

**Translanguaging in the Spanish as a foreign language classroom in  
Malta: perspectives and practices**

Charmaine Dalli

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for the degree of Master in Teaching and Learning in Spanish and Second  
Foreign Language Teaching.

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Student's I.D. /Code 185895 M

Student's Name & Surname Charmaine Dalli

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## **Abstract**

The debate whether foreign language classrooms should include or exclude students' mother language has been a controversial issue for a long time. Advocates of the Target Language only position argue that the L1 deprives students from a proper exposure to the TL. However a growing number of researchers question this position since they consider that the L1 plays a strategic cognitive role in the acquisition of the L2. This study investigates the use of the L1 and of the TL in the teaching of Spanish as a foreign language in Malta. A corpus analysis leads to a study of the functions fulfilled by codeswitching in 6 recorded lessons. Questionnaires administered to 60 students reveal that students prefer the use of translanguaging rather than a TL only teaching methodology since it facilitates their understanding of the TL. Through semi-structured interviews carried out with 6 six teachers it can be observed that teachers are moving away from the Direct method teaching methodology and attribute a more favourable facilitating role to the L1. On the whole it appears that there is an overuse of the mother language and some recommendations are made for a more effective use of languages in the SFL classroom.

Keywords: Translanguaging, Spanish, Target Language, Mother Language, Teacher talk, Learner talk

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## **Dedication**

To all the people in my life who have been my source of strength and support throughout this 2 year journey,

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# 1. Introduction

## 1.1 Introduction

The selection of the language of instruction in the Foreign Language (FL) classroom has always been and still is a vital decision for educators and for learners as well. Several scholars have contrasting views regarding the use of the L1 in the FL classrooms. Since the late 18<sup>th</sup> Century, Target Language (TL) only practices have been promoted as the only way for students to develop the language skills required to communicate with others in the TL, instilling a sense of guilt in teachers who allow students to use their native language during the FL lessons (Cook, 2001). Nowadays, in Malta, the Learning Outcomes Framework for Spanish, which seeks to endorse a communicative approach to language teaching, still recommends the use of the TL: “educators and learners should use the target language whenever possible during interaction, thus encouraging the classroom to become a Spanish-speaking zone” (Directorate for Quality and Standards in Education, 2015 p.30).

However, recently there have been a number of studies, which show that an adequate use of the L1 in the FL classroom can be beneficial to students. Research shows that the L1 can play a very strategic role in second language acquisition given that it can help students scaffold new information, make connections between their L1 and the TL and increase their understanding and participation in class. In addition, one must keep in mind that in bilingual countries, like Malta, the use of translanguaging, the strategic use of the speakers’ full linguistic repertoire in order to communicate effectively, is a normal practice. Hence, the outright rejection of codeswitching in the FL classrooms is unrealistic.

## 1.2 Rationale and aim of the study

The issue whether the use of the students' native language in the foreign language classroom supports or hinders students' acquisition of the foreign language has interested me since I was a 15 year old student studying Spanish and Italian in my Secondary school. I sometimes wondered what would happen to the class and to me if the teacher used Spanish or Italian all the time without uttering a single word in Maltese or in English. I continued to reflect upon this issue when I was a sixth form student studying for Advanced level Spanish with a native teacher who was able to speak neither Maltese nor English. At first it was a real struggle for me and for all my classmates who were not used to Spanish only lessons. Hence, I used to ask whether it would have been better if my Secondary school teacher had used more the TL than the L1 in order to gain a real communicative competence in Spanish?

Moreover, as soon as I started observing Spanish lessons in preparation of my teaching practicum as part of my Masters in Teaching and Learning course, I became more aware of the constant use of the L1 in the Spanish as a foreign language classroom in Malta. I started asking myself whether the Maltese teachers of Spanish were underestimating their use of the L1 during their lessons of Spanish. Is the issue of translanguaging taken for granted in the SFL classroom in Malta? I was in a dilemma as to which language should be the dominant language inside the classroom during my teaching practicum.

When reviewing literature about this topic, one finds contrasting opinions regarding what should be the role of the L1 in the foreign language classrooms. Considering the extensive arguments for and against the use of translanguaging, I believe that there is an incremental need for empirical studies to establish the perspective of teachers and students regarding translanguaging, to explore the actual practices in the SFL classroom and to

investigate the impact of the medium of instruction on learning. Moreover, one has to keep in mind that the topic of the medium of instruction in Spanish teaching, locally, has not been researched yet, whereas there have been studies in the case of Italian, French and German as FL and other curriculum subjects.

Hence, the objective of this study, which is relevant to today's teaching of Spanish, is to shed light upon the perspectives of teachers of Spanish and students regarding translanguaging vis a vis the actual practices that may be observed, related to the distribution of languages as medium of instruction in the Spanish classroom.

### **1.3 Outline of the study**

Following this introductory chapter, a thorough literature review is presented in Chapter 2, where reference is made to previous research held both locally and internationally, which focuses on the issue of translanguaging in FL classrooms. After discussing various methodologies of teaching Foreign Languages, this chapter will give an insight into the arguments for and against the use of the L1 in the FL classroom. It will finally describe the Maltese bilingual education system in relation to the various studies which have been conducted in FL classrooms in Malta.

Chapter 3 focuses on the methodology used. Since this study sought to gain insight on the teachers' and students' attitudes and perspectives regarding translanguaging and the actual practices of translanguaging in the SFL classroom, a mixed methodology was adopted in order to result in a more complete understanding of the issue. In order to understand when and why the L1 is being used in the SFL classrooms, observations were held in two State Schools and one Church school in Malta. Furthermore, semi-structured interviews

were used to provide the necessary flexibility to teachers of Spanish to express themselves on the subject. Finally, in order to explore the attitudes and beliefs of students of Spanish, a questionnaire was administered to a number of them.

Chapter 4 presents the findings which were based on the observation of six lessons of Spanish, the semi-structured interview held with six teachers of Spanish and the questionnaire held with 60 students of Spanish.

Chapter 5 consists of an interpretation of the data collected through the three techniques used. For this purpose, a thematic approach was adopted. The results were compared and contrasted with the existing literature.

Finally, keeping in mind that this is a small-scale study which cannot allow generalisation, Chapter 6 focuses on the conclusions derived from the research, on its limitations and on recommendations for further study in this area.

#### **1.4 Conclusion**

This study was carried out in the hope that it will contribute to a deeper understanding of the issue of translanguaging in the SFL classroom locally and beyond. It should help teachers of Spanish to make soundly informed decisions in their teaching of Spanish. Ideally, it would lead its readers to reflect on quantitative and qualitative aspects of the teaching distribution issue, so that teachers responsible for determining spoken interaction dynamics in their classroom may be more aware of its usefulness and effectiveness of languages chosen in particular moments of their lessons.

## **2. Literature Review**

### **2.1 Introduction**

Given that the debate whether foreign language classrooms should include or exclude students' mother language has been a controversial issue for a long time (Macaro 2001), this chapter addresses a body of research which has investigated the use of the L1 and of the TL in the FL classroom locally as well as internationally. The first section of this review deals with the definition of the terms translanguaging and code-switching and outlines the difference between them. The second section approaches the use of the L1 and of the TL vis a vis different teaching methodologies which have been adopted along the years. The third section addresses the arguments against and for the use of the L1 in the FL classrooms. The last section deals with the Maltese bilingual education system and briefly describes the studies on language use which have been conducted in FL classrooms in Malta.

### **2.2 Definition of translanguaging**

Generally, code-switching is the term internationally used to refer to the day to day practice of going back and forth from one language to another, as is clearly visible in FL classrooms. Code-switching is defined as

the systematic alternate use of two or more languages in a single utterance or conversational exchange for communicative purposes (Gardner-Chloros 2009; Levine 2011). [...] Code-switching is a natural way of communicating among bilinguals; thus the action to separate languages in a multilingual classroom by only using monolingual communication is unnatural. (Cahyani *et. al.*, 2016, p.2)

However, more recently a new term has been developed, known as translanguaging. Initially the Welsh term *trawsieithu* was used by Cen Williams, in 1994, to refer to “a pedagogical practice where students are asked to alternate languages for the purposes of receptive or productive use; for example, students might be asked to read in English and write in Welsh and vice versa (Baker, 2011 cited in Garcia and L1, 2014, p.20). However, the term was extended by a number of researchers including Garcia (2009), who defines translanguaging 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. (Garcia and Lasagabaster. 2014, p.2)

Moreover, Garcia (2009, cited in Hornberg and Link, 2012, p.242) explained this term further, using the following metaphor: “not like a bicycle with two balanced wheels,” but “more like an all-terrain vehicle,” whose wheels “extend and contract, flex and stretch, making possible, over highly uneven ground, movement forward that is bumpy and irregular but also sustained and effective”. In addition Canagarajah (2011, p.401) refers to translanguaging as “the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system”.

According to Williams (2002, cited in Garcia and Wei, 2014 p.64), translanguaging can also be considered as a pedagogical practice that aids language development. Therefore, translanguaging occurs when the L1 is used as a means of scaffolding to develop the proficiency of the L2. Lewis, Jones and Baker (2012, cited in Garcia and Wei 2014, p.64) briefly explain William’s theory:

The process of translanguaging uses various cognitive processing skills in listening and reading, the assimilation and accommodation of information, choosing and selecting from the brain storage to communicate in speaking and writing. Thus, translanguaging requires a deeper understanding than just translating as it moves from finding parallel words to processing and relaying meaning and understanding.

Furthermore, Baker (2001) gives insight on the educational advantages of translanguaging which include: “a deeper and fuller understanding of the subject matter [...], help(s) the development of the weaker language, [...] facilitate(s) home-school links and cooperation, [...] helps the integration of fluent speakers with early learners” (Garcia and M.Y. Lin, 2016, p.3). In addition, Garcia (2011, cited in Garcia and Wei, 2014, p.65) argues that the educational goal of translanguaging is not only to “scaffold instruction, to make sense of learning and language; rather, translanguaging is part of the metadiscursive regime that students in the twenty-first century must perform”. Besides being a pedagogical strategy which supports students from the academic point of view, translanguaging is also a socioeducational process which “enables students to construct and constantly modify their sociocultural identities and values, as they respond to their historical and present conditions critically and creatively” (Garcia and Wei, 2014, p.67).

### *2.2.1 Difference between translanguaging and codeswitching*

Still, translanguaging should be seen differently from codeswitching “in that it refers not simply to a shift or a shuttle between two languages, but to the speakers’ construction and use of original and complex interrelated discursive practices that cannot be easily assigned to one or another traditional definition of language, but that make up the speakers’ complete language repertoire” (García & Wei 2014). Code-switching considers that bilinguals

have two separate language systems while translanguaging defines “the linguistic behavior of bilinguals as being always heteroglossic, always dynamic, responding not to two monolingualisms in one but to one integrated linguistic system.” (Garcia and M.Y. Lin (2016, p.4). As Bezzina (2016) elaborates the difference consists in “the bilinguals’ ability as a whole to strategically employ their linguistic repertoire as a whole”. Moreover, Garcia (2009) believes that “translanguaging goes beyond code switching and translation because it refers to the process by which bilingual students perform bilingually in the myriad multimodal ways of classrooms – reading, writing, taking notes, discussing, signing [...]” (Garcia and Lin, 2016, p.5)

### **2.3 The different methodologies vis-à-vis language use in the FL classroom**

Since the late 18<sup>th</sup> Century, the use of the L1 in the Foreign Language classroom has been discouraged by the majority of the FL teaching methodologies while an exclusive use of the L2 has been seen as the only way to achieve proficiency in the L2. As Cook (2001, p.404) highlights this convention can be phrased as “ ‘Ban the L1 from the classroom’ [...] ‘Minimize the L1 in the classroom’ [...] ‘Maximize the L2 in the classroom’”.

The use of the L1 in the FL classroom has developed and changed throughout the years. One of the most traditional teaching methods is the Grammar Translation Method dating back to the late 18<sup>th</sup> Century. The principal characteristic of this teaching method consists of the translation of literary passage from the Target Language to the Mother Language and according to Prator and Celce-Murcia (1991) “Classes are taught in the mother tongue, with little active use of the target language.” (Heydari Asl *et al.*, p.19).

However, a radical change occurs as the Direct Method develops in the early 20<sup>th</sup> Century. This teaching methodology promoted “the use of the target language as a means of instruction and communication in the language classroom, and the avoidance of the use of the first language and of translation as a technique. It is a shift from literary language to the spoken everyday language as the object of early instruction” (Qing-xue and Jin-fang, p.70).

In the middle of the 20<sup>th</sup> Century, the Audio lingual method progresses which further encourages the use of the Target Language. Its main aim is that students are able to use the L2 communicatively. Afterwards, in the late 20<sup>th</sup> Century, the Communicative Method also known as CLT evolves, which symbolizes the beginning of a paradigm shift within language teaching since as there was a move from learning about the language to learning to communicate in the language (Irasema *et. al*, 2011). The main objective behind this teaching methodology is that “the student should be immersed in the learning of L2 and avoiding L1 is a way to do so. This immersion is thought to be better for the student so the teacher tries to create a classroom environment where L1 is prohibited, hoping the students will use more L2.” (Ibid: p.115) This total immersion in the L2 means that every activity that takes place in the FL classrooms including grammar, vocabulary, culture, instructions and classroom management needs to be conducted in the Target Language. The monolingual approach suggests that instead of Code-switching to the L1, a picture of the respective object should be shown to students to connect the new FL word with its meaning. This process is known as “binding”, which according to VanPatten & Lee (2003 cited in Osswald, 2010, p.5) means that “the new word gets bound with its meaning instead of the L1 translation that is seen to be redundant and counterproductive in this case”

However, even though an anti-L1 attitude seems to theoretically be a mainstream during the 20<sup>th</sup> Century, the actual situation seems quite different since the L1 seems to have remained present in the FL classrooms. As Cook (2001, p.405) states referring to Lucas and Katz (1994): “the use of the native language is so compelling that it emerges even when policies and assumptions mitigate against it”. Moreover, Cook (2001, p.405) refers to a number of teachers interviewed by Mitchell (1988, p.25) who feel guilty for breaking the rules by making use of the L1: “(they) seemed almost to feel they were making an admission of professional misconduct in “confessing” to low levels of FL use”.

As a result of such opposing views, a debate over whether foreign language classrooms should include or exclude students’ mother language has emerged.

#### **2.4 Arguments for avoiding the L1 in the FL classroom**

Proponents of the Target Language only position (Krashen, Ellis, Chaudron, Turnbull, Polio & Duff) suggest that the L1 should be avoided in the Foreign Language classroom since they believe that in order for language acquisition to take place, a high quantity and high quality of comprehensible input by the teachers should be provided. The arguments of these researchers are based mainly upon Krashen’s hypothesis of comprehensible input and natural order acquisition which states that students improve when they receive second language input that is one step beyond their current stage of language competence. Gass (1997, cited in Thompson, 2006, p.26) regarding this issue suggests that:

The concept of input is perhaps the single most important concept of second language acquisition. It is trivial to point out that no individual can learn a second language without input of some sort. In fact, no model of second

language acquisition does not avail itself of input in trying to explain how learners create second language grammars.

Moreover, Chaudron (cited by Polio & Duff 1990, p.154) explains that: " [...] in the typical foreign language classroom, the common belief is that the fullest competence in the TL [target language] is achieved by means of the teacher providing a rich TL environment, in which not only instruction and drill are executed in the TL, but also disciplinary and management operations". Moreover, Ellis (1984, cited by Polio & Duff) argues that teachers who rely extensively on the students' L1 are depriving them of a unique opportunity since students generally only receive input during the Foreign Language Lessons:

In the EFL classroom, however, teachers sometimes prefer to use the pupils' L1 to explain and organize a task and to manage behaviour in the belief that this will facilitate the medium- centred [language-related] goals of the lesson. In so doing, however, they deprive the learners of valuable input in the L2.

In addition, Polio and Duff (1990, p.154) make reference to Wong-Fillmore who believes that trying to "figure out" what the teacher is saying in the Target Language is a fundamental part of the language acquisition process. Hence, the use of the L1, " 'short-circuit[s] this process' in two ways: the TL, before it is translated, is unmodified; and the students, anticipating a translation, tend to ignore the TL." (IBID, p.154) Moreover, MacDonald (1993) and Wong-Fillmore 1985 declared "that TL use will result in increased motivation as students realize the immediate usefulness of TL." (Moeller and Roberts, 2013, p.22). For these researchers, "teaching entirely through the TL makes the language real, allows learners to experience unpredictability, and develops the learners' own in built language system" (Macaro, 2001, p.531).

### *2.4.1 Reasons for avoiding the L1*

Cook (2001) tries to shed light upon the use of L1 in the FL classroom and gives three reasons to justify why it is possible to justify this anti-L1 attitude in the FL classroom. Firstly, Cook suggests that this ideology stems out of the fact that researchers and teachers after the Great Reform of the 19<sup>th</sup> Century, as a reaction to the Grammar-Translation methodology, believe that the acquisition of the L2 should be similar to that of the L1: “the fact that monolingual L1 children do not have another language means that L2 learners should not rely on their other language” (Cook, 2001, p.406). However, Cook declares that this argument isn’t convincing, since, referring to Singleton (1989) : “L2 learners have more mature minds, greater social development, a larger short term memory capacity and other differences from L1-only young children” [...]. Another explanation is the assumption that L2 acquisition is ineffective since learners do not reach the same competences as a native speaker, therefore they have to emulate L1 learning as much as possible. Yet, this argument is not reasonable since Cook (2001, p.407) considers that “this attitude sees L2 users as failing to achieve membership in a group to which they never belong; they are shadows of native speakers, not L2 users in their own right. L1 children achieve native speaker competence in one language; L2 users achieve competence in more than one language. Whether L2 learners are successful or not has to be measured against the standards of L2 users, not those of native speakers. Therefore, L1 ‘success’ in becoming a native speaker is different from L2 ‘success’ in becoming an L2 user”.

The second anti-L1 argument is language compartmentalization, that is, in order for successful L2 acquisition to take place, L2 should be kept separate from the L1. Referring to Weinreich (1953), Cook (2001, p.407) explains that

this implies that the goal of L2 teaching is coordinate bilingualism, in which the two languages form distinct systems in the mind, rather than compound bilingualism, in which they form a single compound system. Hence L2 learning should happen solely through the L2 rather than being linked to the L1.

This compartmentalization is present in many teaching methodologies which try to eliminate the L1 by miming and showing pictures instead of translating to the L1. However the L1 and the L2 do not form two separate systems, but one since

the two languages are interwoven in the L2 user's mind in vocabulary (Beauvillian & Grainger, 1987), in syntax (Cook, 1994), in phonology (Obler, 1982) and in pragmatics (Locastro, 1987). [...] The L2 meanings do not exist separately from the L1 meanings in the learners' minds, regardless of whether they are part of the same vocabulary store or part of different stores mediated by a single conceptual system (Cook 1997b). Learning an L2 is not just the adding of rooms to your house by building an extension at the back: it is the rebuilding of all internal walls. Trying to put languages in separate compartments in the mind is doomed to failure since the compartments are connected in many ways. (Cook, 2001, p.407)

Thirdly, Cook argues, however, that L2 should be the language of real communication instead of the L1. This is because

the L2 will remain a set of odd and arbitrary conventions if students do not experience it in meaningful ways. This is the basis for such claims as the natural use of the Target Language for virtually all communication is a sure sign of a good modern language course. (Cook, 2001, p.409)

Another argument for the negative role of the L1 in the FL classrooms stems out from the behaviourist learning theory, according to which the acquisition of a language depends on the formation of habits, that is, “the process of creating stimulus-response associations through imitation or reinforcement” (Mitchell and Myles 2004, cited in Du, 2016, p.15) The behaviourist theory states that problems arise when the old habits of the L1 interfere during the learning of the new habits of the L2. In fact Mitchell and Myles argue that:

When learning a first language, the process is relatively simple: all we have to do is learn a set of new habits as we learn to respond to stimuli in our environment. When learning a second language, however, we run into problems: we already have a set of well-established responses in our mother tongue. The SLL process therefore involves replacing those habits by a set of new ones. ( Du, 2016, p.16)

In addition, another argument against the use of the L1 in the FL classroom is the inconsistent and unprincipled ways in the which the L1 is often used. For instance, Macaro (2001), who video-recorded and interviewed six student teachers of French in a secondary school in England, found out that the teachers did not always have a valid reason for the use of the L1.

#### *2.4.2 Empirical evidence*

The importance of TL use in the FL classroom has been documented in various studies. For instance Turnbull (1998, 1999a, 1999b) conducted a study in which four Grade 9 core French teachers were observed over an eight week period. The amount of TL spoken in class varied from 9% to 89%. Turnbull concluded that the students of the teachers who spoke mainly French in class surpassed other students on French proficiency and on

curriculum tests. Thus, it seems that there is a “positive connection” (Turnbull, 2001, p.534) between the amount of TL spoken by the teacher and language acquisition.

Moreover, Carroll (1975, cited in Turnbull, 2001, p.534) investigated a number of factors which impacted the level of achievement in French attained by students in eight non-French speaking countries. He resolved that the amount of instructional time, the teacher’s proficiency in the TL and the amount of TL used are the major factors determining students’ TL proficiency. Furthermore, Turnbull (2001, p.534) mentions the studies conducted by Burstall (1968, 1970) and Burstall, Cohen, Jamieson and Hargreaves (1974) which show that primary school students who have been taught in French outperformed students from other classes in which translations to the L1 were frequent.

