Planned Translanguaging as a means to improve students' working relationship in pairwork activities

Catarina Abelha Ferreira

M

2019

Catarina Abelha Ferreira

Planned Translanguaging as a means to improve students' working relationship in pairwork activities

Relatório realizado no âmbito do Mestrado em Ensino do Inglês no 3º ciclo do Ensino Básico
e no Ensino Secundário, orientada pela Professora Doutora Maria Ellison
Orientadora de Estágio, Dra. Cândida Grijó
Supervisora de Estágio, Professora Doutora Maria Ellison

Faculdade de Letras da Universidade do Porto

setembro de 2019

Planned Translanguaging as a means to improve students' working relationship in pairwork activities

Catarina Abelha Ferreira

Membros do Júri

Professor Doutor Nicolas Hurst

Faculdade de Letras - Universidade do Porto

Professora Doutora Maria Ellison

Faculdade de Letras - Universidade do Porto

Professora Doutora Maria Alfredo Moreira

Faculdade de Letras - Universidade do Minho

Classificação obtida: 17 valores

Contents

Declaração de honra

Declaro que o presente relatório é de minha autoria e não foi utilizado previamente noutro curso ou unidade curricular, desta ou de outra instituição. As referências a outros autores (afirmações, ideias, pensamentos) respeitam escrupulosamente as regras da atribuição, e encontram-se devidamente indicadas no texto e nas referências bibliográficas, de acordo com as normas de referenciação. Tenho consciência de que a prática de plágio e auto-plágio constitui um ilícito académico.

[Porto, setembro 2019]

[Catarina Abelha Ferreira]

Acknowledgements

I would like to thank my supervisor, Professor Maria Ellison for motivating me to do my best. For the advice and words of encouragement.

I would like to thank my mentor, Professor Cândida Grijó for all the important advice and knowledge during one of the most challenging years of my academic career.

I would like to thank Professor Nicolas Hurst for his support, feedback and advice whenever I had questions.

I would like to thank my students from the seventh and eleventh grade who, during my teaching practicum, were so engaged and supportive. For their commitment and for all the things that I have learnt with them which helped me to grow as a professional and an individual.

I would like to thank my friends for the never-ending support. Cláudia, Márcia, Helena, and Filipa. You were always there to motivate me whenever I felt like giving up. Thank you for getting me through these two years.

Finally, I would like to thank my family. My mom for all her support when I decided to go back to University for one more Master's Degree. For raising me to be strong and go after what I want. I know you are always there for me.
I would also like to thank my aunt and uncle for their important presence in my life.

Resumo

Preparar alunos para trabalhar juntos num mundo que sofre mudanças constantes a nível político, económico, demográfico, social e cultural é primordial. O competitivo mercado de trabalho obriga a que os alunos estejam preparados para unir forças com colegas de trabalho para que melhores resultados sejam alcançados. No entanto, pedir a adolescentes que vejam o trabalho de pares como trabalho, e não como um instante social durante a aula é extremamente complicado, uma vez que os alunos estão habituados a trabalhar com os que já fazem parte do seu círculo social, não estando confortáveis a trabalhar com colegas que não conhecem fora da sala de aula. A dinâmica de sala de aula é, então, um conceito surpreendentemente difícil de desconstruir e controlar como professor. Dessa forma, procurar estratégias pedagógicas específicas que possam facilitar e simplificar o trabalho de promover a interação a pares é extremamente importante para que uma aula seja bem-sucedida. Assim, é imperativo conscientizar os alunos para a importância das atividades realizadas a pares, bem como para as competências que, consequentemente, desenvolvem: comunicação, criatividade, pensamento crítico e colaboração.

Todavia, há alunos que consideram estabelecer comunicação com um colega uma tarefa bastante difícil. Considerando os recursos disponíveis e a questão de como muitos dos alunos recorrem ao uso da sua língua materna durante atividades a pares, translinguagem previamente planeada como estratégia pedagógica faz uso da língua materna como vinculo para ajudar os alunos mais calados, ou os que sentem mais dificuldades em aulas de inglês como língua estrangeira, a estabelecer uma relação de trabalho, através de algo que os alunos têm em comum: língua materna.

Este estudo tem como objetivo principal o uso de translinguagem planeada para o desenvolvimento de um método de trabalho durante atividades a pares através da análise de textos na língua materna (L1) complementares ao tema a ser estudado no momento. Este projeto tentou discernir a eficácia do uso planeado da língua materna em sala de aula. Os dados e os resultados recolhidos através do processo de observação, entrevistas e questionários, mostraram uma melhoria no que diz respeito à comunicação e método de trabalho a pares.

Palavras-chave: translinguagem, trabalho a pares, uso da língua materna, relação de trabalho

Abstract

Preparing students to work together in a world which constantly suffers changes on a political, economic, demographic, social and cultural level is paramount. The competitive job market compels learners to be prepared to join forces with work colleagues so that better results may be achieved. Nevertheless, to ask teenage learners to perceive pairwork tasks as work, and not as a social moment during the lesson is extremely difficult, as students are accustomed to working with those who are part of their social group, rather than with colleagues who they are not familiar with outside of the classroom context. Classroom dynamics, thus, is a surprisingly difficult concept to deconstruct and control as a teacher of a large class. With that said, looking for specific pedagogical strategies that may ease and simplify the function of promoting pairwork interaction is extremely important for a successful lesson. Therefore, it is imperative to raise students' awareness of the importance of pairwork activities as well as the skills that allow them to develop: communication, creativity, critical thinking and collaboration.

Nonetheless, there are students who find interacting with their partner a terribly difficult task. Considering the resources available and the question of how many of the students in the classroom resort to the use of their L1 during pairwork activities, translanguaging may be one of the pedagogical strategies applied so that the L1 will serve as a link between learners, in order to encourage quieter students, or those who have more difficulties in EFL lessons, establishing a working relationship with their partners. In that sense, L1 will be part of the EFL lessons, previously planned by the teacher, to help learners develop a more efficient working relationship, by drawing in something both learners have in common: language (L1).

This study's main aim is to use planned translanguaging to develop a work method during pairwork activities through the analysis of texts in L1 complementary to the topic being studied at the moment. This project tried to discern the effectiveness of the use of planned use of L1 in the classroom. The data and results, collected through the observation process, unstructured interviews and questionnaires, showed improvement with regard to communication and work method in pairs.

List of tables

Introduction

> We cannot remake the world through schooling but we can instantiate a vision through pedagogy that creates in microcosm a transformed set of relationships and possibilities for social futures (New London Group, 1996, p. n.d).

The global village has, ironically, created several small versions of multilingual/multicultural communities in foreign language classrooms. Each of these communities has its identity, language, values and traditions, all of which should be recognised and respected. Disregarding hierarchies, each member of the community is an individual with valuable experience and knowledge, which may be used to develop other important skills. However, when one considers spoken communication, one automatically considers the language that the act of communication will involve, and the medium through which the message will be delivered. In these situations, the individual's identity, language and culture is ignored until the moment of communication is finished, given that only one language is usually valued.

If one considers classrooms as versions of those multilingual/multicultural communities, each learner is an individual with different needs and strategies. Rather than insisting on a one-size fits all language policy, removing the possibility of any interaction in any other language to take place, even if it will benefit students in the long run, multilingual programmes are being carefully assessed, overseen and adapted to fit the constant changes modern society endures every day (Lewis, Jones & Baker, 20121a).

Even though it is quite common for bilingual/multilingual individuals to resort to their other acquired languages for purposes of communication, this behaviour does not consider the importance of interpretation and knowledge transference between *codes* – languages. Translanguaging is more than just shifting between languages, it is a strategy that attempts to recognise and enhance students' linguistic resources in the meaning-

making process. In addition, the fast-paced societies which are constantly confronted by globalisation, must be open to new ways of conveying meaning and communicating, while not losing their single identity. For that reason, the role of L1 in English as a foreign language (EFL) classroom is extremely important as it will be the first thing students resort to when confused and not knowing what to do.

Moreover, and considering the communities mentioned above, these are not just multilingual, but also multicultural. Two individuals who belong to the same social structure of society are still enabled to communicate through their common features: language and culture (life experience). English holds the title of *lingua franca* and is used among people who do not share the same L1. This promotes a sense of language domination. So that English becomes the open, multicultural subject endorsed by many, it is essential to encourage students to make use of all the knowledge they have acquired over the years, as language learners, so that a more comfortable, easy and trusting relationship with the language learning process may be built.

Nonetheless, as a school subject, spoken and written English communication is featured and promoted in schools. But, considering the growing multilingual/multicultural communities, one must remember that learning a language is not just about the language itself, but everything that encompasses an individual's life – their identity – and the role it plays during the language acquisition process.

> A aprendizagem de línguas inscreve-se num processo mais vasto, que ultrapassa a mera competência linguística, englobando aspectos ligados ao desenvolvimento pessoal e social dos alunos, levando-os a construir a sua identidade através do contacto com outras línguas e culturas (Moreira, Moreira, Roberto, Howcroft & Almeida, 2001, p. 2).

Therefore, this study on the use of planned translanguaging to improve students' working relationship during pairwork tasks in the EFL classroom, is concurrent with the official documents in practice at this time, as well as the development of 21st century skills –Communication, Collaboration, Critical Thinking and Creativity.

A brief description of the organisational structure of this report will now be presented. In chapter I, the main focus as well as the research questions of this study

will be defined following the class profile of both classes that took part in this investigation. Then, results of the observation notes collected during the zero cycle of this research will be analysed. These were paramount in the identification of the issue to be addressed. Finally, the proposed strategy aimed at improving on this problem will be presented – to employ planned translanguaging tasks based on written-text to help pairs develop their working relationship and communication.

In chapter II, the theoretical perspectives directly related to the focus and main topic of this project will be discussed. The rise and importance of multilingual education programmes, as well as the difficulties experienced, will also be described and debated. Then, a distinction between planned translanguaging and code-switching, both multilingual behaviours used with the L1 or another L2, as "a scaffolding technique in bilingual classrooms, making the L2 more comprehensible" (Lewis, Jones & Baker, 20121b, p. 4) will be presented. Finally, the concept of pairwork and its importance in EFL classes will be debated as well as planned translanguaging as the means to improve communication between colleagues.

In chapter III, information regarding the design of the study, the data collecting tools used, as well as the plan of action will be addressed. Following that, chapter IV and V will summarise and contextualise the activities employed in both cycles, respectively. The results will be analysed in the light of the research questions.

Lastly, I will share my conclusions on this project, after reflecting on the whole journey of my teaching practicum, the effectiveness of the strategy and the future of this study.

I.   Rationale

The aim of this chapter is to share the reflections on the school where the Teaching Practice and this study took place, to provide a brief description of both classes which took part in this study and the issues identified which led to the research questions of this study.

1.1. School context

Escola Secundária Doutor Joaquim Gomes Ferreira Alves (ESDJGFA) opened its doors in 1978 in Valadares, Vila Nova de Gaia. The school serves the vast surrounding area which encompasses parishes such as Vilar do Paraíso, Madalena and Gulpilhares, providing an immediate, educational response to families with teenage students.

The school population consists of basic, secondary and professional vocational education with grades ranging from the seventh to the twelfth grade. The school has got 1655 students and 57 classes in the past school year of 2018/2019 alone. Every year the school struggles with the number of families wanting to enrol their children due to its success rate which is above the national average: 97% for basic Education, 91% for secondary education and, finally, 98% for professional vocational courses.

The school is divided in four buildings, as well as a separate building where the students and teachers' bar, canteen and the school's stationery shop are situated. Each classroom is equipped with a data projector and a desktop computer which facilitates the use of videos, PowerPoint presentations, and other audio-visual resources.

The philosophy of ESDJGFA is to take every opportunity to promote quality of education based on current research on the skills and competencies educational institutions should help their students develop in order to prepare them for their professional future. The key areas in which ESDJGFA has been focusing on are the ones mentioned in *Perfil do Aluno à saída da Escolaridade Obrigatória:* languages, information and communication, logical reasoning, problem-solving, critical and creative thinking, cooperation and collaboration, autonomy and personal development.

Additionally, the school has taken part in the *Flexibilidade Curricular* pilot project, which only a few institutions have tried. History and Geography became half-yearly subjects for the Basic Education students – they had History in the first term and Geography in the second and third term.

With regards to the issue of inclusion, the school welcomes students with special needs, such as autism, and works on developing educational and social inclusion, autonomy, emotional stability and promotion of equal opportunities for each student.

Finally, the school organises disciplinary and interdisciplinary seminars of psychological, pedagogical and didactic nature. There are sessions on designing and applying pedagogical instruments, as well as sessions on leadership. ESDJGFA's resources include training centres such as Centro de Formação de Associação de Escolas Aurélio da Paz dos Reis, the school library and often invites specialists to meet the school and share their knowledge at conferences.

1.1.1. Projects

The school is involved in projects such as:

- *Cidadania e Desenvolvimento*, which aims to raise students' awareness to a variety of different topics such as human rights, gender equality, sustainable development, interculturalism, media, finance and entrepreneurship, through the development of a class project that is later presented to the entire school community;
- *PRESSE (Programa Regional de Educação Sexual em Saúde Escolar)* which works directly with families in order to promote sexual education as an interdisciplinary subject in schools;
- *Every Day is Earth Day!*, a European project which aims to promote reflection on UN Sustainable Development Goals. ESDJGFA earned the opportunity to attend the Climate Change Leadership Porto Summit 2018.

These projects and initiatives enhance the school's image and reputation as well as its attitude towards innovation. Students have an important role in the school

community and are allowed to suggest activities, participate in projects and collaborate with teachers.

Go CLIL

The aims of ESDJGFA's *Go CLIL* project are to develop communicative competence, critical thinking and cognitive skills. This project allows students to learn a non-language subject through a foreign language, in this case, English. The main objective of this project is to develop communicative competence through task-based and content-based approaches. Students are guided to notice meaning before form in order to give them the chance to also develop their subject-specific literacy skills. Even though *Go CLIL* has not replaced English as a subject, the foreign language is integrated in other subjects, giving students more opportunities for immediate use and skills development. Each subject has 25% to 40% of its syllabus taught in English. The subjects included are: History, Geography, Natural Sciences, Physics and Chemistry, Arts, and ICT.

In ESDJGFA, most students who attend these CLIL classes were assessed through a test to categorise their level of English. In general, the students' level is higher in comparison to students from the same year in regular classes. They also appear to be very motivated and proud to take part in such a prestigious project. Yet, there were cases of students who were not able to keep up with the rest of the class and it is being considered whether they will change to a regular class next school year.

Go CLIL also gives teachers the chance to cooperate while planning lessons, thus, bringing teachers from different areas together. Students became increasingly aware of teachers' cooperative work which is proof of how everyone is involved in the project.

My seventh grade class was a CLIL class, which obviously influenced the study, and planning. Given the aims of this project, I wanted to help students develop their group/pairwork interaction further, as it is such an important part of *Go CLIL*. Moreover, they were encouraged to work together in most subjects, so this study would also be useful for them as they were confronted with different interaction patterns every day in class.

1.2. Class profile

At the beginning of the school year, I was assigned two different classes: a seventh grade and an eleventh grade class. The choice was random, given that a colleague was also doing her teaching practicum with my mentor as well. However, my mentor was the Coordinating Teacher of my seventh grade class.

During the first term, my colleague and I were advised to attend each other's classes to observe my mentor teaching. It helped us gather more information about the different types of students, teacher's roles and classroom management techniques. Our schedule changed later, at the end of December, when we were allowed to only attend the classes we were going to be working with. Both classes participated in this study.

1.2.1. Seventh grade

The seventh grade is a class of 31 students (a total of 31 students: 12 boys and 19 girls) involved in the CLIL project, between the ages of eleven and thirteen. Most students sat an entrance exam at the end of the previous year in order to enter this class. Some of the students are enrolled in language centres which meant they were more comfortable with using the English language. Also, they were already familiar with some of the grammatical content.

Overall, the class was motivated, interested and participative. However, there were a number of students who always dominated the lesson during class discussions, which also proved to be an advantage to me as a student-teacher as I had to be in control while still trying to make the lesson learner-centred, and encouraging the quieter students to participate.

Besides *Go CLIL*, the seventh grade was also involved in *Every Day is Earth Day!,* as well as in a twelfth grade project which was working on restoring the school's pond. The class also produced anti-bullying signs during one of my assessed lessons, as part of an anti-bullying campaign they were responsible for.

1.2.2. Eleventh grade

The eleventh grade class was comprised of 25 students (10 boys and 11 girls) in the area of Science and Technology. Overall, the class was extremely motivated because it was their second year with my mentor. They were interested in sharing their opinions and learning more about current affairs.

Regarding their level, most students revealed minimal difficulties in English, with a few exceptions. However, given that in this school year they had to sit exams, towards the end of the year students became increasingly more distracted and tired.

Unlike the seventh grade, this class was not very involved in school projects, even though some students took part in the school's sport teams such as handball. Because of that, and given the plan my mentor had designed at the beginning of the year, they were asked to complete two projects for their oral assessment in groups. My mentor scheduled some English classes for students to work together and were even allowed the use of computers and mobile phones to research the topics. Some of the groups were capable of doing an interdisciplinary exercise and use the knowledge acquired in other subjects such as Philosophy, Biology and Chemistry to explore the theme further.

1.3. Zero Cycle of the Action Research Project: The issues

1.3.1. Observation notes

The observation notes were compiled throughout the first term, not only by observing classes, but also when my *Aulas Zero* started. The information was mostly on the students' behaviour, teacher's roles and techniques to call the students' attention when they were distracted. This process also gave me a clearer idea of students' difficulties. This information was recorded by completing my research diary and observation sheets provided by Faculdade de Letras da Universidade do Porto (FLUP).

The relevant issues evident during this stage in both classes will now be discussed.

The seventh-grade class had a good level of the English language for their age. Some students had vast cultural knowledge, noticeable during class discussions and group activities.

During the first lesson, I mainly took notes on students' use of language as they had to write a short paragraph and then present themselves to their colleagues and teachers. The most problematic issues were related to choosing the correct verb and verb tense. Vocabulary-wise, students were capable of talking about their hobbies and interests.

For the rest of the month of October, it was obvious that learners were not keen on working in pairs, as they would only feel comfortable working with someone they were friends with, but did not mind working in groups. My mentor was forced to explain countless times that they had to find a way to work with their partner regardless of their relationship outside of the classroom.

Moreover, lack of motivation in participating in class voluntarily, as well as their attitude towards error correction was also noticed – they would often appear frustrated and embarrassed whenever they were corrected.

The eleventh grade class had a different social dynamic, as they were more united as group, owing to the fact that they knew each before the present school year. They had the expected level of English for their age and grade; that said, 9 students struggled with using correct language, sentence structure and pronunciation.

With regards to pair and group work, most students did not have any difficulties with either. Nevertheless, there was a group of learners who showed signs of not having a clear work method; they would not interact enough to complete the task on time, would work individually and only communicate towards the end to show each other what they had done.

1.3.2. Data collection: Learning Preferences

Focusing on the issues that had been registered regarding students' difficulties in pairwork activities, I decided to begin collecting data by conducting an anonymous class questionnaire on students' learning preferences (see Appendix I). The fact that this questionnaire was anonymous is because the issues registered were general. Even though a group of students to focus on for each class had to be chosen, I first wanted to know the students' opinion on the matter of learning preferences as a whole class. The questionnaire was fairly short (5 multiple choice questions and 1 open answer), regarding students' preferred interaction patterns during class activities (individual, in pairs, in groups).

The aim of this questionnaire was to get factual information on why they enjoyed or did not enjoy working in pairs, groups or individually, while also asking them to suggest activities they would like to do, in pairs, during English classes.

This questionnaire was used with both classes which meant it took some time to consider the phrasing of the questions, as their level of English was quite distinctive. As Bell (2005) argues "common sense and the ability to write plain English are always a help in any walk of life but designing a questionnaire requires rather more. It requires discipline in the selection of questions [and] in question writing (…)" (p. 136).

The questions were written and phrased differently to ensure that I had "remove[d] ambiguity" (Bell, 2005, p. 137), but also to check if the language was precise and easily understandable, as well as to make sure students' responses could be analysed. My mentor read and commented on it before the questionnaire was applied, to make sure I had a solid data collecting tool, and would not need to repeat or apply a different questionnaire later on.

