation of their L1 are, with some exceptions, more inclusive classes, improved environment, greater understanding of grammar and vocabulary, and a high value placed on the incorporation of their own identities by being able to use their L1. These ideas call for reflection from instructors in regard to the extent to which both languages should be used in the class. It is well known that in the EFL class the major contribution for TL maximization comes from the teacher; nevertheless, it is also important for the teacher to acknowledge the classroom as an environment that brings together emergent bilinguals with different strengths and weaknesses.

Finally, this study took place at the University of Azuay in the city of Cuenca, Ecuador. Studies similar on the use of translanguaging in the classroom are basically null in the local context. It is for this reason that it was deemed of most importance to carry out this study to fill the notorious existent gap in research in this area. Moreover, the revised



literature indicates that the judicious use of the L1 in the class may help students in their second language acquisition, thus incorporating translanguaging through this study may help researchers by providing a foundation of data to which future studies could be compared to.



CHAPTER III: METHODOLOGY

This chapter includes a thoroughly description of the research methodology used for carrying out the study as well as the participants, instruments, and procedures followed for the implementation of translanguaging in a second level EFL course at the University of Azuay throughout the March – July 2016 semester.

This research seeks to understand the effects of the application of translanguaging to teach EFL university students. Consequently, this study, which took place during a regular course of studies at the Language Unit of the University of Azuay, was divided into two phases: the first one focused on the use of English in class focusing on target language maximization through a communicative approach, while the second phase consisted of the alternate use of L1 and L2.

A mixed methods approach was used for this study, which according to Johnson, Onwuegbuzie, and Turner (2007) is defined as follows:

Mixed methods research is an intellectual and practical synthesis based on qualitative and quantitative research; it is the third methodological or research paradigm (along with qualitative and quantitative research). It recognizes the importance of traditional quantitative and qualitative research but also offers a powerful third paradigm choice that often will provide the most informative, complete, balanced, and useful research results. (p. 129)

This research used a sequential embedded mixed methods design since the data, both qualitative and quantitative, were collected before, during, and after the intervention.

(Creswell, 2014, pp. 221 - 228). Figure 3 shows the sequence used to collect the data during this research.

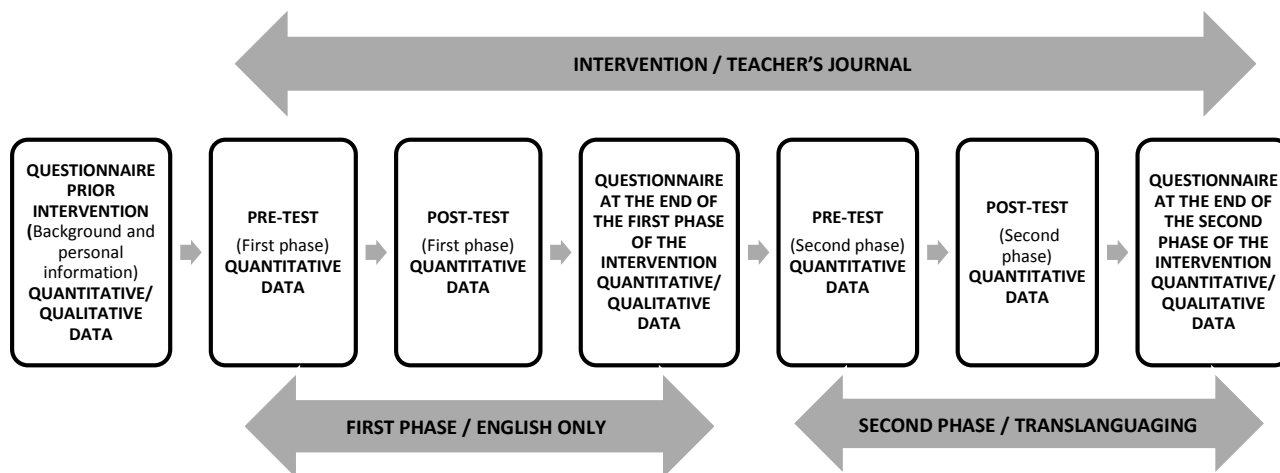


Figure 3. Sequential Embedded Mixed Methods design

Adapted from Creswell, J. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage Publications

The use of qualitative and quantitative data provides different kinds of information. Each type has its limitations and its strengths, yet both can complement each other, which can provide the researcher with a stronger understanding of the problem at hand. Many authors advocate for the use of both qualitative and quantitative data in a mixed methods design since it provides considerable advantages over the use of only one or the other (Chaudron, 2000; Creswell, 2014; Brown, 2014).

An important reason to collect both types of data in a mixed methods design is the advantage of triangulation of the results. Johnson (1992, p146) noted “the value of



triangulation is that it reduces observer or interviewer bias and enhances the validity and reliability of the information.” (as cited in Mackey and Gass, 2011, p.181)

As for the research variables, Mackey and Gass (2011) stated that the independent variable is the one that causes a certain result, while the dependent variables are the ones measured to assess the effect that the independent variable had on them. In this study, the independent variable was the use of translanguaging by the students in the EFL class while the dependent variable referred to the students’ perceptions, attitudes, and academic achievements during the regular course of studies.

3.1. Participants and Context

The University of Azuay is a private institution which offers different majors in many areas. Part of its vision is oriented towards becoming a reference for national and international standards by achieving academic excellence. Keen with this vision, the University has incorporated, as part of its policy for all majors, the teaching of English to guarantee students proficiency. At the time this study was undertaken, students had to achieve a level of A2+ according to the Common European Framework of Reference for languages (CEFR).

Nevertheless, according to current university standards, this level has recently increased to a B2 level according to CEFR. For achieving an A2+ level, the Language Unit of the University offered courses divided into three levels and provided different schedules and modalities to adjust to students’ needs. The course in which this research was carried out is considered an intensive course with a total of 80 hours of class.



All the English teachers that provide services for the University are assigned to their courses in a random fashion; therefore, teachers have no control over the course or courses they will be teaching, or if the class assigned will take place within a faculty (Business Administration, Philosophy, etc.) or at the Language Unit. Consequently, the designation of courses to teachers is not done until all students have enrolled for the academic semester. Also, the number of students that are assigned to each course depends entirely on how many students have actually enrolled for a particular level, which could vary greatly as courses can have a minimum of 15 to a maximum of 30 students per classroom.

Given these conditions, a convenience sample was found appropriate to conduct this research. As stated by Mackey and Gass (2011), convenience samples are quite common in second language research and they are defined as a selection of individuals who happen to be available for a study; therefore, it complies perfectly with the reality and policies of the university in which this study took place.

The group of participants that were assigned for this study consisted of fifteen students enrolled in a second level EFL course, which corresponds to an A1 level according to the CEFR during the March – July 2016 semester. Their ages ranged from 18 to 31. Four were female students, and eleven were male. The University of Azuay has a very diverse student body and that diversity was evident in this class. The students came from different cities within Ecuador, for example, seven students came from Cuenca, two students from Piñas, two students from Chordeleg, one student from Cañar, one student from Quevedo, one student from Azoguez, and one student from Macas.



Each class had a duration of 2 hours and they took place from 2pm to 4pm, Monday through Friday, which added to a total of 80 hours of class for the whole course. The materials used during the course mainly consisted of the course student's book and workbook called *Interchange Fourth Edition 1* (Richards, Hull & Proctor, 2013), which was used for the second level. This book series is used for all English courses at the university.

It is important to mention that due to regulations of the university, the main participant exclusion criteria to consider was the amount of students' absences, since students are allowed to miss 25% of classes, which means 20 hours of class out of the 80-hour course; nevertheless, all students completed the course and no student either voluntarily withdrew nor failed due to absences.

3.2. Ethical considerations

First, formal written consent from the director of the Language Unit was obtained to carry out this research, which allowed to guarantee the execution of this study (Appendix 1).

Even though second language research poses minimal or no risk to participants, it is important to consider that any research which involves human subjects needs to adhere to protocol and regulations to protect identity and anonymity by providing a sound environment for the individual (Mackey and Gass, 2011).

To address this concerns students were informed the first day of class that they will be participating in a research study and they had the right and total freedom to accept or refuse being part of the research. Fortunately, all students were more than happy and eager to participate, and therefore, signed a consent form (Appendix 2). This form, which was taken



from Mackey and Gass (2011), was adapted entirely to this study and translated into Spanish to avoid misunderstandings in regards to its contents. The consent form provided relevant information in regards to the purpose and nature of the research, students' rights, and confidentiality guarantees. It was also clarified to the students that they had the right to withdraw at any moment, and that their decisions will not affect in any way their regular academic achievements.

Students' anonymity was protected throughout the study and all data collected was kept and stored in a safe environment, so that the only person who had access to all the data was the author of this study.

3.3. Data collection instruments

Several instruments for the data collection were used for the present study. Since the purpose of this study was to understand the effect that translanguaging had on the students' perceptions and academic achievement within their regular course of studies, three questionnaires, two pre-tests, two post-tests, and a teacher's journal were used throughout the intervention. The data collected from these instruments served for posterior triangulation between qualitative and quantitative data.

The three questionnaires were devised in order to gather relevant information prior the intervention and at the end of both phases respectively. As for the pre-tests and post-tests, they were adapted from the already available standardized and validated tests from the book *Interchange Fourth Edition 1* from Cambridge University Press (Richards, Hull & Proctor, 2013).



These tests corresponded to units 9 to 16 that were covered during the regular course of studies for the second level, and they will be explained in detail in the following sections. It is important to mention that these tests are regularly used as means assessing students' progress and therefore they did not need to be piloted since they are already validated and often used by teachers. All these tests have rubrics for grading which are provided in the Assessment CD. As for the book *Interchange Fourth Edition 1* from Cambridge University Press, it has a variety of components that allow the teacher full flexibility while teaching. The book includes a class audio CD, an assessment CD, a workbook section for each unit (which is included in the students' book so they can practice), a video section for each unit (also included within the book), a presentation software, arcade software, and even placement tests.

The order in which all instruments were applied was as follows: a) Background and personal information / Perceptions of English and Spanish questionnaire prior the intervention (Appendix 3), b) Pre-test and post-test at the beginning and end of the first phase of the intervention (Appendix 4), c) Questionnaire at the end of the first phase of the intervention (Appendix 5), d) Pre-test and post-test at the beginning and end of the second phase of the intervention (Appendix 6), e) Questionnaire at the end of the second phase of the intervention (Appendix 7), f) Teacher's journal (throughout the whole intervention)

3.3.1. Questionnaires

The first questionnaire, that gathered background information and students' perceptions of English, was piloted with 9 students selected at random thanks to the collaboration of a fellow teacher in a separate second level course of English.



Some questions were modified since some students did not understand certain questions and in other cases, some questions seemed repetitive or not relevant. For instance, most students did not answer a question that asked about the address of the high school from where the students graduated, therefore, it was changed for the following question: where was the high school located? This seemed to provide a better demographic context for the purpose of identifying the diversity of the students' hometowns. Also, this questionnaire included open-ended questions that gather students' opinions in regards to their previous use of English and Spanish during their classes and the circumstances they had used their mother tongue.

The first questionnaire (Appendix 3) was given at the beginning of class after the students agreed to participate in the study and signed the consent form. This questionnaire featured both open-ended and close-ended questions and it focused on gathering background and personal information from the students as well as their perceptions on the use of English prior the intervention. Questions varied from demographical content, such as, gender, age, level of studies, etc., to questions regarding their perceptions and opinions about the importance of learning English. Also, some questions focused on the use of their mother tongue in the classroom and if they thought its use was beneficial or not.

The second and third questionnaires (Appendices 5 and 7) were administered at the end of the first phase and second phase of the intervention respectively. These questionnaires included similar close-ended and open-ended questions. The close-ended questions gathered information in form of Likert scales.



The questions focused on how much students understood the class when the teacher spoke only in English (first phase), and when using translanguaging (second phase). A question focused on how difficult or easy it was for students to speak only in English with their classmates and teacher, while another question asked how difficult it was to understand grammatical and vocabulary explanations when the teacher used only English (first phase) and also when the teacher used translanguaging (second phase). A key question inquired about the willingness of students to receive classes only in English or English and Spanish in the future. Finally, they were asked how they felt while taking classes only in English, and how they felt while being instructed using translanguaging. All questionnaires were administered in Spanish, which is the students' mother tongue, to ensure comprehension, avoid possible misunderstandings, and also avoid inaccurate or incomplete answers (Mackey and Gass, 2011).

3.3.2. Pre-test and Post-test: First Phase of the intervention

In order to find out about the participants' proficiency for the first phase, the instruments used for the pre-test and post-test were adapted from the standardized tests included in the Interchange Fourth Edition 1 Assessment CD, which provides a complete assessment program for the teacher in order to assess students' academic achievements. For this study, the tests from the assessment CD were used. The tests had a total of 50 points from which eight points were for listening, thirty-four points for grammar and vocabulary, and eight points for reading. The speaking and writing skills were left out due to time constraints. Since the complete course had a total of eight units, from unit 9 to 16, the first four units corresponded to the first phase, which means that the pre-test and post-test



included material from the units 9,10,11 and 12. The pre-test and post-test can be found in Appendix 4.

As literature advices, it is important to consider the equivalence between the pre-test and post-test (Mackey and Gass ,2011, p. 116), therefore, the pre-test and post-test were the same. By implementing these tests, it allowed to see the students' proficiency level at the beginning and analyze the degree of improvement after the first phase of the intervention while on an English only environment. Students were given a time of 50 minutes to complete the pre-test and post-test each time.

3.3.3. Pre-test and Post-test: Second Phase of the intervention

The pre-test and post-test for the second phase were also adapted from the standardized tests included in the Interchange Fourth Edition 1 Assessment CD. Similarly, as in the first phase, these tests were used and also had a total of 50 points from which eight points were for listening, thirty-four points for grammar and vocabulary, and eight points for reading. The speaking and writing skills were also left out due to time constraints. In this phase however, the four remaining units, 13, 14, 15 and 16 were evaluated. In the same way as before, the pre-test and post-test were the same and they were used to assess the students' proficiency level at the beginning and end of the second phase. These tests can be found in Appendix 6. This allowed to make a comparison of students' evolution during the second phase of the intervention after incorporating translanguaging. The students were given a time of 50 minutes to complete the pre-test and post-test each time.



3.3.4. Teacher's journal

A teacher's journal is an important tool that helps understand and account students' practices during class. Throughout both phases of the intervention, the teacher kept a journal that helped keep record of the difficulties and outcomes, as well as positive and negative aspects that students faced.

All notes registered in this journal helped the researcher to compare the quantitative results and the opinions of students that were gathered through the questionnaires with what occurred during class. This information presented invaluable insights for the analysis of the results and interpretation.

3.4. Procedure

Prior the beginning of the study, during the months of April and May 2016, the development and adaptation of lesson plans, tests, and questionnaires took place.

This study was divided into two phases of exactly the same duration. Since the regular curriculum of studies for a second level taught at the University of Azuay had a duration of 80 hours, 40 hours were assigned to each phase. The actual course started at the beginning of June and lasted until the end of July 2016. A total of eight units had to be covered during the course, which helped in the equal distribution of units, four to each phase.

Based on the main purpose of this study, which is to assess the impact that the use of translanguaging had on students' perceptions, attitudes and academic development during a regular course of studies at the University of Azuay, the course was divided into two phases of equal duration but with the particularity that the first phase was instructed only in English



while the second phase included the integration of translanguaging as the main strategy and thus, allowing the use of L1 for interaction. This allowed the researcher to compare both phases to see if there was a significant variance between them in regards to students' academic achievements. The first phase, being an English only environment, was meant to have students maximize the use of the target language by keeping the access to their L1 to a minimum. Thus, allowing to see how this radical approach affected their achievements by later comparing these results with the ones obtained in the second phase in which the use of translanguaging was incorporated to interact with classmates and with the teacher as well. Therefore, the posterior data analysis compared listening, grammar and vocabulary, reading and also general scores for both phases of the intervention. Lesson plans were developed based on the syllabus used for the second level at the Language Unit. It is worth noting that all units explored different topics and grammar points, thus no unit was the same neither during the first phase nor the second phase of the intervention.

It is also worth mentioning that the study successfully incorporated the concepts of natural and official translanguaging presented in chapter two (Garcia & Wei, 2014; Lewis, Jones and Baker, 2012b; Williams, 2012). This was accomplished by the incorporation of techniques that used L1 within the lesson plan to provide a translanguaging setting and guide students throughout the second phase. Also, students were allowed to negotiate meaning among them and with the teacher by using natural translanguaging by adhering to the techniques and guidelines from the lesson plan. Thus, students were given the space and voice to express their ideas and ask questions by using their L1.



3.4.1. First Phase of intervention: English only

This was probably the hardest part of this study. The students were told from the beginning that the use of Spanish during the first phase was prohibited, whether they wanted to interact with each other or with the teacher they had to maximize the target language. At this stage, some apprehension was evident, especially from students that seemed to have a lower proficiency in English; others seemed confident. As previously mentioned, the first phase incorporated the first four units from the syllabus: units 9,10,11 and 12. The lesson plans for these units were adopted from the regular syllabus of the book *Interchange Fourth Edition 1*, which is outlined in detail in Appendix 8.

During this first phase, the students received conventional classes using the approved syllabus from the Language Unit. Since this phase focused on using the target language all the time, a method that fit this criterion was necessary. The book *Interchange Fourth Edition* is aligned with the Communicative Language Teaching approach (CLT) since its underlying philosophy is the use of language for meaningful communication and the development of communicative competence (Richards, Hull & Proctor, 2013). This methodology was used by following the development of all skills and the use of language in real life contexts in order to maximize students' communicative competence and the classes were shaped with a learner center approach using an inductive and deductive focus.

During each unit of the first phase, the students received classes following the activities suggested in the book *Interchange Fourth Edition 1*, which included: vocabulary, grammar, audios in the form of recorded dialogues, videos, oral participation, intonation, reading, and writing exercises.



In a communicative classroom the use of L1 is basically forbidden and the L2 should be maximized not only for communicative activities, by emphasizing the use of authentic texts, but also to explain activities or assigning homework to students (Larsen-Freeman, 2000). This approach, according to Howatt (1988, p. 25), even presents characteristics of the Direct method, including the monolingual principle:

CLT has adopted all the major principles of 19th century reform: the primacy of the spoken language, for instance, the inductive teaching of grammar, the belief in connected texts and, most significant of all, the monolingual (direct method) principle that languages should be taught in the target language, not in the pupils' mother tongue.

All activities were monitored by the teacher and special attention was given to the use of context. Debates during class were essential so that the students could understand the usage of English in real life circumstances. It is important to notice that when students needed further explanation of vocabulary or grammar, it was given exclusively in English by the teacher; therefore, some students were sometimes frustrated and found the explanations difficult to understand since no translations were provided. All these efforts were established to emphasize the Communicative approach and force students to use the target language all the time, basically using English to learn English (Howatt, 1984). Nevertheless, there were instances in which the students seemed to make comments among them using their L1, at that moment they were reminded to focus on maximizing the target language. This is a common occurrence, and, as some authors state, inevitable (Mart, 2013).