Polio and Duff (1994) observed and audio-recorded thirteen Language classes offered at the University of California. A questionnaire was conducted amongst the students and an interview was held with each teacher. The researchers noticed a wide use of the L1 across the language classes and outlined a number of functions for which the L1 was used, such as improving students’ comprehension, giving grammar explanations and in order to show empathy and solidarity. As a result, they recommended that FL teachers should be well aware of their L1 use and try to maximise the use of the TL during the lessons.

Franklin (1990, p.19) refers to a study conducted by Burstall, Jamieson, Cohen and Hargreaves (1974) in order to explore the effectiveness of teaching French in British primary schools. They concluded that:

in French classes where little or no use was made of English by the teacher, both the pupil's level of achievement in French and the teacher's linguistic proficiency was rated significantly more highly than in French classes where the teacher

made frequent use of English. In French classes where the pupils themselves made little or no use of English, their own proficiency in French was rated significantly more highly than in classes where the pupils made frequent use of English.

Moreover, Wong-Fillmore (1982, cited in Franklin, 1990, p.20), through her longitudinal study in which she investigated the characteristics of good and poor learners of English as a second language, affirms that: “ESL is done well when it takes the form of lessons in which the language is both an object of instruction and a medium of communication.”

Even Thompson and Harrison (2014) follow the guidelines issued by the American Council on the Teaching of Foreign Languages (2010) which state that teachers and students should use the TL as much as possible and aim to “substantiat[e] the effectiveness of a teaching style in which use of the first language is actively avoided” (p.322). They observed and recorded 40 lessons at beginner and intermediate levels of Spanish in a US university and concluded that even grammatical aspects can be covered in Spanish since “many students are not familiar with grammatical terms in their first language and, thus, explaining grammar may be just as easily accomplished in the target language” (2014, p.331). They also suspect that there is a strong link between the teacher initiated codeswitching and the amount of L1 used by the students. In order to maximise the amount of TL used, they recommend the use of “visuals, body language gestures, synonyms, definitions and examples” (2014, p.332).

## **2.5 The use of the L1 in the Foreign Language classroom**

Despite all the arguments against the use of the L1 in the FL classroom, a growing number of researchers (Anton and Dicañilla 1999, Cook 2001, Macaro 2001, Turnbull 2001, Levine 2004, Lasagabaster 2013, Lasagabaster and García 2014, Camilleri Grima and Caruana 2016) have started to question this position since they consider that L1 “plays a strategic cognitive role both in scaffolding and in establishing intersubjectivity and externalizing their inner speech as is necessary to perform the task, achieve their goals, and thus realize their levels of potential development” (Anton and Dicañilla 1999, p.236). Even some of the proponents of the Target Language Only position do not exclude that the L1 and the L2 can be used concurrently in the FL classroom. For instance, Turnbull (2001, p.535) states that:

maximizing the TL does not and should not mean that it is harmful for the teacher to use the L1. A principal that promotes maximal teacher use of the TL acknowledges that the L1 and TL can exist simultaneously. As Stern (1992, p.285) suggests, use of L1 and TL should be seen as complementary, depending on the characteristics and stages of the language learning process. [...] Stern (1992, P.295) argues that it makes theoretical and practical sense for teachers to teach intralingually, at least most of the time. When a course aims to develop students communicative competence. He states ‘if any degree of L2 proficiency an intralingual strategy must be used’ (p.285). However, this does not mean to say that all cross lingual procedures at all times are unhelpful in the pursuit of an intralingual proficiency objective.

There are two main theories which support the use of the L1 in the FL classroom. The first one is the Cognitive Processing Theory. Referring to Ellis (2005), Macaro (2009, p.37) explains that this theory:

claims that the first language and the second language are not contained in separate conceptual stores and that the mental lexicon is best represented by an increasing number of connections (and therefore potential activations) which are not language specific until they are required to be so by the processing function needed. In other words, both first and second language lexical items, in long term memory, are activated when a bilingual speaker is trying to process

language. Since connections with the first language (especially in non-balanced bilinguals) are going to be much stronger than connections with the second language, then to ignore the first language during the process of second language learning is to ignore an essential tool at the learner's disposal.

The second theory supporting the use of the L1 is the Socio-Cultural Theory. Referring to Brooks and Donato (1994), Macaro (2009, p.37) argues that this theory "suggests that inner voice and private speech are essential contributors to the way we think and act, and they are almost always performed in the first language".

### *2.5.1 Use of the L1 by the teacher*

Despite the guilt feeling that teachers tend to feel for resorting to the L1 due to the arguments against its' use put forward by many researchers as well as by the communicative method, the L1 is still widely present in the FL classrooms. In fact, Bezzina's study (2016, p.7), based on Gauci's (2016) corpus, suggests that the two recorded teachers use the L1 more frequently than the L2 (56% Maltese vs 36% French). Although, as Canagarajah (2011, cited in Garcia &Wei, p.91) suggests "we still have a long way to go in developing a taxonomy of translanguaging strategies and theorizing these practices", teachers have already started to use translanguaging as a tool to enhance second language acquisition.

Williams (2012, cited in Garcia &Wei, 2014 p.91) differentiates between natural translanguaging, that is, the different acts used by students to learn, and official translanguaging, that is planned actions used by the teachers to aid students:

An official translanguaging pedagogy includes more planned actions of the teachers in interaction with students. Sometimes teachers adopt an official

translanguaging pedagogy and translanguage to deepen explanations to the class of complex parts of the topic being taught or to have profound discussions of language or social issues.

Moreover, nowadays, translanguaging is being widely used by teachers due to the multicultural, diverse classrooms of today:

[...] learners have diverse profiles – not only linguistically, but also socially, educationally, experience-wise, and so on. For teachers, then, translanguaging is important not only because it allows them to engage each individual child holistically, but also because it is a way of differentiating instruction to ensure that all students are being cognitively, socially and creatively challenged, while receiving the appropriate linguistic input and producing the adequate linguistic output in meaningful interactions and collaborative dialogue. (Garcia & Wei, 2014, p.92)

Several researchers including Cook (2001) and Ferguson (2003) outlined a number of ways in which the L1 can be used positively, as a scaffolding tool, in the FL classroom.

#### *2.5.1.1 Translanguaging for Curriculum access*

The first use of translanguaging highlighted by Ferguson (2003, p.2) is “curriculum access”, that is “to mediate textual meanings for pupils who have limited control over the language of those texts”. Cook (2001, p.414) extends this use by stating that teachers recur to the L1 in order to check meaning and understanding of words and sentences. According to Cook (2001, p.414) “the use of the L1 for conveying word and sentence meaning recognizes that the two languages are closely linked in the mind”. In addition, he suggests that it is also a valid resource for teaching the grammar.

Thompson (2012), who studied language use in the University of Arizona by video-recording two classes of Spanish of sixteen different instructors confirmed that one of the most common contexts for the use of the L1 is “the translation of new vocabulary”. Referring to Macaro (2005), Pan & Pan (2009, p.89) argue that the avoidance of the L1 in order to explain new vocabulary might result in input modification, which makes interaction sound artificial:

“[...] increase usage of input modification (e.g. repetition, speaking more slowly, substituting basic words for more complex ones, simplifying syntax, etc.) This in turn might bring about negative effects in any interaction, making the discourse less realistic, reducing the lexical diversity, and eliminating exposure to complex syntax. According to Macaro, input modification might facilitate communication but it does not assist students in their acquisition of complex linguistic knowledge”.

Moreover, Creese and Blackledge (2010), who observed teachers in complementary schools in Britain, concluded that both languages are needed to transmit messages clearly and to increase student participation. Indeed, they describe the L1 as “ a resource to negotiate meanings and include as much of the audience as possible.” (p.108) Furthermore, Crawford (2004) who conducted a survey with 581 language teachers who teach in Primary and Secondary schools in Queensland, concluded that English (L1) is used most effectively to teach grammar. Even Lasagabaster (2013, p.8) who conducted a workshop with 35 CLIL (Content and Language Integrated Learning) classes, points out the usefulness of the L1 “when explaining concepts that are abstract and difficult to cope with in the L2.” Moreover, Lasagabaster highlights the important role of the L1 as a scaffolding tool that allows students to make comparisons between the L1 and the L2 and even to increase their use of the TL.

### 2.5.1.2 Translanguaging for Classroom Management Discourse

According to Polio and Duff (1994) “words related to the academic context” account for one of the most common L1 uses. This is because in order to perform a task, students first need to understand the instructions. Hence, the use of the L1 in order to explain to students what to do leads to more effective learning. However, the L1 is not used only as the language of instruction in class but also for non-academic talk and to support lower level learners. Ferguson (2003, p.42) defines this use as

[...a shit] away from lesson content and toward some ‘off-lesson’ concern — to discipline a pupil, to attend to latecomers, to gain and focus pupils’ attention, for example. It may also demarcate talk about the lesson content from what we may refer to as the management of pupil learning; that is, negotiating task instructions, inviting pupil contributions, disciplining pupils, specifying a particular addressee, and so on.

Likewise, Macaro (2001) in his study analysing the use of Code switching by six student teachers, highlights that “procedural instructions for activities figured prominently as a reason for resorting to the L1” (p.545). Referring to the study by Anton and DiCamilla (1998) who conducted a study amongst adults in beginner level Spanish as a Foreign Language Classroom, Bruhlmann (2012, p) shows that the use of the L1 can help students to know where they stand as lesson content is presented and practised.

L1 use can help lower level learners be more productive at the task at hand because the learners negotiate the task instructions and grammatical metalanguage in their L1 until they are clear on what to do, rather than left guessing and confused in their L2. [...] Thus, when students receive some L1 reinforcement, they end up producing a higher quality product, because they are clear on what the intention of the task is and they are better equipped to find a solution to the task.

Besides for giving instructions, the L1 is a valuable tool for giving negative and positive reinforcement to students. Referring to Franklin (1990), Cook (2001) points out that 45% of the teachers interviewed resort to the L1 for discipline issues while only 15% use the L2 for this purpose. Even Thompson (2006) concluded that 50% of the Language teachers use the L1 to control the students' behaviour and to re-direct the students' attention. Macaro (1997, cited in Cook, 2001, p.415) states that classroom management in the sense of sanctioning behaviour is more effective when carried out in the L1:

Saying 'Shut up or you will get a detention' in the L1 is a serious threat rather than a practice of imperative and conditional constructions. One class reported that their teacher slipped into the L1 'if it's something really bad!'.

Bezzina (2017, p.89) explains that this could be because teachers may feel that when using the L1 they can "create more closeness with the learners when (they) need to put them back on track".

Furthermore, giving positive feedback using the L1 "makes the praise more 'real' [...] (and shows that) the teacher is treating the students as their real selves rather than dealing with assumed L2 personas." (Cook, 2001, p.416) In addition, as Cahyani et. al.(2016, p.10) argues, it also contributes to increase students' motivation and to show appreciation for their willingness to learn.

### *2.5.1.3 Translanguaging for interpersonal relations*

The FL classroom is not only a place where formal education takes place but also a social and affective environment where teachers and pupils build their relationships and identities. Ferguson (2003, p.43) explains this role of the L1 as follows:

In many classrooms, English (TL) indexes a more distanced, formal teacher-pupil relationship and the local language . . . a closer, warmer more personal one. To build rapport with individual pupils, create greater personal warmth and encourage greater pupil involvement, the teacher may, therefore, when the occasion is suitable, switch to the local language.

Lasagabaster (2013) also identifies the use of the L1 in order to create a warm atmosphere in the classroom as one of the main purposes of this language choice in the FL classrooms. Indeed, he maintains that the L1 can be considered as a useful tool.

(A) tool to make students feel comfortable in the CLIL classroom and as a way to boost their confidence. This soothing effect of the L1 seems to be essential to create an anxiety-free classroom, as an English-only language policy might trigger student anxiety, hampering the learning process” (Lasagabaster, 2006, p.10).

Likewise, Cahyani *et. al.* (2016, p.8), who conducted a study amongst Indonesian teachers who taught in a bilingual programme in Accountancy and Business Administration, show that teachers make use of the L1 to humanise the FL classroom “by using humour, lightening the mood in order to reduce students’ anxiety, and giving praise. These all demonstrate a connection between teacher and students in order to build a supportive classroom atmosphere.” In addition, Cahyani *et. al* (2016) also report that the L1 is used to talk about personal life experiences, feelings and psychological problems. Pan &Pan (2009, p.89) refer to Seng and Hashim (2006) and to Liao (2006) who show that the L1 may be used to reduce affective barriers and to increase lower proficiency students confidence in their ability to use the TL:

[...] lower proficiency students usually have difficulty expressing or verbalizing their thoughts with confidence and accuracy, so they should be allowed to fall back on L1 to understand the TL. In fact Liao (2006) has observed that when the TL is the only medium allowed in discussions, students remain silent due to their nervousness or lack of English competence. In contrast when both L1 and TL are allowed as media for discussions, there is more participation and meaningful participation is sustained longer.

### *2.5.2. Factors contributing to the Teacher's choice to use the L1 in the FL classroom*

In a review of studies of teachers' beliefs, Macaro (2005, p.68) outlines that the majority of the teachers consider codeswitching as "unfortunate and regrettable but necessary." There are a variety of reasons for which teachers resort to the L1, one of which is the learners' ability, stage of TL learning and age. Atkinson (1987, p.244) maintains that "while giving instructions talking about the classroom methodology, while presenting and reinforcing the language, L1 is mostly used with the early stages of proficiency levels". Likewise, Macaro (2005, p.68) explains that teachers in the secondary sector tend to use the L1 with low ability students "because these learners find it more difficult to infer meaning and therefore get more easily frustrated". Paker and Karaağaç (2015), who investigated the use of the L1 in a School of Foreign Languages in Pamukkale University, likewise show that the amount of L1 use decreases as the students' proficiency increases.

Apart from the intention to create a better relationship, to control the classroom and to explain content and instructions in an ideal way according to their learners' level, Mora *et al.* (2011), who interviewed three teachers of French and five teachers of English, suggest

that teachers employ the L1 as a time saving technique: “to save time and avoid lengthy explanations in the target language and to avoid 'interrupting' the pace of their lessons.” (Ibid, p.118). Moreover, they explain that they resort to the L1 to provide a comparative analysis of the two languages, in this case Spanish (L1) and French (L2).

### *2.5.3 Students' use of Translanguaging*

Learning new language practices is a very complex task for FL students, which involves much more than just learning new grammar rules. Indeed, according to Garcia and Wei (2014, p.79) learning a new language involves many challenges:

[...] that we acquire not only new ways of speaking and acting, of languaging, but also of being, of knowing and of doing. For new languaging to be learned, much more is needed than just picking it up as in the 'acquisition' promoted by communicative language teaching, or learned as a system of structures as in grammar translation methods. New language practices can only emerge in interrelationship with old ones, without competing or threatening an already established sense of being that languaging constitutes.

Students constantly translanguage during the FL lessons. This especially occurs when group work and pair work is done in class. During these activities it is quite difficult for the students to keep to the TL. However, this should not be considered as a bad practice, since as Cook (2001, p.418) points out, the L1 can be considered as a scaffolding tool which learners can use to help each other. Moreover, Brooks and Donato (1994, cited in Cook, 2001, p.418) explain that resorting to the L1 “is a normal psycholinguistic process that

facilitates L2 production and allows the learners both to initiate and sustain verbal interaction with one another.” For instance, through the L1, students can discuss the roles each student is going to take, explain the instructions to one another and check understanding. This is evident in a study conducted by Greggio and Gil (2007) who audio-recorded twelve class sessions of Portuguese-speaking beginner EFL learners. They concluded that students translanguage in order to be able to participate in class discussion and to check the understanding of the lesson content. Likewise, Storch and Wigglesworth (2003) conducted a study amongst 24 ESL students in which they concluded that learners reverted to the L1 for task management, task clarification and to resolve issues of meaning.

Moreover, Pan and Pan (2006, p.91) refer to an investigation conducted by Liao (2006) amongst Taiwanese college students learning English. Liao recognize three strategic functions for which students use the L1:

First, students use L1 as a memory strategy to improve their ability to memorise words, idioms, grammar and sentence structures. Second, L1 is used as an effective strategy for reducing learning anxiety and increasing their motivation to learn English. Third, students utilize the L1 as a social strategy to assist them in asking questions or cooperating with others and this in turn promotes their learning outcomes.

In addition, Paker and Karaağaç (2015) declare that students thought that they required the L1 to be able to better understand new words in the L2 and key issues in grammar, as well as to negotiate their difficulties in learning the TL. Furthermore, In Thompson and Harrison’s (2014) study amongst sixteen Spanish teachers and their classes in a University in the United States, data shows that students resort to English (L1) to “better

understand classroom administration, [...] to seek clarification about classroom assignments and other organizational matters” (p.329) and to comprehend new words and phrases.

Camilleri Grima (2013) refers to a case in which the Head of School tried to implement a bilingual programme in which some of the days would entail speaking in English and others speaking in Maltese. This resulted in a “silencing effect” (Ibid, p.554) since during “English-speaking days none of the children approached the Head of School with whatever difficulties they had”. This case study highlights that students feel more comfortable to ask questions and express their difficulties using their L1 rather than any FL.

Furthermore, Bezzina and Gauci (forthcoming), in their study based upon a corpus made up of transcriptions of sixteen lessons of French delivered by two teachers in two Maltese secondary schools, observe that a teacher’s question was left unanswered three times until the teacher translated the question in English.

## **2.6 The local scenario**

### *2.6.1 Bilingual education in the Maltese educational system*

Bilingualism characterises the Maltese educational system since it was established. At present, in Malta, schools are divided into three sectors: State schools, which cater for around 50% of the school age population (Ministry for Education and Employment, 2014) Church schools, around 40%, and fee-paying Independent schools, around 10%. As from the start of primary school, students learn the two official languages of Malta: Maltese and English. At the age of 11, students are asked to choose one or two foreign languages from a wide selection including Italian, Spanish, French, German and Arabic, although they may not

be all available in non-State schools. Traditionally, the most popular language amongst the Maltese students by far is Italian, with “60% of each cohort opting to follow a course in this language” (Caruana and Camilleri Grima, 2016, p.255) followed by French. However, during the last years there has been a decline in the number of students taking French whilst Spanish seems to be catching up. In fact the Annual report to the Ambassador of Spain from the HoD of Spanish and Latin American Studies (2017) shows that there has been an increase of 16.5% in the number of students taking Spanish in their first year of Maltese Secondary schools and for the first time Spanish has overtaken French in State schools. Thus, Spanish has become the second most popular language among students after Italian in State schools

In Maltese State and Church schools subjects with an affective content tend to be taught in Maltese, while technical subjects are taught in English. On the contrary, in Independent schools, English is the official language with the national language being used only for lessons of the Maltese language as a subject. The National Minimum Curriculum (MNC) in 1999, tried to establish a language policy regarding the medium of instruction as it tried to push bilingualism in schools:

The national minimum curriculum considers bilingualism as the basis of the educational system [...] while students are in the process of strengthening the first language, the school must ensure that the children are familiarising themselves with the second language [...] the educational community must realise that there is no uniform remedy for the difficulties encountered by students in the process of developing these languages. Each school must develop a linguistic strategy that reflects the particular linguistic needs of its students. In so doing, it should not overlook the fact that Maltese society has its own native language and that recognizes English as an official language that has also developed into an international lingua franca. Equal importance should be given to the teaching of the first and second language. (National Minimum Curriculum, 1999, pp.37-38)

As Camilleri Grima (2012, p.556) points out, code-switching is constantly present in most Maltese classrooms since:

there is continual interaction between the written text in English as the basic point of reference, and the oral discussion in Maltese (with codeswitching) through which participants reiterate, interpret and reinterpret the written text. By using Maltese and codeswitching, participants reason out problems for themselves, and find their ways to the solutions required.

In addition, one should keep in mind that the linguistic situation of the Maltese classrooms needs to be reflected in the sociolinguistic situation of the Maltese society which tends to code-switch between Maltese and English on a daily basis. Hence, as Camilleri Grima (2012, p.566) argues, “ An outright rejection of codeswitching is unrealistic.”

In 2012, the National Curriculum Framework (NCF) was published, in which there are very vague references to the issue of the language of instruction in schools. Moreover, there is an Appendix called ‘Need for a language policy’ which highlights that the recommendations issued by the NMC (1999) have “unintentionally reinforced the idea that the language of prestige is English” (Consultation Document 2, p. 74). Busuttill Bezzina (2013) argues that whilst recognizing the need for a clear policy on the subject of the medium of instruction and assessment, the consultation documents of the Frame work have contrasting statements. They say that the language policy is a complex matter which needs to address:

- entitlement issues – all students need to become proficient in Maltese and English and preferably in another language for their full social, cultural and economic integration;
- cultural issues – the rightful place of Maltese as an expression of our national identity; the preference for English as the first language of a

minority of our population; the diverse nationalities of students in schools; overcoming prejudices or perceptions related to other languages and cultures; (Consultation document 2, p. 53)

In addition, the Consultation Document 3 suggests that schools should be able to decide which language should have 5 weekly lessons and which language should have 4 weekly lessons. However, the final version of the NCF states that it is very difficult to decide upon the language policy issue: “Whilst there is agreement on the need of a language policy a myriad of different recommendations were presented with regard to what should constitute a language policy.” (NCF, 2012, p.4)

Regarding foreign languages, the NMC (1999) recommends that “teachers of foreign languages should teach in the language in question”. The 2012 syllabus which is currently being used, does not specify which language should be used as a medium of instruction in Spanish lessons. On the other hand the Learning Outcomes Framework which are coming into force during the next scholastic year, highly recommends the use of the TL during the FL lessons: “educators and learners should use the target language whenever possible during interaction, thus encouraging the classroom to become a Spanish-speaking zone.” (Learning Outcomes Framework, 2017, p.30) This is because Spanish dominated lessons will enable students to develop better the language skills required to communicate effectively in Spanish with others.