Considering this was my first time at a school, besides having to go through a period of adaptation to understand the rules and my responsibilities, I also needed to get to know two large groups of students. This aspect of the Action Research Project (ARP) is essential to find out "what the current characteristics of one's teaching are and what is

happening in the classroom in relation to the issue in question" (Richards & Farrell, 2005, p. 179).

In the seventh grade, which consisted of 31 students, the majority claimed they preferred working in groups (18 students), while in the eleventh grade, a total of 25 learners, the vast majority (16) said they preferred working in pairs (see Appendix II). The issues while working in pairs were: not feeling comfortable working with their partner (14 in the seventh grade and 7 in the eleventh) and the activities were not interesting enough (7 in the eleventh grade) (see Appendix III).

Regarding students' suggestions, they proposed oral presentations, debates as well as research activities as pairwork activities in English classes.

This questionnaire helped me understand and reflect on how I could help students with my ARP. Both groups started brainstorming ideas to help learners feel more comfortable with their partner while developing a more efficient work method. I quickly understood I would need to find a strategy that could give students a common ground, that is, something that they would share to feel more at ease when working together, while, at the same time, developing a method that would allow them to work towards completing tasks on time without having a student in charge of the activity.

During my two *Aulas Zero* (seventh grade on October 4th and eleventh grade on October 12th), I designed simple pairwork activities such as brainstorming, sharing ideas, completing comprehension questions, and matching activities, simply to assess their interaction in pairs so that my assumptions could be corroborated. I took notes on their reactions when they found out they had to work with their partner and observed their progress while monitoring the activities.

A number of students appeared to have difficulties with sharing their opinion, participating in the activities and finishing them within the given time limit. Moreover, I observed some use of the L1 (Portuguese), which could mean the language they needed to complete the task had not been consolidated prior to the proposed activity. At this stage, I would need to confirm that the language necessary to complete a task was presented and practised beforehand.

As to continue my assessment of both classes, I recorded the audio of students' working in pairs during mine and my mentor's lessons. I wanted to confirm my feeling that learners were using L1 so as to communicate more effectively. These recordings were authorised by the school and, following my mentor's advice, learners were not aware they were being recorded. I realise participants should made aware of video or audio recordings and give their permission to be part of it (Bell, 2005); however, my mentor argued it was not necessary in this case as it was only to confirm my own suspicions. Moreover, students had already handed in a permission slip on image and audio recording at the beginning of the year.

Having seen what happened with my colleague, letting students know they are being recorded can result in non-authentic data, as learners will make an effort to be on their best behaviour. Even though they were told the recordings were not going to be used to assess anyone, the majority was afraid of that possibility and behaved differently than usual resulting of distorted facts. Thus, when recording students' interaction with each other, I decided to not let them know I was collecting data.

I chose three pairs of students in each class. These were chosen because I had noticed their reluctance in working in pairs during my mentor's and my own classes. Their physical response as well as their level of participation confirmed they were not willing to work in pairs unless they were asked to. There were other students that could have been part of this study, but in order to make it achievable, I decided to choose the cases that appeared to be urgent. In addition, the number of pairs in both classes was the same to provide the study with a clear balance.

The next step was to take more notes on this issue while observing my mentor and the three pairs of students I had decided to focus on in each class. Having confirmed that the new language was presented and practised before any major pairwork activity, my findings were discussed with my mentor to get advice on all the notes collected. It was suggested looking into taking advantage of their use of L1 without their knowledge, as we are supposed to discourage the use of Portuguese in the classroom and insist on them developing their communicative competence in English.

It is worth noting that in Portugal teachers often discourage the use of L1, advocating towards a different approach: exposing learners to the L2 as much as possible. Hall and Cook (as cited in Kerr, 2019) argue that the vast majority of teachers opt to exclude the students' L1 entirely. However, there is research (Kerr, 2019) that highlights the fact that teachers often resort to, rather than use the L1, meaning its use is planned and conscious, not spontaneous and unprepared.

The use of L1 in L2 classrooms is still a highly debatable and contradictory subject, as many teachers believe the L1 will hinder students' acquisition of the L2, thus stalling their progress as language learners (Kim & Petraki, 2009). Additionally, most educators feel guilty when the L1 is featured in their lesson which shows how the general attitude of discouragement and judgement on the use of L1 hinders teachers' performances (Kerr, 2019).

On the other hand, some believe the use of L1 may be justifiable in English as Foreign Language (EFL) classrooms. Cook (as cited in Yavuz, 2012, p. 4341), mentions that learning the first language is more than just grammar and vocabulary, but it is also an "environmental and linguistic as well as emotional" process. Cook (as cited in Yavuz, 2012) argues that the use of L1 will, therefore, increase learners' cognitive level during L2 acquisition.

Also, Swan (as cited in Yavuz, 2012, p. 4341) claims that using L1 may be beneficial for learners as they "habitually attempt to find ways to comprehend the new structures in the L2 by trying to find the equivalents in their L1". Teachers must, thus, find a balance when they decide to use L1 in their L2 classes.

After this preliminary research, I decided on the use of planned translanguaging to improve students' work efficiency in pairwork activities. The idea behind this practice is to allow learners to use all of their linguistic repertoire, skills and experience as language students to make meaning (Nagy, 2018). It promotes the idea that students may transfer knowledge from one language to the other without realising it (Lewis, Jones & Baker, 20121a).

My main aim with this method was to use the students' L1 (Portuguese) as the common ground between them, without letting them know they were allowed to use it.

By bringing students together through a common characteristic both share (language), learners will be able to work more on their personal working relationship and work method, meaning they will feel more comfortable collaborating with someone who is not part of their social circle, and understand that one of the aims of pairwork activities is not to socialise, but to finish a task.

To accomplish this, students would be asked to analyse and reflect on materials in L1 which would complement the topic in question. This would, hopefully, promote communication between pairs, help them share their opinions and participate equally in the activity. As students would gradually become more engaged with the proposed task, they would develop a better and more efficient working relationship (dividing tasks and responsibilities).

Nevertheless, there was the need to discuss this hypothesis with both my mentor and supervisor given that I was planning on allowing the use of L1 in a EFL class. I had to ask about the school's policies on this issue before planning any lesson further and reflect upon the time restriction of this study. As Richards and Farrell (2005) argue, the chosen topic must be achievable as well as the opportunity to conduct a follow-up study.

While considering and deciding on the use of planned translanguaging, the questions that emerged from the preliminary research, which were later reformulated to the ones I intend on answering with this study, are:

- Can planned translanguaging help students develop a more efficient working relationship during pairwork activities?
- Can it help students improve their communication during pairwork activities?

Students of the 21_{st} century need to be taught how to develop a healthy working relationship regardless of the social context in which it occurs. Thus, this study is in line with what students are expected to develop at school, the focus being on communicative competence, work methods, collaboration and cooperation, and development critical thinking skills.

As *Perfil do Aluno à Saída da Escolaridade Obrigatório* states:

> As competências associadas a Relacionamento interpessoal implicam que os alunos sejam capazes de: adequar comportamentos em contextos de cooperação, partilha, colaboração e competição; trabalhar em equipa e usar diferentes meios para comunicar presencialmente e em rede; interagir com tolerância, empatia e responsabilidade e argumentar, negociar e aceitar diferentes pontos de vista, desenvolvendo novas formas de estar, olhar e participar na sociedade (Martins, et al, 2017, p. 25).

With that said, the specific aims of this AR Project are:

1. To develop a work method when working in pairs;
2. To promote communication and cooperation between pairs;
3. To develop critical thinking and reflective skills through the analysis of texts;
4. To provide opportunities for opinions to be formed and shared;
5. To facilitate pairwork interaction through the use of a common feature between students.

The medium through which these aims would be met would be written text as it gives students a chance to reflect individually before having to share any ideas on the topic. Additionally, it would also allow them the opportunity to work out their opinion alone without being influenced by their partner as they would have more time to reflect on the topic while reading a text.

The criteria used to guide myself while planning my lessons were reflected on carefully. Considering my aims and research questions, a list of criteria important for this study was designed: the language needed would have to be presented and practised beforehand; the chosen texts (fiction or non-fiction) sometimes had to be adapted to suit students' level; students' output once the task was finished was not the main concern of this study, but that a work method was being developed; and, finally, the task would encourage a more efficient working relationship (task division) and equal participation.

II.   Theoretical background

This chapter aims to present the theoretical background directly related to this study. The role of the students' mother tongue (L1) and how some teachers use it in EFL classrooms will be discussed. Afterwards, the topic of translanguaging will be introduced and explored, taking into account its growing popularity as a teaching strategy. The differences between translanguaging and code-switching will be discussed and reflected upon. Then, I will discuss the use of planned translanguaging and how it may help language learners develop their skills in EFL classes. Finally, the importance of pairwork and the development of a working relationship between students will be reviewed in the light of translanguaging in the classroom.

To achieve this, the ideas of researchers and academics on the matter to argue in favour of a balanced and planned used of translanguaging by the teachers in EFL classes, so that learners may draw on that common feature to improve their working relationship during pairwork activities, will presented and debated,

2.1.   The use of L1 in English as a foreign language classes

Most teachers believe that only the target language should be used in foreign language classrooms, and EFL classrooms are no different. Teaching methods such as the Direct Method contributed to the refusal to accept L1 in EFL classrooms, as it led people to believe that the acquisition of L2 is similar to that of L1, meaning that through constant exposure to the target language and forcing communication in class learners would increasingly become more successful. A vast number of teachers and institutions believe "mother tongue (L1) blocks the process of acquiring the target language (TL)" (Mahmud, 2018, p. 25).

Additionally, teachers fear that if they start using, or allowing, the use of L1 in a foreign language class, they will not be able to control how often learners will use it from then on, and to what purpose (Mahmud, 2018). Having been advocated for so long, it would be difficult to move away from the Direct Method, as so many teachers

learnt to teach EFL in this manner. Alternatively, Harmer (2015) suggests that native teachers (from English-speaking countries) could be another reason why L1 was discouraged. Being unable to speak the learners' first language would legitimize a monolingual approach in class and discouraged the role of the L1.

Nevertheless, the growing multicultural and multilingual communities in today's society have promoted and encouraged tolerance towards the use of a variety of languages in schools and educational institutions, and these may be used as scaffolding resources in L2 acquisition. Considering the growing interest in developing strong bilingual educational programmes, what used to be considered the norm and correct language in EFL classes has gradually changed. Nowadays, bilingual languaging, related to cognitive processes in which meaning is negotiated and produced as part of L2 learning (Lankiewicz & Wasikiewicz-Firlej, 2014), is considered the norm.

> In these classrooms, practices of languaging bilingually are often accepted as the norm, as both students and teachers capitalize on this translanguaging. These classrooms have the potential to expand on the multiple discursive practices that the children bring, and consider translanguaging an important educational practice – to construct understandings, to make sense of the word and of the academic material, to mediate with others, to acquire other ways of languaging (García, 20091a, p. 148).

More than just aiding students in L2 acquisition, the use of L1 may provide learners with a "sense of security" (Mahmud, 2018, p. 25), given that their previously acquired linguistic knowledge is being valued and considered useful to further improve their learning process.

The results of a Spanish study conducted by Méndez and Pavón in 2012 (as cited in Llinares & Morton, 2017), with 15 with teachers from primary and secondary education, concluded that L1 was used as "an instrument of disambiguation" (Llinares & Morton, 2017, p. 254) to help learners understand more complicated concepts and ideas. These classes, which were part of a French-Spanish CLIL program, gathered that most teachers and assistants viewed the use of L1 as an advantageous pedagogical tool. Nonetheless, the study also concluded that most teachers had not received formal

training in the use of both languages in class and appeared to have based their practices on intuition and experiences as language learners.

Consequently, the study determined that a policy should be in force to guide educators to make the best decisions on the matter. Without a proper protocol, one may not guarantee that teachers' intuition on L1 is beneficial in L2 acquisition. Although it was a different context than EFL classes, this study sheds light on the importance of L1 and its role, as well as teacher training.

The lack of proper teacher training might be one of the reasons why there are still those who are against the use of L1 in EFL classes. An additional factor that might contribute to this opinion is L1 interference (Kalanzadeh, Hemati, Shahivand & Bakhtiarvand, 2013). The interference of the students' mother tongue is considered a hazard to L2 learning, especially in productive skills (Manan & Raslee, 2016). L1 interference may guide students to acquire a set of habits while learning English (L2) which will hinder its acquisition. Cole (1998) provides an example of this phenomenon by arguing that Japanese learners, for instance, tend to expand consonant clusters into full syllables. Their L1 pronunciation negatively affects the L2 acquisition and its spoken production. With that said, many of the more traditional teaching practices argue in favour of a monolingual approach and prohibit the use of L1 entirely.

On the other hand, as Lado (as cited in Kalanzadeh, Hemati, Shahivand & Bakhtiarvand, 2013) argues, "individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture" (p. 31). The use of L1 is, therefore, an attempt to find equivalent features in language and culture, rather than consider L2 and its culture as individual and new.

Moreover, while the continuous use of L1 "deprives students of important learning opportunities" (Ur, as cited in Harmer, 2015, p. 50), prohibiting it may cause discomfort and overall frustration, as students' learning techniques and the chance to transfer knowledge from one language to the other are denied. Even though there is always a risk, since one is never sure *how much* L1 one should allow in class, its use is considered a learner-centred strategy (Harmer, 2015). As Kerr (2014) argues,

knowledge transference will always happen in class, and it is difficult to prevent it, being easier to give students the right tools to do it successfully:

> No ban can prevent learners from transferring their existing knowledge. It makes a lot more sense to guide our students in their transfer of language knowledge, than to leave them to their own devices or to pretend that such transfer is not taking place (p. 19)

English-only policies are an attempt to control the class as learners are not allowed to communicate in any other languages (García, 20091a). If they cannot communicate in their L1, they will not get distracted by their colleagues (Harmer, 2015). Although it is fair to consider an English-only policy as a behaviour strategy, it will be almost impossible to ensure its accomplishment. Additionally, learners may disapprove of EFL classes and give up on the attempt to understand the materials and contents. Instead, as Harmer (2015) argues, it would be "better to try to identify times when L1 use is acceptable and when it is not" (p. 50).

In Portugal, the official document, *Metas Curriculares de Inglês* (Bravo, Cravo & Duarte, 2015), which was designed to guide teachers during the school year, help them organise and plan their lessons based on the content they must deliver in each grade, mentions the students' mother tongue twice: in the 3rd grade of the first cycle and in the 5th grade of the second cycle of basic education. Both references are linked to correct pronunciation. The following are the objectives students must achieve:

- Identificar sons e entoações diferentes na língua estrangeira por comparação com a língua materna; (3rd grade) (p. 4);
- Articular sons da língua inglesa não existentes na língua materna (*cheese, think, three*); (5th grade) (p. 10);

These objectives show that the students' mother tongue (Portuguese) has a very small role in EFL classes, suggesting that language analysis between L1 and L2 only occurs at low levels. The only two moments in which the L1 is mentioned in an official

document published by the Portuguese Ministry of Education is regarding learners' pronunciation at the beginning of their L2 acquisition process.

Considering that most schools have a zero-tolerance approach to L1 presence in EFL classes, before planning this study, I was required to ask my mentor and the school for permission to work with a teaching strategy that would require the use of the L1 in EFL lessons. Given that this is an innovative school and open to experimentation with new strategies, I was allowed to proceed and start planning the stages of this project.

The following sub-sections will, therefore, focus on the concepts and practices in bilingual/multilingual educational programmes, role of translanguaging as a teaching strategy in EFL classes and, consequently, the advantages, as well as disadvantages, of planned translanguaging.

2.1.1. Bilingualism/Multilingualism: concepts and practices

Teaching methods undergo constant changes as they have to adapt to new realities and society itself. Globalisation provoked many changes at a political and economic level, but also to a social extent due to the increase in migration and growing multilingual communities. These constant modifications in modern society contributed to changes in English Language Teaching (ELT) practices. The vast number of people moving across the world compels schools and educational institutions, in general, to start dealing with the fact that a considerable number of students in the classroom need to adapt to speaking different languages apart from their mother tongue. In a world where bilingualism/multilingualism are the norm, teachers are required to think of ways to celebrate diversity by helping learners in foreign languages classrooms employ their linguistic repertoires to their advantage.

The definition of bilingualism/multilingualism has changed throughout the years, yet the Language Policy Division of the Council of Europe (Language Policy Division, 2007) has defined multilingualism as the ability to use several languages "to varying degrees and for distinct purposes" (p. n.d.) of communication. The concept of fluency has drastically altered given that bilinguals/multilinguals are seen as occupying a place

on a continuum (García, 20091a), rather than being categorised in extremes (fluent or non-fluent). Therefore, speakers are placed on a line depending on how they use language, and to what purpose. That said, a speaker who is in the process of learning several languages, may be fluent to different extents.

Before this new perspective came to light, language learners could only be defined as being fluent, which would mean they would be close to native speakers, or non-fluent. García (20091a) argues this model has changed the way multilingual communities are perceived by global society given that "heteroglossic ideologies and practices not only assert the functional interrelationship of languages, bilingually, but in so doing, they break the cycle of power that has held monolingual practices dominant" (p. 145).

Moreover, the Council of Europe's designation meets Grosjean's (1992) definition of bilingualism and the question of fluency. Grosjean (1992) argues that a bilingual/multilingual develops their skills to the extent required depending on the context, the language they need to use and to the purpose. Additionally, he also mentions the level of fluency of bilinguals/multilinguals differs from monolinguals:

> Because the needs and uses of the two languages are usually quite different, the bilingual is rarely equally or completely fluent in the two languages. Levels of fluency in a language will depend on the need for the language and will be extremely domain specific (p. 55).

It is said that bilingual/multilingual children will always engage in "bilingual languaging" (García, 20091a, p. 140), as they will be learning L2 while still using L1 throughout the day. In this case the L1 may be one of two or more languages, depending on the student's family and home situation.

For all that, there is still the question of allowing the use of L1 in EFL classes. Foucault (as cited in García, 20091a) referred to the insistence of some schools in maintaining language hierarchies and establishing a linguistic norm in which "some ways of using language, are more valued than others" (p. 141). Although modern society is in constant demographic change, this policy is still the reality of many institutions. Regarding the teaching of foreign languages, the same is evident, as it is believed that there is one correct way of teaching and developing an L2. However, the

new practices being employed and encouraged by researchers urge language teachers to capitalise on their learners' overall linguistic knowledge (García, 20091a).

In light of how quickly modern society adjusts to change, the teaching of EFL has also been adapted in an attempt to eliminate some stereotypical and traditional ideas connected to linguistic hierarchies, grammar instruction and the conventional use of language itself by practising tolerance towards different languages and minority communities. This can be achieved by recognising the role of other languages in today's society and practising more adaptable teaching strategies which feature the use of other languages to help students develop their L2.

Nonetheless, language is not the only concept to have been redefined, but as the beginning of the 21st century made evident, bilingual/multilingual education must also be improved to meet current societal needs (García, 20091a). Immersion and bilingual education programmes never gained popularity or immediate success (García, 20091a) owing to the fact that these did not consider the importance of diversity and heterogeneity in the classroom. Nowadays, programmes such as Content Language Integrated Learning (CLIL), are still rare but have changed the way schools and teachers understand bilingual/multilingual education. CLIL programmes, for instance, have proved that teacher training benefits students in the long run, given that educators will be aware of the advantages of allowing L1 in the classroom (Llinares & Morton, 2017). Consequently, CLIL classes excel due to the tolerance given to L1 usage during the lesson. As García (2017) argues "classroom practices have demonstrated that promoting two-way transfer is effective and can help in the process of learning both the language concerned and the subject content" (p. 265).

Moreover, Ioannou-Georgiou (as cited in Harmer, 2015, p. 8) proposes that "CLIL respects the role that the L1 can play both in promoting and supporting L2 learning but also in creating and establishing a supportive and safe atmosphere for learners who are beginning CLIL" (p. 8); it is learner-centred, promotes learners' learning strategies and approaches L1 usage in a planned and balanced manner.