Also, to immerse students even further into the “English only” experience, they were forbidden to use their cell phones, tablets or computers, and any online translator program; instead, the teacher provided them with an English-English dictionary for classroom use. The dictionary used was The Merriam Webster Dictionary. This way, the only means for understanding vocabulary was the use of the English-English dictionary or an explanation given by the teacher using context, but without providing any translation.

In order to keep the students motivated during the English only phase, since many seemed silent and non-attentive, the use of arcade games provided in the software Interchange Presentation Plus Level 1 were incorporated so that students were able to interact more within the classroom. Finally, special interest was placed on videos; therefore, all the video sections from the book (units 9 to 12, Appendix 8) were used.

It is of common knowledge that students resort to their L1 almost unconsciously; thus, making them produce in English is a very difficult task. However, in order to ameliorate this circumstance, the teacher first focused on building a good relationship with the students and in turn it was of paramount importance to make the students comprehend that there was no problem if they made mistakes and the class was a space where they can collaboratively construct knowledge. Furthermore, whenever the students wanted to express themselves the teacher was there to help them with the structure of their utterances as well as vocabulary. A way of encouraging the students to use the target language in class was the use of common phrases that refer to class interaction among the students and the teacher.

Since the first day, the students were asked to keep at hand phrases such as How do you say... in English? What is the meaning of...? Excuse me, can you repeat that? How do



you spell...? How do you pronounce this word...? Moreover, depending on the circumstances and/or topics seen in class, the teacher will write on the board other common phrases or expression that students could use for interaction. As a result, this strategy seemed to provide confidence and allowed students to focus on the target language whenever they wanted to ask for explanations or start a conversation. Additionally, it was also the use of miming, gestures, photos and sometimes drawings on the board that aided in comprehension and helped students to focus their efforts in the use of the target language. Students were constantly reminded of the great job they were doing while using the target language.

At the beginning and end of the first phase, the students were administered the pre-test and post-test respectively, which included listening, grammar and vocabulary, and reading exercises. Although the speaking and writing skills were not considered for the purpose of the intervention due to time constraints, during class, students used the speaking skill to interact with their peers and teacher, and also, they worked on written exercises in the form of short essays, all this to adhere to the syllabus and objectives the University demanded for this course.

3.4.2. Second Phase of the intervention: Translanguaging

This is the part of the study that deserves the most attention. When students entered the second phase, they were told that the use of Spanish in class was allowed and that they could use their L1 either to interact with each other and with the teacher as well. Most students seemed to find relief in the fact that they could interact better in class and they seemed rather enthusiastic.



The translanguaging phase had also four units: units 13,14,15 and 16. Lesson plans for this phase were also adopted from the syllabus used at the Language Unit which, as in the first phase, it also included vocabulary, grammar, audios in the form of recorded dialogues, videos, oral participation, intonation, reading, and writing exercises. Within this phase, the students also used the arcade games provided in the software Interchange Presentation Plus Level 1. In other words, all the activities were the same on both phases, with the only difference being the methodology used in the classroom. The lesson plans are fully detailed in Appendix 9.

As previously explained, the course was a regular course of studies and for the second phase various techniques that incorporated the use of students' L1 were applied to the lesson plan. Like in the first phase, the pre-test and post-test used for the second phase focused only on listening, grammar and vocabulary (as one category), and reading. The oral and written skills were not included in the evaluation due to time constraints, but they were used during class as students followed the material of the book and completed the oral and written exercises.

3.4.2.1. Incorporating Translanguaging in the classroom

In order to incorporate translanguaging and guide the students to use their L1 in a more controlled manner, the teacher focused on incorporating various techniques which were applied for all units throughout the second phase, that is units 13,14,15 and 16.

No particular order of the techniques was used because the students followed the book and learned material within a regular course of studies. Since the book includes various exercises which comprise grammar, vocabulary, and all four skills, the techniques were



incorporated accordingly depending on the topic that students faced at that moment while advancing through the book. The main techniques used were incorporated by following two premises; a) the teacher conveying meaning to students by using L1, and b) the students using L1 to either negotiate meaning among them or with the teacher.

For the purpose of incorporating these premises, which concur with the concepts of natural translanguaging and official translanguaging explained in chapter two, the lesson plans were organized in a way that benefited the students from using both natural and official translanguaging when they practiced all four skills as well as when they learned grammar and vocabulary. To adapt collaborative work that could encourage students to use both their L1 and target language, the following techniques were used and grouped into two main groups, Listening and Speaking, and Reading, Writing, Grammar, and Vocabulary.

3.4.2.1.1. Listening and Speaking

The platform Interchange 1 Fourth edition offers a myriad of choices for teaching, one of them is the visualization of all scripts whenever a listening exercise is presented through the interactive software Interchange Presentation Plus Level 1. Even though scripts were shown throughout the lessons for both phases, this time the researcher emphasized in their use as a strategy for the listening exercises so students could read along the script of any dialogue and videos on the whiteboard. All activities that involved listening were played twice (during both phases), and the scripts were used after the students heard the dialogue for the first time. As the listening activities took place, students were encouraged to use glosses by taking notes of difficult words or expressions and write them down in their books or notebooks for posterior analysis with the teacher.



After the listening activity finished, repetition and recast of difficult words or phrases was done and immediate translation or use of vocabulary in context was implemented so that the students could understand better. This technique resembles the concurrent method of teaching since the teacher provided explanations in L1 if necessary with the correspondent context in L2 (Jacobson, 1976a). This technique was used every time a listening or video activity was presented. All listening and video activities are outlined in the lesson plans (Appendix 9).

Oral interaction among students and the teacher took place with the use of L1 and L2. Students were encouraged to use alternation, and they were allowed to code-switch to their L1 when they found themselves stuck or didn't have access to vocabulary to make themselves understood in English. The moment a student recurred to Spanish, the teacher provided the equivalent of the word or phrase in English and asked the student to repeat. This type of guided translanguaging allowed students to build some trust and it was noticed that in future interventions they forced themselves to use the L2.

3.4.2.1.2. Reading, Writing, Grammar, Vocabulary

3.4.2.1.2.1. Reading groups

An interesting activity presented by Hesson, Seltzer and Woodley (2014) in their CUNY-NYSIEB guide for educators entitled: Translanguaging in Curriculum and Instruction was used for developing the reading skill. It consisted of having students work in groups of two or sometimes three, depending on the number of students present in a particular class, and then have one student read aloud for the group while the other students focused on annotating and marking up the text while looking up definitions and meanings of difficult



words in their personal dictionaries or mobile devices. They were also asked to change roles, so that everyone had the opportunity to read to the rest of the group. Once they finished, they would negotiate meaning of the entire reading and discuss it using their L1 if necessary and then complete the exercises proposed in the book.

3.4.2.1.2.2. Writing partners

For writing exercises such as short essays, students were encouraged to work in dyads so that they could help one another develop their writing skill (Hesson, Seltzer and Woodley, 2014). The students were encouraged to start with a draft and then use their L1 during the creation of their essays freely (Velasco and Garcia, 2014). Then they will provide the final draft in English for revision by the teacher. During the creation of the essay, they were allowed to ask the teacher for vocabulary or grammar structures whenever they felt necessary. With the writing partners technique, as adapted from Hesson, Seltzer and Woodley (2014), the students were able to brainstorm ideas together and construct a piece of writing in the target language by discussing and negotiating meaning in an authentic way. Also, they were able to discuss and edit their essays by interacting in both languages freely. Using this approach, the students were able to express their ideas better, before putting them in L2.

3.4.2.1.2.3. Glosses and glossary

This technique, as explained in chapter two, assists the student by providing the meaning of words (Jung, 2016; Lomicka, 1998; Velasco & Garcia, 2014; Yoshii, 2013). Glosses could be marginal or interlinear, they consist on annotations done in the text.



The teacher encouraged the students to use glosses for all activities like: video worksheets, workbook worksheets, textbook which included all grammar exercises, vocabulary, readings and transcripts of audios. They had total freedom at this stage to use L1 or L2 for their note taking in form of glossing either in their own notebooks or in the book in form of marginal or interlinear notes. The teacher used the concurrent method for grammar explanations, providing an equal distribution and alternation of L1 and L2.

At the beginning of the second phase, the teacher encouraged the students to create a glossary of words with their corresponding meaning in Spanish. This was tightly bounded to the previous technique of glossing which served as a starting point for students to annotate words they didn't understand. They had to transcribe them to a separate list in their notebooks which in turn allowed them to consolidate their vocabulary. Vocabulary learning requires deliberate effort from students, so creating a glossary list allowed them to have multiple encounters with words and thus helped them internalize their meaning (Velasco and Garcia, 2014).



CHAPTER IV: DATA ANALYSIS AND DISCUSSION

This chapter will present and analyze the data collected during this research study. In order to address the following two research questions:

- What is the relationship between the use of translanguaging in the EFL classroom and the participants' academic achievement?
- What are the students' perceptions and attitudes regarding the use of translanguaging in the classroom?

The data were processed using the IBM SPSS Statistics software V.22 which generated descriptive and inferential statistical results that compared both phases of the intervention. The results are presented through descriptive statistics of frequency (n) and percentage (%). In addition, for comparing ordinal or numerical variables without normal distribution the Wilcoxon Signed-Ranked Test was used. In contrast, for the differences between pre-tests and post-tests of each phase, in which normal distribution was found, a t -Test was used for related samples (Laerd Statistics, 2013; Larson-Hall, 2010). Finally, all tables and graphics were produced and edited by means of Excel 2016.

The level of significance established to state that there were differences between the first phase and the second phase is 0.05. As confirmed by Mackey and Gass (2011), the accepted p value for social sciences and second language research is 0.05, which basically indicates that there is only 5% probability that the findings from the study are due to chance instead of an actual relationship between variables. Applied to this study, if the p value is lower than 0.05, the alternative hypothesis (H_1) will show that there were significant effects from incorporating translanguaging in the classroom. However, if the p value is higher, it



will favor the null hypothesis (H_0) proving that there were no significant differences or relationship between both phases of the intervention. (Mackey and Gass ,2011; Creswell, 2014)

As it was stated in the previous chapter, this study used a convenience sample of only fifteen students. As claimed by Mackey and Gass (2011), convenience samples, even though abundant in second language research, present possible bias which is an obvious disadvantage. Nevertheless, caution was called upon generalizing the results of this study and it was considered important to conduct a full statistical analysis by using both descriptive and inferential statistics. In aid of this notion, some authors show that small samples are not always to be frowned upon. As stated by Sauro and Lewis (2012), in order to use statistics and being able to interpret data, the sample size does not need to be always large, typically above 30, and even small sample sizes (less than 10) could lead to valid statistical conclusions. Finally, as pointed out by Sauro and Lewis (2012) “don’t let the size of your sample (even if you have as few as 2-5 users) preclude you from using statistics to quantify data and inform your design decisions.” (p. 10).

4.1. Analysis of the participants’ profile before the intervention

A thorough description of the participants’ background is presented here. The age of the students ranged from 18 to 31 years and 46.7% of them were between 18 and 21, followed by the intervals of 22-24 and 25-27 years of age which showed the same percentage, 20%. The group of students was composed mainly of men with 73%; furthermore, 46.7% had completed their studies in public establishments while 33.3% had done so in private schools. It was noticed that more than half of students (53.3%) came from



other cities such as Azogues, Macas, Quevedo, Chordeleg, Piñas and Cañar while 46,6% came from Cuenca. It is also worth noting that all students' mother tongue was Spanish.

The majority of the students (66.7%) had received five or less hours of English per week at school, whereas 33.3% of students had also attended an institute to study English. Those who assisted an institute had done it between the ages of six and twelve. Only 26.7% have traveled to an English-speaking country and have done so mainly for tourism. Twenty percent of the participants in this study have studied another language. The language they have studied is French. An additional feature of the group is that 33.3% of the students said they worked, of which less than half manifested to use English at their workplace.

Finally, 60% of the participants are pursuing their university degree in engineering while the rest varies between Design, Law, Architecture and Psychology. For detailed information about the participants' biodata see Table 1.

Table 1. Students' biodata analysis

Questions / Parameter	Answer /Range	n	%
Age	18-21	7	46,7
	22-24	3	20,0
	25-27	3	20,0
	28-31	2	13,3
	Total	15	100,0
Sex	Men	11	73,0
	Women	4	27,0
	Total	15	100,0
What is your mother tongue?	Spanish	15	100,0
	Total	15	100,0
Type of High School	Public	7	46,7
	Private	5	33,3
	Fisco-misional	3	20,0
	Total	15	100,0
City where high school was located	Cuenca	7	46,6
	Piñas	2	13,3



	Chordeleg	2	13,3
	Cañar	1	6,7
	Quevedo	1	6,7
	Azogues	1	6,7
	Macas	1	6,7
	Total	15	100,0
Weekly English instruction in hours	Five hours or less	10	66,7
	Six hours or more	5	33,3
	Total	15	100,0
Have you studied English in private institutes?	Yes	5	33,3
	No	10	66,7
	Total	15	100,0
Have you traveled to an English-speaking country?	Yes	4	26,7
	No	11	73,3
	Total	15	100,0
Have you studied another language?	Yes	3	20,0
	No	12	80,0
	Total	15	100,0
Do you work?	Yes	5	33,3
	No	10	66,7
	Total	15	100,0
University major	Architecture	2	13,3
	Law	1	6,7
	Design	2	13,3
	Engineering	9	60,0
	Psychology	1	6,7
	Total	15	100,0

4.2. Students' perceptions on the use of English and the mother tongue in the classroom.

The questions addressed in this section are essential to understanding students' perceptions and/or experiences when learning English prior the intervention. When asked if they like to learn English, only one student manifested not to like it. The student stated not to understand structures in English which in turn made it extremely difficult. However, 90% of the students liked learning English for reasons such as communication and culture, their



future careers, and the necessity of using English at their jobs. Two students manifested that they learned English so they could understand songs and or movies in English. It is also important to recall that 100% of the students considered English important for their careers.

One of the key questions regarded the use of the mother tongue in class. Most students (66.7%) said that they have frequently used their mother tongue in English classes. In fact, 80% believed that doing so is beneficial for learning. Most students used the mother tongue to interact with peers (80%), translate (66.7%), ask questions (53.3%); conversely, less than half said they have used their mother tongue to interact with a teacher (46.7%).

When students were asked if they have been forbidden to use the mother tongue in their previous English classes, eleven students (73.3%) responded that they have not been forbidden to use their mother tongue while only 4 students (26,7%) said they have been forbidden to do so. Finally, 80% of the students expressed agreement that the mother tongue should not be prohibited in class. For a full description of the questions and percentages see Table 2.

Table 2. Students' perceptions on the use of English and the mother tongue in the classroom

Questions	Answer	n	%
Do you like learning English?	Yes	14	90,0
	No	1	10,0
	Total	15	100,0
Do you consider that English is important for your studies?	Yes	15	100,0
	No	0	0,0
	Total	15	100,0
	Never	0	0,0



How often have you used your mother tongue in the English class?	Occasionally	3	20,0
	Frequently	10	66,7
	Always	2	13,3
	Total	15	100,0
Do you consider the use of the mother tongue to be beneficial?	Yes	12	80,0
	No	3	20,0
	Total	15	100,0
Under what circumstances have you used your mother tongue?	Translation	10	66,7
	Interaction with the teacher	7	46,7
	Interaction with your classmates	12	80,0
	Making questions	8	53,3
Have you been forbidden to use your mother tongue in English class?	Yes	4	26,7
	No	11	73,3
	Total	15	100,0
Do you consider that the mother tongue should be prohibited in the English class?	Yes	3	20,0
	No	12	80,0
	Total	15	100,0

Finally, in regard to what skills and areas they have found most difficulty while learning English, the results showed that listening and grammar had the highest significance with 23,4%, followed by pronunciation with 20,0%, and finally writing and speaking with 16,6%. No student chose reading or vocabulary as difficult areas when learning English (prior to the intervention). See Table 3.

**Table 3. Students' perceptions on difficult areas and skills when learning English**

Questions	Answer	n	%
Difficult areas or skills when learning English	Listening	7	23,4
	Reading	0	0
	Writing	5	16,6
	Speaking	5	16,6
	Grammar	7	23,4
	Vocabulary	0	0
	Pronunciation	6	20,0
	Total	30	100,0

The next section will explore the results of questionnaires, pre-tests, and post-test by comparing both phases of the intervention. As stated in the methodology chapter, the questionnaires featured open-ended questions as well as close-ended questions in the form of Likert scales. As explained by Brown (2014), language researchers can gather data from different sources which could lead to qualitative data, quantitative data or both.

4.3. Analysis and comparison of the participants' class understanding at the end of the first phase and second phase

For the first question, students were asked to complete a percentage table the ranged from 0% to 100% in regards to their level of general understanding in class during both phases of the intervention. The results showed an interesting improvement. In fact, during the first phase, 66.7% said to understand only half the time and even a student said he understood only a quarter (6,7%) while 26,7% said they understood three quarters. Conversely, after the second phase (translanguaging) the majority continues to comprehend half the time,



however, it is reduced to 53.3% and now 20% already understood everything. Although the increase in the percentage of comprehension is relevant, the statistical test estimates the value at the edge without allowing to conclude that this is a significant change because the *p* value is close to but greater than 0.05. A summary of these results can be found in Table 4 and Figure 4 respectively.

