

**The teachers' beliefs on translanguaging practices during
speaking tasks in the Spanish as a foreign language
classroom**

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A dissertation presented in the Faculty of Education at the University of
Malta for the degree of Master in Teaching and Learning in Spanish and
Second and Foreign Language Teaching and Learning

June 2021



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Abstract

Teachers' beliefs on language use and teaching approaches in the FL classroom is an important component to understand teachers' decisions and practices. Given that the teacher is a primary source of TL input for learners, the ideal goal is to maximise its use. However, research in the local context shows that in the Maltese SFL classroom, teachers resort to the learners' first languages to facilitate FL acquisition. The present study aims to examine teachers' beliefs on translanguaging practices and their approaches in developing the learners' speaking skills. Five Spanish teachers were interviewed. The interviews reveal that the teacher participants regard translanguaging as a valuable educational resource, as it facilitates TL comprehension and creates a relaxed classroom environment. Despite the positive views on translanguaging, teachers adopt a Spanish-only approach during speaking tasks, as they believe it is the only time for students to practise the TL within realistic situations. This study also concludes that teachers' beliefs on language use are influenced by a variety of factors including previous learning experiences, teacher education, school's language policies and the learners' level of ability. Such factors are also delved into as they are important components in understanding teachers' agentive role in the SFL classroom. In fact, the teachers exert their agency to varying degrees and they can be powerful language policy makers in their own classrooms.

Key words: translanguaging, target language, first language, speaking skills, beliefs, agency

Acknowledgments

I wish to express my sincere gratitude and appreciation to Dr. Lara Ann Vella, my supervisor, and to Ms. Alessia Cilia Portelli, my advisor, who guided me during my study. I would like to thank them for being available to help me with any difficulties I encountered and for their professional opinions that have improved my dissertation.

I wish to extend my gratitude to all the teachers of Spanish, who dedicated their time for interviews and patiently expressed their beliefs on the topic of my study.

I wish to show my deepest gratitude to my beloved family, who has always been there every step of the way, who has encouraged me in difficult situations, and who has believed in me and my goals. A special thanks goes to my sister who has been a shoulder to depend on and has always shown interest in the love I have for the teaching profession.

Finally, I wish to thank my friends, Maria and Kimberly, for giving me continuous support and encouragement during this course of study. Their friendship is deeply appreciated.

Dedication

To my dear parents, Carmen and Paul.

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List of Abbreviations

SFL	Spanish as a foreign language
FL	Foreign language
CLT	Communicative Language Teaching
L1	First language
TL	Target language
NCF	National Curriculum Framework
EFL	English as a foreign language
L2	Second language
ESL	English as a second language
EO	Education Officer
LSE	Learning Support Educator
SMT	Senior Management Team
HOD	Head of Department

1. Introduction

The present study aims to investigate the teachers' underlying beliefs on the teaching of speaking in the Spanish as a foreign language (SFL) classroom and translanguaging practices. The teaching approaches of a foreign language (FL) have evolved in different historical contexts and the following are some of the most influential approaches throughout the ages: the Grammar-Translation Method, the Direct Method, the Audio-Lingual Method and Communicative Language Teaching (CLT) (Liu & Shi, 2007; Hilgendorf, 2013; Shin et al., 2019). The Grammar-Translation Method involves the use of the learners' first language (L1) and an emphasis on the grammar and linguistic structures of the target language (TL). Its principle technique is translating texts, usually a literary text, from the learners' L1 to the TL. The ability to translate texts is the ability to identify and learn the grammatical structures of the TL. In response to the direct translation method, approaches like the CLT discouraged the use of the L1, aimed at increasing practical communication in the TL within an authentic language environment (Shin et al., 2019).

Despite that these approaches focus on the exclusive use of the TL, this assumption that FL teaching is best taught monolingually, without the use of the learners' L1 has been questioned (Cook, 2001; Turnbull 2001; Hall & Cook, 2012; Zulfikar, 2018; De la Fuente & Goldenberg, 2020). Shin et al.'s (2019) review provides a comprehensive perspective on the use of L1 in the FL classroom, and the overall findings indicate that the L1 is a valuable resource in maximising FL learning in the classroom. In light of these views, the present study investigates Maltese teachers' perspectives on the use of translanguaging and the teaching approaches in developing the learners' speaking skills in the Spanish classroom.

1.1 The local language context: a historical perspective

Over the course of time, Malta has experienced many demographic and social changes which brought about various linguistic influences (Brincat, 2000; Caruana, 2006; Vassallo, 2009). When the Arabs occupied the island (870 -1090 AD), their greatest legacy was their language (Calleja, 1994; Caruana, 2007). The Maltese language owes its origins to the Arabic domination, making it the only Semitic language in Europe (Borg & Azzopardi-Alexander, 2012). The language has evolved by adapting to the needs of change due to the presence of other languages (Vella, 2013). Between 1530 and 1798, Italian had occupied a dominant role in Malta, eventually becoming the language of the upper class. The introduction of the English language came about when the British colonised the Maltese Islands in the 1800s. The English language gradually replaced Italian as the language of the dominant classes, after a battle of the languages in what is coined The Language Question (Calleja, 1994; Brincat, 2000; Caruana, 2007; Vassallo, 2009).

Presently, English holds a co-official status alongside the national language, Maltese, and thus, the Maltese society can be bilingual to varying degrees (Malta. Laws, 1961). Nonetheless, Italian still remains present in the Maltese linguistic scene due to the popularity of Italian television programs (Brincat, 2000; Caruana, 2006). Caruana (2006) suggests that the effective linguistic role of Italian via the media results in a trilingual Maltese society, rather than a bilingual one. Furthermore, Brincat (2000) and Vella (2013) suggests that many speakers still have access to dialects over standard Maltese. There have been some concerns over the effect of language contact on Maltese and English (Vella, 2013). However, given that bilingualism has had a long tradition in Malta, “the way to go would seem to be one which will consist

in all concerned making every effort possible to enhance this ‘natural resource’” (Vella, 2013, p. 548).

1.2 Language use in the Maltese educational system

According to the latest national population census, 91% of speakers can speak Maltese, 78% can also speak English and 40% can speak Italian (National Statistics Office, 2012). Having a trilingual population, inevitably results in a scenario of language choice and opportunities for translanguaging (Grima, 2013b). This in turn will be reflected in the way Maltese and English are promoted in the local educational system. In this section, I will be discussing this scenario in the domain of schooling and education in Malta.

During the 1990s, there was a national debate related to bilingualism in education along with other changes including a language of instruction policy. In 1999, the National Minimum Curriculum outlined the Language Policy set out for all Maltese primary and secondary schools. This urged that the subjects of Maltese, Social Studies, History, Religion and Personal and Social Development are to be taught in Maltese; the foreign languages be taught in the language in question; and the rest of the subjects be taught in English. In other words, this policy obligated schools and teachers to perform monolingually by subject and code-switching was explicitly discouraged (Ministry of Education, 1999). However, Grima (2013b) argues that this recommended approach is quite facile to a very complex reality.

Despite this national policy, the reality in Maltese schools and classrooms is much more intricate. First of all, there is a perceived difference as to which language schools prefer to be the medium of instruction (Grima, 2013b). For instance, the church and private sectors tend to have a policy that favours the use of English, while

traditionally, state schools have favoured the use of Maltese. In addition to this constant interplay between Maltese and English, the influx of foreigners in Malta “has resulted in a change of discourse, as manifested in the substantial shift from a bilingual to a more multilingual society” (Paris & Farrugia, 2019, p.122). This change is also reflected in schools, which are now providing education to a large number of foreigners, as well as language support programmes as means of integration. This multilingual reality in the classrooms changes beliefs and attitudes towards language use in the classroom: from upholding a strict separation between languages to a more flexible use of languages (Mifsud & Petrova, 2017; Paris & Farrugia, 2019).

From the above, it is clear that the likelihood is for teachers and students alike to translanguage according to their pedagogical and communicative needs. In fact, the National Curriculum Framework (NCF) (2012) is less prescriptive and more general when it comes to the language of instruction in the classroom. More recent language in education policies like *The Language Policy for the Early Years* (2016) and the Consultation document *A Language Policy for the Junior Years* (2021) have embraced the notion of translanguage as a means to cater for linguistic diversity and needs in classrooms. Therefore, language choice and translanguage is the “prerogative of the school, the individual teacher, the learning needs of students and specific subject requirements” (Grima, 2013b, p. 53).

1.3 The context of the teaching of SFL in Malta

According to the Ministry for Education and Employment (n.d), Spanish is

the second most widely spoken language in the world, Spanish opens up cultural, social and economic possibilities in the industry, as well as in financial exchanges, business internationalisation, immigration opportunities and great chances for the teaching of Spanish as a foreign language.

All students at secondary level are expected to study at least one FL (The Ministry for Education and Employment, 2015). The following figure (Fig. 1.1) represents the number of students studying FLs in state schools during the scholastic year 2013-2014. It clearly shows that Italian is the most chosen FL but there has been an increasing interest in other FLs including Spanish. The choice of the FL also depends on the availability in the schools.

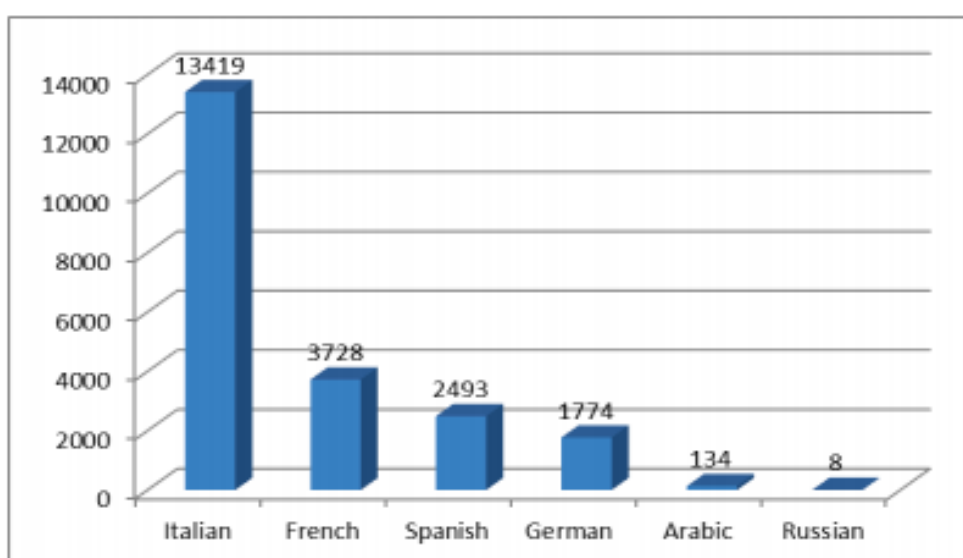


Fig 1. 1: Number of students studying languages in state secondary schools. Source: DQSE

In the last six years, there has been an increasing number of students who registered for the Secondary Education Certificate (SEC) Spanish examinations. Table 1.1 reflects the differences between the number of candidates who registered for the SEC exams in 2013 and 2020. According to the Statistical Reports (2013, 2020), even though Italian and French still had the highest number of candidates, both German and Spanish had an increase in the number of registered students.

Subject	2013	2020
Italian	2026	1398
French	1402	924

German	346	456
Spanish	311	347

Table 1. 1: Number of students registered for the SEC exams in 2013 and 2020

With regards to the teaching approach advocated in the NCF (2012), the emphasis is on a communicative one, where students are exposed to authentic tasks and activities. Such tasks allow learners to make sense of new knowledge by discussing and negotiating their understanding. However, the NCF (2012) does not specify which language should be the medium of instruction during the FL classroom, and for this reason the teachers follow their own pedagogical practices. This may include the use of the learners' L1 and dynamic translanguaging.

There is not much empirical evidence, other than Dalli's (2018) study about language use in the SFL classroom. Her findings illustrate that translanguaging played a prominent role but the pedagogical intentions for L1 use are questionable since some teachers are overusing the L1 at a disadvantage to the TL.

1.4 Rationale of the study

The issue of the use of the L1 and the TL by the teacher in the FL classroom has always interested me since I was a language learner myself, and it remains an intriguing issue until today. Reflecting on my own learning experiences, I must admit that most of the Spanish lessons during my Secondary years were delivered through the L1, being Maltese. When I was studying for an Advanced Level in Spanish, I struggled with the teacher's exclusive use of TL in the classroom, and this was a source of anxiety for me since I was used to the use of Maltese in Spanish lessons. This personal experience where I experienced a shift in language use as a learner

made me reflect on the beliefs and factors that teachers base their decisions on regarding the language used in the classroom.

Furthermore, as part of my course in Masters in Teaching and Learning, I carried out weekly observations of Spanish lessons in preparation for my teaching practice. I observed a multilingual scenario, where the teacher shifted between Spanish, Maltese, English and even Italian, her learners' L1s. The teacher used to resort to the L1s mainly to verify comprehension and even encouraged cross-linguistic transfer. Such multilingual classroom environment reflects García's (2009, p. 157) notion on translanguaging:

in an increasing heterogeneous world, where children in school are of all kinds and bring different language practices, the only way to build equitable educational systems is to develop multiple multilingual programs that acknowledge translanguaging as a resource for engaging cognitively and socially.

When reviewing the literature about translanguaging, contrasting views and theories emerge regarding the role of the L1 and the TL in the FL classroom. A number of local studies on translanguaging in the FL classroom have been carried out in the subjects of Italian, French and German (Gauci 2011; Aquilina, 2012; Grima & Caruana 2016; Bezzina, 2017). However, in the case of Spanish, the topic of translanguaging has only been researched by Dalli (2018), where she investigates the teachers' and students' perspectives on translanguaging vis-à-vis the actual practices observed in the Spanish classroom.

Due to the limitations of the pandemic, which will be discussed in section 1.6, the focus of the present study has shifted from analysing both teachers' and students' translanguaging practices during speaking tasks to investigating the teachers' beliefs on translanguaging and the teaching of speaking in the Spanish classroom. The

teachers who participated in this study all teach Year 8 students, and this categorisation of the participants stems from the increasing need of translanguaging practices at a beginner level (Greggio & Gil, 2007; Antón & DiCamilla, 2012; Bezzina, 2016; Dalli, 2018). Thus, this study aims to explore how translanguaging strategies support communication and meaning construction in the TL. An additional focus of the study, which has not been locally investigated yet in the Spanish classroom, is understanding teacher agency, which requires an insight into their beliefs that shape their work (Biesta et al., 2015; Gilakjani & Sabouri, 2017; Mifsud & Vella, 2018). Therefore, this study contributes to the limited research on translanguaging in the SFL classroom and sheds light on the role of teachers' beliefs and how these influence their agency.

1.5 Outline of the study

This study is made up of four central chapters, this introduction and a final chapter where the main conclusions of this study are highlighted. In chapter two, a literature-based review is presented in relation to the research questions. Here, the different FL teaching approaches, the contrasting arguments on L1 and TL use, the development of the speaking skills and the role of the teachers' beliefs and agency are highlighted. Given the multilingual scenario in the Maltese classrooms, I will be using the acronym L1 to refer to both Maltese and English, when reviewing local empirical evidence. This is so because some degree of linguistic competence in these two languages is required by all students, including non-nationals, and hence, a flexible use of Maltese, English and the TL is more suitable in such scenario (NCF, 2012). However, I still acknowledge the fact that learners have different L1s, other than Maltese and English, but the teacher might not be competent in them and as a

result they are not used in class. Therefore, this study focuses on the learners' bilingual repertoire, which consists of linguistic skills and knowledge in both Maltese and English, and how the use of L1 can enhance FL teaching and learning.

In the third chapter I focus on the methodology used. Since, this study aims at gaining insights into the teachers' beliefs about translanguaging and the teaching of speaking, qualitative semi-structured interviews are carried out. In this chapter, I provide a detailed account of the research methods, the participants, the data collection and the analysis.

Following this, I present and discuss the results of this study collected from the semi-structured interviews in chapters four and five. These chapters provide insights into the teachers' beliefs, experiences and practices when it comes to the use of language and the teaching approaches in developing the learners' speaking skills. In chapter five, I interpret the data using a thematic approach, where the study findings are discussed in relation to literature.

Finally, in chapter six, I focus on the conclusions derived from this study, its limitations and recommendations for future research.

1.6 Limitations due to the COVID-19 pandemic

Originally, I opted for a more holistic insight on translanguaging in the SFL classroom. The focus of my original proposed study was to observe and analyse teachers' and students' translanguaging practices and communicative strategies during speaking tasks. Furthermore, teachers' opinions on translanguaging and the development of the speaking skills in the SFL classroom was also going to be delved into through interviews. However, due to restrictions imposed by the COVID-19

pandemic, classroom observations could not be carried out and this obliged me to shift the focus of my study onto the teachers' beliefs on translanguaging and the teaching of speaking. In addition to this, it resulted difficult to find six Spanish teachers willing to participate in my study. Since the focus of the study is on teachers of Year 8 in State schools, only nineteen teachers were contacted and out of these, five gave their consent. Teachers could not be contacted physically as I did not have access to the research site. Therefore, establishing rapport with the participants and eventually holding the interviews with them were done remotely.

2. Literature review

2.1 Introduction

The use of the L1 in the FL classroom has been one of the most contentious points in the evolution of FL teaching (Cook, 2001; Turnbull 2001; Nation, 2003; Niño, 2018; Zulfikar, 2018; Durmuş, 2019; Shin et al., 2019). Some FL teachers believe that the L1 is an obstacle to learning the TL and they banish its use within the classroom; while there are those who consider the L1 as an essential tool which facilitates learning of the TL (Galali & Cinkara 2017; Niño, 2018). Thus, this chapter aims to highlight the roles of the L1 and the TL in the FL classroom within different pedagogies from a theoretical and pedagogical perspective. For many years, FL teaching has been dominated by the monolingual principle (Littlewood & Yu, 2009; He, 2012; Kirsch, 2017). This refers to the exclusive use of the TL as instructional language with minimal interference from the learners' L1. However, there has been a paradigm shift in which the role of the L1 in FL development has been acknowledged (Cook, 2001; Turnbull, 2001; He, 2012; Grima & Caruana 2016).

Therefore, the first part of this chapter documents the various approaches that have been dominating FL teaching and the role of the L1 in these approaches. Then, in the second part I focus on the development of the term translanguaging; and I present arguments for the use of the L1 and TL in the FL classroom, both locally and internationally. In the last part, I address the teacher's role in the development of the speaking skills in the FL classroom; and finally, the chapter ends with a review about how the teacher's beliefs influence his/her agentive choices of language use and classroom practices.

2.2 A historical overview of FL teaching approaches

FL teaching approaches have evolved in different historical contexts based on the changing goals of language learning (Liu & Shi, 2007; Hilgendorf, 2013). These include the Grammar-Translation Method, the Direct Method, the Audio-Lingual Method and the CLT. These set of teaching approaches have prioritised different skills, depending on the learners' social and educational needs.

Until the early 1900s, a FL was predominantly taught through the L1, driven by the Grammar-Translation Method, which as its name suggests, focused on the memorisation of the TL grammatical patterns and the translation of texts from the L1 to the TL (Hilgendorf, 2013; Shin et al., 2019). Reading and writing were the primary skills developed in this method and little or no attention was given to speaking and listening. Against this teaching method, several approaches focusing on the development of the speaking skills in the TL emerged (Shin et al., 2019).

One of such approaches was the Direct Method, which emphasised the avoidance of the L1 and translation technique and instead promoted an exclusive use of the TL in the language classroom. New teaching techniques were developed such as immersion in the classroom environment, where the L1 is excluded and instead the use of pictures and concrete objects are introduced (Liu & Shi, 2007; Hilgendorf, 2013).

In the middle of the 20th century, the Audio-Lingual Method was developed, deriving from the fields of linguistics and psychology (Liu & Shi, 2007; Hilgendorf, 2013). Listening and speaking skills were the main focus of this method. It consisted of the practice and repetition of dialogues until learners internalised the structural patterns in everyday conversations. Acquisition focused on pattern drills, repetition

and mimicry. However, this method was criticised because students were unable “to transfer skills acquired through Audiolingualism to real communication outside the classroom” (Liu & Shi, 2007, p. 71).

These previously discussed approaches focused on the mastering of structures rather than the development of communicative competence in learners (Liu & Shi, 2007; Andronova, 2018). Thus, this inadequacy of traditional teaching methods in preparing learners for social interaction led to the emergence of CLT during the late 1960s. The main tenet of CLT is the development of meaningful interaction in the TL within an authentic context; and it seeks to make communicative competence the goal of FL acquisition, which Hymes (1979, p. 3) defined as “the ability to use linguistic knowledge of language appropriately in a variety of social situations”. Some main features of this language-teaching approach include (a) interactive activities, (b) authentic materials, (c) learner-centred approach, (d) error toleration, and (e) fluency over accuracy (Wei, 2011a).

CLT stipulates the avoidance of the L1 and an increase of comprehensible input in the TL. Advocates such as Krashen (1982) and Macdonald (1993) argue that a significant amount of TL input helps learners develop language proficiency and hence, the use of the L1 deprives learners from that valuable input. In order for learners to “achieve native-like control of the target language is to think in the that language rather than to translate or reprocess the target language into the mother tongue” (Liao, 2006, p. 192).

All in all, CLT:

requires teachers to move significantly beyond the teaching of grammatical rules, patterns, and other knowledge about language to the point that they are able to teach students the knowledge of using language to communicate genuinely, spontaneously, and meaningfully (Wei, 2011a).

In this method, the role of the teacher shifts from being just the transmitter of knowledge to being an organiser and a guide, responsible for creating student-centred activities (Liu & Shi, 2007). In spite of the importance of the CLT in the FL classrooms, teachers continue to draw on some elements from past approaches, which shows the historical significance that these had on language learning. Inevitably, teachers tend to be more familiar with methods they experienced first-hand as learners themselves and thus, they still include some traditional practices in their teaching approach (Hilgendorf, 2013).

2.3 The monolingual principle in the teaching of FLs

Monoglossic language ideologies emerged with the necessity to create a standardised language cleansed from any perceived impurities (Gal, 2006; Flores & Schissel, 2014). The states attempted to “construct a public space that projected the ‘historical nation’ as it came to be understood, namely as a population sharing a common culture” (Pujolar, 2007, p. 72). Language was seen as one of the factors that define culture and thus, linguistic unification was pursued (Gal, 2006; Pujolar, 2007). Therefore, they saw it necessary to impose monolingualism as the norm, which forced bilinguals to replace their home language with the standardised national language of the society, since other language varieties were considered as improper (Gal, 2006; García, 2019).

Monolingual ideologies have traditionally been pervasive in educational contexts (Soto & Kharem, 2006; He, 2012; Butzkamm, 2017). The monolingual principle in the field of education is based on the belief that the use of the learners’ L1 in the FL

classroom is a major impediment to language development (Krashen, 1982; He, 2012; Butzkamm, 2017). This is because according to these ideologies, the use of the L1 deprives the learners from being exposed to the TL in the limited classroom time available. This concept of interference has influenced FL education and insists on the rigid separation of the two languages of the bilingual (García & Otheguy, 2019). Thus, the goal is to exclude the learners' L1 which in turn enables them to think in the TL. For these reasons, teachers are expected to either minimise or exclude the L1 from the classroom because the practice of switching between languages has been criticised (Creese & Blackledge, 2010). The use of the L1 is perceived by some as a taboo subject which triggers a sense of guilt if teachers automatically opt for the L1 as a response to a communication problem (Littlewood & Yu, 2011). This monolingual ideology that discourages the use of the L1 in the classroom is still present in language teaching approaches such as in CLT.

However, according to Cook (2001, p. 410) this anti-L1 attitude in FL teaching "has no straightforward theoretical rationale". In fact, the pressure to avoid the L1 completely has prevented language teaching from involving the L1 rationally and use it as a resource. Indeed, sustained instruction through the L1 and the TL is the basis of immersion programmes (Cammarata & Tedick, 2012). FL immersion is a form of additive bilingualism which aims at reaching academic achievement, intercultural understanding and a native-like level of proficiency in the TL (Lasagabster & Sierra, 2010; Cammarata & Tedick, 2012).

Turnbull (2001) acknowledges the fact that there is a place for L1 use in FL teaching, but the extensive use of L1 by teachers has major disadvantages. He indicates that under some circumstances, such as explaining difficult grammar, the L1 would be very efficient. However, Turnbull (2001, p. 535) emphasises that teachers

should often make use of the TL “in contexts in which students spend only short periods of time in class on a daily basis, and when they have little contact with the TL outside the classroom”.

Furthermore, a monoglossic perspective of language ignores the complex practices used by bilingual speakers in their language development (Lopez et al., 2017; García, 2019). In this view, languages are treated as detached entities which develop in a linear way, rather than as a unified system. Consequently, this perspective expects learners to operate only in one language, even if they have multiple linguistic repertoires. Even so, the concept of bilingualism was idealised to such an extent that it became to be regarded as double monolingualism. This means that the two languages should be kept completely distinct, to which Cummins (2016) referred to as “two solitudes” (p. 588). In other words, bilingualism is only related to monolingualism.

2.4 Heterogenous perspectives in the teaching of FLs

It was within this context of marginalisation alongside economic and political changes in society associated with globalisation when a more heterogeneous approach sensitive to bilinguals emerged (Flores & Schissel, 2014). Due to the limits that monoglossic ideologies, applied linguists begun to theorise a new concept of language that challenged “the deficit framing of bilingual communities” (Flores & Schissel, 2014, p. 461). In the middle of the 20th century new terms emerged including plurilingualism and translanguaging (García & Otheguy, 2019). These terms acknowledge the simultaneous co-existence and dynamic practices of languages

rather than viewing this blending as a problem that needs to be eliminated (Flores & Schissel, 2014).

The term translanguaging needs to be understood in terms of a reaction against monolingualism during Welsh language revitalisation at the end of the 20th century. It originated from the *Welsh* term *trawsieithu*, coined by the educationalist Cen Williams in the 1980s (Lewis et al., 2012; García & Lin, 2016; García, 2019). This revitalisation opened up the possibility of two languages, Welsh and English, being perceived as “mutually advantageous in a bilingual school, person, and society” (Lewis et al., 2012, p. 642).

In the Welsh context, Williams used this term to refer to the systematic use of two languages, Welsh and English, in the same lesson in order to develop the learners’ competence in both languages (García & Lin, 2016). Thus, this term emerged from a bilingual minoritised position that focused in ensuring Welsh students’ performance of bilingualism “in ways that reflected who they were as bilingual beings” (García & Otheguy, 2019, p. 8). Baker (2001) translated Williams’ Welsh term to English, to describe the pedagogical practices of deliberately switching between the language of input and output that Williams had observed in Welsh classrooms (Wei, 2017).

For the first time, language minoritised communities began to assert that this rigid language-separation method in education was working against bilingual students (García, 2019). In fact, Williams defines translanguaging as a natural skill of any bilingual individual by using two languages simultaneously to increase understanding and to improve the student’s proficiency in both languages (García & Lin, 2016). Thus, by breaking this ideological divide between “indigenous versus immigrant, majority versus minority, and target versus mother tongue languages” (Wei, 2017), translanguaging maximises both the learner’s and the teacher’s linguistic resources

and focuses on meaning-making and identity development (García, 2009; Creese & Blackledge, 2015; García, 2019).

Some researchers have theorised translanguaging in terms of strong and weak versions (García & Lin, 2016). The strong version implies that there is one linguistic repertoire for language speakers to choose from in their interactions. On the other hand, the weak version upholds national languages and thus, views languages as having separate linguistic structures but, it softens these boundaries through constant overlapping between different languages.

2.4.1 Translanguaging as a scaffolding strategy

Baker (2001) underlines four educational advantages of the use of translanguaging in the bilingual classroom. First of all, translanguaging helps learners gain a better understanding of the matter due to the interdependence and cross-linguistic transfer between the L1 and the TL. Also, the L1 gives the learners more comfort and being the stronger language can help develop skills in the TL, the weaker language. In this regard, Baker underlines that translanguaging works on the relatively balanced development of competence in both languages.

Furthermore, the third advantage is that translanguaging facilitates home-school links, especially if the parents do not understand the TL the child is being taught. Given that translanguaging involves the reprocessing of content, it allows the child to expand on what he has learned through the TL at school through another language at home (Lewis et al., 2012). Finally, translanguaging helps with the classroom integration of early learners with fluent speakers. If a planned and strategic use of both languages

is implemented in the classroom, then the learners can easily learn their classmates' languages and maximise their linguistic and cognitive ability (Baker, 2001).

Creese & Blackledge's (2010) research demonstrated the flexible bilingual pedagogy used in Chinese and Gujarati language schools in the United Kingdom. This pedagogy consists of a translanguaging approach in which the teachers and students in these schools use all signs and forms to relate to one another. They seem to emphasise language fluidity and movement "for the additional value and resource that bilingualism brings to identity performance, lesson accomplishment, and participant confidence" (Creese & Blackledge, 2010, p. 112). Thus, this research has shown the advantages of schools engaging in a simultaneous use of languages rather than enforcing the separation of languages for teaching and learning.

2.4.2 *Translanguaging beyond educational contexts*

Translanguaging was extended beyond the Welsh context to different contexts, such as those researched by García, Creese & Blackledge and Canagarajah (García & Lin, 2016). Although much attention has been given to the linguistic perspective of the term, it has been "generalised from school to street, from pedagogical practices to everyday cognitive processing, from classroom lessons to all contexts of a bilingual's life" (Lewis et al., 2012, p. 647). García (2009) extends the term translanguaging beyond pedagogy and argues that it is impossible to live and communicate in bilingual communities without translanguaging practices. Therefore, Lasagabaster & García (2014, p. 558) regard it as:

multiple discursive practices that bilingual speakers use to understand the bilingual world in which they live. It is thus the process used by bilingual students to create a space where they make use of all their linguistic and

semiotic repertoire and which is accepted by teachers as a legitimate pedagogical practice.

Other researchers including Pennycook (2017) and Vogel et al. (2018) also argue that the concept of translanguaging involves multimodal resources by which learners make meaning. These include gestures, posture and gaze, which all make part of the speaker's communicative repertoire. Likewise, Canagarajah (2011) agrees that translanguaging goes beyond the linguistic predisposition and is indeed performative. It is an interactive process that depends on one's language repertoires and other semiotic resources to construct meaning. In fact, Canagarajah (2011) prefers the term translingual practices over translanguaging because it involves the social accomplishment of mixing modes and symbol systems according to the needs of the context. However, for the purpose of my study, I will be using García's definition of translanguaging which is "the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximise communicative potential" (García, 2009, p. 140).

2.4.3 Translanguaging and code-switching

In FL teaching contexts, there has been increasing ambiguity when it comes to the meaning of the terms translanguaging and code-switching (Lasagaaster & García, 2014; MacSwan, 2017; Goodman & Tastanbek, 2020). In fact, these tend to be used interchangeably since both terms refer to the practice of using more than one language in bilingual or multilingual classrooms. However, "translanguaging is based on a different conceptualisation of the bilingual mind from codeswitching" and thus, they cannot be amalgamated (Goodman & Tastanbek, 2020, p. 2).

Unlike translanguaging, code-switching emerged from language practices outside the classroom, and it focuses on the alternation of two separate monolingual codes in the same speech act practices (Goodman & Tastanbek, 2020). It occurs naturally in the speech of bilinguals, whether between the same utterance or conversation, as a form of communication. Yet, in the educational context, code-switching is regarded more as a classroom management tool that facilitates interaction and learning (Fachriyah, 2017). Thus, despite the fact that it is a pragmatic practice, it is rarely pedagogically based (García & Lin, 2016).

On the other hand, translanguaging developed from classroom research in bilingual Welsh-English schools and has been expanded beyond the educational context (Goodman & Tastanbek, 2020). Even though the linguistic practice might seem similar to code-switching, translanguaging goes beyond the simple practice of switching between languages in a natural manner; rather it refers to “the process by which bilingual students perform bilingually in the myriad multimodal ways of classrooms” (García & Lin, 2016, p.121). Translanguaging is based on a heteroglossic language ideology which values multiple language practices in the classroom. These can be employed in all activities targeting speaking, listening, reading and writing skills (Nagy, 2018). For instance, using the L1 to do research on a topic and then report on it in the TL; or else, reading a text in the TL and then summarising it in the L1 (Nagy, 2018; Ariza, 2019).

The use of translanguaging in the classroom offers a community for both learners and teachers to develop all their linguistic skills and repertoire and it also narrows the gap between advanced learners and emergent bilinguals (Nagy, 2018; García, 2019). Therefore, translanguaging is not just a scaffolding tool to instruction but a holistic meaning-making process of language and learning. In other words, it “bridges the

worlds of multilingual learners within and outside the classroom using their whole linguistic and cognitive repertoire, thus engaging them in heteroglossic practices that help them succeed academically” (Goodman & Tastanbek, 2020, p. 8).

2.5 The use of the L1 and TL in the FL classroom

The issue of teachers finding a balance between using the TL and the learners’ L1 in the FL classroom has been the root of controversial debate (Crawford, 2004; Pan & Pan, 2011; Littlewood & Yu, 2011). The biggest question that has been dominating FL teaching is how much L1 should be used within the classroom. One of the main issues with learning a FL is learner frustration since learning a new language can at times be challenging, particularly for low-levels learners (Pan & Pan, 2011). Thus, adopting a TL-only instruction can result in even more difficulties; while an occasional use of the learners’ L1 can have a positive effect. In the face of this controversy, the ideal goal is to find a balance between L1 and TL use and new ways that facilitate language learning (Pan & Pan, 2011).

The goal of FL teaching approaches has shifted from just learning about the language to actually using it in realistic situations (Crawford, 2004; Littlewood & Yu, 2011). This shift emphasises on experiential learning of the TL rather than learning being just a cognitive process (Crawford, 2004). To achieve this, a maximal use of the TL and message-orientated interaction must be implemented in the limited classroom time available. During such interaction, language proficiency can be achieved by students negotiating meaning in the TL while making sense of what they hear (Ellis, 2008). Students do not need to understand everything they hear in the TL but instead they are allowed to experience unpredictability and develop their own language system (Macdonald, 1993).

However, while advocates of CLT strongly believe that the use of the L1 may hinder TL learning, its opponents argue that the contributions of the L1 can be beneficial to TL learning and teaching (Zulfikar, 2018). In the following sections, the roles of the L1 and TL in the FL classroom are presented along with empirical evidence.

2.5.1 The role of the L1 in the FL classroom

Despite the CLT approach, there is still discussion about the L1 having a facilitating role in the processing of language learning (Zulfikar, 2018). In fact, even advocates of mostly TL-only instruction such as Cook (2001) and Turnbull (2001) believe in the reciprocity of the L1 and the TL in the classroom. Turnbull (2001, p. 535) argues that “maximising the TL does not and should not mean that it is harmful for the teacher to use the L1. A principle that promotes maximal teacher use of the TL acknowledges that the L1 and TL can exist simultaneously”. The language classroom should not be a “pretend L2 monolingual situation” (Cook, 2001, p. 412) but a context of real L2 situations in which students can use both languages concurrently.

Some of the pedagogical reasons to use the L1 are to provide scaffolding for tasks, to help with the transition from L1 to TL use and to improve meaning negotiations and TL comprehension. Hence, the L1 is a valuable resource to be used with FL learners, especially with those who have the same L1 or a low proficiency in the TL (Antón & Dicamilla, 1999; Ellis, 2008). This is so because the L1 acts as a fundamental psychological tool that helps learners effectively complete meaning-based tasks. Thus, the reluctance to use it in a principled way in the classroom is denying learners from a valuable educational resource (Antón & Dicamilla, 1999).

In addition, immersing learners into an environment of an exclusive use of TL can make them feel “disoriented and powerless” (Littlewood & Yu, 2011, p. 70) which can lead to demotivation to learn the language. Brooks-Lewis’ (2009) classroom-based research challenges the practice of excluding the L1 from the classroom by reporting learners’ positive perceptions of its use in FL learning. The research was undertaken amongst English Foreign Language (EFL) learners in Mexico who felt that the inclusion of their L1, being Spanish, reduced anxiety, enhanced the affective environment and allowed for a learner-centred approach. In Brooks-Lewis’ (2009) research, the L1 is perceived as a tool in FL teaching used to empower learners by bringing their experiences and knowledge at the centre of the learning process.

2.5.1.1 Teachers’ use of the L1

Research has shown that the teacher’s use of the L1 is a common practice in the FL classroom, despite the criticism it receives for interfering with FL acquisition (Pan & Pan, 2011). Ferguson (2003) identified three pedagogical and socio-cultural functions of the teachers’ translanguaging which are (a) knowledge construction, (b) classroom management and (c) interpersonal relations.

Ferguson’s (2003) functions of teachers’ translanguaging	
a) Knowledge construction	Firstly, teachers’ act of translanguaging is to ensure that students are understanding their explanations, effectively connecting the knowledge gap (Ferguson, 2003). In fact, Liao (2006) observed that students remain silent when the TL is the only language of instruction. However, when both L1 and TL are used, students’ participation and communication increases. The negotiation of task instructions and grammar metalanguage in the L1 helps the students be more productive and equipped to the task, rather than being left confused in their TL.

b) Classroom management	Secondly, translanguaging also functions as a tool for classroom management (Ferguson, 2003). The teacher shifts to the L1 to deal with “‘off-lesson’ concern – to discipline a pupil, to attend to latecomers, to gain and focus pupils’ attention” (Ferguson, 2003, p. 5). In Dalli’s (2018) and Bezzina’s (2016) studies, the majority of the teachers claim to mainly use the L1 to deal with disciplinary issues, as they believe it is more effective than the TL.
c) Interpersonal relations	Moreover, the classroom is not just a place for formal learning, but also where the teachers and students form interpersonal relations within a supportive classroom environment. In fact, Auerbach (1993, p.19) argues that “starting with the L1 provides a sense of security and validates the learners’ lived experiences, allowing them to express themselves”. Students are put at ease with the teachers’ translanguaging and in turn, it fosters a feeling of connection and helps maintain a positive relationship between the teacher and the students (Ferguson, 2003; Bruhlmann, 2012).

Table 2. 1: Ferguson’s (2003) functions of teachers’ translanguaging

Ferguson’s (2003) three functions of teachers’ translanguaging are very similar to the results obtained from local research about language use in Maltese classrooms. Bezzina’s (2016) research investigated teachers’ translanguaging practices in the French classroom, through the distribution of a questionnaire that allowed for an understanding of the functions of L1 use. The questionnaire answers indicate that teachers resort to the L1 in order to provide affective and psychological support to their students. Their main concern is to create a relaxed classroom environment, one which is conducive to learning.

Furthermore, Dalli’s (2018) interviews’ results with Spanish teachers provides us with more detail as to why the L1 is used in the SFL classroom. The teachers interviewed agree that the use of translanguaging is highly influenced by the level of

ability of the students. As a matter of fact, they claim to mostly translanguage with Year 7 and Year 8 students as they are still at an A1 language level. These teachers also remark that the type of lesson is another influential factor as to why they resort to the L1; and the it also helps with the simplification of complex concepts during grammar lessons.

This empirical evidence reflects Cook's (2001) four guidelines, which he proposed for teachers to follow in order to integrate judiciously the L1 into teaching. These are efficiency, learning, naturalness and external relevance. The first factor refers for instance, to the use of L1 to explain meanings of abstract vocabulary, which can be very efficient as to the time it saves in achieving this. Following it, there is learning which refers to the use of L1 to facilitate the explanation of complex content. The third is naturalness and this implies that it is easier for teachers to use the L1 than the TL in order to create an environment of rapport for their students. Finally, the fourth factor is external relevance which is knowing when and how to use both the L1 and TL which leads to learners being more successful.

2.5.1.2 Students' use of the L1

Students regard the use of L1 as a powerful tool in their learning process and in their interactions with peers and teachers. This is reflected in various studies which show similar cognitive and social functions of L1 use by learners (Antón & Dicamilla, 1999; Swain & Lapkin, 2000; Greggio & Gil, 2007; Storch & Aldosari, 2010; Hidayati, 2012). Some of the common functions which emerged in these studies are scaffolding for tasks and facilitating social interaction in the classroom.

Antón and Dicamilla's study (1999) revealed some of the positive functions that the L1 provides for learners. The study focused on the use of L1 by five pairs of adult learners of Spanish while conducting collaborative writing tasks. Despite focusing on a different group of learners than the one in the present study, the results have intriguing implications. The functions that resulted from the study were divided into (a) scaffolding, (b) intersubjectivity and (c) private speech. First, by the means of the L1, learners develop scaffolded techniques that help make complex tasks and problem-solving manageable. Secondly, in the collaborative activity, the use of L1 also helped achieve intersubjectivity which is a shared view on the task. Thus, the L1 is not only used for task scaffolding but also "to create a social and cognitive space, an intangible workplace, in which the students are able to provide each other with help throughout the task" (Antón & Dicamilla, 1999, p. 240). Finally, learners engaged in private speech, which helped them to direct and organise their thinking when faced with difficulties during the task.