Through the analysis of CLIL classroom dynamics, then one may witness how each agent uses their repertoire to make meaning (Llinares & Morton, 2017). In these

lessons, there should be the opportunity, as Lin (2016) states, and Ioannou-Georgiou (as cited in Harmer, 2015) agrees, for students to relate new linguistic patterns to the existing ones so that they may use their L1 to "mediate [these] new concepts" (Lin, 2016, p. 183).

Thus, the development of bilingual/multilingual strategies has given students' own experience a significant role in the language learning process. As Hornberger (2005) claims "bi/multilinguals' learning is maximized when they are allowed and enabled to draw from across all their existing language skills (in two+ languages), rather than being constrained and inhibited from doing so by monolingual instructional assumptions and practices" (p. 5).

It is necessary to design strong bilingual/multilingual educational programmes that evolve alongside society and society's needs. Lambert's two models of bilingualism (as cited in García, (20091a) (subtractive and additive), are defective since both result in double monolingualism (two separate monolinguals). There is no promotion of cognitive connection within students' linguistic repertoires. Moreover, the distinct and very clear idea that one language is more important than the other is still present, given that in subtractive bilingualism the L1 is completely disregarded (García, 20091a). To give the reader a practical idea of this concept, García's (20091a) metaphor for this notion comes to mind:

> If monolingualism is like a unicycle, bilingualism, in this view, is having two fully balanced wheels on a bicycle (Cummins, 2000) At any time, these bilingual individuals can be seen to rely on their unicycle, wheeling each of their wheels independently of each other, or at most, always in unison and at the same speed (p. 142).

The 21st century demands that bilingualism/multilingualism as a concept must adapt to different multimodal communicative contexts, so, as García (20091a), goes on to assert, the wheels must be able to "turn, extend and contract, that make up for each other, which are able to turn in different directions" (p. 143), that is, language learners must be capable of using their full linguistic skills to understand and develop meaning while communicating. Students must have the capability to use language according to the context. García's (20091a) *dynamic* bilingualism, in turn, meets the Council of

Europe's definition of multilingualism as language practices are multiple and adaptable to the context and communicative purpose.

Bearing in mind the current definition of multilingualism, defined by the Council of Europe, as well as the importance of tolerance towards the use of L1 in EFL classrooms as an advantage to the students' learning process, the term translanguaging is used to refer to the way bilinguals/multilinguals use their existing knowledge and linguistic characteristics to make meaning and, consequently, develop their communicative competences. Instead of separating languages, educators are moving towards allowing the use of two (or even more) languages in the classroom (Lewis, Jones & Baker, 20121a). As Lewis, Jones and Baker (20121a) argue, this new perspective "reflects the idea that children pragmatically use both of their languages in order to maximise understanding" (p. 643).

> Translanguaging is both going between different linguistic structures and systems, including different modalities (speaking, writing, signing, listening, reading, remembering) and going beyond them. It includes the full range of linguistic performances of multilingual language users for purposes that transcend the combination of structures, the alternation between systems, the transmission of information and the representation of values, identities and relationships. The act of translanguaging then is transformative in nature; it creates a social space for the multilingual language user by bringing together different dimensions of their personal history, experience and environment, their attitude, beliefs and ideology, their cognitive and physical capacity into one coordinated and meaningful performance, and make it into a lived experience (Wei, as cited in Lewis, Baker & Jones 2012b, p. 2).

Thus, the process of knowledge transference allows learners to make use of their entire repertoire while learning an L2. As a teaching strategy, educators use translanguaging to provide learners with the opportunity to make cognitive connections between their L1 and L2, which will then allow them to better understand the topic in question. It is, in that sense, a more tolerant and open teaching strategy, allowing language learners to use their previously acquired linguistic competences in the mean-making process.

Despite having grown as a popular teaching practice in a more international context (Lewis, Jones & Baker, 20121a) in EFL classrooms, there is still the question if translanguaging is the same as code-switching. According to Llinares & Morton (2017), translanguaging explores the students' use of their linguistic and semiotic range, while code-swtiching refers to the "simple alternation of two languages" (p. 253).

By the same token, Lin, Wu and Lemke (n.d.) explain that translanguaging differs from code-switching since the former is translanguaging and trans-semiotizing together. One understands trans-semiotizing as an expansion of languaging "in order to cover the use of multimodalities or multi semiotics (meaning-making systems including languages, visuals, gestures and diagrams) to do the conceptualizing work of learning" (Lin, 2016, p. 241). Students not only shift between two (or more languages), but they use all their resources available in the mean-making process on different concepts, through the use of written texts, pictures and audio, gestures, spoken language, as well as other resources.

> It enables us to understand our multilingual linguistic landscape (Shohamy, 2006) and to understand the different signs – visual, audio, physical and spatial, written and linguistic – that surround us. One cannot make sense of communication in the 21st century without putting together all the different signs and modes that we come into contact with. Signs that have been assigned to one language or the other are just that – and being linguistically competent for the 21st century requires that we access them all, mostly simultaneously, but sometimes also sequentially (García, 20091a, p. 151).

On the other hand, code-switching, also known as language alternation or code-mixing (Auer, 1999), refers to the process of switching simultaneously between both languages (L1 and L2) in order to clarify or reinforce concepts (Lewis, Jones & Baker, 20121a). It is a bilingual/multilingual behaviour in which students alternate between two codes (languages) in multilingual contexts (Milroy & Muysken, 1995). Le Page (as cited in Milroy & Muysken, 1995) relates code-switching with "a matter of desperate survival" (p. 68) bilingual/multilinguals experience in order to communicate. Similarly,

Auer (1999), argues that the contrast between the two languages is always meaningful, given that it is used as a "contextualization strategy" (p. 2).

Considering the differences between both strategies, translanguaging is "also a way to develop students' metalinguistic understandings and metacognitive awareness important for multilingual educated individuals in the 21st century" (García, 20091a, p. 153), meaning the person who models and shapes the language students are in the process of learning has an essential role when it comes to changing students' preconceived ideas about the use of two languages in the classroom.

Although there is a number of features which separate code-switching from translanguaging, what is also important to reflect upon is that the former is connected with having two separated codes whilst the latter "celebrates and approves flexibility in language use and the permeability of learning through two or more languages" (Lewis, Jones & Baker, 20121b, p. 5).

Nevertheless, there is the question of when to use translanguaging, if it should be a natural moment during class, supported spontaneously by teachers' guidance, or if it should be previously planned. The following sub-section will focus on answering this question.

2.1.2. Translanguaging: a (planned) teaching strategy

Lesson planning is undeniably essential in ELT, and it continues to be considered a focus in teacher training around the world. This process of planning, predicting and preparing solutions is the core of any lesson. Regardless if one is typically more prepared, or has more experience, than a colleague, at the beginning of anyone's professional career there is always the need to sequence each stage of the lesson (Harmer, 2015). Foreign language planning, for instance, requires teachers to reflect on new and previously acquired language by answering questions such as: What language do students need to achieve the lesson's aims? What new language will be necessary to present and at what stage of the lesson? What new language is fundamental for the production task?

By the same token, while considering the language that learners will be asked to use, teachers should also reflect upon the language used in instructions and explanations, as well as what to do if one must resort to the L1 to help a student understand the content. While answering these questions, teachers decide on the teaching strategies they will use, especially when these have an impact on language usage (L1 and L2).

Considering that learners resort to their L1 knowledge to make meaning in EFL classes, it appears that translanguaging happens spontaneously. Nevertheless, as with everything in a lesson, this must also be planned. Hamman, Beck & Donalson (2018), thus, agree that translanguaging should be used if previously planned. Even though learners and teachers often engage in the flexible use of both languages without regarding the aims or purpose for it, "translanguaging pedagogies should be purposeful and strategic, designed to support student learning and metalinguistic awareness" (Hamman, Beck & Doanlson, 2018, p. n.d). To help students use their linguistic knowledge and repertoire to its full potential, translanguaging must be previously planned by the teachers and not appear without warning.

Similarly, Crisfield (2018) reflects on two types of translanguaging, the one which is not planned, and is regarded as a mere translation moment in class, and the one that is planned, arguing that a spontaneous type, although easier, limits the full potential of this pedagogical practice for those who are new to the idea. Lin (2019) follows the same line of argument by mentioning how despite the monolingual approach in EFL classes and school policies, students will "spontaneously translanguage and trans-semiotize to construct content meaning" (p. 13). Thus, it seems only appropriate for teachers to create moments in classes in which planned translanguaging is used to "further facilitate students' expansion of their repertoire" (p. 13).

In addition, the sole purpose of translanguaging is directly connected to giving learners space to make a connection across their languages to further explore the subject content. As Hamman, Beck & Donalson (2018) suggest, translanguaging may assist students in "facilitate[ing] this transfer, activating the interdependency among a student's different linguistic resources and enabling students to flexibly negotiate meaning and develop deeper metalinguistic knowledge" (p. n.d).

Following the line of thought, López (2013) listed four questions to be considered when planning the use of L1 in class through planned translanguaging:

1. Efficiency: can something be done more effectively through the L1?
2. Learning: will L2 learning be helped by using the L1 alongside the L2?
3. Naturalness: do the participants feel more comfortable about some functions or topics in the first language rather than the second, as studies in CS [codeswitching] have shown?
4. External relevance: will use of both languages help the students master specific L2   uses they may need in the world beyond the classroom? (p.108)

The idea behind considering the questions mentioned above is to guarantee the teacher is aware that the L1 is only being used in class to open a clear path for students to maximise the use of the L2. Then, the L1 may be essential to help students feel more comfortable in an environment where L2 is used.

Besides guiding students to make cognitive connections in a EFL class by using their linguistic repertoire and experiences, the use of translanguaging asks learners to shift their attention from English, as the main language in the classroom, to the L1 as a learning resource. Given the complexity of this process, teachers cannot expect successful tasks if the use of translanguaging in the classroom is not well planned beforehand.

Nonetheless, even though planned translanguaging as a teaching strategy has proved to be an important approach in L2 learning, the focus of this study is on how it can also help learners develop a more efficient working relationship in pairs. Thus, the following sub-section will discuss the importance of pairwork interaction, as well as the development of a healthy working relationship, while considering how this pedagogical practice provides learners with the opportunity to work together.

2.2. 21st Century skills: Collaboration

In a society characterised by fast-paced technological changes and constant social and political transformations, the job market has become increasingly competitive.

Nowadays, employers expect their teams to become indispensable; in other words, having theoretical knowledge is not sufficient anymore, graduates must understand what to do with what they learnt as students, and how they can use it to improve their workplace, and become essential employees.

While considering today's learners one must ask the following questions:

1. Can they use it [language] to create something new?
2. How do they know that it [language] is making a sound argument?
3. Can they communicate their knowledge?
4. Can they work together to construct something greater than any one student? (Bialik & Fadel, 2015, p. 1)

These questions meet what recent studies (Bialik & Fadel, 2015) have shown, which is, that students must be more engaged with their learning, rather than "just listening, reading, and performing routine exercises" (p. 1). Schools must be innovative and open to a more practical approach, allowing learners to debate, form opinions, conduct research and change their points of view. This approach has altered the strict behaviour found in schools of "learning one thing in one context" (Bialik & Fadel, 2015, p. 1). The 21st century skills, then, hope to prepare students for a foreseeable future by providing them with the chance "to learn in novel, resource-rich environments, much more closely mirroring real-life challenges" (Bialik & Fadel, 2015, p. 1).

Although it may be believed that skills instruction will be disadvantageous and derail students from more theoretical knowledge, without focusing on more practical skills students "only learn[ed] at a superficial level (Bialik & Fadel, 2015, p. 1) and will not transfer the acquire knowledge to different contexts. So, by embedding theory and practice – skills –, students will become more equipped for real-world situations.

The 21st century demands new skills to be developed in educational institutions, and these should be well-rounded as well as interdisciplinary. The four skills in question – Creativity, Critical Thinking, Communication and Collaboration (4C's) – are transversal across the school curriculum, having been the object of attention of several subjects, including EFL. With regards to this study, I will focus on discussing one of the 4 C's, Collaboration, and its role in EFL classes. The concept of pairwork interaction will also

be reviewed, as well as the importance of developing a working relationship. Finally, I will examine how planned translanguaging helps learners develop their interaction in pairs, as well as an efficient work method in EFL classes.

2.2.1. Collaboration and pairwork interaction

Globalisation has made it "increasingly clear that collaboration is not only important but necessary for students and employees" (National Education Association, 2012, p.19) as it hopes to bring together people from different backgrounds that have developed distinct skills to approach and solve problems. As Bialik and Fadel (2015) claim, collaboration "is the joining together of multiple individuals in service of working towards of a common goal" (p. 9), bringing people with different perspectives together to make the decisions that will solve an issue. In other words, collaboration is defined by: working effectively while respecting each other's opinions and contributions; learn how to compromise in order to be successful and take responsibility for the group's final product (National Education Association, 2012).

By encouraging collaborative work in the classroom learners have the chance to develop a work method while working with others through the promotion of responsibility, accountability, as well as task division (Bialik & Fadel, 2015). In the classroom, the teaching of listening skills, negotiation and asking appropriate questions establishes the base for the principles of collaboration.

Studies show that collaborative work has helped students improve significantly in school, as it increases the "enjoyment of the subject matter, self-esteem, and inclusiveness of diversity" (Bialik & Fadel, 2015, p. 10). Collaborative learning, thus, leads students to feel better and more comfortable in school, whilst developing student-teacher and student-class relationship while working on the other 3 C's of the 21st century skills: Creativity, Critical Thinking and Communication.

Collaborative work may be seen as risky by some (Harmer, 2015) given that if students are not well distributed, there might be issues with accomplishing the task in question. There is a need to diversify as much as possible the people involved since, and

as James Surowiecki (as cited in National Education Association, 2012) argues, "a large group of diverse individuals will come up with better and more robust forecasts and make more intelligent decisions than even the most skilled 'decision maker'" (p. 19). By promoting collaboration in the EFL classrooms, teachers are encouraging students to develop their own skills by participating and collaborating to finish a task. Considering how different students are, given their personal interests, skills and own learning strategies, it is fundamental to help them understand how to develop these to their full potential.

Additionally, collaborative learning does not have to limit itself to the classroom. A peculiar way to promote it is by involving the school community through the creation of school projects in which will involve all the students. These projects might encompass a number of distinct themes so that it is inclusive, rather than following a standard of what is common and interesting for the majority.

In EFL classes, collaboration does not necessarily have to follow a group dynamic. Pairwork is equally important since it also allows learners to drastically increase the number of opportunities to speak and share their opinion on a subject (Harmer, 2015). Moreover, taking into account the number of students who might feel uncomfortable with having to work in groups, pairwork allows them time to reflect, while still exchange ideas with someone, so the sense of accountability is still present. By the same token, when preparing a group task, it might be sensible starting with pairs, as it gives the class the chance to grow into a more relaxed and friendly environment (Harmer, 2015).

Nevertheless, something that might slow down pairwork is students' own social dynamic, that is, friendships. One of Harmer's (2015) suggestions is pairing friends with friends in order to avoid complications as bad behaviour or distractions. However, there are two issues with the suggestion mentioned: firstly, friendship groups are known for changing quickly over the school year (Harmer, 2015), making it impossible for a teacher to be aware of every alteration that could cause distress in the class' social dynamic; and secondly, pairing friends together to avoid conflict goes against the definition of collaboration as a 21st century skill. Students are supposed to learn how to

work with people they do not have a social relationship with, and still be able to solve a problem and finish the purposed task. If teachers prevent learners from establishing working relationship with colleagues they are not comfortable with, students are not taking full advantage for their opportunity to engage in collaborative learning. Although it is easier and simpler to control a class that is pleased with the interaction pattern in place and how it is organised, a teacher's job also involves ensuring learners are capable of working the content with anyone in the class.

An additional issue to bear in mind while preparing pairwork activities is their interaction. While some learners might feel easily comfortable from the beginning, others may feel awkward and have difficulties finishing the task. Distractions are common, especially in the students' first language (Harmer, 2015), which is why teachers often have a hard time controlling the class when they are not working individually or as a whole-class. Students' L1 may guide them to focus on a different topic and not being capable of completing the exercise within the time limit. It is important to make sure students stay on topic and are working towards finishing the activity.

To approach this issue, Harmer (2015) suggests noticing if each student is contributing with ideas or opinions. Yet, teachers must also be attentive if the second student is considering their colleague's inputs or if they are dominating the task. In addition, there is also the case of learners working individually and waiting until the last moment available to show the other what they have done. While planning a lesson, teachers must not only consider if the students will be able to finish the task by taking into account the language they need and if they have consolidated their knowledge on the content, but also, focusing on how they will deal with communication problems during the exercise, that is, when learners do not collaborate and work together.

After reflecting on the role of collaboration, it is clear that part of encouraging teamwork in EFL classrooms is to provide students with the opportunity to develop a healthy working relationship, regardless of their social dynamic outside of the classroom. Learners should be capable of diving tasks, assume responsibility, respect instructions as well as the time limit, and value their colleague's contributions. If

successful, learners will feel increasingly more motivated, relaxed and confident in sharing their ideas to the rest of the class. They will, if given the change, seize every opportunity to improve their use of English in classroom, as they were given time to reflect with a colleague on the most appropriate answer to a problem.

Therefore, the following sub-section intends on exploring how planned translanguaging may aid learners developing a more efficient working relationship by taking advantage of their unauthorised use of the L1 during activities.

2.2.2. Planned translanguaging as a means to develop an efficient working relationship

The purpose of this study is to answer two questions: Can planned translanguaging help students develop a more efficient working relationship during pairwork activities?; Can it help students improve their communication during pairwork activities?. Understandably, by improving communication, the study is limited to working relationship communication, important to complete a task. Nevertheless, this ARP is concerned with using a teaching strategy, which is often used "as a spontaneous, everyday way of making meaning, shaping experiences, and communication by bilinguals" (Lewis, Jones & Baker, 20121a, p. 641), to guide students towards developing a more efficient work method when collaborating in pairs. Thus, finding evidence that planned translanguaging could be used in this manner was rather difficult.

Translanguaging provides learners with opportunities to participate "more equally" (García, 20091a, p. 148) in tasks. By allowing learners moments in which more flexible teaching practices take place, students are given the opportunity to "support their understanding and build[ing] conceptual and linguistic knowledge" (p. 153). Students will make use of their ideas with the help and support of their fellow colleagues through the encouragement and promotion of pairwork (as well as group work).

Moreover, this pedagogical strategy may, in fact, facilitate the acquisition of the topic in question and develop the students' L2 ability "if a sensitive and strategic use is

made of both languages in class" (Maillat & Serra, as cited in Lewis, Jones & Baker, 20121a, p. 646).

Gibbons (as cited in García, 20091b) gathered a number of reasons as to why collaborative work in bilingual/multilingual classrooms is important for the learning process. The following are based on different authors from different years who distinctly focus their attention on the social advantages of collaborative grouping:

1. Students get to hear more language with greater variety and more is directed to them: there is more comprehensible input (Krashen, 1985);
2. Students get to interact more; getting more turns and engaging with more responsibly. That is, there is more output (Swain, 1985);
3. The language used is more contextualized: it is heard and used in appropriate contexts;
4. There is more "message redundancy";
5. Students have increased opportunities to ask questions;
6. Group work has positive affective consequences, thus lowering the affective filter (Krashen, 1985) which is sometimes responsible for the anxiety that prevents learning;
7. Students construct the talk jointly, and talk is scaffolded by contributions of group;
   (p. n.d.)

The seven reasons here listed meet García's (20091a & 20091b) concept that pedagogical practices in bilingual/multilingual classes are based on social justice and social practice. While the former celebrates the classroom diversity by creating a safe space in which students' identities and community values are not judged, the latter is concerned with analysing the process of learning as the product of collaborative work (García, 20091a & 20091b).

Thus, one may conclude that promoting pairwork interaction enables a more flexible use of language "to support their understanding and building conceptual and linguistic knowledge" (García, 20091a). This is only possible because students are able to communicate through a medium they have in common: L1. In this sense, planned translanguaging activities, in this ARP, were used essentially to encourage more interaction between pairs, while allowing them to use their own linguistic resources to construct meaning together.