Table 4. Students’ perceptions regarding the percentage of understanding during both phases

	Post-1 st phase (English only)		Post-2 nd phase (Translanguaging)		p ^a
	n	%	n	%	
25% (Quarter)	1	6,7	-	-	0,052
50% (Half)	10	66,7	8	53,3	
75% (Three quarters)	4	26,7	4	26,7	
100% (Everything)	-	-	3	20,0	
Total	15	100,0	15	100,0	

a: Wilcoxon Signed-Ranked Test of ranges -1,941

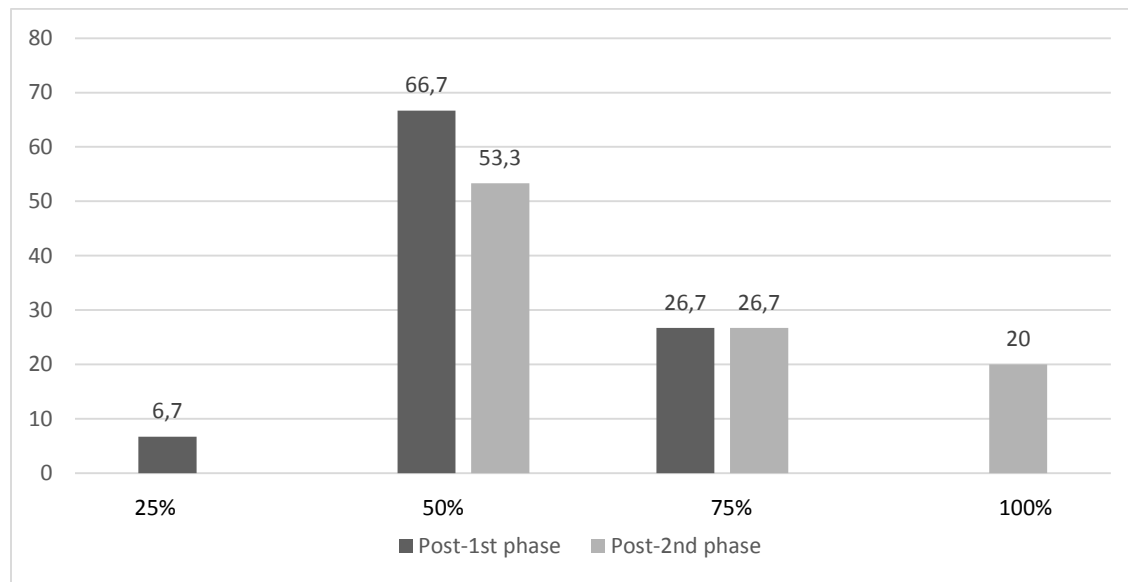


Figure 4. Students’ perceptions regarding the percentage of understanding during both phases



The next question inquired students in regard to the areas or skills that they found most difficult during both phases. The areas they could choose from were listening, reading, writing, speaking, grammar, vocabulary, and pronunciation.

Two areas show an inverse result. In listening the percentage varies from 53,3% in the first phase to 66,7% in the second phase. Also, in speaking the percentage goes from 40% in the first phase to 60% in the second phase. These findings show that students considered the listening and oral skills more difficult during the second phase.

On the other hand, the opposite occurs with the other areas since the perception of difficulty was higher during the first phase but in the second phase that perception diminished. In sum, the reading percentage diminished from 20% to 6,7%, the writing percentage went from 26,7% to 13,3%, grammar and vocabulary equally decreased from 33,3% to 20%. The results found in these areas show improvements in students' perceptions from the first phase to the second phase; however, the findings cannot be considered significant due to the p value higher than 0.05. The only area that shows a significant change in the percentage was pronunciation that fell from 60% to 40% which produced a p value of 0.046. Results can be found in Table 5 and Figure 5 respectively.

Table 5. Participants’ perceived difficulty on English skills

	Post-1 st phase English only		Post-2 nd phase Translanguaging		p ^a
	n	%	n	%	
Listening	8	53,3	10	66,7	0,317
Reading	3	20,0	1	6,7	0,157
Writing	4	26,7	2	13,3	0,157
Speaking	6	40,0	9	60,0	0,083
Grammar	5	33,3	3	20,0	0,157
Vocabulary	5	33,3	3	20,0	0,157
Pronunciation	9	60,0	6	40,0	0,046*

a: Wilcoxon Signed-Ranked Test of ranges -1.000a, -1.414b, -1.414b, -1.732a, -1.414b, -1.414a, -2.000b

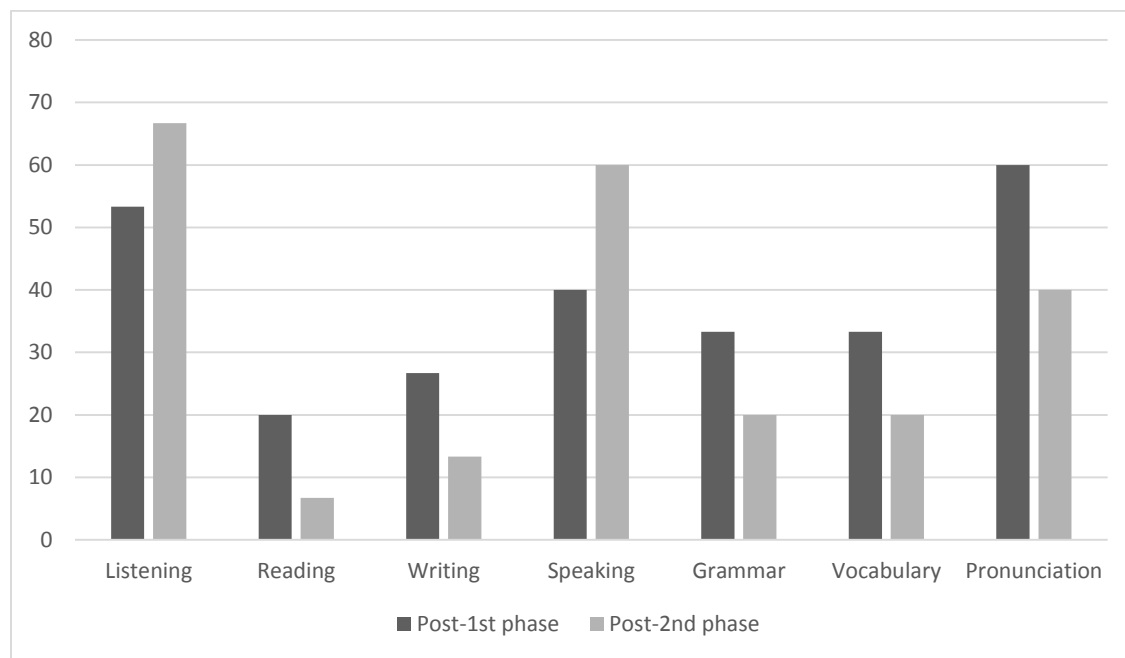


Figure 5. Participants’ perceived difficulty on English skills

Another question was more specific and focused on how students perceived their understanding of grammar and vocabulary while the teacher used only English (first phase) and translanguaging (second phase). The results showed an important improvement when comparing both phases. During the first phase, 40% of students considered it was difficult to



understand grammar and vocabulary explanations, 46,7% felt neutral while 13,3% thought it was easy. Alternatively, after the second phase with the incorporation of translanguaging, it was found that only 20% considered grammar and vocabulary to be difficult to understand and 40% felt neutral about it. As a matter of fact, those who at the beginning perceived grammar and vocabulary to be easy (13,3%) increased to 40% during the second phase, thus showing a considerable improvement in their perceptions which is confirmed by the p value 0.020. Detailed information is presented in Table 6 and Figure 6 respectively.

Table 6. Students' understanding of grammar and vocabulary during both phases

	Post-1 st phase (English only)		Post-2 nd phase (Translanguaging)		p ^a
	n	%	n	%	
Difficult	6	40,0	3	20,0	0,020*
Neutral	7	46,7	6	40,0	
Easy	2	13,3	6	40,0	
Total	15	100,0	15	100,0	

a: Wilcoxon Signed-Ranked Test of ranges -2,333

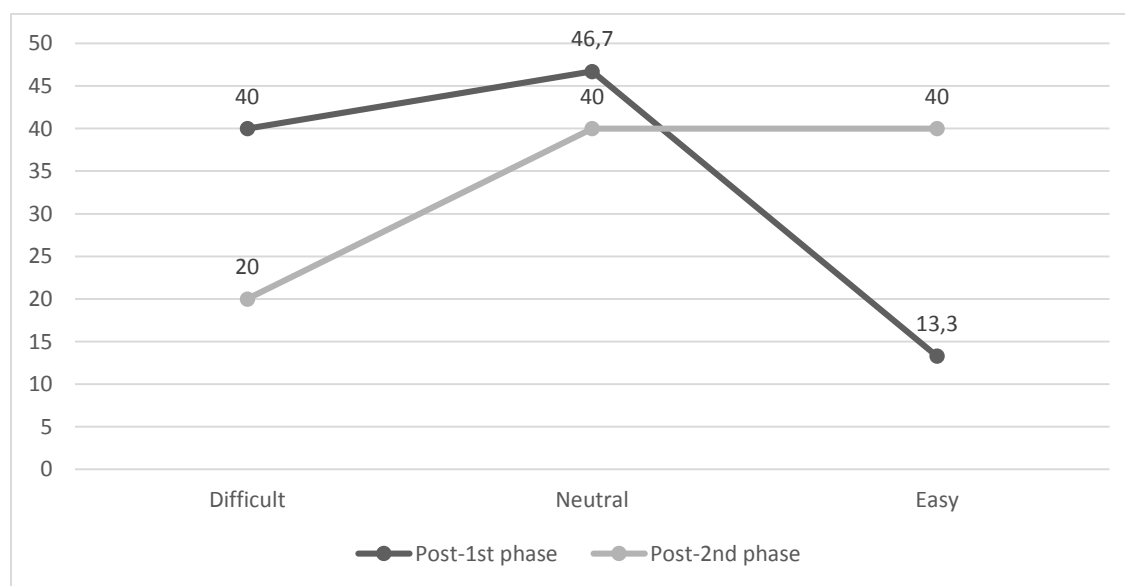


Figure 6. Students' understanding of grammar and vocabulary during both phases



4.4. Pre-tests and Post-tests analysis

As explained in the methodology chapter, the pre-tests and post-tests for both phases of the intervention featured 50 questions each, thus giving a score over 50 points. From these 50 points, 8 points corresponded to Listening, 34 points corresponded to grammar and vocabulary (both are considered as one category since the tests include vocabulary from each unit as well), and the last 8 points corresponded to reading. As previously stated, the oral and writing skills were not graded in the pre-tests and post-tests due to time constraints. It is important to mention that for the listening activities in the pre-test and post-test for both phases of the intervention, the participants they had the opportunity to listen to the recording twice. The students were given 50 minutes to complete the tests each time and all tests were graded following the answer key bank in the Interchange Fourth Edition Assessment CD1.

Once the scores for the pre-tests and post-tests were obtained, it was considered important not only to analyze the general scores over 50 points but also to examine each component of the tests. Therefore, the explanations will have a comparison and statistical analysis between the first and second phase by showing four main areas: a) listening, b) grammar and vocabulary, c) reading, and d) general scores.

4.4.1. Pre-test and post-test: First phase analysis (English only)

During the first phase, important changes were found in aspects such as grammar and vocabulary, reading, and the general score. Increments of these aspects are evident which go from 47,5 to 70,0 in reading, 50,39 to 64,90 in grammar and vocabulary, and finally 51,87 to 66,13 in general score. These findings are supported with a low p value which shows an improvement. The only area that did not presented a major increment was listening from



62,50 to 67,50 and its p value is higher than 0.05, thus there was no significant variance in this area. For detailed information see Table 7 and Figure 7.

Table 7. Pre-test and post-test: First phase analysis (English only)

	Pre-test 1 st phase		Post-test 1 st phase		p ^a
	Mean	Standard Deviation	Mean	Standard Deviation	
Listening	62,50	26,73	67,50	13,19	0,473
Grammar and vocabulary	50,39	12,27	64,90	18,01	0,002*
Reading	47,50	19,59	70,00	21,02	0,008*
General score	51,87	12,86	66,13	14,37	0,001*

a: Wilcoxon Signed-Ranked Test of ranges -0,778, -3,033, -2,638, -3,298.

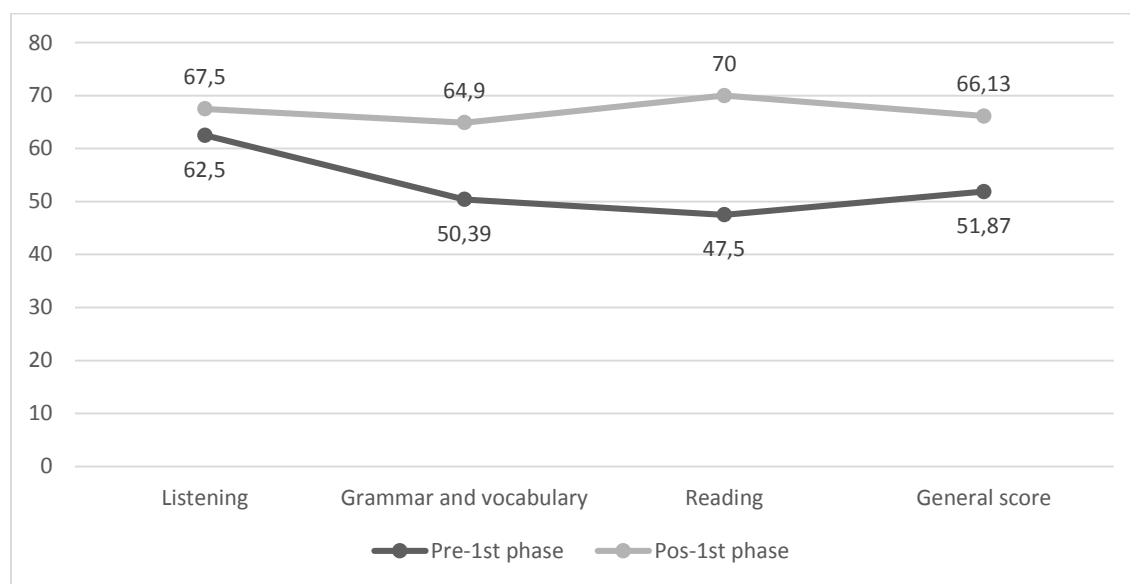


Figure 7. Pre-test and post-test: First phase analysis (English only)

4.4.2. Pre-test and post-test: Second phase analysis (Translanguaging)

Something similar to the first phase happened during the second phase. Nevertheless, the increments during this phase are more significant than the first. The values from grammar



and vocabulary increased from 50,20 to 71,76, the general score rose from 55,47 to 73,20, and listening had an increment from 65,00 to 77,50.

These findings are supported by a low *p* value which shows a notorious improvement. The area that did not show a major increment was reading from 68,33 to 75,00 with a *p* value of 0.147 thus showing no significant change in this skill. Detailed information is presented in Table 8 and Figure 8 respectively.

Table 8. Pre-test and post-test: Second phase analysis (Translanguaging)

	Pre-test 2 nd phase		Post-test 2 nd phase		p ^a
	Mean	Standard Deviation	Mean	Standard Deviation	
Listening	65,00	25,09	77,50	22,76	0,009*
Grammar and vocabulary	50,20	10,63	71,76	15,75	0,001*
Reading	68,33	18,82	75,00	18,30	0,147
General score	55,47	12,22	73,20	14,24	0,001*

a: Wilcoxon Signed-Ranked Test of ranges -2,599, -3,355, -1,452, -3,299.

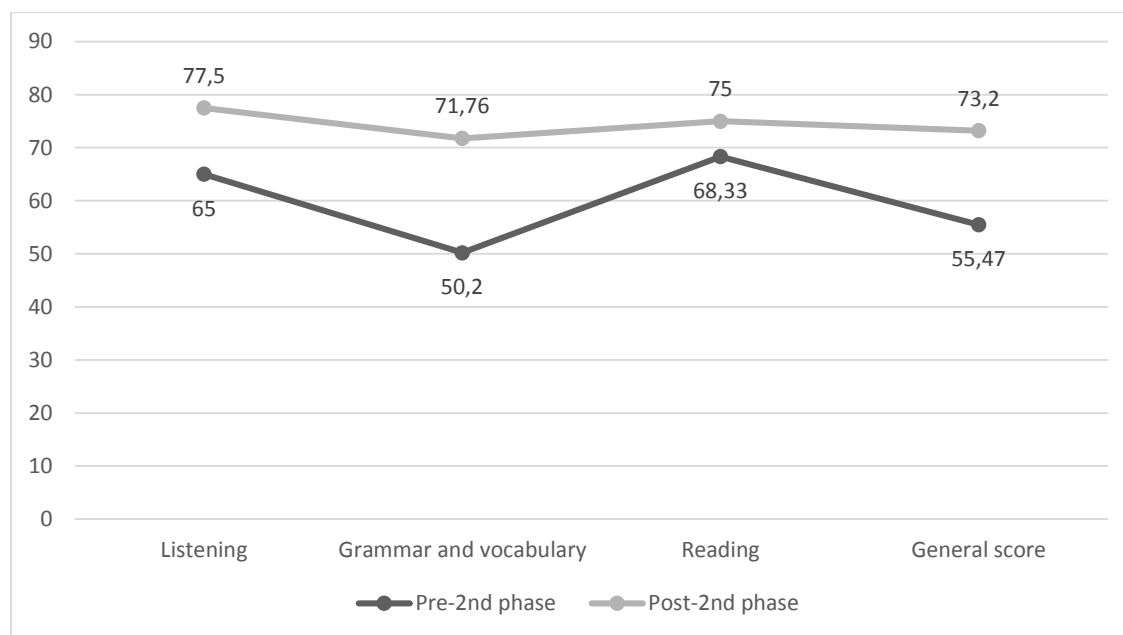


Figure 8. Pre-test and post-test: Second phase analysis (Translanguaging)



4.4.3. Comparison and analysis of both phases

To complete the quantitative analysis, it was important to make a comparison of academic achievements and progress between the first phase and the second phase by showing a detailed contrast of the areas evaluated; that is, listening, grammar and vocabulary, reading, and the general score.

When analyzing the data, all areas showed improvement and only one area showed a decrease. The area that presented a decrement was reading. During the first phase it had a mean of 22.50 but in the second phase it was barely 6.67, which may indicate that even though the incorporation of translanguaging seemed beneficial, it did not benefit all areas. On the contrary, improvement in the other areas was evident while comparing the first phase to the second phase. For instance, listening improved from 5 to 12.50, grammar and vocabulary increased from 14.51 to 21.57, and the general score incremented from 14.27 to 17.73.

Even though the scores in these areas were enhanced, only the area of grammar and vocabulary could be considered to have a significant improvement due to the p value lower than 0.05. This finding is rather interesting, tracing back the data from the previous question that dealt with students' perceptions in regards to their understanding of grammar and vocabulary during both phases, it was found that they expressed to have better understood grammar and vocabulary during the second phase in which translanguaging was used as the main strategy. For a comprehensive data breakdown see Table 9 and Figure 9 respectively.

Table 9. Comparison of both phases

	1st phase progress		2nd phase progress		p ^a
	Mean	Standard Deviation	Mean	Standard Deviation	
Listening	5,00	20,49	12,50	14,17	0,237
Grammar and vocabulary	14,51	11,58	21,57	15,02	0,047*
Reading	22,50	25,53	6,67	18,22	0,095
General score	14,27	9,32	17,73	11,03	0,302

a: Student t-Test of ranges -1,072, -1,235, -2,175,1,792 (14 gl).