### *2.6.2 Language use in foreign language teaching in Malta*

The medium of instruction in the Maltese classrooms has been widely studied in Malta (Camilleri, 1995; Farrugia, 2009a; 2009b; Farrell & Ventura, 1998; Caruana, 2011;

Camilleri Grima, 2013). There are also a number of studies which focus on the language use in the FL classrooms, specifically Italian, French and German (Abela 2011; Gauci, 2011; Aquilina 2012; Gauci & Camilleri Grima, 2013; Caruana & Camilleri Grima, 2014; 2016, Bezzina 2016; 2017 Gauci 2016, Bezzina and Gauci forthcoming).

Abela (2011) conducted a study amongst Form 2 students of French as a FL in a Maltese State school. Eight lessons were delivered to a selected class during which she tried to use the TL in specific parts of the lesson. However, this was completely rejected by the students. Moreover, a questionnaire was conducted with the same students before and after the sessions were held and a focus group was held with teachers of French as a FL. Data shows that teachers are in favour of the use of the L1 in the French classroom especially when explaining grammatical notions. However, “they still try to use French as much as possible and encourage students to speak in French during other activities since the French class is the only chance for students to listen and speak in French” (p.87). Nevertheless, in reality students aren’t used to speak in French during the lesson neither when group work is done and they tend to expect that the teacher translates all texts in the textbook.

On the other hand, Gauci and Camilleri Grima (2013) comment on the research study conducted by Gauci (2011) in a Maltese Secondary school amongst students of Italian as a FL, aged between 12 and 15. Eighteen lessons of Italian were audio-recorded and transcribed, in depth interviews were held with teachers of Italian and finally a questionnaire was held with students. Gauci and Camilleri Grima point out that the teacher uses the L1 in order to acknowledge a question, to provide further explanation and to render the interaction more informal and encourage the student to speak. In addition, the teacher

resorts to the L1 to draw the students' attention to their error and to make sure that the students have understood her instructions before they commence a task. Another function of codeswitching highlighted by the researchers is to manage the flow of teacher-student interaction. The teachers of Italian have mixed feelings regarding L1 use in their lessons:

“they favour the use of the target language as a medium of instruction because exposure to Italian is fundamental as input [...] but they admit that teachers need to adjust their language and way of teaching to the level of ability of the learners. At the same time, they all acknowledged that with younger and/or weaker learners the L1 can have a role to play, especially as a metalinguistic and motivational tool [and] warned that codeswitching should not be used as a shortcut in teacher explanations. They thought that the use of Maltese in the lesson transcripts shown to them might have been excessive and some instances of codeswitching could have been avoided had the teacher made a greater effort in the choice of methodology, such as using visual aids and language games” (p.627).

Therefore, Gauci and Camilleri Grima (2013) conclude that codeswitching is a useful tool which enables students grasp a FL more easily as well as a “double-edged sword which should be used wisely and not abused of” (p.629).

Moreover, Caruana and Camilleri Grima (2016) analysed language distribution in the Italian as a FL classroom in a Maltese secondary state school amongst Form 4 students. Through a conversation analysis, the researchers outline a series of patterns which show the relationship between speech acts and language distribution. For instance informative acts were more often produced in Italian while a balance was noted in the use of Italian and Maltese for accomplishing directives. Those in Maltese were related to classroom management while those in Italian were related to activities and tasks. In addition, Caruana and Camilleri Grima suggest that translanguaging is a strategic scaffolding tool since it

reinforces the acquisition of the target language. For instance, the teacher in this study uses the L1 to help the students reason out the correct answer instead of spoon-feeding them. The comparisons between the L1 and the L2 lead to an approximation of the Target Language vocabulary and grammar. Moreover, L1 use increases students' participation since both the teacher and the learners interact using both the L1 and the L2 and even the weaker students get involved.. Therefore, this study concludes that although the use of Italian is strongly advised, L1 allows learning to take place, which otherwise wouldn't be possible if students and teachers are forced to talk only in Italian.

Bezzina (2016) explores Maltese teachers' perceptions and actual classroom practices regarding translanguaging in French as a Foreign Language classrooms in Malta. She distributed a questionnaire to virtually all Primary, Secondary and Sixth Form teachers of French. The results of the questionnaire show that a number of teachers are still influenced by the direct method teaching methodology which supports the Target Language only position since they believe that students should be exposed to the language and that translanguaging "instils a laxist atmosphere in class and makes learners lazy, whereas they should make an effort to understand." (p.288) However, the majority of the teachers of French have a positive view regarding L1 use since it is useful to provide affective support in the students' learning process, to ensure comprehension of vocabulary and grammar concepts, allows effective classroom management and helps to establish a positive teacher-student relationship. It also enables the teachers to reach out to students with different learning abilities. Moreover, 50% of the participants believe that translanguaging is more useful with beginner level classes, while the rest suggest that the degree of translanguaging does not depend on the years of instruction. The majority of the teachers also suggested

that there should be more training regarding language distribution in the FL classrooms. Some of them confess that they feel guilty when they use translanguaging in class “because of the training they have received which prohibited the use of the L1” (p.288).

Aquilina (2012) investigated the use of German in two Church schools. One native teacher of German and a non-native one were chosen together with two Form 3 classes. Lessons were observed, the two teachers were interviewed and a questionnaire was held with students. Aquilina highlights the importance of code-switching since students won't understand if only German was used. Both teachers tend to use German when giving “simple, frequent used instructions” (p.41) and when praising students. However, while the native teacher uses German to manage her class “because it's a routine” (p.42), the non-native teacher uses Maltese and English. Moreover, both teachers try to explain new words or phrases in German with the aid of pictures, but if it is too complex they resort to English. On the other hand, grammatical notions are explained in English by both teachers.

### *2.6.3 Language use in the Spanish as a Foreign Language classroom*

Wilkerson (2008) conducted a study in two colleges in the Southeast United States. Five native Spanish speaking teachers were chosen. The researcher observed and video recorded five lessons of Spanish. The use of codeswitching varied from one teacher to another. The researcher outlined that one of the teachers taught completely in English with minimal use of Spanish while another one taught completely in Spanish but translated everything to English in the teacher's office after the lesson. Another two codeswitched frequently during instruction while the last one spent 5 to 10 minutes introducing the lesson in English but then taught completely in Spanish. Data shows that English is used mainly

“during classroom instruction to save time, demonstrate authority and reduce ambiguity [...] to control the speed of classroom interactions and activities, eliminating waiting or lag time and limit turn taking by students” (p.315). Moreover, the L1 is used to translate new words in Spanish, to prompt learners and to reassure students. Interestingly, Wilkerson points out that the teachers of Spanish underestimated the amount of L1 and codeswitching used until they were shown the transcripts and asked for their comments. In addition, the recurrent use of the L1 to save time reduced the students’ opportunities to speak in Spanish.

On the other hand Chavez (2010) examined whether students performed better when the teacher used Spanish only than when using Spanish and English in two high schools in California. This study shows that students achieved higher scores when the Target Language is used more frequently in class.

Unlike other foreign languages and other curriculum subjects, there is no empirical evidence which shows how language is used and distributed in the Spanish as a FL in Malta. From my observations along the year and my teaching practice experience in the Middle and Secondary schools I was placed in, I think that the Maltese teachers and students of Spanish make an excessive use of the L1 in class. I believe that the Maltese students are not given enough opportunities and as a result they become anxious and scared when they are faced with a situation in which they have to speak in Spanish during a role play, or for instance for a short presentation. Due to the lack of formal evidence, in the upcoming chapters I would like to investigate the teachers’ and learners’ perspective regarding the practice of codeswitching during lessons and the actual classroom practices related to language distribution and the languages used as medium of instruction in Spanish classes in Malta.

## **2.7 Conclusion**

This literature review has shown the gradual development of the meaning of the term translinguaging and the different roles played by the L1 according to different teaching methodologies which have developed along the years. Moreover, it has demonstrated both sides of the issue of using the TL only or including the L1 in the FL classroom and the ways the TL and the L1 are used by the teacher and the students. Finally this chapter has reviewed the Maltese bilingual educational system focusing on language distribution in FL classrooms in Malta. Hence, this review is to be understood as a backdrop depicting the context within which the current study will be elaborated in the following chapters.

## **3. Methodology**

### **3.1 Introduction**

This chapter describes and explains the methods used to investigate the use of the L1 and the Target Language in the teaching of Spanish as a Foreign Language in Malta. In order to determine the purposes for which the L1 and the TL are being used by the teacher and the students in the Spanish as a FL classroom in Malta and to explore the teachers' and students' perspectives regarding the issue of translinguaging, several methodological procedures were required. The procedures regarding data collection and data analysis, as well as information regarding the participants and the school setting are explained in the following sections.

### **3.2 Research questions**

The objective of this study is to investigate the teachers' and learners' perspectives regarding the practices of translanguaging during the Spanish as a FL lessons and the actual classroom practices related to the distribution of languages as medium of instruction in Spanish classes in Malta. The following research questions will be investigated:

- For which purposes are the L1 and TL being used by the teacher and by the students in the Spanish as a FL classroom in Malta?
- What is the percentage of teacher talk to student talk in both the L1 and the TL?
- What do learners and teachers think about codeswitching during lessons?
- What are the factors that may influence L1 and TL use in the Spanish as a FL classroom in Malta?

### **3.3 Research Epistemology**

Epistemology describes the “nature of the relationship between the knower and would be knower and the unknown” (Guba & Lincoln, 1998, p.201). Epistemology is of utmost importance since “we need to be clear about the objectives of our research and we need to have a sense of what kinds of things it is possible for us to find out. In other words, we need to adopt an epistemological position” (Willig, 2013, p.40).

This study adopted a standpoint which is a combination of a positivist and an interpretative approach. According to Willig (2008), positivists believe that the research is going to produce an impartial and unbiased knowledge, established from the outside and therefore there should not be any direct relationship between the researcher and the subject. Hence, on the one hand a positivist epistemology was adopted since six lessons of Spanish were observed and analysed in order to determine when and how L1 and L2 were being used in the Spanish as a FL classrooms. On the other hand, an interpretative approach was adopted which strives to interpret the world in terms of its actors. The latter epistemology believes that knowledge is built through the interpretation of the subjects' experience, therefore emphasizes "the significance of the context, the importance of subjectivity, and the need to engage and involve the testee more fully than a simple test" (Cohen et. al., 2000, p.128). Consequently, this approach was opted for since I believe that the teachers' beliefs and experiences regarding the use of languages in the Spanish as a FL classrooms are a very valid source of knowledge. Hence, their perspectives were analysed through a focus group, where teachers had the opportunity to discuss their experiences and opinions regarding the use of translanguaging in the classroom.

### **3.4 Research Design**

#### *3.4.1 Outline of the study*

The first part of this study involved completing a literature review regarding the issue of translanguaging in local as well as international foreign language classrooms. Consequently, six lessons of Spanish as Foreign Language delivered by three different teachers were observed. One of them has a teaching experience spanning twelve years, the other one four years and the last one is a newly qualified teacher. In order not to bias

language distribution in the classroom, the participants were aware that discourse dynamics were being researched without any further specifications. A very brief feedback session was held after the lesson with the same teachers to discuss the discourse dynamics observed in class. The lessons were audio-recorded, transcribed and linguistically analysed.

Another part of this research project involved the administration of a questionnaire with approximately 60 students of Spanish as a foreign language. The last phase of this study initially involved a 1 hour and 30 minutes focus group interview with six teachers of Spanish, including the ones previously observed. However due to time restrictions, the researcher had to resort to a semi-structured interview with the six teachers since the teachers could not agree on a particular date and time. During this phase, the results of the analysis of the audio-recorded lessons as well as of the students' questionnaire were discussed.

### **3.4.2 Method**

A mixed methodology was adopted to carry out this research which is defined by Greene (cited in Johnson *et. al.*, 2007, p.119) as “an approach which involves more than one methodological tradition and thus more than one way of knowing, along with more than one kind of technique for gathering, analysing and representing human phenomena, all for the purpose of better understanding.” It is acknowledged that such an approach “results in a more complete understanding of educational problems” (Lodico *et al.*, 2006, p. 17). Hence, mixed methods were chosen in order to answer the previously mentioned research questions, since they allow for a more comprehensive and complete answer to the research questions. Moreover, since all research methodologies have limitations, mixing qualitative

and quantitative methodologies can make up for the limitation of certain methods. According to Creswell (2012 p.62) “the intent in using this design is to bring together the differing strengths and non-overlapping weakness of quantitative methods (large sample size, trends, generalization) with those of qualitative methods (small N, details, in depth).”

An explanatory design was used since qualitative methods allowed for an analysis of the current practices in the Spanish as a FL classrooms as well as the teachers’ perspectives, while quantitative methods were useful for investigating students’ perspectives regarding codeswitching. Finally a qualitative method was once again implemented in which the results of the previous methods were mixed to allow the teachers of Spanish in Malta to express their opinions regarding their current practices in the Spanish classrooms as well as regarding the students’ perspectives of the issue. Hence, this design enabled an expansion of the quantitative results with qualitative data.

### *3.4.3 Participants*

The initial plan was to have six participating teachers from State schools and sixty students of Spanish attending State schools as well. Teachers were chosen according to their years of experience in teaching. The School principals, the Heads of Schools and the initially chosen teachers of Spanish were contacted, explaining to them what the study was about and what would be their role in the study. However, the participant enrolment process resulted quite difficult as at times, either the Head of School or the teacher refused to participate in this study. As a result, Church schools were contacted as well. In the end I managed to involve six teachers of Spanish in the study in order to participate in the focus group and observations, of which four teach in State schools and two teach in Church schools.

Regarding the students, 60 students between 11 and 16 years of age were selected attending both State and Church schools, to participate in the second part of the study which involved the administration of a questionnaire. All of them were Maltese and have Maltese and English as their L1 and L2.

### **3.5 Data collection**

#### ***3.5.1 Observations***

The first part of this research study consisted of an observation of six lessons of Spanish delivered by three different teachers. I opted for this research strategy since as Cohen *et. al.* (2007, p.396) explains “the distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather ‘live’ data from naturally occurring social situations”. The teachers were asked to conduct the lessons as usual and I sat at the back in order not to interfere in any way.

In this study, a highly structured observation was used in order to determine when and how the L1 and the L2 were being used by the teachers and the students. Cohen *et. al.* (2007, p.37) defines a highly structured observation as one which will know in advance what it is looking for and will have its observation categories worked out in advance: “[...] a structured observation will already have its hypotheses decided and will use the observational data to conform or refute these hypotheses”.

A unique strength of observation is that it allows the researcher to collect more authentic data. This is because “what people do may differ from what they say they do, and observation provides a reality check” (Cohen *et. al.*, 2007, p.396). Moreover, during

observation, the researcher may even take notes of a certain behaviour which otherwise could go unnoticed.

On the other hand a drawback of observation is that it focuses on what happens rather than why it happens. To overcome this imbalance, a brief feedback session was held with each teacher in order to discuss the discourse dynamics observed in class.

Moreover, the six lessons were audio-recorded using my mobile phone as well as a digital voice recorder in order to be able to analyse in detail how the TL and the L1 are being used by the teacher and the students. Gall *et. al.*, (1996) considers audio-recording as having more advantages than note taking. Lessons were audio-recorded so as to have a more holistic picture of what was going on during the lesson and a complete verbal record. Hence this would prevent the approach from being subjective and any selection of data which would favour my bias. In addition, audio-recordings also allow to record breaks, hesitation, emphasis and intonation. Hence, the transcripts will be more authentic. However, as Gall, *et. al.*, (1996) explains, audio-recording a lesson also has its disadvantages. For instance, audio recording may not be too clear due to background noise. Furthermore, the investigator cannot record non-verbal behaviour. For this purpose I kept notes of what was going on in class.

### *3.5.2 Students' questionnaire*

The questionnaire was designed for students who study Spanish as a Foreign language in order to explore the students' perspectives and feelings regarding translanguaging, focusing in particular on actual classroom practices. A logical order was

followed, starting by personal details first, followed by a group of questions related to the theme. Moreover, keeping in mind that the participants are all students, simple language and short questions were used. The questionnaire is mainly constructed of closed questions, that is, questions in which “the possible answers are predetermined” (Gilham, 2000, p.5). According to Siniscalco and Auriat (2005, p.23) the advantages of such questions are that “the respondent is restricted to a finite set of responses” and therefore, they are easy to analyse”. However, it is argued that closed questions can introduce bias and they do not allow for creativity: “they do not enable respondents to add any remarks, qualifications and explanations to the categories and there is the risk that the categories might not be exhaustive and there might be bias in them” (Cohen *et. al.*, 2007, p.321). Consequently, a few open-ended questions were included so as to give the participants the possibility to express their own ideas. Indeed, “open questions enable participants to write a free account in their own terms, to explain and qualify their responses and avoid the limitations of pre-set categories of response.” (Cohen *et. al.*, 2007, p.321)

### *3.5.3 Semi-structured interviews*

Initially a focus group, that is “a group interview that uses the interaction amongst participants as a source of data” (Willig 2013, p.122) was going to be used, since as Willig (2013, p.123) highlights, the value of the focus group lies in the fact that “it provides a setting that is less artificial than the one-to-one interview, which means that the data generated by it are likely to have high(er) ecological validity.” However, due to time restrictions and the teachers personal commitments, it was very difficult to agree on a date

and time. Hence, as an alternative, a semi-structured interview was adopted in order to collect data regarding the teachers' experience vis a vis translanguaging in the Spanish classroom. According to Kvale (1996, cited in Alshenqeeti 2014) an interview is "a conversation, whose purpose is to gather descriptions of the [life-world] of the interviewee" with respect to interpretation of the meanings of the 'described phenomena'. This interview technique was adopted since as Tuckman (1972, cited in Cohen et. al. 2005, p.351) describes, it allows to "access what is inside the persons' head, (it) makes it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values and preferences), and what a person thinks (attitudes and beliefs). A number of open ended questions were prepared prior to the interview so as to allow me to explore the participant teachers' beliefs, ideas and practices. As outlined by Cohen et. al (2007, p.357), such questions are more flexible since "they allow the interviewer to probe so that she may go into more depth if she chooses, or to clear up any misunderstandings; they enable the interviewer to test the limits of the respondent's knowledge; they encourage cooperation and help establish rapport; and they allow the interviewer to make a truer assessment of what the respondent really believes".

As any other data collection method, semi-structured interviews have some drawbacks as well, namely time consumption due to the transcription and interpretation of data collected. Apart from the time-factor, another weak point of the interview technique as outlined Hammersley and Gomm (2008 cited in Alshenqeeti 2014, p.43) is that the participants' response may not be hundred percent truthful due to the fact that:

what people say in an interview will indeed be shaped, to some degree, by the questions they are asked; the conventions about what can be spoken about

[...]by what time they think the interviewer wants; by what they believe he/she would approve or disapprove of.

In conclusion, as Sharma (2010) highlights trust, cooperation and respect are fundamental during interviews in order for them to seem like natural conversations without any hidden agenda which may be harboured either by the researcher or by the participants.

### **3.6 Data Analysis**

#### *3.6.1 Transcriptions*

The six audio-recorded lessons were transcribed as soon as possible using Microsoft Word. The transcriptions avoid the punctuation of the written order (see Transcription convention in the Appendix F). A close reading was held and coded according to the teachers' and students' use of the TL and the L1 and L2 in order to select excerpts of the corpus relevant to my research questions. Through this analytic method, patterns in language use were established following the model by Maarfia (2008), which is a development of Moore (1996). This method was chosen in order to identify the patterns of language use in the Spanish as a foreign language classroom in Malta and the communicative functions attributed to the use of the L1 and of the L2 by the teacher and by the students. Moreover, the amount of L1 and L2 talk by the teacher and by the students was calculated.

#### *3.6.2 Statistical analysis*

Statistical analysis was used to analyse the data collected from the questionnaires. Data was grouped in categories which determined how many times a category occurred. The data was then presented in frequency tables and converted into graphs using Microsoft

Excel. This analysis determined the most frequent perceptions of students regarding code-switching and even the functions of codeswitching attributed by the students.

### ***3.6.3 Thematic approach***

Finally, a thematic approach was adopted in order to analyse the data collected through the semi-structured interviews. Thematic analysis is “a search for themes that emerge as being important to the description of the phenomenon [under investigation]” (Foreday and Muir-Cochrane, 2006, cited in Willig, 2013, p.173). A deductive approach to the thematic analysis was adopted since the data collected from the literature review as well as other data sources were used to derive themes. This method helped to identify the teachers’ perspectives regarding code switching as well as the functions they attribute to codeswitching basing themselves on their personal experience as teachers.