García (20091a) argues, through the observation process one may notice that many teachers actually use translanguaging in class to make sense of content without even realising it. This can be interpreted as translanguaging being used to develop certain aspects in EFL classrooms. Therefore, one of the greatest challenges in 21st century EFL classrooms is to use translanguaging as a pedagogical strategy that will develop students' cognitive and social skills through communication (García, 20091a).

Although the main objective of this study is to develop students' working relationship in pairwork tasks, it was also evident and interesting to witness learners shifting from different linguistic registers in order to complete a task. The use of L1 in the classroom, before the beginning and during this study, even if students were not aware they had permission to use it, allowed learners to discuss, explore and form opinions on the topic and transfer those conclusions to L2. Consequently, teachers will take advantage of promoting communication in both languages enabling learners "to transfer from one language to the other in order to fulfil specific tasks that need an understanding of both languages" (Estyn, 2002, as cited in Lewis, Jones & Baker, 20121a, p. 647).

III.   Design of the study

In the initial stage, as preparation for this ARP, I observed my mentor's classes in order to collect data. After reflecting on the field notes, a problem, which is the main focus of this study, was identified. After conducting a thorough literature review, so that the current research and theoretical perspectives on the matter (see chapter II) could be summarised, a plan of action was designed, which includes the tools used to collect data to implement the chosen pedagogical strategy. In this chapter, the detailed plan of action, and discussion of the data collection tools used will be presented.

3.1. Methodology

The ARP here described is "applied research, carried out by practitioners who have themselves identified a need for change or improvement" (Bell, 2005, p. 8). It requires the practitioner to observe the group of subjects they will be working with, identify and collect data to assess a problem and, finally, formulate a plan of action to employ. The plan should be supported by existing literature on the topic as it should match the findings regarding the identified issue. Moreover, through the ARP, all the outcomes must be analysed and reflected upon so that the effectiveness of the action plan is proven in a positive or negative light. Therefore, I observed two distinct groups of students, identified a problem both groups had in common, and collected data to assess it. I, then, designed a plan of action which will be described in the present report. Even though the same problem was found in both classes, the decision to use both groups in the ARP was so that a comparative conclusion on the use of planned translanguaging as a means to develop a more effective working relationship during pairwork activities with two vastly different age groups could be drawn. As will be explained later in the subsequent sections, this pedagogical strategy demanded different levels of preparation and planning. The two groups of students were distinct in every single category: language level, age-group, level of maturity, syllabus, class size and class dynamic. I believe that carrying out a comparative study was valuable as it also brought forward

the study's limitations, areas of improvement and its best features.

This project was implemented in two cycles: the second cycle being a reflection and improvement on the first. This meets Norton's (2009) claim that conducting research in different cycles gives us, reflective practitioners, the chance to view the entire project from different angles to understand what may, or needs to be improved and how. The first cycle encompasses four activities (two for each class), and the second cycle consists of two activities (one for each class).

3.2. Plan of action

The main aim of this study is to answer the following questions: "Can planned translanguaging help students develop a more efficient working relationship during pairwork activities?"; and "Can it help students improve their communication during pairwork activities?". As mentioned in Chapter I, sections 1.3.1 and 1.3.2, it was noticeable that students from both classes struggled with pairwork activities. I noticed this first in the seventh grade, the reason probably being that these students did not know each other well enough before the beginning of the school year. Considering how an important factor of pairwork activities has to do with social interaction, learners who are not comfortable with their colleague might experience significant difficulties when trying to interact in a working context. However, the same issue was visible in the eleventh grade class, even though I do not believe the first reason given could be applied in this scenario. This class has been together since the 3rd cycle of basic education, and has built strong social connections. Nevertheless, being forced to work with someone students might not be close friends with outside of the classroom context, or having to establish a working relationship rather than a social interaction, is sufficient to provoke some distress during class activities.

My notes from the beginning of the school year show how learners, while working in pairs, had difficulties in completing the activity within the given time period, would not work together, but individually, and not even have time to converse with their partner about the conclusions each reached on the topic. Nonetheless, when both tried to work

together, they would use the L1 throughout the activity. This last factor was paramount when deciding on the pedagogical strategy to be implemented, considering how I wanted to make use of their constant use of L1 as an advantage in class.

During my first lessons – *aulas zero* – pairwork activities were organised to check my own observations. In the seventh grade a simple pair-share task was prepared as a follow-up activity for a video on ways to protect the environment (see Appendix IV). As it was suspected, a number of students had difficulties working with their partner. I should also note that a group of students to focus on was not immediately chosen, as the student seating arrangements changed quite a lot during the first two weeks of the school year.

Regarding the eleventh grade, the same type of activity was implemented, with the same results (see Appendix V). Yet, it was relatively easier to choose which pairs were experiencing more impediments to communication since they were not asked to switch places with other colleagues.

Given that both classes showed tremendous levels of motivation and participation overall, with the exception of a few students, need to maintain a level of challenge that would meet learners' potential and encourage them to be better students of EFL was necessary. It would be necessary to motivate learners to work on the purposed activities by bringing to class tasks that employed different uses of language and skills (videos, texts, images). The analysis of different resources allowed learners to go further with exploring the topics in question, beyond the classroom context by expanding their knowledge on the matter and their participation as individuals in modern society. It was, nevertheless, rather difficult to control my level of enthusiasm and participation in my own lesson, as my role was not to give them *answers*, but be someone who "provides opportunities for students to use and practice the language and to reflect on language and language learning" (Richards, 2006, p. 23). Rather than voicing my opinions, my responsibility was to promote class discussions that would allow learners to form their own opinions on matters that they had probably never reflected on. Consequently, before any of the translanguaging activities took place, learners would explore the topic

through class discussions and debates in order to gather enough information to then complete the task.

It is imperative for teachers to understand their role, but also their limits as an active agent in the classroom. Considering the age groups in the 3rd cycle of basic education and in secondary education, the vast majority had not had the opportunity to form an opinion on matters such as human rights, current political events, migration or discrimination – topics that are part of the current school syllabus. Therefore, by voicing our point of views as adults, with more life experience, one might run the risk of influencing students and not give them the chance to raise their questions and deconstruct the new concepts as a whole class.

The translanguaging activities employed were never the focus of the lesson, and lasted approximately fifteen minutes each. These activities would only be presented after the introduction and discussion of the topic, as well as the presentation and practice of the language needed to discuss it. By the same token, the materials chosen had to match the language learners had practiced previously, while still being open to the possibility of having more added in the follow-up discussion and sharing of conclusions.

The materials students worked with were in Portuguese, which constituted a surprise factor. These materials were consistent during this experience. Learners would ask if they had to do the activity in English or if they were meant to speak in Portuguese. Even though learners were never explicitly allowed to speak in their L1, the idea was to let them, while asking them to not forget they were, in fact, in an EFL class.

The activities were well-received by the eleventh grade, without having to rephrase or repeat instructions, or use the L1 to explain what was being asked. On the other hand, the seventh grade exhibited more difficulties since a lot of the students were resorting to translation, from Portuguese to English, rather than using the language (L2) they had worked on before. Thus, it was necessary to exemplify what they were supposed to do, rephrase some of the instructions, and, although it was not a surprise, be more careful with monitoring as well as feedback.

Additionally, although the medium chosen to present translanguaging activities was written text, the activities, or rather what students were asked to do, varied to different degrees. They were not asked to answer comprehension questions, but use the text to further understand the topic being analysed. This was paramount to grasp the class' attention and motivate them to reflect on what they had read. Also, given that they were working with texts, students were, consequently, provided with some individual thinking time before starting the pairwork task. This meets what was being discussed previously, on allowing learners time and give them the necessary tools and knowledge to form an opinion on a subject before having to discuss it with a partner.

The themes included in the coursebooks, without dwelling on coursebook activities and presentation of language as it is a separate issue, are quite broad and interesting giving teachers the chance to create and plan fun, dynamic and communicative lessons by bringing in authentic materials such as articles, videos or images on current events, that will maintain a level of challenge and curiosity. There is no question as to whether the coursebooks encouraged or even included activities in which the students' L1 was used. Nonetheless, the wide range of subjects was the stepping stone to the planned translanguaging tasks. The chance of creating my own materials or adapt existing ones, without having to resort to the coursebooks in each assessed lesson, allowed me to grow as a teacher as it gave me the opportunity to take risks, and improve.

The use of authentic materials is endorsed by academics (Azri & Al-Rashdi, 2014; Tomlinson, 2013; Nunan, 2003) since it provides learners with the opportunity to reflect on the subject through real events, and not as a hypothetical case. The communicative approach, for instance, requires the use of authentic materials since, as Azri and Al-Rashdi (2014) argue, it "provide[s] them with a chance to be able to communicate the learned language in real situations outside the school walls" (p. 249). By the same token, language being taught in the classroom must be represented, in a balanced manner, the language used in the real world (Richards, 2001). By doing so, learners find reasons as to why learning EFL will be an important asset for their future, as they will be learning a language for immediate use.

Finally, by using authentic materials in L1 for the planned translanguaging activities in text format, learners were given not only time to process information and form an opinion before having to engaged in a pairwork task, but also a common ground (L1) with their colleagues. That way, the reasons students gave, found in section 1.3.2., about not enjoying pairwork activities, were tackled: not feeling comfortable with their partner or having difficulties understanding the topic. Considering how the language needed was presented beforehand, the L1 enabled learners to develop and use their other linguistic resources to understand it, making it also easier for two learners who are not comfortable working in pairs to find a common characteristic that brings them closer together. The students' mother tongue is, thus, used as a levelling mechanism, erasing any differences that might exist between both learners.

3.3. Data-gathering tools

The data-collection process in this project consists of qualitative research, which is, according to Denzin and Lincoln (as cited in Dörnyei, 2007), difficult to outline. The definition of qualitative research has changed through the years culminating with Holliday's (as cited in Dörnyei, 2007) claim that "the boundaries in current qualitative research are crumbling and researchers are increasingly doing whatever they can to find out what they want to know" (p. 35). Dörnyei (2007) also refers how qualitative research "is concerned with subjective opinions, experiences and feelings of individuals and thus the explicit goal of research is to explore the participants' views of the situation" (p. 38), which meets the assessment carried out on the results of the activities employed in both cycles. The analysis of how well the pedagogical strategy worked is purely interpretative (Dörnyei, 2007), based only on my interpretative analysis of the results.

For the most part, regarding the tools used to prove the effectiveness of the plan of action, I used my reflective journal. The entries include information about the process of planning the activities, the implementation and follow-up reflection on the results, the difficulties during the lesson, predictions or unexpected moments in class, and students'

reactions. Consequently, my colleague was asked to focus on specific moments during lessons in which planned translanguaging activities were employed so that I could have a different opinion on the matter, and, thus, reflect upon it through a different lens. Moreover, our post-observation meetings were useful considering my mentor and supervisor's notes on the activities. In addition, my written notes needed to be complemented as one "inevitably lose[s] information, for example non-verbal cues such as eye movements, facial expressions or gestures" (Dörnyei, 2007, p. 139), so this practice of including the opinions of outside agents reflects the "need for engaging in reflective and constructive dialogue" (Norton, 2009, p. 29), so that a broader view of the situation may come to light with all its strengths and weaknesses.

Regarding the activities in class, different methods were used depending on the task. Notes were taken while monitoring the class and completed later at the end with some more ideas that came to mind. However, a list of criteria to base this study on would need to be created. Based on this ARP aims, the following is the criteria I decided to focus on essentially. It was the basis when analysing and interpreting the results of both cycles:

- Level of participation: if students' level of participation is balanced and if they were participating in the activity equally;
- Contributions: if both students' contributions were being valued by each other;
- Task division: if there were evidence that a working relationship had been established through task division, planning, and organisation.

Additionally, other data collection tools were used, such as informal interviews. According to Miller and Crabtree (as cited in Dörnyei, 2007), even though there is a wide range of qualitative collection techniques available, interviews are still the most used owing to their versatile nature and well-known communicative nature. These interviews, with the pairs of students this study focused on, were "unstructured interviews" (Dörnyei, 2007, p. 135), which means there was minimal interview guide, even though a few questions had been prepared in advance.

The main objective of these interviews was to create an informal, relaxed environment, so as students would not feel pressured to answer what they assumed the teacher wanted to hear. In addition, by creating a more comfortable and familiar atmosphere, students may often share what they would not usually say if it were a formal interview (Dörnyei, 2007). Nevertheless, in order to ensure that the atmosphere previously described is successfully set, it is "indispensable that the interviewer established a very good rapport with the interviewee" (Dörnyei, 2007, p. 136). Considering these interviews were used to find out the students' personal opinions, it is essential the existence of a well-established communicative relationship between teacher and students.

Also, as it was mentioned in section 1.3.2, audio recordings were essential to prove the existence of a problem during my zero cycle. Given that it was not possible to only focus on a particular group of students, audio recordings were again used during this first cycle, as a way to keep track of students' L1 usage, but also on their working relationship and how it was being developed.

Taking into account that during the monitoring process all the other students could not be neglected, audio recordings were the ideal way to complement my analysis of the data after class and complete my notes on the pairs' improvement considering the criteria established for this study.

Furthermore, students' own written work was also used to assess the effectiveness of the plan of action. Even though planned translanguaging was used to improve pairwork interaction and work process, which means the output made by the students to the rest of the class, that is, their contributions, when it was time to share each pair's conclusions, was not the focus of this ARP, chance to correct and give feedback on written work whenever it followed a translanguaging activity was still possible. This made it possible for me to confirm if the notes taken during monitoring were visible in the final product, as I was not only clearing doubts, but also making sure students were dividing tasks, considering and debating each other's contributions and reaching a solution together. If, during monitoring, a pair of students appeared to be making progress based on the criteria presented above, the same would be noticeable on a

59

feature or opinion article as the arguments and contributions made by both would have been featured, and task division made obvious.

Finally, a second anonymous questionnaire was distributed on the use of L1 materials in EFL lessons. The reason as to why an anonymous questionnaire was used is not related to the group of students this study focused on. On the contrary, the main objective was to analyse the whole class' opinion on planned translanguaging as a pedagogical strategy. As mentioned before, even though only a small number of students was chosen to be the main focus of each class, due to several limitations, this pedagogical strategy could be used with the entire class as there is always the chance to improve each student's role in pairwork tasks. As a means of comparison, and considering every learner had to participate in the planned translanguaging tasks employed, it is important to understand how it was received and the class' opinion on the experience. This also helped me understand the limitations of this study as well as what could be improved. Moreover, as Norton (2009) claims, anonymity usually guides students to be more honest in their answers as they do not feel judged or under evaluation.

Additionally, and because at the beginning to this ARP both classes were asked to answer a questionnaire regarding their opinions of learning strategies and interaction patterns (see section 1.3.2.), it seemed appropriate to gather the overall opinion on a strategy employed to approach the issues identified and help learners enjoy pairwork tasks in EFL lessons.

The seventh grade questionnaires were completed in class (see Appendix VI), whilst the eleventh grade survey was completed online (see Appendix VII) as the class was struggling with the pressure of exams. Given that notes had already been collected on the opinions of the pairs this study focused on, the aim was to simply understand the overall take on the pedagogical strategy employed, and if students considered it to be effective. As it was mentioned before, this is a pedagogical strategy that can be beneficial for entire class, since it is not just about the activity or content in question, but about listening to each other, giving each other a chance to speak up, being flexible with doing things differently and following different routes.

Following the same procedure as the one described in section 1.3.2., appropriate language was used in each question to ensure that there were no doubts during the process, taking into account two groups with very distinct levels of English were participating in the study. Also, students' answers to the first questionnaire were taken into account and based the options given on them. The questionnaires were different in presentation: the seventh grade final questionnaire had seven multiple choice questions, while the eleventh grade one had nine questions, six multiple choice ones, and one using the Likert Scale so as to find the "strength of feeling or attitude towards a given statement" (Bell, 2005, p. 142). The decision to create two different final questionnaires had to do with time restrictions and the level of each class. Both questionnaires included clear instructions and were revised by my mentor before being presented to each class (Bell, 2005).

The results collected throughout both cycles of my ARP were analysed and cross-checked in order to assess the success of the use of planned translanguaging in EFL lessons in developing a more efficient working relationship during pairwork tasks.

IV.   First Cycle of the Action Research Project

This chapter is concerned with the description of the activities employed during the first cycle of this ARP. Each of the activities will be contextualised by taking into consideration the topic being discussed (unit) and the aims of the lesson, as well as a description of the task in question. All the translanguaging activities are original, even though some of the text had to be adapted. These followed the guidelines of *Metas Curriculares Ensino Básico: 1º, 2º e 3º Ciclos* (2015) and *Programa de Inglês nível continuação 10º, 11º e 12º* (2001).

The lesson planning procedure is discussed, how and why I predicted some events, considering each of the activities. Considering how this pedagogical strategy was so new and innovative, especially considering the reasons behind its use in this ARP, it was necessary to assume a more flexible attitude towards setbacks, and be adaptable to change. Not everything goes according to plan during a lesson, and it is paramount that one is aware of this before continuing so not to get extremely frustrated whenever something unexpected occurs. There were times that I had to adapt an activity in the moment when confronted with questions or just a completely different dynamic that I had initially predicted. It was important to stay calm and focused in order to organise my ideas before being ready to answer questions, clear doubts, rephrase instructions or model the task with a student volunteer.

4.1. Contextualisation of the activities

During the first cycle of my ARP, I employed two different activities in both the seventh and eleventh grade. All the activities were contextualised with the unit being taught at the time. The activities were not the main focus of any of the lessons, but were important in terms of developing students' vocabulary, understanding of the topic and pairwork communication.

Activities, thus, are divided into those for the seventh grade and the eleventh grade.

Seventh grade

The first planned translanguaging activity with the seventh grade took place on March 14th and was the second lesson on unit 5 – *Friends* – focusing on the use of adjectives to describe a person's physical appearance as well as personality. This was not an assessed lesson, but rather an extra class that I requested since I had thought of an interesting way to employ a planned translanguaging activity. The aims of this lesson were to encourage students to use the comparative and superlative form of the adjectives they had worked with during the previous lesson, in which I revised some of the vocabulary they were working with at this stage.

For this activity learners were given a text and asked to analyse it individually first. Afterwards, in pairs, students were asked to gather information of the description of the four *Harry Potter* characters (see Appendix VIII). Once they had finished the task, they were asked to draw comparisons between the characters by using the comparative form of the adjectives.

This was the first time these students worked with materials in their L1 in an EFL class. I experienced difficulties since students had not understood they were supposed to use the vocabulary they had developed during the previous lesson, and thought they were being asked to translate the descriptions from L1 to L2. Evidently, I had to restructure my lesson by asking students to pay attention as I rephrased the instructions. Considering how translanguaging is not a translation practice, learners had to use the vocabulary they had acquired in L2 to understand and analyse the materials in L1. That way the text complemented the language being developed. On the other hand, it also helped learners revise the comparative form of the adjectives in English.

Unlike the eleventh grade, which had already completed a planned translanguaging activity at this moment in time, this class was quite unpredictable. It is likely that the fact that the older students did not have difficulties with the instructions had an impact when planning this lesson. Even though there was a moment of anxiety, a solution for this problem was found by simply rephrasing the instructions of the activity and doing an example with one of the students.

It is important to quickly think of a way to ease students' nerves and prevent them

from becoming frustrated for not understanding what is being asked. According to Sowell (2017) a teacher should never "become hostile or defensive" (p. 16) but rather consider all the ways to fix the problem. Sowell (2017) suggests rephrasing instructions, giving students examples, modelling the language with volunteers or even breaking the activity into more steps so it is easier for the class to follow the guidelines as they will be working in stages. In this case, rephrasing the instructions and modelling the language was sufficient.

After getting the class to finish the task, pairs were asked to share with their colleagues some of their conclusions. The follow-up activity required the use of a picture and mainly focused on spoken participation as a whole class.

The second activity employed with this class was on May 16th, on unit 8 – *Adventure.* I realise there is a two-month gap between the activities which may raise some questions on why this happened. Unfortunately, due to time restrictions and tests, I did not have the opportunity to employ another planned translanguaging activity sooner. Yet, I believe this minor setback did not influence greatly the progress of my ARP.