Seng and Hashim (2006) argue that students, especially low-level ones, find it challenging to express themselves and verbalise their thoughts in the TL with confidence. Thus, providing them with the opportunity to fall back to the L1 helps them reduce these affective barriers and continue to communicate meaning. In fact, Hidayati's (2012) study on the use of Bahasa Indonesia in EFL classes concludes that there is a positive correlation between the use of L1 and students' interaction in the FL classroom. This is demonstrated when teachers spend a high amount of time speaking the L1, the interaction of students is proved to be higher. The reasons behind the students' use of L1 are similar to other previous studies, including Greggio and Gil's (2007).

Greggio and Gil's (2007) study indicates the functions of the L1 that appeared most frequently in beginner learners' speech in the EFL classroom at a Federal University in Brazil. These learners translanguaged (a) to facilitate social interactions, (b) to fill a linguistic gap, (c) to provide equivalent meaning of vocabulary in L1, (d) to ask about grammatical content, and (e) to clarify comprehension. Furthermore, students have a greater tendency to use the L1 in group work and teachers often lament about this (Cook, 2001). However, students report that they are able to come up and organise their ideas better in the L1 (Cohen & Brooks-Carson, 2001).

Similarly, the study of de la Fuente & Goldenberg (2020) investigated the use of L1 by students in a university-level Elementary Spanish Course. The findings show that despite the learners' dependence on the L1 to mediate task performance, there were strong results in their speaking and writing proficiency. De la Fuente & Goldenberg's (2020, p. 15) study shows that the avoidance of the L1 "is not supported in the context of beginning FL instruction that is based on a task-based pedagogical approach and incorporates a role for grammar instruction and focus on form".

These positive views on L1 correlates with the local scenario of L1 use in the SFL classroom. Dalli (2018) investigated Spanish students' perceptions regarding translanguaging and 85% of the students agree that the L1 facilitates understanding of the TL. Some also believed that when using Maltese, English and Spanish, similarities emerge between them and this can help them make comparisons and enhance their language competence.

Zulfikar (2018, p. 44) continues to strengthen the positive views on translanguaging by stating that "many confusions and communication breakdown in a monolingual language classroom occur due to a teacher's strict adherence to L2-only policy". The L1 is a tool that all learners bring with them into the classroom and thus,

depriving them from it can diminish their cognitive opportunities to learn (Atkinson, 1987).

2.5.2 *Reasons for maximising TL use in the FL classroom*

Cook (2001) and Turnbull (2001) argue that solely using the TL in FL teaching is not theoretically justified as it does not necessarily lead to more learning. Instead they suggest that teachers should aim to maximise TL use, without avoiding the L1 completely. The main theoretical rationale for increasing TL use is that the classroom is the only opportunity that most learners have for TL exposure (Turnbull 2001; Cook 2001; Littlewood & Yu, 2011). Also, the teacher is often the main source of TL input; thus, overusing the L1 leads to learners' demotivation to learn the TL (Macdonald, 1993). A further reason for keeping the L1 and TL separate is that students should learn to think in the TL and thus, any interference from the L1 should be eliminated (Littlewood & Yu, 2011).

However, the TL should not just be a target that needs to be learnt but used for other language functions as well (Chaudron, 1985; Turnbull, 2001). Using the TL for as many purposes as possible, including disciplinary and management functions, will make students perceive it as a useful medium for communication (Turnbull, 2001). Therefore, the teacher should use the TL to interact with the students about the weather for instance, or other topics which they are interested in (Cook, 2001). This, in turn provides them with real samples of the TL that goes beyond the language of teaching.

The results of the teacher's use of TL on student's proficiency has been documented in Turnbull's (1999) process-product study, which was conducted among

four Grade 9 French teachers. The amount of French spoken by these teachers during the activities observed varied between 9% to 89%. According to proficiency and achievement tests, the students of the two teachers who spoke French exclusively in their classes exceeded students in the other two classes.

Furthermore, Lee (2007) distributed questionnaires among Korean EFL teachers and students to investigate their perceptions about the effectiveness of TL use in various classroom tasks. The findings suggest that the teachers' choice to use English is based on the students' benefits, and they increase its use with as the learners' proficiency improves. Both teachers and students perceive that the TL is effective especially during tasks in which the students "are familiar with the context through the previous exposure" (Lee, 2007, p. 349). Then, as their English proficiency improves, teachers comment that they choose to widen their use of TL for other tasks.

Similarly, the notion of drawing on prior knowledge of the learner in order to maximise TL use was also reflected in Dalli's (2018) research. Some of the teachers who participated in Dalli's study also emphasise the importance of talking slowly in the TL and using simple words, especially with beginner language learners. While these teachers remark that during grammar lessons the L1 is inevitably used, they accentuate that it should be minimal during vocabulary and culture lessons. This is so because, the teacher can opt for other resources such as images, videos and gestures, which help with facilitating learners' understanding and thus, can easily replace the use of L1. Furthermore, the participants in Hlas' study (2016), who are Secondary teachers of Spanish in a Midwestern city in the United States, also believe that more effort should be done in maximising the TL by using more cognates, comprehensible input and modelling.

The study of Vyn et al. (2019) investigates the use of TL amongst teachers of Spanish within one large school district in the United States, and its effectiveness in the classroom. The results from the survey distributed to the teachers, indicate a range of 70% to 98% of TL use across all levels of instruction. Unlike other studies (Levine, 2003; Littlewood & Yu, 2011), this self-reported use of TL was found to be consistent with actual observational data of TL usage in the Spanish classroom. The pedagogical implications of this study suggest that teachers should be encouraged to develop a TL classroom environment, particularly with beginner-level students, in order to promote early language development. Just like the aforementioned studies (Hlas, 2016; Dalli, 2018) Vyn et al. (2019) suggest techniques, which were observed during teachers' instruction in order to create an immersive language environment. These include defining new vocabulary in a context, supporting comprehension with gestures and visuals and talking slowly.

2.6 Contextualising the use of language in FL teaching and learning: The Maltese context

Learners of a FL in Malta live in a society where the “constant interplay between Maltese and English occurs locally in everyday speech” (Grima & Caruana, 2016, p. 272). This might affect the way languages coexist in classrooms. The teaching and learning of FLs at secondary level are considered necessary for the development of multilingualism and they are described as “a strength in our local system which needs to be sustained (NCF, 2012, p. 58).

A number of studies have been conducted in the FL classroom, particularly of Italian, French, German and Spanish, to examine the use of language by teachers and

students alike (Gauci, 2011; Aquilina, 2012; Grima & Caruana 2016; Bezzina, 2017; Dalli, 2018). In the FL classroom, it is emphasised that the medium of instruction be the TL (Grima & Caruana, 2016). Nonetheless, the fact that most participants in the Maltese classroom are normally bilingual in Maltese and English, they often tend to translanguage dynamically (Grima, 2013b). In fact, local research shows that dealing with pedagogical difficulties and maintaining a rapport in the FL classroom are mostly achieved though translanguaging (Grima & Caruana, 2016; Bezzina, 2017; Dalli, 2018).

All the aforementioned studies prove that the use of L1 can act as a supportive tool in FL instruction and it is useful for teachers to take advantage of it in certain didactic contexts. Teacher participants do so for varying reasons including, (a) classroom management, (b) to verify comprehension and avoid misunderstandings (c) to scaffold grammar learning and (d) to maintain interpersonal relationships (Gauci, 2011; Aquilina, 2012; Grima & Caruana 2016; Bezzina, 2017; Dalli, 2018).

However, Bezzina's (2017) research in the French as a FL classroom suggests that the L1 is the main language of instruction and thus, the low rate of TL use in the classroom is quite worrying. She argues that even simple matters are expressed in the L1, even though they can easily be understood in the TL. In fact, statistical indications of teacher-talk in French in one lesson resulted as low as 30.6%. Thus, Bezzina's study suggests that "although the potential positive contributions of the L1 and L2 are doubtlessly being put to fruition by these teachers, there can be an improvement in the rate of use of the TL" (Bezzina, 2017, pp. 91-92).

In contrast with Bezzina's (2017) study, Dalli's (2018) research findings in the SFL classroom show that some of the teachers' use of the TL as a medium of instruction is more than that of the L1. Yet, she still agrees with Bezzina (2017) that

even though the L1 had some positive attributes in the classroom, the TL should be the main language of instruction. As observed by both Bezzina (2017) and Dalli (2018), students' use of TL is also low, since they end up resorting to the L1. Bezzina (2017) suggests that the reason behind this is that students may be used to lessons being mostly delivered in their L1. When the teacher and students share the same L1, students tend to take it for granted that the teacher will easily switch to it when encountered with difficulties (Dalli, 2018). Thus, adjustments need to be considered in order to foster motivation and confidence in TL use amongst students (Bezzina, 2017).

2.7 The speaking skill in the FL classroom

In recent years, “speaking has been increasingly promoted in curricula, both nationally and internationally, as one of the major aims of foreign language teaching” (Correia, 2016, p. 87). However, it is considered the most challenging to acquire, particularly when the speaking is not done in the speaker's L1 but in a FL (Correia 2016; Montero & Alvarado, 2019). This is so because speaking is performed spontaneously in real-time and it requires an array of sub-skills and linguistic knowledge, like the choice of vocabulary and grammatical patterns, sociocultural competence, suprasegmental features along with the kinesics and semiotics related to spoken language (Correia, 2016; Rao, 2018). However, learning all these required skills in the FL context is even more challenging because learners get very few opportunities to use the FL outside the classroom. In this regard, giving ample opportunities for classroom interaction must be encouraged because it is an effective strategy to improve learners' communicative competence (Rao, 2019).

2.7.1 Factors affecting the learners' speaking skills

Many FL learners experience difficulties when it comes to expressing themselves and communicate with others in the TL (Tuan & Mai, 2015). These difficulties are affected by a variety of factors that arise from (a) performance conditions which include time pressure and planning and (b) affective factors like motivation and confidence. Tuan and Mai (2015) identified four speaking challenges in the FL classroom which are: inhibition, lack of topical knowledge, low participation and L1 use.

The first difficulty that students often face is inhibition. When students want to say something in the TL, they are often filled with feelings of fears and anxiety (Tuan & Mai, 2015). They are afraid of making mistakes, being criticised and drawing attention to their speech. The second problem is that when they speak, learners sometimes encounter lack of topical knowledge. The teacher's choice of topic can be influential on the learners' motivation to speak. If the chosen topic is not suitable or of interest to them, learners might end up having little knowledge about which vocabulary to use (Baker & Westrup, 2003; Tuan & Mai, 2015).

Another factor affecting speaking performance is that the classroom offers little time for all learners to speak (Tuan & Mai, 2015). Some learners might speak very little or not at all in the classroom, while others might dominate more. Thus, the participation with regards to speaking opportunities is low or uneven. One final factor is related to the learners' L1, which is a natural tool that they bring with them to the classroom and which affects their speaking. This is so because it comes naturally to them to use it, particularly if the learners and the teacher all share the same L1. In addition, if the teacher frequently switches to the L1, learners will feel more comfortable to do so, especially in situations where they need to compensate for the lack of topical knowledge.

To overcome these hindrances, teachers must be aware of the above factors and find ways to help learners improve their speaking performance (Tuan & Mai, 2015; Rao, 2018).

2.7.2 The teacher's role in the development of the speaking skills

This study also investigates the teacher's opinion on the development of the speaking skills and it aims to explore some of the strategies s/he uses during speaking tasks such as the use of translanguaging, modelling etc. to facilitate comprehension and communication. The teacher plays a primary role in developing the learners' speaking skills by fostering encouragement, motivation and interaction (Koran, 2015; Rao, 2018). First, exposing learners to the TL as much as possible helps learners to get in contact with the language; but, this is not enough. Learners need to practise that input in order to improve their skills and produce output, in the classroom and beyond if possible (Montero & Alvarado, 2019). To do so, FL teachers should develop a set of classroom activities that "include various styles and types of expressions, situational as well as contextualised expression" (Rao, 2019, p. 289). These types of activities should be carried out in a comfortable and safe learning environment where the teacher and learners collaborate together.

According to Harmer (2007), the teacher plays three fundamental roles when it comes to the teaching of speaking. One of these roles is the prompter. When students are performing a speaking task, they sometimes struggle to express themselves in the TL or they are lost for words. During such situations, the teacher occasionally intervenes by giving hints or suggestions. The purpose of prompting is to do it with discretion and by providing the right amount of encouragement.

Another role is the participant (Harmer, 2007). Traditionally, during speaking activities such as role-plays etc. the teacher stands back from the activity and only intervenes afterwards to give feedback and correct the mistakes done. However, this role focuses on the teacher joining in the activity, not as a teacher exactly but rather as peer of the learners. Harmer (2007) argues that it is often enjoyable for students to have the teacher participating with them by livening things up, prompting them and help the activity along.

Finally, the third role is that of a feedback provider. By giving too much correction while students are in the middle of a speaking activity might hinder students' confidence and motivation. On the other hand, providing learners with helpful and encouraging correction can improve the learners' speaking ability by clarifying hesitations.

2.8 The role of teachers' beliefs and agency in the use of translanguaging

Teachers' beliefs are considered important components in understanding "how teachers shape their work which is significant to the comprehending of their teaching methods and their decisions in the classroom" (Gilakjani & Sabouri, 2017, p. 78); in other words, in understanding teacher agency. Agency is a process of engagement, which is influenced by past experiences and at the same time oriented towards the future (Priestley et al., 2015). Teacher agency in the FL classroom has not received much attention and thus, for the purpose of the present study, I will be using the ecological model of agency, Fig. 2.1, to understand the role of teachers' beliefs in the achievement of agency in the SFL classroom.

The diagram below (Fig. 2.1) illustrates three key dimensions which contribute to the achievement of agency (Priestley et al., 2015). The iterative dimension shows that agency builds upon past experiences and some iterative aspects would include skills and knowledge acquired in teacher education, professional and personal beliefs and the teaching experience in schools. On the other hand, the projective dimension represents the teacher's future aspirations such as those regarding the development and welfare of students in the classroom. Although the achievement of agency is implicated with the past and the future, it is acted out in response to the emerging demands of present situations. Hence, the practical-evaluative dimension entails the teacher's present agentic behaviour, where the teacher makes practical judgements shaped by cultural, structural and material conditions.

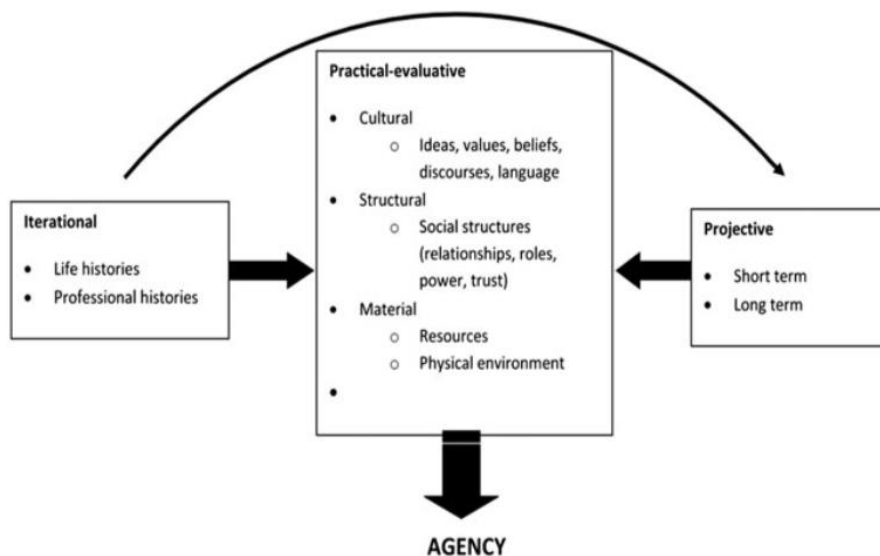


Fig 2. 1: A model for understanding achievement of agency (Priestley et al., 2015)

When it comes to understanding teachers' beliefs and their role in exerting agency, one has to ask, what factors influence and shape their beliefs? (Alghanmi & Shukri, 2016). One of these factors, which strongly affects their beliefs, is the teachers' prior learning experiences (Al-Alawi, 2008; Milton 2016). Milton (2016) argues that the

beliefs of previous schooling experiences are difficult to change despite the impact of teacher education. Although, the increasing importance that is given to the CLT in teacher education, teachers' beliefs still seem to be influenced by traditional approaches. Numrich's (1996) study with pre-service teachers shows that these teachers based their decision-making about certain teaching strategies depending on their own positive and negative experiences as language learners.

Al-Alawi's (2008) study investigates the beliefs of EFL teachers in Oman, specifically about their use of L1 in the English classroom. Another influential factor on their decision-making which emerged from all teachers is their teaching experience of being in the classroom. Most of them agreed that they value the use of the L1 in their classrooms because it allows them to be more efficient and saves time. Other influential factors on the teachers' beliefs were their previous learning along with training and colleagues, which are iterational aspects of agency.

Furthermore, beliefs about language use are closely related to identity and agency (Milton, 2016; Mifsud & Vella, 2018). Often teachers find themselves caught between their will to practise strategies which they believe are the best for their students' future performance and teaching according to the school's policies (Rogers & Wetzel, 2013; Mifsud & Vella, 2018). This will to practise their language beliefs as well as the school's language policies affect their agentic roles, as it creates a tension between the autonomous teacher and the educational policies imposed upon him/her (Mitchell 2016; Mifsud & Vella, 2018). In fact, Mifsud and Vella (2018, p. 273) highlight that teachers are "under intense scrutiny and follow highly scripted curricula and rigid schedules". This is so because they need to dedicate both time and effort to prepare their students for assessment tasks and exams, which might reflect or affect their own practices and professionalism. Despite imposed policies, behind closed doors,

teachers still exert their agentive roles by interpreting and negotiating policies in their classroom practices according to their learners' diverse backgrounds and needs (Rogers & Wetzel, 2013; Mifsud & Vella, 2018; Allard et al. 2019).

Thus, teachers can be powerful language policy makers in their own classrooms; and those who adopt a one-language-only policy in their increasing bilingual classrooms, can ultimately result in students' alienation and failure (Auerbach 1993; Allard et al., 2019). The study of Allard et al. (2019) investigates the language policies and practices of an English teacher at a Latino High School, in which most students are Spanish speakers who do not understand English all the time. This one teacher adopts translation strategies and an open language policy of translanguaging, in which students are allowed to freely use either Spanish or English in classroom participation. These provides the students "with increased autonomy, access to content and ideas, and opportunities for socioemotional expression" (Allard et al., 2019, p. 10).

Even though teachers' beliefs are expected to be reflected in their practices, the reality can sometimes result to be different. In fact, research has reported there might be incongruence between the beliefs and the classroom practices of the teacher (Farrell & Lim, 2005; Chen, 2008; Salazar, 2008). According to Salazar (2008, p. 353), "even as teachers strive to create humanising spaces in their classrooms, they are often pulled to conform to rigid language policies that strip students of their dignity". In her study, Salazar (2008) finds that even though English as a Second Language (ESL) teachers claim that they value bilingualism, their practice in a High School ESL Program in Colorado indicates otherwise. As reported in her observational data, some teachers hold strict boundaries between Spanish and English; they reprimand students' use of L1 and they adopt an "English or nothing approach" during their lessons (Salazar, 2008, p. 348). This shows the complexity between policy and

practice, as sometimes teachers are compelled to conform to practices which go against their beliefs. The present study also delves into the role of the school's policies as one of the influential factors on teacher's beliefs and agency.

2.9 Conclusion

This chapter documents how the philosophy guiding FL teaching and learning has evolved throughout the years; from a monoglossic language ideology to a more heteroglossic one. The chapter starts with a historical overview about the different teaching approaches that have been dominating the FL classroom. It presents a definition of the term translinguaging, how it developed and its educational advantages in the FL classroom. Arguments for the use of L1 and TL by both teachers and students are presented, and the empirical evidence shows that translinguaging is a scaffolding tool which facilitates TL comprehension within bilingual and multilingual classrooms. Such context of multilingualism along with mixed-ability classes and the teacher's beliefs configure the complex reality which exists in the Maltese classrooms. This chapter also presents the role of the teacher in developing the learners' speaking skills and finally, it ends with a review of the role of the teachers' beliefs in guiding their agentic choices in the classroom.

3. Methodology

3.1 Introduction

This chapter focuses on the methodology used to investigate the teachers' beliefs on translanguaging and the teaching approaches in developing the speaking skills in the SFL classroom. In this chapter, I first present a short overview of the aims and the research questions guiding this study. Then, I explain the procedures of the data collection process, the participants, the analytic approaches employed in this study and ethical considerations.

3.2 Aims of the study and research questions

As discussed in the previous chapter, there is a lacuna in the evidence about the role of the teachers' beliefs and agency and what motivates their choices in language use and the teaching of the speaking skills in the SFL classroom. Thus, the rationale of this study is to contribute a better understanding of teachers' beliefs and how these guide their practices in the Spanish classroom. Through semi-structured interviews with five teachers of Spanish, I examined the teachers' reflections on their beliefs on language use and how they exert their agentive role in the classroom.

This study, therefore, is intended to answer the following research questions:

1. What are the teacher's opinions about the role of the L1 and TL in the SFL classroom?
2. What strategies are being used by the teacher to support students in developing their speaking skills in the SFL classroom?

3. What is the role of the teacher's beliefs, when it comes to the teaching of speaking and use of translanguaging, in the SFL classroom?

3.3 Research epistemology

Epistemology focuses on “the nature of human knowledge and comprehension that you, as the researcher or knower, can possibly acquire so as to be able to extend, broaden and deepen understanding in your field of research” (Kivunja & Kuyini, 2017, p. 27). For the purpose of the study, the epistemological position I adopted is interpretivism.

According to this paradigm, knowledge is grounded in our experiences and hence, it is subjective (Hiller, 2016; Kivunja & Kuyini, 2017). The emphasis is to interpret what the participants are thinking and the meaning they are making of a particular phenomenon. The interpretivist researcher “seeks to gain access to the developed meanings that participants bring to experiences and that entail the broad cultural and experiential worlds from which those individual's perspectives and beliefs are formed” (Hiller, 2016, p. 103).

In interpretivism, people are not seen as objects of research but rather as participants with their own unique experiences. An effort is made to encourage the participants to speak freely and get insights into a phenomenon (Cohen et al., 2007; Tubey et al., 2015). Therefore, using in-depth interviews, which are widely used in an interpretivist approach, allows me to explore the beliefs teachers construct from their own experiences and practices. While collecting data about this, other issues such as the school's language policy, the student's level of ability, the teacher's previous learning experiences were also delved into, as all are significant to my study. These

multiple sources of data can contribute to a better understanding of the role of teacher's beliefs and agency.

Within this paradigm, the researcher instead of trying to generalise the results to other people, he aims to obtain a deeper understanding of the diverse views by which individuals experience the world through different contexts and beliefs (Pham, 2018). Therefore, it is important to try to avoid any biases in analysing people's own interpretations.

3.4 Research design

In investigating the teachers' beliefs on translanguaging and the teaching of speaking, the research strategies adopted were in-depth semi-structured interviews. The use of interviews aligns to the epistemological stance adopted in this study. The initial plan was to interview six teachers of Spanish at two different time frames. The purpose of the first interview was to gain insight into the teachers' beliefs, experiences and practices, while the second one was to obtain and discuss real samples of translanguaging and scaffolding present in their teaching resources. However, due to external factors due to the Covid-19 pandemic, I was granted ethical approval to start data collection in January, which resulted in time restrictions and therefore I would not conduct two interviews.

Given these limitations, I managed to carry out an in-depth interview with five Spanish teachers between February and April of 2021. This determined a deep understanding into the teachers' beliefs on translanguaging and the teaching approaches in developing the learners' speaking skills. Furthermore, I had to opt for

remote data collection and, therefore, all interviews were held after school hours, through the online platform *Zoom* and audio-recorded for analysis.

3.4.1 Ethical considerations

In order to conduct this study, I first sought the approval from the the Ministry for Education (MFED) Research Ethics Committee, within the Directorate for Research, Lifelong Learning and Employability. Consequently, the Education Officer (EO) of Spanish was contacted and politely asked to act as an intermediary to teachers of Spanish teaching Year 8 students.

A researcher must commit to “protect the well-being of their research participants and respect their confidentiality, privacy, safety, and other legal and human rights” (Duff, 2008, p. 146). I provided the participants with enough information about their role in the study, their rights and that they had the opportunity to ask questions. The Information Letter ensured that participation is completely voluntarily and that the participants could withdraw from the study at any time. In such situation, there would be no negative consequences and any data which would have been collected relating to them would have been destroyed. Teachers were ensured that their identities would be anonymised and the use of pseudonyms was implemented for identifying participants. All information related to the participants was held securely on my computer using password protected files.

Protecting teachers from harm was of critical importance and thus, they were dealt with sensitivity and no judgment was passed about their beliefs and teaching. By reflecting on their own beliefs and practices, teacher participants will not benefit from

this study. It will only shed light on how teachers' beliefs on translanguaging and the teaching of speaking guide their practices in the SFL classroom.

3.4.2 Participants

The initial plan of the study was to have six participating Spanish teachers from State Schools, teaching Year 8 students. Having received ethical approval from the Faculty Research Ethics Committee and the MFED Research Ethics Committee, the EO of Spanish was contacted to act as an intermediary for access to teachers of Spanish. The EO contacted a small cohort of nineteen teachers, and in the end five of these were willing to participate in this study. The participants were informed that their participation in the study is entirely voluntarily and that withdrawing at any time is part of their rights. Table 3.1 provides an overview of the participants and the interviews carried out. The following participants have been chosen through a voluntary response sample and their names have been changed to pseudonyms.

Name	Experience	Training	Interview
Alison	9 years	Postgraduate Certificate in Education (PGCE)	19/02/2021
Amanda	10 years	PGCE Erasmus	25/02/2021 - 4/03/2021
Carla	1.5 years	Masters in Teaching & Learning Erasmus	8/03/2021
Ramona	5 years	PGCE	15/04/2021
Chantel	20 years	PGCE	29/04/2021

Table 3. 1: Participants' backgrounds and interview information

3.4.3 Semi-structured interviews

For the purpose of this study, in-depth interviews were conducted with each teacher. According to Boyce & Neale (2006), the in-depth interview is a useful technique in qualitative research to explore beliefs and thoughts on a particular phenomenon. In fact, its purpose in the present study was to obtain a deep level of understanding about teachers' underlying beliefs and attitudes towards translanguaging and the development of the speaking skills in the Spanish classroom. In addition, in-depth interviewing was also used as a way to understand the meanings of participants' actions in the classroom (Johnson, 2011).

The interview was structured into four sections. In keeping with the philosophy of the bilingual self, I let the interviewee guide me in terms of language use during the interviews. The participants were given the opportunity to carry out the interviews either in Maltese or English, in order to feel more at ease in expressing their beliefs. If I restricted my use of language to English during all interviews, some might have held back from opening up and sharing their experiences.

Section 1: General information on teacher participants.

The first part consisted of eight general questions aimed at getting some background information on the participants regarding their use of language with family and friends, previous learning experiences and years of teaching experience.

Section 2: Teacher's use of language in the classroom.

This section was designed to get insights into the teachers' opinions on translanguaging. The questions were aimed to investigate the teacher's perspectives on the use of the L1 and the TL and their own practices during the Spanish lessons.

They were asked about the factors which affects their use of language in the classroom such as the students' level of ability.

Section 3: Teacher's strategies.

This section addressed the scaffolding strategies the teacher uses to facilitate language understanding for Year 7 and 8 students. It also tried to get insight into some classroom activities the teacher implements for the development of the speaking skills and how she encourages students to communicate in the TL. The teacher was asked to describe her approach in the teaching of speaking and how this differs from her own learning experience.

Section 4: Teacher's beliefs.

In the last part, the teachers were asked to reflect on factors which might influence their beliefs such as their previous learning experiences, training, teaching experience, amongst others. It also explored how the teachers' beliefs influence their agentive role in the classroom, and if this coincides with the school's language policy.

Table 3.2 shows some of the interview questions and how they correspond with the research questions guiding this study.

Research questions		Interview questions	
1	What are the teacher's opinions about the role of the L1 and TL in the SFL classroom?	1	Have you ever tried to deliver an entire lesson in Spanish? If yes, what were the challenges and results?
		2	Do you switch between Spanish and Maltese/English in your lessons? Do you do it to the whole class or to individual students?
		3	What is your opinion on the use of students' L1 in the Spanish classroom? Do you think it benefits students?

		4	In your opinion, what factors influence the use of L1 and TL in the Spanish classroom?
2	What strategies are being used by the teacher to support students in developing their speaking skills in the SFL classroom?	1	What type of classroom activities do you plan for the development of the speaking skills?
		2	How would you describe your approach in teaching speaking? When your students are doing a speaking activity, do you give priority to the grammatical rules and structures or to the communicative aspect?
		3	During these speaking tasks, do you allow your students to switch between their L1 and TL?
		4	In what ways do you encourage students to speak Spanish during the lessons/activities?
3	What is the role of the teacher's beliefs, when it comes to the teaching of speaking and use of translanguaging, in the SFL classroom?	1	If you compare your teaching of speaking to your own learning experience, what similarities or differences might be there?
		2	In what way does your previous learning experiences influence your beliefs about the teaching of foreign languages?
		3	Do you think teachers are encouraged to use their L1 in the Spanish lesson? Why?
		4	What are the SMT's opinions/ Head of Department's opinions about the use of L1 in the Spanish lesson?

Table 3. 2: Research questions and the corresponding interview questions

3.4.4 Method

A qualitative approach was adopted to conduct this study, which in turn, allowed me to explore translanguaging from a range of different perspectives and establish common patterns or themes between the teachers' beliefs and experiences (Warren, 2011; Cassell 2015). Semi-structured interviews were chosen to provide answers for

the research questions guiding this study. Fontana and Frey (2000, p. 645) argue that “interviewing is one of the most common and powerful ways in which we try to understand our fellow human beings” and it is a widely used method in qualitative research.

Cohen et al. (2007) define the research interview as an interchange of perspectives initiated by the interviewer for the purpose of collecting research-relevant information. Interviews are usually differentiated between three types depending on the degree of structure, formality and questions; these are structured, semi-structured and unstructured interviews (Cassell, 2015). For the purpose of this study, I conducted semi-structured interviews for greater flexibility and freedom to probe.

The semi-structured interview combines features of the structured and unstructured interviews since it consists of a fixed time limit and fixed roles, but it is characterised by open-ended questions and emphasis on narrative experiences (Willig, 2008). The average length of the interviews was thirty minutes and they were held remotely through Zoom. During the interviews, I asked teachers open-ended questions and encouraged them to speak freely about their beliefs and practices. Even though I had a set of questions, I sometimes had to steer the questions to ensure that the participants focus on what is relevant to the study and thus, “obtain the kind of data that will answer the research question” (Willig, 2008, p. 24). The advantages of having open-ended questions is that they are flexible, allowed me to go into more depth and “to make a truer assessment of what the respondent really believes” (Cohen et al., 2007, p. 357).

In addition, the interviewer can encourage the interviewees to provide narratives about their own experiences of the phenomenon, which is very appropriate of in-depth interviewing (Riessmann, 2011; Cassell, 2015). Through the questioning technique in

semi-structured interviews, I sought access to narratives from their previous learning experiences and their teaching experience of being in the classroom. Narratives are considered important in making sense of the phenomenon and bring a realist sense to the interview. Despite this, the interviewer should not take advantage of the informal ambience of the interview, but, “a sensitive and ethical negotiation of rapport between the interviewer and the interviewee” should be maintained (Willig, 2008, p. 25).

3.4.5 *Piloting stage*

Piloting is an important tool in qualitative research as it increases the reliability and validity of the research results (Gudmundsdottir & Brock-Utne, 2010) Hence, the data collection period of this study was preceded by a piloting stage, which consisted of an online interview with one Spanish teacher. The purpose of a piloting stage is “to identify the necessity to modify questions or other procedures that do not elicit appropriate responses or enable the researchers to obtain richer data” (Malmqvist et al., 2019). In fact, after the pilot interview, some of the interview questions were refined in order to avoid any vague and unspecific questions that might confuse the participants. A few more questions were included to get more information about the teachers’ previous learning experience, CLT and the teaching of speaking. The following Table 3.3 summarises some of the changes done to the interview questions.

Section	Original question	Reformulated question
1	When you were learning Spanish, what method did the teacher adopt?	When you were learning Spanish, what method did the teacher adopt? How were you taught Spanish? Which skills were practised?
2	Do you differentiate use of language between classes? And what motivates this?	Do you differentiate use of language between different year groups? For example, with one group, you use more

		Spanish and with another you have to use more Maltese/English.
Section	More questions	
1	When you were learning Spanish, which language was the dominant one during the lessons? How did you feel about this choice of language?	
3	How would you describe your approach in teaching speaking? When your students are doing a speaking activity, do you give priority to the grammatical rules and structures or to the communicative aspect?	
	What is your opinion on Communicative Language Teaching?	
	If you compare your teaching of speaking to your own learning experience, what similarities or differences might be there?	

Table 3. 3: Amendments in the semi-structured interview

Furthermore, the pilot study offered the opportunity for an assessment of resources such as timing and the software used to record the interviews (Gudmundsdottir & Brock-Utne, 2010; Malmqvist et al., 2019).

3.4.5.1 *Limitations of the interviews*

Despite the advantages of conducting semi-structured interviews, there are some limitations as well. It can be time-consuming to conduct an open-ended interview and the interviewees' openness to speak can affect the results of the study (Cohen et al., 2007; Queirós et al., 2017). In addition to this, online interviewing was conducted instead of face-to-face interviews; and even though online interviewing is considered as a legitimate research method, there are some challenges including interview conduct and building rapport (O'Connor & Madge, 2008). In most face-to-face interviews, the interviewer would have had prior contact with the participants to arrange a venue and time; and during such interactions, the study and its aims would

have been introduced. These early interactions and opportunities for the building of rapport are what online interviews lack.

Furthermore, the data collected from the interviews is self-reported as it was obtained directly from the participants (Gonyea, 2005). Some of the interview questions were factual, such as those that ask about characteristics including teaching experience. The rest of the questions were mostly attitudinal which means they are subjective and based on personal beliefs. Since direct observation of teachers in the SFL classroom could not be carried out, the participants were asked to self-report on their teaching approaches in the teaching of speaking and how they incorporate translanguaging in their lessons. This self-reported data cannot be generalised to all teachers of Spanish. In fact, in qualitative studies rather than generalising data, the goal is to provide a “rich, contextualised understanding of some aspect of human experience” (Polit & Beck, 2010).

3.5 Data analysis

The data gathered from the semi-structured interviews was analysed qualitatively. First, the interviews were transcribed into written form and after re-reading the transcripts, the data was organised and interpreted in terms of patterns and themes, making it rich in detail (Braun & Clarke, 2006; Cohen et al., 2007).

3.5.1 Transcriptions

The verbal data collected from the interviews was transcribed word for word into written form in order to carry out a thematic analysis. Even though the process of transcription can be time-consuming, it is an important first step in data analysis

because it allows the researcher to familiarise himself with the data (Braun & Clarke, 2006; Bailey, 2008). The repeated listening of recordings and the close observation to transcriptions can facilitate realisations that eventually emerge in data analysis (Bailey, 2008). The interviews of the present study were transcribed using Microsoft Word. Then, these were closely read and coded according to use of language and teachers' strategies, in order to select excerpts relevant to my research questions.

3.5.2 *Thematic approach*

In this study I adopted a thematic approach to data analysis, which is a method used to identify and analyse patterns within qualitative data (Braun & Clarke, 2006). Rubin and Rubin (1995, p. 226) write that in the process of analysis "you discover themes and concepts embedded throughout your interviews". A theme represents something important about the data and is characterised by some level of patterned meaning across the data set (Braun & Clarke, 2006). It is important to keep in mind the research questions of the study while reading the transcripts, because these will guide one's thinking about what is considered worthy as a theme.

Thus, the process of analysis starts by familiarising oneself with the data (Braun & Clarke, 2006). Since the data was collected by myself, I already had some prior knowledge of the data and analytic interests. Regardless, the immersion of oneself in the data, by carefully re-reading the transcripts and searching for patterns, is vital to familiarise with the depth of the content. Following this comes the generating of codes and themes (Fereday & Muir-Cochrane, 2006). This involves the process of identifying features of the data that are meaningful to the description of the phenomenon. Then, once a list of these excerpts has been gathered, I generated codes to group similar

patterns together. Finally, these codes were sorted into potential themes with a coherent pattern.

In this study, I adopted a deductive approach to the thematic analysis. This means that some preconceived themes were identified based on the literature review, with more themes and refining emerging from the data collected from the interviews.

3.6 Conclusion

This chapter presented a detailed description regarding the objectives of the study and its research design. I adopted an interpretivist approach to understand the teachers' beliefs on translanguaging and the teaching of speaking. It also provided a discussion about ethical considerations, all of which have been given importance in order to obtain the participants' perspectives. Finally, the chapter ended with information on how the data was collected and analysed qualitatively through a thematic approach.

4. Results

4.1 Introduction

In this chapter I explore the teachers' beliefs on the use of translanguaging, that emerged from the interviews. As outlined in Chapter 3, the participants were asked to reflect on their beliefs, experiences and practices in the SFL classroom through semi-structured interviews. I will be discussing the main themes that emerged out of the interviews with the five Maltese SFL teachers. I also highlight the similarities and differences between the participants' beliefs on translanguaging and the teaching of speaking, and how these influence their agency in the classroom.

4.2 The teacher's previous learning experiences

The participants were asked to describe their learning experiences in the Spanish classroom. All five participants claim that they use or adopt certain strategies in the classroom according to their positive or negative experiences as learners themselves. This is precisely highlighted by one of the teachers, Ramona, in the following excerpt:

<p>(1) 20:28 – 20:39¹ Ramona: 244 jinfluwenza kemm fit-tajjeb u kemm fil-ħażin. Minnu ħadt it-tajjeb u 245 rranġajt dak li forsi jien għalija llum il-ġurnata ma jaħdimx, mhux tajjeb.</p>	<p><i>it influences both good and bad. From it I took the good and fixed what for myself nowadays doesn't work, not good.</i>²</p>
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¹ Each extract number is followed by a time stamp and excerpts in Maltese will feature a translation in English.

² The italics represents words in Maltese translated to English.

Furthermore, the teachers describe their previous learning experiences as being restricted to a traditional methodology, and admit that they felt at ease with the frequent use of the L1 by their Spanish teacher. However, two of the teachers also claim that despite that the L1 was a supportive tool in facilitating their comprehension, the limited use of the TL use resulted in difficulties to then carry out their oral exam. Chantel's experience of learning Spanish is quite different than the rest of the teachers since she started attending private lessons of Spanish when she was 16 years old. She claims that Spanish was the dominant language used during these lessons and this use of TL helped her a lot in her proficiency. Similarly, Amanda recalls that even though the L1 was the main medium of instruction, her teacher still used a good amount of Spanish during the lessons. In fact, she highlights that one of the similarities between her teaching practices and her previous learning experience is the use of the TL in the classroom:

<p>(2) 16:35 – 16:53 Amanda: 464 Li nista' ngħid forsi xebh huwa l-użu 465 tal-lingwa fil-klassi jgħifieri li tuża l- l-spanjol kemm jista' jkun fil-klassi. Ma 466 kinitx tħallina pereżempju ngħidulha “Ms ħa mmur il-bathroom please?” Ma 467 kinitx tħallina jgħifieri you have to say it, u dik pruvajt nadattaha, qisni tghallimtha, baqgħat f'moħħi dejjem mit- 468 teacher tal-l-spanjol tiegħi.</p>	<p><i>What I can say perhaps as a similarity is the use of language in the classroom, using Spanish as much as possible in the classroom. She wouldn't let us for example say “Ms can I go to the bathroom please?” She wouldn't let us, so you had to say it. That is something which always stayed in my head from my Spanish teacher and I tried to adapt that to my teaching.</i></p>
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On the other hand, Alison shares her negative learning experience particularly during speaking tasks, where the teacher used to ask individual questions to practise the speaking skills. She also states that when they could not answer in the TL, the teacher just moved on to another student to see if s/he knew the answer, without

providing any feedback or guidance. From this experience, Alison learned to avoid this kind of approach her language teacher used to adopt during such speaking tasks:

<p>(3) 20:04 – 20:28</p> <p>Alison:</p> <p>226 kienet tistaqsina l-questions, tibqa' 227 tħares lejk u jekk ma tafhiex skip. U vera, kif taqbad tgħid tħossok qisek trid l-art tibilgħak dak il-ħin għax tħossok 228 letteralment stupida. Vera dik il-kelma, għax tgħid jien daqshekk tipo ma 229 nafhiex. Allura jiena nipprova ma nagħmilhiex u nevitha.</p>	<p><i>she would ask us questions, keeps looking at you and if you don't know it, she just moves to another student. And how would you say it, you feel literally stupid. That's the word, because you say to yourself I really don't know it. So I try to avoid that approach.</i></p>
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One type of speaking task Alison plans during her lessons, is also asking direct questions to the students, which suggests that the above learning experience influenced her approach in teaching speaking. However, Alison claims that she avoids the kind of feedback her teacher adopted as she also believes that translanguaging supports her learners when encountered with lack of topical knowledge or any other difficulties, and thus, she allows her students to resort to their L1 during such tasks.