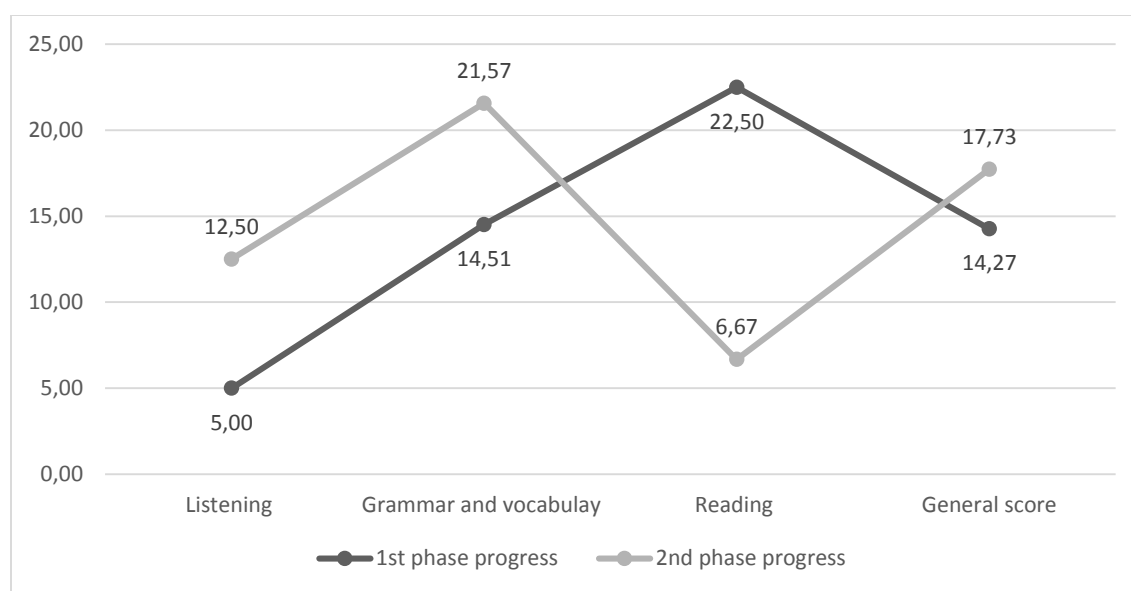


Figure 9. Comparison of both phases

In this section, an analysis of the open-ended questions of the questionnaires that were applied at the end of the first phase (English only) and the second phase (translanguaging) is presented. As for coding the qualitative data, Saldaña (2011, p.3) explains that “qualitative coding is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language based on visual data” (as cited in Brown, 2014, p.49). Following the previous definition, and also keen with coding procedures explained by Mackey and Gass (2011), data

from both questionnaires were analyzed and coded by identifying patterns in the form of common words or phrases that reflected students' attitudes, perceptions, likes, and dislikes. These findings are presented in the following section.

4.5. Post first phase: Students' interest in receiving classes in English only

The first question reflected students' attitudes in regards to the use of English. The question at the end of the first phase (English only) asked the students if they would like to receive classes only in English in the future. Sixty percent said they would, whereas 40% said they would not. See Table 10 and Figure 10 respectively.

Table 10. Students' interest in receiving classes only English in the future

	Post-1 st phase (Only English)	
	n	%
Yes	9	60,0
No	6	40,0
Total	15	100,0

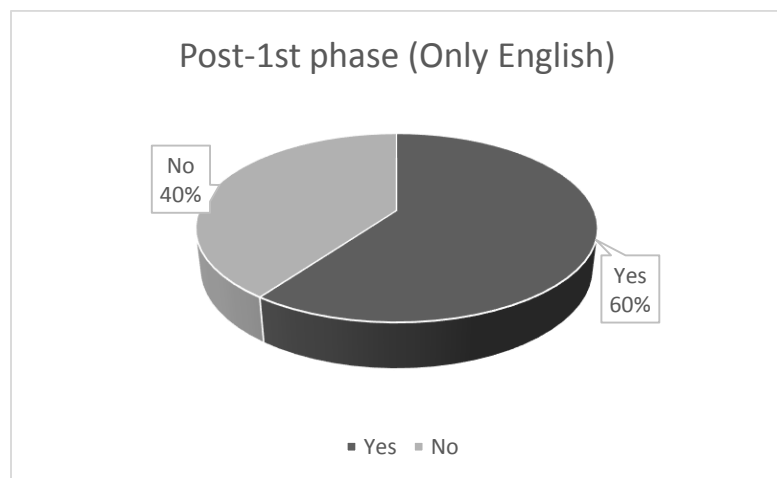


Figure 10. Students' interest in receiving classes only English in the future



As a complement to the previous question, students were also asked about the reason why they answered yes or no. The data was coded and the results showed interesting outcomes. The students that answered positively (60%) to the use of English only in future classes had varied reasons. Two students said that it could help them in fine tuning their hearing, two students agreed they learned more grammar and pronunciation, while another pair of students stated that it forced themselves to speak in English. The rest of the students expressed different reasons. One student said it could help him in his career, another student mentioned it was important in order to stop reasoning in Spanish, and the last student mentioned that even though he would like to receive classes in English, he is not confident to do so all the time.

The remaining 40% of the students who answered negatively also had reasons that could be categorized. Two students said they didn't understand grammar and vocabulary while three students considered that they understood better with translation into Spanish and using both languages. Finally, one student considered that "the English only class" made him fall behind in the learning process.

4.6. Post second phase: Students' interest in receiving classes in English and Spanish

For the second phase (translanguaging) the students were asked if they would like to receive classes in English and Spanish in the future (translanguaging). Interestingly enough, their perception changed and this time 80% said they would like to do so while only 20% said they would not. This finding shows that even though during the first phase students perceived that they would like to be instructed in English in future classes, after the second phase, when translanguaging was incorporated, their opinion changed by favoring the use of

English and Spanish in future classes reflecting a 20% increment compared to the first phase.

See Table 11 and Figure 11 respectively.

Table 11. Students' interest in receiving classes in English and Spanish in the future

	Post-2 nd phase (English and Spanish)	
	f	%
Yes	12	80,0
No	3	20,0
Total	15	100,0

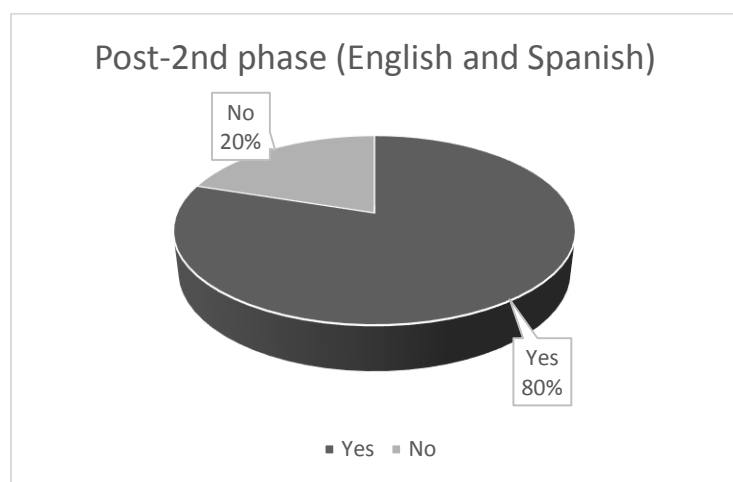


Figure 11. Students' interest in receiving classes in English and Spanish in the future

Like in the first phase, students were also asked about the reason why they answered yes or no in the previous question. Their answers were also coded and grouped into categories. The results show the changes in their perceptions when compared to the first phase. In this phase, nine students who answered positively to the use of English and Spanish in future classes had a common answer, they said that they would like to receive classes in both languages because they are able to better understand grammar rules, vocabulary, and meanings. They also expressed that they felt their doubts were cleared when the teacher used



both languages. The other three students that answered positively stated they would like to use English and Spanish as means of instruction in the future because they consider that the mother tongue is necessary and crucial for their learning.

Finally, the three students who answered negatively to the use of English and Spanish for future learning had also common answers. Students felt they learn better in an only English environment and felt that they train their hearing. Also, they said it motivated them to speak in English.

4.7. Post first phase: How did students feel when they received classes only in English?

The final question of the questionnaire asked the participants to be as specific as possible in order to gather their insights in regards to how they felt when their teacher conducted the class only in English during the first phase.

Their responses were coded and several categories were found. The main characteristic was that seven students (basically half the class) answered they did not understand. The causes were that they missed the sequence of the class, or that they felt lost during class by not understanding the teacher explanations. One student even said not to understand anything at all. Two students agreed that they felt confused during class while two others said the teacher sometimes spoke too fast and they could not understand.

Finally, the rest of the students had different opinions that could not be categorized and merged. One student stated feeling powerless, another student mentioned feeling uneasy and the last one felt uncomfortable during class. Even though these final responses are

different they share a common denominator which is based on conflicting feelings and negativity toward the first phase.

Nevertheless, there was only one student that stated liking the class only in English even though it was a little difficult at the beginning. See Figure 12 for detailed information.

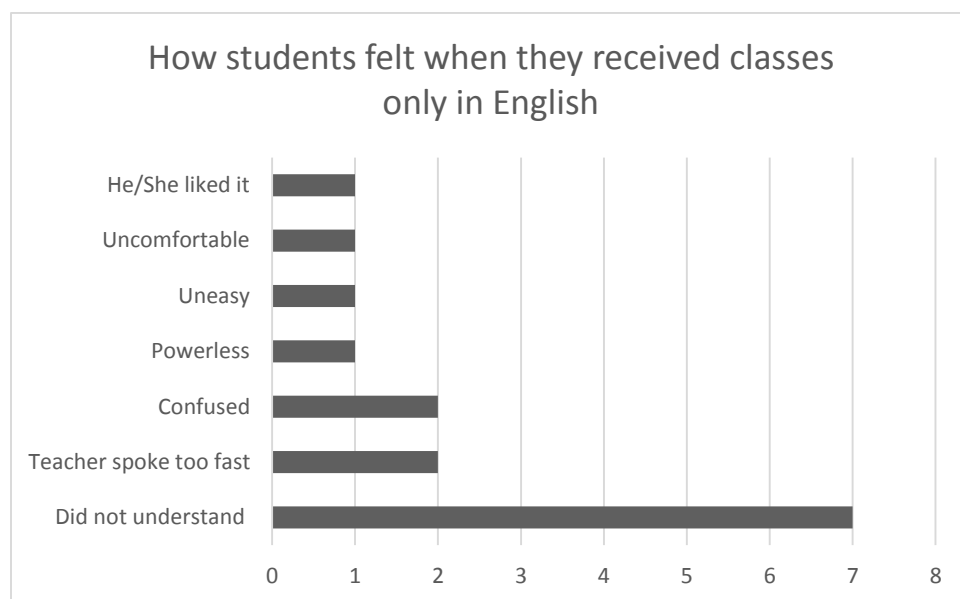


Figure 12. How students felt when they received classes only in English

4.8. Post second phase: How did students feel when they received classes in English and Spanish (translanguaging)?

This was also the last question from the questionnaire in the second phase. Their comments were coded and classified into categories as well. Their responses were very enthusiastic as opposed to the previous phase in which most students expressed negative comments. In this phase no student said anything negative, on the contrary, they all had positive reactions. Eight students said that by learning in an English/Spanish class they were



able to understand more grammar and vocabulary. The most salient reasons for this opinion included that they benefited from translation when the teacher explained difficult topics or words. They also mentioned they were able to make connections between the words they learned and the context in which they were used.

Two students agreed that they were able to better understand pronunciation when the teacher used L1 and then made them repeat the words they found difficult. Two students said they felt comfortable in class because they were able to understand explanations. Finally, three students had various opinions, one student stated feeling more confident during class and that provided motivation to keep learning. Another student expressed feeling “great” and he was able to make connections between grammar concepts and rules he did not understand before. Lastly, one student was emphatic in saying that whenever the teacher used both languages, it facilitated his comprehension, thus improved learning.

Some of the most salient responses in the students’ own words stated, *“me sentí muy bien, empecé a entender temas que antes no tenía ni idea, y con eso temas aprendí a relacionar temas anteriores y fue mucho más fácil comprender que el inglés no es nada del otro mundo”* [...I felt really well. I began to understand topics I had no idea before and that helped me to learn and relate to previous topics, it was much easier to understand that English is not that complicated after all”].

Another student wrote, *“el momento que el profesor habló en los dos idiomas sí me facilitó un poco más el aprendizaje ya que el momento que no entiendo alguna palabra el profesor repite pero ya en Español entonces aprendo algo nuevo en las dos lenguas. En mi opinión que hablen Español e Inglés facilita el aprendizaje”* [...the moment that the teacher



spoke in both languages it facilitated learning a bit more because when I don't understand a word the teacher repeated but in Spanish and then I learned something new in both languages. In my opinion when they speak in English and Spanish it facilitates learning].

One last interesting response that even shows an example of written translanguaging read, *“me sentí muy a gusto ya que tuve más confianza y me ha servido de mucho lo aprendido a lo largo del curso y quisiera seguir aprendiendo. El profesor me ayudó mucho para mejorar mi inglés. Si tuviera la oportunidad volvería a coger el curso con el mismo teacher”* [...I felt very comfortable because I had more confidence, I learned a lot from the course and I would like to continue learning. The teacher helped me a lot to improve my English. If I had the opportunity, I will take the course with the same teacher]. These remarks seem to demonstrate the acceptance that students had toward the incorporation of translanguaging during the second phase. Even more, it illustrates not only how enthusiastic and motivated the students felt, it also shows that regardless of gender, age, hometowns or location all students responded positively to the use of translanguaging. This results also concur with notations from the journal in which the teacher stated that student's attitudes and understanding improved during the second phase. See Figure 13 for detailed information.

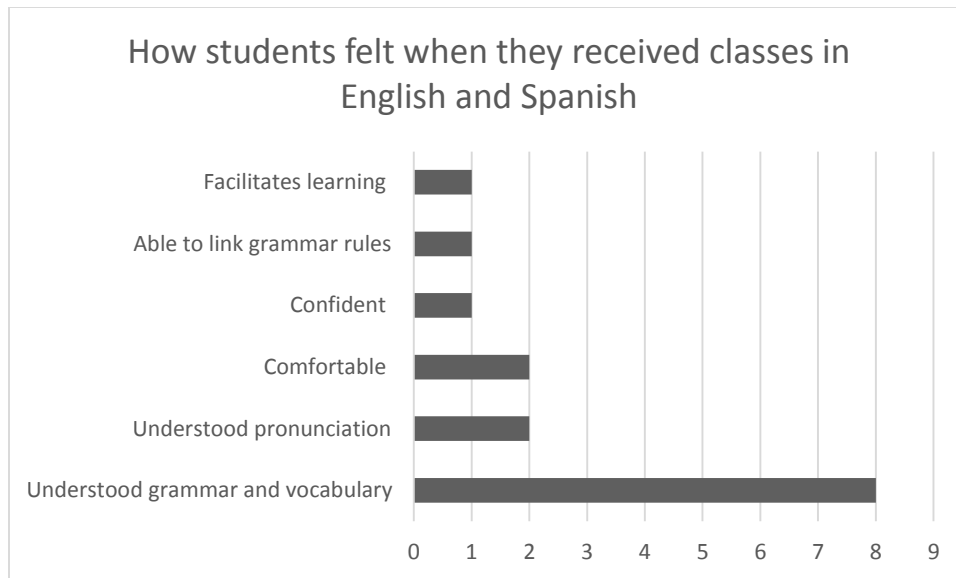


Figure 13. How students felt when they received classes in English and Spanish

4.9. Teacher's journal

As previously stated, a teacher's journal was used throughout the intervention in order to document important and relevant situations during both phases. The most important entries will be explained for the first and second phases.

4.9.1. Journal first phase

During the first phase of the intervention it was evident the apprehension that some students faced when they were informed that they could not use their mother tongue in class. In an entry from the journal the teacher wrote: "during class students were explained again that they will receive classes only in English during the first phase of the intervention. They were also requested to use English when they ask the teacher for further explanation or interact with their classmates. They somewhat liked the idea, but they seemed concerned."



Another annotation this time regarding the pre-test read: “they are given the pre-test and some were afraid of having a test so I explained again that the test is only for the purpose of the investigation and that they would not be affected in any way in their regular grades. The listening part presented some problems since they didn’t understand it on the first try, so the recording was played twice.” These remarks show that students still felt nervous at the beginning. Also, as part of the strategy for the listening section, the teacher played the recordings twice for all tests, which seemed to help alleviate students fear of not understanding the recordings.

A common occurrence during this phase, that the teacher was able to identify through various notations, was that students were utterly calm and silent, as an example an entry in the journal read: “in this class the students were really silent. Just trying to have them talk was a real challenge.”

Another occurrence the teacher was able to perceive was the reluctance that students had to interact with each other in a spontaneous manner when trying to use only English during class. In turn, this resulted in a real challenge for the teacher in trying to keep the students interested and motivated throughout the first phase; an entry from the journal read: “it seems that whenever students engage in an activity they lose interest quickly, as if they don’t try to strive or push themselves to complete the task and interact with each other, some students even fall back in using their L1, they are reminded all the time they cannot use it during this phase and they should focus and make the effort of using the target language even if they make mistakes.” These remarks were a real concern for the teacher; therefore, in order to keep the class motivated the teacher used the arcade games software included in the book’s CD. Also, to keep students attentive, they were asked many times to exchange



partners around the class so they could interact and help each other. This particularly helped some students who had a lower proficiency level of English and created an atmosphere of solidarity and fellowship among students.

Another common occurrence during the first phase was that whenever the teacher asked questions to the class only a couple of students answered most of the time and the rest remained silent. The students who always interacted became more dominant in class while the others seemed to be left behind. In order to counteract this occurrence, the teacher asked questions directly to students that were always quiet and told them it was ok if they made a mistake. In turn, those students seemed to start gaining confidence by empowering themselves and started participating more during the first phase.

Finally, an entry in the journal read: “some students do not seem to completely understand some of the explanations of grammar and/or vocabulary, even though vocabulary was presented in context.” It seemed that students were afraid to ask for further clarification and whenever they were not clear on a topic the teacher would approach them to provide further explanation or help them solve exercises from the book.

4.9.2. Journal second phase

The first day of the second phase students were explained what translanguaging was and how it was going to be incorporated in class. They were told they could use Spanish and English in a guided manner to either interact among them or with the teacher. They were shown the lesson plan for the second phase and explained all the techniques they would use to integrate translanguaging. The majority seemed relieved and the atmosphere in class switched immediately. In one entry the teacher wrote: “when the students received a full



explanation of the second phase which involves translanguaging and the lesson plan, it seems like a different class with new students, they are more talkative and outgoing.”

A positive reaction was noted when the students were asked to keep a glossary of vocabulary and they were encouraged to write down the meaning of each word in Spanish if they considered necessary. Similarly, during the written exercises, the students were told they could use their L1 to start with a draft and then the students would compare their essays and help each other in constructing their ideas; an entry in the journal read: “interestingly enough students interact and help each other more, they even give each other ideas when completing their essays, some laughter is evident in class as they even make jokes about their ideas from their essays. Most students take the time to write down new vocabulary at the end of their notebooks”

One interesting reaction from students came when they worked on listening exercises and videos as well, the teacher wrote: “students take more notes during listening activities and ask the teacher for meaning of words they found difficult. They seem to be gaining more vocabulary.”