The main aims were the development of students' vocabulary, the use of *will/won't* to predict future events, as well as creative writing in pairs. This lesson, as well as the lesson before, on May 14th, was assessed lessons which means I was able to gather feedback from both my mentor and colleague.

Having worked with *will* and *won't* to predict future events, learners were asked to analyse an adapted excerpt of *Uma Aventura no Egipto* (Magalhães & Alçada 1999) (see Appendix IX). Learners began by reading the text individually and, afterwards, in pairs, were asked to write the rest of the story in L2, by predicting its end. Given that this was a creative writing task, there were no wrong or right answers regarding the learners' decisions on how to continue the story. Nevertheless, the use of *will* and *won't* was being assessed, as well as the use of their vocabulary.

Eleventh grade

The first activity took place on March 8th, and it was the second lesson of module 3 – *Critical Consumerism*. This was the first time a planned translanguaging activity was employed during my teaching practicum. Some risks were taken considering it was during a supervised lesson, yet I was confident the lesson had been planned thoroughly as a number of possible issues and solutions had been predicted.

The lesson focused on ethical and sustainable consumerism, following what had been done in the previous lesson (March 1st). The aims were mainly to promote a class discussion on the topic, to use the learners' homework assignment to analyse a text in L1 related it to the main topic, and to consider an eco-friendlier lifestyle through the creation of a product that would replace or improve on an existing one, making it sustainable.

As a homework assignment learners were asked to conduct research on companies' valuable ethical policies towards their employees and customers. This assignment was done in pairs, to ensure the basis of the planned translanguaging task.

As it was not the first time that I used excerpts from books with this class, an excerpt from a non-fiction book was handed out, called *Dormir Nu é Ecológico*, (Farquharson, 2009) (see Appendix X) that follows a blogger who was looking into living a more sustainable life by committing herself to change an aspect of her daily life every day. The book was written in a diary format, and the chosen passage dealt with the author's first interaction with a sustainable clothing company. The class was asked to read the text, reflect on it, and, in pairs, using the research conducted at home, discuss how the company's policies could change for the better.

Students were observed and assessed on their use of the language acquired in the previous lesson, how they worked the text to match their research and pairwork interaction.

The last planned translanguaging activity with this class, on March 20th, was on the same topic, focusing on Maslow's pyramid of needs. After encouraging students to consider eco-friendly and sustainable consumerism habits, this lesson focused on our

needs as human beings and the difficulties experienced when trying to give away material things. It encouraged learners to reflect on their own behaviour when making decisions about their possessions – their role and how they contributed to learners' happiness – as well as tidying up as therapy.

Once again, a text was used in L1 for students to analyse; however, this time, learners were asked to work together and draw the model described in the text: Maslow's pyramid of needs (IEFP, 2007) (see Appendix XI). This activity was interesting to reflect on subsequently since learners came up with different ideas for a model, but could, at the same time, explain their interpretation to the rest of the class. They were also asked to draw their models on the board and explain how they had labeled each stage/level, and how they had divided tasks during the activity.

All the activities here described, both in the seventh and eleventh grade, were planned according to the language (topic, vocabulary, grammar structures, etc.), students were developing at the time. Additionally, the activities always considered what had been previously taught, homework assignments and students' discussions in class so that there was an evident flow from lesson to lesson and a reason for the activity in question to be featured in class.

4.2. Presentation and interpretation of the results

In this subchapter, the results of each activity will be presented and discussed the results of each activity as well as an interpretation for each, based on observation notes, audio recordings, and interviews with students, as well as the feedback received from my mentor, supervisor and colleague during our post-observation meetings.

Seventh grade

4.2.1. Activity 1

This was the first time a planned translanguaging activity was featured in class. However, these were seventh grade learners, some still quite young in comparison, some with more difficulties than others, still trying to get used to the rhythm of the 3rd cycle of basic education, the challenge and workload. Some confusion and questions were predicted, and was ready to adapt my lesson plan on the spot if necessary. Nevertheless, the difficulties experienced were not the ones predicted when planning this activity.

As mentioned before, the biggest issue revolved round the instructions and lack of examples. Even though the language students needed to complete this task had been presented, revised and consolidated, I neglected to prepare an example that would have made the activity easier to understand. Rather than guiding students to understand how one shifts from one language to the other by making use of their resources and knowledge to understand a message, I simply asked them to read a text with four distinct paragraphs. Each paragraph had the first visual and physical description of a character from the *Harry Potter* series, copied from the first book in the series (Portuguese edition) (Rowling, 2000). Students had to take notes on the description of each character, in pairs, using the words they had worked with in the previous lesson. Yet, what most students did, initially, was to try to literally translate each word from the text, instead of interpreting it.

The following table shows some of the examples students had difficulties with; the words in Portuguese are the words found in the text, and the expressions/words in English are the ones students were supposed to have used to complete the activity.

L1	L2
PÁLIDO	PALE / FAIR SKIN
ESGUIO	SLIM
JUBA	LONG, WAVY HAIR

Table 1: Example of answer for activity 1

This issue forced me to call the attention of the class to rephrase the instructions by giving them an example of what I wanted them to do. I reminded them they had to choose the correct words of the vocabulary they had learnt related to the topic to write the physical description of each character.

After having spent some time with a second explanation, learners were capable of following through and finishing the activity within the time period given. They were able to describe each character in English and answer follow-up questions when asked to explain, using their own words, the meaning of some expressions.

Having to stop the lesson, adapt it and control the time closer than before, helped me reflect on my instructions and approach to materials in L1. I possibly relied too much on the fact that the eleventh grade did not experience the same problems and understood my instruction right way. Not having reflected on the contrast between both could have frustrated the students to the extent that they would not want to work with materials in L1 again, or, at least, would always assume these would come with a complicated set of instructions attached.

Students were intrigued with having to analyse a text in Portuguese that did not have time to dwell on the pairwork component of the activity. They were engaged and participative, as well as capable of highlighting important pieces of information to make their descriptions more complete. Some of the pairs asked if they were allowed to add more information on each character as they were familiar with the series. I decided to give them permission and the class ended up sharing more about each character as well as discuss in pairs which one was their favourite.

If I had not spent some time explaining what was being asked when working with materials in L1, I would probably not be able to see development in their working

relationship. A detailed explanation as well as an example immediately cleared their doubts.

Here is part of the conversation between two students during the task:

(*Background*) T: I want you to work together, in pairs, so you need to speak to each other, ok? Come on 5 minutes!
S1: Este é o Hagrid.
S2: Ok, ele é alto e tem uma juba.
S1: *Hagrid is tall*? Sim?
S2: *Yes*. E juba é cabelo?
S1: Acho que sim, é cabelo grande… *big hair*.
S2: *Long hair*, não é big.
S1: É?
S2: Está no caderno.
S1: Mostra. Ah está.
S2: Como é que se diz barba?
S1: Espera. *Beard*.

Table 2: Excerpt of students' conversation during activity 1

After analysing the excerpt above, knowing beforehand the initial difficulties with explaining the activity, it is clear that this pair of students was making an effort to understand how they should be approaching the text in L1. Rather than translating the words directly from the text – *juba*, for instance –, they were interpreting the meaning of the word and looking for a term they had learnt previously to use instead.

Student 1 quickly gathered that *juba* referred to hair; however, they misused the adjective – *big* instead of *long* –, which Student 2 corrected by calling their colleague's attention to their notebook, where the class had notes on the use of adjectives to describe a person's physical description.

In addition, students seemed to be collaborating by asking each other's opinions before writing the sentence in their notebooks. This could have happened due to the fact that the content was fairly new to most students, and because the L1 stimulated the pair to communicate more. Also, the characters described in the text were not unknown to them, so they were able to use their knowledge of the series, acquired outside of the EFL classroom, to interpret and take notes on their visual and physical description. By joining both their understanding of the content and the use of their L1, both learners felt minor difficulties during this pairwork task.

69

4.2.2. Activity 2

Unlike the first activity, this task was an overall success, increasing students' motivation, engagement and level of participation in class. One of the reasons that might have contributed to the success of this activity is the fact that it allowed students to be creative.

Nonetheless, this task was significantly more complicated to plan considering learners were not only being asked to read a text and predict its ending, but doing so using *will* and *won't* to anticipate future events. Most learners were comfortable with this grammar feature, but the ones that were not required more time to organise their thoughts before starting to write. This activity reminded me of the reason why I decided to use text as a medium: to give students enough individual time to deconstruct and analyse the words before jumping to conclusions and rushing to have something ready to show the class. Being asked to give them more time was not an issue and did not affect my lesson plan, but rather led me to believe that choosing a written-format material to employ this pedagogical strategy was the best choice.

The text I provided the class with was an excerpt from *Uma Aventura no Egipto* (Magalhães & Alçada, 1999). Some of the passages were adapted as it contained a lot of visual imagery that could slow down the students and distress the class' rhythm.

This was, in fact, my second lesson on the unit *Adventure*, but students had been working on the topic of adventures with my mentor for a week before I started, which means, they had acquired plenty of vocabulary and new grammatical structures beforehand. Since I observed every class before teaching this one, I was aware of the language they had, the language they would need for my lesson, and, therefore, capable of predicting a vast number of problems, as well as solutions.

Learners were asked to pay close attention to the instructions; I started by reminding them of the first planned translanguaging activity, gathering right away loose comments on the experience being interesting. The class was, then, told they were about to read a fictional text on the topic they had been discussing in class, and, afterwards, were

supposed to predict the end of the story. So that no immediate questions were to be raised, I asked for a volunteer to deliver the instructions to the class. Allowing one of the students to explain the activity is a way to ensure that there are no doubts later. Moreover, the student who volunteers will explain the task in a simpler language, meaning, the majority, if not all, will understand it.

This time I was happy to see students more engaged and not questioning the text in L1. This level of engagement leads me to consider students were getting more comfortable with change in the classroom that most teachers would care to see. Instead of being afraid of trying out new methods and approaches to language, one ought to be challenging both learners and themselves to plan a well thought out lesson in which new resources are to be used.

Evidently, I had to pay close attention to not just their writing the story itself, but the use of language, as it was a fairly recent grammatical aspect for this class. As a more creative task, the class gradually asked me to give them more time to complete the activity, not because they were not able to divide tasks, or to communicate, but because they were enjoying themselves. The following are the notes on the pairs I focused on during the activity, taking into consideration: level of participation in activity and consideration on each other's contributions:

<u>**Pair 1**</u>
- Enthusiastic; immediately started talking about stories of the same genre as the one they were analysing;
- Read the text out loud, together;
- Asked their colleague their thoughts on the story;
- Had several options for an ending (predicted);
- Tried to use all the elements from each contribution.

Table 3: Written notes on pair 1's work method during activity 2

<div style="border: 1px solid black; padding: 10px;">

Pair 2
- Quiet while reading the text;
- Most dominant student (A) asked his partner questions about their thoughts on the text;
- Gradually became more engaged.

Pair 3
- Quiet while reading the text;
- Most dominant student (A) began giving ideas right away;
- Quieter student (B) took it upon herself to take notes on her colleague's ideas;
- Most dominant student (A) asked colleague for her ideas and opinions when the class was reminded that it was a pair activity;
- Gradually became more engaged, but quieter student (B) needed to be asked their opinion often in order to participate.

</div>

Table 4: Written notes on pair 2 and 3's work method during activity 2

These notes show three very distinct pairs of students who approached the task differently, accomplishing it nevertheless. While the first pair appeared to be motivated from the moment they started reading it, taking turns reading the text out loud, sharing other the titles of books or TV series of the same genre, the second pair counted with the motivation and willingness of the most dominant student. In this case, the Student A took initiative sharing their immediate thoughts, but not before asking their partner's opinion.

On the other hand, pair number three, needed more time to establish a work method. The quieter learner, Student B, had to be extensively prompted by Student A in order to participate. Even though Student B did not show signs of disagreeing with their partner, it was also not clear if they had different ideas for the end of the story and did not share them.

Although two out of three pairs struggled with working together given that one of the students still presented difficulties with participating equally in the activity, there was evident improvement considering that the most dominant learner made a significant effort to include their partner's opinions and ideas. Encouraging their colleagues to participate in a task they could have finished alone, using all their ideas without having to deal with opposition, would probably have been easier; however, their commitment to follow the instructions – divide tasks and include everyone's contributions – was evident.

Eleventh grade

4.2.3. Activity 1

On March 8th, I taught my second assessed lesson on *Consumerism*. I decided to take a different approach and use all the knowledge students acquired on the topic of *Environment*, studied during first term, to explore this subject. Instead of using the textbook, which focused on students' spending habits, I decided to guide the class to reflect on the companies' policies. Firstly, as part of the first lesson on March 1st, learners were asked to consider working conditions in factories in Bangladesh and how important it is to contemplate the origin of a product before buying it. The class discussion that followed the activities led students to reflect upon other important measures companies should be concerned with, such as the environment. Therefore, as a homework assignment, students were asked to work in pairs, and look up a company with valuable ethical policies. This assignment was preparation for the planned translanguaging activity employed on March 8th.

In the following class, students were asked if they had completed their homework since they would need the notes they took at home. Firstly, they were asked to read an excerpt from a non-fiction book called *Dormir Nu é Ecológico* (Farquharson, 2009), regarding the author's confrontation with an online clothing company. Students were asked to read the text and together, since they completed the homework task with their partner, decide how the ethical working policies they researched could be implemented in this situation.

At first, learners were surprised upon receiving a text in their L1. They seized the moment to ask if I had not made a mistake when printing the materials. Having predicted their reaction, I decided to disregard their concerns and simply stress that irrespective of the language, it was still an EFL class and they were expected to complete the task in L2. Anticipating, based on the relationship I established with this group, that they would find the experience interesting and raise no questions regarding my motives.

73

The activity was an overall success. Students were engaged and capable of finishing the activity within the given time. Despite the L1 usage, even though they were asked to work in English, both students were participating in the activity.

In our post-observation meeting I received feedback from my colleague, mentor and supervisor, respectively on the choice of text, students' reaction and task planning. Their comments helped me reflect on the task's effectiveness, and consider the following activity.

Later, as a way to gather information on their opinions, I asked a few questions to two pairs I was focusing on, at the end of the following lesson. Their answers called my attention to what I needed to do to challenge them more. The following are the results from the unstructured interviews:

Pair 2:

T: **So, what did you think of the lesson?**
S1: It was interesting!
T: **What about that text? What a surprise, right?**
S2: It helped me.
T: **How?**
S2: I understand the ideas because it's in Portuguese.
T: *Understood?*
S2: Yes… (*laughs*).
T: What about you?
S1: I think it was fun, it was easier to talk about the text like this.
T: Alright! It was a good experience then!

Table 5: Unstructured interview with pair 1 post-activity 1

<table>
<tr><td>

Pair 1

T: **What did you think of that text you had to read?**
S1: The text in Portuguese?
T: Yes.
S2: I thought it was a mistake (*laughs*).
T: Not this time! (*laughs*).
S1: It was different, was fun!
S2: I wrote the title of the book on my notebook.
T: **Do you think it helped you explore the topic more?**
S1: It helped me because it was a real example.
S2: Yes, it was more… *explícito*?
T: Explicit?
S2: Yes, that! (*laughs*)

</td></tr>
</table>

Table 6: Unstructured interview with pair 2 post-activity 1

As stated before, with the eleventh grade I made use of informal and unstructured interviews to know more about students' feelings towards the planned translanguaging activities.

As it is shown in the tables above, I had the opportunity to converse with two of the three pairs of students I focused on in this class at the end of the following lesson. The questions asked were prepared beforehand, although, depending on their answers – if too vague, if not well-explained – I could have had the need to ask more.

The first pair did not stay long, but was recipient to answering my questions, and, perhaps more importantly, explain why they thought it was an *interesting* and *fun* experience.

The reason *it was more explicit*, meets what was mentioned in section 3.2 on the use of authentic materials. Providing learners with more realistic materials and practical examples to analyse and debate gives them a purpose to use the L2 immediately. Real-life testimonies or true stories, such as the one used in this planned translanguaging task, shed a more vivid light on the content the class is studying, encourages students to share their personal experiences, thus, use the knowledge they have acquired as individuals and use language to complete an activity.

In addition, as Student 2 on the second table claims, a text in L1 made it easier to understand some of the content. This does not mean this student experienced difficulties with understanding the class in L2. On the contrary, mirrors the aim of allowing learners time and opportunity to make use of all their resources to make meaning, further explore a topic, and form an opinion on the matter.

4.2.4. Activity 2

Even though the first activity of the first cycle with this class was successful, I believe this one made it possible for students to connect more with their partner. The results of the unstructured interviews show learners were more focused on sharing how the activity was helpful in terms of language. On the other hand, this task made their interaction as pair more obvious and clear.

As it was previously mentioned, this lesson was still on the topic of *Consumerism*, just a few weeks after the first planned translanguaging task. Once again, a text was used as a medium, but the purpose of the activity was completely different from the first one. Following my mentor's advice, I decided to use Maslow's pyramid of needs as a launching pad to what the class was going to focus on for the remainder of the lesson.

Through the analysis of a text found on Instituto de Emprego e Formação Profissional website (IEFP), explaining the concept, students were asked to draw the model that was being described. They were not aware of the name of the model – pyramid – which meant their interpretation of the text was the key to understand what type of concept was being described and how it would look visually.

From my monitoring, it was highly noticeable that students were interacting, both drawing the models in their notebooks and discussing the concept described in the text. It was interesting to see how learners debated different perspectives using the text as a resource to back up their arguments. As the task required students to agree upon a model to present to the class, most of the time was invested in pair discussion to decide which model made more sense, how they would justify their choices and to predict any questions I could ask. More than just having to work out a text in L1 using the content

learnt in L2, pairs were more engaged than I had ever seen since the beginning of the school year. Whenever there were disagreements, the pairs I focused on for this class, in particular, were motivated to look for ways to convince their partner into accepting their idea, instead of having a dominant student, as it was the rule, making decisions at every stage of the activity. This alone was already progress, given that one student in each pair would always dominate more, speak at the same as their colleague, and be, in general, more aggressive when giving their opinion.

The results were very distinct. A small number of students had drawn stairs, a mind map and an inverted pyramid, rather than a pyramid. With regards to the group of students I focused on in this class, they were all able to justify their choices, using the text, and taking turns answering my questions on their model. Each pair had also to label each stage of their model according to the description provided on the text. Even though there were different takes on the labels, all of them conformed to the meaning presented.

The following are two students' answers during our post-class interview regarding the activity:

Table 7: Unstructured interview with pair 3 post activity 2

The answers were not very different from the ones the other pairs shared after our first planned translanguaging task. Nonetheless, Student 2 made reference to the convenience of discussing a topic together. Whilst before this pedagogical strategy was employed, learners would argue they did not feel comfortable enough with their colleague and it hindered the sharing of ideas, at this point it was clear that language had helped ease their working relationship so that more and more balanced communication – meaning equal participation – could occur.

In addition to the evident progress of the three pairs of students in communicating more, sharing their thoughts and participating fully to accomplish what was asked of them, it is worth noting that during the first anonymous questionnaire (see Appendix I), a significant number of students claimed they disliked pairwork activities because these were not sufficiently interesting (see Appendix III).

V.   Second Cycle of the Action Research Project

In this chapter I will present the activities that were part of the second cycle of this ARP. Some changes were introduced to these activities based on the results of the tasks employed during the first cycle, so that the pedagogical strategy could be improved.

As mentioned before, the aim of this project was to improve students' working relationship in pairs during EFL classes. Even though I made use of their constant use of L1 as a common feature, one of the objectives was also to make sure students started working in pairs in English. Therefore, I disregarded the use of L1 to prove the strategy's efficiency in bringing students closer together and developing their working relationship in L2. The planned translanguaging activities were, therefore, subtler since materials in L1 were non-existent. Instead, students engaged in English with regular pairwork activities. The aim was to verify if: (i) students were capable of working in pairs with the same level of interaction, motivation and participation evident during the first cycle of the ARP; (ii) the use of materials in L2 would compel learners to interact in L2 rather than L1.