4.3 Training on the use of translanguaging in the SFL classroom

The majority of the participants claim that during their teaching practicum experience, they struggled between the expectations of their training courses and the realistic practice in class, particularly in the use of the TL and the learners' L1 in class. The teachers received training during their teacher education courses which consisted of recommendations or expectations from their lecturers and Teaching Practice examiners. These recommendations were related to what language/s should be used in the SFL classroom. Alison and Ramona highlight that they were advised to use Spanish as much as possible and avoid the use of L1. However, both teachers regard

this expectation to be unrealistic since according to these two participants, translanguaging can be used to deal with certain challenges in the class. Amanda and Carla have received more training on the use of translanguaging when teaching a FL since one of them followed a study unit specifically on it, during her Masters in Teaching and Learning course; and the other one attended a seminar on the use of the L1 in the FL classroom.

Despite this, the majority of the teachers feel that a huge gap exists between what they learnt about language distribution during training courses and the classroom reality:

<p>(4) 15:44 – 15:56 Carla: 196 Naħseb li taqra u li tara hemm baħar 197 jaqsam bejniethom. Naħseb li r- riċerka hija importanti ħafna però l-iktar 198 ħaġa importanti hija li tifhem lil min għandek quddiemek.</p>	<p><i>I think that between what you read and what you see there is a huge gap. I think that research is very important but the most important thing is to understand who you have in front of you.</i></p>
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They link this to the students' needs, learning level and the feelings of anxiety and lack of understanding that students face when the teachers make exclusive use of Spanish during lessons or activities. Thus, they feel that given these factors, resorting to the learners' L1 is inevitable.

4.4 The teacher's beliefs about the use of L1 in the SFL classroom

The participants were asked about their opinion on the role of the learners' L1 in the Spanish classroom. Overall, the teachers agree that using the learners' first languages, being Maltese, English and sometimes even Italian, benefits the learners. Only one teacher strongly feels that the use of L1 might hinder TL learning; but she

still highlights the advantages that the L1 has during her lessons. The reasons for L1 use which emerge out of the interviews are:

- time pressures
- explaining new content
- verifying comprehension
- classroom management
- dealing with off-lesson concerns

All participants claim that they have to finish the curriculum in a predetermined time and they have to plan according to the changing demands of the syllabus, which currently requires language teachers to plan and carry out continuous assessment tasks for each unit. These requirements and the time pressures imposed upon them are briefly mentioned by some of the teachers. However, only Ramona specifies that sometimes she has to shift to the L1 in order to save time and avoid from falling behind.

Nonetheless, saving time was not the only reason for L1 use. All teachers emphasise that when explaining new vocabulary or grammatical metalanguage, and they want to ensure that students are understanding their explanations, they tend to use both Maltese and English to do so. As discussed in Chapter 1, the classroom reflects the bilingual Maltese society, hence, characterised by a constant shift between Maltese and English (Grima & Caruana, 2016). Indeed, the majority of the teachers highlight that they have students who come from both an English-speaking background and a Maltese-speaking one and the students feel better when the lesson is delivered in their respective L1. Ensuring comprehension resulted to be a priority to all teachers and thus, they end up repeating their explanations in three languages, Spanish, English and Maltese. The following excerpts by Amanda highlight the above:

(5) 15:19 – 15:24	
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<p>Amanda:</p> <p>167 jiena ovvjament I have to make sure li kulhadd qiegħed jifhem l-istess u li jiena 168 qiegħda nwassal il-messaġġ l-istess għal kulhadd.</p>	<p><i>I obviously have to make sure that everyone is understanding and that I am conveying the same message to everyone.</i></p>
<p>(6) 16:11 – 16:22</p> <p>Amanda:</p> <p>177 Ikun hemm studenti li jkollhom background li dawn jużaw Malti biss, allura jsibu l-Ingliż diffiċli wkoll.</p> <p>178 Ovvjament dawn iż-żewġ scenarios issibhom fl-istess klassi, fejn ikolli mmur 179 nispjeja bil-Malti...</p>	<p><i>There are students who come from a Maltese-speaking background, so they find English difficult. Obviously, you can find both scenarios in the same class, where I will have to explain in Maltese...</i></p>

This concern in ensuring comprehension is also reflected by Alison who admits that her classroom is very linguistically diverse, and apart from using Spanish, she makes use of Maltese, English and even Italian, which are her learners' L1s:

<p>(7) 05:39 – 06:02</p> <p>Alison:</p> <p>66 Jiena nħallat daqsxejn. Mela għax għandi t-Taljani ma tantx jifhmu bl-Ingliż, 67 ġieli naqbad inkellimhom bit-Taljan. Ovvjament l-Ispanjol dejjem imma 68 mbagħad naqleb għall-Ingliż għax għandi l-barranin u Malti xi kultant għax 69 nibda ninnota lill-Maltin ġieli jkunu mitlufin. Allura nipprova naqleb daqsxejn b'erba' lingwi.</p>	<p><i>I mix a little bit because I have Italians who don't understand that much English, so sometimes I talk to them in Italian. Of course I always speak Spanish but then I switch to English because I have foreigners and to Maltese when I notice that the Maltese are lost. So I try to switch between four languages.</i></p>
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As aforementioned, only Amanda disagrees with the constant use of the L1 during the Spanish lessons. Despite considering it as having a facilitating role in the process of language learning, especially with A1 level students, she strongly believes in maximising TL use for all types of functions and communicative purposes:

<p>(8) 07:09 – 07:57</p> <p>Amanda:</p> <p>372 Jekk jiena m'iniex ħa nispejalhom bl-Ispanjol, m'iniex ħa nitražmettilhom</p>	<p><i>If I am not going to explain to them in Spanish, if I am not going to convey to</i></p>
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<p>373 the useful thing, għalfejn huwa useful the need of speaking the 374 language, huma mhux ħa jagħmlu effort. Jiġifieri jekk jiena ħa nippromowtja 375 u ngibhom aware that if they learn automatically to use some phrases, pereżempju jien inħobb nuża s-simple 376 phrases, mhux biss fit-tasks tal- assessment. Jekk jien ngħid “irrid immur 377 il-bathroom”, “irrid nikteb”, “Ms tista’ tirrepeti?”, “Ms nista’ nagħlaq it-tieqa?” 378 eċċ. huma awtomatikament ħa jidraw li otherwise jekk ma jitkellmux il- lingwa jien mhux ħa nifhem.</p>	<p><i>them the useful thing why it is necessary to speak the language, they are not going to make an effort. If I make them aware that if they learn to use some phrases, for example, I like to use simple phrases, not just in assessment tasks. If I say “I want to go to the bathroom”, “I want to write”, “Ms can you repeat?”, “Ms can I close the window?” etc. they will automatically get used to that, if they don't speak the language I won't understand.</i></p>
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Amanda believes that when the students and the teacher share the same L1, the students will not make much effort to speak the TL, as they feel that they can easily resort to their L1. In this light, she tries to foster motivation and confidence in her learners to use Spanish for various purposes, as highlighted in the above excerpt. Ramona also makes a reference to the notion that when a classroom shares the same L1, it is highly difficult for students to use the TL. Ramona claims that she herself finds it strange to manage behaviour issues or any other off-lesson concerns using Spanish. Thus, she resorts to the L1 in order to be taken more seriously and be understood clearly.

4.5 The teacher’s perceptions of the functions of translanguaging

Overall the participants’ perceptions on the use of translanguaging in the Spanish classroom are quite positive as they claim that it facilitates comprehension and creates a relaxed classroom environment. The majority of the teachers highlight that there are a lot of similarities between Spanish and Maltese and therefore, they use the L1 in order to teach Spanish and compare the two languages together to develop the

learner's proficiency. In this light, the teachers are aware that similarity in languages which belong to the same language family facilitate learning and the development of language skills. Some of the teachers claim to compare between Maltese and Spanish when referring to parallel grammatical structures, for example the use of verbs and the sentence structure. They also translanguage with cognates as the students can relate something new in the TL to something already known in their L1; which in turn, helps them understand better and faster. The following excerpts by Alison, Amanda and Chantel highlight this perception on translanguageing:

<p>(9) 10:17 – 10:42</p> <p>Alison:</p> <p>124 Jiena nañseb li fiha vantaġġ li inti qisek kif taqbad tgħid għadek qed</p> <p>125 titgħallem lingwa u tista' tirrelata ma' lingwa li diġà taf. Allura iktar tkun faċli,</p> <p>126 anke biex pereżempju ċertu affarijiet, ejja nagħtu kas il-ħin. Il-ħin huwa eżatt bħall-Malti fl-Ispanjol, hekk</p> <p>127 ngħidilhom l-istudenti infatti. Ngħidilhom hekk tafuh bil-Malti biżżejjed</p> <p>128 għax eżatt l-istess.</p>	<p><i>I think it has the advantage that you are still learning a language and you can relate it to a language you already know. So, it would be easier, for example, let's take the time. The time in Spanish is just like in Maltese, and that's what I tell the students. I tell them if you know it in Maltese it's enough because it's exactly the same.</i></p>
<p>(10) 13:36 – 14:23</p> <p>Amanda:</p> <p>150 jiena kemm ilni ngħallem tgħallimt ħafna iktar, li hemm ħafna xebh bejn l-</p> <p>151 Ispanjol u l-Malti. Mhux biss fis-sentence structure imma anke f'ċertu</p> <p>152 kliem u speċjalment fil-frases, hemm ċertu phrases li huma eżatt kważi l-istess.</p> <p>154...bdejna nagħmlu nsomma il-frases con las partes del cuerpo. U bedjna</p>	<p><i>During my teaching experience, I have learned that there are many similarities between Spanish and Maltese. Not only in the sentence structure but also in certain words and especially in the phrases³, there are certain phrases that are exactly the same.</i></p> <p><i>...we started doing these phrases with the parts of the body. And we started to realise that for example, "it was on the</i></p>

³ The bold represents words in Spanish translated to English.

<p>155 nirrealizzaw mela “kienet fuq il punta ta’ Isieni”, “estaba en la punta de mi lengua” jew “dejjaqtni sal-ponta ta’ mniefri” mela “estoy harta hasta la punta de mi nariz”. U bdew jghidu “ila Ms dawn vera bhal Malti”.</p>	<p><i>tip of my tongue”, “estaba en la punta de mi lengua” or “I’m fed up to the tip of my nose” so “estoy harta hasta la punta de mi nariz”. And they began to see that they were very similar to Maltese.</i></p>
<p>(11) 06:23 – 06:49 Chantel: 60 hemm ċertu affarijiet li niffoka fuq il-Malti, bhal hemm ċertu aspetti grammatikali, hemm il-ħin iktar jaqbel 61 mal-Malti, skont ma’ liema lingwa jkun jaqbel. Mal-Ingliż l-Ispanjol mhux li jaqbel 62 daqstant ngħiduha kif inhi. Jiġifieri nħobb inxebbħilhom biex jifhmu l-kunċett 63 aħjar.</p>	<p><i>there are certain things that I focus on Maltese, such as certain grammatical aspects, there is the time for example, that is more in line with the Maltese. It depends on which language it relates to. To be honest Spanish is not that similar to English. I like to compare so they understand the concept better.</i></p>

Another positive response on translanguaging is related to the quality of the students’ learning experience. All teachers take into consideration how their students feel when teachers mainly use the TL. Some of the affective factors which the participants claim to encounter amongst students are anxiety, boredom, confusion and demotivation. Carla highly believes in reducing these factors in class caused by a high amount of TL, and instead she focuses on helping her students develop self-confidence within a relaxed classroom environment, where learning a FL is enjoyable.

On the other hand, the teachers also express some negative views related to the use of translanguaging. Two of the teachers point out that it limits TL exposure and as a result, students will not be able to carry out speaking tasks. Amanda claims that it instils certain passivity in students as they do not feel the need to communicate in Spanish. If students are used to lessons delivered in their L1, they take it for granted that the teacher will easily switch to Maltese or English:

<p>(12) 24:53 – 25:25</p> <p>Amanda:</p> <p>260 Id-disadvantage hija li qiegħda 261 tnaqqas l-exposure jekk ħa tibqa’ kull darba tuża l-Malti jew l-Ingliż.</p> <p>262 Jiġifieri, the exposure is going to be quite limited, speċjalment jekk dawn m’għandhomx forma ta’ exposure oħra 263 ħlief il-klassi, li il-maġġoranza ta’ dawn l-istudenti hi li le. U kif għidtlek ħa 264 jispiċċaw ikollhom it-tasks u jħossuhom diffiċli u plus hekk ħa 265 jispiċċaw they never feel the need to produce their own sentences and questions.</p>	<p><i>The disadvantage is that if you continue to use Maltese or English every time, you are reducing the exposure. The exposure is going to be quite limited, especially if they have no other form of exposure except the class, which the majority of these students do not. And as I told you they will end up finding the tasks difficult and they will never feel the need to produce their own sentences and questions.</i></p>
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Considering this, Carla believes that a balance should be reached between getting students to be exposed to the TL and getting them to understand the language they are learning.

4.6 Translanguaging and the learning level

The majority of the teachers believe that translanguaging is more helpful and practical with the Year 7 and Year 8 groups, since they are still at a beginner level of learning a FL. Ramona also highlights that the Year 8 are at a level where she feels she can take an extra step in increasing the TL, but at the same time considers translanguaging as a naturally-occurring phenomenon. Even though the focus of this study is on Year 8 groups, two of the teachers also underline that from Year 9 onwards, they choose to increase their use of TL, with Amanda pointing out that she adopts a Spanish-only instruction with the Year 11 students where the L1 is only used when particular students feel inhibited to speak in Spanish. Amanda also considers the learning progress level with beginner students, where she explains that she starts

using English to teach her students simple and necessary questions to use in the classroom. In turn, learners can start to use the TL by switching to Spanish to ask such simple questions:

<p>(13) 08:36 – 09:04</p> <p>Amanda:</p> <p>99 Mela ma' gruppi differenti jgifieri Year 100 7 u Year 8 nibda nuza l-Ingliż u nibda 101 naqleb. X'jgifieri? Jgifieri mill-bidu, peress li mal-ewwel, l-ewwel topic huwa 102 li jiena nifforma, almenu jiena nagħmel hekk. Jiena nibda billi nifforma reglas de la clase so huma bilfors, biex 103 imorru il-bathroom, biex jixorbu ftit, biex jistaqsuni biex nirrepeti jew jarmu fil 104 bin eċċ. Ħa jistaqsu bl-Ispanjol. Mela hemmhekk bdejna naqilbu ftit.</p>	<p><i>So, with the Year 7 and Year 8 groups I start using English and start switching. What do I mean? Since the first topic starts by forming the class rules, so for example, to go to the bathroom, to drink a little, to ask me to repeat or throw in a bin etc. they are learning to ask in Spanish. So, there we started to switch a little.</i></p>
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Furthermore, the majority of the teachers emphasise that translanguaging must be used with students with a more limited proficiency in the language and with mixed-ability classes. This is because it bridges the gap between high and low achievers within the classroom and makes learning more conducive (Bezzina, 2016). Given these factors and the beginner level of Year 8 students, Carla and Ramona highlight the importance of teacher talk in class by using a slow pace and repeating what has been explained first in Spanish and then resorting to Maltese or English, if necessary. Carla accentuates that it is important to realise that each student has his own individual needs and some adjustments need to be done in between groups including language use, speed and even the delivery of the lesson. In addition, Amanda explains that in mixed-ability classes, she has to resort to the L1, but also takes on an individual approach where she uses translanguaging only with individual students, and uses Maltese or English for further scaffolding:

<p>(14) 10:44 – 11:04</p> <p>Amanda:</p> <p>121 Nipprova nużaha mal-klassi kollha, però naf li jkolli xi studenti li jkunu xi ftit 122 iktar lura. Bejn min ikollu learning disorder, bejn min ikun forsi daqsxejn 123 iktar ikollu bżonn naqra iktar prompting, jiġifieri eħe ġieli jkolli nużaha ma' studenti partikolari li naqleb il-lingwa. 124 Normalment immur daqsxejn iktar viċin</p>	<p><i>I try to use it with the whole class, but I know that I have some students who are a little behind than others. Between those who have a learning disorder, those who perhaps need more prompting, thus, sometimes I have to switch language with particular students. I usually go a bit closer</i></p>
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4.7 Use of the TL in the SFL classroom

All teachers describe how they try to use Spanish as much as possible during their lessons, as they feel they are the only source of exposure their learners have. However, as a result, at times their students end up feeling anxious and confused when the TL is used. Despite this, Amanda asserts that in every lesson, an amount of Spanish should be practised:

<p>(15) 09:27 – 09:50</p> <p>Amanda:</p> <p>107 Però, dejjem f'kull lesson irrid ikun 108 hemm ammont ta' li l-conversation tkun kollha bl-Ispanjol. Jiġifieri ikun hemm ħin fejn, taf kif jew fil-bidu tal- 109 lesson jew normalment iktar lejn il-conclusion tkun, fejn huma taf kif ikolli 110 response mingħandhom u lanqas ikunu jafu xi kultant li jiena qieghda nippreparahom għal task, għal 111 speaking pereżempju.</p>	<p><i>But, in every lesson there must be an amount of the conversation which is all in Spanish. There is a time, either at the beginning of the lesson or usually more towards the conclusion, where I get a response from them in Spanish, and they wouldn't even know that I am preparing them for a task, for speaking for example.</i></p>
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Furthermore, Turnbull (2001) and Pachler et al. (2008, p. 31) suggest using the TL for “general classroom language” such as calling the register, giving instructions etc. The majority of the teachers are aware of extending their TL use for such purposes and the following excerpts by Amanda, Carla and Ramona reflect their efforts:

<p>(16) 14:31 – 14:43 Amanda: 159 Ħalli inti tuża daqsxejn anke adelante xi ħadd daħal tard forsi, mar il-bathroom 160 u ħabbat il-bieb tgħidlu adelante. Anke ċertu wording li mhuwiex parti mil- 161 explanation essaċċ tal-lesson jgħin.</p>	<p><i>So you use a bit the language, even come in, someone came in late maybe or went to the bathroom and knocked on the door, you tell him come in. Even certain wording which is not part of the explanation of the lesson helps.</i></p>
<p>(17) 08:15 – 08:22 Carla: 108 nipprova kemm jista’ jkun bħalma għidtlek b’mod implicitu fejn 109 jidħol eżempju “Ms nista’ mmur sal-bathroom?”</p>	<p><i>I try to in an implicit way, when it comes to for example “Ms can I go to the bathroom?”</i></p>
<p>(18) 05:18 – 05:34 Ramona: 83 kemm jista’ jkun nipprova li jkellmuni bl-Ispanjol. Jien naf anke 84 eżempju sempliċement jgħiduli “x’page Ms?” nibqa’ ngħidilhom “¿qué?, ¿qué?”, taparsi m’iniex 85 nisma’, biex għall-inqas xi ħadd žgħira hekk jgħiduha.</p>	<p><i>I try as much as possible to make them speak Spanish. Even for example just to ask me “what page Ms?” I keep telling them “what?, what?”, pretending that I’m not hearing them, so that at least something small like this, they try to say it.</i></p>

From the interviews and the above excerpts, the teachers show determination in using the TL for classroom management like instructing a student to come in or to ask to go to the bathroom. Another common theme that emerges from the interview data is when teachers pretend they are not understanding the students when they use the L1. They do so as a strategy to encourage the students to practise the TL, especially

when they already have prior knowledge of the content. As mentioned by two of the teachers, their determination regarding TL use amongst their learners increases with the year group. On the other hand, with the Year 7 and Year 8 groups, it is regarded as unavoidable to switch to their L1.

4.8 The teacher’s teaching approaches to develop the learner’s speaking skills

The participants were asked to describe the way they teach speaking and how they foster encouragement, motivation and interaction in the Spanish classroom. The most common type of speaking tasks adopted by the participant teachers are role-plays or dialogue conversation, in which Spanish only is expected during such tasks. All teachers, except one, highlight that they prefer group work activities to develop the learners’ speaking skills. Alison only mentions activities consisting of direct questions or a conversation between the learner and the teacher; which as interpreted earlier, this could be a result of the influence of her language learning experience:

<p>(19) 09:02 – 09:24</p> <p>Alison:</p> <p>Allura naqbad pereżempju ġiex mistoqsijiet lil waħda, ġiex mistoqsijiet lill-ieħor. Mhux bħal meta jkollok klassi żgħira tista’ taqbad jien naf ħames mistoqsijiet u ssaqsihom lill-student, warajh issaqsihom lill-ieħor. Qisek ikollok tara kif ħa... u qas tista’ tagħmel lesson sħiħa speaking ukoll għax joqogħdu jtkellmulek fil-klassi mbagħad jispiċċaw.</p>	<p><i>So for example I ask two questions to one student, two questions to another. When you have a small class you can take five questions and ask them to a student, then ask them to another one. And you can’t even do a whole lesson on speaking because students end up chatting in class.</i></p>
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On the other hand, Carla disagrees with the approach Alison adopts and she highlights that students need more scaffolding when it comes to speaking tasks. In fact, Amanda and Ramona accentuate the importance of pre-speaking tasks, which

“help the learners to plan and organise for speaking” (Dabiri & Pourhosein Gilakjani, 2019, p. 92). The pre-speaking tasks described by the teachers take various forms including picture interpretation, reading or listening to something related to the topic or reviewing the necessary vocabulary for the topic. Amanda explains that she either shows them a video of native speakers having a conversation or else a written dialogue to read, so that the students have an idea on how the conversation should go. Ramona and Chantel provide their students with an example or a model, and Ramona suggests that when she shares her own relevant personal experience through the example, it encourages the students to view their own in terms of the topic. In addition to this, Ramona and Chantel provide them with the necessary vocabulary or model answers to use during the speaking task. Such approach in speaking tasks can be observed in the following excerpts:

<p>(20) 12:15 – 12:42</p> <p>Amanda:</p> <p>424 jien nipprova nuża ħafna vidjos kemm jista’ jkun biex huma jkollhom ġa 425 qisu sample taf kif. Pereżempju, anke ċertu colloquial words li jużaw 426 bejniethom fil-vidjos, l-Ispanjoli, as in in-native speakers u taf kif huma 427 jkollhom ċertu interess, ċertu studenti jkollhom iktar minn oħrajn ovvjament. Jiġifieri l-fatt li isma’ eħe ejja 428 nkunu kapaċi li nitkellmu bħalhom aħna.</p>	<p><i>I try to use as many videos as possible so that they have sort of a sample. For example, even certain colloquial words that the Spanish use in the videos, as in the native speakers. Some students have more interest than others, and so the fact that they listen to them, it might encourage them to say let’s be able to talk like them.</i></p>
<p>(21) 12:46 – 13:08</p> <p>Ramona:</p> <p>162 Li nagħmel l-ewwel nagħtihom eżempju jiena, ġieli anke niktbu fuq il-board, ħalli huma jkollhom xi jsegwu 163 għaliex mhux kulħadd kapaċi jiftakar l-istruttura ta’ kif inkun għidtha bl-eżatt.</p>	<p><i>First I give them an example, sometimes I even write it on the board, so that they have something to follow because not everyone is able to remember the structure of how I said it exactly. Before</i></p>

<p>164 Imbagħad ovvjament qabel l- ispeaking mhux ħa naqbad u nagħmluha 165 ċumm bumm, qabel inkun diġà esponejthom għall-vokabularju li jistgħu jgħidu.</p>	<p>speaking <i>I would have already exposed them to the vocabulary that they could say.</i></p>
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Despite the role of an organiser and a prompter that the teacher has in the teaching of speaking, which was reflected in the above excerpts, she is also a feedback provider (Harmer, 2007). Alison, Carla and Chantel explain that they do not correct their students' while they are doing the speaking task because this hinders their confidence and motivation. Ramona points out that speaking is performed spontaneously in real time and thus, there is a higher chance that students commit grammatical mistakes. However, all teachers claim to value that students are able to use the TL to communicate spontaneously and meaningfully and thus, any grammatical errors are dealt with after the speaking task.

4.9 The use of scaffolding strategies in the teaching of Spanish

The participants describe various common scaffolding strategies including:

- translations to the L1
- summarising texts in the L1
- gestures
- images and videos
- realia
- drawing on previous knowledge

The use of the L1 as a scaffolding strategy is used in general by all teachers to provide cognitive support for learners during demanding tasks or grammatical explanations. The use of translation technique is only mentioned by Alison, where she

explains that in the notes which she gives her students, she includes translations to English of the Spanish vocabulary to facilitate comprehension. On the other hand, Chantel explains that instead of providing students with translations, she encourages the students to summarise what they read in their L1.

In addition to translanguaging, the participants use other supportive materials concerning comprehension such as “visual aids, graphic organisers, use of body language, and other items to help students understand language in context” (Mahan, 2020, p. 4). Carla and Ramona highlight the importance of gestures to convey meaning, especially during instructions such as ‘you have to write’ etc. In fact, Cao and Chen (2017, p. 1072) state that “sometimes, the gestures are what the learners rely on to understand what the teacher says”. Moreover, the teachers explain that they contextualise text with images and sounds to help their learners understand the content. Carla points out that students feel anxious when they listen to an audio of a native speaker, since s/he speaks too fast. Thus, she slows the speed of the audio for better comprehension of Spanish words. Amanda mentions she uses realia which “is one of the most appealing alternatives that enable the learning process more comprehensible, enjoyable or long-running” (Bala, 2015, p. 44). The following excerpt shows how Amanda contextualises learning through realia:

<p>(22) 01:39 – 02:09 Amanda: 320 U nħobb nuħa wkoll dawħ li nħidulħom ir-realìa. Pereħempju jekk 321 jiena qieħħda nsemmi, jekk qieħħda nagħmel comprehension dwar il-Camino 322 de Santiago, nuriħom il-concha tieħħi tal-Camino de Santiago. Jekk jiena 323 qieħħda nsemmi jien naf escritores famosos, pintores famosos jien għandi,</p>	<p><i>And I also like to use what we call realia. For example if I am doing a comprehension about the Way of St. James I show them my shell of the Way of St. James. If I'm mentioning famous writers, famous painters, thanks to the art teacher, I have paintings by Salvador</i></p>
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324 bis-saħña tal-art teacher, għandi paintings ta' Salvador Dalí, ta' Frida Kahlo, allura jkollhom daqsxejn iktar visual.	Dalí, <i>by</i> Frida Kahlo, <i>and so students have a bit more</i> visual.
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One scaffolding strategy which is mentioned by Ramona, is drawing on prior knowledge. Ramona explains that she refers to prior lessons and topics to remind students of what they already know. However, Mahan (2020) refers to this 'previous knowledge' as that knowledge acquired in the learners' L1. This strategy of drawing connection between the L1 and the TL to help learners understand certain concepts was already delved into in section 4.5; and it resulted that the teachers use the L1 for such form of scaffolding.

4.10 Factors influencing teacher's beliefs and agency

This study delves into the factors which influence the teacher's beliefs and agency in the Spanish classroom. Accounts on this issue highlight the following factors, which the teachers think to be relevant:

Influence	Number of teachers
Previous learning experiences	5
Students' level of ability	5
School sector and its policies	4
Teaching experience	2
Colleagues	1

Table 4. 1: Influences on teacher's beliefs and agency in the Spanish classroom

All five teachers claim that their previous learning experiences and the students' level of ability influence their beliefs and agentic choices in the classroom. The second most common factor which influences their use of language is the school sector and

its language and educational policies. The remaining influences on the teachers' beliefs are their teaching experience of being in the classroom and colleagues.

The previous learning experience of the teacher has already been delved into in section 4.2 and it resulted to be a highly influential factor on the participant teachers. All teachers explain that their personal experience as language learners helps them form their beliefs about certain teaching strategies. Amanda describes that during her first year of teaching, she used to refer to the notes of when she was a language learner herself and just like Carla, she still remembers the delivery of the lesson:

<p>(23) 20:58 – 21:39 Amanda: 506 Jiena niftakarni l-ewwel sena ngħallem bil-file ta' meta jien kont 507 studenta, tal-O Level. Jiġifieri eħe. Jiena persuna niftakar ħafna, I am very 508 visual, nitgħallem u niftakar kollox visual. U anka s'issa pereżempju 509 nagħmel lesson partikolari u niftakarni kif kont tgħallimtha jien meta kont studenta. U lill-istudenti 510 ngħidilhom fhimt 511 ...nħoss li it makes them understand li ara din tgħallimtha mela jien kapaċi 512 nitgħallimha, din għadha tiftakarha, mela jien nista' nibqa' niftakarha.</p>	<p><i>I remember my first year of teaching, I had with me the file when I was an O-Level student. I am a person who remembers a lot, I am very visual, I learn and remember everything visual. And even now, for example, I do a particular lesson and I remember how I learned it myself when I was a student. And I tell my students how I learned it because I feel that it makes them understand that if I managed to learn it, they are able to learn it as well, if I still remember it, they can still remember it.</i></p>
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The level of ability of the learners is also a factor which the teachers highly believe to influence their decisions and practices in the classroom. Ramona believes that rather than going into the classroom with imposed strategies, such as TL-only instruction, the teacher should take into consideration the level of ability of her students because the reality of the classroom is very different than how teacher education perceives it. Ramona explains that she bases her decisions as how much L1 and TL

she uses in the classroom by taking into consideration the presence of the Learning Support Educator (LSE) as well, who needs to understand the TL to be able to help the student. Moreover, Amanda points out that since she is the only Spanish teacher in the school, she teaches all the students from Year 7 until Year 11, and thus, she knows their strengths and weaknesses well enough to base her decisions accordingly.

Amanda and Carla both refer to the school sector as an influential factor; because from their teaching experience in different sectors, they have noticed certain differences. Despite that the participants all come from the State sector, certain differences in policies emerge. The teachers are specifically asked about the opinion of the Senior Management Team (SMT) and the Head of Department (HOD) on the use of language in the FL classroom. Alison explains that the SMT of her school believes in increasing the exposure of the TL during the limited amount of classroom time available for the Spanish lesson. However, she disagrees to this by highlighting that the reality of the classroom is very different and as presented in the previous sections, Alison exerts her agentive role by negotiating policies according to her learners' diverse backgrounds and needs. Similarly, when Carla had observational visits from the SMT, their suggestion was also that the students can handle more TL use in the classroom. Unlike Alison, Carla completely agrees with the SMT and she adds on to say that these visits are very fruitful since sometimes teachers can overlook how capable students are.

On the other hand, Amanda, Ramona and Chantel are quite free in maintaining their beliefs and agency regarding language use in the classroom. However, Amanda explains that for the SMT it is important that the students obtain good grades and this might be an influential factor on her decision in using a high rate of TL in her classroom.

This is so because she accentuates several times that if a low rate of TL is used in the classroom, the students will find the oral exam very difficult and might not even pass:

<p>(24) 20:07 – 20:39</p> <p>Amanda:</p> <p>498 So il-problema ħa tkun jekk inti mhux ħa tkellimhom qatt bl-Ispanjol, ħa jiġu 499 għall-orali, l-annual exam, u mhux ħa jgħaddu. Anzi ħa jibqgħu iħarsu lej 500 tipo x'qed tgħid inti qatt m'għamiltilna din...</p> <p>501 Bħala SMT, we're quite free li tagħzel liema lingwa trid, importanti li s- 502 sillabu jiġi milqugħ u li l-studenti jmorru tajjeb.</p>	<p><i>So the problem will be if you never speak to them in Spanish, they will end up failing the oral, the annual exam. Actually, they will blame you for not preparing them for the oral task...</i></p> <p><i>As for the SMT, we're quite free to choose which language we want, as long as the syllabus is reached and that students do well.</i></p>
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Thus, this principle on behalf of the SMT can be an influential factor as to why Amanda uses mostly Spanish in her classroom.

Finally, Chantel describes how her colleagues also influence her decision-making and practices in the classroom. She explains that when talking to colleagues about issues related to the teaching of Spanish in general, she always learns something new. Thus, she relates this factor, along with teacher collaboration, to the growth in teacher's expertise.

4.11 Conclusion

This chapter has highlighted the main themes which emerged out of the interviews with the five Spanish teachers. It has given insights into the teachers' beliefs and practices regarding translanguaging and the teaching of speaking in the classroom. All of them believe that translanguaging is beneficial for learners and teachers implement it in various ways including translations, comparisons between the TL and the L1 and summarising a text in the L1. As reflected in the excerpts, L1

refers to both Maltese and English, where the teachers switch between the two according to the background and needs of the students, who speak these languages. The participants also stress the use of TL-only during speaking tasks, but they provide their learners with other forms of scaffolding that replace the use of L1. Finally, this chapter presented some of the influential factors on the teachers' beliefs and this helps to understand teachers' agency in the Spanish classroom.

5. Discussion of results

5.1 Introduction

The aim of this chapter is to interpret and discuss the main themes which emerged in the semi-structured interviews and to provide answers for the research questions guiding this study. The results which have been presented in the previous chapter will now be discussed in light of local and international studies.

5.2 Summary of results

	Research questions	Results
1.	What are the teacher's opinions about the role of the L1 and TL in the SFL classroom?	<ul style="list-style-type: none">• All 5 teachers believe in the facilitating role of the learners' L1.• Teachers believe that they have to switch between languages more with Year 8 students because they are at an A1 language level.• The L1 is mostly used when explaining new vocabulary and grammar.• 4 of the teachers make use of the similarities between Maltese and Spanish when referring to metalinguistic knowledge, sentence structures, cognates, etc.• Examples of translanguaging practices mentioned are translations, summarising in the L1 and comparisons with the learners' L1.• Only 1 teacher reflects on the possible hindrances of the use of the L1.• 3 teachers use the TL for general classroom language like giving instructions etc.• Teachers reflect on affective reasons, like self-confidence and motivation for using the L1.
2.	What strategies are being used by the teacher to support students in developing their speaking skills in the SFL classroom?	<ul style="list-style-type: none">• All teachers value the communicative aspect over the grammatical one.

		<ul style="list-style-type: none"> • The most common tasks adopted by teachers are role-plays or dialogue conversations as speaking tasks. • Only 1 teacher asks direct questions to individual students during speaking tasks. • Scaffolding strategies in speaking tasks are listening to or reading a conversation, providing examples, model answers and the relevant vocabulary. • The majority of the teachers expect TL-only during such tasks.
3.	<p>What is the role of the teacher's beliefs, when it comes to the teaching of speaking and use of translanguaging, in the SFL classroom?</p>	<ul style="list-style-type: none"> • Teachers believe in scaffolding strategies such as translanguaging, realia etc. to facilitate comprehension and to increase learners' proficiency in the TL. • 3 teachers feel that they are free to maintain their beliefs and exert agency in the classroom. • 1 teacher's beliefs did not coincide with those of the SMT, but she still negotiates policies according to the needs of the class. • Teachers use and adopt certain strategies based on their positive and negative learning experiences. • The students' level of ability is the most influential factor on their decision-making. • 1 teacher considers the presence of the LSE when it comes to the use of translanguaging because the LSE needs to understand the TL to be able to help the student. • 1 teacher claims that colleagues are an influential factor when it comes to teaching.

Table 5. 1: Summary of results

5.3 Teacher's perceptions on the role of translanguaging in the SFL classroom

Overall, the teacher participants believe in the beneficial role of translanguaging in the SFL classroom, but they still emphasise the importance of exposing learners to the TL as much as possible. Teachers are aware that when they overuse the L1, being Maltese and English, they are reducing the learners' only source of exposure in the

limited classroom time available. However, they argue that translanguaging is inevitable with the increasing diversity of the classroom vis-à-vis cultures and abilities. Therefore, these teachers claim to use the L1 as a resourceful tool and encourage their learners to resort to it, being the stronger language, and compare and contrast with Spanish, the weaker language.

In this light, the participants do not believe in the cross-contamination of languages or in the 'two-solitudes' approach (Cummins, 2016). Rather, they believe that their learners can gain a better understanding of the matter and develop plurilingual competence with the interdependence and linguistic transfer between the L1 and the TL. Thus, if translanguaging is based on a pedagogical rationale, it brings together different dimensions including knowledge, experience, attitudes and combines them into a meaningful performance (Wei, 2018). Such attitude towards translanguaging is reflected in Creese and Blackledge's (2010) research in which the teachers adopt a flexible bilingual pedagogy. The teachers use translanguaging as an instructional strategy as they believe that it helps teachers and students "connect with one another, indexing disparate allegiances and knowledges and creating new ones" (Creese & Blackledge, 2010, p. 112).

In addition to this, the teachers believe that translanguaging is helpful to aid students with a learning difficulty or in mixed-ability classes. With the use of the L1 in such classes the teacher can "diagnose what has been learned, what remains to be taught and which students need further assistance" (Benson, 2004, p. 4). Thus, given these factors, the teachers appear to feel empowered to use the L1 as they believe in its pedagogical benefits, despite the training they were given which prohibited the use of the L1 in the Spanish classroom. Similarly, in Yuvayapan's (2019) study with EFL teachers in Turkey, translanguaging is perceived as very important to enable

participation amongst lower-proficiency students. Bezzina (2016, p. 294) adds on to this by highlighting that a TL-only policy can deprive FL learners from exploiting “their plurilinguistic knowledge to understand, create and express meaningful ideas”

5.4 Teachers’ reasons for the use of translanguaging in the SFL classroom

The reasons for teachers’ use of translanguaging in this study can also be traced in line with other local and international studies. In the local studies carried out by Gauci (2011) and Dalli (2018), the teachers of Italian and Spanish are found to switch to give explanation and to create a rapport with their students. These observed practices in the FL classroom are also mentioned by the participants in the present study. In addition to this, the use of translanguaging with low-ability learners is another common factor amongst various studies (Seng and Hashim, 2006; Gauci, 2011; Dalli, 2018). This is so because in a TL-only environment, such students might feel demotivated to ask questions and express their thoughts, and thus, they should be allowed to resort to their L1 to understand the TL (Seng and Hashim, 2006; Gauci and Grima, 2013). In fact, the participants in the present study claim that the level of ability of their students is one of the biggest reasons why they translanguage.

Hence, the two main functions of translanguaging which emerged from the interviews are to facilitate comprehension of the TL, and to create a relaxed classroom environment, particularly with beginner students and mixed-ability classes. This shows that translanguaging works on two levels: the language learning one and the learning motivation one. These two functions are vital in the successful learning of a language. Indeed, Cook (2001) and Turnbull (2001) emphasise the reciprocity and simultaneous existence of the L1 and the TL in the classroom. They believe that teachers should

maximise their use of TL because it benefits students' TL proficiency, but without avoiding completely the L1. Thus, they suggest reasons how teachers can use the L1 judiciously and two of these are in fact, to facilitate comprehension and to create an environment of rapport.

5.4.1 Using translanguaging to facilitate comprehension of the TL

Local research in the FL classroom concluded that this reciprocity between languages is achieved through spontaneous translanguaging by teachers (Grima & Caruana, 2016; Bezzina, 2017; Dalli, 2018). Bezzina (2017) highlights that the teachers of French used the L1 for even simple matters which can be easily understood in the TL. This can be interpreted in light of the lack of training the participants in this study claim to have on how to implement translanguaging in the classroom. However, the teacher participants reported that through experience they have become aware of how the L1 can facilitate comprehension through cross-linguistic transfer. In fact, specific content areas were mentioned in which the teachers claim to translanguage for such function, including when doing the clock, the sentence structure, particular Spanish idioms and even cultural content. Thus, the teachers use the similarities which exist particularly between the Maltese and Spanish languages to enhance the learner's language competence. This function of translanguaging correlates with Dalli's (2018) findings in the SFL classroom, where the students claim that they understand better when they can compare between Maltese, English and Spanish.

The participants use the L1 as a scaffolding strategy, in order to move the learner progressively to a stronger understanding of the TL. Its use provides cognitive support

for learners during demanding tasks or grammatical explanations (Atkinson, 1987; Antón & Dicamilla, 1999; Bhooth et al., 2014). Cummins (2008) questions the 'two-solitudes assumption' and he believes in the judicious inclusion of the L1 in the FL classroom, such as in the form of translations, comparisons, summarising in the L1, the use of bilingual dictionaries, all examples of translanguaging which are mentioned by the participants.