In general, during the second phase of the intervention things were a lot easier and most of the concerns from the first phase were no longer an issue. It was perceived that students had more involvement in the class, as all students were able to express their concerns and ask questions whenever they didn’t understand something in English. This provided a friendly and more relaxed environment for students and they seemed more engaged with the activities. It was as if the students were given a voice within the classroom that they didn’t have during the first phase.



One of the most salient changes came in the comprehension of grammar and vocabulary the students had between the first phase and the second phase. An entry read: “they no longer have a look of doubt in their faces during vocabulary and grammar explanations. The fact that I can explain structures or vocabulary in context in Spanish seems to even break the ice in class”.

After analyzing the journal entries in both phases, it can be said that the change in the dynamic of classwork in regards to peer collaboration among students between the first phase and the second phase was evident. During the first phase the students remained more silent and reserved not only with the teacher but among themselves. For instance, during the first phase when working on essays or book exercises, they hardly ever interacted with each other. On the contrary, on the second phase, their interaction during written exercises or classwork in general was more spontaneous. They helped each other and constructed their knowledge collaboratively by using translanguaging among them.

Finally, as an anecdote, a fellow teacher who was teaching in a classroom next door one day approached the researcher and asked why it is that she could not hear any noise in class. She was told that students were coursing the first phase of an intervention which used English only during class, as a joke she said: “I know what to do now in order to keep my students silent.”

4.10. Discussion

In this section, the outcomes from this study are explored and discussed in light of other studies that have presented the issue of translanguaging in the EFL classroom.



As stated before, the purpose of this study was to analyze the effects of implementing translanguaging in an EFL class at the University of Azuay. Since this study took place in a class during a regular course of studies, it was expected that during both phases, when the pre-tests and pos-tests were applied, the students show an improvement due to the new knowledge they acquired in the course; nevertheless, it is imperative to understand the nature of such improvement.

The results show that one hundred percent of the students consider that English was important for their studies, which indicates that they were motivated to learn the target language. This perception might be due to the recognition of English as an international language for communication and as a *lingua franca*, whose knowledge is of paramount importance in today's globalized world. This finding seems to concur with other studies as well. For instance, Kircher (2016) found that the participants from a study held more positive attitudes towards English. Likewise, Klapwijk & Van der Walt (2016) found that students invested considerable efforts in learning English and also had the desire to assimilate the English culture.

In this study, most students affirmed to have frequently used their L1 in previous English classes and a significant number of them, eighty percent, considered that the use of L1 is beneficial in class. Adding to this notion, also eighty percent of students, stated that their mother tongue should not be banned in future English classes. On the other hand, twenty percent of students felt that the use of the mother tongue is not beneficial and also the same percentage stated that the mother tongue should be prohibited in future English classes. These results show that students' perceptions mostly favor the use of their mother tongue,



and even though it can't be generalized to all students, it illustrates that an important number considers L1 as beneficial when learning English.

Comparable to this study, discrepancy in opinions and results from other studies show similar outcomes. In a study made by Grasso (2012) to eighty-three students in an adult ELICOS (English language intensive courses for overseas students) classroom, students concluded that using more English in class helped them improve. Nonetheless, in this study the researcher also noted that more than half the students also expressed using their L1 in the classroom.

Additionally, in that same study, students argued that the reason why they used their L1 in class was to interact and ask classmates to help them understand difficult points. These findings are also similar with the results from this study since eighty percent of the students said they have used their L1 to interact with classmates as well. Another study by Rivera and Mazak (2017) in a Puerto Rican University showed that most students had more of a neutral to a positive approach to the use of translanguaging in class arguing that some students were even indifferent to the use of translanguaging as a pedagogical tool. On the other hand, other studies show mostly contradictory outcomes when compared to the positive perceptions expressed by the students in this study. For instance, in a recent study made in a Costa Rican University, Escobar & Dillard-Paltrineri (2015) encountered three conflicting perspectives toward the use of translanguaging. The main reasons were that L1 could hinder cognitive processes, L1 could create an environment of laziness in class, and that L1 use in class closely resembled the translation method that would banish the communicative approach favored by the institution.



An additional interesting response from the questionnaire prior to the intervention came when students were asked if they have been forbidden to use their mother tongue in previous English classes, seventy-three percent, mostly men, said they have not been forbidden to do so while only twenty percent said they have been forbidden to use their L1. The two students who made this last claim were female and came from outer towns like Chordeleg and Piñas (a small canton in the Province of El Oro in the coastal region of Ecuador). Finally, an interesting response common to the three questionnaires (prior, after the first phase, and after the second phase) shows that students perceived that the most difficult area to understand was the listening skill. This outcome seems relevant and it can be related to what scholars have studied in regard to the listening skill. Vandergrift & Goh (2012), in their book on “Teaching and Learning Second Language Listening,” stated that listening is perceived by learners as the most difficult skill and largely beyond their control due to the high anxiety it causes.

Regarding the first research question, it can be seen that progress in two main areas was achieved, listening and grammar and vocabulary; nevertheless, only the area of grammar and vocabulary showed a significant increment that can be backed up by its statistical test and the students’ perceptions of their understanding of grammar and vocabulary. Therefore, it can be said that incorporating translanguaging techniques in class (such as direct translation, alternation between L1 and L2 in the form code-switching, and glosses) may contribute to an improvement on grammar and vocabulary. The use of glosses and glossaries implemented during the second phase might have been the source of that improvement. In a study conducted by Chen (2016) to 110 participants in an elementary level to evaluate reading comprehension and vocabulary acquisition, the in-text glosses and marginal glosses



were the most effective for vocabulary acquisition. Concurrent to this finding, other studies also show improvement in grammatical competence when incorporating L1 by using direct translation as a strategy. A study by Ebbert-Hübner & Maas (2017) at Trier University in Germany, that incorporated translation in the curriculum, indicated that translation brought improvement in students' grammatical accuracy in English, thus showing that translation occupies a place in modern language classes. Similarly, a study by Dagilienė (2012) at Kaunas University of Technology on the perceptions towards translation practices was conducted with seventy-eight students from the third year of the Design and Technologies Faculty. It showed that eighty-five percent of the students considered translation as a beneficial tool in learning grammar, vocabulary and even speaking. These assertions could be linked to this study since similar results were expressed by students when they were asked about the area they considered to have improved, their answers being grammar and vocabulary. Furthermore, the same study by Dagilienė (2012) mentioned that translation, when introduced purposefully into a learning program can help students not only develop but also improve their reading, speaking and writing skills as well as grammar and vocabulary. This notion relates to this study as well since the translanguaging techniques were incorporated to the lesson plans so that students could benefit from their L1 in a guided manner.

In addition, the fact that there was improvement on listening on the second phase could be attributed to the use of glosses and the translation of difficult words the students received from the teacher as well as the use of scripts during audios. In this regard, Vandergrift & Goh (2012) have made the following assertion, “the use of L2 captions and subtitles can lead to better word identification and, ultimately, vocabulary learning.” (p. 276).



This shows that the use of scripts, reinforced with the use of glosses during the second phase, may have yielded positive results.

An area that shows a reduced increment (although non-significant) during the second phase is reading. It showed a considerable reduction in the statistical test even after incorporation of reading groups as presented by Hesson, Seltzer and Woodley (2014). This outcome could be related to student's attentiveness and/or immersion during reading exercises or due to the reading itself that could have been more challenging. This result contrasts previous studies that incorporated the reading groups as a collaborative approach and showed positive outcomes. For instance, Mbirimi-Hungwe (2016), in a study at the University of Limpopo in South Africa that dealt with reading comprehension of texts, asserted that incorporating translanguaging in collaborative activities is a possible solution to reading comprehension for students by allowing them to interact and negotiate meaning of the text and difficult words.

In regard to the second research question, the participants were inquired about their perceptions and attitudes towards the use of L1 and L2 prior the intervention, at the end of the first phase (English only), and the end of the second phase (translanguaging). Their responses after each phase of the intervention showed a change in perspectives and opinions. At the end of the first phase, sixty percent of the students stated that in the future they will be interested in receiving classes in an English-only environment. However, when they were asked how they felt when they received classes only in English their answers seemed to contradict their previous assertion. All the students but one expressed negativity when they were asked how they felt during the English only phase.



They expressed feeling uncomfortable, uneasy, powerless, confused and having a lack of understanding in class. This shows that perhaps the students answered positively at the beginning because there is always the preconceived notion that an English only environment is necessary for proper acquisition. In aid of this notion, Moeller & Roberts (2013), in their article “Keeping It in the Target Language”, advocate for TL maximization in order to not only enhance language development on the students but also to promote motivation for learning a foreign language. Nevertheless, after the students experienced the difficulty of an English only class, they changed their mind and expressed feelings of negativity while receiving classes during the English only phase. Conversely, after the second phase (translanguaging), their perception changed and this time most of the students (eighty percent) favored the idea of receiving classes in English and Spanish in the future.

This outcome matches with the students’ responses prior the intervention, in which, also eighty percent said they found the mother tongue to be beneficial and that it should not be prohibited in the classroom.

These notions were reinforced when they answered how they felt when they received classes in English and Spanish by showing only positive remarks. In turn, this showed not only a shift in students’ perceptions but also made students more confident, motivated, and attentive during class. It can be said that this outcome illustrates the Affective Filter Hypothesis first coined by Dulay and Burt (1977) and later revised by Krashen (1982) which asserts that learners’ self-confidence and motivation foster second language learning. Moreover, whenever anxiety levels, whether personal or as a whole class, are low it relates to a better success rate in second language acquisition. Supporting this last notion, it can be



inferred that the results from this investigation in regard to students' attitudes and perceptions is consistent with the aforementioned theory.

These outcomes show that even though exposition to the target language is important, the students felt more confident by using their mother tongue in order to negotiate meaning with the teacher and among classmates during the second phase. Other studies about the adaptation of L1 in the L2 class also have shown positive outcomes. For instance, in a study by Moore (2018) the researcher shows that over two thirds of a group of ninety-six students from a public university in southern Spain reacted favorably to the idea of translanguaging in class. Likewise, Chou (2016), in an effort to provide strategies and principles for a successful immersion teaching program for indigenous Taiwanese population, emphasized how the use of the first language improved second language learning.

On the whole, it can be inferred that positive and negative views on the use of L1 in the class will be always present; hence, generalizing results to a broader audience will not only be irresponsible but impossible due to many factors such as context, socio-cultural constructs, age, sex, and so on and so forth. Nevertheless, as applied to this study, it was evident, by looking at students' various responses, their achievements, and also the teacher's journal entries, that students appeared to respond positively to the incorporation of translanguaging, thus facilitating learning and providing an overall better and more relaxed class environment class.



CHAPTER V: CONCLUSIONS

This study explored the use of translanguaging as a pedagogical tool in the university EFL classroom. As research points out, there is no final word regarding the right or wrong approach to instruct a second language; therefore, researchers are always seeking the opportunity to explore and expand the knowledge in the field of second language learning. This research has provided insights toward that endeavor.

After completion of this study, it can be seen that the particular group of students who participated had a favorable acceptance to the incorporation of translanguaging. A closer look at their responses from the questionnaires confirms the change in perspectives they had from the first phase (English only) to the second phase (translanguaging) of the intervention, which asserts that they embraced the idea of using their L1 for future instruction. Furthermore, the findings show the importance of conducting a mixed methods study since it allowed to corroborate, through triangulation of results, what students stated as opinions and perceptions with actual statistical data from the tests.

It was interesting to observe that besides improvements of the students' achievements, the students' attention, motivation, and confidence increased, thus allowing them to interact in a more spontaneous way and to reduce the anxiety caused by not being able to freely use their L1 whenever they tried to express themselves and interact with their peers. In regard to the acceptance of using the L1 in the class, their answers were positive with respect to the alternation between L1 and L2 that was used during the second phase.

Due to the positive results of this study on the students' achievements and perceptions, it should be advisable for EFL teachers to try the implementation of



translanguaging in their classrooms. As Garcia & Flores (2014) stated “translanguaging, if properly understood and suitably applied in schools, can in fact enhance cognitive, language, and literacy abilities” (p.155).

When comparing the communicative approach with translanguaging, it was found that the areas of grammar and vocabulary benefited the most after the translanguaging phase since they had the highest statistical significant improvement and, most importantly, a direct relation to the students’ perceptions. Based on this result, it can be said that when teaching grammar and vocabulary, EFL teachers can take advantage of some translanguaging techniques such as glosses and the concurrent method (alternation of L1 and L2 in the form of code-switching) to enhance their students’ learning.

Even though the students struggled during the first phase, due to the maximization of the target language, the statistical analysis presented a significant improvement (although not as significant as with translanguaging), which indicates the value of the communicative approach for language teaching. Consequently, it would be a mistake to think that the communicative approach should be abandoned since its advantages and benefits have been acknowledged in numerous ways. The communicative approach emphasizes the functional use of language and students benefit from engaging in meaningful communication, negotiation of meaning, and overall interaction (Desai, 2015). However, the communicative approach could be enhanced by incorporating other techniques from other methodologies such as translanguaging.

To summarize, it can be said that this study contributes to the body of research on translanguaging due to the lack of studies found on this topic in the local context and



Ecuador in general and might serve as a source of reflection for EFL teachers who are concerned about rethinking and improving their instructional strategies as well as providing a better class environment and improving their students' academic achievements.

5.1. Limitations and Recommendations

One of the limitations that this study faced was the reduced number of students. There were only fifteen students who participated in the convenience sample; thus, there was no control over the participants' ages, careers, gender or socio-cultural background. This was shown in several characteristics to this particular group. First, most of the students were men, which in turn skewed the answers provided due to gender differences. Second, in a class of only fifteen students their hometowns were distributed among 7 different cities like Cuenca, Piñas, Chordeleg, Cañar, Quevedo, Azogues, and Macas. The city's locations were from the Andean region, Coast region and Amazon region within Ecuador, which could mean that their answers varied given the vast socio-cultural differences, dialects, and strength of English programs between the regions.

Third, students' majors were also different and ranged between Architecture, Law, Design, Engineering, and Psychology. Due to all the previous socio-cultural differences, mixed backgrounds, and the number of students present in this group, it is impossible to generalize the findings from this study. In addition, the total number of hours allocated for this course, as per regulations of the University of Azuay, was eighty hours (10 hours per week). Perhaps an investigation with a longer timeframe and a larger number of participants will show more reliable results.



Another limitation of the study, due to time constraints and the development of the regular course of studies, was the impossibility to include and analyze the writing and speaking skills in the pre-tests and post-tests. Therefore, it is advisable to include all skills in future research and/or focus on one at a time to a broader audience.

This study has focused on the implementation of techniques for L1 inclusion in the classroom and how they impacted students' perceptions and achievements. However, it is important to understand that the pedagogical side of translanguaging is still being explored and the challenge of "teaching to do translanguaging" continues to be developed. Garcia & Wei (2014), inquired "Where does one learn to do translanguaging? How does one learn to practice translanguaging?" (p. 132). These are certainly valid questions that will begin to be answered only when the body of research on translanguaging deepens and broadens, thus shedding more light on the pros and cons of using translanguaging in the class.

Therefore, an important recommendation for researches arises; that is, to continue to explore the incorporation of translanguaging since in the Ecuadorian context the studies are null. Another significant area for future study could lie in exploring the boundaries of age and language proficiency and the effectiveness of translanguaging as a pedagogy.

In sum, the extent for future studies is limitless. This study focused on the incorporation of translanguaging only at the university level; nevertheless, the possibilities to carry out research in other contexts such as primary schools, high schools, specific regions within the country, classes with different proficiency levels and/or different students' ages, opens an exciting future for research, not only in Ecuador, but elsewhere. Perhaps it is time



to reconsider and welcome the L1 as another tool that the teachers and students could use for instruction.

In spite of its limitations, this study may contribute in adding empirical results to the incorporation of the L1 in the second language class. As stated above, there is no definite way or perfect approach for teaching a second language. Using the “correct approach” will be subject to many factors that depends on the teacher and also the students. Elements such as the class setting, context, socio-cultural backgrounds, demographics, proficiency levels of both teachers and students, just to name a few, need to be considered. Therefore, caution should be used in order to critique or praise a certain method; instead, it should be the task of the educator to find which method or conjunction of methods apply best to the constant varying context and needs of learners.



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APPENDICES

Appendix 1: Written consent from Language Unit director



AUTORIZACION PARA PROYECTO DE INVESTIGACION

Por medio de la presente se autoriza a que el Ingeniero ESTEBAN ARNOLDO VALDIVIEZO RAMIREZ, profesor de la Unidad de Idiomas de la Universidad del Azuay, realice su trabajo de investigación previo a la obtención del título de Maestría en el área de inglés.

El proyecto de investigación, cuyo título es *"THE EFFECTS OF THE INTEGRATION OF TRANSLANGUAGING AS A PEDAGOGICAL STRATEGY IN THE EFL UNIVERSITY CLASSROOM"*, se llevará a cabo durante el curso correspondiente al período Mayo-Julio de 2016 en la Unidad de Idiomas, con los estudiantes del nivel 2 de inglés. El profesor deberá cumplir con las actividades establecidas en el sílabo desarrollado por los docentes de la Unidad de Idiomas para este nivel, empleando además la bibliografía seleccionada, que en este caso corresponde al texto de inglés *Interchange Fourth Edition 1B*.

Atentamente,

Prof. Diana Lee Rodas Reinbach, Mgt.
Coordinadora de la Unidad de Idiomas
Universidad del Azuay

Cuenca, 13 de Mayo de 2016



Appendix 2: Students' consent form

Formulario de Consentimiento

Nombre del Proyecto o Investigación: Los efectos de la integración de "translenguaje" como estrategia pedagógica en las clases de inglés como lengua extranjera en el aula universitaria.

Investigador: Esteban Valdiviezo Ramírez

Teléfono: 0992585718

Email: evaldiviezo@usa.com

Patrocinador

Ninguno. La dirección del departamento de Idiomas de la Universidad del Azuay ha aprobado la realización de esta investigación.

Introducción

Ud. está invitado a participar en este trabajo de investigación. Este formulario describe el propósito y naturaleza del estudio y sus derechos como participante en el mismo. La decisión de participar es enteramente suya. Si decide participar por favor sírvase firmar al final de este documento.

Explicación del estudio

Los alumnos participantes en este estudio llenarán dos cuestionarios, uno al inicio y otro al final del estudio, los que permitirán recolectar las opiniones y percepciones del participante en relación al tema tratado. El estudio tendrá dos fases, en la primera los alumnos recibirán clases solo en inglés y en la segunda fase se usará la teoría de "translanguaging" para circunstancias de explicación por parte del profesor, así como para negociación de significados entre alumnos. Cabe indicar que al inicio y final de cada fase se tomara un examen para medir el progreso y logros académicos de los alumnos, dichos exámenes servirán únicamente para recolectar información cuantitativa destinada a la consecución de este estudio, de ninguna manera influirán en las notas y desenvolvimiento normal del curso.