Given that learners responded well to the planned translanguaging tasks during the first cycle, I decided to challenge them more in the second cycle with the adapted materials for the activities and the purpose of these. In addition, these activities were substantially more engaging so that students' level of motivation and rhythm would not decrease. As planned translanguaging activities were something fairly new to them, bringing more of the same could possibly result in general disinterest.

My role as a teacher also underwent some changes; whilst in the first cycle I engaged more and participated with the students, in the second cycle I only provided them with the necessary tools and instructions to complete their task. If my aim was to show how learners could become more communicative with each other, develop a working relationship and work method, then my participation would have to be substantially reduced.

With that said, the activities of the second cycle are similar to the activities employed in the first one, although the former increased the level of difficulty and challenge, since

the L1 was not used at all. In contrast, the two tasks were contextualised within the topic in question, promoting the use of new language and knowledge acquired during the previous lessons. Similar to the first cycle, the activities were not the focus of each lesson, but rather a moment during the class and a lead-in to the production and final activity.

5.1. Contextualisation of the activities

Seventh grade

5.1.1. Activity 1

The first activity in the second cycle took place on May 30th during a supervised lesson. This was the first lesson on Conditionals type 1 and it was an expansion of the unit on *Friends* and *Jobs*. Towards the end of the school year, due to time restrictions, my mentor decided that my colleague and I would be allowed to work freely with the units we had left, rather than having to focus on starting and finishing a new topic every week. Therefore, the presentation and practice of conditionals type 1 was done through a topic that was not completely new to the class.

The main purpose of this lesson was to use conditional type 1 to give advice, to raise students' awareness of the form and use of conditionals type 1, to reflect on information provided in prompt cards to give proper advice and encourage pairwork interaction.

For this activity, learners were provided with cue cards (see Appendix XII) containing information on two characters, one of whom had a problem. Their task consisted of producing a dialogue between both characters, based on one they had read and analysed at the beginning of the lesson, where the problem would be made explicit and advice offered. Afterwards, a number of students would role-play it to the whole class.

Role-playing gives students the chance to experiment more with vocabulary, use their personal experiences and previously acquired knowledge, and gain self-confidence

(Feng, L. & Yun, D., 2009). All of these are directly related with the use of planned translanguaging: to provide learners with the opportunity to use all of their resources to make meaning, promote interaction and communication as well as a work method, since both learners are meant to fully participate in the writing of the dialogue. By role-playing their final product, the sense of accountability is also very present, as the dialogue belongs to both students and both are held responsible for the outcome.

Owing to the fact that the materials were not in L1 the instructions were clearer and easier to deliver, as students did not have to be reminded of the presence of L1 in an L2 classroom. With regards to language, students did not raise any questions, proving that all the necessary language had been well-presented before this lesson.

Finally, although it was not part of the main aims for this lesson, this activity allowed students to be creative as they had to decide, in pairs, on the advice one of the characters would give the other. Excluding the L1 was the only visible difference between this activity and the ones employed in the first cycle, considering how learners were still expected to consider each other's contributions, debate them and reach a solution together.

Eleventh grade

5.1.2. Activity 1

The last and only planned translanguaging activity employed in the second cycle in the eleventh grade took place on May 8th. This was the third lesson on module 2 – *Build up Your Future*. The main aims of this lesson were to analyse an example of a CV, to interpret the applicant's testimonial, to reflect upon the structure of and information contained in job advertisements and provided information, and to encourage pairwork communication.

Even though the activity was in L2, this was the most challenging in terms of preparation as it was divided in stages. In addition, and once again, the textbook was not used, thus all tasks were completely original.

For this activity learners first brainstormed with their partners what should be featured in a CV, the most relevant information, and what should be disregarded. Afterwards, learners were provided with a copy of an incomplete CV (see Appendix XIII), belonging to a fictional character – *Betty Smith.* The students were also briefed on the job position Smith was applying for as well as the responsibilities and roles it demanded. Finally, a copy of Smith's testimonial (see Appendix XIV) was handed out. This was an original text including mixed information, some of which would be relevant to include in the CV and some that should be excluded.

Students were asked to read the hand-outs individually before debating with their partners which information from the testimonial should be included in the incomplete CV and in which section. This lesson was centred around this one activity which demanded a considerable amount of time to finish. Learners were reminded of all the steps before and during the activity to ensure that no pair would skip stages.

Although there were right and wrong answers in this task, there was still the opportunity to debate each other's opinions, significant whilst encouraging and promoting problem-solving tasks (Kang, 1999). Highlighting the relevant information was comparatively easier than deciding where it should be featured. Moreover, there was also the question of sharing the applicant's personal hobbies that could be assets to the job in question. All of these demanded a clear, organised work method and reflection time, during which learners divided tasks, debated each other's opinions and reached a solution.

5.2. Presentation and interpretation of the results

In this sub-section, the results of the second cycle of the ARP will be presented and discussed. For the most part, these were positive revealing the study's potential. By removing the L1 from the activities, the tasks were received like any other pairwork activity, meaning students did not feel they were experiencing another new pedagogical strategy and the transition was subtler. The interpretation of the results is based on written notes, interview answers and feedback from my mentor regarding the activities.

Seventh grade

5.2.1. Activity 1

As mentioned above, the activity was well-received. Students paid close attention to the instructions and followed the correct steps to complete the task. My role as teacher had, evidently, and as it was predicted, gradually changed as I became a more passive agent during monitoring. Nevertheless, questions regarding permission to further explore the theme, use creative solutions to complete the dialogue, or even concerning the role-playing stage, which were always raised in the past were reduced to a minimum in comparison with the students' behaviour a few months back when the study began.

The lesson plan also featured a number of instances concerning learners' possible issues with language, and solutions if necessary, but there were no issues registered.

I will now present the results of the observation process of the three pairs of students and my interpretation.

The table below shows pair 1's substantial progress; based on the list of criteria presented in section 3.3., both learners checked positively for each point by developing and maintaining an efficient and closer working relationship, even after the one feature they had in common (L1) was removed.

Pair 1:

- Initially debated who would play which character;
- Automatically assumed their roles using expressions as *My problem*, *I'll tell you to*;
- Both learners wrote the dialogue in their notebooks without having to be reminded;
- Suggested different approaches to the dialogue's wrap-up, regardless of their character;
- Volunteered to role-play;

Table 8: Notes on pair 1's interaction during activity 1

It is important to consider the significance of volunteering to role-play their own dialogue together, the signs of pride in their accomplishment, for instance. Reflecting on the importance of promoting self-confidence boosting tasks, the development and employment of planned translanguaging may have had a positive effect on not only enhancing learner's pairwork method, but also on students' confidence, enthusiasm and motivation with sharing a well-developed work (Alabsi, 2016).

As table 9 below shows, the second pair of students approached the task differently. They started by writing a list of possible pieces of advice they would offer if it were a real-life situation. Afterwards, they proceeded to organise the dialogue having as a basis the dialogue analysed at the beginning of the lesson to introduce the grammatical feature. Finally, whilst writing the character's lines, both students decided which character they would play if asked to role-play it in front of the rest of the class which paved the way for each student to contribute with more ideas for their own character. Even though this pair did not volunteer to role-play their final product, they were happy to accept, dramatizing their lines and reactions on cue.

In addition, this pair was the one that had the most difficulties with asking for help, so having both calling me to ask for my opinion was surprising. There is clear progress in comparison to what was noticeable from the beginning of the year: students not communicating, not showing enthusiasm or taking pride in having finished a task as well as in their final product.

Pair 2:

- Read the cue card and listed different pieces of advice one of the characters could offered the other;
- Resort to the dialogue analyse at the beginning of class to check the structure;
- Equal participation; each provided the other with ideas to write a more creative and funnier dialogue;
- Called only to have the teacher reading their final product;
- Did not volunteer but when asked accepted the challenge.

Table 9: Notes on pair 2's interaction during activity 1

The third and last pair of the seventh grade class appeared to be the one whose progress was slower needing more time to develop a more efficient working relationship, as it is shown on table 10 below. Nonetheless, their work method showed improvement as, by the end of the year, they were capable of remembering to ask their colleague's opinion before continuing with the task. With regards to their more affective, working relationship, although the aim was never to help the learners develop a friendship, their relationship was more distant than the rest.

Pair 3:

- Started working individually, reading and underlining the notes on the card;
- Asked each other how the other wanted to start the exercise;
- Distracted by personal anecdotes;
- Wrote mainly in silence, and waited for the other to finished;
- Did not volunteer, but accepted the request when asked.

Table 10: Notes on pair 3's interaction during activity 1

There is no denying they developed an efficient work method considering they were able to participate in the exercises equally by asking each other's opinion and finishing the activity within the time limit; yet, the distance and sense of obligation with having to work with each other was visible which rose questions about mixed pairing.

Ehly and Larson (as cited in Ernst & Byra, 1998), claim that "the observer's liking of the doer was found to be predictive of observer-doer interaction" (p. 24). By the same token, Little and Walker (as cited in Ernst & Byra, 1998) correlate the outcome in peer systems with "learner 'likeableness'" (p. 24).

Even if ready to assume these arguments could be the answers for the question on a more distant and less warm relationship between these students, I re-analysed my original argument, which better mirrors 21st century needs and reality: having to work with someone is not, at any moment, defined by personal relationships, exactly what this study intended on proving. Regardless of wanting to observe an *easier*, more comfortable relationship flourishing from pair 3, the truth is, both learners accomplished

what the study had proposed, despite the degree of their social interaction.

Eleventh grade

5.2.2. Activity 1

This was, by far, the most challenging activity to plan, employ, monitor and reflect upon. The class' potential, overall enthusiasm and level of motivation inspired a more challenging and complex task to verify the effectiveness of planned translanguaging as a means to improve pairwork interaction and working relationship.

Besides the level of demand, the time limit had to be adapted to the purpose of the activity, which means, students could not be expected to complete this task in under 15 or 20 minutes due to the number of steps the activity was divided into and the time needed to reflect individually before debating opinions in pairs.

Monitoring such a complex task without playing an active role as a teacher, particularly considering individual reflection time took longer than usual, was quite difficult.

Having been confronted by such a different and, additionally, intense task, it was imperative to draw some conclusive notes on the overall success of this ARP. With that said, the following are the results and their interpretation.

The student's answers during the unstructured interview, were more detailed than what was originally expected when preparing the questions, as it was late in the school year and exam pressure had started to affect students' availability in general. Although more time was necessary to gather detailed information and ask follow-up questions, pair 1's reaction replies touched upon important issues to this ARP. Table 11 below shows pair 1's answers during the interview.

> Pair 1:
>
> **T: What did you think of the activity with Betty's CV?**
> S1: It was difficult, but I like it.
> S2: It was interesting.
> **T: Why interesting?**
> S2: I didn't know there are things we can't put in our CV. I thought everything was important.
> **T: Did you agree with what you added to the CV? Before I showed you the complete version?**
> S1: Almost. I wanted to add the part about she writing books. But S2 said it was better the to write about her trips because the job was about culture.

Table 11: Pair 1's answers during unstructured interview

Firstly, the task was evidently more complex which students noticed at once; however, this did not appear to cause distress or cause students to regard this exercise as boring, but rather *interesting* and *funny*, due to its number of stages. Secondly, stating the existence of a disagreement and, consequently, and agreement on the best course of action revealed willingness to communicate together to find a solution to the problem. Even though S1 thought that Smith's hobby as a writer was an advantage that should be mentioned in her CV, S2 refuted this by highlighting the job's area of study/interest – culture and European policies. Rather than arguing and insisting on a decision solely based on ownership and competition, pair 1 debated their issues and compromised.

On the other hand, the fact that S1 used the expression *said it was better*, calls attention to the possibility that S2 dominated the task more; nevertheless, there is also a chance that this was the result of absence of a better expression, normal and predictable at this level.

Table 12 below shows how the second pair appeared to be more reluctant and less enthusiastic due to the complexity of the task. Albeit slightly more confused than the rest, there were clear signs of debate during the monitoring stage, consideration of the knowledge acquired prior to the activity and choosing the best solution to solve their predicament.

Despite not sounding convinced by the job interview argument, the students were humble to accept their lack of experience in the matter instead of trying to forcedly pick

one of their solutions.

Additionally, it is worth noting, that experiencing this level of difficulty could have easily distressed their work as a team, and actually cause regression. However, what appeared to happen, is that the pair tried to look over their notes and find a safer answer to their question, considering they felt uncertain about going forward with their idea. This in itself shows an improvement in admitting that not knowing the most correct answer does not mean there is not a solution.

Pair 2:

T: What did you think of the activity with Betty's CV?
S2: Very cool!
S1: But difficult.
T: Why do you think it was difficult?
S1: Because I think it's important to add everything she did at school. So, the people know when they see her CV.
T: So, you added everything about her academic career?
S2: We were going, but then we thought about the job interview. If they have questions they can ask, so we don't need to add everything.
S1: And we save paper! *(laughs)*
T: Ah! Good point!

Table 12: Pair 2's answers during unstructured interview

Pair number 3, as shown on table 13 below, was the only one to stress the level of challenge and difficulty with this exercise, even though they were able to complete the task on time. Just like pair number 2, these students also took into account the previous class discussions on the topic to decide where they would add the information about travelling. The idea about a section concerning the applicant's hobbies and interests, if these were related to the job application, was interesting – or perhaps re-labelling the section *Additional Information* so it would be more explicit.

While monitoring the class, this pair was engaged with the material but appeared confused overall which led me to pay close attention to their progress. It appeared that they felt overwhelmed with the number of steps to the activity and anxious to complete it within the time limit.

Nevertheless, both kept communication flowing and, due to uncertainty, collaborated throughout the activity, asking each other opinions and ideas for develop.

There is a question of whether raising the level of difficulty correlates with students communicating more to find a solution and understand the content, which would be an addition to this study in the future.

Pair 3:

T: What did you think of the activity with Betty's CV?
S1: I liked it.
T: Why?
S1: It was like a puzzle. Was a little bit difficult *(laughs)* but I liked it.
T: What about you? What did you think of the activity?
S2: Very difficult!
T: Oh, come on, why do you say that?
S2: *(laughs)* I don't know, it had many things to do.
T: But did working in pairs help you? Or would you prefer to work alone?
S2: No, pairs is better! It helped a lot.
S1: We had different opinions where to put her trips, but we decided it was additional information.
T: How did you decide that?
S1: We thought about when we tell people we like to travel. It not very important but we say because we like it. It's important for us. It's just an extra.
S2: Or maybe write another part to add her hobbies…
T: You mean, add another section just for the applicant's hobbies and interests?
S2: If they are important for the job.

Table 13: Pair 3's answers during unstructured interview

5.3. Final questionnaires

Once the second cycle of the ARP was finished, two final questionnaires were administered to with both classes: seventh and eleventh grade. The aim was to understand students' overall opinions on this strategy as a means to tackle discomfort with colleague during pairwork tasks.

The seventh grade questionnaire (see Appendix VI) was done at the end of a class due to the students' level of English. I guided the questionnaire by reading the questions, so as to be more organised with time and control students' behaviour, asking students if they had any doubts and provide them with time to choose an answer.

The questionnaire comprised 7 multiple choice questions. Contrary to the beginning of the year when students completed the first questionnaire, learners were now aware of how to answer these questions, showing no difficulties when having to choose from only one of the options provided. They understood they were looking for the answer that best matched their feelings. Results show most students state that the materials help them to communicate in pairs, thus completing the task within the given time limit.

With the eleventh grade class, the questionnaire (see Appendix VII) was done online due to time restrictions and students' exams. They were asked to share their email addresses, after getting permission from my mentor, so as to receive the link to the questionnaire as soon as possible. Considering they would be answering it outside of the classroom, and taking into account students' level of L2, the questions were more complex.

Results on the main questions show that the vast majority of students enjoyed the materials in L1 and thought these were useful when understating the topic in question further (see Appendix XVI). In addition, most learners claimed that this strategy helped them share their opinions and ideas with their partners. Similarly, the written opinions were also extremely positive, highlighting how it helped learners with more difficulties explore the topic and understand it in L2.

These final anonymous questionnaires were applied only to compare learners'

opinions since they constituted two largely different groups. Considering the answers to the main core questions were very similar, it would be interesting to conduct a comparative study to find out which group would benefit more from the use of planned translanguaging as a means to develop and improve their working relationship and work method in pairwork activities.

Conclusions

This report is the result of a long process during, undoubtedly, the most stressful year of my academic career. Conducting research that would not only be used to only further explore the pedagogical strategy theoretically, but actually having the opportunity to apply and watch this study grow granted me a feeling of privilege for having had the chance to do it in the first place. In addition, considering the importance of this topic, the growth of multilingual communities, mass migration, and the changes society endures every day, the role of education, in EFL classes, in particular, has never been more significant. It was inspiring to experience first-hand how teachers can make a difference in the classroom, learning and facing these changes alongside their students.

The results of this study are, by and large, positive. Students gradually allowed themselves to be part of an interaction pattern they were not fond of, and worked hard to be engaged during the activities. They not only became aware of the importance of collaborative learning, but also what it requires from learners: to recognise and to consider contributions one might not agree with, compromise and adapt oneself in order to find a solution to a problem, instead of aggressively competing to be the dominant student. Although some students might be of the opinion that pairwork does not guarantee they will learn more, or that a working relationship is not significant, one should guide them to consider it nevertheless. They will gradually understand, and because the results in this study were evident, that "there is a strong theoretical basis for predicting that learner-learner interaction promotes language learning" (Baleghizadeh & Rahimi, 2011, p. 349). Similarly, learners became increasingly aware they growing more independent, considering that, even though there was a time limit to complete a task, the pairs were free to choose their method, divide tasks, debate ideas and choose the one they felt more comfortable with without intervention from the teacher. As Harmer (2007) claims students "work and interact independently without the necessary guidance of the teacher, thus promoting learner independence" (p. 167). Since the activities were designed to not have either right or wrong answers, learners were free to approach the task any way they preferred, using their knowledge, life and personal

experience, and linguistic resources.

With regards to both cycles, the activities suffered changes that were necessary to challenge the students more. I would have liked to apply more planned translanguaging tasks in the second cycle and confirm if students would maintain the same level of engagement and motivation throughout the rest of this project.

Nonetheless, given that all the activities were completely original and the product of a lot of planning, discussion and research, this project, as well as the results, could have been at risk since I did not have any experience with creating my own materials before this school year. On the other hand, after careful consideration, the first two activities in each class during the first cycle of this study, even if there was potential, needed to be more developed so that the purpose of these was clearer and obvious.

In the seventh grade the first activity suffered due to the faulty delivery of instructions and unprepared approach to the fact that the L1 was being featured. Considering the students' age and level of maturity, a presentation of the task should have been planned beforehand. In addition, the purpose of the activity – taking notes – could have been further explored. I would now consider a second stage in this exercise, and ask learners to use their notes for a different purpose in which both their language and clear communication would be essential, such as writing a descriptive text on other *Harry Potter* characters, using the new acquired vocabulary and expressions, in L2, reinforced in L1.

In the eleventh grade, similarly, the first activity, even if well-received, only resulted in an informal class discussion. Although there was a lot of potential for a more serious debate, this would have to be prepared in advance. For instance, I could have provided learners with the company they would have to research for their homework assignment, distributing companies with clear ethical policies, and more controversial corporations in order to establish two opposing groups.

Regarding the two focused questions: "Can planned translanguaging help students develop a more efficient working relationship during pairwork activities?" and "Can it help students improve their communication during pairwork activities?", the results were positive overall. It was visible that learners were not only more engaged in

organising their role in the activity with their partner, by planning their approach through discussion or the writing of a to-do list, but they were constantly communicating with one another, taking notes in both notebooks and conferring if they were on the same page before moving forward. I must add, nonetheless, that this was probably more evident in the eleventh than the seventh grade, as the pairs of students from the seventh grade were a little bit more reluctant to change and took them longer to adapt.

There is no doubt of the importance of pairwork, and countless articles, some of which are mentioned in this report, are proof of that. There is extensive research on the matter, and there will probably be more as new teaching strategies compel academics to adapt to new realities and students' needs every day. However, one must not forget it is not only the teachers who need to be open to change, but students as well. This research showed how sometimes teachers might neglect to consider that students also need to experience an adjustment period as well, and time plays an essential role in the equation.