The use of translation to the L1 is specifically mentioned by one teacher, who includes translations to English in her vocabulary notes. Translation played a prominent role in the Grammar-Translation Method but the subsequent development of teaching methods criticised its inclusion in the FL classroom (Hilgendorf, 2013; Shin et al., 2019; Kabir, 2019). However, studies show that its use is often inevitable and useful in facilitating comprehension (Gauci 2011; Bhooth et al., 2014; Kabir, 2019). In fact, the students in Bhooth et al.'s (2014) study acknowledge how helpful it is to understand difficult words by translating them to Arabic, their L1. This data correlates with local studies in the French and Italian classroom where explicit translation to the L1 allows the students to verify comprehension and to not get confused (Gauci, 2011; Bezzina, 2017).

5.4.2 Using translanguaging for classroom management purposes

Another use of translanguaging by the teachers is that of creating a classroom environment where their students feel at ease, confident and enjoy learning Spanish. This coincides with Bezzina's (2016) study, in which the French teachers' main concern is to create a relaxed classroom environment, where learners do not lose their self-confidence or motivation to learn. One of the Spanish teachers emphasises this

notion of helping learners develop self-confidence in the TL because to her it is an important part of FL learning. She explains that part of her approach in the teaching of speaking is recognising the students' confidence in speaking the TL, tolerating their errors and allowing them to resort to the L1 when encountered with difficulties.

In fact, the Affective Filter Hypothesis incorporates Krashen's view that a variety of affective variables play a role in the success of second language acquisition, and self-confidence is one of them (Krashen, 1982). However, it should be noted that Krashen's model does not allow for the use of translanguaging in the teaching of languages. This is contrasted with Wei's (2011b) notion of translanguaging space, which is created when multilinguals use their multiple linguistic repertoires to generate new information, identities and values. Constructing translanguaging space shows creativity and criticality in multilingual learners by challenging the monolingual norm and operate flexibly between languages. Through this translanguaging space, students feel a sense of connectedness with each other and hence, it impacts their social behaviour in the classroom (Wei, 2011b).

Along with self-confidence, other variables such as motivation and anxiety play an important role, both which are mentioned by the teachers. Dörnyei (1998) argues that good teaching practices on their own are not enough to ensure students' achievement. Motivation is also a key factor in FL learning as it influences the success rate of students; it is "the driving force to sustain the long and often tedious learning process" (Dörnyei, 1998, p.117). Carla explains that there is no rationale in overwhelming students with a high amount of information in the TL, as this demotivates them to actually learn the language. Similarly, Alison explains that she constantly translanguages to ensure comprehension and this in turn, encourages learners to respond and express themselves freely. In fact, the majority of the teachers

point out that they have a complete silence in the classroom when mostly TL is used. In addition, students fear of being reprimanded if they resort to their L1 in such environment (Zuflikar, 2018). Grima's (2013a) research also concludes that depriving learners from their L1 is a form of 'silencing' (Simon, 1990).

5.5 Ways of increasing TL use in the classroom

Despite the reciprocity of the L1 and the TL in the FL classroom which Cook (2001) and Turnbull (2001) believe in, they also suggest ways to increase TL use in the limited classroom time available. These include using it for management and disciplinary functions and for social interaction with the learners about topics which interest them such as football games etc.

From the interviews, it emerged that the teachers believe that the more the learners listen to the TL, the better the competence in the language. Thus, this reflects Krashen's Monitor Hypothesis, which states that the learners' ability to produce utterances in the TL comes from previously acquired knowledge, which serves as the monitor to produce output (Krashen, 1982). As presented in the previous chapter, only one teacher, Amanda, claims to use the TL for management purposes and she highlights how using Spanish beyond the explanation of the lesson, helps in increasing TL input. She also points out that students do better in speaking assessment tasks and oral exams when they are used to listening Spanish on a daily basis. Thus, Amanda's choice to use Spanish is based on the assumption that it will be beneficial to the students, just like the Korean EFL teachers' in Lee's (2007) study. Amanda's belief in using the TL for other purposes coincides with the students' perceptions in Lee's (2007)

study, who suggest that they prefer that the teacher uses the TL to interact with them on an individual level as well, like telling jokes, small talk etc.

A common strategy to encourage use of the TL which emerged from the findings is pretending that they are not understanding their learners when they speak in their L1. The teachers highlight that they do not allow learners to switch to their L1, when they know they are capable of asking or saying something in Spanish. This reflects the teachers' determination in avoiding the easy way out and opening the floodgates to the L1 (Littlewood & Yu, 2011). Thus, they use this strategy to challenge their students to use Spanish for simple statements or questions crucial for everyday communication in the classroom, such as to go to the bathroom, to ask for permission to drink, to ask for the page number, etc. In fact, Amanda dedicates the first lessons with the Year 7 to teach them such statements and questions so that from the beginning, students can use Spanish as a means of communication in the classroom. Amanda's approach in using the TL reflects the commitment and consistency, which Pachler et al. (2008) refer to, on the part of the teacher. When the teacher makes the TL an authentic medium of communication, "pupils use it as a matter of course, and are confident enough to take risks and experiment with language" (Pachler et al., 2008, p. 31).

Another scaffolding strategy which emerged from the interviews is adjusting the way they speak Spanish, by talking at a slower pace and repeating, particularly with beginners. In fact, adapting TL use according to the level of the learners and being conscious of the difficulties it presents to learners is a key concern in FL teaching (Pachler et al., 2008). Similar to Hlas' study (2016) with Secondary teachers of Spanish, the participants emphasise the use of cognates, examples, and more comprehensible TL input through visuals, realia and gestures.

5.6 The teachers' approaches in the teaching of speaking

The teacher plays a primary role in developing the learners' speaking skills by fostering encouragement, motivation and interaction (Koran, 2015; Rao, 2018). The most common speaking tasks adopted by the participants involve pair and group activities such as role-plays or dialogue conversations. In fact, groupwork activities in the classroom increase the learner-learner interaction since they provide opportunities to speak, ask questions and give suggestions (Rao, 2018). Despite the importance of CLT in the FL classroom, where the teacher should be the organiser of such student-centred activities, Alison still includes some traditional practices in her teaching approach, like asking direct questions to individual students (Liu & Shi, 2007). This could be a result of the influence that her language learning experience had on her. Hilgendorf (2013) argues that inevitably teachers tend to draw on some elements from past approaches, which they experienced first-hand as language learners themselves.

On the other hand, one of the teachers, Carla, criticises such approach of putting the learners on the spot and having them answer questions from the teacher. Carla believes in using a more scaffolded approach in the teaching of speaking, since speaking is a challenging skill to acquire (Correia 2016; Montero & Alvarado, 2019). In fact, the teachers' scaffolded approach is reflected in their description of the pre-speaking tasks they adopt. These tasks take various forms including picture interpretation, reading or listening to something related to the topic, reviewing the necessary vocabulary for the topic and providing examples. Dabiri & Pourhosein Gilakjani's (2019) study with EFL learners, finds that the use of pre-speaking tasks increases the learner's confidence and performance during the actual oral tasks.

Apart from this scaffolded approach in speaking tasks, the teachers believe that motivation plays an important role. One teacher explains how students today are more exposed to Spanish than previous generations through social media. Therefore, she believes that one way of motivating the students is to speak the TL through topics which are currently trending and of interest to them. The participants in this study also claim that speaking tasks require time to be carried out and giving students individual attention. Hence, they find it challenging to give the development of speaking skills the same priority they give to the rest of the skills. This is so because they suggest that the syllabus leaves little room for the development of the speaking skill. However, in the annual examination papers, the speaking part carries the same amount of marks as the listening and the writing parts. Therefore, teachers might need to balance the development of the four language skills more judiciously.

5.6.1 The communicative aspect in the teaching of speaking

The teacher participants highlight that during speaking tasks they insist on learners using mostly the TL and that the L1 is used as a last resort. Ramona underlines that when students speak, they have little time for planning and it happens in real-time communication. Therefore, grammatical errors are bound to happen. However, all teachers claim that they value fluency over accuracy and thus, any corrective feedback is provided after students finish the speaking task. As Harmer (2007) argues, giving too much correction during the middle of a speaking task can easily hinder the learners' confidence. This practice conforms with Gandeel's (2016) study amongst EFL teachers in Saudi Arabia, who also avoid explicit corrective feedback during speaking tasks and instead they motivate their learners through positive feedback.

Thus, it has emerged that the participants' approach in developing the learners' speaking skills involves interactive activities, the avoidance of the L1, error toleration and prioritising fluency, all of which are features of CLT (Wei, 2011). In order to achieve a native-like control of the TL, the CLT also encourages learners to think in the TL, rather than translating from the L1. This notion is mentioned by two of the teachers, but they highlight that given the beginner level of Year 7 and Year 8 students, they haven't acquired the skill to think in the TL yet. Therefore, Ramona and Chantel claim that students inevitably use their L1 as a cognitive support to meet the challenges of the speaking task (Swain & Lapkin, 2000; Storch & Adolsari, 2010).

5.7 Factors influencing the teacher's beliefs

The teacher's beliefs on classroom decision-making and practices are shaped by a variety of factors including their previous learning experiences, the students' level of ability, the educational policies, the teaching experience of being in the classroom and colleagues (Al-Alawi, 2008; Gandeel, 2016; Davin et al., 2018). These factors which influence the teachers' beliefs allow for a better understanding as to why teachers act the way they do.

One of the most common influential factors which emerged in this study, is the teachers' previous learning experiences. The teachers' images of their prior experiences within the language classroom impacts their classroom practices (Davin et al., 2018). In fact, the participants claim that they use and adopt certain teaching strategies according to their positive and negative experiences. Having been FL learners themselves, they feel that they can empathise with their students by creating a low anxiety environment where the students' efforts in speaking the TL are

recognised. This finding of the impact of previous learning experiences on teachers' beliefs is aligned with other studies in the EFL classroom (Al-Alawi, 2008; Gandeel, 2016).

The second common influence on the teacher's beliefs regarding the use of the L1 and the TL in the SFL classroom is the students' level of ability. The teachers claim that the reality of the classroom is very intricate, with students having mixed abilities and backgrounds, along with the presence of LSEs who also need to understand the TL. Thus, despite the expectations to use mostly the TL during their training courses, the teachers highly believe that the L1 is a useful tool in such complex classroom environment, rather than a hindrance. Just like the French and Italian teachers in Bezzina's (2016) and Gauci's (2011) studies, the teachers of Spanish believe that translanguaging is necessary with beginner level and with mixed ability classes; and it could instil in students the motivation needed to participate in the lessons.

Furthermore, their teaching experience and interaction with colleagues also resulted to be an influence, just like in Al-Alawi's study (2008). All participants highlight their pressures to finish the syllabus in a predetermined time, and also to adjust their teaching approaches with its changing demands. In fact, when asked about how much importance they give to the speaking skill, they explain that they find it difficult to balance it with the rest of the skills, as it is time consuming to develop. Thus, the teachers base such decisions as to which skills need to be prioritised, in order to cover all the content required, on their teaching experience. Chantel explains how she works collaboratively with other colleagues by sharing their respective approaches and resources to save time. Ramona also claims that due to the time limitations, she resorts to the L1 to avoid from falling behind. Zulfikar (2018) argues that saving classroom time can be the biggest reason for L1 use.

5.7.1 Teacher agency in the classroom in the use of translanguaging

This study is limited to self-reported data on teachers' beliefs vis-à-vis language use and practices in the Spanish classroom. Unlike other local studies (Gauci, 2011; Milton 2016; Bezzina 2017; Dalli 2018), the relationship between teachers' beliefs and actual practices could not be investigated due to external factors of the COVID-19. However, from the interviews, it emerged that the teachers seem to exert their agentive roles to varying degrees in the classroom. There has been little local research in the FL classroom on teacher agency and how this is influenced by educational policies, beliefs systems and subjectivity (Priestley et al., 2012). Thus, the present study aims to contribute a better understanding on how teachers exert their agency in the Spanish classroom.

The teachers are asked about the language policies present in their schools and if they abide by them in their classroom practices. The *Language Education Policy Profile (2015)* states that language use and educational practices vary across different State, Church and Independent sectors. In this case, the participants teach in State schools but it resulted that certain language policies vary within the same sector. Three of the teachers claim that they are free in maintaining their agency in the classroom, whilst the other two teachers are more constrained when it comes to language use in the classroom.

Amanda explains that neither the SMT nor the HOD impose on her any language policy, but she highlights that for the SMT what matters is that the students gain good grades. She claims to resist as much as possible switching from Spanish to Maltese or English because she wants her students to perceive the TL as a medium of

communication. She also believes that when students are exposed to a high amount of TL, consequently they will obtain good grades in their oral exams. Therefore, Amanda's practices in using mostly Spanish can be interpreted in light of the SMT's expectation to have a high achievement level amongst their students; which in turn might foster feelings of professionalism amongst her.

On the other hand, Alison explains that her school language policy aims for mostly TL use in the classroom. Despite this, Alison exerts her agentive role by still using translanguaging to fulfil her objectives because she believes it is more suitable for her learners' diverse backgrounds and needs. This conscious understanding of her learners' needs is what Kögler (2012) refers to as one of the core features of agency. Therefore, behind closed doors Alison negotiates policies, which proves that "within each social situation, there is always room for manoeuvre" (Priestley et al., 2012, p. 210). Just like Mifsud and Vella's (2018) findings in early bilingual education, teachers still assert their agency despite policy constraints.

Teachers' agency is also changed with both positive and negative experiences they face throughout the years. This experience includes both their language learning experiences when they were learners themselves and their teaching experience of being in the classroom. Ramona explains that her teaching experience has taught her that the presence of the LSE and his/her role in facilitating comprehension of the TL for the students s/he is accompanying, influences Ramona's use of language. Therefore, in light of Priestley et al. (2015) model of agency, Ramona makes practical judgements in response to the emerging demands of the classroom.

Priestley et al. (2015) three-dimensional model of agency, which is presented in Chapter 2, helps us understand how agency is achieved. In fact, as resulted in this

study, teacher agency is exerted by influences from past experiences, orientations towards the learners' future benefits and engagement with the demands of the present (Biesta et al., 2015; Priestley et al., 2015). Fig 5.1 is an adaptation of the model of agency to the findings of this study.

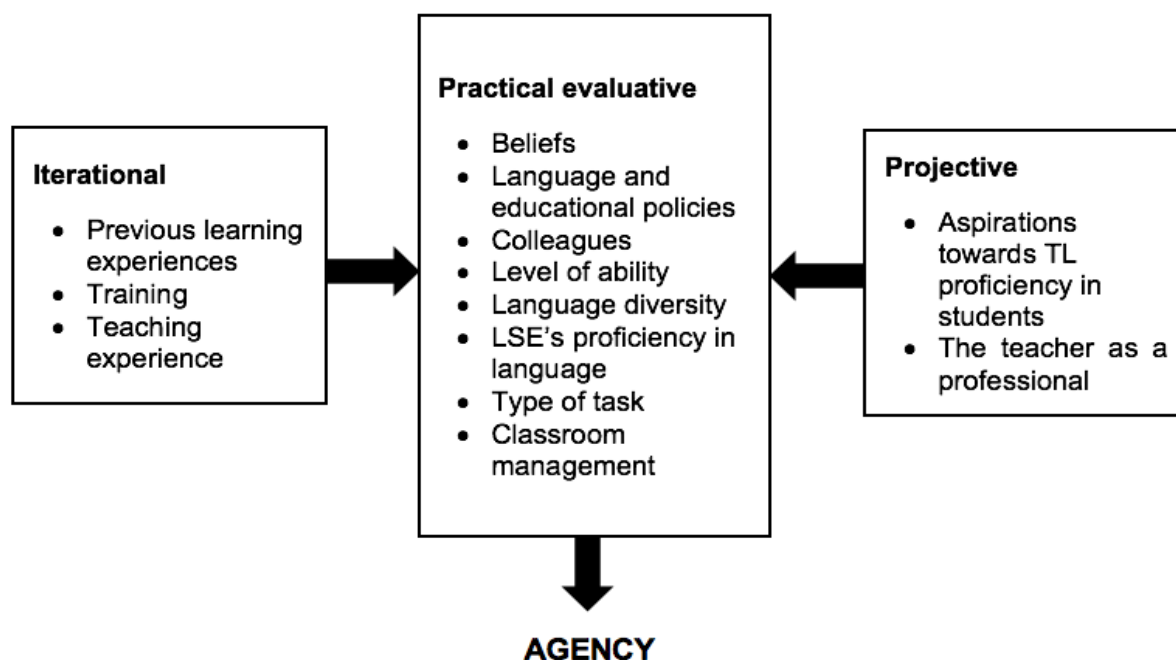


Fig. 5. 1: Understanding achievement of agency in the SFL classroom

5.8 Conclusion

This chapter draws upon the theoretical literature on the teaching of FL and the data presented in the previous chapter, in order to draw some inferences. The teacher participants acknowledge the role of Maltese and English in the Spanish classroom and the development of meaningful interaction in the TL during speaking tasks. They are aware of the benefits that translanguaging offers on different levels. Teachers' beliefs and practices vis-à-vis translanguaging and the teaching of speaking are influenced by a variety of factors including their prior learning experiences, the learners' level of ability, the educational policies and their teaching experience. Despite teacher education and the language policies imposed, the teachers still exert

their agency by making practical judgements in light of the demands of the classroom. This agency is not a fixed state but changes according to cultural, structural and material conditions (Priestley et al., 2015).

6. Conclusion

6.1 Introduction

The aim of this study was to investigate the teachers' beliefs on translanguaging and how they approach the teaching of speaking in the SFL classroom. It also contributed to a better understanding of the teachers' agentic choices on translanguaging practices in the classroom vis-à-vis past experiences and language policies. Using a qualitative methodology, the findings were based on semi-structured in-depth interviews with five teachers of Spanish, teaching beginner level students in state schools. In this concluding chapter, I first highlight the findings of the study, its limitations and finally, I suggest recommendations for future research.

6.2 Summary of the findings

This study provides an insight into the nature of teachers' beliefs and how these influence their agentic choices in the classroom. Teachers' beliefs were informed by monolingual perspectives on the use of language during their pre-service teacher education. However, the reality in the Maltese classrooms is quite complex due to the increasing diversity vis-à-vis abilities and languages. Therefore, rather than exerting a set of monolingual practices acquired in their training courses, the teachers "become resources for judgement and action" (Priestley et al., 2015, p. 5). In fact, the teachers express positive views towards translanguaging as they consider it as a valuable educational resource. This is so because removing the learners' L1 makes them feel powerless and completely demotivated to learn the TL. Hence, the teachers' main concerns are facilitating comprehension and creating a relaxed classroom

environment through translanguaging. However, teachers still regard the overuse of the L1 as being counterproductive and therefore, they try to increase comprehensible TL input through visuals, realia and gestures during the limited classroom time available.

Furthermore, the teachers acknowledge the learners' efforts in speaking the TL, despite any grammatical errors in their speech. Unlike traditional teaching approaches, the teachers give an autonomous role to their learners during speaking tasks, by standing back from the pair or group activity and intervene afterwards to give corrective feedback. They do so to let students develop interaction and self-confidence in the TL. Despite the teachers' positive attitudes towards the use of L1 in the classroom, they expect that Spanish is mostly used during speaking activities as it is the only limited time where learners can develop their speaking skills within realistic situations. However, given the beginner level of Year 7 and 8 students, they inevitably reprocess everything from their L1 to the TL. Teachers are aware that the L1 is a natural resource which students bring with them to the language classroom and that it provides both psychological and affective support to students. Therefore, the avoidance of the L1 with beginning FL-instruction is not supported by the participants.

The present study shows how teachers use the L1 to support multilinguals. The teachers try to balance between the use of translanguaging and adopting a Spanish-only approach during speaking tasks. Both strategies enhance TL communication and learning in the FL classroom. This is so because translanguaging helps learners maintain interest and build self-confidence in the TL, which eventually makes speaking tasks more manageable in the TL. The learners' use of L1 provides them with access to meaning and prior knowledge, which in turn works on the balanced development in both languages.

6.3 Limitations

This study is a small-scale investigation carried out amongst five teachers of Spanish, all of whom teach in state schools. Unfortunately, due to time limitations and the small cohort of Spanish teachers who teach in middle schools, it was only possible to interview one fifth of them. Therefore, due to the limited number of participants, the findings of this study cannot be generalised to all teachers of Spanish in Malta. Furthermore, this study is limited since it is based on semi-structured interviews, which allowed me to explore teachers' perceptions on translanguaging and the teaching of speaking. The present study suggests that supporting interview data with classroom observations would shed further light into the complex way in which translanguaging is used in the FL classroom. However, since classroom observations could not be carried out, this study relies on teachers' subjectivity, which is still important because it guides their practices.

6.4 Recommendations for future research

Due to limitations of this study, future research may include studies about the relationship between teachers' beliefs and their actual practices in the classroom. Even though teachers' beliefs are expected to be reflected in their practices, there might be incongruence due to various contextual conditions. Thus, the researcher can carry out a case study on FL teachers to investigate their lack of agency as a result of rigid language/educational policies. Future studies can also shift the focus onto students' agency in the FL classroom in order to investigate the role of autonomous learning. This requires a deep understanding of various causes which affect the

learners' agentive role in the classroom such as learners' motivation and self-confidence, classroom contexts, amongst others (Teng, 2018).

As suggested in this present study, there is a gap between theory and practices in teacher education when it comes to language use in the classroom. Therefore, another future study can investigate teachers' perceptions on language theories vis-à-vis their actual practices in the FL classroom. The researcher can also delve into teachers' reflective practices and professional development, by keeping themselves updated with FL theories on how to implement translanguaging in the classroom. A comparative study can be conducted between pre-service teachers and more experienced ones, in order to examine the similarities and differences between their beliefs and practices.

6.5 Concluding comments

This study shows how translanguaging and a TL-only approach are two ends on a continuum; both approaches can enhance SFL. Translanguaging can be regarded as a scaffolding strategy for the students' language development in both the L1 and the TL. This study reveals that a translanguaging approach helps learners to gradually develop the necessary skills, knowledge and confidence to mostly use the TL during speaking tasks in the SFL classroom. Despite monolingual theories acquired in teacher education and the school's language policy, the teachers exert their agency to varying degrees and they can be powerful language policy makers in their own classrooms.

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Appendix A: Permission Letter

Permission Letter for Education Officer

Date:

Dear EO,

My name is Jennifer Pantalleresco, a student reading for a Master in Teaching and Learning at the University of Malta. As part of this course, I am carrying out a dissertation entitled *The teachers' perspectives on translanguaging practices during speaking tasks in the Spanish FL classroom*, supervised by Dr. Lara Ann Vella. The aim of this study is to analyse teachers' beliefs about language use and translanguaging practices in the Spanish classroom.

I am writing this letter to kindly request access to approximately six teachers of Spanish, teaching Year 8 students. My study involves one to two recorded interviews with each teacher, one held in February 2021 and if time permits another one in April 2021. Due to external factors of the Covid-19 pandemic, the interviews will be held through an online platform such as Zoom or Microsoft Teams. Each interview will take around 30 minutes and will be audio-recorded. The questions will be about use of language, strategies used for the development of the speaking skill and the role of teacher's beliefs in the classroom.

Participation is completely voluntarily and participants will suffer no negative consequence should they choose to withdraw from the study. The names of all participants will remain anonymous. Instead, the use of codes will be implemented for identifying all participants. All data will be securely stored in an encrypted file on my personal computer and the data obtained will be solely used for the compilation of my dissertation. Data will be destroyed once the dissertation has been submitted and graded.

I would be very grateful if you could act as intermediary for the distribution of Information Letters and Consent Forms to teachers.

If you have any queries about the study, please feel free to contact me on jennifer.pantalleresco.16@um.edu.mt or . Or else, you can also contact my supervisor Dr. Lara Ann Vella, who can be contacted on lara.ann.vella@ilearn.edu.mt or

I thank you in advance for your cooperation and participation.

Yours faithfully,

Jennifer Pantalleresco

Appendix B: Information Letter and Consent Form for teachers

Information letter - Teachers

Date:

Dear Teacher,

My name is Jennifer Pantalleresco, a Spanish trainee-teacher and am currently reading for a Master in Teaching and Learning at the University of Malta. As part of this course, I am carrying out a dissertation entitled *The teachers' perspectives on translanguaging practices during speaking tasks in the Spanish FL classroom*, supervised by Dr. Lara Ann Vella. The aim of this study is to analyse teachers' beliefs about language use and translanguaging practices in the Spanish classroom.

I have approached you because I am interested in your opinion about translanguaging, your use of language and the development of the speaking skill in the Spanish classroom. This involves one to two interviews, one held in February 2021 and another one in April 2021, if time permits. Due to external factors of the Covid-19 pandemic, the interviews will be held after school hours through an online platform such as Zoom or Microsoft Teams. Each interview will take around 30 minutes and will be audio-recorded. The questions will be about use of language, strategies used for the development of the speaking skill and the role of teacher's beliefs in the classroom.

Your participation is entirely voluntarily and you are free to withdraw from the study at any time. If you decide to do so, there will be no negative consequences and any data which would have been collected will be destroyed. At every stage, your name will remain anonymous and data will be securely encrypted in my personal computer. If you agree to participate, kindly complete the consent form below and send it to me on my email address.

If you have any queries about the study, please feel free to contact me on jennifer.pantalleresco.16@um.edu.mt or Or else, you can also contact my supervisor Dr. Lara Ann Vella, who can be contacted on lara.ann.vella@ilearn.edu.mt or

I thank you in advance for your cooperation and participation.

Yours faithfully,

Jennifer Pantalleresco

Consent Form - Teachers

Title of Research: *The teachers' perspectives on translanguaging practices during speaking tasks in the Spanish FL classroom*

- I have read and understood the Information letter relating to this research study by Jennifer Pantalleresco.
- I give consent to the arrangements required of me described in the Information letter (audio-recorded interviews).
- I understand that my participation is entirely voluntarily and that I have the right to withdraw at any time during the study.
- I have had enough time and opportunity to ask about any queries that I may have had.

Name and Surname: _____.

Signature: _____.

Email address: _____.

Date: _____.

Jennifer Pantalleresco

Appendix C: Semi-structured interview questions

Semi-structured interview

Section 1: General information on teacher participants.

1. Gender: Male Female
2. School sector: State
3. What language/s do you normally speak with your family or with your friends?
4. Do you ever switch from one language to another when speaking at home or with friends? How do you feel when people do this when speaking to you?
5. When did you start to learn Spanish? Have you had any experiences of studying abroad?
6. When you were learning Spanish, what method did the teacher adopt? How were you taught Spanish? Which skills were practiced?
7. When you were learning Spanish, which language was the dominant one during the lessons? How did you feel about this choice of language?
8. How many years have you been teaching Spanish?
9. Which skill do you prefer to teach?
10. At how many schools have you taught so far? And what year groups?

Section 2: Teacher's use of language in the classroom.

11. Which aspects of teaching the Spanish language do learners enjoy the most/ find easiest? Any lesson in mind?
12. Which aspects do they find difficult to understand? Why?
13. Which language/s do you normally use in your lesson?
14. Have you ever tried to deliver an entire lesson in Spanish? If yes, what were the challenges and results?

15. Do you switch between Spanish and Maltese/English in your lessons? Do you do it to the whole class or to individual students? Why do you do it?
16. What is your opinion on the use of students' L1 in the Spanish classroom? Do you think it benefits students?
17. In your opinion, what factors influence the use of L1 and TL in the Spanish classroom?
18. What type of TL exposure do you provide during your lessons?
19. How much importance do you give to the speaking skill in the FL classroom?
20. Do your students use the target language in the classroom? Which activities motivate them to use the TL?
21. If your students speak to you in Maltese or English during the lesson, in which language do you answer them back in? Elaborate.
22. What are the advantages / disadvantages of the use of translanguaging?
23. What are the advantages and disadvantages of TL-only instruction?
24. Do you think that translanguaging should be given more importance in the teaching of Spanish, such as in the National Curriculum or in the Spanish syllabus?
25. Do you differentiate use of language between different year groups? For example, with one group, you use more the TL and with another you have to use more L1. What motivates these different language strategies?
26. Have you ever received any training or read anything about the use of L1 in the FL classroom? Can this knowledge be applied to your teaching?

Section 3: Teacher's strategies in the development of the speaking skills.

27. Given the fact that Year 8 students are still at a beginner level, what techniques do you use to facilitate language understanding?

28. What type of classroom activities do you plan for the development of the speaking skill?
29. How would you describe your approach in teaching speaking? When your students are doing a speaking activity, do you give priority to the grammatical rules and structures or to the communicative aspect?
30. What is your opinion on Communicative Language Teaching?
31. During these speaking tasks, do you allow your students to switch between their L1 and TL? Elaborate.
32. What difficulties do your students face when they attempt to speak Spanish during these activities?
33. In what ways do you encourage students to speak Spanish during the lessons/activities?
34. If you compare your teaching of speaking to your own learning experience, what similarities or differences might be there?

Section 4: Teacher's beliefs.

35. Do you think teachers are encouraged to use their L1 in the Spanish lesson? Why? Why not?
36. What are the SMT's opinions/ Head of Department's opinions about the use of L1 in the Spanish lesson?
37. In what way does your previous learning experiences influence your beliefs about the teaching of foreign languages? Elaborate.
38. What other factors do you think influence your decision-making and classroom practices?

Intervista semi-strutturali

Taqsim 1: Informazzjoni ġenerali dwar il-partecipanti.

1. Is-sess: Mara Raġel
2. Is-settur tal-iskola: Statali
3. B'liema lingwa/i normalment titkellem id-dar u mal-ħbieb?
4. Meta tkun qiegħda d-dar jew mal-ħbieb, ġieli taqleb minn lingwa għal oħra meta titkellem? Meta n-nies jaqilbu minn lingwa għal oħra meta jkellmuk, kif tħossok?
5. Meta bdejt titgħallem l-Ispanjol? Kellek xi esperjenzi ta' studju barra minn Malta?
6. Meta kont studenta, x'metodu kien juża l-għalliem fil-lezzjonijiet tal-Ispanjol? Tista' ttini xi informazzjoni ta' kif ġejt mgħallma l-Ispanjol? Liema ħiliet kienu jigu pprattikati l-iżjed?
7. Meta kont qed titgħallem l-Ispanjol, liema lingwa kienet l-iktar dominanti waqt il-lezzjonijiet? Kif kont tħossok bl-użu ta din il-lingwa?
8. Kemm-il sena ilek tgħallem?
9. Liema ħila tippreferi tgħallem?
10. F'kemm-il skejjel għallimt s'issa? Liema snin għallimt?

Taqsim 2: L-użu tal-lingwa fil-klassi.

11. Liema aspetti fit-tagħlim tal-Ispanjol taħseb li jħobbu l-aktar l-istudenti jew li jsibu aktar faċli? Għandek xi lezzjoni partikolari f'moħħok?
12. Liema aspetti jsibu diffiċli biex jifhmu? Għaliex?
13. Liema lingwa/i normalment tuża fil-lezzjoni tiegħek?

14. Ġieli ppruvajt tagħti lezzjoni sħiħa bl-Ispanjol? Jekk iva, x'kienu l-isfidi u r-riżultati ta' dan?
15. Taqleb bejn l-Ispanjol u l-Malti/l-Ingliż fil-lezzjonijiet tiegħek? Jekk taqleb, tagħmilha mal-klassi kollha jew ma' studenti b'mod individwali? Għaliex?
16. X'inhi l-opinjoni tiegħek dwar l-użu tal-lingwa materna tal-istudenti fil-klassi tal-Ispanjol? Taħseb li hija ta' benefiċċju għall-istudenti?
17. Taħseb li hemm xi fatturi li jinfluwenzaw l-użu tal-lingwa materna u tal-Ispanjol fil-klassi?
18. B'liema mod tesponi il-lingwa Spanjola matul il-lezzjonijiet tiegħek? Eżempju: tuża xi vidjos, mużika bl-Ispanjol?
19. Il-ħila tat-taħdit kemm tingħatha importanza fil-klassi tiegħek?
20. L-istudenti tiegħek jużawh l-Ispanjol fil-klassi? X'tip ta' attivitajiet tuża li jimmotivaw lill-istudenti biex jitkellmu bl-Ispanjol?
21. Jekk l-istudenti tiegħek ikellmuk bil-Malti jew bl-Ingliż waqt il-lezzjoni, b'liema lingwa twegibhom lura? Għaliex?
22. X'inhuma l-vantaġġi / l-iżvantaġġi tal-użu ta' *translanguaging*?
23. X'inhuma l-vantaġġi u l-iżvantaġġi tat-tagħlim li jsir bl-Ispanjol biss?
24. Taħseb li t-*translanguaging* għandu jingħata aktar importanza fid-dokumenti tal-Kurrikulu Nazzjonali għal Kulhadd (2012) jew fis-sillabu tal-Ispanjol?
25. Minn grupp għal ieħor, tbiddel il-lingwi li tuża? Pereżempju, ma' grupp wieħed, tuża aktar l-Ispanjol u ma' ieħor trid tuża aktar il-Malti jew l-Ingliż. Għaliex taħseb li hemm il-bżonn li tagħmel hekk?
26. Ġieli qrajt xi artikli jew kellek tagħlim dwar l-użu tal-lingwa materna fil-klassi tal-lingwa barranija? Dak li qrajt jew li tgħallimt taħseb li jista' jiġi applikat għall-lezzjonijiet tiegħek?

Taqsim 3: Strategiji għall-iżvilupp tal-ħila tat-taħdit.

27. Minħabba l-fatt li l-istudenti ta' tmien sena jinsabu fl-ewwel livell, tuża xi strategiji partikolari biex jgħinu lill-istudenti jifhmu iktar il-lingwa Spanjola?
28. X'tip ta' attivitajiet tfassal għall-iżvilupp tal-ħila tat-taħdit?
29. Kif tiddeskrivi l-metodu tiegħek fit-tagħlim tat-taħdit? Meta l-istudenti tiegħek qed jagħmlu attività tat-taħdit, inti tagħti prijorità lir-regoli u l-istrutturi grammatikali jew lill-aspett komunikattiv?
30. X'inhi l-opinjoni tiegħek dwar il-*Communicative Language Teaching*?
31. Fl-attivitajiet li jgħinu fl-iżvilupp fil-ħila tat-taħdit, tħalli lill-istudenti tiegħek jaqilbu bejn il-Malti/l-Ingliż u l-Ispanjol? Elabora.
32. X'diffikultajiet jiltaqgħu magħhom l-istudenti tiegħek meta jiġu biex jikkellmu bl-Ispanjol waqt dawn l-attivitajiet?
33. B'liema modi tteġġeg lill-istudenti jikkellmu bl-Ispanjol waqt il-lezzjonijiet / l-attivitajiet?
34. Jekk tqabbel it-tagħlim tiegħek ta' kif tgħin lill-istudenti jiżviluppaw il-ħila tat-taħdit tagħhom ma' l-esperjenza tat-tagħlim tat-taħdit tiegħek, ta' meta kont studenta, liema xebh jew differenzi jista' jkun hemm?

Taqsim 4: It-twemmin tal-għalliema.

35. Taħseb li l-għalliema huma mteġġa biex jagħmlu użu mil-lingwa materna tagħhom fil-lezzjonijiet tal-Ispanjol? Għaliex?
36. X'inhuma l-opinjoni tal-SMT / tal-Kap tad-Dipartiment dwar l-użu tal-lingwa materna fil-lezzjonijiet tal-Ispanjol?

37. Tañseb li l-esperjenzi tat-tagħlim li kellek inti bħala studenta jinfluwenzaw it-twemmin tiegħek dwar it-tagħlim ta' lingwi barranin? Għaliex?
38. Liema fatturi oħra tañseb li jinfluwenzaw id-deċiżjonijiet tiegħek u l-prattika fil-klassi?

Appendix D: Interview transcriptions

Intervista 1

Jennifer: Biex nibdew l-intervista ħa nkun qed nistaqsik xi mistoqsijiet ġenerali dwarrek. Mela l-ewwel mistoqsija hija b'liema lingwa normalment titkellem id-dar u mal-ħbieb tiegħek?

Alison: Jiena bil-Malti.

Jennifer: Ok. Jigifieri ma taqlibx minn lingwa għall-oħra, forsi ma' xi ħbieb jew xi kollegi?

Alison: Le le, dejjem Malti.

Jennifer: U jekk in-nies jaqilbu minn lingwa għal oħra miegħek, minn Malti għall-Ingliż, kif tħossok?

Alison: Jiddependi għax jekk ikun barrani ovvjament inkompli miegħu bl-Ingliż. Jekk inkun naf li huwa Malti sorry imma jiena bil-Malti nkellmu lura jigifieri, jiena naqra patrijotta.

Jennifer: Ok. Meta bdejt titgħallem l-Ispanjol? Forsi kellek xi esperjenzi ta' studji barra minn Malta?

Alison: Le barra minn Malta, unfortunately le.

Jennifer: Meta kont studenta, x'metodu kien juża l-għalliem fil-lezzjonijiet tal-Ispanjol? Tista' ttini xi informazzjoni kif ġejt mgħallma l-Ispanjol u liema ħiliet kienu jiġu l-iżjed ippratikati?

Alison: Issa dak iż-żmien qed nsemmu għax jien ilu naqa 90s, early 2000s, jigifieri minn 2001 sa 2005. Ħeq dak iż-żmien ħafna mid-drabi konna nużaw ħafna l-ktieb, kellna ktieb, kienet tqabbadna naqraw eżempju xi text u pereżempju kienet tgħidilna biex niktbu dialogue li jkun relatat ma' dak it-text. Eżempju jekk għamilna forsi rajna xi

dialogue fuq jien naf en el restuarante kienet tqabbadna biex nagħmlu pair work u nagħmlu eżempju dialogue en el restaurante. Però mhux dejjem għax xi drabi kienet taqbad hekk at random kienet tagħmilna speaking. Kienet tgħidilna “illum ħa nippratikaw l-ispeaking”. Jiġifieri kienet tħalltilna imma dejjem konna nimxu qisna by the book, dejjem bil-ktieb.

Jennifer: U liema lingwa kienet l-iktar dominanti li kient tuża l-għalliema fil-klassi?

Alison: Malti dak iż-żmien ma kellniex barranin.

Jennifer: U kif kont tħossok bl-użu ta' din il-lingwa? Sibta ta' benefiċċju għalik li tuża l-Malti?

Alison: Iva għax, jiddependi ta', qiegħda ngħid dominanti għax fis-sens l-ispejgazzjoni tipprova bl-Ispanjol imma aħna kollha mhux qegħdin nifhmu. Allura kienet tuża l-Malti biex tispjega. Le jiena nħossni aħjar hekk għax għall-inqas ngħid qiegħda nifhem sew. U mbagħad ħalli 'l quddiem pereżempju Junior College u Università dejjem użajna Spanjol imma tkun ilħaqt drajtha sew il-lingwa, mhux bħal meta qiegħda titgħallimha u għadek ma tafha xejn, imbagħad f'daqqa waħda hekk trid qisek titgħallimha bilfors.

Jennifer: Kemm il-sena ilek tgħallem?

Alison: Issa din tiġi d-disa' sena.

Jennifer: U għandek xi ħila partikolari li tippreferi tgħallem? Speaking, reading?

Alison: Nippreferi l-ispeaking. L-istudenti jbatu ħafna fiha, jiġifieri nnutajta dik li jbatu ħafna fiha. L-ispeaking u l-iktar li nħobb warajha naħseb ir-reading. Nippreferi r-reading għaliex inkun naf humiex qegħdin jifhmu vera jew le.

Jennifer: U f'kemm il-skejjel għallimt s'issa?

Alison: Issa skejjel jien dort naqra ta'. Mela ħa nara. Jekk naqta' t-teaching practice suppost erbgħa t'iskejjel. Għax għamilt żmien twil shared jiġifieri kont inkun ġo żewġt t'iskejjel.

Jennifer: U għallimt is-snin kollha?

Alison: Iva, kollha kilthom prattikament. Minn Form 1 sa 5 u jiġifieri kemm-il darba nbidel is-syllabus, SPA b'kollox.

Jennifer: Issa, il-mistoqsijiet li jmiss se jkunu dwar l-opinjoni tiegħek fuq l-użu tal-lingwa fil-klassi tal-Ispanjol. L-ewwel waħda hija liema aspetti fit-tagħlim tal-Ispanjol taħseb li jhobbu l-aktar l-istudenti jew li jsibu faċli? Forsi għandek xi lezzjoni partikolari f'moħħok?

Alison: Naħseb l-iktar li jieħdu pjaċir b'vidjos u naħseb warajhom heq tiskanta imma hands on activities. Ara kemm jagħfsuna biex nagħmlu l-PowerPoints u dawn l-affarijiet, l-iktar li jieħdu gost innutajta jien meta jagħmlu l-excersizes. Tgħidx kemm jieħdu interess u jsaqsu. Jiddependi forsi għax jien din is-sena għandi gruppi daqsxejn batuti imma hekk innutajt, ħafna minnhom iħobbu hands on.

Jennifer: Imbagħad minn naħa l-oħra, liema aspetti jsibu l-iktar diffiċli biex jitgħallmu?