### **3.7 Access and ethical considerations**

A key element every researcher must keep in mind when conducting research in education encompasses the ethical considerations which refer to the “[...] moral principles of guiding conduct, which are held by a group or even by a professional.” (Govil, 2013, p.17)

In order to be able to conduct this study, the approval from the Directorate for Quality and Standards in Education (DQSE) and from the Secretariat for Catholic education were first sought. Consequently, several College Principals were contacted for access to their schools, of which 5 granted me permission. Afterwards I got the permission of six Heads of School and I asked them to kindly forward my information letters, consent forms and assent forms to the teachers of Spanish, to the students of Spanish and their parents. The information letters provided them with all the information related to the aims of the study,

the participants' role, rights and guarantees. An assent form for the students and a consent form for the parents were provided. They were informed that their participation was completely voluntary and that they could withdraw from the study at any point without being asked for an explanation. In such a situation any information related to them was not going to be used.

Moreover, researchers "have obligations to act in ways that bring benefit and avoid doing harm [...]. [R]esearchers (should assess) potential risks or discomfort for participants, reflecting sensitivity in interactions with participants, and considering the social and cultural impact of the research" (Groundwater-Smith, 2015, p.48). Participants will not benefit directly from this study by making them reflect on the medium of instruction issue. However, it will shed light upon classroom interaction in the Spanish as a FL classroom in Malta and it should thus serve to improve pedagogical practices by teachers of Spanish in Malta. Moreover, participants did not risk any harm by participating in this research and they were not deceived in any way because it was clear to everyone that only classroom discourse was going to be analysed. In addition, I did not deal with any vulnerable group, nor did I ask for any sensitive information. All the information was held anonymously and participants' identity or school names were not revealed at any point since pseudonyms were used. Participants also had the right not to answer any question and to withdraw from the study at any time without providing an explanation for their withdrawal.

### **3.8 Triangulation and Validity**

Issues of validity are a crucial factor to effective research. Jobbe (2000, cited in Golafshani, 2003, p.599) states that validity "determines whether the research truly

measures that which it was intended to measure or how truthful the research results are.” As stated by Winter (2000, cited in Creswell, 2012, p.134) validity might be addressed through “the honesty , depth, richness and scope of the data achieved, [...] the extent of triangulation and the disinterestedness or objectivity of the researcher”. Hence, it is of utmost importance that the researcher stays true to what the participants have affirmed during the lessons and interviews. For this reason, I kept record of interviews and class observation in order to ensure a loyal and accurate interpretation of data.

Moreover, according to Cohen et. al (2007, p.112) triangulation is a “powerful way of demonstrating concurrent validity”. Hence, it helps give a richer explanation as the research is viewed from more than one standpoint. In this study data triangulation was used since the results of the observations and questionnaires were compared to the results of the semi-structured interviews. Triangulation, therefore, provides a fuller picture of the actual practices in the Spanish as a FL classroom, since data generated from different methods complement each other.

### **3.9 Conclusion**

This chapter gave information regarding the objectives of this study, its research design and the strategies used to carry out the research as well as the instruments used to collect data. It also gave insight of how the data generated was analysed. Other issues such as those of ethical nature and validity have all been given their due importance in order to obtain the participant’ perspectives and attitudes towards translanguaging. The next chapter

will focus on the data collected through the lesson observations, students' questionnaire and teachers' interviews.

## **4. Results**

### **4.1 Introduction**

As outlined in Chapter 3, this research project was completed in three phases. The first phase involved the observation and audio-recording of six lessons of Spanish by three different teachers of Spanish. The transcription of these six lessons was intended to

determine the use of translanguaging in the observed Spanish classrooms by the teachers and by the students, as well as to determine the prominence of teacher and learner talk. The second phase of this study involved an insight of the students' perspectives on the practice of translanguaging through a questionnaire. Finally, a semi-structured interview with six teachers of Spanish was held so as to analyse the teachers beliefs and perceptions regarding translanguaging.

#### 4.2 Teacher and learner talk and the weight of translanguaging

Wordcount percentags concerning the three participant teachers were calculated in order to find out of the three teachers observed was calculated in order to find out the percentage of teacher talk vis a vis student talk in both the L1 and the TL.

<b>Teacher 1 Year 7</b>	<b>Spanish</b>	<b>Maltese</b>	<b>English</b>	<b>Total number of words</b>
<b>Total</b>	710 (46%)	692 (44.8%)	142 (9.2%)	1544 (72.7%)
<b>Teacher 1 Year 8</b>	<b>Spanish</b>	<b>Maltese</b>	<b>English</b>	<b>Total number of words</b>
<b>Total</b>	1129 (73.6%)	119 (7.8%)	286 (18.6%)	1534 (87%)

*Table 4.1 Number of words pronounced by teacher 1 at two different learning levels and percentage calculations*

<b>Year 7 students</b>	<b>Spanish</b>	<b>Maltese</b>	<b>English</b>	<b>Total number of words</b>
<b>Total</b>	191 (33.1%)	291 (50.1%)	97 (16.8%)	579 (27.3%)
<b>Year 8 students</b>	<b>Spanish</b>	<b>Maltese</b>	<b>English</b>	<b>Total number of words</b>
<b>Total</b>	90 (39.1%)	104 (45.2%)	36 (15.7%)	230 (13%)

*Table 4.2 Number of words pronounced by year 7 and year 8 students and percentage calculations*

<b>Teacher 2 (Year 9 option )</b>	<b>Spanish</b>	<b>Maltese</b>	<b>English</b>	<b>Total number of words</b>
<b>Total</b>	671 (41 %)	862 (52.6%)	105 (6.4%)	1638 (84.6%)
<b>Teacher 2 (year 10 option)</b>	<b>Spanish</b>	<b>Maltese</b>	<b>English</b>	<b>Total number of words</b>
<b>Total</b>	514 (42%)	660 (53.9%)	51 (4.1%)	1225 (59.3%)

*Table 4.3 Number of words pronounced by teacher 2 at two different learning levels and percentage calculations*

<b>Year 9 students</b>	<b>Spanish</b>	<b>Maltese</b>	<b>English</b>	<b>Total number of words</b>
Total	144 (48.2%)	123 (41.1%)	32 (10.7%)	15.4%
<b>Year 10 students</b>	<b>Spanish</b>	<b>Maltese</b>	<b>English</b>	<b>Total number of words</b>
Total	121 (14.4%)	627 (74.5%)	94 (11.2%)	842 (40.7%)

*Table 4.4 Number of words pronounced by year 9 and year 10 students and percentage calculations*

<b>Teacher 3 (year 7 students)</b>	<b>Spanish</b>	<b>Maltese</b>	<b>English</b>	<b>Total number of words</b>
Total	217 (16.1%)	955 (70.9%)	175 (13%)	1347 (81.8%)
<b>Teacher 3 (year 9 students)</b>	<b>Spanish</b>	<b>Maltese</b>	<b>English</b>	<b>Total number of words</b>
Total	539 (25.9%)	1321 (63.4%)	224 (10.7%)	2084 (84.9%)

*Table 4.5 Number of words pronounced by teacher 3 at two different learning levels and percentage calculations*

<b>Year 7 students</b>	<b>Spanish</b>	<b>Maltese</b>	<b>English</b>	<b>Total number of words</b>
Total	144 (48.2%)	123 (41.1%)	32 (10.7%)	299 (18.17%)
<b>Year 9 students</b>	<b>Spanish</b>	<b>Maltese</b>	<b>English</b>	<b>Total number of words</b>
Total	133 (35.8%)	204 (54.8%)	35 (9.4%)	372 (15.15%)

*Table 4.0.6 Number of words pronounced by year 7 and year 9 students and percentage calculations*

### **4.3 Functions of translanguaging**

In order to present the functions of translanguaging as observed during the lessons of Spanish the model by Maarfia (2008), a development of Moore (1996) was followed. This model subdivided code switching instances into two categories: Springboard and Relay switching. Bezzina (2016, p.81) defines Springboard switching as those instances that have a didactic function and hence favour “learning and [are] marked by hesitation, pauses and

metalinguistic comments” while Relay switching “favours communication, is more fluid and tends to ease the flow of discourse and the construction of meaning”.

#### 4.3.1 Relay switching by the teacher

##### 4.3.1.1 Translanguaging in order to re-establish order in the classroom and to comment on the learners’ behaviour

The first observed function of translanguaging was that related to classroom management. In order to re-establish control in the classroom and to re-direct the students’ attention, teachers switch to the L1 since it tends to be more effective.

Example 1 shows the teacher interrupting the explanation and switching to the L1 in order to control student behaviour.

(1)	T: <b>vamos a hacer la número uno y número dos</b> S9 / *poġġi bilqiegħda sew* <b>número uno</b> *ma irridx nisma’* ^answers^	T: <b>we are going to do number one and number two</b> S9 / *sit down properly* / <b>number one</b> *I don’t want to hear the* ^answers^
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*State School, year 7*

Example 2 shows the teacher trying to re-establish control in the classroom whilst giving back the students’ work and giving individual feedback.

(2)	T: *oqgħod attent għall-verb ma tistax tagħmilli* <b>llamamos</b> *ċara↗ *jekk jogħġobkom* ^please it’s not chattering time^ *dan mhuwiex ħin biex tagħmlu diskussjoni bejnietkom orrajt↗ jien qed nispjega lil sħabkom*	T: *pay attention to the verb you cannot write* <b>called</b> clear↗ *please* ^please it’s not chattering time^ *it’s not time to discuss amongst yourselves ok↗ I am explaining to your friends^
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*Church School, year7*

In example 3 the teacher resorts to the L1 and L2 in order to explain to the learner the consequences of a missing homework:

(3) \*Julian qabel ninsa għandek\* ^incomplete homework^ orrajt↗ m'għamiltux orrajt ↗ m'għamiltux irridek tagħmlu u r-\* **repaso** \*il-\* **pronombres** \*ma tajthomlix / qaluli sħabek li m'għamilthomx / kellek il-holidays issa bħala dana ħa jkolli nżommok ^break in^ \*ta\*

T: \*Julian before I forget you have\* ^incomplete homework^ ok↗ \*you didn't do it ok↗ I want you to do it and the\* **revision** \*the\* **pronouns** \*you didn't give them to me / your friends told me you didn't do them / you had the\* ^holidays^ \*now as this I will keep you in during break ok\*

*Church School, year 7*

#### 4.3.1.2 Translanguaging to manage course content

Moreover, the three teachers observed use discourse markers in the L1 in order to denote the steps in the progression of the lesson. The most common three were “mela” (so) “issa” (now) and “tajjeb” (good). In example (4) and (5) “mela” is used in order to show a link with what has been said before and in example (6) it is used to redirect the students' attention.

(4) T: \*mela x'inhuma it-tlett servizzi li semmejt↗ \*

S2: **gimnasio**

T: **piscina**

S3: **restaurante**

T: **y restaurante** / \*ħa ntkom klawżula / il-klawżula hija li waħda tridu tagħżlu\*

T: \*so which were the three services that I have mentioned↗\*

S2: **gym**

T: **pool**

S3: **restaurant**

T: **and restaurant** / \*I am going to give you a clause / the clause is that you have to choose one\*

(5) T: \*mela\* / **recordáis que durante la lección pasada hablamos de la descripción de ropa↗ recordáis ↗**

T: \*so\* **do you remember that during the last lesson we talked about the description of clothes ↗ do you remember ↗**

(6) T: \*mela intliftu / intliftu

T: \*so you got lost / gost lost in your

fil-^holiday^ \*imāġinarja tagħkom /  
mela ħudu il-\* ^hotel^ **en general** \*ħa  
jkollu\* **piscina**↗

imaginary\* holiday / so keep in mind a\*  
^hotel^ **in general** \*is it going to have a\*  
**pool**↗

*State School, year 10*

On the other hand “issa” as shown in example (7) is used when the teacher is going to give new information.

(7) T\*issa xi tridu tagħmlu  
intom↗ / l-ewwel\* ^task^ \*huwa li  
tikteb in-numru\*

T: \*now what do you have to do↗  
the first\* ^task is to write down the  
number^

*State School, year 9*

#### 4.3.1.3 Translanguaging to evaluate the learner’s responses

Positively reinforcing students is of utmost importance in a classroom since, besides creating a warm and positive atmosphere, it helps to motivate and encourage the learners to make more effort and to participate actively during the lesson. The three teachers observed tend to use both the L1 and TL in order to praise the learners. Amongst the words that teachers tend to use, one finds: “muy bien” (well done), “perfecto” (perfect) “brava” (good) and “prosit” (well done) as shown in the following examples:

(8) T: **nosotros tenemos  
nuestro lápiz**

S5: ^our / our pencil^

T: **muy bien y por qué decimos  
nuestro lapiz** ↗

S6: \*tal-\* ^boys^

T: **muy bien porque decimos el  
lápiz**

T: **we have our pencil**

S5: ^our /our pencil^

T: **well done and why do we say our  
pencil**↗

S6: \*of the\* ^boys^

T: **good because we say the pencil**

*State school, year 7*

(9) S2: **tus mochilas son grandes**

T: **qué significa** ↗  
S2: ^your satchels are big^  
T: **perfecto muy bien**

S2: **your satchels are big**

T: **what does it mean** ↗

S2: your satchels are big

T: **perfect well done**

*State school, year 7*

(10) T: \*u t-\* **taxista** jekk hu raġel u jekk hu mara tinbidel il-kelma ↗

S1: tibqa l-istess  
T: tibqa l-istess bravi

T: \*and if the\* **taxi driver** \*is a man or a woman does the word change\* ↗\*

S1: \*it doesn't change\*

T: \*it doesn't change good\*

*State school, year 9*

(11) T: ^Isaac / Matthew^ \*prosit eh vera oġġbuni dawn\*

S4: \*vera ↗  
T: mhmm anke tiegħek\*

Isaac / Matthew \*well done I really like them\*

S4: \*really ↗

T: \*mhmm even yours\*

*Church school, year 9*

#### 4.3.1.4 Translanguaging to elicit information from the learners

When the teacher asks a question completely in Spanish, students tend not to understand and therefore they do not answer the questions. Hence, the teacher repeats the question in L1 (Maltese) or L2 (English) in order for the students to answer as shown in the examples below:

(12) T: \*mela l-ewwel\*  
^question^ tagħna / **qué quieres ser de mayor** ↗ // **de mayor** ↗ \*tfisser\* ^when you grow up^ / **qué quieres ser tú Sharona** ↗

T: \*so our first\* ^question^ **what do you want to be when you grow up** ↗ // **de mayor** \*means\* when you grow up / **qué quieres ser tu Sharona** ↗

*State school, year 9*

(13)T: **quién está estudiando para ser arquitecto ↗ tu vecino / cómo se llama tu vecino ↗**

S1: \*x' qed tghid ↗\*

T: \*x'inhu il-**vecino** ↗ \*il-**vecino** \*huwa in-<sup>^</sup>neighbour<sup>^</sup> / \*ux in-<sup>^</sup>neighbour<sup>^</sup> \*qed jistudja għal arkitett\*

S1: eh

T: **who is studying to become an architect ↗ your neighbour / what's your neighbour's name ↗**

S1: \*what are you saying ↗\*

T: \*what is\* **vecino** ↗ **vecino** \*is\* <sup>^</sup>neighbour<sup>^</sup> <sup>^</sup>your neighbour<sup>^</sup> \*is studying to become an architect\*

S1: eh

*State school, year 9*

#### 4.3.1.5 Translanguaging to make sarcastic remarks

One of the teachers often jokingly makes sarcastic remarks which create a very positive atmosphere in class. It is evident that there is a good relationship between the teacher and the students. The following example shows that she resorts to the L1 to make sure that the students understand her:

(14)T: \*għadek tiftakar xi waħda ↗

S1: **bombero**

T: bombero / x'inhu bombero ↗

S1: fireman

T: ehe ehe il-fireman ftakart ↗ inti Anthea qué

S2: pilóto

T: pilóto / jaqaw hekk triduhom ↗ inti bombero u int pilóto ↗ <students laugh>

T: \*do you remember any ↗\*

S1: **fireman**

T; **bombero** [fireman] / \*what is\*

**bombero** ↗

S1: fireman:

T: \*ehe ehe you remembered the\* <sup>^</sup>fireman<sup>^</sup> ↗ \*and you\* Anthea **what** ↗

S2: **pilot**

T: **pilot** ↗ \*maybe you want your boyfriends to be a\* **fireman** \*and\* a **pilot** ↗ <students laugh>

*State school, year 9*

#### 4.3.1.6 Translanguaging to answer students' questions

The three teachers tend to translanguage when they have to answer questions posed by the students especially when answering questions related to grammatical aspects. The L2 is commonly used for metalinguistic terms such as in example 15, in which the teacher is answering a question asked by a year 7 student, related to

possessive adjectives. On the other hand, when answering questions related to vocabulary, two of the teachers try to use the TL to help the students understand as shown in example 16.

(15) S16: \*jigifieri ta'\* **él singular su** \*u\* **plural sus** ↗

S16: \*this means that\* **he singular su** [his]\*and\* **plural sus** [his]

T: \*skont li għandek wara l-\*  
^object^ li għandek wara jew  
persuna

T: \*it depends on the\* ^object^ \*or  
person you have after\*

*State school, year 7*

(16) S2: \*x'inh\*  
**instalaciones** ↗

S2: \*what is\* **instalaciones** ↗

T: \*ħa ngħidlek\* **qué son las instalaciones / son servicios extras como el garaje la piscina el gimnasio** \*mela x'tixtiequ ^extra^ mal-^hotel^ ↗

T: \*I'm going to tell you\* **what are instalaciones / they are extra services like the garage the pool and the gym** \*so which\* ^extra service^ \*do you want ↗\*

*State school, year 10*

#### 4.3.2 Relay switching by the students

##### 4.3.2.1 For giving information

Students tend to translanguage when giving information to the teacher and the other students. Students rarely speak using the TL exclusively but they rather switch between the L1, L2 and the TL. For instance, in examples 17 and 18 the year 7 and the year 10 students use the L1 and the TL to answer the teachers' questions:

(17) T: **por qué no** ↗

T: **why not** ↗

S6: \*għax trid taqbel mal-plural ta'\* **amigos**

S6: \*because there has to be an agreement with the\* ^plural of^ **friends**

*State school, year 7*

(18)S1: \*ija ija qed ngħidlek fis-Sajf ngħażillek\* **piscina** \*u jekk imorru fix-Xitwa nagħżel\* **restaurant**

S1: \*yes yes I'm telling you in Summer I would choose the\* **pool** \*and if we go in Winter I would choose the\* **restaurant**

*State school, year 10*

#### 4.3.2.2 Asking for information

Learners tend to translanguge when asking questions to teachers. For instance this happens in example 18 when a year 7 student asks the teacher for the meaning of a metalinguistic term, in example 19 when a student checks for the meaning of a Spanish word and in example (20) when a year 9 learner is asking a question related to a grammatical issue:

(18) S14: \*miss / x'jigifieri  
\* gerundio ↗

S14: \*miss what does\* **gerundio**  
\*mean\* ↗

*State school, year 8*

(19)S6: \*x'inh\* **prueba** ↗

S6: \*what does\* **prueba** \*mean\* ↗

*State School, year 7*

(20) S7: \*imma inti meta  
tgħid\* **plural** \*ma tgħidx\* **ellas** ↗

S7: \*but when you say it in\* **plural**  
\*you don't say\* **ellas** ↗

*Church school, year 9*

#### 4.3.2.3 Reporting students

Learners of a foreign language tend not to use the TL when talking about topics and classroom realities not related to the subject content. In the following example the student switches to the L1 to report the fact that another student always arrives late:

(21) S1: \*miss ara fit-tmienja u nofs tkun hawn għax dejjem hekk tiġi / veru S1: \*miss at 8.30 she will be here she always arrives at that time / it's true\*

State School, year 10

### 4.3.3 Springboard switching by the teacher

#### 4.3.3.1 Giving explanation

When giving explanations, two of the teachers alternate languages constantly to ensure that students have understood. For instance in example (22) the teacher is explaining the possessive adjective to year 7 students and she alternates the L1, L2 and the TL in her explanation. However there is a balance in the amount of L1 and TL used which enables the student to understand better:

<p>(22) T: sí *mela biex* mis *taqbilli ma * <b>libros</b> / mi *taqbilli ma* <b>libros hay que añadir una s / mis libros</b> *fhimna↗* <b>entonces si esta palabra termina en s también</b> *ukoll* / <b>esta palabra tiene que terminar en s</b> / *iridu jkunu jaqblu* / bħal ma fil-bidu konna għamilna * <b>mi amigo se llama Pablo</b> huwa ^boy^ ma nistax ngħid <b>mi amiga</b> mhux hekk↗</p>	<p>T: yes <b>*so in order for*</b> mis [my] *to agree with* <b>libros</b> [books]/ mi *to agree with* <b>libros one has to add an s / my books</b> *do so if the word ends in s this word has to end in s también *as well* / *there has to be an agreement / like when in the beginning we said that* my friend is called Pablo *he is a* ^boy^ *therefore I cannot say <b>*he is a girl</b> *right↗*</p>
--	--