Confidencialidad

Toda la información recolectada será de carácter confidencial y solo será usada para propósitos de esta investigación, lo que significa que su identidad permanecerá anónima. Cualquier dato publicado de esta investigación no estará ligado de ninguna forma a su nombre. La información de este estudio será guardada en una computadora y solo el investigador tendrá acceso a la misma.

Participación

El participar en este estudio es estrictamente voluntario. Su decisión de participar o no en el mismo no afectara sus notas de ninguna manera. Si usted cambiase de opinión con respecto a su participación usted puede informar a su profesor. Usted no recibirá ninguna remuneración por participar en este estudio. Si tiene alguna pregunta con respecto a este estudio, por favor contacte a su profesor al teléfono 0992585718, o al email evaldiviezo@usa.com, o en persona en la oficina del Departamento de la Unidad de Idiomas de la Universidad del Azuay.

Declararon del Investigador

Yo *Esteban Valdiviezo Ramírez* he explicado en su totalidad y en detalle el presente trabajo de investigación a los estudiantes. He discutido las actividades y respondido todas las inquietudes y preguntas a los alumnos.

Firma del Investigador _____

Fecha 1 junio de 2016

Consentimiento del participante

He leído toda la información de este formulario de consentimiento. Todas mis preguntas fueron respondidas. Estoy de acuerdo en participar en este estudio de forma voluntaria.

Adaptado de Mackey, A., & Gass, S. M. (2005). Second Language Research. Methodology and Design. New York, NY: Routledge



Appendix 3: Background and personal information / Perceptions of English questionnaire prior the intervention.

**Cuestionario Previo a Intervención
Antecedentes e información personal**

1. ¿Cuál es su nombre?

2. ¿Cuántos años tiene? _____

3. Género: Hombre _____ Mujer _____

4. ¿Cuál es su lengua materna? _____

5. Nombre del Colegio en el que estudio _____

Público _____ Privado _____ Fisco misional _____

Ubicación del colegio Rural _____ Urbano _____

Ciudad donde se ubica el colegio: _____

6. ¿Cuantas horas semanales recibió Inglés en el colegio? _____

7. ¿Ha estudiado Inglés en institutos privados fuera del sistema escolar o universitario? Si _____

No _____

¿Cuándo? _____ Por cuánto tiempo? _____

8. ¿Ha viajado a un país de habla inglesa? Si _____ No _____

Propósito de su viaje: Estudios _____ Turismo _____



¿Si estudio en un país de habla inglesa, por cuánto tiempo? _____

9. ¿Ha estudiado otro idioma? Si _____ No _____ Cual _____

10. Trabaja actualmente Si _____ No _____ Usa el Inglés en su trabajo Si _____

No _____

11. ¿Qué carrera estudia en la Universidad?

Percepciones sobre el uso del Inglés

1. ¿Le gusta aprender Inglés? Si _____ No _____

¿Por qué?

2. Escoja dos opciones que más dificultad le causan al aprender Inglés:

Listening _____ Reading _____ Writing _____ Speaking _____ Grammar _____
Vocabulary _____ Pronunciation _____

Explique su respuesta

3. Piensa que el Inglés es importante en sus estudios? Si _____ No _____

¿Por qué?



4. ¿Ha usado su lengua materna durante las clases que ha recibido de Inglés? Si _____
No _____

5. ¿Qué tan a menudo usa su lengua madre durante las clases de Inglés? Seleccione una opción
Nunca _____ Ocasionalmente _____ Frecuentemente _____ Siempre _____

6. ¿Considera beneficioso permitir el uso de la lengua materna durante las clases de Inglés?
Si _____ No _____ (Explique su respuesta)

7. ¿Bajo qué circunstancias usa usted su lengua materna? Marque con una "X" las opciones que apliquen a su realidad

Traducción _____

Interactuar con el profesor _____

Interactuar con los compañeros de clase _____

Realizar preguntas _____

Otros (explique)

8. ¿Alguna vez le han prohibido el uso de su lengua materna en una clase de Inglés? Si _____
No _____

9. ¿Como se siente si su profesor le prohíbe usar su lengua materna durante una clase de Inglés?



10. ¿Considera usted que el uso de la lengua maternal debería ser prohibido o permitido en una clase de Inglés? ¿Por qué?

Prohibido _____ Permitido _____

Explique su respuesta

GRACIAS POR SU VALIOSO TIEMPO



Appendix 4: Pre-test and post-test at the beginning and end of the first phase of the intervention

Pre and Post Test. First phase of intervention (English only)

PRE / POST

Units 9–12

Name: _____

Score: _____

A

Listen to the conversations. Check (✓) the correct information. (4 POINTS)

- | | |
|---|--|
| <p>1. <input type="checkbox"/> The woman visited Chuncheon for the first time.</p> <p><input type="checkbox"/> The beaches in Chuncheon are never crowded.</p> <p><input type="checkbox"/> The woman thinks Chuncheon is relaxing.</p> <p>2. <input type="checkbox"/> The man had a great vacation in Mexico City last July.</p> <p><input type="checkbox"/> The man hasn't been to Mexico City yet.</p> <p><input type="checkbox"/> The man can't wait to go to Mexico City in August.</p> | <p>3. <input type="checkbox"/> The man has been to San Francisco.</p> <p><input type="checkbox"/> The woman thinks the man should visit Lombard Street.</p> <p><input type="checkbox"/> Winter is a good time to visit San Francisco.</p> <p>4. <input type="checkbox"/> Many people live on McNabs Island.</p> <p><input type="checkbox"/> The man took a boat from Halifax to McNabs Island.</p> <p><input type="checkbox"/> The man stayed in a hotel on McNabs Island.</p> |
|---|--|

A

Listen to the conversations. Check (✓) the correct information. (4 POINTS)

- | | |
|---|---|
| <p>1. <input type="checkbox"/> Emily is short and in her thirties.</p> <p><input type="checkbox"/> Emily is medium height and in her twenties.</p> <p><input type="checkbox"/> Emily is fairly short and about twenty-five.</p> <p>2. <input type="checkbox"/> Steve has blue eyes and black hair.</p> <p><input type="checkbox"/> Steve is really tall and has curly blond hair.</p> <p><input type="checkbox"/> Steve is 29 years old and handsome.</p> | <p>3. <input type="checkbox"/> The thief was short and elderly and had a white beard.</p> <p><input type="checkbox"/> The thief had on new pants and a black T-shirt.</p> <p><input type="checkbox"/> The thief had a brown beard and was pretty tall.</p> <p>4. <input type="checkbox"/> Joe and Penny are sitting on the couch and talking to Tom.</p> <p><input type="checkbox"/> Joe and Penny are both wearing jeans and red sweaters.</p> <p><input type="checkbox"/> Joe and Penny are the good-looking couple sitting on the couch.</p> |
|---|---|



Put the words in the correct order to make sentences. (3 POINTS)

B

1. (really / Montreal / is / beautiful / city / a)

2. (an / Ecuador / country / interesting / is / extremely)

3. (me / too / for / is / Los Angeles / expensive)

B

Circle the correct word. (3 POINTS)

1. My brother is (in / about / at) his twenties and goes to college in California.
2. Jackie (does / has / is) long curly red hair and green eyes.
3. Jun's uncle (is / has / are) 6 feet tall and has a light brown beard and a mustache.

C

Circle the correct word. (4 POINTS)

1. New York City is very exciting, but it's (boring / fast-paced / stressful).
2. Lisbon is an interesting city, and it's (beautiful / noisy / polluted), too.
3. My cousin lives in a safe city. It's (clean / crowded / dangerous), though.
4. My hometown is pretty boring. It's very (interesting / relaxing / ugly), however.

C

Put the words in the correct order to make statements or questions. (4 POINTS)

1. (is / gorgeous / thirties / Kristi / her / really / and in)

2. (wear / mustache / and have / Sam / a / does / glasses)

?

3. (red / Cindy / height / long / has / and is / medium / hair)

4. (on / person / the / couch / who's / sitting / the)



?

D

Complete the sentences with *should*, *shouldn't*, or *can't*. (3 POINTS)

1. This city can be dangerous at night. You _____ stay out too late.
2. You _____ travel by subway late at night. There are no trains after midnight.
3. In Hong Kong, the weather is nice in the fall. You _____ go there then.

D

Circle the correct word. (3 POINTS)

1. Has Martin ever (eaten / ridden / lost) octopus?
2. How many times have you lost your (classes / sports / cell phone)?
3. Have you ever (ridden / driven / worn) a truck?

E

Answer the questions with the advice. (3 POINTS)

- ✓ take some aspirin use a heating pad
- see a dentist use this lotion

Example: A: What should I do for a fever?

B: It's sometimes helpful to take some aspirin .

1. A: What do you suggest for a sunburn?

B: It's a good idea _____ .

2. A: What should I do for sore muscles?

B: It's sometimes helpful _____ .

3. A: What should I do for a toothache?

B: It's important _____ .

E

Complete the conversations. Use the present perfect of the verbs. (4 POINTS)

Example: A: Has _____ Ann called _____ yet? (call)

B: Yes. She called a few minutes ago.

1. A: _____ you _____ to any good movies lately? (be)

B: Yes, I _____ already _____ three great movies this month. (see)

2. A: _____ he ever _____ Thai food before? (eat)

B: No, he _____ never _____ it in his life. (have)

F

Complete the conversations with *bag*, *bottle*, *can*, or *tube*. (4 POINTS)

1. Customer: What do you have for a cold?



- Pharmacist: Get this _____ of vitamin C, and take two every day.
2. Customer: I need to shave my beard. What can I use for that?
Pharmacist: I suggest a _____ of this shaving cream.
3. Customer: My teeth hurt when I eat or drink cold things. What do you suggest?
Pharmacist: Try this _____ of special toothpaste. Of course, you should see a dentist, too.
4. Customer: Could I get something for a bad cough?
Pharmacist: Sure. Here's a _____ of cough drops. They really work.

F

Complete the sentences with *for* or *since*. (3 POINTS)

- I lived in Boston _____ five years. I loved every minute I was there!
- My wife and I have gone to Costa Rica every year _____ 2001.
- Patrick has studied Portuguese _____ a long time. He speaks it well now.

G

Read Wendy's Blog. Then check (✓) four things people suggested that Wendy should do. (4 POINTS)

Wendy's World

Too Much Advice!

Isn't it amazing? You have a health problem, and everyone gives you different advice. For several months, I felt tired all the time. Some people suggested I sleep longer, but others said I was sleeping too much. One friend told me I was working too hard, and she said it's important to relax. Another friend suggested that it's helpful to get a lot of fresh air. His advice was that I should go for a long walk every day after work. One co-worker told me, "You're not tired, just lazy!"

Even different doctors gave me different advice for the same problem! I visited one doctor, and she gave me some vitamin C. It didn't work. So I went to another doctor, and he suggested I take a vacation. That didn't work either. A third doctor told me to pick up some medicine from the drugstore. I felt even more tired! Finally, I went to a doctor of traditional Chinese medicine. He gave me some medicinal plants. He advised me to heat them in water and then drink the herbal mixture. It worked! Now I'm never tired, but I can't sleep at night! Who should I ask for advice this time?

- | | |
|--|---|
| <input type="checkbox"/> Ask someone for advice. | <input type="checkbox"/> See a doctor. |
| <input type="checkbox"/> Go on a vacation. | <input type="checkbox"/> Take some aspirin. |
| <input type="checkbox"/> Never sleep at night. | <input type="checkbox"/> Try some medicinal plants. |
| <input type="checkbox"/> Sleep less. | <input type="checkbox"/> Walk before work. |
| <input type="checkbox"/> Sleep more. | <input type="checkbox"/> Work longer hours. |

G

Read the travel adventure stories. Then write the correct title for each one. (4 POINTS)

Amazing Summer School
Never Too Old

Globe-Trotting Twosome
The Risk Taker



↑ ↓ ↶ ↷ ✖ ✉

Travel Adventures

1. _____
Keith has always done dangerous sports. He enjoys wingsuit flying and kiteboarding. Ever since he was a little boy, he has wanted to go ice climbing. He's now been taking climbing lessons for six months, and he loves it! Who knows what he'll try next?

2. _____
Sisters Maria and Eva have traveled since they were teenagers. They've seen some fantastic places in the world. Maria has visited many pyramids in Africa and South America, and Eva has tried many unusual foods around the world. They've recently written a travel guide for single women.

3. _____
Have you ever taken a cruise? Do you like taking classes? Well, here's the trip for you! Take an educational cruise in China for the month of July. You start in Beijing and finish in Shanghai. All lectures are on the ship, and the teachers are also your tour guides in the cities.

4. _____
Since 2001, Larry and Pauline Richards have taken their truck all over the United States. They've visited 48 of the 50 states and hope to drive to Alaska this summer. Pauline, 80, has been a photographer since she was very young. Larry, 82, has always enjoyed meeting people and hiking in national parks.



Appendix 5: Questionnaire at the end of the first phase of the intervention

Cuestionario después de Primera fase de la Intervención

1. ¿Cuál es su nombre? _____

2. En la siguiente escala de 0% a 100 % señale con un círculo su respuesta a la siguiente pregunta.

Quando su profesor le hablo solamente en Ingles durante la primera fase de la Investigación, ¿qué porcentaje considera Ud. que le entendió?

0 %	25%	50%	75%	100%
-----	-----	-----	-----	------

3. Señale su respuesta en la siguiente tabla

	Muy difícil	Difícil	Neutral	Fácil	Muy fácil
¿Qué tan fácil o difícil fue para Ud. el hablar en Inglés con su profesor y compañeros durante la primera fase de la investigación?					

4. Escoja las opciones que más dificultad le causaron durante la primera fase de la investigación:

Listening _____ Reading _____ Writing _____ Speaking _____ Grammar _____
Vocabulary _____ Pronunciation _____

Explique su respuesta

5. Señale su respuesta en la siguiente tabla

	Muy difícil	Difícil	Neutral	Fácil	Muy fácil



¿Qué tan fácil o difícil fue para Ud. el entender la explicación gramatical o de vocabulario de su profesor cuando lo hacía solamente en Inglés?					
--	--	--	--	--	--

6. ¿En futuras clases le gustaría recibir clases solamente en Inglés? SI _____ NO _____

Explique su respuesta

7. ¿Como se sintió cuando su profesor le habló solamente en Inglés durante la primera fase de la investigación?

Explique su respuesta



Appendix 6: Pre-test and post-test at the beginning and end the second phase of the intervention

Pre and Post Test. Second Phase of Intervention (Use of translanguaging)

PRE / POST

Units 13–16

Name: _____

Date: _____

A

Ⓒ A server is taking an order. Listen and complete the order form. (4 POINTS)

Restaurant Check Order 106

1. a _____ with _____
2. a small _____ with _____ dressing
3. a large _____
4. chocolate _____

A

Ⓒ Listen to two telephone conversations. Check (✓) the correct information. (4 POINTS)

Name	Invitation	Excuse
Wes	<input type="checkbox"/> beach party	<input type="checkbox"/> Amy and Terry are going to be there.
	<input type="checkbox"/> birthday party	<input type="checkbox"/> He doesn't want to get a sunburn.
	<input type="checkbox"/> dinner in a restaurant	<input type="checkbox"/> He starts work at 6:00 P.M.
	<input type="checkbox"/> go swimming	<input type="checkbox"/> He's going to a restaurant with Terry and Amy.
Rita	<input type="checkbox"/> baseball game	<input type="checkbox"/> She doesn't like sports.
	<input type="checkbox"/> basketball game	<input type="checkbox"/> She isn't feeling well.
	<input type="checkbox"/> dance performance	<input type="checkbox"/> She needs to study for a test.
	<input type="checkbox"/> play	<input type="checkbox"/> She's going to the Odeon Theater with Lucinda.



Check (✓) the correct response. (4

B

POINTS)

- | | |
|--|--|
| 1. I'm crazy about really spicy food.
<input type="checkbox"/> I am, too.
<input type="checkbox"/> Oh, I can't.
<input type="checkbox"/> Neither do I. | 3. I like Indian food a lot.
<input type="checkbox"/> So can I.
<input type="checkbox"/> So do I.
<input type="checkbox"/> So am I. |
| 2. I can't stand greasy fast food.
<input type="checkbox"/> Really? I can't.
<input type="checkbox"/> Neither am I.
<input type="checkbox"/> Oh, I love it! | 4. I'm not in the mood for pizza.
<input type="checkbox"/> Neither am I.
<input type="checkbox"/> I don't either.
<input type="checkbox"/> Really? I can't. |

B

Complete the conversations. Use the correct form of the verb + infinitive with the verbs in parentheses. (6 POINTS)

- A: What _____ you _____ (plan, do) tonight?
B: I _____ (want, stay) home. There's a soccer match on TV.
- A: What _____ you and Dave _____ (go, do) tomorrow?
B: We _____ (like, have) a barbecue on the beach, but it may rain.
- A: What _____ you _____ (hope, do) after graduation?
B: I _____ (love, travel) in Europe for a while.

C

Look at each message. Complete the request using the name in parentheses. (4 POINTS)

- The test on Thursday is at 1:00 P.M.
Please tell _____ . (Ken)
- Meet me after class today.
Would you ask _____ ? (Alex)
- There's a volleyball game tonight.
Could you tell _____ ? (Marcus)
- Come to the picnic on Saturday.
Please ask _____ . (Paula)

C

Circle the word or phrase that doesn't fit. (3 POINTS)

- iced coffee / tea / vinaigrette / fresh juice
- spicy octopus / chicken salad / tuna sushi / shrimp curry
- beef sandwich / mixed green salad / pea soup / vegetable curry



D Circle the correct word or phrase. (3 POINTS)

1. Please (tell / to tell) Mary there's a school party on Saturday.
2. Would you ask Bill (bring / to bring) the concert tickets tonight?
3. Could you (tell / ask) Dana that the movie starts at 8:15?

D Complete the conversation with *would*, *will*, *I'd*, or *I'll*. (4 POINTS)

- A: What _____ you like to eat?
B: The spicy chicken, please.
A: What kind of potatoes would you like?
B: _____ have the french fries.
A: Anything to drink?
B: Yes, please. _____ like some water.
A: Anything else?
B: No. That _____ be all.

E Circle the correct word. (3 POINTS)

1. There are lots of beautiful trees in this (ocean / forest / waterfall).
2. A (desert / river / lake) is a very dry place.
3. A (lake / mountain / river) is usually taller than a hill.

E Write sentences with the groups of words. Use infinitives. (4 POINTS)

- ✓ want / get a new one would like / go shopping later hope / move out soon
plan / cut it short would love / have the same teacher

Example: I don't like my job anymore.