To conclude, I believe more efforts should be made to enhance and recognise the importance of featuring more languages in EFL classrooms, as there are strategies that use them to the students' advantage as languages learners. Additionally, allowing learners the chance to do so through the analysis of material on topics of interest in which their personal experiences and knowledge are valuable, would only enhance EFL as an even more flexible and versatile school subject.

By accepting and featuring students' cultural and individual identity, one is valuing them as individuals, and not just learners who are asked to complete exercises without considering how those will affect them later in their future lives. Taking into account the role of critical thinking skills as well as collaboration, our learners must be prepared to adapt and compromise, but also to argue and speak up. Despite the hours of planning tasks of this nature, which are significantly more complex than the simpler interaction of answering comprehension questions, there is always something to take from them, and if we are serious about revolutionising education and preparing learners for an

uncertain future, then we must start now by experimenting, collaborating and debating, just as we ask them to.

Limitations

Over the course of this study I encountered several limitations that had an impact on this research.

Firstly, one must remember the reason why written-texts were chosen as the materials to present planned translanguaging activities, that is, time. Developing a more effective and comfortable working relationship, and, consequently, develop a work method during pairwork activities, takes time. Written-texts automatically gave students individual reflection time needed to understand the content to make connections with their own knowledge and personal experiences so that both students could participate equally in the exercise. However, the teaching practicum lasted nine months and although it is already quite long, it hindered the development of this research project. Considering that choosing a pedagogical strategy was a decision that required some reading, feedback and getting to know the students, the planning of this project was only started at the end of December.

In addition, due to restrictions related to students' schedule, curriculum, tests and exams, I was not always able to develop this study as fast I would like to. Nevertheless, I asked to teach extra classes from the second period onwards which provided me with the opportunity to gain experience, learn when and how to act, plan ahead and collect data on the results.

Secondly, this was still an issue related with question of time, I could only choose a number of students to focus on in each class. As it is claimed in chapter II, planned translanguaging can be an advantage to every student, as it is a versatile teaching strategy. However, in order for this project to be achievable and be able to collect data that would allow me to draw some conclusions on its implementation, I had to narrow down the number of students down that would actively participate in this study.

There was a lot of pressure to not neglect the rest of the class by only focusing on the

pairs of students that took part in the ARP. To avoid any instance in which I would feel that I was not paying attention to the class as a whole, I spent more time preparing my lessons to meet any possible scenario, created contingency plans for the entire class but also for fast finishers and made sure everyone felt included.

Future lines of study

This project enabled me to understand and draw interesting and relevant conclusions regarding means to develop pairwork interacting, work method and working relationship.

This study was extremely challenging considering the complexity of planned translanguaging as a pedagogical strategy. Even though the focused questions were answered during the employment of the ARP, further questions arose to improve on this study.

In addition, one should always reflect on the methodologies used throughout the study and how these may be adapted, replaced or reconsidered. In order to improve the research, its outcomes and purpose, one must not fall in "monomethodological 'default' mode, characterized by an 'unquestioning partisan frame of mind'" (Dörnyei, 2007, p. 313).

Therefore, the following is a list of future lines of study which are pertinent to further developing this research further:

1. Gradually increase the level of difficulty of activities, as well as continue to develop different tasks with different purposes, and models;

2. Analyse the output made by students to the rest of class, in order to understand if planned translanguaging also had an impact on their use of L2, not just on the interpretation of the content;

3. Ask students to work with different pairs and reflect if there is any effect on class dynamic as well as decreasing the role of the dominant student;

4. In open activities, with no completely right or wrong answers, have students assessing each other's work following a list of criteria;

5.   Reflect on the use of planned translanguaging to develop creativity through the creation of texts, posters, signs, audio and video;

6.   Resort to different mediums of present other than written-text – news broadcast, radio programmes and podcasts can also be dynamic and motivating if related to the main topic;

7.   Develop large scale projects, possibly involving the school community and promoting interdisciplinary practices;

8.   Design observation grids and develop a quantitative method of assessment to evaluate the effectiveness of the study;

9.   Conduct a comparative study between two groups of students, distinct in age, level of English, class size, and level of maturity, so as to understand which group would benefit more from planned translanguaging as a teaching strategy.

These ideas aim to guide this study further in the future in which planned translanguaging will be used to improve the pairwork relationship and work method, essentially, encourage students to work together by giving them the opportunities to do. In addition, it also promotes new pedagogical strategies that will consider students' L1 and previously acquire knowledge in EFL classrooms as a way to develop their critical thinking, creativity and collaborative learning.

References

Alabsi, T. (2016). The effectiveness of role play strategy in teaching vocabulary. *Theory and Practice in Language Studies, 6*(2), 227-234.

Auer, P. (1999). From code-switching via language mixing to fused lects: Toward a dynamic typology of bilingual speech. *International Journal of Bilingualism.* (1-28).

Azri, R., & Al-Rashdi, M. (2014). The effect of using authentic materials in teaching. *International Journal of Scientific & Technology Research, 22*(10). Retrieved from: http://www.ijstr.org/final-print/oct2014/The-Effect-Of-Using-Authentic-Materials-In-Teaching.pdf

Baleghizadeh, S. & Rahimi, E. (2011). Who is to work with whom when it comes to pair work? A Learner's Perspective. *Sino-US English Teaching, 8*(6), 349-356.

Bell, J. (2005). *Doing your research project: A guide for first-time researchers in education, health and social science*. Berkshire: Open University Press.

Bialik, M. & Fadel, C. (2015). *Skills for the 21st century. What should students learn?* Boston: Centre for Curriculum Redesign.

Bravo, C., Cravo, A. & Duarte, E. (2015). *Metas Curriculares de Inglês: Ensino Básico: 1º, 2º e 3º ciclos.* Lisboa: Ministério da Educação e Ciência.

Cole, S. (1998). The use of L1 in communicative English classrooms. *JALT Journal*, *22*(12). Retrieved from http://jalt-publications.org/old_tlt/files/98/dec/cole.html.

Creese, A. & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *The Modern Language Journal,* 94, 103-115.

Crisfield, E. (2019). Translanguaging: are we getting confused? Retrieved May, 2019, from: https://www.crisfieldeducationalconsulting.com/single-post/2019/01/28/Translanguaging-Are-we-getting-confused.

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies*. Oxford: Oxford University Press.

Ernst, M. & Byra, M. (1998). Pairing learners in the reciprocal style of teaching: Influence on student skill, knowledge, and socialization. Retrieved from: https://www.researchgate.net/publication/234580395_Pairing_Learners_in_the_Reciprocal_Style_of_Teaching_Influence_on_Student_Skill_Knowledge_and_Socialization.

Farquharson, V. (2009). *Dormir nu é ecológico.* Lisboa: Editorial Presença.

Feng, L., & Yun, D. (2009). Role-play in English language teaching. *Asian Social Science, 5*(10).

García, O. (20091a). Education, multilingualism and translanguaging in the 21st century. In Skutnabb-Kangas, T., Philipson, R., Mohanty, A. & Panda, M. (Eds.), *Social Justice through Multilingual Education* (pp. 140-158). Bristol: Cromwell Press Group.

García, O. (20091b). *Bilingual education in the 21st Century: A global perspective.* Chicester: Blackwell Publishing.

Grosjean, F. (1992). Another view of bilingualism. In Harris, R. (Eds.), *Cognitive processing in bilinguals* (pp. 51-62). Amsterdam: North-Holland.

Hamman, L., Beck, E. & Donalson, A. (2018). A pedagogy of translanguaging. Retrieved April, 2019, from https://www.languagemagazine.com/2018/09/10/a-pedagogy-of-translanguaging/.

Harmer, J. (2015). *The practice of English language teaching.* Fifth Edition. Harlow: Pearson Longman. Fifth Edition.

Harmer, J. (2007). *The practice of English language teaching.* Fifth Edition. Harlow: Pearson Longman. Fourth Edition.

Hornberger, N. (2005). Opening and filling up implementational and ideological spaces in heritage language education. *GSE Publications,* 1-13.

IEFP. (2007). *Abraham Maslow.* Retrieved March, 2019, from https://elearning.iefp.pt/pluginfile.php/49579/mod_scorm/content/0/teo01/07teo01e.htm

Kalanzadeh, G., Hemati, F., Shahivand, Z. & Bakhtiarvand, M. (2013). The use of EFL students' L1 in English classes. *The International Journal of Language Learning and Applied Linguistics World, 2*(2), 30-39.

Kang, S. (1999). Learning styles: Implications for ESL/EFL instruction. *English Teaching Forum, 11*(4), 6-11.

Kerr, P. (2014). *Translation and own-language activities.* Cambridge: Cambridge University Press.

Kerr, P. (2019). *The use of L1 in English language teaching.* Part of the Cambridge Papers in ELT series. [pdf]. Cambridge: Cambridge University Press. Retrieved from: https://languageresearch.cambridge.org/images/CambridgePapersInELT_UseOfL1_2019_ONLINE.pdf

Kim, Y. & Petraki, E. (2009). Students' and teachers' use of and attitudes to L1 in the EFL classroom. *The Asian EFL Journal Quarterly,* 11(4), 58-89.

Language Policy Division (2007). From linguistic diversity to plurilingual education: Guide for the development of language education policies in Europe. Retrieved from https://rm.coe.int/16806a892c#_Toc172301743

Lankiewicz, H. & Wasikiewicz-Firlej, E. (Eds.). (2014). *Languaging experiences: Learning and teaching revisited.* Newcastle upon Tyne: Cambridge Scholars Publishing.

Lewis, G., Jones, B. & Baker, C. (20121a). Translanguaging: origins and development from school to street and beyond. *Educational Research and Evaluation,* 18(7), 641-654.

Lewis, G., Jones, B. & Baker, C. (20121b). Translanguaging: developing its conceptualisation and contextualisation. *Education Research and Evaluation: An International Journal on Theory and Practice,* 18(7), 1-16.

Lin, A. (2016). *Language across the curriculum & CLIL in English as an additional language (EAL) contexts: Theory and practice.* Singapore: Springer Nature.

Lin, A. (2019). Theories of trans/languaging and trans-semiotizing: implications for content-based education classrooms. *International Journal of Bilingual Education and Bilingualism, 22*(5), 5-16.

Lin, A., Wu, Y. & Lemke, L. (n.d.). 'It takes a village to research a village': Conversations with Jay Lemke on contemporary issues in translanguaging. To appear in S. Lay & S. Stille (Eds.), *Critical plurilingual pedagogies: Struggling toward equity rather than equality.* Switzerland: Springer. Manuscript version.

Llinares, A. & Morton, T. (2017). *Applied linguistics perspectives on CLIL.* Amsterdam: John Benjamins Publishing Company.

Lopéz, C. (2013). *Translanguaging in the additional language classroom: Pedagogically-based codeswitching in a primary education context.* (Doctoral thesis). Retrieved from https://www.tesisenred.net/handle/10803/108963#page=1

Magalhães, A. & Alçada, I. (1999). *Uma aventura no Egipto.* Lisboa: Caminho.

Mahmud, S. (2018). Should teachers use L1 in EFL classroom? *Journal of NELTA,* 23(12), 25-39.

Manan, A. & Raslee, N. (2016). *First language (L1) interference in the writing of English as a Second Language (ESL) learners.* Malaysia. Retrieved July, 2019, from https://www.researchgate.net/publication/310674547_FIRST_LANGUAGE_L1_INTE RFERENCE_IN_THE_WRITING_OF_ENGLISH_AS_A_SECOND_LANGUAGE_E SL_LEARNERS.

Martins, G., et. al. (2017). *Perfil dos alunos à saída da escolaridade obrigatória.* Lisboa: Ministério da Educação/Direcção-Geral da Educação (DGE).

Mendéz, M. & Pavón, V. (2012). Investigating the coexistence of the mother tongue and the foreign language through teacher collaboration in CLIL contexts: Perceptions and practice of the teachers involved in the plurilingual programme in Andalusia. *International Journal of Bilingual Education and Bilingualism,* 15(5), 1-20.

Milroy, L. & Muysken, P. (Eds.). (1995). *One speaker, two languages: Cross-disciplinary perspectives on code-switching.* Cambridge: Cambridge University Press.

Moreira, A., Moreira, G., Roberto M., Howcroft, S. & Almeida T. (2001). *Programa de Inglês, nível de continuação 10o, 11o e 12o ano.* Lisboa: Ministério de Educação,

Departamento de Ensino Secundário.

Nagy, T. (2018). On translanguaging and its role in foreign language teaching. *Acta Universitaties Sapientiae, Philologica,* 10(2), 41-53.

National Education Association. (2012). *Preparing 21st century students for a global society: An educator's guide to the "Four Cs".* NEA. Retrieved from http://www.nea.org/tools/52217.htm.

New Group London. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review, 66*(1), 60-92.

Norton, L. (2009). *Action research in teaching and learning: A practical guide to conducting pedagogical research in Universities*. London: Routledge.

Nunan, D. (Eds.). (2003). *Practical English language teaching.* New York: McGraw-Hill.

Richards, J. (2006). *Communicative language teaching today.* Cambridge: Cambridge University Press.

Richards, J. & Farrell, T. (2005). *Professional development for language teachers: Strategies for teacher learning.* Cambridge: Cambridge University Press.

Richards, J. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.

Rowling, J. (2000). *Harry Potter e a pedra filosofal.* Lisboa: Editorial Presença.

Sowell, J. (2017). Good instruction – Giving in the second-language classroom. *English Teaching Forum*. 10-19.

Tomlinson, B. (Eds.). (2013). *Developing materials for language teaching*. London: Bloomsbury.

Yavuz, F. (2012). The attitudes of English teachers about the use of L1 in the teaching of L2. *Procedia – Social and Behavioral Sciences, 46*, 4339-4344.

Appendices

Appendix I – First Questionnaire

<u>Questionnaire</u>

This questionnaire is about your learning preferences in the classroom. Read the instructions carefully before answering the questions.

Grade: 7th □   /   11th □

Gender: Female □ /   Male □

Age: _____

_____

Read the following questions and choose one of the options:

1. During your English lessons, how do you prefer to work:

a) Individually
b) In pairs
c) In groups

2. If you **do not** like to work in pairs, it is   because:

a) You are not comfortable with your partner
b) You have difficulties speaking in English
c) The activities are not interesting

3. When you work in pairs, what is the biggest problem?

a) Your partner does not listen to your contributions
b) You work individually and do not share ideas
c) You do not finish the activity because you do not know how to work together

4. If you like to work individually, it is because:

a) You do not like to share your ideas with your colleagues
b) You fear your ideas are not good
c) You do not have to consider your colleague's opinion

5. If you like to work in groups, it is because:

a) There are more people to help you
b) Group activities are more interesting
c) Someone in the group does not have difficulties in English

What type of activities would you like to do in pairs?

_____
_____
_____

Thank you for your collaboration!

Appendix II – Results on the first questionnaire (seventh grade)

During your English lessons, how do you prefer to work?

Nr of students in 7th D

- Individually: 3
- In pairs: 9
- In groups: 18

If you do not like to work in pairs, it is because:

Nr of students who answered "Individually" or "In groups" in the first question

- You are not comfortable with your partner: 14
- You have difficulties speaking in English: 3
- The activities are not interesting: 3

During you English lessons, how do you prefer to work?

Nr of students in the 11th F

Individually	2
In pairs	16
In groups	6

If you do not like to work in pairs, it is because:

Nr of students who answered "Individually" or "In groups" in the first question

You are not comfortable with your partner	7
You have difficulties speaking in English	3
The activities are not interesting	7

Appendix IV – Lesson plan (Seventh grade)

Protect the environment **10:20** **10m** T>>Ss Ss>>T T>>Ss Ss>>Ss T>>Ss Ss>>T>>Ss	1. T says *There are a lot of things we can do to help the environment. Can you think of some?* 1.1 T writes down Ss' suggestions. 2. T says *Let's watch a video about what we can do to protect the environment. Pay attention to the things we can do to help save the environment.* 3. T asks *What are some of the suggestions? What can we do at home? Discuss it with your partner.* 4. T calls the attention of the class and randomly chooses Ss to share their input.	1. To introduce important phrases in the textbook. 2. To motivate and grasp Ss' attention on the topic. 3. To encourage pairwork and use of the language; 4. To promote class discussion.	**Whiteboard** **Marker** **Computer** **Projector** **Video**

Appendix V – Lesson plan (Eleventh grade)

Video **14:40** **15m** T>>Ss Ss>>Ss T>>Ss Ss>>T>>Ss	1. T hands out a question paper and says *Now that we have discussed the meaning of Air Pollution it's time to think about what causes it. Read those questions carefully and individually.* 1.1.T says *We are going to watch a video and I want you to pay attention to some of the suggestions that are made, but also to think beyond the information that is given.* 2. T calls the attention of the class and says *You have five minutes to discuss the questions with your partner.* 3. T monitors Ss' work and progress. 4. T calls the attention of the class to discuss their answers.	1. To give Ss time to read the questions and to prepare the task. 2. To provide instructions and organise Ss. 3. To clear any doubts and make sure they are using the L2. 4. To promote an open class discussion.	**Whiteboard** **Projector** **Computer** **PowerPoint Presentation** **Question Paper**

Appendix VI – Final questionnaire (Seventh grade)

Teaching Practice Questionnaire

This questionnaire is part of my Action Research Project. Please read each question carefully before answering it.

Gender: F☐   M ☐   Age: _____

1. During your English lessons, you worked with several materials in Portuguese. How did that make you feel?

a) I think it was very strange and I didn't like it.
b) I think it was interesting and I liked it.
c) I think it was interesting and I really enjoyed it.

2. Do you think the materials in Portuguese helped you understand the topic better?

a) Yes.
b) No.

3. Did the materials in Portuguese helped work better with your partner during pairwork activities?

a) I liked working with my partner, but the materials were confusing sometimes.
b) I liked working with my partner, we finished the activities and I could share my opinion.
c) I still didn't like working with my partner and the materials didn't help us.

4. In your opinion, do you think the materials in Portuguese were well-chosen?

a) Yes.
b) No.

5. Do you think the materials in Portuguese complemented the topic in question?

a) Yes.
b) No.

6. Did the materials in Portuguese help you use the new vocabulary in English, to participate in class?

a) Yes.
b) No.

7. Which type of activities did you prefer to do in pairs?

a) Writing activities.
b) Speaking activities.

Appendix VII – Final questionnaire (Eleventh grade)

Teaching Practice Final Questionnaire

This questionnaire is part of my Action Research Project.
Please read each question carefully before answering it.

*Obrigatório

Gender *

◯ Female

◯ Male

Age *

A sua resposta

During your English lessons you analysed several materials in Portuguese. Choose the option that best describes your feelings towards it. *

◯ I found it strange and didn't like it

◯ I found it interesting and I liked it.

◯ I found it interesting and really enjoyed it

Do you think using materials in Portuguese helped you during pair work activities? *

◯ Yes

◯ No

For the following statements, choose the best option that describes your feelings about working with your partner with materials in Portuguese.

	Totally Agree	Agree	Disagree	Totally Disagree
I liked working with my partner, but the materials were confusing.	◯	◯	◯	◯
I could share my opinion with my partner because the materials helped me understand the topic.	◯	◯	◯	◯
I couldn't share my opinion or finish the activity because I was confused.	◯	◯	◯	◯

Given that each topic was introduced in English first, did the materials in Portuguese help you understand the topic further? *

○ Yes

○ No

In your opinion, do you think the materials in Portuguese were well-chosen to complement the topic that was being discussed? *

○ Yes

○ No

○ Some of them didn't make sense to me

If you chose the last option to answer the previous question, please explain.

A sua resposta

Did the materials in Portuguese help you use the new vocabulary in English to participate in class? *

○ Yes

○ No

○ I still don't participate in class

If there is anything else you would like to add about the use of materials in Portuguese in English class, please share your opinion here. *

A sua resposta

Appendix VIII – Seventh grade: First planned translanguaging activity

"A pancada na porta foi de tal modo forte que esta saiu dos gonzos e, com um ruído ensurdecedor, estatelou-se no chão.