Alison: Naħseb li jsibuha diffiċli hija biex jittkellmu il-lingwa. Dik l-iktar li jhossuha, għax ikunu jafu x'se jgħidu u jifhmu imma ma jkunux jafu kif ħa jgħiduha. U jaħsra tkun fin-nofs jiġifieri kollox ikollhom. Imma hekk issibuha diffiċli biex jesprimu ruħhom.

Jennifer: U inti liema lingwi normalment tuża fil-lezzjonijiet tiegħek?

Alison: Jiena nħallat daqsxejn. Mela għax għandi t-Taljani ma tantx jifhmu bl-Ingliż, ġieli naqbad inkellimhom bit-Taljan. Ovvjament l-Ispanjol dejjem imma mbagħad naqleb għall-Ingliż għax għandi l-barranin u Malti xi kultant għax nibda ninnota lill-Maltin ġieli jkunu mitlufin. Allura nipprova naqleb daqsxejn b' erba' lingwi nipprova.

Jennifer: Biex takkomoda lill-kulħadd hux.

Alison: Eżatt biex nipprova nilħaq lil kulħadd.

Jennifer: U ġieli pruvajt tagħti lezzjoni sħiħa bl-Ispanjol?

Alison: Darba għamiltha imma ma ddumx.

Jennifer: Forsi tista' tgħidli xi sfidi li kellek jew ir-riżultat ta' dan?

Alison: Le xejn, letteralment it-tfal jibdew sejr in "Ms mhux qed nifhmuk, ejja Ms spjegalna bl-Ingliż", hekk jibdew sejr in. Imma ngħidilhom ejja pruvaw u xejn tarhom. U jiġu bored imbagħad jipiċċaw.

Jennifer: Jiġifieri inti taqleb bejn l-Ispanjol, il-Malti u l-Ingliż. Din tagħmilha mal-klassi kollha jew ma' studenti individwali?

Alison: Le mal-klassi kollha.

Jennifer: X'inhil-opinjoni tiegħek dwar l-użu tal-lingwa materna fil-klassi tal-Ispanjol? Taħseb li hija ta' benefiċċju għall-istudenti?

Alison: Heqq naħseb iva jien għax inkella kif ħa jifhmu. Dawn għadhom qegħdin jtgħallmuha il-lingwa, jiġifieri xi naqra translation 'l hemm u 'l hawn bilfors ikollhom bżonnha. Aħna hekk tgħallimniha wkoll.

Jennifer: Taħseb li hemm xi fatturi li jinfluwenzaw l-użu tal-Malti u tal-Ispanjol fil-klassi?

Alison: Jista' jkun li għax ikunu jafu li jiena Maltija għax jekk ikunu jafu li jiena Spanjola, kif għalna aħna fil-Junior College, heqq qisek m'hemmx way ieħor ħlief li forsi tgħidlek bl-Ingliż imma taf kif. Il-fatt li jkun jafu li inti Maltija naħseb they rely on you. U anke għadhom zgħar, m'għandhomx ċertu maturità kif konna aħna wkoll, fis-sens il-Junior College u s-Sekondarja mod ieħor. Speċjalment il-Form 1s għadhom qishom babies prattikament.

Jennifer: Ezatt. U b'liema mod tesponi l-lingwa Spanjola fil-lezzjonijiet tiegħek? Forsi turi xi vidjos jew mużika bl-Ispanjol?

Alison: Kollox, f'kollox nuża, fis-sens PowerPoints, vidjos, anke, għax bħalissa pereżempju minħabba l-LOFs kreajna packs aħna tal-unit sħiħ u kollox bl-Ispanjol hemm. Imbagħad li hemm forsi naqra bl-Ingliż fejn hemm il-vocabulary għamiltihom

xi lista ta' vocabulary biex ikunu jistgħu jistudjaw. Jiġifieri dik li hemm l-unika haġa mill-Ispanjol għall-Ingliż. Il-bqija kolli bl-Ispanjol jiġifieri anke title ta' excersize bl-Ispanjol u l-ewwel naqrah bl-Ispanjol u nistaqsi lilhom jekk fehmuhx imbagħad ħalli nfehemhom, imma nibda hekk l-ewwel.

Jennifer: Tajjeb. U l-ħila tat-taħdit, l-ispeaking skill, tingħata importanza fil-klassi tiegħek?

Alison: Iva ħafna.

Jennifer: Inti għditli waħda mill-favoriti bħala ħila.

Alison: Eħe eħe. Il-problema taf x'inhom meta jkolli klassi kbira. Għax meta jkolli klassi kbira vera nsibha diffiċli ħafna biex nagħmilha ma' kulhadd. Allura naqbad pereżempju ġiex mistoqsijiet lil waħda, ġiex mistoqsijiet lill-ieħor. Mhux bħal meta jkollok klassi żgħira tista' taqbad jien naf ħames mistoqsijiet u ssaqsihom lill-student, warajh issaqsihom lill-ieħor. Qisek ikollok tara kif ħa, u qas tista' tagħmel lesson sħiħa speaking ukoll għax joqogħdu jikkellmulek fil-klassi mbagħad jispiċċaw.

Jennifer: Mhux hekk. U l-istudenti tiegħek jużawh l-Ispanjol fil-klassi? Forsi hemm xi attivitajiet li jimmotivawhom iktar biex jikkellmu?

Alison: Naħseb fl-ispeaking li jużawh infatti.

Jennifer: U jekk l-istudenti tiegħek ikellmuk bil-Malti jew bl-Ingliż waqt il-lezzjoni, b'liema lingwa twegħibhom lura?

Alison: Jiddependi għax jekk qiegħed issaqsi fuq xi haġa li qiegħda nfehmek nwieġbu bil-Malti. Jekk qiegħed issaqsi eżempju "Ms dik xi tfisser?", hemmhekk nipprova nuża l-Ispanjol. Imbagħad jekk nara li ma jifhimx ngħidlu tfisser hekk pereżempju. Ngħidlu bil-Malti mbagħad ovvjament xi tfisser.

Jennifer: Fl-opinjoni tiegħek x'inhuma l-vantaġġi u l-iżvantaġġi tal-użu ta' translanguaging?

Alison: Jiena naħseb li fiha vantaġġ li inti qisek kif taqbad tgħid għadek qed titgħallem lingwa u tista' tirrelata ma' lingwa li diġà taf. Allura iktar tkun faċli, anke biex pereżempju ċertu affarijiet, ejja nagħtu kas il-ħin. Il-ħin huwa eżatt bħall-Malti fl-Ispanjol, hekk ngħidilhom l-istudenti infatti. Ngħidilom jekk tafuh bil-Malti biżżejjed għax eżatt l-istess. Heqq jiġifieri jistgħu jirrelataw. Imma mbagħad l-iżvantaġġ huwa, xi kultant, li pereżempju ma tistax titranslejtjha kollox kif eżatt hi. Din tiġrili ħafna ma' tal-Ingliż, pereżempju l-ħin huwa differenti bl-Ingliż milli bl-Ispanjol u allura nsibha vera diffiċli u anke huma jithawwdu. Għalekk mhux dejjem hija tajba wkoll. Trid qisek tadatta mbagħad. U l-iżvantaġġ naħseb ukoll li ġieli jaqbd u pereżempju jaqbd xi sentenza u jkunu jriduha mod, jippruvaw jittranslejtjawha a la Ingliż ngħidilha jien jew a la Maltija, allura ma tiġix tajba s-sentenza.

Jennifer: Mhux hekk, il-language transfer.

Alison: Eżatt.

Jennifer: Imbagħad minn naħa l-oħra, l-vantaġġi u l-iżvantaġġi ta' tagħlim li jsir bl-Ispanjol biss?

Alison: Naħseb il-vantaġġ huwa li nemmen li jitgħallmuh iktar it-tfal, imma kif taqbad tgħid, tieħu ħafna iktar żmien. Dan bħal meta tgħallimna t-Taljan. Tgħallimih mit-televixin vera imma hemm xi ħaġa qiegħda tarha apparti li qiegħda tismaha. Jiġifieri inti qiegħed tħaddem zewġt skills f'daqqa, li hija differenti daqsxejn għax inti għall-inqas qiegħed tara u qiegħed tieħu ftit mis-sens milli qiegħed jgħid. U l-iżvantaġġ sekonda l-iżvantaġġ ta' x'hiex erga fehmni?

Jennifer: Ta' tagħlim li jsir bl-Ispanjol biss.

Alison: U l-iżvantaġġ huwa li ħafna drabi jaqbd u jippanikjaw u jintilfu mill-ewwel. Jiġifieri dak huwa l-iżvantaġġ tagħha għax lanqas jieħdu ċans jippruvaw, ma tantx huma esposti għall-lingwa Spanjola allura qisek trid tipprova heqq taf kif taddatta ftit.

Jennifer: U taħseb li translanguaging għandu jingħata iktar importanza fid-dokumenti tal-Kurrikulu Nazzjonali jew fis-sillabu tal-Ispanjol?

Alison: Jiena naħseb iva għax tant jagħfsuna biex nitkellmu bl-Ispanjol biss li fir-realtà ma tistax tagħmilha. Jiena hekk nħoss. Nippruvaw ta, nippruvaw nagħmlu lesson sħiħa imma ma jirnexxilekx, trid tkun vera ma' klassi vera tajba biex taħdem u li jkunu vera they are willing to. Għax il-bqija speċjalment il-batuti forget it jiġifieri. Għax ngħid aħjar jitgħallmu kelma llum milli ma jitgħallmu xejn.

Jennifer: Eżatt timxi mal-bżonn tal-istudenti. U minn grupp għall-ieħor tbiddel il-lingwi li tuża? Pereżempju ma' grupp tuża aktar Spanjol imma ma' grupp ieħor trid tuża il-Malti.

Alison: Iva iva. Ovvjament meta jkollok il-barranin ħa tuża iktar l-Ingliż. Imma pereżempju għandi ġiex klassijiet, it-tnejn huma Year 8. Tal- Year 8 għandi klassi qegħdin sitta veru bravi allura nuża aktar Spanjol. L-oħrajn imbagħad għandi 21 u qegħdin taħlita ta' naħseb xi tmien nazzjonalijiet differenti fil-klassi. Jiġifieri diffiċli ħafna biex nuża Spanjol biss għax jintilfu mil-ewwel, allura nipprova nuża bl-Ingliż imbagħad naqleb ftit għall-Malti u meta nara t-Taljani hekk nipprova bit-Taljan imbagħad. Għax nafha għax manafx xi bulgaru jew hekk.

Jennifer: Mhux hekk. Ġieli qrajt xi artikli jew kellek xi taġlim dwar l-użu tal-lingwa materna fil-klassi tal-lingwa barranija? U jekk iva, dan tista' tapplikah għal-lezzjonijiet tiegħek?

Alison: Le ta, hekk le.

Jennifer: Ok. Issa il-mistoqsijiet li jmiss ħa jkunu fuq xi strateġiji li inti tuża fil-klassi. L-ewwel waħda relatata mal-Year 7 u 8 għaliex ikunu jinsabu fl-ewwel livell tal-lingwa. Inti xi strateġiji tuża biex tgħinhom jifhmu iktar l-Ispanjol?

Alison: Hafna mid-drabi peżempju PowerPoints u vidjos l-aktar li jaħdmu magħhom. Pereżempju kumbinazzjoni llum għadni kif għamiltha. Qrajtilhom text u f'dan it-text bdejna nsemmu l-postijiet li ssib fir-raħal bħal cine, tiendas u hekk. Allura għamilttilhom PowerPoint b'dawn il-postijiet u bdew jaraw l-istampa u l-kelma u allura bdew jitgħallmu mingħajr ma jsaqsu xi tfisser. Apparti li jiena xorta nistaqsihom jiġifieri just in case għax ikun hawn min ma jafx ċertu affarijiet. Darba infatti staqsieni wieħed x'inhi shower you can imagine. Għidtlu *ducha* jien shower u qalli li ma nafx x'inhi. Eħe għax imbagħad trid tara r-realtà ukoll tal-bniedem.

Jennifer: Mhux hekk ma tista' tieħu xejn for granted.

Alison: Eżatt. Naħseb daww l-iktar li nuża, li narhom effettivi, apparti li jitkbu u li jagħmlu l-excersizes u hekk.

Jennifer: U x'tip ta' attivitajiet tfassal għall-iżvillup tal-ħila tat-taħdit, tal-ispeaking skill?

Alison: L-iktar li nuża jew direct questions, jiġifieri nabqad ikollhom il-mistoqsijiet miktubin u nsaqsihomlhom. Jew inkella jkollhom stampa eżempju u nistaqsihom dwarha, x'qedgħin jaraw fl-istampa, semmuli xi affarijiet. Pereżempju jekk qiegħda nagħmel fuq id-dar, jien naf xi kmamar hemm jew xi oġġetti li tista' tara fil-kċina. Jiġifieri jew picture interpretation jew conversation.

Jennifer: Tajjeb. U kif tiddeskrivi l-metodu tiegħek fit-tagħlim tat-taħdit? Eżempju meta l-istudenti tiegħek qedgħin jagħmlu picture interpretation jew hekk, inti tagħti prijorita lir-regoli u l-istrutturi grammatikali jew lil aspekt komunikattiv?

Alison: Iktar l-aspekt komunikattiv milli grammatikali. Għax grammatikali xi naqra 'l hemm u 'l hawn żball tal-verb kulħadd ħa jagħmlu imma napprezza meta xi ħadd jgħidli jiġifieri kollox tajjeb bil-grammar b'kollox hemmhekk ħa ntiħ marka iktar għolja minn ħaddieħor hux.

Jennifer: X'inhi l-opinjoni tiegħek dwar il-Communicative Language Teaching?

Alison: Tista tispjegali daqsxejn.

Jennifer: Mela mhux problema. Fuq kif konna qegħdin ngħidu fuq l-aspett komunikattiv tal-lingwa. Huwa metodu fejn tipprova tevita l-lingwa materna u tħalli lill-istudenti jipprattikaw l-Ispanjol f'kunetst awtentiku u reali. Kif għidna ma tagħtix ħafna importanza l-iżbalji grammatikali imma tiffoka iżjed fuq l-aspett komunikattiv. X'inhil-opinjoni tiegħek dwar dan?

Alison: Le hekk hi. Fis-sens l-importanti li qegħdin jifhmu x'qiegħda ngħid u qegħdin jitekellmu lura u qegħdin ikunu kapaċi jesprimu ruħhom lura. Issa jekk forsi jagħmlu naqra żball 'l hemm u 'l hawn m'hemmx x'tagħmel hux, kulħadd jizbalja.

Jennifer: U fl-attivitajiet li semmejt inti li tagħmel għall-ispeaking skill, l-istudenti tħallihom jaqilbu minn lingwa għal oħra waqt li qegħdin jitekellmu?

Alison: Hemmhekk le. Hemmhekk ngħidilhom Spanjol biss. Hekk ma tafux ħalli tgħiduli mbagħad bl-Ingliż jew bil-Malti mbagħad ngħidilkom jien bl-Ispanjol imma tridu tirrepetuha warajja mhux just tieqaf hemm. Huma għall-inqas jitgħallmuha hux.

Jennifer: U x'diffikultajiet jiltaqgħu magħhom meta jiġu biex jitekellmu bl-Ispanjol waqt dawn l-attivitajiet?

Alison: Naħseb l-iktar waħda li jsibu diffiċli biex jikkonjugaw il-verb dak il-ħin f'moħħhom. Dik l-iktar waħda li jsibuha diffiċli. Imbagħad biex jgħidu ċertu frażijiet. Pereżempju I wake up at eight. Ikunu jafu kif jgħidu l-ħin imma jinsew kif jgħidu I wake up. Jinsew biċċiet minn sentenzi.

Jennifer: U inti b'liema mod tteġġeg lill-istudenti jitekellmu bl-Ispanjol?

Alison: Issa jiena nipprova ma naqtgħalhomx qalbhom dak il-ħin. Eżempju ngħidilhom "ibżax pruvaw għiduli intom kif tafu xorta bl-Ispanjol. Imbagħad hekk jagħmlu xi żball fil-verb nirrepeti warajhom u ngħidilhom "ok mela me levanto a las ocho". Għax huma

ġieli jgħiduli “levantarse a las ocho” u ma jaħdmuhx il-verb jew jgħiduli “wake up a las ocho”. Allura nipprova ngħinhom naqra b’dak il-mod.

Jennifer: Issa jekk tqabbel it-tagħlim tiegħek, ta’ kif inti tgħallem l-ispeaking skill lill-istudenti ma’ l-esperjenza ta’ meta kont studenta inti, tara xi xebh jew differenzi?

Alison: Iva differenti. Aħna just kienet tistaqsina il-questions, tibqa tħares lejku u jekk ma tafhiex skip. U vera, kif taqbad tgħid tħossok qisek trid l-art tibilgħak dak il-ħin għax tħossok letteralement stupida. Vera dik il-kelma, għax tgħid jien daqshekk tipo ma nafhiex. Allura jiena nipprova ma nagħmilhiex u nevita.

Jennifer: Issa ħa nkunu qedgħin nikonkludu l-intervista b’xi mistqosijiet ġenerali. L-ewwel waħda hija taħseb li l-għalliema huma mħegġa biex jagħmlu użu mill-lingwa materna fil-klassi tal-Ispanjol?

Alison: Le manaħsibx. Il-kontra anzi, biex nużaw l-Ispanjol biss. Infatti naħseb manafx inti imma teaching practice dejjem hekk konna ma nistgħux nużaw kważi Malti, veru ftit. Jiġifieri minn dejjem kienu jħegġuna biex nużaw kemm jista’ jkun Spanjol biss.

Jennifer: X’inhuma l-opinjoni tal-SMT u l-Kap tad-Dipartiment tal-iskola dwar l-użu tal-lingwa materna fil-lezzjonijiet? Jaqblu li inti tużha? Ġieli qalulek xi ħaġa dwar dan?

Alison: Ma tantx. Qatt ma qaluli xejn imma ninnotahom li eżempju huma għandhom mentalità tipo ta’ it’s the only, kif tgħidha, 40 minutes li jistgħu jieħdu minnha allura jippruvaw, huma għandhom dik il-metalità. Imma l-SMT ma jkunux fil-klassi jiġifieri ma jistgħux jaraw ir-realtà mbagħad.

Jennifer: Mhux hekk. Taħseb li l-esperjenza tat-tagħlim li kellek inti bħala studenta influwenzaw it-twelmin tiegħek dwar it-tagħlim ta’ lingwi barranin? Inti qabel għidti li l-ispeaking skill tgħallimtu b’dan il-mod imma jiena ma nagħllimux hekk.

Alison: Jiġifieri iva naħseb eġe jinfluwenza ta’.

Jennifer: Jiġifieri nfluwenzak fid-deċiżjonijiet li tiegħu?

Alison: Mhux ftit, naħseb ħafna. Għax jiena nipprova npoġġi lili nnifsi kieku kont jiena l-istudenta, allura dejjem narani kieku kont flokhom, kif naħseb, kif naġġixxi, xi nħoss kollox. Allura iva naħseb jaffettwa ħafna.

Jennifer: U forsi hemm xi fatturi oħra li jinfluwenzaw id-deċiżjonijiet tiegħek u l-prattika fil-klassi? Forsi l-esperjenza ta' kemm-ilek tgħallem, il-kollegi?

Alison: L-esperjenza żgur u l-background tal-istudent ukoll taffettwa. Għax jekk naf li pereżempju student, jien naf forsi qatt ma siefer għax m'għandhomx daqsekk flus qisni mhux ħa noqgħod insaqsih l-esperjenza tiegħu kieku siefer. Allura nipprova nistaqsih mistoqsijiet oħrajn. Jien naf nipprova nistaqsih forsi jekk marx Għawdex minflok, forsi mar Għawdex xi darba jew hekk. Allura nipprova ndawwar daqsxejn imbagħad is-sitwazzjoni li tkun.

Jennifer: Dak kollox rigward mistoqsijiet. Grazzi talli ideddikajt fitit mill-ħin tiegħek. Vera kienet intervista interressanti ħafna u grazzi talli qsamt ftit mill-esperjenzi tiegħek.

Intervista 2

Jennifer: Għall-ewwel ħa nkun qed nistaqsik xi mistoqsijiet ġenerali fuqek. L-ewwel mistoqsija hija b'liema lingwi normalment titkellem id-dar u mal-ħbieb tiegħek?

Amanda: Bil-Malti.

Jennifer: U meta tkun qiegħda mal-ħbieb jew ma' tal-familja ġieli taqleb minn lingwa għal oħra?

Amanda: Ġieli iva. Ġieli nuża l-Ingliż.

Jennifer: U meta n-nies jaqilbu minn lingwa għal oħra miegħek, minn Malti għall-Ingliż, kif tħossok?

Amanda: M'hemmx differenza. Naħseb l-adapt myself mal-ewwel. Anke bħalissa qed tara mal-ewwel naqleb. Nadatta ruħi iktar. Skont kif il-persuna l-oħra tħossha komda. Pereżempju jekk għandi kollega tiegħi li naf li hi English speaking, naf li magħha irrid nuża certu kliem taf kif li naf li tħossha iktar komda bihom. Jiġifieri naqleb skont hekk ikunu saqsewni xi ħaġa nuża l-lingwa li staqsewni biha.

Jennifer: Eżatt. Meta bdejt titgħallem l-Ispanjol?

Amanda: Mela bdejt nitgħallmu kont Santa Luċija bħalek, mill-Form 1 jiġifieri Year 2000 kienet.

Jennifer: U kellek xi esperjenzi ta' studji barra minn Malta?

Amanda: Mela meta kont bejn second year u third year morna l-Università ta' Aragón Huesca Jaca north fil-Pyrenees. U għamilna hemmhekk ħmistax fis-Sajf fejn kellna daqsxejn il-focus on conversations kien rather than fuq grammar jew, ovvjament kellna topics ta' grammar imma kienet iktar taf kif bħala esperjenza li trid titgħallem il-lingwa fil-post fejn hija native.

Jennifer: U meta kont studenta, x'metodu kien juża l-għalliem fil-lezzjonijiet tal-Ispanjol?

Amanda: Sewwa. Kienet tuża ftit ovyjament dak iż-żmien qedgħin ngħidu mit-2000, 2005, sakemm jiena kont Form 5 jiġifieri sakemm wasalt għal O'level. Kienet tuża ovyjament methods tradizzjonali speċjalment għat-tasks tal-grammar, però kienet tuża ħafna niftakar l-ewwel lesson kienet fejn għaqqditna f'circle u bdiet tikellem bl-Ispanjol. U aħna ovyjament ma fhimna xejn u aħna bdejna ngħidu "xi rridu nagħmlu?". Imma fil-verità illum il-ġurnata niftakarha li jiena, kif tgħid, iktar xtaqt nipparteċipa għax użat set up ġdid fil-klassi li forsi dak iż-żmien ma tantx konna nużaw. Kienet tuża ħafna dak iż-żmien konna nużaw ir-radio, as in, CD player. U ovyjament darba fil-ġimgħa kienet tużah u aħna konna nkunu iktar motivati biex mhux just nisimgħu it-teacher titkellem imma xi haġa fejn nużaw it-teknoloġija dak iż-żmien, xi haġa ġdida. U kienet tuża ħafna li speċjalment bħala task tal-grammar, kienet toħroġna fil-klassi u kienet tuża ħafna flashcards fejn aħna nwaħħlu pereżempju l-endings tal-verbs. Din kienet taħdem ħafna. Kienet tuża ħafna group work, kienet tuża kif qed ngħid il-methods tal-audio. Però eħe ma kinitx tuża just traditional, just taf kif, nisimgħu nisimgħu u that's it niktbu.

Jennifer: Interessanti.

Amanda: Allavolja konna five students aħna biss meta jiena kont minn Form 1 sa Form 5. Jiġifieri taf kif forsi setgħet taħdem daqsxejn iżjed magħna peress li konna grupp żgħir.

Jennifer: Mhux hekk. U liema skills kienu jiġu l-iżjed ippratikasi? Speaking, reading?

Amanda: L-iktar speaking kienet tuża allavolja kif qed ngħidlek dak iż-żmien forsi kienet daqsxejn iktar let's say traditional għax konna iktar limitati mill-illum, illum għandna iktar riżorsi. Kienet l-iktar tiffoka fuq reading u fuq il-kitba, writing rather than speaking. Però kien ikollna speaking xorta però l-iktar focused kienu reading u writing.

Jennifer: U liema lingwa kienet l-iktar dominanti waqt il-lezzjonijeit tal-Ispanjol?

Amanda: Kienet tuża ħafna Spanjol hi jiġifieri kif għidtlek fil-bidu konna daqsxejn shocked tipu aħna konna mhux nifmu xejn. Imma fil-verità mbagħad tidra li tibda tuża f'tit frażijiet bil-mod, imbagħad tipprova kemm jista' jkun il-lesson kollha bl-Ispanjol. Però l-iktar li kienet tuża mbagħad il-Malti bħala qisha l-main language.

Jennifer: U kif kont tħossok bl-użu ta' din il-lingwa?

Amanda: Le kont inħossni tajjeb għax jiena stajt nistaqsi mingħajr biża' li ħa nieħu żball. Stajt jekk hemm bżonn nirrepeti u ħa nistaqsiha "isma' din il-pronunciation hekk tgħida", jiġifieri kienet tkun quite useful meta kienet tuża l-Malti. I mean mhux dejjem speċjalment hekk kienet tagħmel forsi xi listening li ma kinitx daqshekk tkun spiss, ovvjament anke minħabba s-sillabu ta' qabel kien differenti minn tal-llum, kienet tgħina jiġifieri anke jekk tgħid "isma' le mhux hekk ieqaf erġa' għidha". Jiġifieri kienet quite useful li kienet tuża l-Malti.

Jennifer: Kemm il-sena ilek tgħallem?

Amanda: Mela din l-għaxar sena.

Jennifer: U għandek xi skill partikolari li tippreferi tgħallem?

Amanda: Inħobb ħafna l-listenings u nħobb ħafna speaking. Però kif qed ngħid jiena nħobb daqsxejn il-grammar jiġifieri r-writing inħobbu ukoll. Kollha nħobbhom però jiena daqsxejn grammar fan, minni nnifsi jiġifieri, minn dejjem kont inħobb il-grammar u li nara kolloxx il-verbi wara xulxin u dawn għax hekk taf kif wara xulxin. Allura jiena niġi daqsxen iktar focused xi kultant lejn ir-writing

Jennifer: U f'kemm il-skejjel għallimt s'issa? U għallimt is-snin kollha?

Amanda: Jien kont bdejt l-ewwel tlett snin kont shared, kienu dak iż-żmien phasing out schools, jiġifieri li kienu 'l ex secondary schools, 'l ex let's say Junior Lyceum. Kienu Form 3, Form 4 u Form 5 dak iż-żmien u kelli both groups, l-istess Form 3, 4 u 5 f'both schools. Jiġifieri almenu kelli dejjem dawk it-tlett schemes l-istess nistgħu

ngħidu għax l-istess pajn ta' ħidma. Imbagħad bqajt l-istess skola fejn qiegħda llum, jiġifieri l-istess waħda mill-iskejjel jiġifieri bħala premises bqajt hemm. Però llum ngħallem mill-Year 7 sal-Year 11 bi-options group kollha, jiġifieri seba' schemes.

Jennifer: Issa l-mistoqsijiet li jmiss se jkunu dwar l-opinjoni tiegħek fuq l-użu tal-lingwa fil-klassi tal-Ispanjol. L-ewwel waħda hija liema aspetti fit-tagħlim tal-Ispanjol taħseb li jhobbu l-aktar l-istudenti jew li jsibu faċli? Forsi għandek xi lezzjoni partikolari f'moħħok?

Amanda: Sewwa. L-aktar naħseb li jssibu easy, eja nibdew bil-maqlub. Manafx hux ħa tkun question oħra l-iktar li jsibu diffiċli?

Jennifer: Iva.

Amanda: L-iktar diffiċli hija dejjem writing, speċjalment mill-Year 7. Għalfejn? Għaliex inti l-ewwel ħaġa li jistaqsuk "Ms aħna ħa niktbu?", "irridu nagħmlu paragraph?", "jien manafx nagħmel paragaraph", "Ms manafx nagħmel il-words wara xulxin jien, mela kif ħa nibni sentenza tajba?". Tiġi il-problema li huma ħafna iktar minna, l-ġenerazzjoni ż-żgħira, issa inti terġa' iżgħar minni, speċjalment il-ġenerazzjoni il-ġdida, din il-Year 7 bħalissa, ħa jsibuha diffiċli għaliex huma aktar English speaking. Bħala struttura tas-sentenza tal-Ispanjol, nafu li hija tixbah iktar il-Malti, bħala sentenza, huma ħa jsibuha iktar diffiċli, mela trid tispjega l-biċċa li l-adjective jiġi fl-Ingliż qabel u bil-Malti u bil-Ispanjol jiġi wara. So huma ħa jsibuha daqsxejn diffiċli iktar ir-writing. U anke l-ispeaking. Pero l-aktar li naħseb issibu fun hija l-listening hux because they only have to tick, fhimt. They are able, l-moħħ kif jaħdem huwa aktar kapaċi li inti tisma' u tifhem, rather milli titkellem. U anke r-reading, ir-reading iħobbuha wkoll, speċjalment iż-żgħar.

Jennifer: Eżatt. Liema lingwi normalment tuża inti fil-lezzjoni tiegħek?

Amanda: Sewwa. Mela ma' gruppi differenti jiġifieri Year 7 u Year 8 nibda nuża l-Ingliż u nibda naqleb. X'jiġifieri? Jiġifieri mill-bidu, peress li mal-ewwel, l-ewwel topic huwa li

jiena nifforma, almenu jiena nagħmel hekk. Jiena nibda billi nifforma reglas de la clase so huma bilfors, biex imorru il-bathroom, biex jixorbu ffit, biex jistaqsuni biex nirrepeti jew jarmu fil bin eċċ. Ħa jistaqsu bl-Ispanjol. Mela hemmhekk bdejna naqilbu ffit. Sakemm nasal għas-seniors, ngħidu aħna Year 9,10,11, il-lessons speċjalment mal-Year 11 tkun kollha bl-Ispanjol. Flief meta niġu mbagħad għal ċertu difficulties, pereżempju qiegħda naħdem il-past papers tal-annual, u allura hemmhekk, nevita li nuża Malti u Inġliż. Però, dejjem f'kull lesson irrid ikun hemm ammont ta' li il-conversation tkun kollha bl-Ispanjol. Jiġifieri jkun hemm ħin fejn, taf kif jew fil-bidu tal-lesson jew normalment iktar lejn il-conclusion tkun, fejn huma taf kif ikolli response mingħandhom u lanqas ikunu jafu xi kultant li jiena qiegħda nippreparahom għal task, għal speaking pereżempju.

Jennifer: U ġieli ppruvajt tagħti lezzjoni sħiħa bl-Ispanjol? Forsi kellek xi sfidi?

Amanda: Yes, mal-Year 11s kollha kollha bl-Ispanjol. Inzerta li huma grupp, allavolja grupp kbir, they are quite, jien ngħidilhom naqra żwiemel, jiġifieri daqsxejn ahead iktar minn gruppi oħra. Inzertaw allavolja kif għidtlek grupp kbir kollha jgħinu lil xulxin u jgħaġġlu so l-lesson tkun kollha bl-Ispanjol. Jiġifieri letteralment forsi xi ħadd isaqsini għax jistħi li ħa jieħu żball jiffirma sentenza kollha bl-Ispanjol u jkolli naqleb biex ma jaqtax qalbu jistaqsini.

Jennifer: Tajjeb. U meta taqleb bejn l-Ispanjol u l-Malti jew l-Inġliż fil-lezzjonijiet tiegħek, din tagħmilha mal-klassi kollha jew ma' studenti b'mod individwali?

Amanda: Niprova nużaha mal-klassi kollha, però naf li jkolli xi studenti li jkunu xi ffit iktar lura. Bejn min ikollu learning disorder, bejn min ikun forsi daqsxejn iktar ikollu bżonn naqra iktar prompting, jiġifieri eħe ġieli jkolli nużaha ma' studenti partikolari li naqleb il-lingwa. Normalment immur daqsxejn iktar viċin, allavolja bħalissa bil-barrier, ma tantx nistgħu bl-istickers mal-art. Imma eħe niprova niġgeneralizza waqt il-lesson,

speċjalemnt aħna taf kif hemm il-gruppi il-kbar li ilhom, għax jiena peress li jiena waħdi teacher tal-Ispanjol fl-iskola, qishom dejjem miegħi baqgħu tilgħin. Allura qishom il-gruppi qatt ma nfirdu, dejjem baqgħu kollha f'daqqa, allura qishom huma bejn xulxin jafu l-livell, jafu min huwa diffiċli, let's say min huwa forsi jkollu problemi ta' behavior u anke forsi min ikun daqsxejn iktar lura u jafu min huwa dak li dejjem jidra jitgħallem malajr.

Jennifer: U x'inhi l-opinjoni tiegħek dwar l-użu tal-Malti fil-klassi tal-Ispanjol? Taħseb li hija ta' benefiċċju għall-istudenti?

Amanda: Jiena naħseb li hija ta' benefiċċju to a certain limit. Għax jekk inti mbagħad ħa tagħtihom, let's say aħna ngħidu ir-riħ, tagħtihom ir-riħ li dawn tista' tikkomunika magħhom il-ħin kollu bil-Malti, dawn mhumiex ħa jagħmlu effort qatt. U ħa jsibu l-speaking tasks diffiċli immens. Forsi bħalissa, kif qiegħda ngħidlek, il-ġenerazzjoni t'issa, minħabba Netflix eċċ. għandhom daqsxejn iktar influż ta' kliem u vokabularju, anke forsi mhux kollu jkun kliem li suppost tużah fil-klassi minħabba Netflix eċċ. Imma huma diġà għandhom ċertu, daqsxejn iktar exposure milli kellna aħna. Jiġifieri tgħinhom dik. Meta jiena ħa nitkellem il-ħin kollu bil-Malti, dawn ħa jsibuha barrier biex imbagħad huma jtkellmu. Anke dialogue bejniethom, meta nagħmlu il-persona A u persona B. Jiena nagħmel dawk il-juegos de vacío de información, li jkollhom pereżempju jiena nkun person A fid-dialogue in a train station u person B ikun xi ħadd it-taquillero jew vendedor de billetes u xi ħadd ikun il-cliente. U hekk nagħmlilhom il-juego de vacío de información, li qed tinvolvi reading u anke speaking. Imma hemmhekk jekk jiena mhux ħa nitkellem qatt bl-Ispanjol, mhux ħa jisimgħuni, ħa tkun qed ticoverja reading biss. Jiġifieri hemm benefiċċju up to a certain limit, li inti tista' tispjega, għax kif għidt il-Malti xi kultant jgħina fil-klassi għax hemm ħafna kliem li huma, jiena kemm ilni ngħallem tgħallimt ħafna iktar, li hemm ħafna xebh bejn l-

Ispanjol u l-Malti. Mhux biss fis-sentence structure imma anke f'ċertu kliem u speċjalment fil-frases, hemm ċertu phrases li huma eżatt kwazi l-istess. Pereżempju m'ilux kont qiegħda nagħmel lesson mal-Year 10 u fejn talbuni huma minn jeddom, li nużaw il-frases hechas u bdejna nagħmlu msomma il-frases con las partes del cuerpo. U bedjna nirrealizaw mela “kienet fuq il punta ta' lsieni”, “estaba en la punta de mi lengua” jew “dejjaqtni sal-punta ta' mnieħri” mela “estoy harta hasta la punta de mi nariz”. U bdew jgħidu “ill la Ms dawn vera bħal Malti”. Jigifieri hemm imma eżatt mhux inti tgħid isma' jiena ħa nibda bil-Malti mbagħad “fhimtu kollox eħe” next. Ħalli inti tuża daqsxejn anke “adelante” xi ħadd daħal tard forsi, mar il-bathroom u ħabbat il-bieb tgħidlu “adelante”. Anke ċertu wording li mhuwiex parti mill-explanation essaċċ tal-lesson jgħin, fhimt.

Jennifer: Taħseb li hemm xi fatturi li jinfluwenzaw l-użu tal-Malti u tal-Ispanjol fil-klassi?

Amanda: Hemm fatturi li juru li mela, pereżempju jien għandi student partikolari fil-Year 8 li lanqas biss joħlomha li jikkomunika bil-Malti ma' any tecaħer, lanqas mal-għalliema tal-Malti. Jigifieri dan biex nispejga u nwassallu l-messaġġ equally bħall-oħrajn, għax jiena ovvjament I have to make sure li kulħadd qiegħed jifhem l-istess u li jiena qiegħda nwassal il-messaġġ l-istess għal kulħadd. U tispejgalu bl-Ispanjol u tara wiċċu letteralment fil-qamar. Jigifieri jiena rrid immur ħdejh, kif bdejna ngħidu l-ewwel, f'dak il-każ irrid immur kind of on an individual level. Ħa ngħidlu “mela fhimt? Did you understand what we're doing? Can you explain to me?”. And he feels better when he explains himself in English. Mela hemmhekk jien ħa nispiċċa nieħu parti mill-lesson, biex jiena nikkonferma li hu fehem, ikollha ddu parti bl-Ingliż. Bil-maqlub imbagħad għandi ċertu studenti li jsibu diffiċli kemm l-Ingliż u jsibu diffiċli ukoll l-Ispanjol. Għalfejn? Ovvjament qedgħin ngħidu at early years of learning Spanish,

jigifieri jew Year 7 jew Year 8. Għax imbagħad once li tavvanza, jibdew jidraw. Ikun hemm studenti li jkollhom background li dawn użaw Malti biss, allura jsibu l-Ingliż diffiċli wkoll. Ovvjament dawn iż-żewġ scenarios issibhom fl-istess klassi, fejn ikolli mmur nispijega bil-Malti u ngħidilha “ara mela din għax hekk, din fhimta?”. Ovvjament minħabba il-COVID issa we are quite limited li tara eżatt l-istudent x’qiegħed jagħmel. Imma eħe xi drabi jkollok taqleb biex tara li kulhadd qiegħed on the same line.

Jennifer: Eżatt. B’liema mod tesponi il-lingwa Spanjola matul il-lezzjonijiet tiegħek? Forsi tuża xi vidjos, mużika bl-Ispanjol?

Amanda: Eżatt. Jiena hemm forsi anka għalik bħala tip li jiena nsibha tajba ħafna, jiena nħobb nuża ħafna il-vidjos ta’ SGEL, SGEL hija l-publication ħa nurik qiegħda xi mkien hawnhekk, tal-ktieb ta Compañeros li għandna l-iskola u din hija il-publication. Issa jiena, fuq youtube ssib SGEL videos li jsimhom Neem fil-verità, fejn dawn jimxu, ma jimxux in line con cada unidad, with each unit tal-ktieb. Imma ssib waħda fuq kull topic. Pereżempju l-ewwel waħda hi, għax imbagħad dawn tidrhom bl-amment tant kemm tagħmilhom dejjem mal-istess gruppi. Għandek l-ewwel waħda titkellem dwar la familia, mela habla de los miembros kif inhuma, as in descripción física, descripción del carácter etc. Jigifieri vidjos dawk insibhom tajbin għax insibhom fuq kull topic. Issa también utilizo podcasts għal-ispeaking, biex nagħmlilhom il-practice. Illum il-ġurnata l-istudenti aħna bħalissa min ikun preżenti u anke ma jkunx preżenti jien inħobb intella’ kollox fuq Teams. Għandna team u jiena ntella’ kollox hemmhekk anke min għandi ċertu studenti li qedgħin jagħmlu l-lesson mid-dar. Allura tkun iktar available għalihom li mill-mobile għax kwazi kollha jużaw il-mobile, jien nibgħatilhom il-link they just click on it u għandhom dawn il-fifteen minutes darba fil-ġimgħa jridu jsimgħu din il-podcast. Ovvjament according to level. Jigifieri u dik mhux dejjem tkun parti mis-sillabu, peress li aħna għandna three lessons biss fil-ġimgħa biex jiena, jiena nħobb ngħidilhom

nibbrejnwoxxjahom ftit lill-istudenti, ikollhom dik id-daqsxejn iżjed taf kif exposure għal lingwa, jkollhom din il-link. Jiġifieri nuża podcasts, nuża vidjos u canciones. Inħobb nuża canciones, inti taf żgur għax nfitakar li anke jien meta kont studenta Santa Luċija, kienet tużalna anke t-teacher meta kont nitgħallem jien ħafna canciones. U nuża, apparti minn hekk il-lingwa speaking, jien inħobb nuża wkoll imbagħad il-magazines, bħalissa minħabba l-COVID, minħabba l-użu tal-karti, jiena nagħmlilhom subscription tar-revistas. Hemm il-Que tal, Ahora, skont il-livell u huma jsibuhom tajbin ħafna u din ħa nsemmiha ukoll għax insejt insemmiha qabel, din kienet tgħini ħafna biex jiena naħseb ġejt focused fuq l-Ispanjol għax dejjem kien ikollna din is-subscription tar-revistas. Manafx, naħseb fiż-żmienek ukoll kellkom.