State school, year 7

On the other hand another teacher who teaches form 3 students resorts almost completely to the L1 in order to explain for instance the use of nosotros and nosotras in Spanish, as shown in the following example:

(23)T: \*le imma jekk ikun hemm klassi kollha nisa u student tifel nista ngħid\* **nosotras** \*xorta / kont għidtilkom eh le mhux jien għamiltha \* ^Form 1^ \*magħkom / imma normalment\* **nosotros** \*jgħidu ħa nkunu ċari /\*

T: \*no but if there is a class full of girls and one boy I can say\* **nosotras** [we] \*as well / I told you eh I didn't teach you in\* ^Form 1^ / \*but normally they use\* **nosotros** \*to be clear/\*

*Church school, year 9*

Moreover, the teacher of the year 9 students makes use of translanguaging to guide the learners to understand the meaning of a word in Spanish without actually giving a direct translation of the word, as can be observed in example 28:

(1) T: **vamos a tener desayuno**  
 S1: \*istra gili għidtilna imma insejt\*  
 S2: \*anke jien nsejt\*  
 T: **donde tomo café cereales leche**  
 S3: "colazione↗"  
 S1: ^english breakfast^  
 S3: "colazione"  
 T: "colazione" \*brava mela\* **con el hotel va a ser con desayuno INCLUIDO o no**  
 S1: \*fil-kamra jew barra↗\*  
 T: \*kieku sew fil-kamra / ħudu is-sens tal-kelma bl-Ingliż\* / **desayuno** \*għidna li huwa↗\*  
 S2: ^breakfast^  
 T: \*issa ħa ngħidilkom\* **incluído** \*x'inhu\* **incluído**↗  
 S1: \*inkluz\*  
 T: \*inkluz bravi / mela\* el desayuno va a ser incluidu o no ↗

T: **we are going to have breakfast**  
 S1: \*my you already told us several times but I forgot\*  
 S2: \*I forgot as well\*  
 T: **where I have coffee cereal milk**  
 S3: "breakfast↗"  
 S1: ^english breakfast^  
 S3: "breakfast"  
 T: "breakfast" \*well done so\* **the hotel is going to be with breakfast included or not**↗  
 S1: \*inside or outside the room↗\*  
 T: \*it would be nice in the room / keep in mind the english word / we said that\* **desayuno** \*is ↗\*

S2: ^breakfast^

T: \*now I am going to tell you\*  
**incluido** [included] \*what is\* **incluído** ↗

S1: \*included\*

T: \*included well done / so\* **the breakfast is going to be included or not** ↗

*State school, year 10*

Another teacher also alternates between the L1, L2 and the TL to guide the year 7 students to understand the uses of the direct object pronouns:

(2) T: \*mela\* vamos a intentar hacerla tenemos **Juan lleva un sombrero** \*mela għandi\* **lleva** \*verb u ħa nsaqsi\* **qué lleva Juan** ↗

S1: **un sombrero**

T: **sombrero** \*huwa\* ^masculine feminine singular plural ↗^

S1: ^masculine plural^

T: ^masculine ^

S3: ^singular ^

T: ^singular ^

T: \*so\* we are going to try it **Juan wears a hat** \*so the verb is\* **lleva** \*and I am going to ask\* **what is Juan wearing** ↗

S1: **a hat**

T: \*is\* **hat** ^masculine feminine singular plural ↗^

S1: ^masculine plural

T: masculine

S3: singular

T: singular^

*Church school, year 9*

#### 4.3.3.2 Setting tasks

When giving instructions related to a task, the three teachers were observed to code switch to the L1 and L2. For instance in the following example, in order to explain

to the Year 9 students the final task they have to make at the end of the chapter, the teacher alternates between the L1, L2 and the TL:

(3) T: **sí / ahora vais a utilizar vais a utilizar toda eta información para crear un PÓSTER un póster de XXX / \*ħa tagħmlu\* ^poster ok ↗ A4^ \*fuq ^fullscap^ \*jew fuq karta\* ^blank^ \*xorta jew fuq tal-kulur / basta\* ^A4^ \*mhux\* ^chart^ y qué vais a hacer en este póster ↗ tenéis que encontrar un dos modelos / vale ↗ un hombre y una mujer o un chico o una chica / sí ↗ y tenéis que describir la ropa que llevan vale ↗ ^the clothes they are wearing^ tenéis que describirlos por ejemplo / emm esta mujer / esta chica lleva una / un jersey gris o de color gris unos vaqueros azul / azules y unas unos zapatos rosa claro por ejemplo ^ok ↗ ^ \*imbagħad tistgħu tfittxu l- \*^accessorizes etc.^ tajjeb ↗ kemm issibuhom mil-^magazines^ \*orrajt ↗ \***

T: **yes / now you are going to use all this information to create a poster a poster of XXX / \*you are going to do a\* ^poster ok ↗ A4^ \*on a\* ^fullscap\* \*or on a\* ^blank^ \*paper or on a coloured paper / It must be on an\* ^A4^ \*paper not on a\* ^chart^ and what are you going to do in this poster ↗ you have to find two models ok ↗ a man and a woman or a boy and a girl yes ↗ and you have to describe the clothes they are wearing ok ↗ ^the clothes they are wearing^ you have to describe then for example hmm this woman /this girl is wearing a grey jersey and blue jeans and light pink shoes for example ^ok ↗ ^ \*then you can search for the\* ^accessories etc. ^ \*ok ↗ ^ you can find them on the\* ^magazines^ \*ok ↗ \***

*Church school, year 9*

Example 25 shows that even with year 7 students, the teacher translanguages in order to give instructions:

(4) T: **\*mela ħa nisjega malajr\* / tenéis uno dos tres en la primera tenéis que elegir entre su su sus / \*ħa tagħzlu minn dawn it-tlieta fl-ewwel\* ^bubble^ en la segunda vais a elegir de estas y en la tercera vais a elegir \*orrajt ↗ \***

T: **\*so I am going to explain quickly\* / you have one two three in the first one you have to choose between su su sus / \*you are going to choose from these three in the first\* ^bubble^ in the second one you are going to choose from these and in the third one you have to choose \*ok ↗ \***

*State school, year 7*

On the other hand another teacher uses mainly Maltese to explain to the year 7 students the activity that is going to be held in class, as the following example shows:

(5) T: mela isimgħu l'hawn shh / / x'hin sħabkom ħa jgħidu in-numbers jekk intom ikollkom in-number li ħa jingħad orrajt↗ mhux ngħattu in-number imma nagħmlu circle madwar in-number biex jiena meta intom ħa taqtgħu il-line hekk ħa tgħidu **línea** jekk ħa naqtgħu il-kaxxa kollha ħa ngħidu **bingo** orrajt↗

T: \*so listen shh / / when your friends say the\* ^numbers^ \*if you have that\* ^number^ \*you are going to do a\* ^circle^ \*around that\* ^number^ \* when you get all numbers in a\* ^line^ \*you will call\* **línea** [line] \*and when you get all numbers you will call **bingo** ok↗\*

Church school, year 7

#### 4.3.3.3 Reminding or explaining rules

One of the teachers who teaches year 7 students switches to the L1 and L2 to remind the students of the consequences of a missing homework:

(6) T: ^from next time report on Klikks^ \*u tafu li jekk ikollkom\* ^three reports^ \*imbagħad jígu\* ^Saturday in^

T: ^from next time report on Klikks^ \*and you know that if you have\* ^three reports^ \*means that\* ^Saturday in^

Church school, year 7

#### 4.3.3.4 Clarifying and checking understanding

After explaining a grammatical rule in Spanish, one of the teachers observed asks the students to repeat what she has said in order to check whether they have understood or not, and switches to the L2:

(7) T: **ahora / cuando tenemos** T: **now / when we have a word that**

**una palabra que termina en vocal / qué añadimos con la palabra ↗**

**ends in a vowel / what do we add to the word ↗**

Ss: s

SS: s

T: **muy bien añadimos una s \***  
X'għadni kif għidt\* ↗

T: **well done we add an s \*** what  
have I just said ↗\*

S11: ^when you change the possessive to the plural what happens to the^ su

S11: ^when you change the possessive to the plural what happens to the^ su

T: ^but why do we add an s / and not es^

T: ^but why do we add an s / and not es^

S11: ^it's in the plural^

S11: ^it's in the plural^

T: ^because it's in the plural but there is a specific rule^

T: ^because it's in the plural but there is a specific rule^

S12: \*għax hemm il-vokali\*

S12: \*because there is a vowel\*

T: **muy bien / porque termina en vocal / ^it ends in a vowel^**

T: **well done because it ends in a vowel / ^it ends in a vowel^**

*State School, year 7*

#### 4.3.3.5 Correcting misunderstandings

Translanguaging is also used by the teachers to correct mistakes and misunderstandings. For instance in the following example some of the students haven't understood the homework and therefore she is explaining again using the L1, L2 and the TL, in order for them to be able to redo the homework:

(8) \*ħa nisþjega naqra għal min \*let me explain for those who have  
ma fehemnix xi tridu tagħmlu f'dan l-\* not understood what you have to do in  
^exercise^ \*li għidtilkom\* ^redo^ that\* ^exercise^ \*I told you to\* ^redo^

\*ismgħuni ftit ^superlative^ \*jigifieri jekk għandek\* **Jorge inteligente de la clase** \*jigifieri\* Jorge \* huwa l-iktar inteligenti fil-klassi / kif ħa tiġi ↗ **Jorge**

St 1: **más inteligente de la clase**

T: **Es el más** \*trid tuża dan\*  
<referring to el -article> **el más inteligente**

Student 3: \*miss dawn irridu jigu ↗\*

T: **de la clase**

Student 3: \*allura għalhekk biss miss ↗\*

T: \*ehe għax int għamiltha\*  
^comparative^ / \*int għamiltha\* **Jorge es más inteligente / / que que** għamiltha hekk bil-\***que** ↗ \*dik tiġi\* ^comparative^ \*bil-\***que** / \*meta jkollkom\* **el más inteligente de** ^superlative^ \*ta

\*listen to me\* ^superlative^ \*means that if you have\* **Jorge intelligent of the class** \*which means that Jorge is the most intelligent of the class / how is it going to be ↗\* **Jorge**

S1: **the most intelligent of the class**

T: **is the most** \*you have to use this\* <referring to the article> **the most intelligent**

S3: \*miss are these correct ↗\*

T: of the class

S3: \*so miss it is incorrect only for this reason ↗\*

T: \*yes because you did it\*  
^comparative^ / \*you did\* **Jorge is more intelligent / than than** \*you did it like this with the\* **than** ^comparative^ / \*when you have\* **the most intelligent** ^it is superlative^

*Church school, year 9*

#### 4.3.4 Springboard switching by the learners

##### 4.3.4.1 Checking

When the teacher speaks in Spanish, students usually check whether they have understood or not using the L1 or L2, as examples 32 and 33 show:

(9) S22: \*miss għax\* S22: \*miss because\* ^you^ \*is  
 ^you^ \*qed tirreferi għal xi ħadd u \* referring to someone and\* ^your^ \*to  
 ^your^ għal xi ħaġa ta' xi ħadd something of someone\*

*State school, year 7*

(10) S10: \*miss jġifieri int S10: \*miss this means that you have  
 għandek l-\* ^option^ \*u trid tara l- the\* ^option^ \*and you have to check the  
 kelma ta' wara / jekk tispicča bis- word that comes after if it ends in\*  
 \*^singular^ \*trid tagħmel\* ^singular^ \*you have to do\*

*State school, year 7*

In this part of the chapter the uses of translanguaging by the teachers and students in the Spanish as a FL classrooms have been presented. These results, derived from class observations, give an actual picture of the current language use practices in the teaching of Spanish in State and Church Schools in Malta. In the following section, the perceptions of 60 students of Spanish regarding the use of the TL, and the L1 and L2 will be presented.

#### **4.4 Data collected from students' questionnaire**

In this section the perceptions of the students of Spanish regarding translanguaging will be presented. Their perceptions were analysed through a questionnaire which was distributed amongst students who study Spanish as a Foreign language in two State Secondary schools and one Church School. A total of 60 students answered the questionnaire.

#### 4.4.3 The introductory section of the questionnaire

In the introductory section of the questionnaire, students were asked to determine their age and gender. Respondents answered in the following sequence: 14 years (Year 10) 31.7%, 11 years (Year 7) 23.3%, 12 years (Year 8) 23.3%, 15 years (Year 11) 13.3 % and 13 years (Year 9) 8.3% .

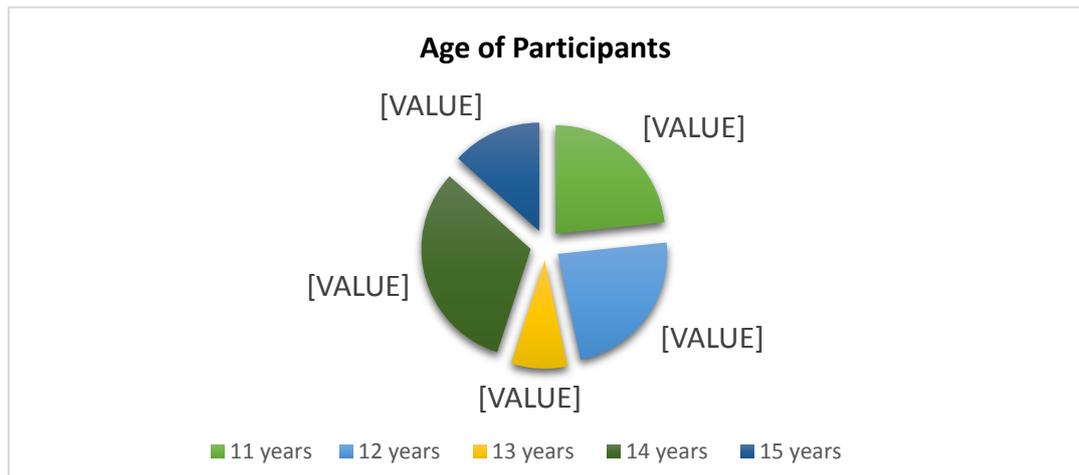


Figure 4.1 Age of participants

Moreover, 56.7% of the participants were females and 43.3% were males.

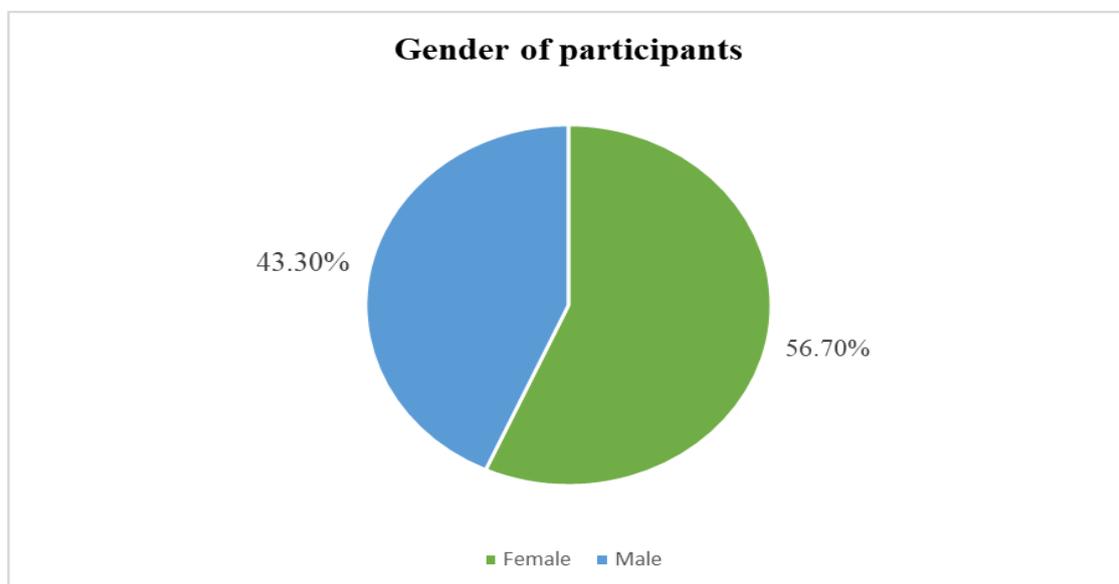


Figure 4.2 Gender of participants

In the following question, students were asked whether they have already visited the target language country. Only 28.3 % answered in the affirmative while 71.7% in the



negative.

Figure 4.3 Have you visited Spain?

In the subsequent question, the participants were asked for how long they have been studying Spanish.



Figure 4.4 How long have you been studying Spanish?

In the next question, students were asked if they usually read books or magazines in Spanish. Unfortunately only 23.3% answered in the affirmative. Six of these students said that they read magazines such as *Hola*, five said that they borrow reading books from the library and three of them read stuff on the internet. On the other hand of those 76.7% who state that they do not read in Spanish, twelve of them said that they don't like reading in Spanish while nine of them argue that they find it difficult to understand books in Spanish. A few of them said that very few shops in Malta sell Spanish books while others state that there is no need to or that they do not have time to read in Spanish.

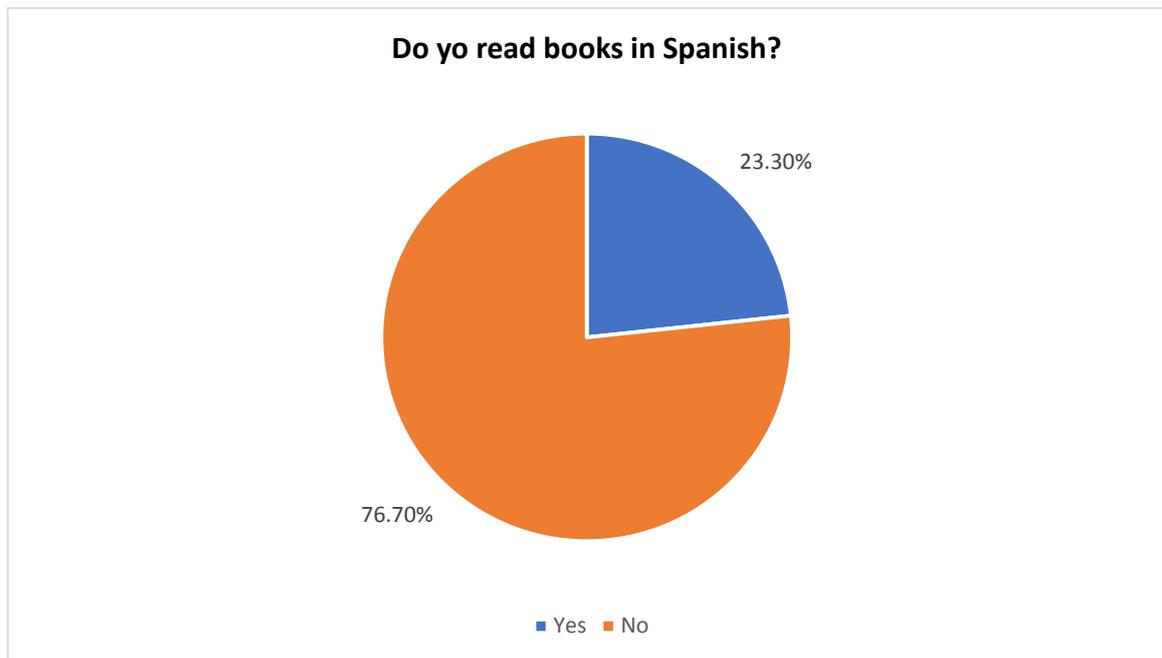


Figure 4.5 Do you read books in Spanish?

Subsequently, they were asked whether they watch Spanish TV channels, TV series or films in Spanish. 80% answer in the negative mainly because they either do not have access to Spanish TV channels or because they do not fully understand because native speakers speak too fast. Others do not have time to watch TV while a few of them have never tried. On the other hand of the 20% that answered in the affirmative the majority state that they watch TV series like Violetta.

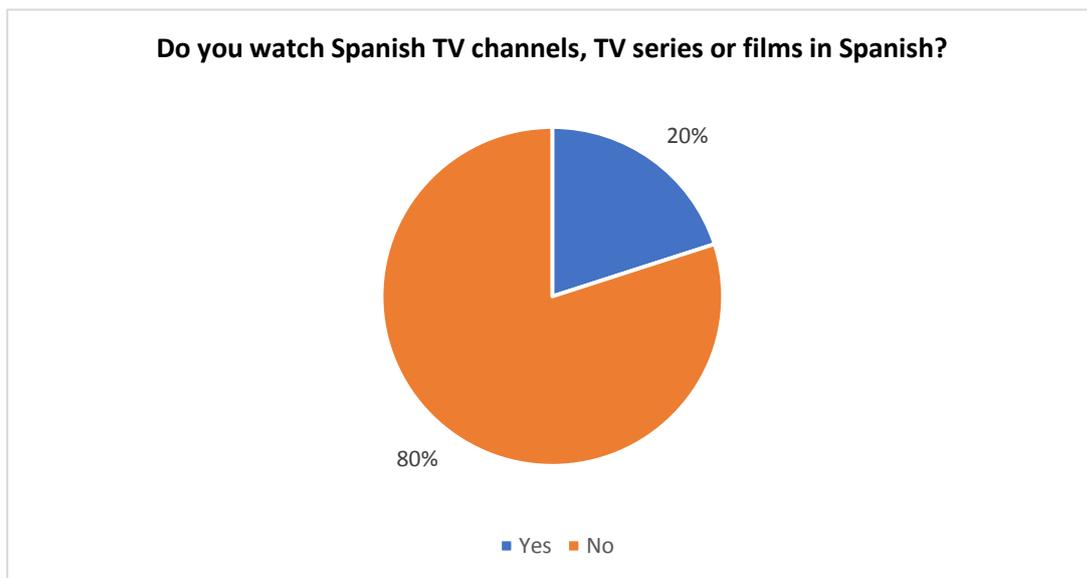


Figure 4.6 Do you watch Spanish TV channels, TV series or films in Spanish?