I want to get a new one _____

— •

1. I've moved to a new place, but I don't like it.

•

2. I don't like my hairstyle.

•



3. I really need some new clothes.

4. Another English class starts soon.

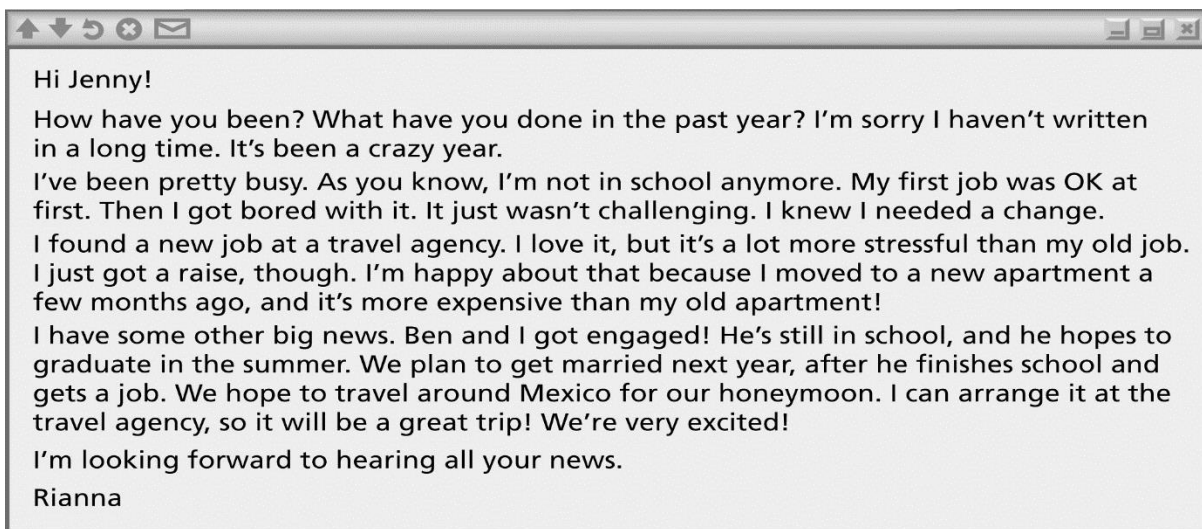
F

Complete each sentence with the correct form of the adjective. (3 POINTS)

1. Which city is _____, Buenos Aires or Lima? (crowded)
2. Is Disneyland _____ amusement park in the world? (famous)
3. What is _____ river in the world: the Amazon, the Danube, or the Nile? (long)

F

Read Rianna’s email. Then complete the chart with two recent changes in her life and two future plans. (4 POINTS)



Changes: _____

Plans: _____

Read the article. Then answer the questions. (4 POINTS)

G



↑ ↓ ↶ ↷ ✉

VISIT HAWAII

The Big Island

Everyone knows that Hawaii is a beautiful group of islands in the middle of the Pacific Ocean. But did you know that “Hawaii” is both the name of the state and the name of the biggest island in the state? Yes, it’s confusing, so most people call the island of Hawaii the “Big Island.”

The geography and weather on the Big Island are very interesting. There are towns by the ocean with beaches, and there are volcanoes, waterfalls, and forests on the island. The weather is different in different parts of the island.

On the west side of the island, the weather in sunny Kailua Kona is almost perfect. It gets up to about 27°C (80°F) in the winter and 30°C (86°F) in the summer. It only goes down to 19°C (66°F) in the winter and 23°C (73°F) in the summer. The Kohala area in the north is the driest part of the island with about 56 centimeters (22 inches) of rain a year.

On the east side, Hilo gets around 320 centimeters (126 inches) of rain per year. It is one of the wettest cities in the United States! All that rain makes for some amazing waterfalls near Hilo.

Water temperatures are the coldest in February and warmest in September and October. There is good snorkeling, great scuba diving, and wonderful fishing year-round. That makes the Big Island popular with people from all over the world any time of the year.

1. What is Hawaii?

- a city
- a city and a state
- an island and a country
- a state and an island

2. How hot does it get in Kailua Kona in the winter?

- 30°C (86°F)
- 27°C (80°F)
- 23°C (73°F)
- 19°C (66°F)

3. Where does it rain the most?

- in the north
- in the south
- in the east
- in the west

4. When are water temperatures the coldest?

- in September
- in October
- in January
- in February



Appendix 7: Questionnaire at the end of the second phase of the intervention

Cuestionario después de Segunda fase de la Intervención (Translanguaging)

1. ¿Cuál es su nombre? _____

2. En la siguiente escala de 0% a 100 % señale con un círculo su respuesta a la siguiente pregunta.

Quando su profesor dicto clases durante la segunda fase de la Investigación usando Inglés y Español,

¿qué porcentaje considera Ud. que le entendió?

0 %	25%	50%	75%	100%
-----	-----	-----	-----	------

3. Señale su respuesta en la siguiente tabla

	Muy difícil	Difícil	Neutral	Fácil	Muy fácil
¿Que tan fácil o difícil fue para Ud. el hablar en Ingles con su profesor y compañeros durante la segunda fase de la investigación?					

4. Escoja las opciones que más dificultad le causaron durante la segunda fase de la investigación:

Listening _____ Reading _____ Writing _____ Speaking _____ Grammar _____
Vocabulary _____ Pronunciation _____

Explique su respuesta

5. Señale su respuesta en la siguiente tabla

	Muy difícil	Difícil	Neutral	Fácil	Muy fácil



Appendix 8: Lesson plan First Phase of intervention: Units 9,10,11 and 12.

UNIVERSIDAD DEL AZUAY
LESSON PLAN UNITS 9,10,11 AND 12
First Phase of intervention: English only.

Unit 9 – What does she look like?

Level 2	Unit 9 – What does she look like?
Language Level	A2
Content Topic	Appearance and dress; clothing and clothing styles; people.
Allocated Time	10 hours
Materials and Resources	Course textbook, workbook, Software Interchange Presentation Plus Level 1, videos, audios, computer and speakers, projector and whiteboard. Pre-test, Post-test, Questionnaire
General goals	<ul style="list-style-type: none"> • Describe people’s appearance. • Identifying people.
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> • Ask about and describe people’s appearance • Identify people in different circumstances. • Ask questions for describing people: What...look like, how old, how long and what color. • Use modifiers with participles and prepositions. • Write an email describing people. • Reading about clothing styles • Watch a video: “Suspicious visitors”
Teaching Method	Communicative Language Teaching (CLT) / Target Language

UNIT 9 DETAILED ACTIVITIES		
Content	Learning Objective	Learning outcomes
WORD POWER: Appearance	Learn Vocabulary for describing people.	Identify adjectives to describe people.
CONVERSATION: She is very tall	Listen and practice a conversation between two people describing another person.	Use adjectives orally to describe people.



GRAMMAR FOCUS: Describing people	Practice describing people related to general appearance, age, height, hair. Adjectives to describe people.	Ask and answer questions about appearance.
LISTENING: Who is it?	Develop skills in listening for details by listening to descriptions of six people.	Improve auditory comprehension.
WRITING: An email describing people	Learn to write an email describing people.	Use grammar and vocabulary for writing short paragraphs. Imagine writing to your e-pal.
SNAPSHOT	Learn vocabulary about clothing styles.	Talk about clothing styles.
CONVERSATION: Which one is she?	Listen and practice a conversation between two people at a party.	Use modifiers with participles and prepositions in context.
GRAMMAR FOCUS: Modifiers with participles and prepositions	Practice using modifiers with participles and prepositions.	Ask and answer questions to describe classmates using modifiers.
PRONUNCIATION: Contrastive stress in responses	Learn to make changes in stress of words.	Sound more natural when using contrastive stress.
READING: Dear Ken and Pixie	Read and discuss an article about fashion. Learn vocabulary in context.	Develop skills in scanning and reading for detail.
VIDEO: Suspicious visitors	Practice different grammar structures and vocabulary from unit 9 by watching a video about	Reinforce structures from unit 9 and use them in a real-life context.



	robbers and visitors, with real actors.	
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Unit 10 – Have you ever ridden a camel?

Level 2 Unit 10 – Have you ever ridden a camel?	
Language Level	A2
Content Topic	Past experiences and unusual activities
Allocated Time	10 hours
Materials and Resources	Course textbook, workbook, Software Interchange Presentation Plus Level 1, videos, audios, computer and speakers, projector and whiteboard. Pre-test, Post-test, Questionnaire
General goals	<ul style="list-style-type: none"> • Describe past experiences. • Exchange information about past events and experiences.
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Ask and talk about past experiences and events • Use present perfect with Yes/ No and WH questions, statements, short answers. • Use regular and irregular verb in past participles • Use already and yet; for and since. • Contrast present perfect vs. simple past. • Writing an email to an old friend. • Reading about unusual or dangerous sports. • Watch a video: “What took you so long?”
Teaching Method	Communicative Language Teaching (CLT) / Target Language

UNIT 10 DETAILED ACTIVITIES		
Content	Learning Objective	Learning outcomes
SNAPSHOT	Learn about entertainment in New Orleans.	Talk about fun activities to do.
CONVERSATION: A visit to New Orleans	Listen and practice a conversation between two people in New Orleans.	Identify the present perfect in context.
GRAMMAR FOCUS: Present Perfect	Practice the present perfect with already and yet. Practice regular and	Ask and answer questions using the present perfect with



	irregular verbs (past participles).	regular and irregular verbs.
CONVERSATION: Actually, I have	Listen and practice a conversation about types of food.	See the present perfect and simple past in context.
GRAMMAR FOCUS: Present perfect vs. simple past. For and Since	Practice the present perfect and simple past, using expressions with for and since.	Ask and answer questions using the present perfect and simple past, knowing when to use each structure.
PRONUNCIATION	Learn about linking sounds.	Sound more natural by linking final /t/ and /d/ sounds in verbs with the vowels that follow.
LISTENING: I'm impressed!	Listen and practice a conversation between two about things they've done recently.	Develop skills in listening for main ideas.
WORD POWER: Activities	Learn collocations by pairing different phrases with the verbs: eat, drink, drive, lose, ride, wear.	Identify how certain expressions can be used only with certain verbs.
SPEAKING: Have you ever?	Talk to a classmate about activities they've done in the past.	Discuss with classmates about past experiences using the present perfect and collocations.
WRITING: An email to an old friend	Write an email to someone you haven't seen for a long time, include things you've done since you last saw each other.	Write a letter to an old friend using present perfect and simple past.



READING: Taking the risk	Read and discuss interviews about risky sports. Learn vocabulary in context.	Develop skills in skimming and reading for specific information.
VIDEO: What took you so long?	Practice different grammar structures and vocabulary from unit 10 by watching a video with real actors about being late for a date.	Reinforce structures from unit 10 and use them in a real-life context.

Unit 11 – It’s a very exciting place!

Level 2		Unit 11 – It’s a very exciting place!	
Language Level	A2		
Content Topic	Cities, hometowns, countries.		
Allocated Time	10 hours		
Materials and Resources	Course textbook, workbook, Software Interchange Presentation Plus Level 1, videos, audios, computer and speakers, projector and whiteboard. Pre-test, Post-test, Questionnaire		
General goals	<ul style="list-style-type: none"> • Talk about cities and countries using adverbs, adjectives and conjunctions. • Discuss popular vacation places using can and should. 		
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> • Ask about and describe cities • Ask for and give suggestions when traveling. • Talk about travel in general. • Use adverbs before adjectives • Use conjunctions: and, but, though, however. • Use modals verbs: can and should. • Writing an article about an interesting place. • Reading about interesting cities. • Watch a video: “San Francisco” 		
Teaching Method	Communicative Language Teaching (CLT) / Target Language		

UNIT 11 DETAILED ACTIVITIES		
Content	Learning Objective	Learning outcomes
WORD POWER: Adjectives	Lear vocabulary for describing places with adjectives	Practice with adjectives and its opposites.



CONVERSATION: it's a fairly big city.	Listen and practice a conversation between two people about San Juan Puerto Rico	Identify adverbs before adjectives, and conjunctions in context.
GRAMMAR FOCUS: Adverbs before adjectives. Conjunctions	Learn and practice adverbs before adjectives; really, fairly, very too. Learn and practice the use of conjunctions: and, but, though, however	Students use adverbs before adjectives and write sentences using conjunctions.
LISTENING: My hometown	Listen to two people talk about their hometowns, complete a chart.	Students develop skills in listening for details.
WRITING: An interesting place	Write about an interesting town or city for tourist to visit in your country	Write an article using adverbs before adjectives, and conjunctions.
SNAPSHOT: Vacation Spots	Learn about popular cities and some sights and events there	Talk about popular vacation spots.
CONVERSATION: What should I see there?	Practice a conversation about Mexico City.	Identify modal verbs can and should in context.
GRAMMAR FOCUS: Modal verbs, can and should	Practice and complete conversations using can, can't, should, shouldn't. Learn the grammar about modal verbs.	Students ask and answer questions using can and should in context.
PRONUNCIATION: Can't and shouldn't	Practice how /t/ in can't and shouldn't is not strongly pronounced.	Students learn to sound more natural using can't and shouldn't.
LISTENING: Three capital cities	Listen to speakers talk about Japan, Argentina, and Egypt. Complete a chart	Students develop skills in listening for details.



SPEAKING: Interesting places	Ask questions to find out if anyone has visited an interesting place in your country.	Students talk about vacations using can, can't, should, shouldn't.
READING: Greetings from...	Read and discuss email messages that talk about different cities around the world. Learn vocabulary in context.	Develop skills in predicting and reading for specific information.
VIDEO: San Francisco!	Practice different grammar structures and vocabulary from unit 11 by watching a video about San Francisco with real actors.	Reinforce structures from unit 11 and use them in a real-life context.

Unit 12 – It really works!

Level 2		Unit 12 – It really works!	
Language Level	A2		
Content Topic	Health problems; medication and remedies; products in a pharmacy.		
Allocated Time	10 hours		
Materials and Resources	Course textbook, workbook, Software Interchange Presentation Plus Level 1, videos, audios, computer and speakers, projector and whiteboard. Pre-test, Post-test, Questionnaire		
General goal	<ul style="list-style-type: none"> • Talk about health problems. • Ask for advice. • Give suggestions. 		
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> • Talk about health problems and remedies. • Ask for advice and give suggestions about what to do (or not) when sick. • Listen to health problems and give advice. • Make requests. • Use modals can, should, may. • Use adjectives and nouns + infinitives. • Write a letter to an advice columnist • Read about natural products as medicine • Watch a video: “Onion soup and chocolate” 		
Teaching Method	Communicative Language Teaching (CLT) / Target Language		



UNIT 12 DETAILED ACTIVITIES		
Content	Learning Objective	Learning outcomes
SNAPSHOT: Common health problems	Learn vocabulary for common health problems.	Talk about health problems with classmates and teacher.
CONVERSATION: Health problems.	Listen and practice a conversation about health problems.	Identify adjective + infinitive and noun + infinitive in real context.
GRAMMAR FOCUS: Adjective + infinitive; Noun + infinitive	Learn and practice adjective + infinitive and noun + infinitive, using important, helpful, good idea.	Students use adjective + infinitive and noun + infinitive to ask and give advice about health problems.
PRONUNCIATION: Reduction of <i>to</i>	Notice and practice the reduction of <i>to</i> .	Learn to sound more natural when using <i>to</i> in conversations.
DISCUSSION: Difficult situations	Imagine some difficult real-life situations and discuss them with a partner.	Discuss about difficult situations using adjective + infinitive and noun + infinitive.
WORD POWER: Containers	Learn vocabulary for containers: bag, jar, bottle, pack, box, stick, can, tube.	Students use new vocabulary to discuss about items they have in their medicine cabinet.
CONVERSATION: What do you suggest?	Listen and practice a conversation that takes place in a drugstore between a pharmacist and a customer.	Identify modal verbs for requests and suggestions in context.
GRAMMAR FOCUS: Modal verbs, can, could, may for requests and suggestions.	Practice and correct sentences using can, could and may. Learn the grammar about modal verbs.	Students ask and answer questions modal verbs for request and suggestions.



LISTENING: Try this!	Listen to four people talking to a pharmacist and choose from multiple choice answers.	Students develop skills in listening for specific information.
ROLE PLAY: Can I help you?	Practice a conversation between two people in a drugstore.	Students develop speaking skills by acting out a role play, then they change roles.
WRITING: A letter to an advice columnist	Read an example letter to an advice columnist and ask for advice.	Write a short letter using modal verbs for requests and responding giving suggestions.
READING: World news	Read and discuss an article about rain forest remedies. Learn vocabulary in context.	Develop skills in predicting, skimming and understanding the sequence information.
VIDEO: Onion soup and chocolate	Practice different grammar structures and vocabulary from unit 12 by watching a video about home remedies with real actors.	Reinforce structures from unit 12 and use them in a real-life context.



Appendix 9: Lesson plan Second Phase of intervention: Units 13,14,15 and 16.

UNIVERSIDAD DEL AZUAY
LESSON PLAN UNITS 13,14,15 AND 16

Second Phase of intervention: Translanguaging.

Unit 13 – May I take your order?

Level 2		Unit 13 – May I take your order?	
Language Level	A2		
Content Topic	Food and restaurants		
Allocated Time	10 hours		
Materials and Resources	Course textbook, workbook, Software Interchange Presentation Plus Level 1, videos, audios, computer and speakers, projector and whiteboard. Pre-test, Post-test, Questionnaire		
General goal	<ul style="list-style-type: none"> • Talk about food, ordering a meal. • Express likes and dislikes. • Agreeing and disagreeing. 		
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> • Talk about food and restaurants. • Agree or disagree about food preferences. • Order food at a restaurant. • Use modals would and will for requests. • Use so, too, neither and either. • Write a restaurant review. • Read about tipping customs. • Watch a video: “How about pizza?” 		
Teaching Method	Translanguaging techniques		

UNIT 13 DETAILED ACTIVITIES			
Content	Learning Objective	Learning outcomes	Translanguaging technique



SNAPSHOT: Food Firsts	Read about the origins of popular foods.	Learn vocabulary about food, talk about favorite foods.	Glosses and Glossary. Individual activity. Students read for vocabulary and then compare the list of foods with their favorite foods. Interaction with classmates.
CONVERSATION: Getting something to eat	Listen and practice a conversation about two people deciding where to go for dinner.	Identify the use of so, too, neither and either in context.	Students listen to the dialogue and follow scripts on the board. They used glosses for new vocabulary. Then they act out the conversation in pairs. Teacher provides explanations in L1 if necessary.
GRAMMAR FOCUS: So, Too, Either, Neither.	Learn and practice the grammar behind the use of so, too, either and neither.	Students use so, too, either and neither to practice agreeing and disagreeing among classmates	Students use Glosses. The teacher uses concurrent method by incorporating L1 in grammar explanations. Students write responses to show agreement with statements, then they compare with a partner.