Jennifer: Le fiż-żmieni ma kellniex, qatt ma qalulna bihom.

Amanda: Ma kellkomx. Kienet tagħmlilna, it-teacher li kelli jien kienet tagħmlilna dejjem is-subscription. Jiġifieri dejjem konna nistennew ir-revista ta' each month. Allura taf kif qisna ħa naraw dak iż-żmien aħna kellna is-subscription ukoll tas-Satar, jiġifieri kont nistenna il-magazine tal-Malti u l-magazine tal-Ispanjol. Jiġifieri konna niekluh il-ktieb, ir-revista jiġifieri naqraw sew, kien ikollna tasks x'nagħmlu. Ġieli jiġu l-affarijeit f'idejja ta' meta kont jien studenta, ġieli nara minnhom, kont nikteb u nitikja, kien ikollna qishom cuestionarios żgħar, mużika fuq il-cantantes eċċ.

Jennifer: Issa l-speaking skill kemm tingħatha importanza fil-klassi tiegħek? Naf li digà għidli li tħobbha imma jiġifieri tagħtiha ħafna importanza?

Amanda: Ifimni, ovvjament we are quite limited kif għidtlek minħabba l-ħin, plus li jekk għandek tagħmel, you have to cover it-tasks kollha, jiena rrid nagħmel it-tasks kollha għal kull topic ovvjament, according to the syllabus. Jiġifieri ma tantx ikollna ħin imma kif għidtlek nipprova ndaħħalha mhux biss forma ta' task. Jiġifieri mela jien lestejt it-tasks kollha ta' topic u nħobb nagħtihom dik 'il ħaġa extra. Kif nagħmilha? Pereżempju

nispjega xi ħaġa bl-Ispanjol u I have to elicit from them. U ngħidilohm issa you are going to gain points, għax aħna għandna sistema li they gain points, u rrid nagħtihom aktar points, bonus points ngħidilhom jiena jekk huma jirrispondu sew bl-Ispanjol. Biex nipprova kemm jista' jkun jużaw il-lingwa. Jiġifieri mhux biss kitba, kitba, grammar, grammar.

Jennifer: Eżatt. U L-istudenti tiegħek jużawh l-Ispanjol fil-klassi? Forsi hemm xi attivitajiet li jimmotivaw lill-istudenti biex jitkellmu bl-Ispanjol?

Amanda: At this stage din is-sena le, ma tantx użawhom. Kellna sena partikolari fejn kelli studenta li kienet xi ħadd minn tal-familja tagħha kien hispano hablante u kont inġiba fil-klassi u kellhom taf kif jikkomunikaw magħha wkoll u anke fil-break. Plus li qabel il-COVID, ħafna tfal kellhom il-coaches Spanjoli jew li jkunu hispano hablante. U jiena ngħidilhom “isa x’kelma tgħalimtu illum?” jew “isa staqsuh xi ħaġa lil coach tat-training”. U xi kultant lanqas ikun kliem li nuża jiena, speċjalment il-wording, ir-register tat-training li jużaw huma, ta’ sports differenti. U kelli tlett studenti partikolari li dawn telqu jgħixu Madrid, jiġifieri telqu fil-Form 4. Kien hemm wieħed minnhom kellu Taljan, ma kellux Spanjol però kont ntellgħalu online l-lesson, jiġifieri kont nirrekordja l-lesson ukoll. U kien hemm tnejn minnhom li kienu Spanjol miegħi marru jilgħabu football mal- Leganés, jiġifieri tiġi provincia de Madrid. Jiġifieri għandhom iktar opportunitajiet minni fil-verità.

Jennifer: U jekk l-istudenti tiegħek ikellmuk bil-Malti jew bl-Ingliż waqt il-lezzjoni, b'liema lingwa twegibhom lura?

Amanda: Mela nipprova dejjem nirrispondi bl-Ispanjol. Kif għidtlek iktar mill-Year 9 ‘il quddiem għax jiena nkun naf il-livell tagħhom u nkun naf li huma ħa jifhumni u kapaċi jistaqsuni bl-Ispanjol, mela hekk ma jsaqsunx bl-Ispanjol għax għażżenin. Allura aħna hekk imdorrijin, so hekk inti you feel the need to learn how to ask in Spanish, ħa

tagħmel iktar effort. Mela tal-Year 7 u tal-Year 8 it is quite ok li jiena nirrispondihom, hekk huma jistaqsuni bl-Ingliż, il-maġġoranza bl-Ingliż jistaqsu, u jiena nirrispondi bl-Ingliż u bil-Malti, kif ikunu staqsewni. Però mill-Year 9 'l hemm le nipprova neviata.

Jennifer: Issa fl-opinjoni tigeħek x'inhuma l-vantaġġi u l-iżvantaġġi tal-użu ta' *translanguaging*?

Amanda: Sewwa. Il-vantaġġi hija li inti tista' tikkomunika to the full u tifhem hekk l-istudent fhemx to the full. Jiġifieri li kieku jiena ħa nibqa ngħidlu l-ħin kollhu bl-ispanjol "isma' ¿estás entendiendo? ¿me comprendes?" u naf li mhux qiegħed jifhimni, hemmhekk I have to use the language bħala medium to make sure that this person has fully understood. Jiġifieri dik huwa l-benefit tagħha. Id-disadvantage hija li qiegħda tnaqqas l-exposure jekk ħa tibqa kull darba tuża l-Malti jew l-Ingliż. Jiġifieri, the exposure is going to be quite limited, speċjalment jekk dawn m'għandhomx forma ta' exposure oħra ħlief il-klassi, li l-maġġoranza ta' dawn l-istudenti hi li le. U kif għidtlek ħa jispiċċaw ikollhom it-tasks u jħossuhom diffiċli u plus hekk ħa jispiċċaw they never feel the need to produce their own sentences and questions.

Jennifer: Imbagħad minn naħa l-oħra, x'taħseb li huma l-vantaġġi u l-iżvantaġġi tat-tagħlim li jsir bl-Ispanjol biss?

Amanda: Bil-maqlub, jekk inti ħa titkellem bl-Ispanjol biss għandek il-problema li kif għidit ħa ddum iktar biex tistenna jekk l-istudent fehmeqx jew le. Jiġifieri inti ħa tibqa titkellem bl-Ispanjol u tiġri din. Kif nafu hawn ċertu għalliema Malta li huma ukoll native jiġifieri dawn l-istudenti tagħhom ħa jieħdu l-vantaġġ to the full mill-lingwa għax għandek native speaker. Però hemm il-problema mbagħad, il-barrier li t-tfal, l-istudenti jħossuhom diffiċli to ask, għax jibzġhu li ħa jaqgħu għaċ-ċajt jew li mhux ħa jkun kapaċi jifformulaw sentenza jew mistoqsija. Jiġifieri dak huwa l-iżvantaġġ. Minn naħa

I-oħra l-vantaġġ huwa li you are going to feel the need to learn more the language to be able to use it with your teacher.

Jennifer: Eżatt. U taħseb li *t-translanguaging* għandu jingħata aktar importanza fid-dokumenti tal- Kurrikulu Nazzjonali jew fis-sillabu tal-Ispanjol?

Amanda: Iva, naħseb li iva. Jiena naħseb li hemm bżonn jintuża daqsxejn iktar Spanjol kultant, meta kont studenta jiena aħna kellna l-Caminos ktieb, u dan kien kollu for students in England learning Spanish, li aħna xorta tgħallimna, imma kif għidtlek it was quite a traditional method. Bil-maqlub jekk issa aħna qedgħin nimxu fejn aħna il-lingwa rridu mhux biss we are learning it for the sake of an exam, li inti qedgħin naraw il-communication skills ta' l-istudent, bl-erba' tasks principali, hemm bżonn naħseb li anke s-sillabu minnu nnifsu jiġi adattat, ovvjament nafu li s-sillabu, issa ħa tinduna daqsxejn iktar inti, s-sillabu huwa dejjem question ta' meta jinbidel u ta' kif jinbidel. It is not an easy task li jinbidel is-sillabu. Imma eħe naħseb li la issa mxejna dan il-pass, anke il-kotba li qedgħin nużaw huma kollha Spanjol for, jiġifieri focusing the metalanguage, jiġifieri li inti qiegħda tuża l-Ispanjol il-ħin kollu u anke qedgħin indaħħlu dawn it-tasks, jien nippretendi li jkun hemm daqsxejn użu ta' translanguaging fis-sillabu. Hemm ta' hemm naħseb xi ħaġa diġà imma rridu nżidu ftit.

Jennifer: Tajjeb. Minn grupp għal ieħor, tbiddel il-lingwi li tuża? Diġà semmejtli xi ħaġa simili. Pereżempju, ma' grupp wieħed, tuża aktar l-Ispanjol u ma' ieħor trid tuża aktar il-Malti jew l-Ingliż.

Amanda: Iva, iva. Rather than għax grupp, iktar minħabba l-level of understanding tagħhom.

Jennifer: U ġieli qrajt xi artikli jew kellek tagħlim dwar l-użu tal-lingwa materna fil-klassi tal-lingwa barranija?

Amanda: Le artikli fuq li tuża Malti le. Li tuża l-Ingliż iva.

Jennifer: U taħseb dak li qrajt jista' jiġi applikat għal-lezzjonijiet tiegħek?

Amanda: Naħseb eħe. Jiena niftakarni qrajt dwaru jekk m'iniex sejra żball kellna xi session darba mal-Instituto ta' Cervantes u kienet tgħid li jekk tuża l-lingwa Ingliża għandek kif qed ngħidu advantages u disadvantages imma li inti jekk tgħallem foreign language għal studenti li inti taf li jikkellmu l-lingwa tiegħek, dawn ħa jitgħažżnu, jiġifieri dawn mhux ħa jagħmlu effort needed biex huma they improve their language, the foreign language they are learning.

Jennifer: Issa il-mistqosijiet li jmiss se jkunu fuq l-istrateġiji li inti tuża fil-klassi. U l-ewwel waħda relatata mal-Year 8s, minħabba li dawn jinsabu fl-ewwel livell tuża xi strateġiji partikolari biex jgħinu lill-istudenti jifhmu iktar il-lingwa Spanjola?

Amanda: Ok, xi strateġiji qed tirreferi tools in general bħal apps jew Kahoot?

Jennifer: Bħal pereżempju tuża xi stampi, gestures.

Amanda: Eżatt ok yes. Għandi studenti partikolari, u filfatt qedgħin Year 8, għandi wieħed minnhom li huwa hearing impaired jiġifieri ovvjament ikolli nuża daqsxejn iktar visuals, huwa jisma' ta' jiġifieri u għandu l-implants u jisma. Però jkolli bżonn nuża daqsxejn iktar visuals kbar. Filfatt għandi student ukoll ieħor imbagħad li għandu nuċċali u ma jridx joqgħod fuq quddiem għax hu jrid jagħzel, taf kif qisu d-deċiżjoni tiegħu li ma jridx joqgħod quddiem għax inkella jħossu n-nerd, ngħiduha hekk. Allura eħe jkolli nuża l-kitba tkun daqsxejn ikbar u nkabbar l-iscreen. Però qabel il-COVID kont inħobb nuża ċertu flashcards u games, ovvjament illum il-ġurnata ma tantx minħabba l-COVID tista' tuzhom. U nħobb nuża ukoll li ngħidulhom ir-realia. Pereżempju jekk jiena qiegħda nsemmi, jekk qiegħda nagħmel comprehension dwar il-Camino de Santiago, nurihom il-concha tiegħi tal-Camino de Santiago. Jekk jiena qiegħda nsemmi jien naf escritores famosos, pintores famosos jien għandi, bis-saħħa tal-art teacher, għandi paintings ta' Salvador Dalí, ta' Frida Kahlo, allura ikollhom

daqsxajn iktar visual. Apparti minn hekk inħobb nuża, again qabel il-COVID, bħalissa qiegħda ngibu eżempju tal-fiestas hija li nħobb inzejjen il-klassi bix-xogħol tagħhom. Jiġifieri pereżempju nagħżel l-aħjar wieħed minnhom, jekk jien tajthom pereżempju niftakar mal-Year 9, għax il-fiestas qabel kienu mas-sillabu l-antik u kienu mal-Year 9, kont nagħmel qishom flashcards tondu u nweħħilhom mas-saqaf, mas-suffett u jkunu dejjem hemmhekk, allura jiġi naqra riħ iduru, allura huma jistgħu jaraw l-istampa fuq wara tal-festa. Jiġifieri jiena nemmen li kull haġa tista tgħin taf kif. Anke revision, anke jekk forsi xi ħadd ma jkollux daqsekk diffikultà, tista' tgħin u tfakkarhom dejjem. Imma ovvjament minħabba l-COVID kellna letteralment ineżżgħuha l-klassi.

Jennifer: X'tip ta' attivitajiet tfassal għall-iżvilupp tal-ispeaking skill?

Amanda: Sewwa. Meta nibda nagħmel l-ispeaking skill, l-ewwel haġa li nagħmel hija li l-ewwel inħobb nagħmel il-forma ta' dialogue reading. Għalfejn? Ħalli huma jaraw, jifhemu ftit the use of having a conversation, speċjalment kif qed ngħidu ż-żgħar. Mela pereżempju aħna qedgħin nagħmlu diálogo con el doctor, mela aħna għandna il-paciente u l-ewwel nibda b'short conversations, jiġifieri jkunu letteralment one turn tal-patient u one turn ta' doctor, u jkollna diálogos cortos. Imbagħad ikollna diálogo entero, sħiħ. Wara ikollhom dawki li ngħidulhom ir-role plays, illum il-ġurnata irridu jagħmluha bilfors bil-qiegħda fejn jkollhom il-juegos de vacío de información. Mela dawn ikollhom il-missing information tal-ieħor biex jaraw li l-ieħor irrisponda tajjeb. Issa dik eżempju wieħed. Eżempju huwa li nħobb nuża ħafna presentations, eżempju illum stess kelli mal-Year 7 presentation ta' personas famosas, fejn kellhom descripción de físico y de carácter fejn huma ssejvjaw għamli x-xogħol, għamli presentación de PowerPoint u bdew jispjegaw, just jagħmlu l-image biss fl-istampa. Imbagħad minflok, għax inkella jispiċċaw jaqraw. Imbagħad irridu minn jeddom, ovvjament wara li nkunu għamilna d- descripciones de físico y de carácter eċċ. iridu huma minn jeddom jaraw l-istampa

li huma kienu għażlu mid-dar bħala homework u jispjegawha. Probabli d-dar ikunu xorta kitbu xi ftit notes, eżempju Enrique Iglesias es alto,moreno, imma ma jistgħux jiktbuha fil- PowerPoint, inkella jispiċċaw jaqraw.

Jennifer: Kif tiddekrivi l-metodu tiegħek fejn jidhol it-tagħlim tal-ispeaking skill? Meta l-istudenti tiegħek qed jagħmlu attività tat-taħdit, inti tagħti prijorità lir-regoli u l-istrutturi grammatikali jew lill-aspett komunikattiv?

Amanda: L- aspekt komunikattiv għax ovvjament jien nipprova npoġġi lili nnifsi kif kont jien meta kont daqshom li hija iktar diffiċli speċjalment let's say lejn bħalissa lejn term 2, aħna nkunu qedgħin naħdmu fuq l-indefinido u dan għalihom ikun topic ġdid u anke jekk huma mhumieq ċerti dwar kif jinħadem l-indefinido at a certain point ħa jkollhom jużaw il-passat speċjalment f'ċertu speaking parts. Jekk jiena rrid ngħid "describe una vacación del último fin de semana o verano" huma ħa jieqfu biex jaħsbu so I would prefer li nara, kieku jien kont flokxom, li t-teacher qisha tagħti l-assessment fuq l-aspett komunikattiv, kemm jiena kapaċi nagħmel sentence structure tajba, li jekk qiegħed nuża kliem bl-aċċent, qiegħed inġebbed dik il-vowel, jekk jien qed inħoss iz-z, c, j, il-pronunciación difícil de consonantes qiegħda ngħidha tajjeb. U kif qed ngħid, I mean nagħti aspett mhux le ta, nagħti kas lill-aspett grammatikali, jiġifieri inti xorta s-sentence structure trid tkun tagħmel sens. Meta qed tuża il-verb ser u qed ngħid "el niño es" ma nistax ngħid "el niño son". Imma jiġifieri I have to correct them imma nagħti kas ukoll l-aspett li huma il-flow, fluidez biex ngħidu hekk.

Jennifer: Mela x'inhi l-opinjoni tiegħek dwar il-*Communicative Language Teaching*?

Amanda: Sewwa. Jiena naħseb li jekk student mhuwiex kapaċi, jiġifieri jien ovvjament, huma jridu jieħduha minni. Jekk jiena m'iniex ħa nispejgalhom bl-Ispanjol, m'iniex ħa nitražmettilhom the useful thing, għalfejn huwa useful the need of speaking the language, huma mhux ħa jagħmlu effort. Jiġifieri jekk jiena ha nippromowtja u ngħibhom

aware that if they learn automatically to use some phrases, pereżempju jien inħobb nuża s-simple phrases, mhux biss fit-tasks tal-assessment. Jekk jien ngħid rrid immur il-bathroom, irrid nikteb, “Ms tista tirrepeti?”, “Ms nista’ nagħlaq it-tieqa?” eċċ. huma awtomatikament ħa jidraw li otherwise jekk ma jitkellmux il-lingwa jien mhux ħa nifhem. Speċjalment imbagħad jafu li it’s not ok to speak another language even if they are stuck, jiġifieri tarhom, ovvjament forsi ż-żgħar bis-sillabu l-ġdid iktar tgħinhom rather milli l-kbar. Il-kbar qishom draw li taf kif li ma kellhomx daqsekk speaking part involuta bħala assessment, it’s okay li tiswiċċja. Allura jgħidu “Ms manafx ngħida ta’, għini”. Iż-żgħar ma jgħiduiex, iż-żgħar jieqfu u jgħidu speċi like għandi bżonn l-għajnuna. Jiġifieri narha id-differenza. Jiġifieri jiena naħseb li tiġi minna li we instill minnhom ġo fihom li it’s not okay to use another language bla bżonn. Għax jekk inti għandek problema “Isma’ Ms kif tiġi dik bl-Ingliż?”, irrid naqleb bilfors. Jew “Ms isma’ naħseb bl-Ingliż din tiġi differenti”. Pereżempju m’ilux kienu qedgħin jagħmlu speaking task miegħi u student weħel bil-verb *tener*, mal-Year 7, u l-ħin kollu beda jgħid “Él tiene es barba”, il-beard. U bdejt ngħidli “imma x’qed tagħmel ħażin?” Ridtu li hu jinduna. U beda jgħidli “there are two verbs there” u għidltu “għalfejn qed tieħdu int dak l-iżball?”. Ovvjament dan huwa tifel li huwa iktar english speaking id-dar. Allura mdorri jgħid he has a beard, għidtlu “ok mela tiene użajta, mela għalfejn qed tagħmel is?”. Qalli “becuase we use is a lot in English to describe”. Allura hu kellu jirrealizza u jien kelli nuża l-Malti biex nurih li din tixbah il-Malti, “għandu d-daqna”. L-istess meta tiġi għal age, l-ikar li jħawdu meta tiġi għal to mention age, edad. Huma jgħidu, min ikun english speaking, “yo soy diez años”, għalfejn? Għaliex huma mdorrijin jgħidu “I am ten years old”. Allura jien bilfors ikolli niswiċċja “le, no, como maltés decimos jien għandi għaxar snin”. Jiġifieri xi kultant eħe, you need to, biex tgħinhom. Imma otherwise niprova ma nużahiex.

Jennifer: U meta jkunu qedgħin jagħmlu xi attivitajiet tal-ispeaking skill, tħalli lill-istudenti tiegħek jaqilbu bejn il-Malti, l-Ingliż u l-Ispanjol?

Amanda: Meta jagħmlu task oħra mhux speaking?

Jennifer: Le speaking. Jiġifieri meta jkunu qedgħin waqt task tal-ispeaking, tħallihom jaqilbu bejn Malti għal Spanjol?

Amanda: Rari, rari, le. Again huma mbagħad jittrikkjawk għax jgħidulek “Ms I don’t know how to say this”. Allura ngħidli “no puedo entender”, jgħidli “¿puedes repetir?”, għax dik jafuha bl-amment. Allura jiena nerġa’ nagħmel il-mistoqsija jew nerġa’ nispijega xi jrid jagħmel imma nipprova ma nużahx, rari rari. Ovvjament bejniethom, jiena Year 7 għandi sitta u Year 8 għandi klassi kbria 16. Imma l-Year 8 qishom draw iktar issa, allavolja s-sena l-oħra kważi tilfu nofsha minħabba il-COVID. Il-Year 7s għadhom jippruvaw li u iva isma’ let me ask her in English. Imma taf kif they try to trick me, biex jippruvaw they find the easy way out. Imma nipprova le, nipprova ma nħallihomx.

Jennifer: U x’diffikultajiet taħseb li jiltaqqgħu magħhom l-istudenti tiegħek meta jiġu biex jittkellmu bl-Ispanjol?

Amanda: Ovvjament they lack vocabualry, jiġifieri huma ovvjament “Ms I don’t know how to say this, is this close to this word in English?”. Allura nerġa’ jien nirrepeti “es similar al inglés”, “es similar al maltés” u nispiċċa niktibha so they actually read, biex jaraw kif tinkiteb dak li qed ngħid. Allura ovvjament it takes more time imma almenu I am helping them to visualize li dak li qiegħda ngħid jafu kif jaqrawh, kieku jkollhom jaqrawh. Jiġifieri eħe dik l-iżjed.

Jennifer: Imbagħad inti b’liema modi, diġà semmejtli xi ħaġa ta, tħegġeg lill-istudenti jittkellmu bl-Ispanjol waqt dawn l-attivitajiet?

Amanda: Kif semmejt ukoll, jien nipprova nuża ħafna vidjos kemm jista' jkun biex huma jkollhom ġa qisu sample taf kif. Pereżempju, anke ċertu colloquial words li jużaw bejniethom fil-vidjos, l-Ispanjoli, as in in-native speakers u taf kif huma jkollhom ċertu interess, ċertu studenti jkollhom iktar minn oħrajn ovvjament. Jiġifieri l-fatt li isma' eħe ejja nkunu kapaċi li nitkellmu bħalhom aħna. Mela anke pereżempju ġieli jkolli studenti jgħiduli "Ms is-c kif inħossha mhux tiġini bħal tagħhom". Niftakar kien hemm vidjo partikolari li kien isemmi protagonista li kien jisimha Lucía. Beda jgħidli "jien Ms toħroġli Lusia mhux Lucía" so eħe taf kif. Iż-żgħar ikollhom daqsxejn iktar interess mill-kbar, skont is-sillabu ukoll mhux tort tagħhom, ikollhom jafgħsu fuq il-grammatika. Allura taf kif qisek il-pronunciation tiġi I know it u that's it. Jiġifieri naħseb li eħe tajjed li every now and then, mhux biss il-vidjos, anke kont semmejt ukoll podcasts. Jiġifieri eħe taf kif nipprova, però ovvjament mhux kollha jien ma jkollix garanzija li kollha jarawhom u nkun naf. Għax jiena nkun smajthom qabel il-podcasts u ngħidilhom isimgħuha, "¿Cuál es vuestra opinión?" u jibdeu, speċjalemnt il-Year 8 mill-Year 7. Il-Year 7 taħdem magħhom ħafna iktar il-vidjos u l-Kahoot, li jiena ntella' every now and then games li jisimgħu l-audio ukoll. U every now and then nuża ukoll il-website, jħobbu jużaw miegħi, bħala vokabularju jużaw l-(i)spanishdict.com, peress li issa m'għadhomx jużaw il-ktieb normali. Issa dik tagħtik l-aċċess ukoll tisma' l-audio u apparti minn hekk l-(i)spanishdict.com ikollha la palabra del día, allura huma qedgħin jitgħallmu vocabulary ġdid u qedgħin jitgħallmu kif tinstema. Filfatt nista nara li bis-sillabu l-ġdid il-Year 7 compared meta kienu dawk li qedgħin Form 4 issa kienu Year 7, għandhom iktar vokabularju u iktar ability of speech. Jiġifieri huma taf kif il-flow tagħhom tista' tinduna li kif ikunu qedgħin jtkellmu, qedgħin jifhmu kelma kelma xi tfigħer. Ovvjament għadna l-Year 7 fil-basic, oral tasks fhimt.

Jennifer: Jekk tqabbel it-tagħlim tiegħek ta' kif tgħin lill-istudenti jiżvillupaw l-ispeaking skill ma' l-esperjenza tat-tagħlim tat-taħdit tiegħek, ta' meta kont studenta, liema xebh jew differenzi jista' jkun hemm?

Amanda: Ehe l-iktar differenzi. Hekk iktar differenzi għax aħna kif għidt konna iktar limited. Konna limited bil-kotba, konna limited bil-grabaciones, bis- CDs. Ovvjament kienet tuża ħafna jiġifieri compared ma' teachers oħra li kienu super traditional, inti kont fl-istess skola fejn kont jiena, u kont studenta hemmhekk ukoll. Ħafna mit-teachers għadhom s'issja unfortunately jużaw very traditional methods, però jiena naħseb li kienet taħdem ħafna biex ma tkunx traditional. Pero ovvjament kien hemm limitations ta' teknoloġija, awdjo. Illum il-ġurnata jiena bħalissa minħabba il-COVID, jiena drajt nikkoreġi bil-Whatsapp. Nikkoreġi b'Teams eċċ. imma ġieli kien hemm studenti li Teams ma kienx qiegħed jaħdem so sakemm jirrangawlihom l-account ta' Teams eċċ. ikolli n-number tal-ġenitur, it-tifel jibgħatli l-ispeaking task fuq Whatsapp, nisimgħu, nikkoreġiha u jien nirrispondi bil-Whatsapp, which is super quick u vera ma toħodlokx xogħol. Għax inti m'għandekx x'timmarka, you can pronounce, you can spell, tista' tfakkarhom fejn irridu jagħmlu aċċent, kif jinstema' l-aċċent jiġifieri super useful. Però hemm ħafna differenzi iktar milli xebh. Li nista ngħid forsi xebh huwa l-użu tal-lingwa fil-klassi jiġifieri li tuża l-Ispanjol kemm jista' jkun fil-klassi. Ma kinitx tħallina pereżempju ngħidulha "Ms ħa mmur il-bathroom please", ma kinitx tħallina jiġifieri you have to say it, u dik pruvajt nadattaha, qisni tgħallimtha, baqgħat f'moħħi dejjem mit-teacher tal-Ispanjol tiegħi. Dawk l-iktar għax aħna ovvjament compared mall-għalliema li kelli jien, hi kienet limited ħafna, jiġifieri dejjem niftakar bil-flashcards, niftakarna nagħmlu l-endings tal-verb bil-flashcards tondi u nwaħħluhom, kienu jkunu bil-velchlor. Illum il-ġurnata le, illum il-ġurnata l-projector tista' tagħmel l-audio jinstema,

tirrekordja lilhom, jiġifieri għandek ħafna biex taħdem, għal kull task mhux għall-ispeaking biss jiġifieri.

Jennifer: Eżatt. Issa ħa nkun qedgħin nikonkludu din l-intervista u l-ewwel mistoqsija hija taħseb li l-għalliema huma mhegga biex jagħmlu użu mill-Malti jew l-Ingliż fil-lezzjonijiet tal-Ispanjol?

Amanda: Ma naħsibx li huma mhegga. Naħseb hija iktar quite free li kulhadd juża għax ovvjament inti trid tara wkoll l-school culture. Jiġifieri jiena pereżempju l-ewwel tliet snin kont ngħallem Skola A u Skola B, u kienu skejjel li ħadd ma jrid jaf b'xejn. Ġieli kont immur u ma nsib l-ebda studenta mill-forms kollha. Jiġifieri inti trid timxi mal-school culture. Kieku jiena kont nidhol u nitkellem bl-Ispanjol biss, probabli kienu jispiċċaw jibbuljawni. Jiġifieri trid tadatta man-needs tal-istudent. Jiġifieri at certain point trid tinsa li inti teacher tal-Ispanjol, teacher tas-sugġett, u tgħid isma' jiena I have to be their role model for these 40 minutes. Bħalissa l-school culture tiegħi hija l-oppost ta' kif kienu l-ewwel tliet snin tiegħi.

Jennifer: Iva kont se nistaqsik. X'inhuma l-opinjonijiet tal-SMT jew tal-Kap tad-Dipartiment dwar l-użu tal-lingwi fil-lezzjonijiet tal-Ispanjol?

Amanda: Is-surmast li għandna bħalissa aħna huwa Malti pro, jiġifieri l-Ingliż tiegħu taf kif, so Malti pro. Imma again m'għandiex regoli li jgħidulna tridu tużaw il-Malti, tridu tużaw l-Ingliż. Però jiena naħseb nerga niġi għall-punt, bħala dipartiment essaċċ m'għandix regola you have to use only Spanish. Tiġi minnek at your own discretion li tgħid isma' jekk inti ħa titkellem Malti u Ingliż ħa jkollok foul żgur fl-ispeaking skill u ħa jkollok marki baxxi. U t-tfal mhux ħa jkunu mhegga, mhux ħa jkunu motivati, mhux ħa jkollhom eżempju, mhux ħa jkun mdorrijin.

Jennifer: Essaċċ inti libera fejn jidhol użu tal-lingwa fil-klassi, you have to make the decision.

Amanda: Eżatt hekk hu. Ovvjament inti mbagħad ħa tara, inti mbagħad tidra l-metodu tiegħek. So l-problema ħa tkun jekk inti mhux ħa tkellimhom qatt bl-Ispanjol, ħa jiġu għall-orali, l-annual exam, u mhux ħa jgħaddu. Anzi ħa jibqgħu jħarsu lejki tipo x'qed tgħid inti qatt m'għamilthielna din. Jiġifieri dik hija wkoll forsi l-ispunt pożittiv tas-sillabu l-ġdid, li tgħin ħafna. Bħala SMT, we're quite free li tagħzel liema lingwa trid, importanti li s-sillabu jiġi milqugħ u li l-studenti jmorru tajjeb.

Jennifer: Tajjeb. U taħseb li l-esperjenzi tat-tagħlim li kellek inti bħala studenta jinfluwenzaw it-twemmin tiegħek dwar it-tagħlim tal-Ispanjol? Qabel għidli dik ħaġa li tgħallim u bqajt nżommha, jiġifieri tinfluwenzak sal-llum il-ġurnata.

Amanda: Yes, yes ħafna. Jiena niftakrarni l-ewwel sena ngħallem bil-file ta' meta jien kont studenta, tal-O-Level. Jiġifieri eħe. Jiena persuna niftakar ħafna, I am very visual, nitgħallem u niftakar kolliox visual. U anke s'issa pereżempju nagħmel lesson partikolari u niftakarni kif kont tgħallimta jien meta kont studenta. U lill-istudenti ngħidilhom fhimt, mhux biex nibbrejnwoxxjahom, fil-verità nħobb nibbrejnwoxxjahom f'it, imma nħoss li it makes them understand li ara din tgħallimtha mela jien kapaci nitgħallimha, din għadha tfitakarha, mela jien nista' nibqa niftakarha. Jaraw il-prattika tagħha.

Jennifer: Eżatt u taħseb li hemm xi fatturi oħra li jinfluwenzaw id-deċiżjonijiet tiegħek u l-prattika fil-klassi?

Amanda: Eħe kif għidtlek, naħseb in-needs tal-istudent. Jiġifieri jaf ikollok klassi li tbiddel totalment il-pjan tal-lezzjoni tiegħek, letteralment flok tibda ssemilhom l-objective tal-ġurnata illum huwa li nitgħallimu hekk. Għandi l-Year 10 kif ngħidilhom "u ma nagħmlu xejn", mela nibda bil-mod, nibda b'task żgħira, naqsamha, nikkoreġuha, nibda b'task oħra, nżid magħha u nikkoreġuha. Imbagħad taf kif xorta nkun ilħaqt l-objective, Imbagħad fl-aħħar ngħidilhom l-objective x'kien.

Jennifer: Eżatt. Jista jkun l-esperjenza wkoll ta' kemm ilek tgħallem taffetwa?

Amanda: Eżatt, eżatt. U inti tidra wkoll peress li kif għidtlek jiena biss ngħallimhom l-Ispanjol, mill-Form 1 sal-Form 5 u jiena nkun nafhom prefettament dawn, minn kif kienu Year 7 sakemm jitolqu. Jiġifieri ma jistgħux jiġiduli "Ms eġe naħseb issa biddit il-forma ta' kif nitgħallem u issa naħseb issa nista' naħdem iktar fuq l-ispeaking, inħossni impruvjajt". Inkun naf x'inhuma il-weaknesses tagħhom, jiġifieri dik tinfluwenzani wkoll.

Jennifer: Mhux hekk. Dak kollox bħala mistoqsijiet. Grazi ħafna.

Amanda: Ta' xejn. It was my pleasure. J'alla għintek .

Jennifer: Iva, tgħallimt ħafna, it was very helpful.

Intervista 3

Jennifer: Mela l-ewwel ħa nkun qiegħda nistaqsik xi mistoqsijiet dwarrek. L-ewwel waħda hija b'liema lingwa normalment titkellem id-dar u mal-ħbieb tiegħek?

Carla: Bil-Malti u bl-Ingliż.

Jennifer: Ok. U taqleb mill-Malti għall-Ingliż meta titkellem?

Carla: Iva, iva, nagħmilha ħafna anzi.

Jennifer: U jekk in-nies jaqilbu minn lingwa għal oħra meta jkellmuk, ma tiddejjaqx?

Carla: Le mhux daqshekk problema għalija.

Jennifer: Tajjeb. Meta bdejt titgħallem l-Ispanjol?

Carla: Sena u nofs ilu.

Jennifer: U meta kont qiegħda titgħallem l-Ispanjol, kellek xi esperjenzi ta' studju barra minn Malta?

Carla: Kont għamilt Erasmus fil-B.A.

Jennifer: U meta kont studenta, x'metodu kien juża l-għalliem fil-lezzjonijiet tal-Ispanjol?

Carla: Qedgħin nitkellmu fis-Sekondarja jiġifieri?

Jennifer: Eżatt.

Carla: Ok. Ifhimni kien hemm differenza ħafna bejn għalliem u ieħor. Eżempju kien hemm għalliema li kienu jirreferu għal metodi tradizzjonali ħafna, fejn letteralemnt jinkiteb kolli fuq il-board u aħna nikkupjaw. Imbagħad kien hemm dik tal-Form 5 li she used to put everything into practice, kważi iktar hands-on approach. Aħna konna iktar inkunu nippartecipaw iżjed bħal speċi. Minn għalliem għall-ieħor rajt differenza kbira fil-metodi li jużaw. Ovvjament l-iktar li rajna li ħadem hija dik tal-Form 5, fejn konna iktar hands-on u tatna x'nagħmlu biha l-lingwa.

Jennifer: U liema skills kienu jigu pprattikati l-iżjed?

Carla: Tal-kitba. Fi żmienna tal-kitba, kollox fuq kitba kellna.

Jennifer: U meta kont studenta, liema lingwa kienet l-iktar dominanti waqt il-lezzjonijiet?

Carla: Waqt il-lezzjoni tal-Ispanjol qedgħin ngħidu aħna?

Jennifer: Eżatt.

Carla: Naħseb I would say il-Malti.

Jennifer: U kif kont tħossok bl-użu ta din il-lingwa? Kienet tgħinek?

Carla: Konna nkunu komdi ifhimni, not putting us out of our comfort zone xejn, allura ħafna mill-ħin l-Ispanjol ma konniex nisimgħuh. L-orali konna nsibu diffikultà kbira biex nagħmluh infatti għax ma tipprattikahx hux.

Jennifer: Eżatt. U inti għidtli li ilek tgħallem sena u nofs hux hekk?

Carla: Eżatt.

Jennifer: Għandek xi skill partikolari li tippreferi tgħallem?

Carla: Ifhimni naħseb il-listening vera nara xi ħaġa interessanti għax kif jiġi ħendiljawha t-tfal huwa veru mod sugġettiv. U anke l-attivitajiet li tista' tagħmel huma endless, fejn jidħol listening speċjalment. L-orali l-problema naħseb hija r-rizorsi, l-ħin u biex tagħti l-attenzjoni individwali lil kull tifel. Ovvjament tipprowa ddeffisha kemm jista' jkun però naqra iktar challenging biex idaħħalha. U l-kitba, ifhimni l-kitba niddependu ħafna fuq it-tfal. Nieħu pjaċir indefissha fil-lezzjonijiet però jiena ma tantx narani għandi input, narha aktar nagħti l-go ahead lit-tfal biex ikunu iktar awtonomi biha r-written.

Jennifer: U f'kemm-il skejjel għallimt s'issa? Il-gruppi kollha għallimt? Mill-Year 7 sa 11?

Carla: Ara s-sena l-oħra kont skola privata u kelli Form 3, 4 u 5. U din is-sena għandi il- Form 1 u 2, middle school qiegħda, ma' skola tal-gvern.

Jennifer: Ok. Issa ħa nkun qiegħda nistaqsik xi mistoqsijiet fuq l-użu tal-lingwa fil klassi. Liema aspetti fit-tagħlim tal-Ispanjol taħseb li jħobbu l-aktar l-istudenti jew li jsibu aktar faċli?

Carla: Naħseb il-kitba. Il-kitba għax bażikament aħna tgħallimna u anke t-tfal tal-llum fil-verità, tistudja kollox bl-amment u mbagħad trid tipproduċi kollox ġo karta. Allura meta jagħmlu u jużaw dak il-metodu ħafna drabi they find it easier milli jrridu jkunu kreattivi u joħorġu, apparti jiġifieri li għandek il-barrier public speaking aħna hawn Malta nbatu ħafna biha. Biex jiġu t-tfal biex jaqbd u jittkellmu quddiem il-bqija tal-klassi, letteralment jaqilgħulek qalbek għax veru jsibuha diffiċli. Mhux bl-Ispanjol ta' jiġifieri, anke bl-Ingliż u bil-Malti, let alone bl-Ispanjol eventwalment.

Jennifer: Mhux hekk. Imbagħad minn naħa l-oħra aspetti li jsibu l-iktar diffiċli hija kif għidli l-ispeaking hux hekk?

Carla: Iva l-ispeaking, eżatt hekk hu.

Jennifer: U inti waqt il-lezzjonijiet tiegħek, liema lingwi normalment tuża l-iktar?

Carla: Nipprova naqleb kemm jista' jkun. Eżempju normal instructions nipprova nagħtihom kemm jista' jkun bl-Ispanjol, biex anke eżempju jekk iridu jmorru sal-bathroom jew nista' nixrob, affarijiet sempliċi nipprova kemm jista' jkun nibbaża kollox fuq l-Ispanjol. Però mbagħad meta tiġi għal xi punti li trid tispjegah u trid li t-tfal jifmuh, bilfors trid taqleb naqra żgħira naħseb għall-Ingliż u għall-Malti.

Jennifer: Eżatt. U ġieli pruvajt tagħti lezzjoni sħiħa bl-Ispanjol?

Carla: Le, le. Għax nippreferi jkolli l-attenzjoni kollha tagħhom u ma nitlifhomx milli intaqtaq waħdi bażikament

Jennifer: Jiġifieri inti għidli li taqleb bejn l-Ispanjol u l-Malti jew l-Ingliż. U meta taqleb tagħmilha mal-klassi kollha jew ma' studenti b'mod individwali?

Carla: Ma' studenti iktar minn oħrajn ġieli jkun bżonn iktar reaffirmation bin-native language. Pereżempju jkun hemm studenti li jaqbd u mal-ewwel, anke meta nispijega bl-Ispanjol u jkun hemm studenti li jkollu nerġa' nirrepeti kollox darbtejn, nipprova nerġa' nirrepeti darbtejn bl-Ispanjol però eventwalment it-tielet jaf tkun bil-Malti jew bl-Ingliż biex tara li żgur fehmu.

Jennifer: Eżatt. U x'inhi l-opinjoni tiegħek dwar l-użu tal-Malti jew tal-Ingliż fil-klassi tal-Ispanjol? Taħseb li hija ta' benefiċċju għall-istudenti?

Carla: Jiena bħalma għidtlek huwa tajjeb ħafna li tesponihom għall-lingwa, però mbagħad fl-aħħar mill-aħħar ma tridxi tispicċa titkellem waħdek u huma lanqas biss qedgħin jifhmuk. Naħseb trid tikkombina u ssib bilanċ bejn language exposure u huma understanding of the concept li qiegħda tipprova tgħaddilhom. Jiġifieri naħseb fil-verità jekk jirnexxielek imbagħad eventwalment tibda l-bidu tas-sena tagħti iktar importanza l-understanding of the concept, eventwalment lejn l-aħħar they balance each other out naħseb tipprova.