#### 4.4.4 Use of L1, L2 and TL during Spanish as a Foreign language lessons

In this section, students were asked a number of questions in order to determine how the L1, L2 and the TL are being used in the Spanish as a FL classroom. In the first question, they were asked whether they have any opportunity to listen to native Spanish during the Spanish lesson and if yes through which resources. 91.7% answered in the affirmative and only 8.3% answered negatively. Students suggest that teachers mostly use videos (40%), followed by audio-CD (29%), music (17%), a language assistant (9%) and films

(4%).

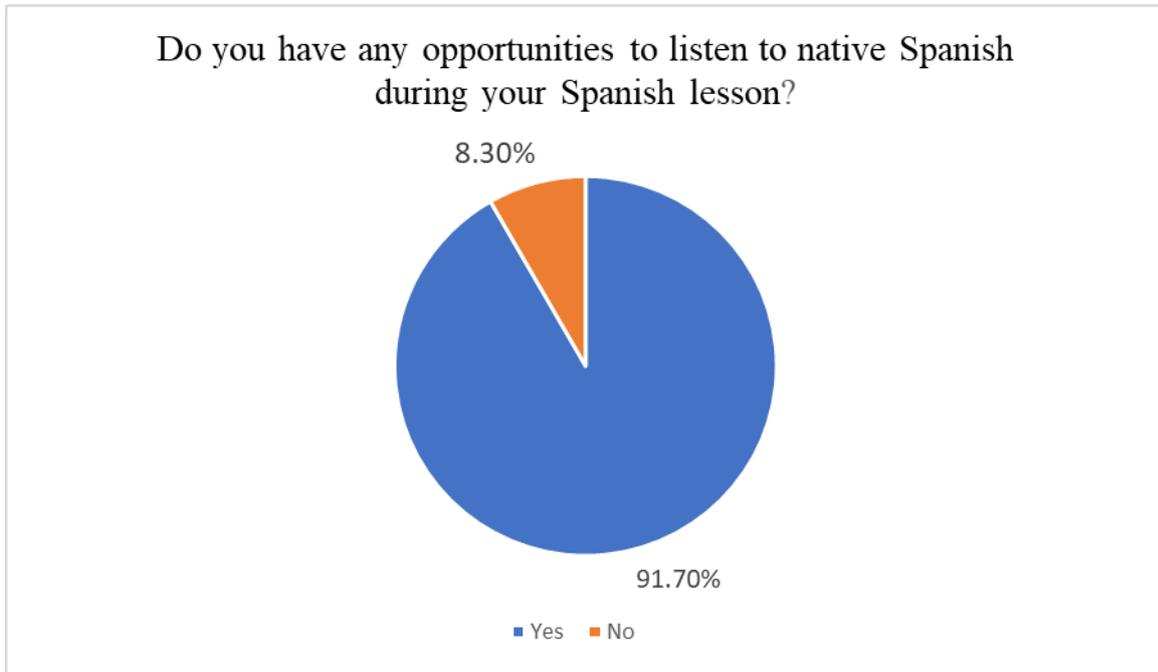


Figure 4.7 Do you have any opportunities to listen to native Spanish during your Spanish lessons?

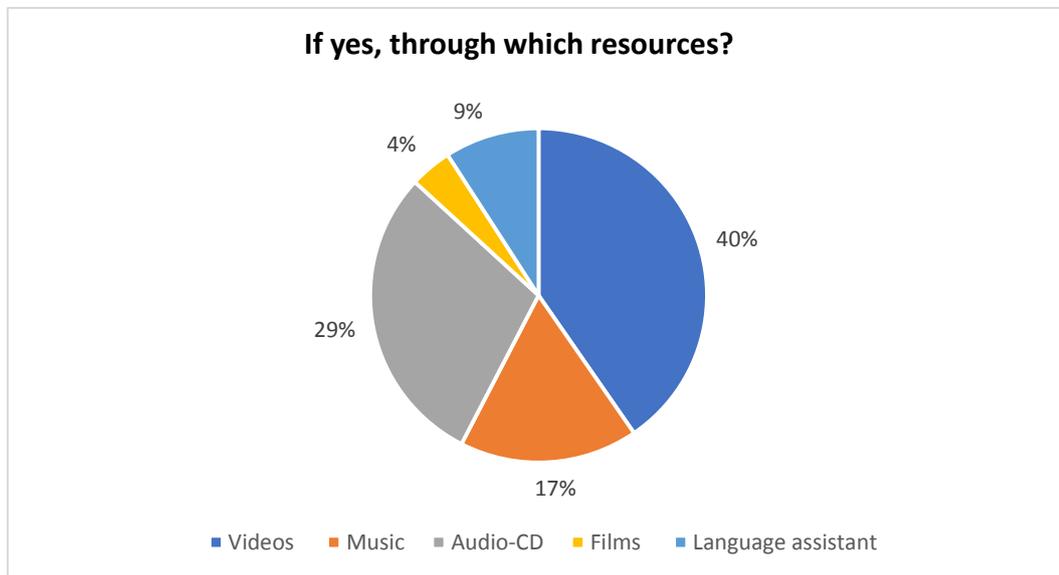
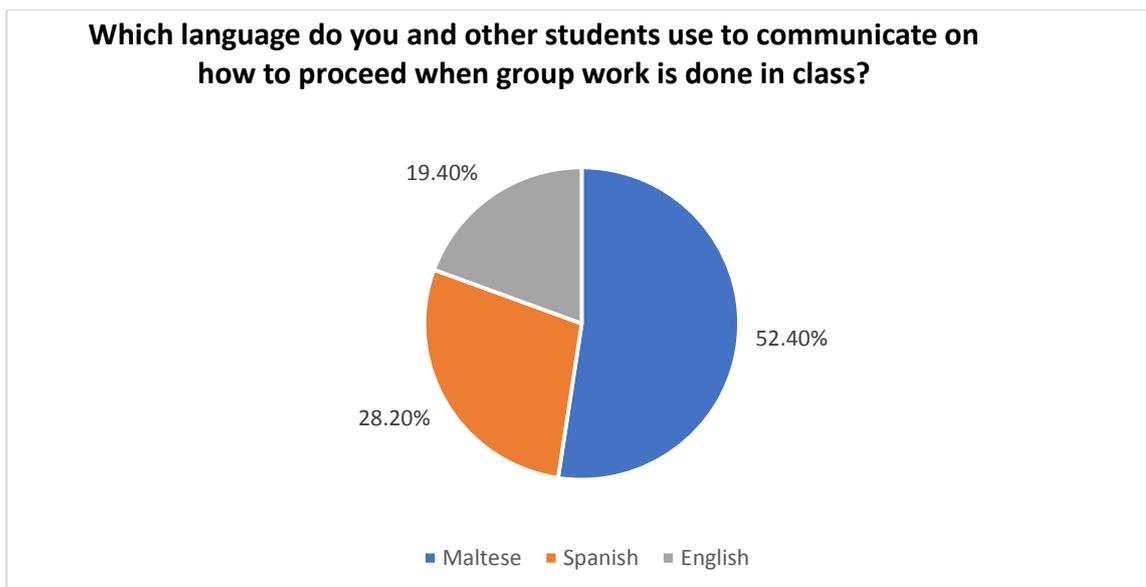


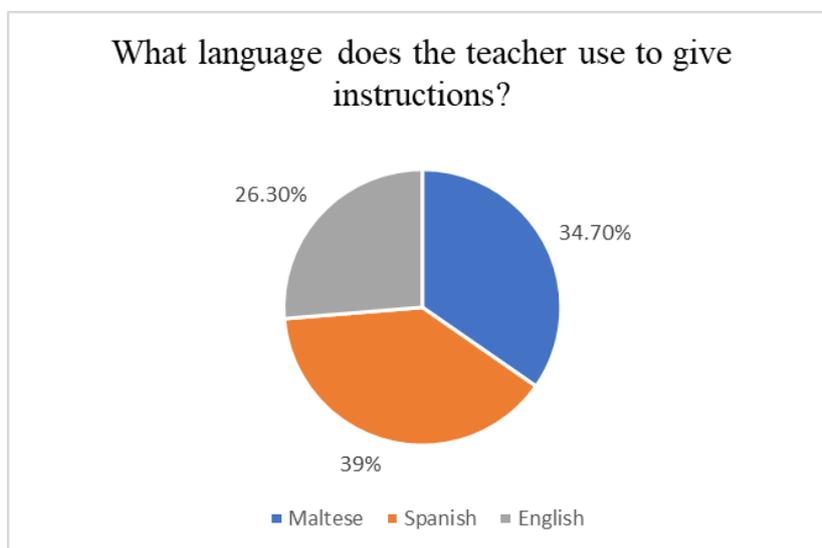
Figure 4.8 If yes, through which resources?

Next, students were asked which language they use to communicate with each other when group work is done in class. Results show that Maltese is widely used (52.4%) followed by Spanish (28.2%) and English (19.4%).



*Figure 4.9 Which language do you and other students use to communicate on how to proceed when group work is done in class?*

In the following question, the participants were asked which language the teacher uses to give instructions in class. The majority chose Spanish (39%), followed by Maltese (34.7%) and English (26.3%).



*Figure 4.10 What language does the teacher use to give instructions?*

In the subsequent question, students were asked whether they like or would like the teacher to use the Spanish language to explain and talk in general during the lesson. 38.3% answered that sometimes they like it or would like the teacher to use Spanish whilst 25% stated that they do not or would not like it at all and 21.7 state that they like it a little. Only 15 % said that they love it when the teacher speaks in Spanish.

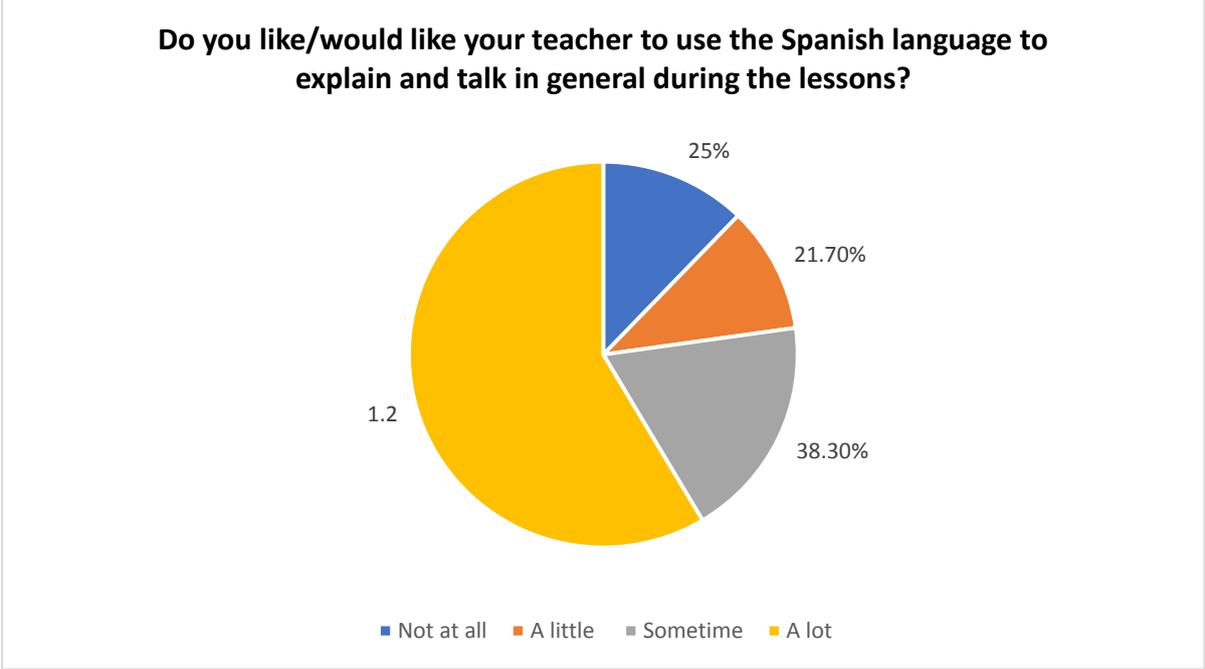


Figure 4.11 Do you like /would like your teacher to use the spanish language to explain and talk in general during the lessons?

When asked whether Maltese and English are used often during the Spanish lessons, 93.3% answered in the affirmative, while only 6.7% answered negatively. Moreover, they

were asked in which part of the lesson Maltese and/ or English are mostly used. Results show that the L1 and L2 are mostly used by the teacher when giving instructions (27.8%), followed by answering difficulties (25%). Students state that they are also used during grammar lessons (14.9%), vocabulary lessons (12.5%), culture lessons (10.1%) and for positive and negative reinforcement (7.1%).

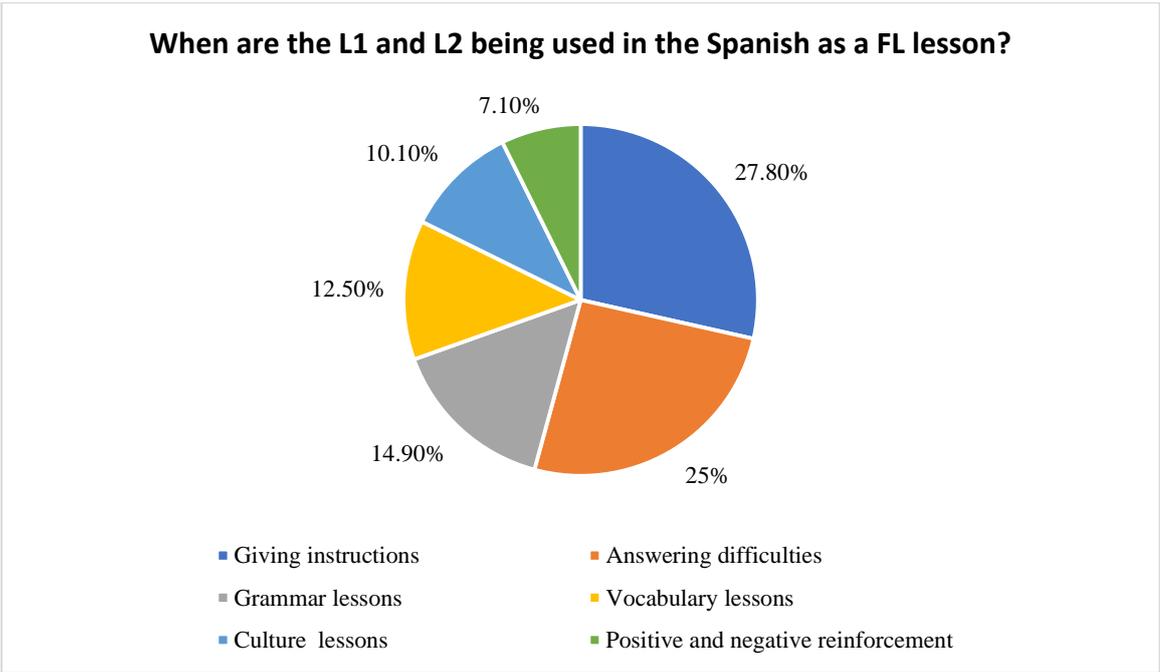


Figure 4.12 When are the L1 and L2 being used during the Spanish as a FL lesson?

In addition, students were asked whether the teacher uses any reward system to encourage them to speak in Spanish during the lessons. 76.7% answered negatively. The 23.3%

who



answered in the affirmative point out that blue reports and higher assessment marks are mostly used.

Figure 4.13 Does the teacher use any reward system to encourage students to speak in Spanish?

Consequently, students were asked to identify the language in which the teacher answers back, if they ask questions in Maltese. 56.7% state that the teachers answer back in Maltese or English while 43.3% said that they answer back in Spanish.

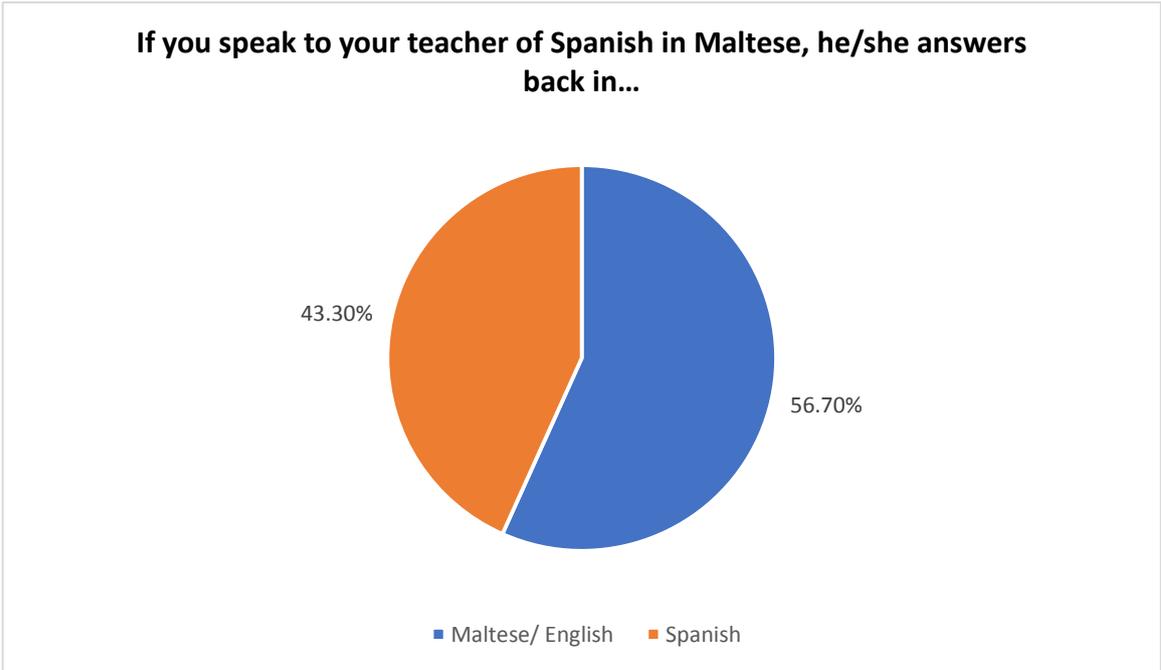


Figure 4.14 If you speak to your teacher of Spanish in Maltese, he/ she answers back in...

#### 4.4.5 Students' perspectives regarding the use of translanguaging in the Spanish as a FL classroom

In this section students were given a number of statements regarding the use of the L1, L2 and the TL in the Spanish as a FL classroom and they had to indicate the degree to which they agree or disagree with them.

The majority of the students strongly agree (45%) and agree (43.3%) with the statement: *I like it when the teacher speaks in Spanish*. Only 10% and 5% argue that they strongly disagree and disagree with the statement.