PRONUNCIATION: Stress in responses	Students listen and notice how the last word of a response is stressed.	Learn to sound more natural when responding using so, too, either and neither.	Students listen to the exercise then the teacher uses concurrent method to provide explanation in L1 if necessary.
WORD POWER: Food categories	Students complete a chart of food by categories like: meat, seafood, fruit, vegetables and grains.	Students learn vocabulary for discussing food categories.	Glosses and Glossary completion if necessary.
CONVERSATION: Ordering a meal	Listen and practice a conversation that takes place in a restaurant between a server and a customer.	Identify modal verbs would and will for requests in context.	Students listen to the conversation, immediate help provided by the teacher using L1 if necessary. Then students act out the conversation in pairs. They use glosses if necessary.
GRAMMAR FOCUS: Modal verbs, would and will for requests.	Practice and correct sentences using can, could and may. Learn the grammar about modal verbs.	Students ask and answer questions with modal verbs for requests.	Teacher explanations of grammar with alternation of L1 and L2 (concurrent method). Students use glosses.
ROLE PLAY: In a coffee shop	Practice a conversation between two people in a restaurant.	Students develop speaking skills by acting out a role play between a customer and a server.	For speaking students use alternation and teacher provides help when they use



			L1 so they can repeat in L2.
LISTENING: Let's order	Listen to Rex and Hanna order in a restaurant, fill in a chart what they ordered.	Students develop skills in listening for details.	Students follow the listening activity with the aid of scripts on the board, they take notes of vocabulary they don't understand. Teacher explains vocabulary or expressions in L1 if necessary.
WRITING: A restaurant review	Read an example letter about a restaurant review	Write a short essay to review a restaurant that students had recently visited using modal verbs and past tenses.	Students work in groups of two for writing activities. They use the technique "writing partners", they were allowed to start with a draft using L1, the final draft was presented in L2 for teacher revision.
READING: To tip or not to tip	Read and discuss an article tipping practices in the United States.	Develop skills in scanning and inferring meaning for context.	Students work in groups using "reading groups" technique. One student reads aloud the text while the other follow the



			reading and mark up the text for difficult words of phrases. Then they exchange roles and someone else reads. Then they discuss the reading and negotiate meaning on difficult words, they could use dictionaries or ask the teacher for the translation to L1.
VIDEO: How about pizza	Practice different grammar structures and vocabulary from unit 13 by watching a video about a couple how goes out to eat with. The video features real actors.	Reinforce structures from unit 13 and use them in a real-life context.	Students follow the video with the aid of scripts, which allows them to note difficult words. The teacher provides explanation in L1 if necessary applying the concurrent method. Students develop listening and speaking skills in a real-life context, they are encouraged to use alternation



			between L1 and L2.
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Unit 14 – The biggest and the best!

Level 2		Unit 14 – The biggest and the best!	
Language Level	A2		
Content Topic	World geography and facts; countries.		
Allocated Time	10 hours		
Materials and Resources	Course textbook, workbook, Software Interchange Presentation Plus Level 1, videos, audios, computer and speakers, projector and whiteboard. Pre-test, Post-test, Questionnaire		
General goal	<ul style="list-style-type: none"> • Describe countries and geographic sites. • Make comparisons. • Ask and answer trivia questions about countries and geographic sites. 		
Learning outcomes	Students will be able to: <ul style="list-style-type: none"> • Describe countries and geographic sites. • Compare places. • Express opinions. • Talk about distances and measurements. • Use comparatives and superlatives. • Ask questions with “How” • Create and play a trivia game with questions about geography. • Write about a place in your country. • Reading about the environment. • Watch a video: “Around the world” 		
Teaching Method	Translanguaging techniques		

UNIT 14 DETAILED ACTIVITIES			
Content	Learning Objective	Learning outcomes	Translanguaging technique



WORD POWER: Geography	Label a picture with vocabulary related to nature	Learn vocabulary for discussing geography	Students use Glosses and Glossary. Students read for vocabulary using a picture to identify words about geography, then compare with a partner. Teacher and students brainstorm for more geography vocabulary, students are allowed to use L1 when asking, the teacher provides explanation in L1 and L2 accordingly.
CONVERSATION: Which is larger?	Listen and practice a conversation with two people talking about geography.	Identify the use of comparisons with adjective in context.	Students listen to the dialogue and follow scripts on the board. They used glosses for new vocabulary. Then they act out the conversation in pairs. Teacher provides explanations in L1 if necessary.
GRAMMAR FOCUS: Comparisons with adjectives	Learn and practice the grammar behind the use of comparatives and superlatives of	Students ask and answer questions using comparisons with adjectives.	Students use Glosses. The teacher uses concurrent method by



	various adjectives like: long, dry, big, famous, beautiful, good, bad.		incorporating L1 in grammar explanations. Students complete questions with comparatives and superlatives. Then they work collaboratively and share their answers with a partner. They use their own country to create authentic sentences with comparatives and superlatives.
PRONUNCIATION: Questions of choice	Students listen and notice how the intonation in a questions of choice drops, then rises, and then drops.	Learn to sound more natural when asking questions of choice.	Students listen to the exercise then the teacher uses concurrent method to provide explanation in L1 if necessary. Students read the sentences of choice using the proper intonation.
SPEAKING: Our recommendations	Students work in a group they imagine that three people with different interests are planning to visit their country, they give	Students are able to give recommendations to visitors using comparisons with adjectives.	For speaking students use alternation and teacher provides help when they use L1 so they can repeat in L2.



	recommendations accordingly.		
LISTENING: Game show	Listen to three people on a TV game show and check correct responses.	Students develop skills in listening for details.	Students follow the listening activity with the aid of scripts on the board, they take notes of vocabulary they don't understand. Teacher explains vocabulary or expressions in L1 if necessary.
SNAPSHOT: The world we live in	Read facts from different countries and find the ones they found surprising.	Students read real-world facts then they are able to identify the superlative in context.	Students use glosses and glossary techniques. They exchange ideas with a classmate and use the context of superlatives to a fact about their own city or country. The teacher monitors the class and provides explanation if necessary. Students and teacher could alternate L1 and L2 to negotiate meaning.



CONVERSATION: Distances and measurements	Listen a conversation about distances and measurements about facts from different countries like, Australia and New Zealand.	Students practice questions with <i>how</i> in context.	Students follow the listening activity with the aid of scripts on the board, they take notes of vocabulary they don't understand. Teacher explains vocabulary or expressions in L1 if necessary. They role play the conversation to ensure proper pronunciation of words they found difficult.
GRAMMAR: Questions with how	Use in context questions with: how far, how big, how high, how deep, how long, how hot and how cold.	Students learn to ask and answer questions with <i>how</i> .	Students use Glosses. The teacher uses concurrent method by incorporating L1 in grammar explanations. Students complete questions using <i>how</i> . Then they work collaboratively and share their answers with a partner. They use their own country to create authentic questions and responses



			sentences with how.
WRITING: An article	Read an example article about Jeju Island in South Korea.	Students write a short article to promote a place in their country, they use geography vocabulary in context.	Students work in groups of two for writing activities. They use the technique “writing partners”, they were allowed to start with a draft using L1, the final draft was presented in L2 for teacher revision.
READING: Things you can do to help the environment	Read and discuss an article that show environmental problems and possible solutions.	Develop skills in recognizing sources and understanding details in a reading.	Students work in groups using “reading groups” technique. One student reads aloud the text while the other follow the reading and mark up the text for difficult words of phrases. Then they exchange roles and someone else reads. Then they discuss the reading and negotiate meaning on difficult words,



			they could use dictionaries or ask the teacher for the translation to L1.
VIDEO: Around the world	Practice different grammar structures and vocabulary from unit 14 by watching a video about a game show with three contestants. The video features real actors.	Reinforce structures from unit 14 and use them in a real-life context.	Students follow the video with the aid of scripts, which allows them to note difficult words. The teacher provides explanation in L1 if necessary applying the concurrent method. Students develop listening and speaking skills in a real-life context, they are encouraged to use alternation between L1 and L2.

Unit 15 – I’m going to a soccer match

Level 2	Unit 15 – I’m going to a soccer match
Language Level	A2
Content Topic	Invitations and excuses; leisure-time activities; telephone messages
Allocated Time	10 hours
Materials and Resources	Course textbook, workbook, Software Interchange Presentation Plus Level 1, videos, audios, computer and speakers, projector and whiteboard. Pre-test, Post-test, Questionnaire



General goal	<ul style="list-style-type: none"> • Talk about activities and plans. • Invite people. • Give excuses. • Take and give messages.
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Talk about plans • Make invitations. • Accept and refuse invitations. • Give reasons. • Take and leave messages. • Use “going to” and present continue for future plans. • Use <i>Tell</i> and <i>Ask</i> for messages. • Writing about unusual favors. • Reading about cell phone manners. • Watch a video: “String cheese”
Teaching Method	Translanguaging techniques

UNIT 15 DETAILED ACTIVITIES			
Content	Learning Objective	Learning outcomes	Translanguaging technique
SNAPSHOT: Making excuses	Read about some common excuses declining an invitation	Students read and talk about common excuses for not accepting an invitation	Students use glosses and glossary techniques. They exchange ideas with a classmate and give their own excuses for declining an invitation. The teacher monitors the class and provides explanation if necessary. Students and teacher could



			alternate L1 and L2 to negotiate meaning.
CONVERSATION: Making plans	Listen and practice a conversation between two people talking who are making plans to go out on a date.	Identify the use of the future with the present continuous and <i>be going to</i> in context.	Students listen to the dialogue and follow scripts on the board. They used glosses for new vocabulary. Then they act out the conversation in pairs. Teacher provides explanations in L1 if necessary.
GRAMMAR FOCUS: Future with present continuous and be going to	Learn and practice the grammar using present continuous and be going to for future plans.	Students complete questions using the present continuous used as future and also be going to. They practice with a partner by giving their own answers to questions from the exercise.	Students use Glosses. The teacher uses concurrent method by incorporating L1 in grammar explanations. Students complete questions using present continuous and be going to. Then they work collaboratively and share their answers with a partner. They work in pairs and they give their own answers to



			questions from their peers.
WORD ORDER: Leisure activities	Students complete a chart with words and phrases from a list and place them in the correct category, the categories talk about: spectator sports, friendly gatherings and live performances.	Students learn vocabulary for discussing leisure activities.	Students use Glosses and Glossary. Students complete a chart and learn vocabulary for leisure activities. Teacher and students brainstorm for more leisure activities, students are allowed to use L1 when asking, the teacher provides explanation in L1 and L2 accordingly.
ROLE PLAY: Accept or refuse?	Practice a conversation between two students making invitation to different places.	Students develop speaking skills by acting out a role play between them and making plans, inviting one another to go out.	For speaking students use alternation and teacher provides help when they use L1 so they can repeat in L2.
CONVERSATION: Can I take a message?	Listen to a conversation between a secretary and a caller, the caller leaves a message and provide contact information.	Students practice a conversation between two people talking on the phone, they learn to leave messages and identify the use of	Students follow the listening activity with the aid of scripts on the board, they take notes of vocabulary they don't



		tell or ask in context.	understand. Teacher explains vocabulary or expressions in L1 if necessary. They role play the conversation to ensure proper pronunciation of words they found difficult.
GRAMMAR FOCUS: Messages with tell and ask	Learn to differentiate between statements and request and giving messages with both.	Students practice writing and giving messages with tell and ask using the context of statements and request.	Students use Glosses. The teacher uses concurrent method by incorporating L1 in grammar explanations. Students unscramble words to form sentences or questions using tell or ask. Then they work collaboratively and share their answers with a partner.
WRITING: Unusual favors	Read an example essay of unusual requests that one person asks another person.	Students write a short essay asking someone to pass on messages with tell and ask.	Students work in groups of two for writing activities. They use the technique “writing partners”, they were allowed to start with a draft using L1,



			the final draft was presented in L2 for teacher revision. Students share their unusual request with the class.
PRONUNCIATION: Reduction of <i>could you</i> and <i>would you</i>	Students listen and notice how <i>could you</i> and <i>would you</i> are reduced in conversation.	Learn to sound more natural when talking by reduction of <i>could you</i> and <i>would you</i>	Students listen to the exercise then the teacher uses concurrent method to provide explanation in L1 if necessary. Students read the sentences of choice using the proper pronunciation and reduction.
LISTENING Taking a message	Listen to two telephone calls to Mr. Lin and Mrs. Carson, the write down the messages.	Students develop skills in listening for details.	Students follow the listening activity with the aid of scripts on the board, they take notes of vocabulary they don't understand. Teacher explains vocabulary or expressions in L1 if necessary. Students compare their answers.



ROLE PLAY: Who's calling?	Practice a conversation between two leaving a message.	Students develop speaking skills by acting out a role play between them talking on the phone and leaving messages.	For speaking students use alternation and teacher provides help when they use L1 so they can repeat in L2. They learn certain expressions while calling someone like: May I speak to? Sorry, but ...isn't here. Can I leave a message? Can I take a message? I'll give... the message.
READING: Cell phone etiquette	Read and discuss an article about cell phone etiquette.	Develop skills scanning, summarizing and recognizing points of view.	Students work in groups using "reading groups" technique. One student reads aloud the text while the other follow the reading and mark up the text for difficult words of phrases. Then they exchange roles and someone else reads. Then they discuss the reading and negotiate meaning on



			difficult words, they could use dictionaries or ask the teacher for the translation to L1. They see vocabulary in context.
VIDEO: String cheese	Practice different grammar structures and vocabulary from unit 15 by watching a video about a group of people who are attending a birthday party of a friend, they ask each other to bring cheese to the party, but something goes wrong. The video features real actors.	Reinforce structures and vocabulary from unit 15 and use them in a real-life context.	Students follow the video with the aid of scripts, which allows them to note difficult words. The teacher provides explanation in L1 if necessary applying the concurrent method. Students develop listening and speaking skills in a real-life context, they are encouraged to use alternation between L1 and L2.

Unit 16 – A change for the better!

Level 2	Unit 16 – A change for the better!
Language Level	A2
Content Topic	Life changes, plans and hopes for the future.
Allocated Time	10 hours



Materials and Resources	Course textbook, workbook, Software Interchange Presentation Plus Level 1, videos, audios, computer and speakers, projector and whiteboard. Pre-test, Post-test, Questionnaire
General goal	<ul style="list-style-type: none"> • Exchanging personal information • Describe changes. • Future plans.
Learning outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss and exchange personal information with classmates • Describe changes in students' lives with the present tense, present perfect and past tense. • Use the present perfect and the comparative • Use the verb + infinitive • Writing about a plan for a class party. • Reading about goals and priorities. • Watch a video: "Life Changes"
Teaching Method	Translanguaging techniques

UNIT 16 DETAILED ACTIVITIES			
Content	Learning Objective	Learning outcomes	Translanguaging technique
SNAPSHOT: Things that bring about change in our lives	Read about some events that bring change to people's lives.	Students read and talk about events that can change their lives, they discuss about something that had happened to them lately.	Students use glosses and glossary techniques. They exchange ideas with a classmate and give their own ideas about things that could bring change to their lives. The teacher monitors the class and provides explanation if necessary. Students and teacher could



			alternate L1 and L2 to negotiate meaning.
CONVERSATION: Catching up	Listen and practice a conversation between two people catching up.	Students see the descriptions of changes in context.	Students listen to the dialogue and follow scripts on the board. They used glosses for new vocabulary. Then they act out the conversation in pairs. Teacher provides explanations in L1 if necessary and correct students pronunciation.
GRAMMAR FOCUS: Describing changes	Learn and practice the grammar to describe changes using the present tense, past tense, present perfect and comparatives.	Students learn to use different grammar structures to describe changes in their lives.	Students use Glosses. The teacher uses concurrent method by incorporating L1 in grammar explanations. Students make sentences using the present tense, past tense, present perfect and comparatives. Then they work collaboratively and share their ideas with a partner.



LISTENING Memory lane	Listen to two people taking, they are looking through a photo album, they explain things that have changed in their lives.	Students develop skills in listening for details.	Students follow the listening activity with the aid of scripts on the board, they take notes of vocabulary they don't understand. Teacher explains vocabulary or expressions in L1 if necessary. Students complete a chart with changes they hear from the conversation and compare their answers.
WORD ORDER	Students are given a list of phrases to complete three charts with changes that refer to money, appearance and skills	Students learn vocabulary for discussing changes.	Students use Glosses and Glossary. Students complete three charts and learn vocabulary discussing changes. Teacher and students brainstorm for more ideas that describe changes, students are allowed to use L1 when asking, the teacher provides explanation in



			L1 and L2 accordingly.
CONVERSATION: Planning your future	Listen to a conversation between two people who are finishing college and talk about their plans for the future.	Students practice a conversation between two people planning their futures, they identify the use of <i>verb + infinitive</i> in context.	Students follow the listening activity with the aid of scripts on the board, they take notes of vocabulary they don't understand. Teacher explains vocabulary or expressions in L1 if necessary. They role play the conversation to ensure proper pronunciation of words they found difficult.
GRAMMAR FOCUS: Verb + Infinitive	Learn grammar rules to use verb + infinitive to describe future plans or things they want to happen.	Students practice asking and answering questions about the future using verb + infinitive.	Students use Glosses. The teacher uses concurrent method by incorporating L1 in grammar explanations. Students complete sentences using verb + infinitive. Then they work collaboratively and share their answers with a partner.



PRONUNCIATION: Vowel sounds /ou/ and /ʌ/	Students listen and notice how /ou/ and /ʌ/ are pronounced, they complete a chart.	Students develop skills in listening between the vowel sounds /ou/ and /ʌ/	Students listen to the exercise then the teacher uses concurrent method to provide explanation in L1 if necessary. Students complete a chart that includes the /ou/ and /ʌ/ sounds so they can identify words they hear by their phonetic component.
SPEAKING: A class party	Students work in a group they imagine that they are planning a party with their course.	Students are able to plan a class party using the verb + infinitive.	For this activity they work in groups of three. For speaking students use alternation and teacher provides help when they use L1 so they can repeat in L2.
WRITING: Party plans	Students consolidate the previous exercise by writing down about their plan for a party. They follow an example on the book.	Students write a short essay planning a party	Students work in groups of two or three for writing activities. They use the technique “writing partners”, they were allowed to start with a draft using L1,



			the final draft was presented in L2 for teacher revision. Students share essays with the class.
READING: Setting personal goals	Read and discuss an article about setting personal goals.	Develop skills in recognizing audience and reading for specific information.	Students work in groups using “reading groups” technique. One student reads aloud the text while the other follows the reading and mark up the text for difficult words of phrases. Then they exchange roles and someone else reads. Then they discuss the reading and negotiate meaning on difficult words, they could use dictionaries or ask the teacher for the translation to L1. They see vocabulary in context.
VIDEO: Life changes	Practice different grammar structures and vocabulary from unit 16 by watching a video about a group	Reinforce structures and vocabulary from unit 16 and use	Students follow the video with the aid of scripts, which allows them to



	<p>of people who explain their life changes in different careers. The video features real actors.</p>	<p>them in a real-life context.</p>	<p>note difficult words. The teacher provides explanation in L1 if necessary applying the concurrent method. Students develop listening and speaking skills in a real-life context, they are encouraged to use alternation between L1 and L2.</p>
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