Jennifer: U taħseb li hemm xi fatturi li jinfluwenzaw l-użu tal-Malti u fatturi oħra li jinfluwenzaw u tal-Ispanjol fil-klassi?

Carla: Tiktok, għax kif jisimgħu diska jew kif jisimgħu xi kelma eżempju xi saying bl-Ispanjol waqt xi video ta' Tiktok, għandi xi ġimgħa nismagħha, left right and centre jiġifieri. Le funnily enough imma eħe u jien ngħidilhom, ngħidilhom kemm jista' jkun iftħu widnejkom għall-affarijiet li taraw madwarkom u tużaw b'mod ta' kuljum. U bla ma tafu qedgħin tiħhendiljaw il-lingwa ukoll, jiġifieri naħseb on a daily basis fejn jidhol Netflix, diski, social media, affarijiet hekk.

Jennifer: U inti, waqt il-lezzjonijiet tal-Ispanjol b'liema mod tesponihom għall-lingwa Spanjola? Forsi tuża xi vidjos, mużika?

Carla: Mhm, vidjos, mużika, recordings. Li nsib naqra problema nnutajt pereżempju l-fatt li meta jisimgħu persuna native, Spanjola titkellem, jippanikjaw ħafna t-tfal “kemm tgħaġġel”, u ġieli qas inkun għadni bdejt il-video u jgħiduli “xi waħda Spanjol ġejja” bħal speċi “kemm ħa tgħaġġel din”. Ngħidilhom eventwalment fl-eżami, għax appartni minn hekk trid tippreperahom għall-eżami, mhux l-vuċi tiegħi ħa jkun hemm, ħa jkun hemm il-vuċi ta’ xi ħadd iehor. Jiġifieri tridu tqiegħdu widnejkom għal-lingwa ġejja minn kwalunkwe sors li ġejja. Niprova kemm jista’ jkun, ġieli kien hemm okkażjonijiet fejn slowjajt il-video, però xorta ovvjament native speaker ikun hemm għaddej. Naħseb tadatta skont il-każ li jkollok quddiemek imbagħad.

Jennifer: U l-speaking skill kemm tingħatha importanza fil-klassi tiegħek?

Carla: Lfhimni niprova kemm jista’ jkun bħalma għidtlek b’mod implicitu fejn jidhol eżempju “Ms nista’ mmur sal-bathroom?” u eċċ. Nagħutha importanza minn dak l-aspett. B’mod explicitly niprova kemm jista’ jkun kull lesson nagħti daqsxejn żgħira ta’, ovvjament inti jekk ikollok għoxrin tifel quddiemek impossibli li jkellmuk kollha. Però jiena nsaqsi persuna differenti niprova u m qar jagħmilli dik is-sentenza, tnejn. Ovvjament imbagħad ikun hemm il-lezzjoni li tkun iddedikata speċifikament għall-oral għax jiena nkun qiegħda nassessjahom fuqha. Però kull lesson niprova m qar kemm jgħidu sentenza, tnejn l-iktar l-iktar. B’hekk naħseb inkun ilħaqt il-goal ta’ exposure, sorry ta’...

Jennifer: Ta’ kemm tagħti importanza lill-speaking skill.

Carla: Hekk hu, eżatt.

Jennifer: U l-istudenti tiegħek jużawh l-Ispanjol fil-klassi? Forsi hemm xi attivitajiet li jimmotivaw lill-istudenti biex jirkellmu bl-Ispanjol?

Carla: Lfhimni hemm klassijiet li jieħdu l-inizjattiva iktar minn oħrajn biex jipprvaw jużawh kemm jistgħu. Però naħseb li eħe bħalma qiegħda ngħidlek iktar milli dawk li

juru l-inizjattiva, trid tiegħu f'siekb dawk li sa ċertu punt jistgħu minnha l-lingwa. Dawk trid timmotivahom daqsxejn u anke sakemm eventwalment il-production hija t-tieni parti fil-verità. Naħseb li nbatu naqra biha għadna, għad fadalilna x'naħdmu naqra oħra fuqha biex jiġu minn jeddhem u jużawha kif jridu.

Jennifer: U jekk l-istudenti tiegħek ikellmuk bil-Malti jew bl-Ingliż waqt il-lezzjoni, inti b'liema lingwa twegħibhom lura?

Carla: Skont x'mistoqsija tkun, jekk naf li l-mistoqsija li ħa tkun xi ħaġa li nista' nirrispondihom bl-Ispanjol u ħa jifhmuni, nipprova nirrispondi bl-Ispanjol. U huma għallbidu ovvjament naħseb natural instinct huwa li jittestjawk u jgħidulek "Mhux nifhmek". U terġa' tirrepeti ruħek u jekk inti ċerta li dawn l-kliem ġieli ltagqgħu miegħu tibqa' tipprova tagħmel naqra żgħira effort biex tirrispondi bl-Ispanjol. Ovvjament jiddependi xi jsaqsuk imbagħad.

Jennifer: X'inhuma l-vantaġġi u l-iżvantaġġi tal-użu ta' *translanguaging*?

Carla: Ifhimni l-vantaġġ huwa li inti ċerta li dawn fehmuk għax you repeated what you are trying to say in three languages bażikament. L-iżvantaġġ again given li aħna m'għadniex naraw, mhux m'għadniex naraw televixin, kont se ngħidlek fil-verità t-fal l-unika exposure li għandhom għall-Ingliż, għax il-mobile biss jużaw illum il-ġurnata, ma jarawx televixin. Jiġifieri dik hija żvantaġġ, il-fatt li jiena nirreferi għall-Ingliż jew għall-Malti għax huma mhumieq jisimgħu Spanjol biżżejjed. So exposure wise neqsin minnha. Però again balancing mainly between getting them to understand, getting them to be exposed to the language. Jiġifieri naħseb they balance each other out fil-verità.

Jennifer: Imbagħad minn naħa l-oħra x'taħseb li huma l-vantaġġi u l-iżvantaġġi tat-tagħlim li jsir bl-Ispanjol biss?

Carla: Il-vantaġġ hu agajn li inti dawn it-tfal rawwimtilhom widnejhom għall-lingwa. Għax inti fl-aħħar mill-aħħar iktar ma tismagħha l-lingwa aktar dejjem qisek qiegħed toqgħod, tismagħha darba, darbtejn. U nemmen li eżempju jien nitkellem fuqi personalment bħala esperjenza, l-iktar naħseb esperjenza li għallmitni l-lingwa mhijiex mil-lecture room, hija minn meta mort hemmhekk, minn meta għamilt xi żmien ngħix hemmhekk. Ġejt lura nikkunsidra lili nnifsi naf nitkellem bl-Ispanjol aktar milli semplicement smajtu ġo klassi. U t-tfal l-istess. Fteqq mbagħad li għandek żvantaġġ li speċjalment fil-każ tiegħi dawn għadhom livell baxx u għadhom f'livell ta' bidu, allura ma tridx toverweljahom b'ċertu ammont ta' lingwa li jgħidulek "isma' ma fhimthomx, ma fhimtux u ħa naqta qalbi minnu". It-tfal trid iġġegħelhom iħobbuh is-suġġett u billi timliehom bl-informazzjoni mill-ewwel ħa joboduh jispiċċaw. Jiġifieri naħseb trid issib bilanċ, dak l-izvantaġġ tagħha.

Jennifer: U taħseb li t-*translanguaging* għandu jingħata aktar importanza jew fid-dokumenti tal-Kurrikulu Nazzjonali jew fis-sillabu tal-Ispanjol?

Carla: Ħafna, ħafna. Jien naħseb li one il-fatt li pereżempju l-LOFs miktubin bl-Ingliż, personalment naħseb li hija vantaġġ kbir. One anke għall-parents, dawk li jieħdu interess, jidhlu jfittxu u jaraw isma' xi tisser din, it-tifel xi jridu jilħaq bil-fatt li għandu unit four fuq il-karta, ma nafx ta' qiegħda nagħtik eżempju. Apparti minn hekk, jiena mistagħġba onestament kif għad hawn nies li jiġifieri kelli first-hand experience magħhom li għadhom sal-lum il-ġurnata jgħidulek li t-*translanguaging* huwa ħażin. Għad hawn nies li jemmnu jiġifieri li inti fil-klassi għandek tuża jew it-target language jew jiġifieri kompletament biss. Bir-rispett kollu jiena nħoss li qiegħed tkun imprattiku meta tgħid xi ħaġa hekk. Trid tkun prattiku u trid tirrealizza li għandek quddiemek tfal li għadhom f'livell ta' bidu, trid iġġegħelhom iħobbu il-lingwa, apparti minn hekk inti trid tara li qiegħed tispjega qiegħed jinftiehem. Allura naħseb li t-*translanguaging* ma

nistax nifhem kif għad sal-lum hawn nies li jgħidulek ma naqbilx meigħu. Anzi huwa importanti ħafna, jiena personalment.

Jennifer: Vera, vera. U minn grupp għal ieħor, tbiddel il-lingwi li tuża? Pereżempju, ma' grupp wieħed tuża aktar l-Ispanjol imbagħad ma' ieħor trid tuża aktar il-Malti jew l-Ingliż.

Carla: Definitely, definitely. Ifhimni jiena naħseb li iktar kemm qiegħda nitgħallem fuq it-tfal li għandi quddiem, iktar nipprova kemm jista jkun niċċelingjahom kemm nista'. Iktar kemm ninkludi l-lingwa Spanjola, iktar ħa nkun qiegħda niċċelingjahom. Hemm gruppi li they can handle it, anzi jiġru biha. Hemm gruppi li jagħtuni naqra iktar fejn, jien naf, jagħtuni naħseb iktar x'naħseb fuq kemm għandi nużaha. Mainly again biex inżommhom focused, għax nibża', wisq nibża' li ġieli pruvajtha jiġifieri meta nitlaq gas down bl-istess livell ta' Spanjol, ninnutani bejn lesson u oħra rrid noqgħod attenta u neġgastja, anke l-speed, kollox. Naħseb li inti trid tirrealizza li quddiemek għandek tfal individwali, bil-kapaċitajiet tagħhom u trid tadatta d-delivery tiegħek, relevanti anke speed, language, kollox skont it-tfal li għandek quddiemek. U anke l-fatt li pereżempju jiena fil-kaz tiegħi għandi ħafna barranin, allura anke eżempju li noqgħod attenta kemm nuża l-Malti, jiena bil-Malti nitkellem id-dar, però rrid noqgħod attenta li l-main explanation jekk ma tiġix bl-Ispanjol tiġi bl-Ingliż imbagħad, mhux bil-Malti ħalli jifhimni kulhadd.

Jennifer: Eżatt. U ġieli qrajt xi artikli jew kellek tagħlim dwar l-użu tal-Malti jew tal-Ingliż fil-klassi tal-lingwa barranija? Forsi dak li tgħallimt jew qrajt jista' jiġi applikat għal-waqt lezzjonijiet tiegħek?

Carla: Eħe, meta kont fl-MTL jiena kellna eħe kellna xi presentations x'nippreparaw fuq translanguaging u hekk jiġifieri. Ifhimni naħseb there are two sides to it. Again kif għadek kif għidti inti li hemm il-vantaġġ u l-iżvantaġġ. Naħseb li taqra u li tara hemm

jaqsam bejniethom. Naħseb li r-riċerka hija importanti ħafna però l-iktar ħaġa importanti hija li tifhem lil min għandek quddiemek. Li tgħid isma' jien ma' dan it-tifel ħa jaħdem it-translanguaging, ma' dan it-tifel mhux ħa jaħdem jew inkella jaffordja dan jisma' t-target language biss. Naħseb li r-riċerka hija importanti ħafna imma eventwalment you have to put it into practice u l-esperjenza tgħallmek.

Jennifer: Eżatt. Issa ħa nkun qiegħda nistaqsik fuq xi strategiji li inti tuża fil-klassi. L-ewwel waħda għandha x'taqsam mal-istudenti tat-tmien sena, tal-Year 8. Peress li jinsabu fl-ewwel livell tuża xi strategiji partikolari biex tgħin hom jifhem iktar l-Ispanjol?

Carla: Ifhimni, gestures pereżempju, ritratti, vidjos, li eħe eżempju jien ninnutahom pereżempju jien inħobbha ħafna din learning by discovery. Din mhux qbadt tajtek handout, jien naf qedgħin nitkellmu fuq il-ħwienet pereżempju bħalissa, ma qbadtx tajtek il-handout bl-isem taħt u eventwalment kemm tmur id-dar u toqgħod terġa' taqra l-istess ħaġa li tajtek. Naslu għaliha billi nibnuha aħna l-handout. Naħseb li one qisni nkun qiegħda niċċelingjahom daqsxejn u two jgħiduli imma kif ħa nagħmel l-exercise jekk jiena dal-kliem qatt ma rajtu, prova imla li taf, li ma tafx narawh flimkien u qishom iħabblu rashom iżjed narhom meta nagħmlu hekk. Imbagħad eżempju jidħol l-element ukoll li jekk eżempju nara tifel li mhux Malti, nara tifel li hu Taljan, resort to your native language, resort to Italian, ara x'taħseb, qabbilhom flimkien. Naħseb dawk mainly.

Jennifer: Tajjeb. U x'tip ta' attivitajiet tfassal għall-iżvilupp tal-ispeaking skill?

Carla: Conversations bejniethom, li narhom fis-sens qishom jagħmlu daqsxejn zgħira arja b'xulxin. Iktar milli jagħmlu l-arja b'xulxin, iktar jgħinu lil xulxin narhom li jekk wieħed weħel, qisu jagħtih daqqa t'id l-ieħor, qisu jikkumpensah għalih. Ovjament ikun hemm naqra zgħira l-ħsieb ta' kif nipperjahom. Dis-sena mhux daqshekk possibli għax ma jistgħux jiċċaqalqu mill-post tagħhom allura kemm jitekellmu minn naħa għal oħra, kemm jista' jkun. Ifhimni bħala attivitajiet ta' speaking ukoll togħogobni l-idea li

tiddeskrivi ritratt għax dak li nara jien mhux li tara int, allura vera joħorġu punti interessanti minnha. S'issa ħa ngħid hekk, s'issa s'issa daww. Li ma tantx togħoġbni ngħid il-verità huwa meta jkun hemm topic, ma nafx health, u trid titkellem fuqu.

Jennifer: Bħal presentations?

Carla: Mhux għax presentations biss, anke eżempju jkun hem l-element ta' dialogue miegħi, jien bħala t-teacher u t-tifel l-istudent, u jiena ngħidlu mela ħa nitkellmu fuq it-temp kelimni. It-tifel tpoġġih f'pożizzjoni naqra antipatika li nħoss li hemm bżonn ċertu iktar guidance. Anke biex joħroġ bl-ideat forsi hawn min ibati biex joħroġ bl-ideat, anke d-delivery tkun tajba imma l-ideat biex jiġuh tkun difiċli. Jiġifieri fejn jidhol element ta' topic tkellem fuqu għal żewġt minuti mbagħad nara kif tkellimt, ma tantx naqbel magħha. Iktar togħoġbni in the sense of a dialogue jew inkella jiddeskrivu ritratt.

Jennifer: Tajjeb. U kif tiddeskrivi l-metodu tiegħek fit-tagħlim tal-ispeaking skill? Eżempju meta l-istudenti qed jagħmlu xi attività kif għidli conversation jew hekk, inti tagħti prijorità lir-regoli u l-istrutturi grammatikali jew lill-aspett komunikattiv?

Carla: Jiena ngħid il-verità, jiena nħallihom jikkellmu. Jekk ninnota pereżempju xi żball, milux kellna eżempju jikkellmu fuq il-favourite subjects tagħhom. Ovvjament ċertu żbalji grammatikali ħa jsiru. Jien naf fil-verbi jew x'naf jiena mhux ħa noqgħod nikkoreġih dak il-ħin żgur għax it-tfal once li tikkoreġihom, xi wħud minnhom pereżempju jarawha bħala qisu you are like reprimedning them u eventwalment joqgħodu lura u jekk ikollhom xi ħaġa x'jgħidu ma jgħiduha xejn. Inħallik titkellem imbagħad ħalli nitkellmu fuq l-iżbalji wara pereżempju. Però yes I value flow naħseb more than rigidity and structure. Imma importanti mbagħad mhux inħalluha, l-iżbalji nħalluhom hemm. Nieħu nota tagħhom waqt li qiegħda nismagħhom jiena mbagħad niddiskutuhom wara. Però waqt il-conversation minnha nfisha naħseb il-fatt li t-tifel irnexxielu jasal f'punt fejn ħareġ mill-qoxra u tkellem huwa diġà pass kbir li it goes unrecognized fil-marki. Għax

tiltaqa ma' tfal li anke biex iħarsu f'għajnejk u jkellmuk ibatu. Biex tifel wasal għall-punt fejn qed jittellem fuq topic li tajtu inti, qed jirrispondik u qed iġġib il-kunfidenza fil-lingwa naħseb dak huwa pass kbir ħafna. Halli mbagħad nistruttura u nirranġawha once li inti għamilt il-punt tiegħek. Imma eħe flow importanti ħafna.

Jennifer: U x'inhil mela l-opinjoni tiegħek dwar il-*Communicative Language Teaching*?

Inti għidtili li error toleration tħalliha, fluency, dawn kollha huma aspetti tal-Communicative Language Teaching. X'inhil l-opinjoni tiegħek dwar dan, taqbel miegħu?

Carla: Ħafna, ħafna. Le le minn daqshekk jiena naħseb li fl-aħħar mill-aħħar inti trid li jkollok fil-Form 5 ikollok ċertifikat u jkollok il- marka li inti ġibt l-O-Level tal-Ispanjol, ok fine. Però naħseb, that's not what makes you fall in love with the language, that's not what makes you want to go home and jien naf tfitex xi ħaġa bil-Ispanjol u tiġi l-iskola l-għada tgħidli "Ms għax iċċekjajt, hekk tgħidha bil-Ispanjol" eżempju. Naħseb il-fatt li jirnexxielek tgħaddi dak li tixtieq tgħid, li huwa naħseb il-gist ta' Communicative Language teaching, tgħaddi dak li tixtieq tgħid, minimu kemm hu minimu bil-lingwa, naħseb dak huwa xi ħaġa li jiena nagħtiha ħafna importanza. Għalfejn? Għax imbagħad tara benefiċċji oħra gejjin, it-tifel għamiltu ċertu entużjażmu ġo fih lejn il-lingwa, irnexxielu jikkomunika so hemm dak l-element ta' kunfidenza self-confidence. Imbagħad bil-mod il-mod ma jarahiex bħala problema li jirranġa l-iżbalji tiegħu. Naħseb it all goes hand in hand imma inutli tibbumbardjah bir-regoli u dan lanqas għandu l-kunfidenza joħroġ bi statement waħdu. Naħseb li it's a process, delikat ħafna però once li tasal għalih, biex tasal għalih Communicative Language Teaching huwa impotanti ħafna.

Jennifer: U fl-attivitajiet tal-ispeaking skill, inti tħalli lill-istudenti tiegħek jaqilbu bejn il-Malti u l-Ingliż u l-Ispanjol?

Carla: Again jekk naf li huma kapaċi ħa niċċelingjahom taparsi m'iniex nifimhom pereżempju jekk naf li jafuha l-kelma. Jekk naf li jafu jaslu għax imbagħad hemm l-element ta' għażż u nibża' ħafna minnu dak jiena għax faċli taqa' fih, naqgħu fih aħna l-adulti biss biss aħseb u ara. Jekk inti iktar faċli għalik titkellem bil-lingwa tiegħek mela ħa nitfagħhila bil-lingwa tiegħi. Le reverse u qabel ma tgħidli u ġieli jidħku jiġifieri għax ngħidilhom qabel ma' tgħidli kif Ms ħa mmur sal-bathroom bl-Ispanjol m'iniex ħa nibagħtek le. U eventwalment they struggle, they challenge themselves and they get there. Jiġifieri jekk nara li inti kapaċi le I won't allow you to translanguaje però jekk qiegħda narak wehilt, mhux ħa nwaqqfek kompletament.

Jennifer: U x'diffikultajiet taħseb li jiltaqgħu magħhom l-istudenti meta jiġu biex jittkellmu bl-Ispanjol waqt dawn l-attivitajiet?

Carla: Naħseb dejjem l-istess problema tkun, li hija li you are on the spot u biex issib il-vokabularju dak il-ħin moħħok jgħidlek daqshekk waqfu. Għax infatti l-istudenti meta tiġi biex tkellimhom ma tantx jinkwetaw fuq il-fatt li l-verb dawruh fil-persuna t-tajba pereżempju. Dak il-ħin l-ikbar inkwiet tagħhom huli ma jistgħux isibu l-kelma u ma jafux kif ħa jgħidulek dik il-kelma speċifika. Li naħseb sa ċertu punt l-iskill mhijiex li tgħallimhom il-vokabularju kollhu tad-dinja, però l-iskill hija li inti jirnexxielek iddur ma' dak li tixtieq tgħid mingħajr ma tuża dik il-kelma li ma tistax issib. Jiġifieri naħseb l-ikbar problema li jsibu t-tfal hija l-vokabularju u biex dak il-ħin jiftakruh, jiftakru bħal speċi x'inhil-kelma.

Jennifer: Imbagħad inti b'liema modi tteġġeg lill-istudenti jittkellmu bl-Ispanjol waqt dawn l-attivitajiet? L-ewwel għidli pereżempju tal-bathroom li tgħidilhom qabel tgħiduha bl-Ispanjol mhux ħa nħallikom eżempju.

Carla: Eħe. Ifhimni naħseb li one hemm l-element ta' kif qed ngħidlek il-fatt li huma qedgħin għoxrin fil-klassi, nuża lil xulxin. Jekk ngħid dik taf żgur, ngħidilha "ejja għidli

inti u inti ismagħha ara x'ha taħseb li ħa tgħidli hi". U qisha l-fatt li tisma' lil ħabibtha tipprova, naħseb li hija importanti ħafna d-dinamika ta' bejniethom. Li tidra ċertu dynamics li tgħid din jekk ħa tisma' lil ħabibtha titkellem is going to help her, oħra li tisma' lil ħabibtha titkellem is going to put her down. Jiġifieri naħseb kull student għandu, kif naqbad nispejja, l-weak spot tiegħu to a certain extent, li you target each and every one of them to their needs and abilities ukoll. Ifhimni li tuża lil xulxin tgħin rajtha s'issa jiena.

Jennifer: U jekk tqabbel it-tagħlim tiegħek ta' kif tgħin lill-istudenti jiżvillupaw l-ispeaking skill ma' l-esperjenza ta' kif tghallimtha inti, meta kont studenta fis-Sekondarja. Tara xi xebh jew differenzi?

Carla: Ifhimni naħseb iktar differenzi nara, mhux qiegħda ngħid li, jiena niftakar bażikament jien niftakar konna mmorru għal-eżami tal-oral, toħroġ waħda "isma' trid tgħid hekk, hekk u hekk", sa data konna nkunu nafu x'hemm miktub u x'irridu ngħidu jiġifieri. Naħseb li one il-fatt li nqassmu l-competencies, aħna fi żmienna kienet differenti kienet kollox f'daqqa mbagħad il-parti tal-orali tkun differenti biex ikollok data għaliha b'hal speċi. Il-fatt li nqassmu l-competencies, qisna bla ma ridna aħna b'hal teachers sirna nagħtuh iktar importanza l-orali. U again hemm dak l-element inti tħossok komdu toħroġ bil-punt waħdek, mhux taf kif, mhux ħa niggwidak. Niggwidak l-ewwel darba, niggwidak it-tieni darba, mat-tielet darba tiġi biha waħdek. Fi żmieni konna ma naslux għaliha as a process, konna mmorru għall-eżami u daqshekk, darba tippruvaha. Li trawwimhom hija importanti ħafna naħseb.

Jennifer: Eżatt. Issa ħa nkunu qedgħin nikkonkludu din l-intervista b'xi mistoqsiet ġenerali. L-ewwel waħda hija taħseb li l-għalliema huma m'hegga biex jagħmlu użu mill-Malti jew l-Ingliż fil-lezzjonijiet tal-Ispanjol?

Carla: Jiddependi lil min issaqsiha fil-verità għax tant hawn persuni differenti, b'opinjonijiet differenti fuqha l-ħaġa. Jiena naħseb li bħala, kif naqbad nispijegalek, bħala teachers bejnietna jiena nitkellem għalija, għandi l-kollega tiegħi ġieli tkellimna fuqha pereżempju. It-tnejn naħsbuha l-istess it-tnejn naħsbuha li hemm bżonn li jkun hemm ċertu bilanċ bejn translanguaging u bejn just speaking the target language. Imbagħad jien naf eżempju tisma' ċertu nies li nħoss personalment li jkunu maqtugħin mill-klassi u jifhmuha kompletament differenti, u jgħidulek li that's the way li inti just tuża t-target language u timxi minn hemm. Jiena personalment nħoss li nies li qedgħin sa ċertu punt fl-istess dgħajsa tiegħi, li jiġifieri huma teachers bħali, anke fejn huma teachers li għadhom ġodda bħali, mbagħad nipprova nieħu naqra żgħira opinjoni ta' nies li ilhom jgħallmu wkoll u naħseb li bħali jaħsbuha, li translanguaging huwa importanti, kemm jista' jkun tiċċelingja lit-tifel to the point kemm jiflaħ. Imbagħad iriżultat jitkellem waħdu jiġifieri.

Jennifer: U X'inhuma l-opinjonijiet tal-SMT jew tal-Kap tad-Dipartiment dwar l-użu tal-Malti fil-lezzjonijiet tal-Ispanjol? Ġieli qalulkom xi ħaġa dwar dan?

Carla: Bħala SMT ngħid il-verità qatt ma kellna diskussjoni fuq hekk. Però kelli xi observations visits u ovvjament dawn ikunu, anzi jiena narahom fruitful ħafna għax inti tkun għaddej gas down tagħmel il-lezzjoni u pereżempju waħda mill-kummenti kienet li dawn it-tfal jifilħu naqra iktar Spanjol u naqbel magħha kompletament jiġifieri. Anzi u naħseb li ċertu affarijiet xi kultant minħabba l-fatt li inti qisek tkun drajthom lit-tfal, tinsa kemm jifilħu, tinsa dak l-element ta' challenge. Tipprova timplementah kemm jista' jkun imma xi kultant qisu you overlook it u jkollok bżonn lil xi ħadd, għalhekk huwa importanti li tieħu opinjoni minn għand xi ħadd esperjenzat. Li xi ħadd li ġej minn barra jgħid jifhmu dawn jifhmu, ħalli you try it out and it doesn't work però naqra żgħira ta' reminder kienet li sometimes kids can be challenged more than we think. Naħseb fejn

jidhol nies li huma fuqi to a certain extent dik hija l-opinjoni tagħhom. U naqbel magħha completely jġifieri.

Jennifer: U taħseb li l-esperjenzi tat-tagħlim li kellek inti bħala studenta jinfluwenzaw it-twemmin tiegħek dwar it-tagħlim tal-Ispanjol, ta' lingwa barranin?

Carla: Bla dubju iva mela. Lfhimni naħseb li one d-delivery tibqa' ġo moħħok għax inti ma tiftakarx il-lezzjoni, tiftakar it-teacher, fis-sens tgħid dik għallmitni hekk u dik kienet sena tajba magħha. U tiftakar naqra forsi okkażjonijiet oħra, tgħid għallmitni dik m'għoġobnix u spiċċajt kompletament ma rridx naf bih is-sugġett. Jġifieri eħe mela żgur, l-esperjenza tiegħek bħala studenta trid tiftakarha u trid tużaha, dak li trid tkun u dak li ma tixtieqx tkun

Jennifer: U forsi hemm xi fatturi oħra li jinfluwenzaw id-deċiżjonijiet tiegħek u l-prattika fil-klassi? Forsi l-esperjenza ta' kemm ilek tgħallem, kollegi?

Carla: One naħseb li tagħmel ħafna l-background minn fejn jiġu it-tfal, il-fatt li inti tara, jiena nitkellem għalija pereżempju, is-sena l-oħra kont fi skola privata, dis-sena qiegħda fi skola tal-gvern, ċertu element ta' differenza fejn jidhol il-background tat-tfal rajtha. U dik trid iżzommha f'moħħok. It-tieni nett naħseb li l-media trid tara naqra is-sitwazzjoni dak il-mument. Pereżempju, jiena naf, jekk inti t-tfal taf li hemm trend partikolari bħalissa, iktar ma jirnexxilek tabbina il-lezzjoni magħha, iktar ħa tibqa' fil-memorja tagħhom u b'xi mod jġifieri ħa jgħożżuha iktar. U apparti minn hekk naħseb li bħalissa perfect kind of example hija li hemm il-COVID. Li nżomm f'moħħi hemm ċertu restrizzjonijiet fejn jidhlu attivitajiet partikolari. Però mhux negattiv biss trid tara, jiena naħseb li l-fatt li pereżempju li t-tfal forsi tgħdli ma jistgħux jagħmlu group work, ma jistgħux jiċċaqalqu mill-post tagħhom, però l-fatt li t-tfal dis-sena saru jafu jużaw it-Teams, dik hija xi ħaġa tajba ħafna. Anke pereżempju tixtieq titfa' artiklu, tgħidli qabel l-unika ħin li jiena ħa nara it-tfal huwa fil-klassi. Illum għandi aċċess għat-tfal f'nofsillejl

jekk irrid. Jekk irrid nara artiklu interessanti, nista' nwaddabulhom hemm, arawh imbagħad. Tgħidli qabel kien hemm il-VLE imma t-Teams jien għalija nbierku għax vera huwa tool tajjed jġifieri.

Jennifer: Vera. Dak kollox bħala mistoqsijiet. Grazzi talli qsamt ftit mill-esperjenza tiegħek. Vera kienet interessanti u tgħallimt ħafna wkoll.

Carla: Tajjed, nawguralek ħafna.

Jennifer: Thank you.

Intervista 4

Jennifer: Mela l-ewwel ħa nkun qiegħda nistaqsik xi mistoqsijiet dwarrek. L-ewwel waħda hija b'liema lingwa normalment titkellem id-dar u mal-ħbieb tiegħek?

Ramona: Bil-Malti.

Jennifer: U meta tkun qiegħda d-dar jew mal-ħbieb, ġieli taqleb minn lingwa għal oħra meta titkellem?

Ramona: Skont xi nkun irrid ngħid. Jekk ikun hemm ċertu expressions li bil-Malti nsibhom diffiċli, ngħidhom bl-Ingliż.

Jennifer: Ok. U jekk in-nies jaqilbu minn lingwa għal oħra meta jkellmuk, kif tħossok?

Ramona: Ok ta, ma jdejjqunix.

Jennifer: Tajjeb. Meta bdejt titgħallem l-Ispanjol?

Ramona: Mela kont Form 3.

Jennifer: U meta kont qiegħda titgħallem l-Ispanjol, kellek xi esperjenzi ta' studju barra minn Malta?

Ramona: Le.

Jennifer: Meta kont studenta inti, x'metodu kien juża l-għalliem fil-lezzjonijiet tal-Ispanjol?

Ramona: Mela bħala metodu mingħajr interactive, jiġifieri l-ktieb, photocopies u naqra drilling u affarijiet hekk.

Jennifer: U liema skills kienu jigu l-iktar pprattikati?

Ramona: Ir-reading u r-writing.

Jennifer: U meta kont qiegħda titgħallem l-Ispanjol inti, liema lingwa kienet l-iktar dominanti waqt il-lezzjonijiet? Fis-sekondarja jiġifieri.

Ramona: Il-Malti.

Jennifer: U kif kont tħossok bl-użu ta din il-lingwa? Kont issibha ta' benefiċju?

Ramona: Li kont nifhem x'qiegħda tipprova tgħidli t-teacher iva. Però fl-istess ħin kont inħoss nuqqas min-naħa tal-Ispanjol.

Jennifer: Ok. U kemm-il sena ilek tgħallem?

Ramona: Ħames snin.

Jennifer: U liema skill tippreferi tgħallem inti?

Ramona: L-ispeaking naħseb l-iktar preferut.

Jennifer: U f'kemm-il skejjel għallimt s'issa? Il-gruppi kollha għallimt? Mill-Year 7 sa 11?

Ramona: Iva, lil kollha għallimthom.

Jennifer: Ok. Issa ħa nkun qiegħda nistaqsik xi mistoqsijiet fuq l-użu tal-lingwa fil klassi. Liema aspetti fit-tagħlim tal-Ispanjol taħseb li jħobbu l-aktar l-istudenti jew li jsibu aktar faċli?

Ramona: Naħseb il-listening l-iktar li jħossu faċli.

Jennifer: U minn naħa l-oħra liema huma l-aspetti li taħseb li jsibu diffiċli?

Ramona: L-ispeaking u anke r-writing.

Jennifer: U inti waqt il-lezzjonijiet tiegħek, liema lingwi normalment tuża l-iktar?

Ramona: Malti, Spanjol u fejn ikun hemm il-barranin Inġliż.

Jennifer: U ġieli ppruvajt tagħti lezzjoni sħiħa bl-Ispanjol? Forsi kellek xi diffikultajiet jew sfidi?

Ramona: Il-maġġor parti tal-lezzjoni bl-Ispanjol iva. Però naħseb to be honest kollha kollha naħseb li qatt.

Jennifer: U inti għidli li taqleb bejn l-Ispanjol u l-Malti jew l-Inġliż. U meta taqleb tagħmilha mal-klassi kollha jew ma' studenti b'mod individwali?

Ramona: Jew fejn nagħti instruction u nibda nara xi uċuh blank, li mhux jifhmu.

Allura qisni nerga' ngħidha lil kulhadd biex min ma fhimx, jifhem. Normalment hekk nagħmel.

Jennifer: U x'inhi l-opinjoni tiegħek dwar l-użu tal-Malti jew tal-Ingliż fil-klassi tal-Ispanjol? Taħseb li hija ta' benefiċċju għall-istudenti?

Ramona: Mela ovvjament li nibdew minn day one bl-Ispanjol hija l-ideali. Imma nafu li fir-realtà li qedgħin ngħixu, ma jistax ikun. Niprova kemm jista' jkun, anke lit-tfal, però l-fatt li jkollok klassi sħiħa li jikkellmu one mother language u inti tifhem dik il-lingwa ukoll hija diffiċli ħafna biex it-tfal jaqilbu kompletament għall-Ispanjol. Barra minn hekk, l-Ispanjol mhux bħal l-Ingliż, it is not their second language, it is their third language. Però naħseb li b'naqra sikkatura, it-tfal tgħidilhom illum u tgħidilhom għada, u anke idaħħalha f'moħħok, jiena bħala teacher, naslu li jekk tkellmu ħames darbiet, erba darbiet minnhom jew tlieta tkellmuhom bl-Ispanjol jew staqsew bl-Ispanjol.

Jennifer: U taħseb li hemm xi fatturi li jinfluwenzaw l-użu tal-Malti u fatturi oħra li jinfluwenzaw l-użu tal-Ispanjol fil-klassi?

Ramona: Mela meta jkun hemm ċertu affarijiet simili għall-lingwa tagħna jew għall-kultura tagħna, hemmhekk ħa naqleb għal-Malti, biex huma it-tfal nqarribhom lejn xi ħaġa li diġà huma familjari magħha. Issa anke fejn qiegħda nispjega l-affarijiet li huma ġodda, bla ma trid, taqleb għal-Malti ukoll, għaliex huma kuncett ġdid li għandhom bżonn jifmuh. Issa jekk qiegħda ngħidilhom jien naf fuq paella, qiegħda nsemmi x'inhuma l-ingredjenti u dawn l-ingredjenti ma jafuhomx, b'xi mod irrid ngidilhom "isma' dan qisu jien naf dixx ross, biex tqarribhom ftit. U jgħidulek "e ok imma aħna r-ross nagħmluh hekk, imma huma jagħmluh hekk".

Jennifer: U b'liema mod tesponi l-lingwa Spanjola matul il-lezzjonijiet tiegħek? Forsi tuża xi vidjos, mużika?

Ramona: Mela l-iktar li nħobb nuża stampi u nemmen ħafna fil-gestures. Jien għalija naħlef bihom. Importanti lit-tfal, eżempju speċjalemnt waqt instructions, instruction nħobb nagħtiha bl-Ispanjol. Jekk ħa ngħidilhom eżempju tenéis que escribir, ħa nagħmlilhom il-mossa jew jien naf oqogħdu attenti, l-istess. Mossi li ħa ngħinhom jifhmu iktar. Issa ovvjament dik għall-instructions. Waqt reading activity, użu ta' stampi, waqt listening eżempju użu ta' vidjos. Skont x'inkun qiegħda nagħmel.

Jennifer: Ok, u inti għidli li l-skill favorita tiegħek hija l-speaking skill. Jiġifieri tingħata ħafna importanza waqt il-lezzjonijiet tiegħek?

Ramona: Mela kemm jista' jkun nipprova li jkellmuni bl-Ispanjol. Jien naf anke eżempju semplicement jgħiduli "x'page Ms?", nibqa' ngħidilhom "¿qué?, ¿qué?", taparsi m'iniex nisma', biex għall-inqas xi ħaġa żgħira hekk jgħiduha. Issa ovvjament meta jkolli task jew activity relatata mal-speaking persè, dik nippretendi li jtkellmu tul l-activity kollha bl-Ispanjol.

Jennifer: U l-istudenti tiegħek jużawh l-Ispanjol? Forsi hemm xi attivitajiet li jimmotivaw lill-istudenti biex jtkellmu bl-Ispanjol?

Ramona: Eħe. Filkas tagħna hawnhekk eżempju jien naf anke semplicement twedhom blue report, kif tagħtihom inċentiv ħa jippruvaw jagħmlu daqsxejn iktar effort. Allura qisu dik hi xi ħaġa favurija fhimt li isma' min l-iktar li jtkellem bl-Ispanjol jew inkella anke ngħidilhom fil-bidu tas-sena, ħa nieħu nota ta' min l-iktar juża l-Ispanjol u xi darba, hekk spontanjament nagħtikom blue report. Jiġifieri b'dak il-ħsieb huma qiegħda żżommhom ta' kull lesson li jippruvaw jtkellmu daqsxejn.

Jennifer: U jekk l-istudenti tiegħek ikellmuk bil-Malti jew bl-Ingliż waqt il-lezzjoni, inti b'liema lingwa tweġibhom lura?

Ramona: Normalment bl-Ispanjol però, kif għidt jekk eżempju qedgħin nitkellmu fuq verbi nsibha diffiċli ħafna biex it-tfal jifhmuni bl-Ispanjol. Ikun hemm ċertu structure jew

ċertu affarijiet komuni bejn wieħed u ieħor ikolli bilfors nuża l-Malti. Għaliya nħossha diffiċli ħafna li t-tfal jifhmuni bl-Ispanjol.

Jennifer: U fl-opinjoni tiegħek x'inhuma l-vantaġġi u l-iżvantaġġi tal-użu ta' *translanguaging*?

Ramona: Mela kif għidt it-tfal ħa joqorbu iktar lejn dak li diġà jafu għal dak li hu ġdid. Jiġifieri hemm dik li qisha connection. U anke naħseb li jifhmu aħjar. Nemmen li bis-sillabu li għandna, bil-ħin li għandna u bir-restrizzjonijiet li għandna mhux dejjem ikolli ċ-ċans nibqa' nirrepeti bl-Ispanjol billi nuża kliem differenti biex jifhmuni. Ma jfissirx li naqta' qalbi imma xi kultant jekk qed nara li weħilt fuq l-istess ħaġa għax it-tfal mhux qed nieħu dak li rrid mingħandhom, xi kultant ikolli nagħmel mod ieħor, jekk qed nara li sar ħafna ħin u rrid inkompli għax ma nistax neħel fuq xi ħaġa żgħira eżempju.

Jennifer: Imbagħad minn naħa l-oħra x'taħseb li huma l-vantaġġi u l-iżvantaġġi tat-tagħlim li jsir bl-Ispanjol biss?

Ramona: Mela li ħa tuża Spanjol biss, l-ewwel nett it-tfal anke jekk ħa tispjegalhom xi ħaġa, qiegħda tagħtihom iktar vocabulary. Jiġifieri jekk għidtilhom kelma u ma jafux xi tisser u spjegajtilhom u użajt sitt kelmiet biex spjegajtha dik il-ħaġa, lilhom esponejthom għal sitt kelmiet ġodda. Issa tgħidli kemm ħa jiftakru minnhom? Imma esponejthom, illum, għada, jiġifieri dawn qedgħin jitgħallmu iktar. Però bħala żvantaġġ nibża' li mhux kulħadd jifhem. Meta jkollok klassi kbira tkun diffiċli ħafna tara lill-istudenti one to one, tara n-needs tagħhom. Jiġifieri dik nibża' jiena li mhux kulħadd ikun qed jifhimni. Jekk għandi 25 students, nibża li anke jekk ikun hemm 24 li fehmuni u wieħed le, dak il-ħin moħħi jmur fuq dak il-wieħed li ma fehmnix. Niddejjaq ħafna li joħorġu it-tfal mill-klassi u jkun hemm xi ħadd u jgħid illum ma fhimt xejn fl-Ispanjol.