Um homem gigantesco estava de pé no umbral da porta. O rosto estava praticamente tapado por uma enorme juba e por uma barba comprida, mas mesmo assim era possível vislumbrar os seus olhos escuros a brilharem debaixo de todo aquele cabelo.

O gigante forçou a entrada, baixando a cabeça para não bater no tecto. Inclinou-se, apanhou a porta e colocou-a de novo, com a maior facilidade, nas dobradiças. A tempestade diminuiu. Ele voltou-se para olhar bem para toda a família."

<div align="center">***</div>

"Na parte de trás da loja, um rapaz com um rosto esguio e pálido, e de cabelo louro estava de pé em cima de um banquinho, enquanto outra bruxa marcava com alfinetes as longas capas pretas. Madame Malkin mandou Harry subir para um banquinho ao lado do dele, enfiou-lhe uma longa capa pela cabeça e começou a marcar a altura com alfinetes."

<div align="center">***</div>

"– Olá querido –, respondeu ela. – É a primeira vez que vais para Hogwarts? O Ron também – e apontou para o mais novo dos filhos. O rapaz era alto, magro e desajeitado, com sardas, mãos e pés grandes e nariz comprido.

– Sim -, disse Harry. – O problema é que não sei como...

– Como chegar à plataforma? – completou ela amavelmente e Harry fez um sinal afirmativo com a cabeça.

– Não te preocupes – disse. – Só tens de avançar direito à barreira entre as plataformas nove e dez. Não pares e não te assustes. Vais encontra-la. Se estás nervoso o melhor é dares uma corrida. Vai lá, agora, antes do Ron.

– Er... Ok. – disse o Harry.

Empurrou o trólei e olhou para a barreira que parecia bastante sólida.

Começou a avançar direito a ela. As pessoas empurravam-no enquanto se dirigias às plataformas nove e dez. Harry começou a andar mais depressa. Ia esbarrar contra a barreira e aí surgiriam os problemas – encostando-se ao trólei desatou a correr a toda a velocidade – a barreira estava cada vez mais próxima – não podia parar – o trólei estava descontrolado, estava a poucos centímetros. Fechou os olhos pronto para o embate.

Mas não houve embate algum... continuou a correr... até que abriu os olhos."

<div align="center">***</div>

"O rapaz sem sapo estava de volta mas, desta vez, trazia consigo uma rapariga já vestida com as roupas de Hogwarts.

– Alguém aqui viu um sapo? O Neville perdeu o dele – disse, num tom de comando. Tinha uma cabeleira castanha e os dentes da frente demasiado grandes.

– Já lhe dissemos que não –, respondeu o Ron, mas a rapariga não o estava a ouvi-lo. Observava a varinha que ele tinha nas mãos."

Texto redigido pré-acordo ortográfico.
Adaptado de Rowling, J. (1999). *Harry Potter e a Pedra Filosofal.* Lisboa: Editorial Presença.

Appendix IX - Seventh grade: Second planned translanguaging activity

«O túmulo ficava relativamente perto do acampamento. Para lá se encaminharam no maior alvoroço. A primeira coisa que viram foi uma fila enorme de trabalhadores vestidos com roupas velhas, alguns usando turbantes, que entravam e saíam da abertura na rocha transportando cestos à cabeça, vazios para lá, cheios para cá, como se fossem formigas de um formigueiro gigante. Aproximaram-se seguindo Gaspar e Sérgio, que se alternariam na vigilância dos trabalhos mas tinham querido estar presentes no momento de os introduzirem naquelas fantástica construção subterrânea. Curiosamente Rosalita não levava nenhuma máquina fotográfica e Muriel não tinha consigo qualquer instrumento destinado a recolher amostras de pintura. Ia de mãos a abanar como simples turista.

(…)

Avançaram em bloco, vagamente inseguros mas a arder em curiosidade. A frincha era estreita, irregular e muito profunda. Para saberem o que havia do lado de lá, atravessando de cócoras uns por um. Foi o que fizeram indo desembocar num túnel enorme, escuro, com colunas ao meio e nichos escavados na parede da direita.

- Eh, pá! Estas construções subterrâneas são incríveis!

- Nem se percebe como é que conseguiam chegar tão fundo!

- Onde será que este túnel vai ter?

Tinham dado alguns passos em frente quando ouviram sons estranhos.

- Parem! Pschiu…

Suspenderam a marcha e puseram-se à escuta. O som desaparecera. Convencidos que não era nada, andaram um pouco mais para logo estarem em pânico.

- É alguém a respirar – balbuciou a Teresa. – Ora ouçam.

De facto ouvia-se nitidamente o ruído característico de quem enche e esvazia os pulmões.

O terror paralisara-os, e foi necessário um esforço imenso para inverterem a marcha. Só que no momento que voltarem à frincha, horror dos horrores! Viram passar do lado de lá uma silhueta de homem com cabeça de cão selvagem, muito preto, de focinho afiado, orelhas em pé.

- O que era aquilo? – perguntou a Luísa em pânico.

- A sombra do deu Anúbis, o deus que acompanha os mortos – respondeu-lhe o Pedro num tom de voz tão rouca que nem ele próprio se reconheceu.

- Os trabalhadores sempre tinham razão!

- Ou é o tal feitiço!»

Texto adaptado de *Uma aventura no Egipto.* Texto redigido pré acordo ortográfico.

Magalhães, A. & Alçada, I. (1999). *Uma Aventura no Egipto*. Lisboa: Caminho

Appendix X - Eleventh grade: First planned translanguaging activity

"13 de Julho, 135.º Dia
Comprar apenas roupa de fabrico local e sustentável

Aborrecidos? Talvez. Excêntricos? Às vezes. Mas corruptos? Nunca pensei que os ambientalistas pudessem chegar a este ponto. E, no entanto, verifica-se que há pessoas orientadas para a ecologia que têm como única preocupação outro tipo de verde – dinheiro, mais concretamente -, o que vem alterar completamente os meus planos para o *post* de hoje.

Não é difícil encontrar roupas sustentáveis no que se refere a certos artigos – há *T-shirts* de algodão biológico em todo o lado, a Grassroots comercializa uma enorme variedade de vestidos de fibra de bambu e a Prelovev tem um sem-fim de pulôveres reciclados de lojas solidárias de artigos em segunda mão -, mas há outros que são impossíveis de arranjar. No Canadá não existe roupa interior com rendas e folhos que tenha sido garantidamente fabricada por operários que usufruam de salários justos. E quanto às calças de ganga, bom, eu já tinha desistido completamente de as comprar. Mas foi então que descobri a UJeans, uma empresa da região que fabrica artigos de ganga à medida do cliente a partir de material sustentável e lhos envia para casa numa embalagem feita de restos de peça. Parecia-me bom de mais para ser verdade. E de facto era.

O *site* da Internet era apelativo e disponibilizava muitas informações a respeito das calças de ganga – os diferentes estilos, modelos, bainhas e bolsos disponíveis -, para além de englobar um processo de selecção exaustivo seguido por uma série de formulários destinados ao registo das medidas dos clientes até, por fim, chegarmos à página de *check-out*. Pague 160 dólares, o que considerei caro, mas uma vez já tinha visto a minha irmã dar 400 dólares por uma par de calças de ganga, dado tratar-se dum artigo sustentável feito à medida, pareceu-me um preço justificável.

Encomendara as calças havia quatro meses. Nunca as recebi.

Contactei o proprietário da empresa por *e-mail* e telefonei várias vezes para a linha de atendimento ao cliente, mas nunca obtive resposta. Apresentei uma queixa através do Paypal – sem resultado.

Depois dalgumas pesquisas no Google, descobri que havia mais pessoas burladas por aquela empresa. Infelizmente, para além de apresentarmos queixa junto do Paypal e do Better Business Bureau, a associação de defesa do consumidor local, pouco ou nada pudemos fazer.
Não era tanto o dinheiro que me preocupava, mas sobretudo o facto de, na tentativa de ser ecológica, ter deixado que alguém se aproveitasse da minha boa-fé. Isto nunca aconteceria na Gap.

E, não obstante, neste momento, o incómodo duma burla devida a umas calças de ganga sustentáveis pesa-me muito menos que ver-me obrigada a cumprir mais cem regras ecológicas, tanto em teoria como na prática, enquanto viajo para o estrangeiro."

Dormir Nu é Ecológico, Vanessa Farquharson, p. 109
(Texto redigido pré-acordo ortográfico)
Farquharson, V. (2009). *Dormir Nu é Ecológico*. Queluz de Baixo: Editorial Presença.

Appendix XI - Eleventh grade: Second planned translanguaging activity

Abraham Maslow é visto como um dos teóricos de influência humanista que deu um claro contributo para a teoria da aprendizagem. Maslow apresentou uma teoria para explicar as razões da motivação, segundo a qual as necessidades humanas estão organizadas e dispostas em níveis, numa hierarquia de importância e de influência.

Segundo Maslow, na base estão as necessidades mais baixas (necessidades fisiológicas) e no topo, as necessidades mais elevadas (as necessidades de auto realização).

Somente quando o nível inferior de necessidades está satisfeito é que o nível de necessidades imediatamente a seguir surge como determinando do comportamento, isto porque a necessidade satisfeita deixa de ser motivante, surgindo então a possibilidade de um nível mais elevado se desenvolver.

De acordo com Maslow, as necessidades fisiológicas constituem o nível mais baixo de todas as necessidades humanas e dizem respeito à sobrevivência do indivíduo e a preservação da espécie: alimentação, sono, repouso, abrigo, etc. As necessidades de segurança dizem respeito à procura de protecção contra a ameaça ou privação, a fuga e o perigo. As necessidades sociais incluem a necessidade de associação, de participação, de aceitação por parte dos companheiros, de troca de amizade, de afecto e de amor. A necessidade de estima envolve a auto apreciação, a autoconfiança, a necessidade de aprovação social e de respeito, de status, prestígio e consideração, além de desejo de força e de adequação, de confiança perante o mundo, independência e autonomia. As necessidades de auto-realização são as mais elevadas, de cada pessoa realizar o seu próprio potencial e de auto desenvolver-se continuamente.

No contexto da educação de adultos, é muito importante conhecer e avaliar o impacto da hierarquia das necessidades de Maslow pois o adulto e a sua motivação para a aprendizagem são directamente influenciados pela sociedade e ambiente em que vive. Por essa razão, e de acordo com esta perspectiva teórica, os tutores devem estar atentos a mudanças de comportamentos, motivação e interesse, pois podem ser indicadores da existência de dificuldade ou problemas externos ao próprio processo de aprendizagem, mas que o influenciam e condicionam.

Texto redigido pré-acordo ortográfico
Retirado de:
https://elearning.iefp.pt/pluginfile.php/49579/mod_scorm/content/0/teo01/07teo01e.htm

Appendix XII – Seventh grade: Prompt cards

<u>Thomas and Harry</u>

Thomas told Harry school is not important and he doesn't want to go to class anymore. But Harry thinks school is very important for their future and wants Thomas to change his ideas.

<u>Maria and Kevin</u>

Maria is trying to help Kevin. He is upset because his brother broke his portable PlayStation. He doesn't want to tell his parents about it, because he thinks they will be very upset with him.

<u>Beth and Martha</u>

Martha wants to help Beth. Beth is upset with her little sister because she breaks everything. Martha wants to give her some advice and convince Beth that everything is going to be okay.

Appendix XIII – Eleventh grade: CV

PERSONAL INFORMATION

Betty Smith

📍 32 Reading

rd,Birmingham B26 3QJ

United Kingdom

📞 +44 2012345679

📱 +44 7123456789

✉ smith@kotmail.com

💬 AOL Instant Messenger (AIM) betty.smith

Sex Female | Date of birth 01 March 1975

JOB APPLIED FOR   European project manager

WORK EXPERIENCE ▪

August 2002 – Present

Independent consultant

British Council
123, Bd Ney, 75023 Paris (France)

Evaluation of European Commission youth training support measures for youth national agencies and young people

March 2002 – July 2002

Internship

European Commission, Youth Unit, DG
Education and Culture 200, Rue de la
Loi, 1049 Brussels (Belgium)

- evaluating youth training programmes for SALTO UK and the partnership between the Council of Europe and European Commission
- organizing and running a 2-day workshop on non-formal education for Action 5 large scale projects focusing on quality, assessment and recognition
- contributing to the steering sroup on training and developing action plans on training for the next 3 years. Working on the Users Guide for training and the support measures

Business or sector European institution

October 2001 – February 2002	Researcher / Independent Consultant

Council of Europe, Budapest (Hungary)

Working in a research team carrying out in-depth qualitative evaluation of the 2 year Advanced Training of Trainers in Europe using participant observations, in-depth interviews and focus groups. Work carried out in training courses in Strasbourg, Slovenia and Budapest.

EDUCATION AND TRAINING

X – X

X – X

PERSONAL SKILLS

Mother tongue(s) English

Other language(s)

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	
French				
German				

Levels: A1/A2: Basic user - B1/B2: Independent user - C1/C2: Proficient user
Common European Framework of Reference for Languages

Communication skills –

Organisational / managerial skills –

Computer skills –

Other skills –

Driving licence –

ADDITIONAL INFORMATION

Publications

Appendix XIV – Eleventh grade: Testimonial

Betty Smith

Education

I attended Sacred Heart High School from 1990 to 1993. I was the first one in my family to attend Sacred Heart High School and I loved it. My older sister studied at Regent High School, also located in London. I studied English, Psychology, Business and French.

After I finished Secondary School and I was accepted to study Science in Sociology and Psychology at Brunel University in London. My focus was on the sociology of risk and scientific knowledge, and anthropology. I was also allowed to take research methods and psychology via e-learning. Our class was the first one to attend e-learning classes! It was very interesting!

I had so much fun and knew I was studying exactly what I wanted, that I decided to continue and apply for a PhD programme. I finished my PhD Thesis in 2001, entitled "Young People in the Construction of the Virtual University" about empirical research on e-learning. Brunel University is as a home to me, it taught a lot and allowed to grow as a professional and an individual.

I have advanced Listening and Spoken production skills in French, but I am proficient in Reading and Writing. On the other hand, I have an upper-intermediate level in spoken interaction, so I need to practice.

I love learning new languages, so I have been learning German on my own. I have a pre-intermediate level in all the skills.

Skills

I have a drivers' licence (type A and B).

I invested some of my free time during my holidays to get acquainted with Microsoft Office programmes. With the help of some colleagues, I have also gained experience with HTML. I love organising events with different purposes! I started at University,

during my PhD, with a seminar series on research methods, because I loved the subject so much.

Then, when I was working in Brussels with NGO, I organised an event called "Civil Dialogue". The idea was for refugees and civil servants to get to know each other. It took place in June 2002, at the European Commission. That one was the most complicated event of the two.

I love working with other people! Thankfully, I worked in teams a lot; during my time at University I coached the hockey team for 2 years. This helped me develop my mediating skills. I worked with young people, youth trainers, youth policy and researchers. I ran a 3-day workshop at a CoE Symposium.
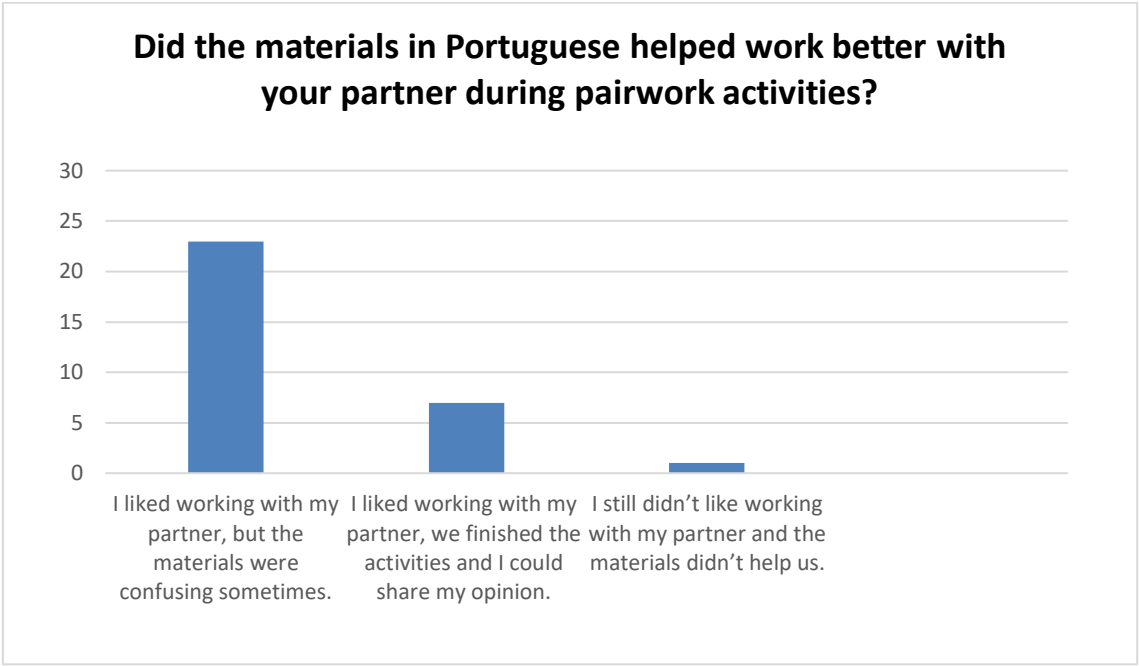
Working with refugees and young people, I developed intercultural skills. I have experience working in a European dimension, such as CoE Budapest.

I love watching films and read! I take long walks during the weekend and love baking for my family! Some of my favourite singers are Eric Clapton and David Bowie. I do not go out much at night and prefer to stay home.

I also create pieces of Art, visiting Modern Art galleries. I practised a lot of sport growing up such as hockey, football and running. I travel a lot during my holidays to experience different cultures.

I write children's books and I published a few: Marianne goes to Paris, My Best and Worst Years and Family & Fun. I also published a paper entitled "How to do Observations: Borrowing techniques from the Social Sciences to help Participants do Observations in Simulation Exercises" Published by Coyote EU/CoE Partnership in 2002 after I finished my PhD.

Appendix XV – Results on the final questionnaire (Seventh grade)

Did the materials in Portuguese helped work better with your partner during pairwork activities?

For the following statements, choose the best option that describes your feelings about working with your partner with materials in Portuguese.
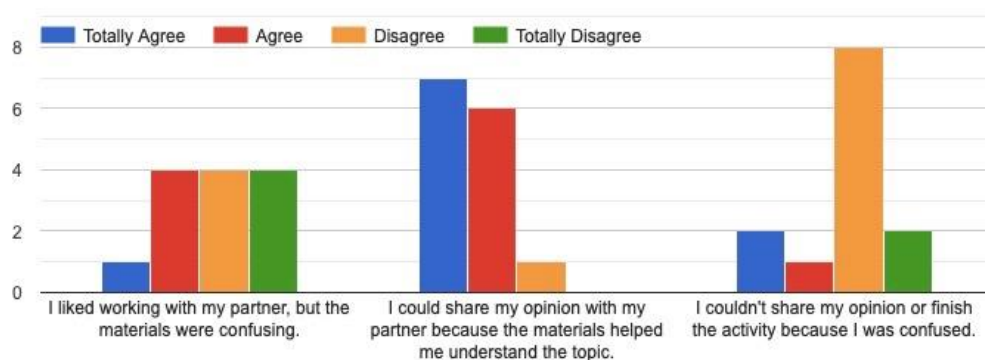
If there is anything else you would like to add about the use of materials in Portuguese in English class, please share your opinion here.

14 respostas

.

É muito útil para acompanhar o tópico principal

I found it interesting the use of Portuguese in English Class. It was the first time I've ever seen such thing and I think it worked well

I think they are very important, especially to the students who don't understand the topic or what they have to do during an activity.

The use of materials in portuguese helped me to understand the objective of that activity.

Nothing to add

I think that this approach was interesting and probably more comfortable for most students, as the topics could be better understood and therefore more deeply discussed.

I think that is a good idea to help us to know how to speak english better because when we are reading in portuguese we need to know how to tell it in english.

no

It helps the people who have the most difficulty speaking in front of the class.