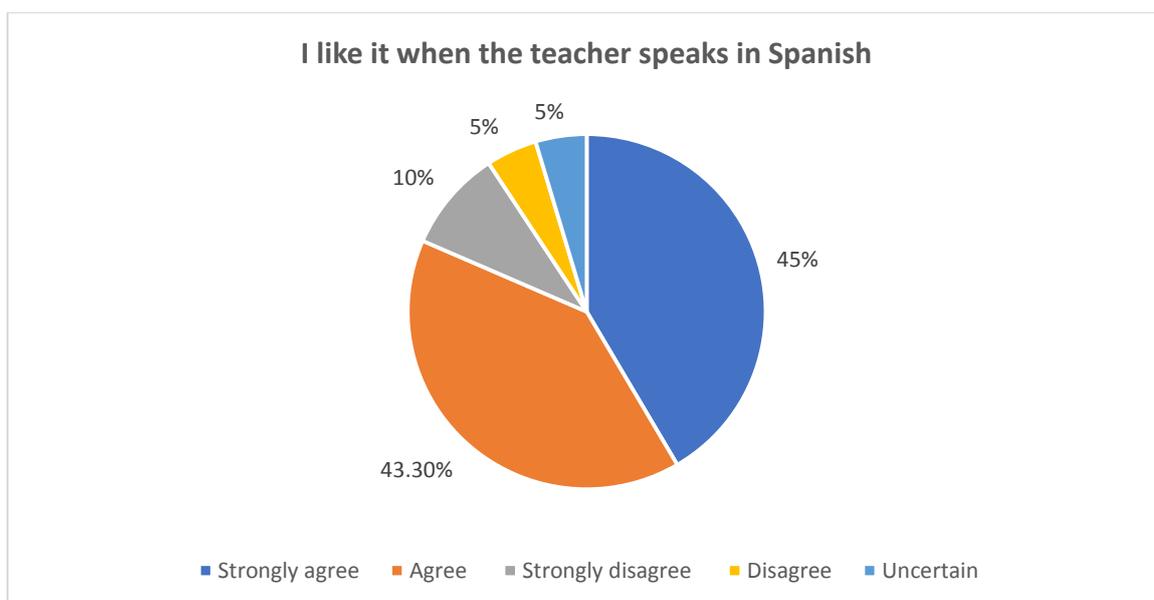
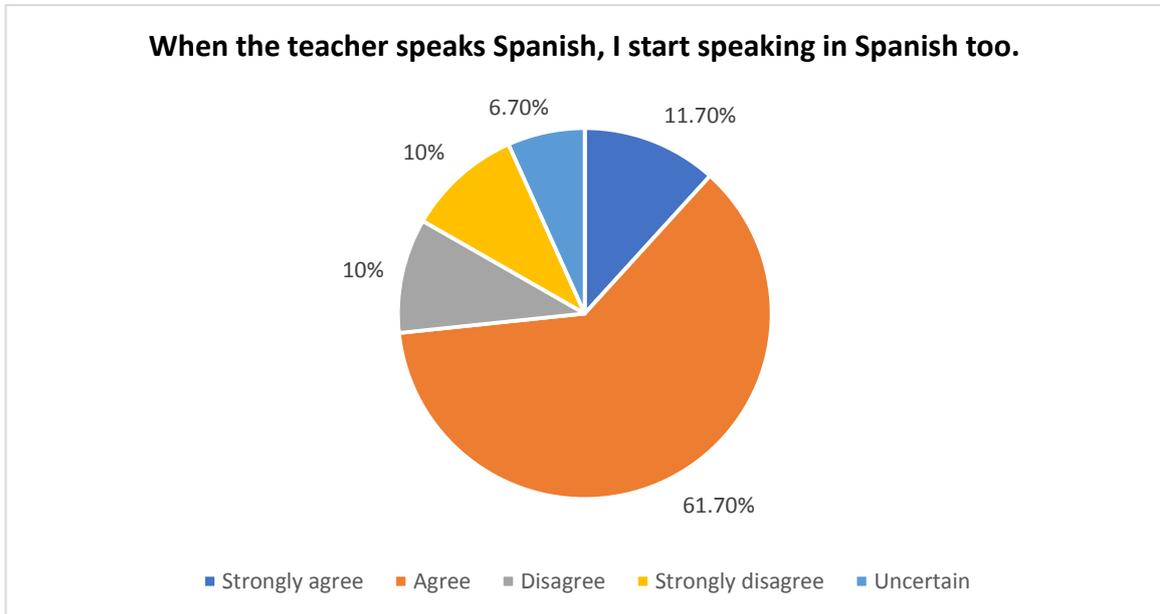


Figure 4.15 I like it when the teacher speaks in Spanish

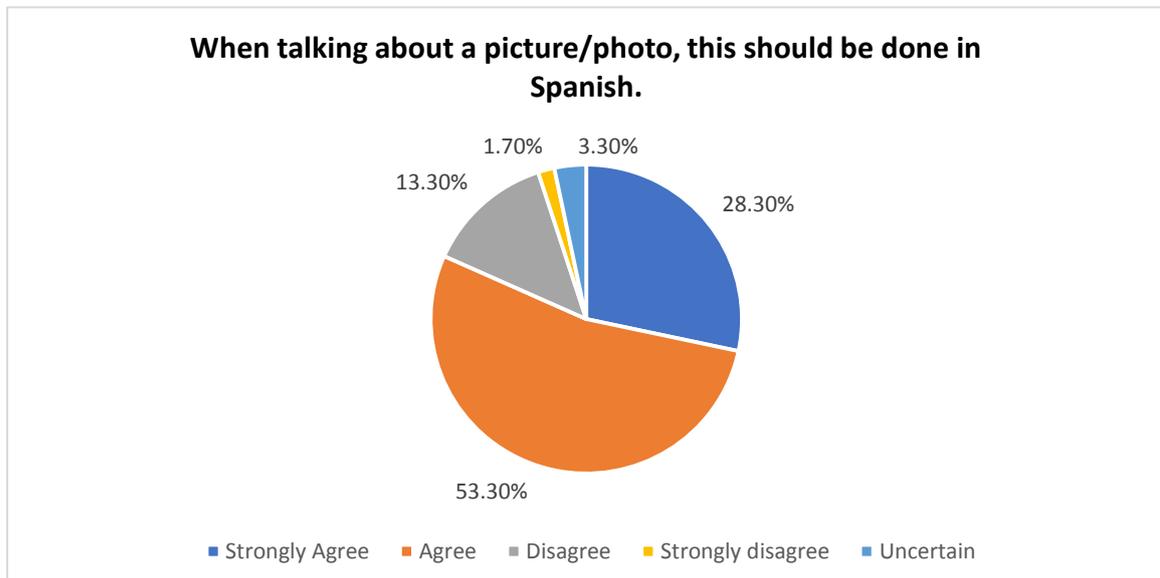
61.7% and 11.7% argue that when the teacher speaks in Spanish, they try to speak in



Spanish too, whilst 10% and 10% strongly disagree and disagree.

*Figure 4.16 When the teacher speaks in Spanish, I start speaking in Spanish too.*

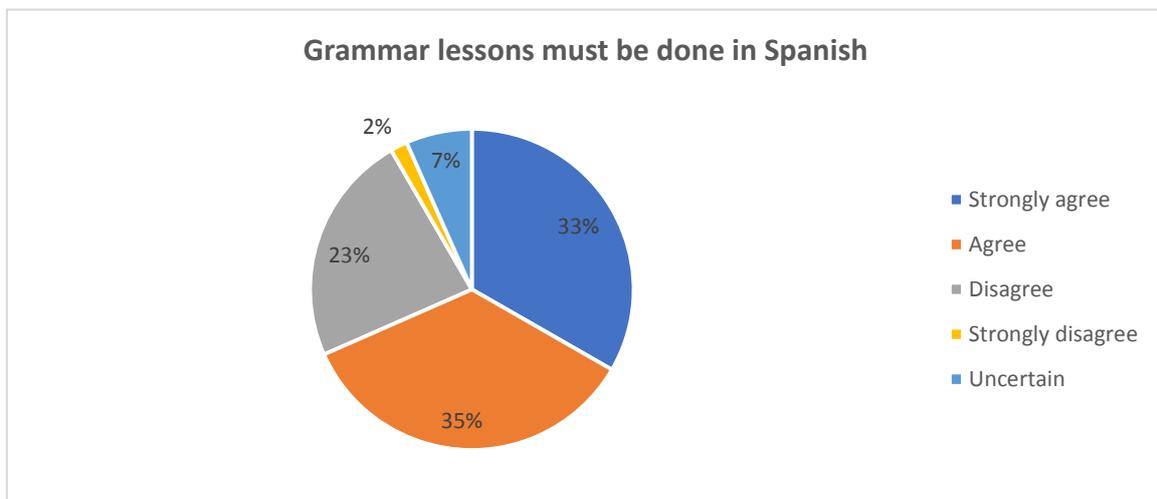
Moreover, most of the participants agree (53.3%) or strongly agree (28.3%) that picture interpretation should be done in Spanish. Only 13.3% and 1.7% disagree or strongly



disagree.

Figure 4.17 When talking about a picture/ photo, this should be done in Spanish.

Furthermore, the majority of these students believe that grammar lessons should be done in Spanish. In fact, 33.3% strongly agree and 35% agree with the statement. Only 23.3%



disagree and 1.7% strongly disagree.

Figure 4.18 Grammar lessons must be done in Spanish

Most of the students agree (60%) or strongly agree (20%) that culture lessons should be done in Spanish. Only 13.3% disagree with this statement.

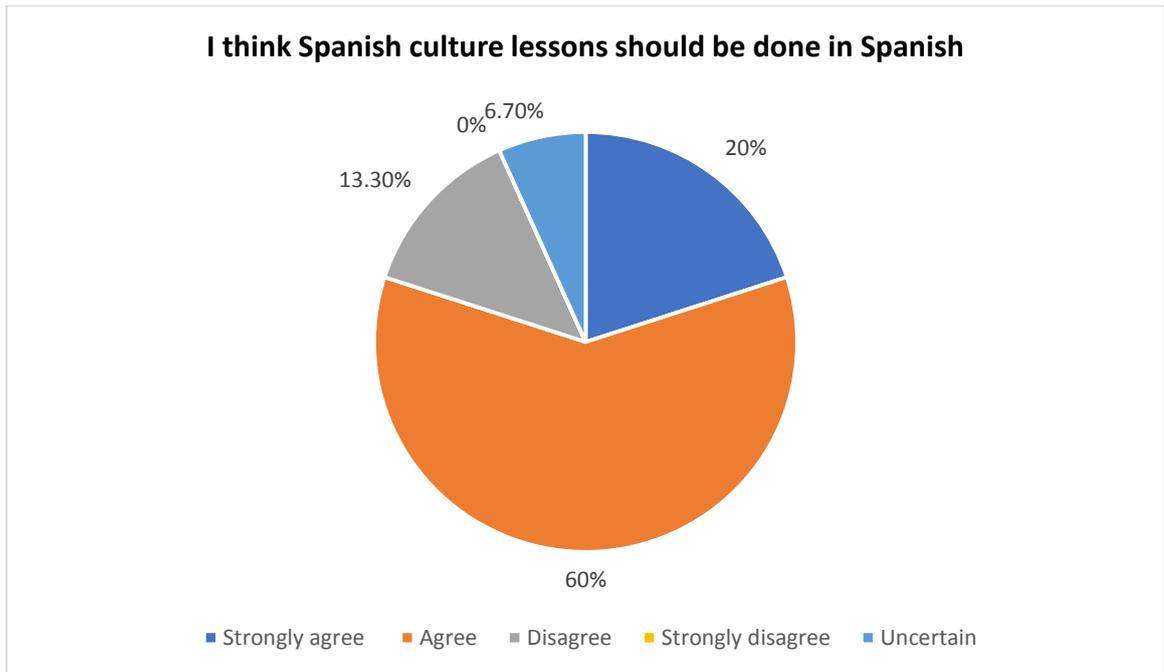


Figure 4.19 I think Spanish culture lessons should be done in Spanish.

On the other hand students disagree (35%) or strongly disagree (13.3%) that instructions should be given and explained in Spanish. 33.3% and 10% of the students agree and strongly agree with this statement.

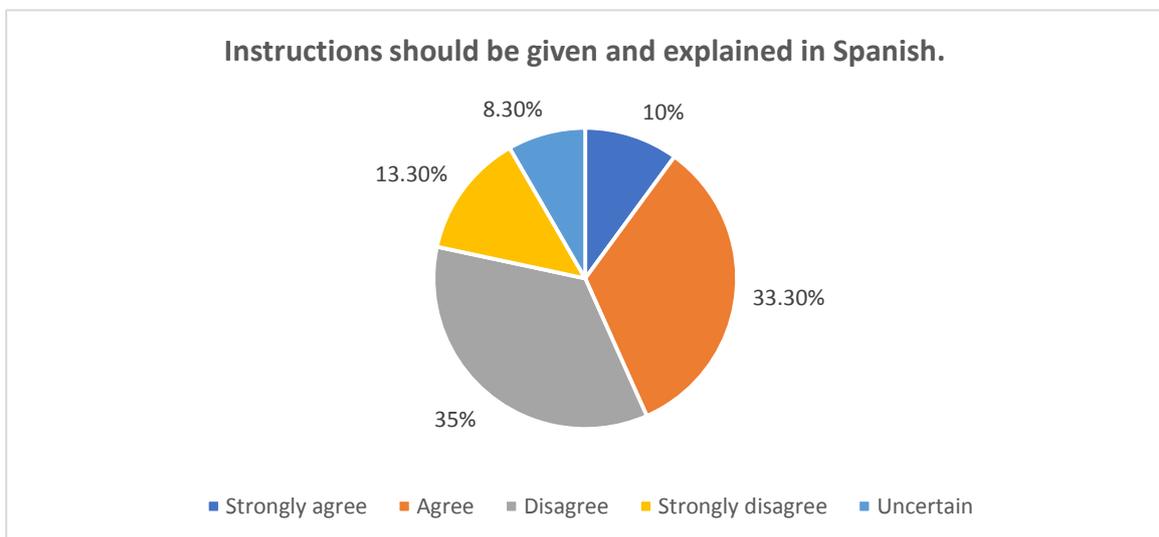


Figure 4.20 Instructions should be given and explained in Spanish

On the other hand, results show that students prefer that when the teacher speaks to them, he/ she uses Maltese. In fact, 33.3% agree and 20% strongly agree with the statement given. Only 31.7 disagree and 1.7% strongly disagree, and therefore prefer that the teacher speaks to them in Spanish.

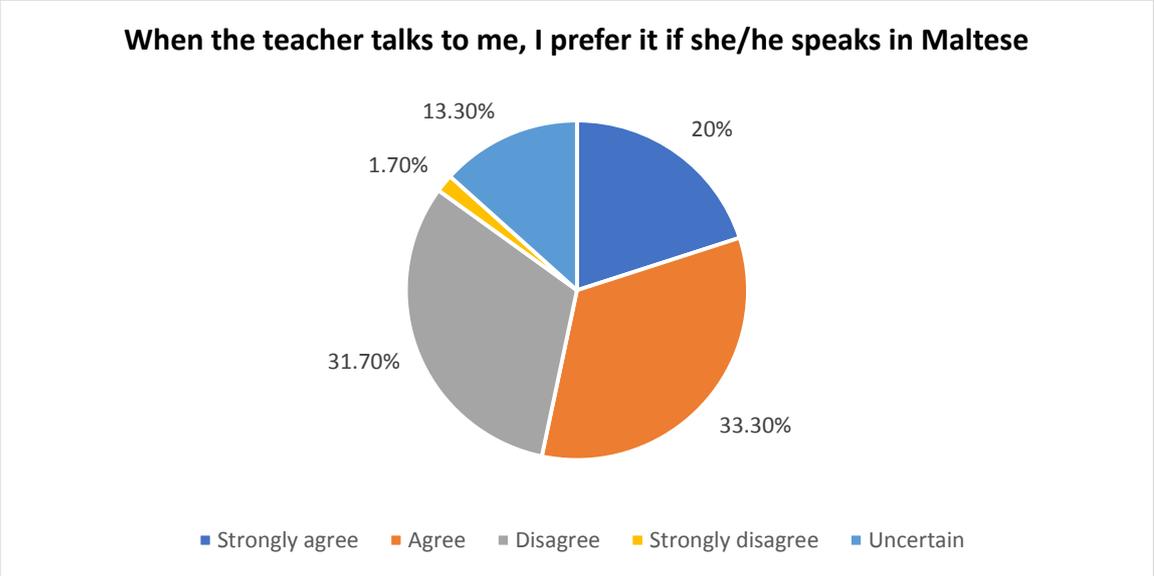
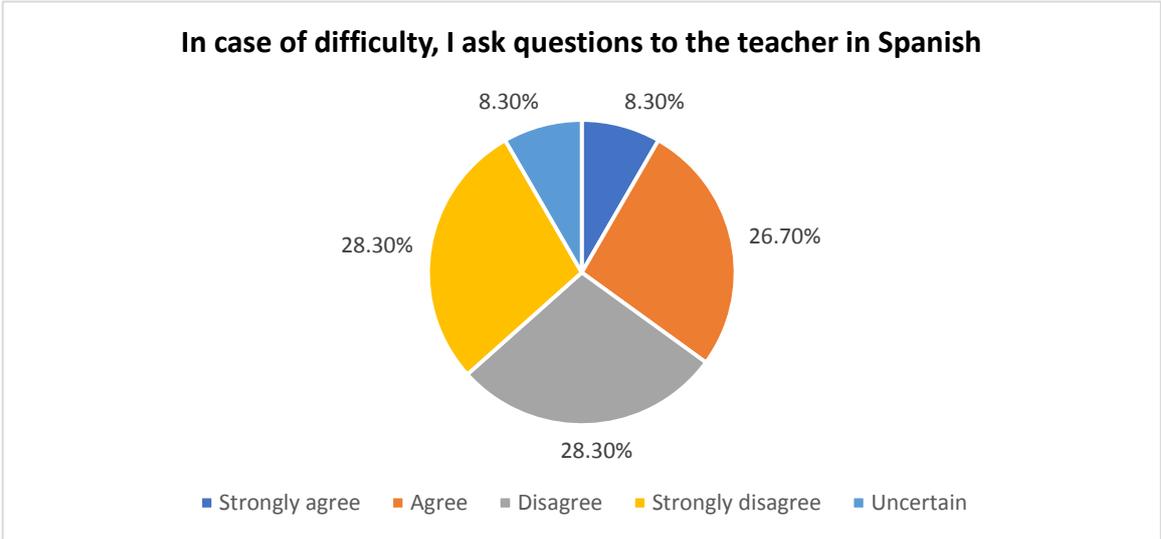


Figure 4.21 When the teacher talks to me, I prefer it if she/he speaks in Maltese

Moreover, the majority of the students disagree (28.3% and 28.3%) with the statement that suggests that in case of difficulty, they ask questions to the teacher in



Spanish. Only 26.7% and 8.3% agree and strongly agree with this statement.

Figure 4.22 In case of difficulty, I ask questions to the teacher in Spanish.

The last statement suggests that if the teacher speaks and explains in Spanish, students will feel more prepared and confident in their exams. 41.7% and 25% agree and strongly agree respectively. On the other hand 20% disagree and 6.7% strongly disagree. 6.7% are uncertain.

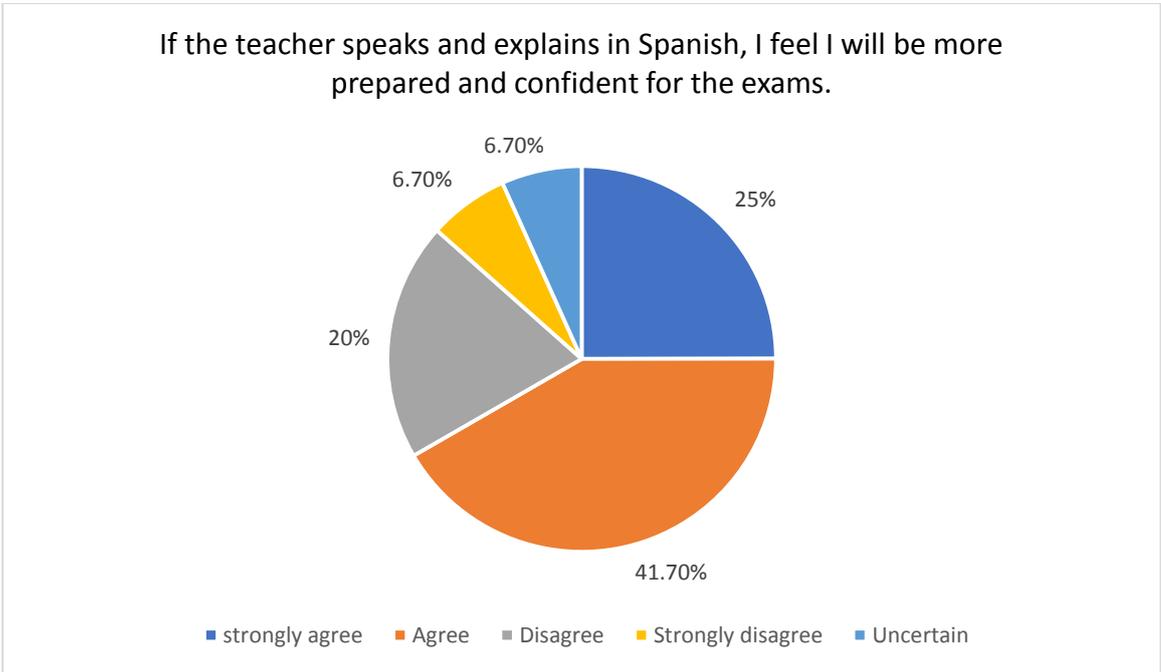


Figure 4.23 If the teacher speaks and explains in Spanish, I feel that I will be more prepared and confident for the exams.

In the next section, students were asked a series of open ended questions. In the next question, they were asked how they feel when the teacher tries to speak only in Spanish during the lesson. A wide range of the participants (50%) state that they feel confused especially because they do not understand what the teacher is trying to explain. 37.7% answered that they feel good and that they are getting used to it by time. They feel

more confident since for them understanding what the teacher is saying is an achievement and hence feel more prepared for the exams. 10% of the students feel bad and lost while 3.3% feel challenged.