Jennifer: U taħseb li t-*translanguaging* għandu jingħata aktar importanza jew fid-dokumenti tal-Kurrikulu Nazzjonali jew fis-sillabu tal-Ispanjol?

Ramona: Jiena naħseb xi ħaġa li tiġik naturali. Xi ħaġa li la hemm one common language bejnietna naħseb li awtomatikament tiġik naturali. Eżempju jekk ħa tistaqsi din il-mistoqsija lili u tajtek din it-tweġiba jaf kieku qed titkellem ma' teacher li taf Spanjol biss jew ma titkellimx bil-Malti, jaf ikollha tweġiba differenti.

Jennifer: U minn grupp għal ieħor, tbiddel il-lingwi li tuża? Pereżempju, ma' grupp wieħed tuża aktar l-Ispanjol imbagħad ma' ieħor trid tuża aktar il-Malti jew l-Ingliż.

Ramona: Iva, iva. U anke iktar għajnuna ta' stampi, iktar għajnuna ta' eżempju titkellem iktar bil-mod. Jekk ma' grupp minnhom naf li ħa jifmhuni ngħaġġel daqsxejn iktar, ikun hemm nuqqas ta' repetition għax naf li mill-ewwel ħa jifhmu. Ma' ċertu gruppi le, ma' ċertu gruppi trid tirrepeti, terġa tirrepeti, tuża l-istampi, vidjos.

Jennifer: Ok. U ġieli qrajt xi artikli jew kellek tagħlim dwar l-użu tal-Malti jew tal-Ingliż fil-klassi tal-lingwa barranija?

Ramona: Xi artikli ġieli tajt daqqa t'għajn, pero mhux li naqra in depth.

Jennifer: Forsi dak li ġieli qrajt taħseb li jista' jiġi applikat għal waqt il-lezzjonijiet tiegħek?

Ramona: Nipprova, nipprova. Però onestament inħossha diffiċli ħafna u skont ma' liema grupp. Ma' grupp li jbati daqsxejn biex jifhem ħa nsibha diffiċli nipprova Spanjol biss biss.

Jennifer: Issa il-mistoqsijiet li jmiss se jkunu fuq xi strateġiji li inti tuża fil-klassi. L-ewwel waħda għandha x'taqsam mall-istudenti tat-tmien sena, tal-Year 8. Peress li jinsabu fl-ewwel livell tuża xi strateġiji partikolari biex tgħinjom jifhmu iktar il-lingwa Spanjola? Diġà semmejtli gestures, affarijiet hekk.

Ramona: Fil-klassi nimxi kif għidtlek, jiġifieri gestures, stampi u hekk. U nħoss li tal-Year 8 ikunu qishom qedgħin jieħdu step forward oħra fl-Ispanjol. Tal-Year 7 inħosshom li jkun kollox qisu sparpaljat. Fil-Year 8 fejn jibdew jagħmlu sentenzi itwal,

jużaw iktar verbi, jużaw iktar vocabulary, ma naslux sa sentenza daqshekk sal-fullstop imma anke eżempju waqt l-ispeaking tistaqsi ¿porqué?. Il-Year 7 forsi ma tasalx s'hemmhekk, imma fil-Year 8 nazzarda nieħu dak l-istep extra. U jkollhom bżonn ovvjament iktar għajnuna fil-klassi, jiġifieri iktar vocabulary, mhux la kemm tgħid jafu ħames kelmiet u dejjem jużaw l-istess ħaġa. U xi ħaġa li nħobb nagħmel hi ngħaqqad topic ma' ieħor. Jiġifieri jekk għallimthom kif jgħidu me gusta el español porque es divertido, topic 2 tal-iskola, jew topic 1 mingħalija , naf li dik es divertido jistgħu jużawha ma' eżempju meta nitkellmu fuq il-viajes, me gusta viajar porque es divertido. Jiġifieri nipprova kemm jista' jkun nagħmel link bejn topic u ieħor, biex anke huma ma jtilfux il-focus.

Jennifer: U x'tip ta' attivitajiet tfassal għall-iżvilupp tal-ispeaking skill?

Ramona: L-ispeaking nieħu pjaċir ħafna nagħmel il-group work, ħafna ħafna. Li nagħmel l-ewwel nagħtihom eżempju jiena, ġieli anke niktbu fuq il-board, ħalli huma jkollhom xi jsegwu għaliex mhux kulħadd kapaċi jiftakar l-istruttura ta' kif inkun għidtha bl-eżatt. Imbagħad ovvjament qabel l-ispeaking mhux ħa naqbad u nagħmluha ċumm bumm, qabel inkun diġà esponejthom għall-vokabularju li jistgħu jgħidu u ngħidilhom "jiena ħa nkun fitta magħkom ħa noqgħod nistaqsikom ¿porqué?", jew "isma' mhux tgħiduli sí u no, evitaw dawk l-answers". U nħallihom jagħmlu bejniethom biex huma jidraw kemm jistaqsu, kif ukoll iwieġbu u jwieġbu għall-answer, ikollhom reaction għal ċertu answers jiġifieri kif joħolqu konversazzjoni.

Jennifer: U kif tiddekrivi l-metodu tiegħek fit-tagħlim tal-ispeaking skill? Eżempju meta l-istudenti qed jagħmlu xi attività kif għadek kif semmejtli, inti tagħti prijorità lir-regoli u l-istrutturi grammatikali jew tħares iktar lejn l-aspett komunikattiv?

Ramona: Jien importanti fl-ispeaking hi li l-messaġġ għadda u ftieħmu. Jiġifieri jekk tifel ħa żball u minflok yo tengo qalli yo tienes, jekk il-partner tiegħu li qed jaħdem

miegħu fehmu għalija il-goal intlaħaq, la huwa speaking. Speaking huwa iktar xi ħaġa spontanju u hemm ċans iktar li jsiru żbalji, fir-written għandek ċans taħseb, speaking ma tantx. Jiġifieri jien għalija niffoka fuq l-att komunikattiv. Ma jfissirx li nħallihom jagħmlu l-iżbalji imma għal dak il-ħin importanti li l-messaġġ ikun għadda.

Jennifer: U x'inhni mela l-opinjoni tiegħek dwar il-*Communicative Language Teaching*?

Ramona: Naħseb għadna lura ħafna. Anke l-fatt li ngħid għalija jiena mrawma dejjem written written written. Jiġifieri dejjem essays, dejjem niffoka fuq essays. Għalfejn? Għax fi żmien l-composition kellha l-iktar punti fil-karta tal-eżami. L-affarijiet issa nbiddlu, kelli nibdel l-istrateġiji tiegħi. Jiġifieri jekk qabel għal written kont ngħid isma' din l-aktar ħaġa importanti fl-eżami eżempju jew fl-activities tagħna, illum il-ġurnata ma nistax nagħmel hekk. L-ispeaking irrid nagħtih l-istess importanza tar-written.

Jennifer: U fl-attivitajiet li jgħinu fl-iżvillup tal-ispeaking skill, tħalli lill-istudenti tiegħek jaqilbu bejn il-Malti, l-Ingliż u l-Ispanjol?

Ramona: Bilfors, bilfors. Speċjalment is-snin li nagħllem jiena, Year 7 u Year 8 ma nistax nippretendi li mhux se jaqilbu. Dan jekk anke għandu bżonn kelma student u wehel għalkemm ġieli nagħtihom id-dizzjunarju u hekk jiġifieri xorta jkun hemm min jistaqsik għax ikun jixtieq jikber iktar f'dak li jkun ħa jgħid. Meta kont ngħallem il-kbar kont nippretendi daqsxejn iktar minnhom. Studenti tal-Year 10 mhux ħa nippretendi l-istess bħal tal-Year 8 jiġifieri skont lil min ikollok fil-klassi.

Jennifer: U x'taħseb li huma d-diffikultajiet li jiltaqqgħu magħhom l-istudenti meta jiġu biex jikkellmu bl-Ispanjol?

Ramona: Naħseb li l-iktar ħaġa iebesja ġieli ma jkunux jafu kif ħa jaqbd u jibded, ikunu jixtiequ jgħidu xi ħaġa u ma jstawx. U ninnota ħafna li l-ewwel jaħsbu bil-Malti mbagħad jippruvaw jaqilbu go moħħhom bl-Ispanjol. U nħossni li għadu kmieni ta' dawn is-snin biex ngħidilhom jaħsbu bl-Ispanjol għaliex il-vocabulary għadhom bidu,

għadhom beginners. Kif għidtlek l-ewwel, student tal-Year 10 nippretendi li jaħseb bl-Ispanjol għax għandu ċertu knowledge tal-lingwa. Dawn għadhom qishom bidu hux, allura nipprova nieħu li nista.

Jennifer: U inti b'liema modi tneġġeġ lill-istudenti jtkellmu bl-Ispanjol waqt dawn l-attivitajiet?

Ramona: Mela jkollhom diġà l-lista ta' kliem li rridhom jużaw, nagħtihom eżempju jiena u anke ninnota li meta l-eżempju jkun fuqi personali, it-tfal idañħlu iktar f'moħħhom, u mbagħad jiriflettu għalih. Jiġifieri nipprova kemm jista' jkun. U anke eżempju jgħiduli "kif tgħidha Ms din?", ma naqbadx u ngħidilhom "tgħidha hekk hekk u hekk", ngħidilhom "isma' fittex fin-nota, ara daqsxejn, ara inti xi trid tgħid, trid titkellem fuq hekk, mela dak kif tgħidu, ok mela diġà għandek kelma waħda, issa kif ħa tipprova tagħmel mistoqsija". Ovvjament irrid ikollhom mudell, ma tistax l-ispeaking toħorġu mix-xejn.

Jennifer: Eżatt tigwidahom minn qabel.

Ramona: Eżatt.

Jennifer: U jekk tqabbel it-tagħlim tiegħek ta' kif tgħin lill-istudenti jiżvillupaw l-ispeaking skill ma' l-esperjenza ta' kif tgħallimtha inti, meta kont studenta fis-Sekondarja. Tara xi xebh jew differenzi?

Ramona: Le hemm baħar jaqsam. Jiena fil-klassi ma kontx nitkellem ħafna, barra li għax kont kwieta, just ma kellniex dik l-opportunità li nitkellmu ħafna fil-klassi. Iktar konna niffukaw fuq il-kitba.

Jennifer: Ok. Issa ħa nkunu qedgħin nikkonkludu din l-intervista b'xi mistoqsijiet ġenerali. L-ewwel waħda hija taħseb li l-għalliema huma mħeġġa biex jagħmlu użu mill-Malti jew l-Ingliż fil-lezzjonijiet tal-Ispanjol?

Ramona: Meta kont qed nistudja jiena biex nilhaq teacher, heggewna anzi biex ma nużawx il-Malti. Però dak li titghallem għal dak li ssib miegħek fil-klassi dan anke semplicement jekk għandek tfal, għandek problema ta' behaviour fil-klassi, ngħid għalija jien ma tiġinix naturali li nirrabja magħhom bl-Ispanjol għax nħosshom iktar li ħa nagħtihom ir-riħ li jkomplu jgħaffgu. Jiġifieri bla ma rrid ċertu affarijiet ħa ngħidhom bil-Malti. Jien naf anke semplicement imorru lil hinn mill-lezzjoni, tgħidilhom xi ħaġa “isma’ illum sa nofsinhar ta’ skola”, tfakkarhom xi ħaġa jew “tinsewx dik il-karta”. Bla ma rrid affarijiet hekk ħa ngħidhom bil-Malti. Però, I mean jekk ma nippuxxjahomx jiena bl-Ispanjol, mhu ħa jippuxxjahom ħadd. Jiġifieri rridu nkunu aħna l-ewwel li nippruvaw.

Jennifer: U X'inhuma l-opinjoni jiet tal-SMT jew tal-Kap tad-Dipartiment dwar l-użu tal-Malti fil-lezzjonijiet tal-Ispanjol? Ġieli qalulkom xi ħaġa dwar dan?

Ramona: Le ta' le. Kull meta ġew jarawni u kienu inżertaw SMT li kienu jgħallmu l-lingwi jew anke L-Head kienet tgħallem il-lingwa, fehmu l-punt tiegħi li f'xi ħin irrid naqleb għall-Malti. U anke l-fatt li daż-żmien qed ikollna l-LSEs fil-klassi. Jiena ġieli għallimt Year 10 eżempju u tiġi LSE u tgħidli “Ms jiena qatt ma kelli Spanjol”. Impossibli nagħmel lezzjoni sħiħa bl-Ispanjol meta dil-mara naf li trid tipprova tgħin lit-tifel, lill-istudent tagħha u ma tistax għax mhux tifhem lanqas lili. Jiġifieri dik trid toħodha in consideration ukoll in terms li taqleb.

Jennifer: Eżatt. U taħseb li l-esperjenzi tat-tagħlim li kellek inti bħala studenta jinfluwenzaw it-twelmin tiegħek dwar it-tagħlim tal-Ispanjol?

Ramona: Iva jinfluwenza kemm fit-tajjeb u kemm fil-ħażin. Minnu ħadt it-tajjeb u rranġajt dak li forsi jien għalija illum il-ġurnata ma jaħdimx, mhux tajjeb. Nipprova ngħid isma' jien ma rridx inkun kif kont jiena, tajba biss fil-kitba għax forsi hawn min il-kitba ma tiġihx daqshekk naturali imma forsi l-ispeaking alla jbierek ikun imexxi ħafna. U illum il-ġurnata jaraw it-televixin, hawn studenti li għandhom parents li jtkellmu bl-

Ispanjol, jiġifieri dak li jkun, student b'hal dak ħa jkun iktar tajjeb fl-ispeaking milli fir-written.

Jennifer: U forsi ta'hebb li hemm xi fatturi oħra li jinfluwenzaw id-deċiżjonijiet tiegħek u l-prattika fil-klassi? Forsi l-esperjenza ta' kemm-ilek tgħallim, xi kollegi?

Ramona: L-esperjenza e'ne u dejjem nimxi skont l-istudenti li għandi. Dik n'hebb li hi l-iktar punt importanti. Inutli ħa nidhol b'tir f'moħħi li ma' dawn Spanjol biss, imbagħad insib li dawn eżempju jbatu anke bl-Ingliż jew bil-Malti għax ir-realtà hija dik. Case in point eżempju meta nagħmel l-arloġġ, nagħmel il-ħin mal-Year 8, ġieli kelli studenti li l-ħin lanqas biss jafuh bil-Malti. Jiġifieri jiena biex ngħallim xi ħaġa Spanjola, li suppost bil-Malti għandna, bl-Ingliż għandna imma ma nistax nagħmel dik ir-relazzjoni bejn tagħna u tagħhom, bilfors ikolli nuża l-Malti.

Jennifer: Eżatt. Dak kollox b'ħala mistqosijiet. Grazzi talli qsamt l-opinjoni tiegħek u f'tit mill-esperjenzi tiegħek fil-klassi.

Intervista 5

Jennifer: Mela l-ewwel ħa nkun qiegħda nistaqsik xi mistoqsijiet ġenerali fuqek. L-ewwel waħda hija b'liema lingwi normalment titkellem id-dar u mal-ħbieb tiegħek?

Chantel: Malti, Inġliż, dawk l-aktar.

Jennifer: U meta tkun qiegħda mal-familja jew mal-ħbieb, ġieli taqleb minn lingwa għal oħra meta titkellem?

Chantel: Iva anke ġieli nħawwad Taljan mal-Malti, Franciż, kollox ma' xulxin. Iktar ma' tkun taf iktar tħawwad.

Jennifer: U meta in-nies jaqilbu minn lingwa għal oħra meta jkellmuk, kif tħossok?

Chantel: L-aktar li ddejjaqni min jibda jkellimni bl-Inġliż u jkun Malti.

Jennifer: Ok. Meta bdejt titgħallem l-Ispanjol?

Chantel: L-Ispanjol bdejt meta kelli 16.

Jennifer: U kellek xi esperjenzi ta' studju barra minn Malta?

Chantel: Bħala kors fuq l-Ispanjol kull m'għamilna fuq e-twinning jiġifieri mhux essaċċ fuq il-lingwa, hekk le.

Jennifer: Meta kont studenta inti, x'metodu kien juża l-għalliem fil-lezzjonijiet tal-Ispanjol?

Chantel: Issa jien naqra diffiċli għaliex jiena prattikament l-Ispanjol għamiltu waħdi.

Jennifer: Eżatt għax inti bdejt meta kellek 16.

Chantel: Eżatt jiġifieri ftit li għandi, kulma tgħallimtu taħt teacher jiġifieri tlett xhur u l-A-Level għamiltu waħdi. Però niftakar li f'dawk it-tlett xhur kienet tuża ħafna songs.

Jennifer: U waqt dawn it-tlett xhur, liema skills kienu jigu l-iktar ipprattikati?

Chantel: L-aktar li niftakar listening u writing u speaking. Fuq dawk qisha l-aktar li kienet tiffoka.

Jennifer: U liema lingwa kienet l-iktar dominanti waqt il-lezzjonijiet? Kienet tuża Spanjol jew forsi daqsxejn iktar Malti jew Ingliz?

Chantel: Hi terġa' kienet Taljana jiġifieri Spanjol kienet tuża.

Jennifer: U kemm-il sena ilek tgħallem?

Chantel: 21. Imma Spanjol 20.

Jennifer: Għandek xi skill partikolari li tippreferi tgħallem inti?

Chantel: Bħal speaking jew listening?

Jennifer: Eĥe, speaking, listening, reading, waħda li forsi tippreferi tgħallem l-aktar.

Chantel: Jiena l-aktar li niffoka fuq writing u listening essaċċ, però speaking ukoll ta' għax imbagħad through games u hekk jidhol l-ispeaking. Jiġifieri kif tgħid kollox joġġhobni jiena, m'hemmx ħaġa li ddejjaqni ħa ngħidu hekk.

Jennifer: Ok. U f'kemm-il skejjel għallimt s'issa? Il-gruppi kollha għallimt, mill-Year 7 sa 11?

Chantel: Iva, mill-Year 7 sa Year 11 plus l-SPA, jiġifieri kollha għallimthom. U junior ukoll meta kienu qabel.

Jennifer: Ok. Issa ħa nkun qiegħda nistaqsik xi mistoqsijiet fuq l-użu tal-lingwa fil klassi. Liema aspetti fit-tagħlim tal-Ispanjol taħseb li jħobbu l-aktar l-istudenti jew li jsibu aktar faċli?

Chantel: Listening.

Jennifer: Imbagħad minn naħa l-oħra liema huma l-aspetti li taħseb li jsibu diffiċli?

Chantel: Writing, ir-writing l-aktar imbagħad.

Jennifer: U fil-lezzjonijiet tiegħek, liema lingwi normalment tuża l-iktar?

Chantel: L-iktar li nuża mixture ta' kollox jiġifieri Ingliz u Spanjol però mbagħad ikollok ċertu studenti li huma Taljani, allura qisek ixxebħilhom l-Ispanjol mat-Taljan jew l-Ispanjol mal-Malti biex huma jifhmu aktar il-kunċett.

Jennifer: U ġieli ppruvajt tagħti lezzjoni sħiħa bl-Ispanjol? Forsi kellek xi diffikultajiet jew sfidi?

Chantel: Iva imma jbatu naqra.

Jennifer: Ok. Jiġifieri inti taqleb bejn l-Ispanjol u l-Malti jew l-Ingliż. U meta taqleb taġġmilha mal-klassi kollha jew ma' studenti b'mod individwali?

Chantel: Le ma l-klassi kollha ta', ma nagħmilx differenzi bejn student u ieħor.

Jennifer: U x'inhom l-opinjoni tiegħek dwar l-użu tal-Malti jew tal-Ingliż fil-klassi tal-Ispanjol? Taħseb li hija ta' benefiċċju għall-istudenti?

Chantel: Ċertu aspetti grammatikali anke fil-pronomi jifhmu aktar meta inti għandek vosotros intom milli vosotros you bl-Ingliż għax imbagħad ġieli jħawwduhom. Jiġifieri hemm ċertu affarijiet li niffoka fuq il-Malti bħal hemm ċertu aspetti grammatikali hemm il-ħin iktar jaqbel mal-Malti, skont ma' liema lingwa jkun jaqbel. Mal-Ingliż l-Ispanjol mhux li jaqbel daqstant ngħiduha kif inhi. Jiġifieri nħobb inxebbaħilhom biex jifhmu l-kunċett aħjar.

Jennifer: U taħseb li hemm xi fatturi li jinfluwenzaw l-użu tal-Malti u fatturi oħra li jinfluwenzaw l-użu tal-Ispanjol fil-klassi?

Chantel: X'jiġifieri?

Jennifer: Fatturi li jkollok bżonn tuża l-Malti, inti għidli li ċertu aspetti grammatikali ikollu naqleb naqra. U fatturi li tuża Spanjol biss.

Chantel: Huma biex jifhmu aħjar tużah, tuża l-lingwa li huma l-aktar komdi biha biex huma jifhmu aħjar id-differenza bejn ċertu affarijiet. Anke jista' jkun vokabularju, tista' tkun kelma, pereżempju dik aktar mat-Talġani nagħmilha, min ikun Talġan ikun hemm xi kelma u oħra li jkunu daww il-falsos amigos li jaħsbu li tfigħer mod u tkun tfigħer xi ħaġa oħra. Jiġifieri jiena nipprova nqabbilhom ma' l-aktar li huma, imbagħad mhux ħa nqabbilhom mal-lingwi li ma nafx, definitely not jiġifieri.

Jennifer: Mhux hekk. U b'liema mod tesponi l-lingwa Spanjola matul il-lezzjonijiet tiegħek? Forsi tuża xi vidjos, mużika bl-Ispanjol?

Chantel: Eżatt vidjos nuża, mużika nuża, dialogues li jkun hemm jiġifieri fuq ċertu readings, dawk essaċċ.

Jennifer: U l-ispeaking skill tingħata ħafna importanza waqt il-lezzjonijiet tiegħek?

Chantel: Iva ta, l-oħrajn jiddominaw aktar. Speaking bħalissa minħabba il-COVID ma jistgħux daqshekk jagħmlu, hija naqra diffiċli jiġifieri wieħed minn naħa u l-ieħor minn oħra, jiġifieri jagħmlu. Ġeneralment nipprova tnejn tnejn għaliex jekk tħallihom jaħdmu gruppi gruppi għalihom jispiċċaw issaqsu lil xulxin bl-Ingliż jew bil-Malti, the easiest way out jiġifieri, trid toqgħod naqra attenta minn dak l-aspett.

Jennifer: U f'dawn il-pair work l-istudenti tiegħek jużawh l-Ispanjol?

Chantel: Iva għax jiena nagħtihom example biex il-batuti still jistgħu jaħdmu. Pereżempju ¿cómo te llamas?, me llamo, different sort of answers x'jistgħu jagħtu, però jimxu ta' ħa ngħidu hekk. Ikun hemm still min iħossha diffiċli però l-ispeaking huwa naqra diffiċli għalihom għax huma Prattikament il-background tal-llum huma aktar jisimgħu bl-Ingliż milli any lingwa oħra, allura biex jassimilaw issibuha naqra diffiċli. Ikun hemm min jibrilla iva imma jkun hemm min inqas.

Jennifer: U jekk l-istudenti tiegħek ikellmuk bil-Malti jew bl-Ingliż waqt il-lezzjoni, inti b'liema lingwa twegibhom lura?

Chantel: Skont iċ-ċirkostanza kif tkun. Jekk qedgħin nagħmlu focus fuq il-lingwa jew jekk għandhom xi diffikultà fuq il-lingwa, hemm distinzjoni bejniethom. Jiġifieri jekk għandom diffikultà fuq il-lingwa, trid tkellimhom bl-Ingliż imbagħad ġeneralment qed tifhem. Però jekk qedgħin nagħmlu xi ħaġa speaking task li huma suppost jew writing task li suppost jiktbu bl-Ispanjol jew jitkellmu bl-Ispanjol imbagħad trid twegibhom bl-Ispanjol ovvjament.

Jennifer: U fl-opinjoni tiegħek x'inhuma l-vantaġġi u l-iżvantaġġi tal-użu ta' *translanguaging*? Translanguaging huwa meta tinkludi l-użu tal-Malti, l-Ingliż jew lingwi oħra fil-klassi.

Chantel: Bħal google translate qisu.

Jennifer: Bħal translations fin-noti għal-Ingliż, eżempju,

Chantel: Dawk ma nagħmilhomx jiena, translations fin-noti ma jkollix. U lanqas nagħtihom translating tal-passage sħiħ, ngħiduh jiġifieri flimkien min jaqra, huma ġeneralment meta għandna passage jaqrawh u minn wara kull sentenza jgħidu xi tfisser bl-Ingliż, imma huma stess qed jgħidu, jiġifieri mhux jien qiegħda nagħmilha t-translation. Imbagħad ħalli niktbilhom xi kelma 'l hemm u 'l hawn xi jfissru.

Jennifer: Jiġifieri huma jaqraw bl-Ispanjol, imbagħad irridu jagħmlu summary tiegħu, ta' x'fehmu bl-Ingliż, qed nifhem sew?

Chantel: Eħe ġeneralment bl-Ingliż. Għax jien narah importanti għax ġieli huma jaqraw text però ġieli jgħiduli ħsibta tfisser xi ħaġa oħra, allura huwa importanti speċjalment mal-Form 1, din l-aktar li nagħmilha mal-Form 1s u ffit inqas mal-Form 2. Importanti li huma jafu x'inhuma jaqraw għax inutli taqra u ma tafx x'inti taqra, jew taħseb li hija xi ħaġa oħra għax huma l-kliem ma jfittxuhx, ma jfittxux bħalma konna aħna fid-dizzjunarju kelma b'kelma xi tfisser, jiġifieri jiena narah importanti.

Jennifer: Imbagħad minn naħa l-oħra x'taħseb li huma l-vantaġġi u l-iżvantaġġi tat-tagħlim li jsir bl-Ispanjol biss?

Chantel: It-tnejn li huma fihom il-vantaġġi u l-iżvantaġġi. Jekk ħa tagħmel translation ħa joħodlok ħafna iktar ħin, meta inti qed tagħmel bl-Ispanjol biss ħa tesponihom għall-lingwa però xorta waħda qed tesponihom għall-lingwa meta int qed tagħmlilhom it-translation. Però mbagħad l-iżvantaġġ meta inti titkellem bl-Ispanjol biss, hemmhekk għandek kwiet perfett żgur fil-klassi għax ma jkunux jafu x'inti tgħid, jiġifieri jgħiduli

tliftna. Dik hi l-iżvantaġġ essaċċ meta titkellem bl-Ispanjol biss għax huma ma jifhmux. Jista' jkun inti in the long run jitgħallmu, però it will take longer u jiena din għal bidu kont ngħid eħe it-tfal tajjeb li jitgħallmu u jisimgħu jew jaraw vidjos bl-Ispanjol biss, mingħajr subtitles. Però dan l-aħħar bdejt nitgħallem it-Tork, veru slowly ta' jiġifieri għax ma jkollix ħin u pereżempju bdejt nara episodji bit-Tork, però ok nisma' nisma' imma ma nifhimx u kulma qbadt huma dawk il-kliem li vera jirrepetu, li jiena wasalt biss sa greetings, dawk l-aktar li jużaw fil-films imma mhux li tgħid li għandi vokabularju enormi. Jiġifieri wara perjodu naqra twil ta' żmien bqajt fejn kont. Jiġifieri għax huma bħala vokabularju m'intiex ħa tuża ħafna.

Jennifer: Fhimtek. U taħseb li t-translanguaging għandu jingħata aktar importanza fis-sillabu tal-Ispanjol jew fil- Kurrikulu Nazzjonali?

Chantel: Aktar milli translanguaging, aktar milli nagħmlu translation, għandna aktar niffukaw li s-sillabu jkun ma jkollnix ħafna, ikollna inqas biex inti tista' tiffoka u it-tfal jieħdu, hemm min jgħaġġel imma l-maġġoranza mhumiex daqshekk fast biex jitgħallmu, allura qisek trid iddum tagħtihom l-istess ħaġa. Allura iktar importanti li tagħtihom ftit materjal u jafuh sew milli mbagħad trid tagħmel dak il-materjal kollu u tispiċċa tgħaġġel ħa ngħidu hekk.

Jennifer: U minn grupp għal ieħor, tbiddel il-lingwi li tuża? Pereżempju, ma' grupp wieħed tuża aktar l-Ispanjol imbagħad ma' ieħor trid tuża aktar il-Malti jew l-Ingliż.

Chantel: Eħe skont x'grupp ikollok però dawn l-aħħar sentejn ngħidlek il-verità l-gruppi għalkemm huma mixed, il-maġġoranza tagħhom mhumiex daqshekk batuti li ngħidu batuti ħafna li ma jaqbdux l-affarijiet. Għax ġeneralment il-lower streams mhumiex jagħżluh almenu l-Ispanjol, mhux ikollhom Spanjol. Jiġifieri minn dak l-aspett qedgħin inkunu aħjar, jiġifieri tista' tużha aktar.

Jennifer: U ġieli qrajt xi artikli jew kellek tagħlim dwar l-użu tal-lingwa materna fil-klassi tal-lingwa barranija?

Chantel: Iva ta' ġieli kellna xi korsijiet.

Jennifer: Taħseb dak li tgħallimt jista' jiġi applikat għal-waqt il-lezzjonijiet tiegħek?

Chantel: Iva ħa ngħidlek jiena nħobb nagħmel affarjiet ġodda. Jiena l-hena tiegħi dejjem inbidel dejjem inqalleb. Le tajjeb, però illum il-ġurnata anke minħabba din tal-Covid u online teaching, il-metodu li nużaw fil-klassi u dak tal-online teaching, ma nafx, għadni ma nafx x'inhu l-ideali ngħidlek il-verità. Però milli nara din tal-online teaching ma taħdimx għax l-online teaching huwa at a slower rate. F'dak il-każ trid tinbidel il-metadologija tat-teaching u ħafna ħafna jarawha li meta qedgħin ngħallmu online qedgħin fast ħafna u jispiċċaw ma jaqbdu xejn imma peress li jkollok is-sillabu trid taqdef.

Jennifer: Issa il-mistoqsijiet li jmiss se jkun fuq xi strateġiji li inti tuża fil-klassi. L-ewwel waħda għandha x'taqsam mal-istudenti tal-Year 8. Peress li jinsabu fl-ewwel livell tuża xi strateġiji partikolari biex tgħin hom jifhem iktar il-lingwa Spanjola?

Chantel: Eħe jiena ftit minn kollox nuża, jiġifieri stampi hemm għax in-notes nagħmilhom jien jiġifieri stampi nfittex u nsib jien. Bħala dialogues, listening, speaking imbagħad ngħidilhom jużaw affarijiet extra huma d-dar bħal duolingo għax dak huwa b'xejn jiġifieri, hemm min jużah hemm min ma jużahx. Ngħidilhom jaraw vidjos id-dar għax l-iskola m'għandekx ħin tagħmel dawn l-affarijiet. Però nipprova nvarja ħa ngħidu hekk biex qisek tolqot lil kulhadd però still min ikun batut huwa diffiċli għax int tinsie x fil-klassi jkollok, pereżempju jiena Form 2 klassi waħda għandi u huma ivjarvaw. Bejn out of 10, min hu 1 u min hu 10 jiġifieri fil-klassi tiegħi tal-Form 2 għandek min iġġiblek 1 u min 0.5 ukoll għax inzerajt qed nagħmel il-marki tagħhom sa 10, min iwiegħbek mal-ewwel u min irid joqgħod iqalleb fin-notes biex issib l-answer. Jiġifieri għandek

dawk l-extremes, allura int trid qisek tieħu t-triq tan-nofs, ma tistax teħel ma' min hu batut ħafna għax imbagħad trid tgħidlu jekk mhux ħa jagħmel xejn id-dar inutli mbagħad.

Jennifer: Eżatt. U x'tip ta' attivitajiet tfassal għall-iżvilupp tal-ispeaking skill? Digà semmejtli xi pair work.

Chantel: Eħe. Bħalissa jiġifieri bħala speaking ma tantx nista' jiġifieri li qisni nista' nasal l-aktar l-aktar sa pair work. Bħalissa dik biss ma nistax nagħmlilhom group work jew inkella li nista' nagħmel logħba fejn nistaqsi individwali imma ma nistax nagħmel group work jew hekk. Li għandna ħsieb nagħmlu, bħalissa qed nagħmlu proġġett ta' e-twinning u li ħa jagħmlu, ħa jagħmlu vidjo fuq il-village tagħhom. Però mhux essaċc speaking bħala dialogues, like huma qed jipprezentaw il-village tagħhom.

Jennifer: U kif tiddeskrivi l-metodu tiegħek fit-tagħlim tal-ispeaking skill? Eżempju meta l-istudenti qed jagħmlu xi pair work kif għidti, inti tagħti prijorità lir-regoli u l-istrutturi grammatikali jew tħares iktar lejn l-aspett komunikattiv?

Chantel: Aktar l-aspett komunikattiv narah importanti, anke meta tmur Spanja mhux ħa joqgħodu jarawlek il-grammatika kif inhi. Jiġifieri l-importanti li jikkomunikaw, issa kif jikkomunikaw ħalli forsi nikkoreġihom ftit 'l hawn u 'l hemm, però nħallihom. Imbagħad hekk ikun eżami eħe trid tagħtihom marka jiġifieri imma l-importanti li huma jittkellmu għax jekk inti ħa tibda tgħidilhom "isma hemmhekk għamilt żball, hemmhekk għamlt żball", huma ħa jaqtgħu qalbhom u ma jittkellmux. Jiġifieri trid tħallihom jagħmlu l-iżbalji basta mbagħad mhux suppost jgħidu ħaġa u jgħidu ħaġa oħra ħa ngħiduha kif inhi imma nagħtihom a leeway.

Jennifer: Eżatt. U x'inhi mela l-opinjoni tiegħek dwar il-*Communicative Language Teaching*? Dan huwa metodu fejn tħeġġihom jużaw l-Ispanjol kemm' jista jkun, titollera l-iżbalji li jistgħu jsiru, tara l-flow, l-opinjoni tiegħek fuq hekk.

Chantel: Le jiena nippreferiha li jkunu jistgħu jtkellmu għax int meta qed tħallihom jtkellmu huma awtomatikament jieħdu aktar kunfidenza u darboħra jtkellmu aktar.

Jennifer: Eżatt. U fl-attivitajiet li jgħinu fl-iżvillup tal-ispeaking skill, tħalli lill-istudenti tiegħek jaqilbu bejn il-Malti, l-Ingliż u l-Ispanjol? Jew waqt dawk l-ispeaking tasks tistenna Spanjol biss?

Chantel: Le ma nħobbx nħallihom jaqilbu ngħidlek il-verità. Għaliex filfatt ngħidilhom ippruvaw aħsbu bil-lingwa li qedgħin titkellmu biha iktar milli taħseb bl-Ingliż u tagħmel translation ġo moħħok għax hekk ma tasalx.

Jennifer: U x'taħseb li huma id-diffikultajiet li jiltaqgħu magħhom l-istudenti meta jiġu biex jtkellmu bl-Ispanjol?

Chantel: Huma li għandhom għax it-tendenza tagħhom hija li jaħsbu bl-Ingliż u jaqilbuh għall-Ispanjol waqt li qed jtkellmu, allura jsibuhom diffiċli aktar. Għax huma għadhom m'akkwistawx dik l-iskill li jaħsbu bl-Ispanjol meta qed jtkellmu bl-Ispanjol. Filfatt ngħidilhom pruvaw morru quddiem il-mera u oqgħod paċpaċ.

Jennifer: U inti b'liema modi tteġġeg lill-istudenti jtkellmu bl-Ispanjol waqt dawn l-attivitajiet?

Chantel: Nagħtihom xi għajnuniet waqt li qed jtkellmu bħala guidance ta' x'jistgħu jgħidu. Ġeneralment imorru ħafna fuqhom, diffiċli ssib dawk l-istudenti li they go over u jkomplu jżidu l-questions huma, però ssib ta' wkoll jiġifieri u f'dak il-każ jekk tkun bil-marki nagħtihom iktar marki għax they went out of their way u ma segwewx l-affarijiet li tajthom jiena biss.

Jennifer: Issa l-mistoqsija li jmiss għandha x'taqsam li kieku kellek l-Ispanjol fis-Sekondarja. Però ħa nsaqsihilek xorta waħda forsi xorta tista' twegibha mill-esperjenza li kellek f'dawk it-tlett xhur. Kieku jkollok tqabbel it-tagħlim tiegħek ta' kif

tgħin lill-istudenti jiżvillupaw l-ispeaking skill ma' l-esperjenza ta' kif tgħallimtha inti, meta kont studenta, tara xi xebh jew differenzi bejn il-metodi?

Chantel: Le hi kienet ħafna, din it-teacher li kelli kienet tuża ħafna l-Ispanjol jiġifieri bħala way għinitni ħafna għax hi kienet tgħallem l-avvanzat għal dak iż-żmien ħa ngħidu hekk. Jiġifieri prattikament more or less l-istess narah jiena.

Jennifer: Ok. Issa ħa nkunu qedgħin nikkonkludu din l-intervista b'xi mistoqsiet generali. L-ewwel waħda hija taħseb li l-għalliema huma mħegġa biex jagħmlu użu mill-lingwa materna fil-lezzjonijiet tal-Ispanjol?

Chantel: Le ta jużawh jiġifieri. Kull language teacher ma tużax biss il-lingwa li qed tgħallem imma tuża ukoll il-lingwa li t-fal jitekllmu biha għax fl-aħħar mill-aħħar din tgħinhom biex jifhmu aħjar dak li qed jingħad.

Jennifer: U x'inhuma l-opinjoni tal-SMT jew tal-Kap tad-Dipartiment dwar l-użu tal-Malti jew l-Ingliż fil-lezzjonijiet tal-Ispanjol? Ġieli qalulkom xi ħaġa dwar dan?

Chantel: Le ta, mhux essaċċ.

Jennifer: Jiġifieri iħalluha f'idejkom, liberi li tużaw il-lingwi kif tridu.

Chantel: Eżatt. Kemm jista' jkun tuża aktar il-lingwa però inutli tuża l-lingwa u hemm min mhux jifhmek.

Jennifer: Eżatt. U taħseb li l-esperjenzi tat-tagħlim li kellek inti bħala studenta jinfluwenzaw it-twemmin tiegħek dwar it-tagħlim tal-Ispanjol? Forsi tgħid dik tgħallimtha hekk u nixtieq nibqa' nagħllimha hekk jew dik tgħallimtha hekk imma ma nagħmiliex.

Chantel: Jiena bħala lingwi li tgħallimt kienu kompletament differenti l-metodu jiġifieri metodu aktar iffukat fuq il-kitba ħa ngħidu hekk. Però illum il-ġurnata ma tistax inti toqgħod fuq il-kitba biss għax ma timxix u lanqas tista' tiffoka fuq il-grammatika biss.

L-importanti llum il-ġurnata hija li huma kapaċi jikkomunikaw, kapaċi jiktbu, ħalli jkollhom l-iżbalji imma trid tħallihom a way forward.

Jennifer: U taħseb li hemm xi fatturi oħra li jinfluwenzaw id-deċiżjonijiet tiegħek u l-prattika fil-klassi? Forsi l-esperjenza ta' kemm-ilek tgħallem, l-istudenti stess?

Chantel: L-istudenti dejjem jinbidlu, jiġifieri inti l-affarijiet dejjem tbiddilhom. Barra minn hekk, meta inti titkellem ma' teachers oħra jew student teachers oħra li kelli, inti dejjem ħa titgħallem xi ħaġa, minn kulhadd, jiġifieri aħna dak it-tip li naħdmu flimkien, nixxerjaw in-notes flimkien, imbagħad noħolqu bħala notes ġenerali. Jiġifieri mhux jien naħdem għalija u l-oħrajn jaħdmu għalihom jiġifieri naħdmu aktar ma' xulxin. Mhux qedgħin fl-istess skejjel ta', hemm jiena u oħra l-istess skola però hemm xi ħadd ieħor qiegħed skola oħra u naħdmu ħafna ma' xulxin, nixxerjaw l-affarijiet ma' xulxin. Jiena għandi din l-ispeaking task li hija tajba, jien nimxi b'dan il-metodu, jien nimxi b'dan il-metodu u nlaqqgħu l-metodi kollha ma' xulxin li fl-aħħar mill-aħħar dejjem qed tgħin, timpruvja l-metodoloġija.

Jennifer: Eżatt. Bazikament dak kollox bħala mistqosijiet. Grazzi ħafna talli qsamt l-opinjoni tiegħek u ftit mill-esperjenzi tiegħek fil-klassi. Kient interessanti ħafna.