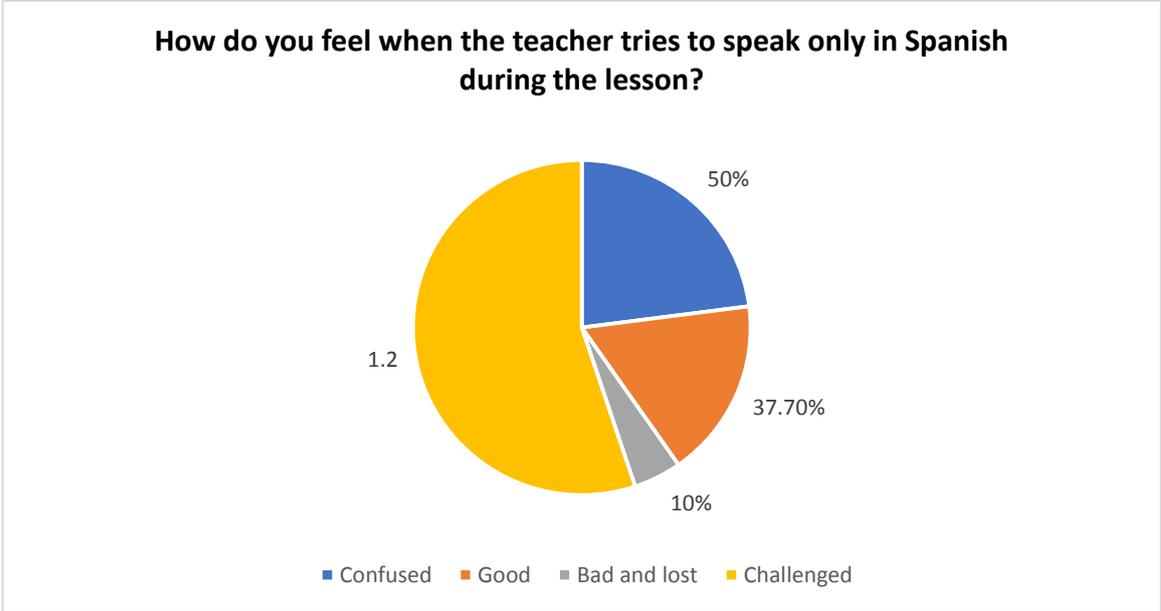
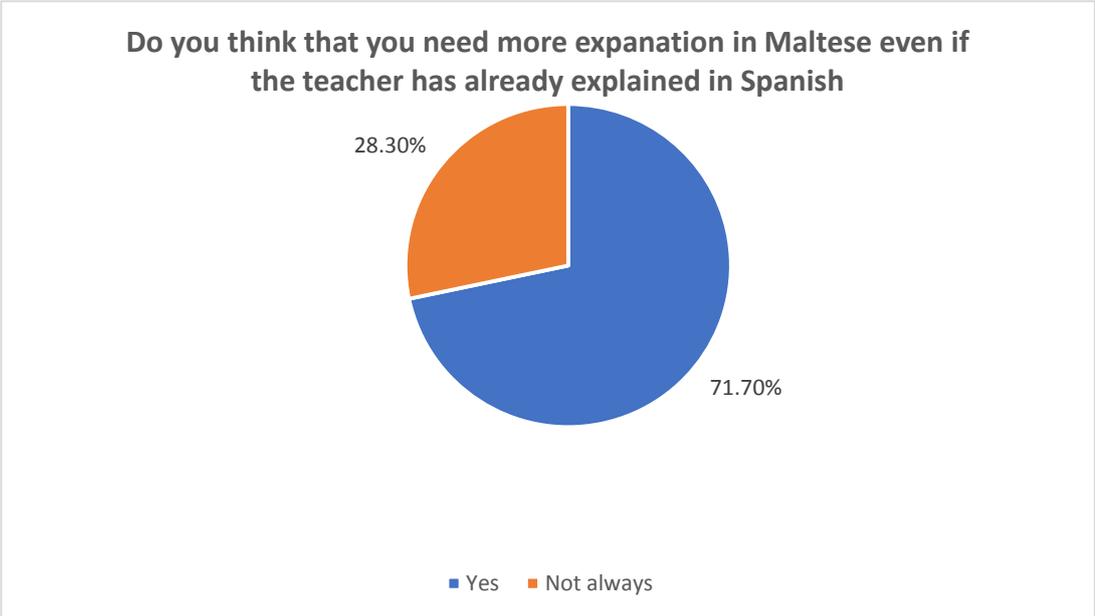


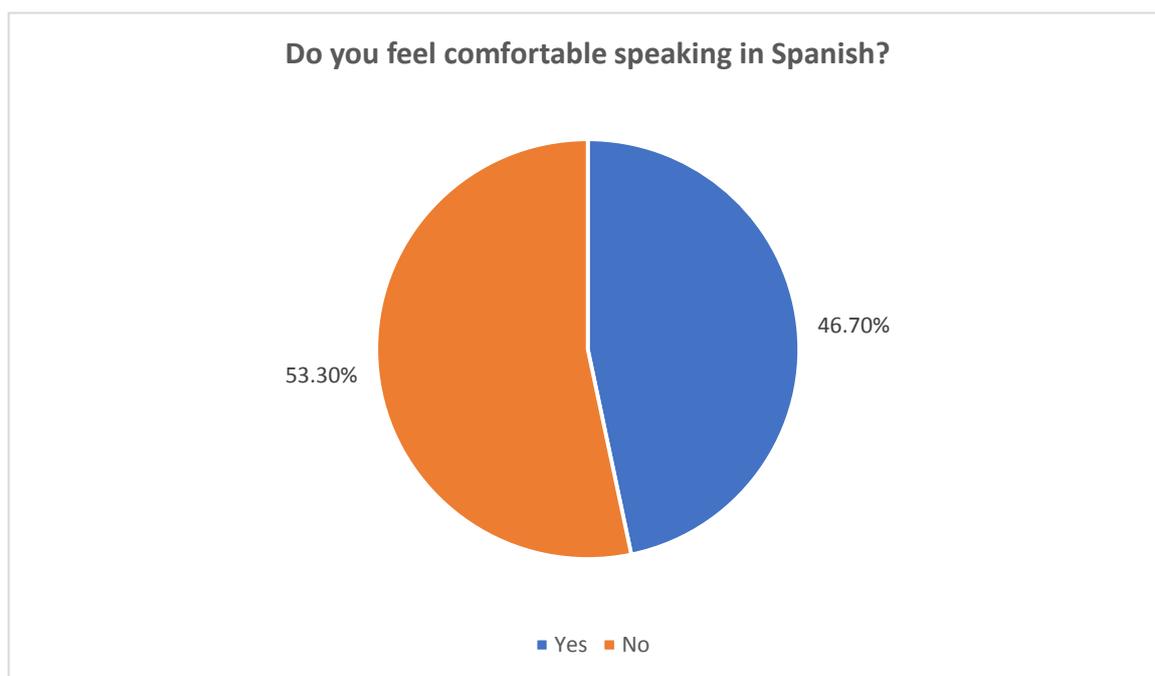
Figure 4.24 How do you feel when the teacher tries to speak only in Spanish during the lesson?

In the following question the participants were asked whether they need more explanation in Maltese even if the teacher has already explained in Spanish. 71.7% answered in the affirmative while 28.3% answered that they do not always need an explanation in Maltese.



*Figure 4.25 Do you think that you need more explanation in Maltese even if the teacher has already explained in Spanish?*

When asked if they feel comfortable speaking in Spanish, 53.3% answered in a negative way. Some of them explained that this is because they are not fluent and because they don't understand each and every word while others argue that they are afraid of making mistakes and of having their classmates laugh at them. On the other hand, 46.7% answered in the affirmative because they feel that they are learning new words, improving



and practising for their exams.

*Figure 4.26 Do you feel comfortable talking in Spanish?*

Consequently they were asked in which part of the lesson they prefer the teacher to use Spanish, Maltese or English. It seems that students prefer Spanish to be used mainly for

vocabulary and culture lessons while Maltese and English for instructions, explanations and difficulties.

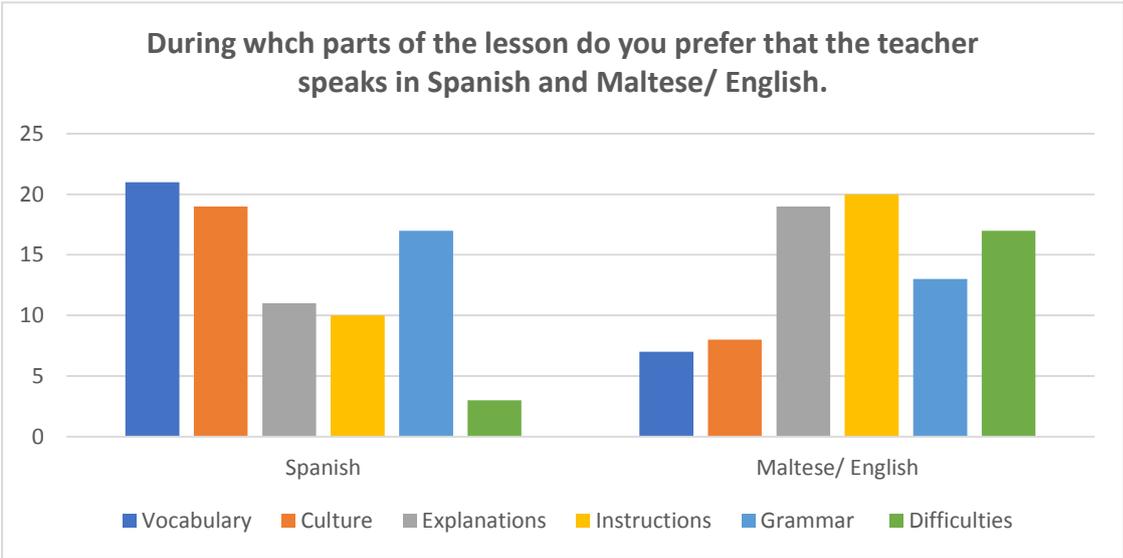
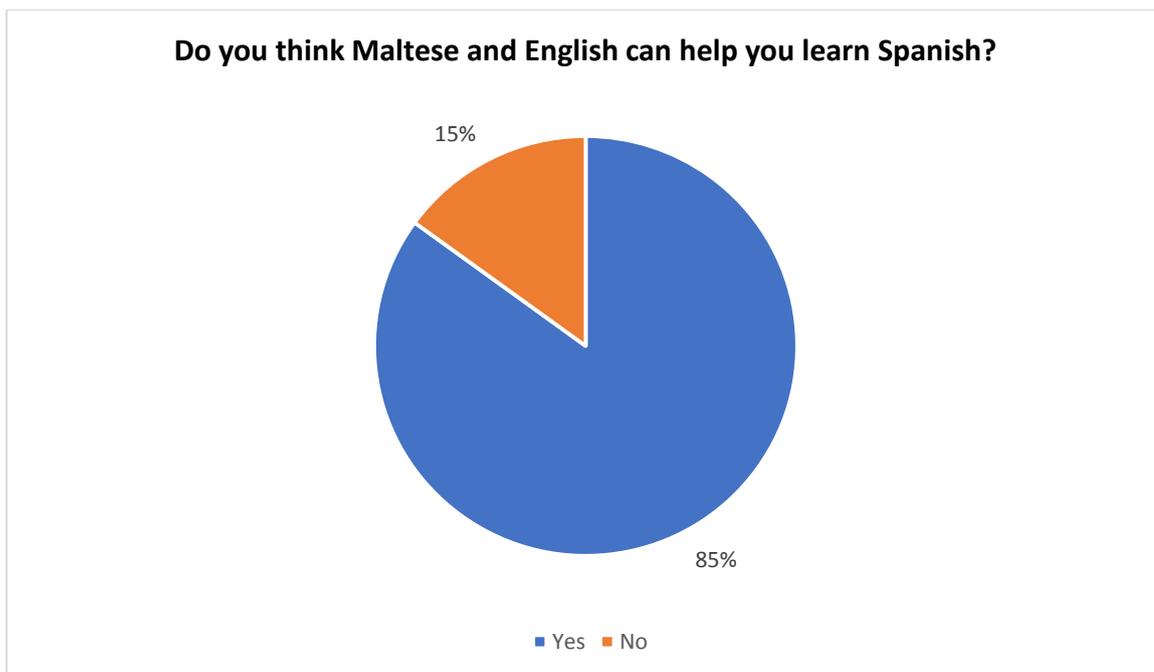


Figure 4.27 During which parts of the lesson do you prefer that the teacher speaks in Spanish and Maltese/ English?

Finally they were asked whether Maltese and English can help them learn Spanish. 85% of the students answered that they agree since they believe that the L1 and L2 help them to understand better what the teacher has explained in Spanish, including new vocabulary. Others believe that there are similarities between Maltese, English and Spanish, so that they can make comparisons especially when grammatical aspects are tackled in class. On the other hand, 15% do not believe that the L1 and L2 can help them to learn Spanish because they argue that if the teacher and the students over use Maltese and English they will never be able to talk fluently in Spanish.



*Figure 4.28 Do you think that Maltese and English can help you learn Spanish?*

Hence, in this section the students' perceptions regarding how languages are being used in the SFL classroom have been presented. In the following section, the other side of the coin, that is, the teachers' perceptions regarding translanguaging and the actual practices in the classroom, will be presented.

#### **4.5 The interviews**

As mentioned in Chapter 3, six teachers of Spanish, of whom four work in the State School sector and 2 in the Church school sector, have accepted to participate in the study. Table 4.1 gives a description of the participant teachers.

<b>Teacher</b>	<b>School Sector</b>	<b>Student Gender</b>	<b>Years of teaching experience</b>
T1 [Female]	State	Mixed	2 years
T2 [Female]	State	Mixed	9 years
T3 [Female]	State	Mixed	1 year
T4 [Female]	Church	Boys	3 years
T5 [Female]	Church	Boys	5 years
T6 [Female]	State	Mixed	3 years

*Table 4.7 A description of the six participant teachers*

#### **4.5.3 Teachers' views on translanguaging**

All participant teachers agree that Spanish should be the dominant language in the classroom so that students come in contact with the TL as much as possible. T5 also highlights the importance of gestures as well as adjusting the way teachers speak before resorting to the L1. However, as T2 explained the majority of the students do not understand if Spanish only is used in the class. Hence, translanguaging is inevitable, even though as T1 explains it is time consuming. Moreover, T3 suggests that the use of translanguaging in the foreign language classroom depends on the learners' level of ability. She further explains that with low ability students, who struggle to understand Spanish, the use of the L1 or L2 is unavoidable in order to help them understand better. On the other hand, she points out that

Spanish should be the dominant language with high ability students and that Maltese should be used only for further explanation.

#### *4.5.4 Factors that influence L1 and TL use in the Spanish as a FL classroom*

As previously mentioned, all teachers identify the students' level of ability as the major factor which influences L1 and TL use in the Spanish as a FL classroom. T2 explains that she codeswitches to the L1 especially with students of SPA (Subject Proficiency Assessment). On the other hand, she considers the learning progress level as a conditioning factor as she underlines that the L1 or L2 should not be the dominant language with Form 5 students and that the L1 should be used only when students have difficulties. T4 and T1 also invoke the level of learning as they claim to translanguage especially with Form 1 and Form 2 students since they are still learning the basic elements of the language. T2, T3, T5, T6 and T7 also accentuate the importance of using simple words and of talking slowly with beginner level students. T2 and T3 suggest that teachers should build upon the students' previous knowledge. T2 gives the following example in order to explain further: first the teacher should introduce the students with the words 'el perro y el gato' (the dog and the cat), then during the next year she will introduce the term 'mascotas' (pets) and finally 'animales domésticos' (domestic animals). In this way, the learners will benefit since at a beginner level they will not encounter difficult words which they consider as a barrier for understanding.

In addition, T3 mentions that nowadays our classrooms are becoming more multicultural. Hence, she uses the L2 (English) in order to prevent the language from being a barrier between the teacher and the students. Moreover, T2 points out that during her

experience she has encountered students who began to attend the lessons late, from December. Hence, they will have a lower level of Spanish than the rest of the class. As a result, she has to resort to the L2 in order to accommodate particular students. In such cases codeswitching is considered as a tool to enhance the communication between the teacher and the students.

Furthermore, all participant teachers remark that the type of lesson is also a significant factor. They observe that they mainly resort to the L1 and L2 during grammar lessons, which tend to be a struggle for many students. Conversely, T1, T2 and T3 accentuate that during vocabulary and culture lessons, the use of the L1 and L2 should be minimal. This is because, there is a wide variety of resources such as images, gestures and videos which can be used to facilitate the students' understanding. T1 further explains that in such cases the L1 should be the last resort.

#### *4.4.3 Practical Outcomes of the use of TL-only and of translanguaging in the SFL classroom*

T1, T5 and T6 describe how they have tried to use Spanish only, especially during their teaching practice, but the results were not satisfying since the students did not manage to reach the objectives planned. T5 further explains that in order to make sure that the students have understood, a teacher must switch to the L1 or L2 at some point of the lesson. However, T6 points out that even though the students do not like it when the teacher speaks only in Spanish, by time they will get used to it. She also noticed that when they hear a lot of Spanish, their speaking and understanding of the TL gets much better and they also become more confident in the TL.

On the other hand T2, T3 and T4 clarify that even though they try to stick to the TL only, at the end of the day it is almost impossible since today one finds mixed abilities in the classroom. Hence, if the TL only is used only the brightest students will understand. Moreover, T1, T2, T4 and T6 highlight that when they resort to the L1 students understand much better than when the TL is used. Even T3 and T5 notice that students participate more. However, T1, T4, T5 and T6 underline that they still refuse to use only the L1 since it is of utmost importance for the students who are learning a foreign language to be exposed to that language.

#### *4.6.4 Teachers' views regarding the language which should be dominant during different moments of the lesson*

The participant teachers were asked to comment on the language they commonly use during different moments of the lesson. All teachers agree that during the introduction of the lesson, when the lessons' objectives are normally explained, the dominant language should be Spanish. T1 explained that this is because during this part of the lesson one could easily use images, objects and videos as a support. Moreover, T1, T4, T5 and T6 use Maltese to control the students' behaviour, while T2 and T3 use Spanish but if it is not effective they resort to the L1.

In addition, all of them believe that Spanish should be used for the teaching of vocabulary and culture, due to the fact that they can use images and videos to enhance the explanation. Furthermore, all teachers concur that ideally grammar should be explained in Spanish. However, given that the majority of the students have difficulties, they usually turn to the L1 in order to make sure that the students have understood.

Additionally, all teachers except T5 affirm that discussions in class are made in Spanish. T1 explicates that this is because students have the opportunity to use words which they have already seen in a text or song. T5 makes clear that students generally find it difficult to express their opinion in Spanish and so they tend to use the L1 or L2. Moreover, all teachers agree that the preparation of a writing task should be done in Spanish and stress out the importance of avoiding translation from English since the sentence structure is usually different.

Furthermore, when explaining homework, T1, T3, T4, and T5 use the L1 or L2 to make sure that the learners understand what is expected from them. On the other hand T2 codeswitches between Spanish and the L1 while T6 uses only Spanish. Regarding the conclusion, all teachers except T6, explain that even though ideally it should be done in Spanish since students have the opportunity to use words and phrases that they have learnt during the lesson, it depends on whether the students have understood or not. If not, they normally round up the lesson in the L1.

#### *4.6.5 Ways of encouraging students to use the TL during the Spanish as a FL classroom*

In order to encourage students to use the TL during the lesson, all participant teachers use pair work or group work during which the learners have the opportunity to use Spanish in order to create a dialogue. Moreover, T1 and T2 suggest that they expect students to ask for simple tasks such as 'May I drink?' or 'May I go to the toilet?' in Spanish. They explain that they have charts in the class that serve as a reminder for the students. Even T4 expects that students use the words they have learnt in Spanish such as the time. T5 and T6 use several oral conversations on the topic being discussed in class, while T1 and T3

use a final project or presentation which in Spanish is usually known as 'Tarea Final' through which students have to make use of the vocabulary and grammar learnt during the lessons in a presentation or any other task.

#### *4.6.6 Perceived students' feelings when talking in the TL in the SFL classroom*

All participant teachers except T1, believe that students do not feel comfortable to talk in Spanish during the lessons. T3 explains that some of them are shy and T2 elucidates that it depends on the teacher-student relationship. If there is a positive teacher-student relationship and a positive atmosphere in class, students will feel more at ease. Moreover, T4 and T5 believe that students are afraid of making mistakes whilst T6 is convinced that students take the oral part for granted since the oral examination carries only 15 marks. Conversely, T1 believes that especially beginner learners feel more comfortable since they are usually more motivated and enthusiastic to speak in the FL.

#### **4.6 Conclusion**

This chapter has given insight on the views, beliefs and practices of teachers and students of Spanish vis a vis translanguaging in the SFL classroom. In general, there was convergence amongst teachers' views. All of them stress the importance of using the target language during the lesson, however, the majority believe that the at some point during the lesson, translanguaging is inevitable. The next chapter will endeavour to interpret the reasons which might explain these positions.

## **5. Discussion of results**

### **5.1 Introduction**

The aim of this chapter is to interpret the actual practices as well as the participants' views vis-à-vis translanguaging in the SFL classroom. Moreover, in this chapter, the results presented in Chapter 4 will be discussed and compared with other studies which have been carried out in Malta and in other countries. At the same time, answers to the research questions which were presented in Chapter 3 will be derived.

### **5.2 Teacher and learner talk**

Even though the results of this study cannot be generalised, results indicate that teacher 1 uses the TL (Spanish) more than the L1 (Maltese) as a language of instruction with her year 7 and year 8 students. In fact, Spanish accounts for 46% and 73.6% of teacher talk time at these two respective level. This contrasts with Bezzina and Gauci's (2018) study which shows that the two recorded teachers of French as a foreign language use the L1 more than the TL with beginner level students. Students in my study do not emulate their teacher's language distribution habits, with Spanish featuring at 33.1% and 39.1% of the year 7 and year 8's student talk respectively. One reason for this could be that students do not feel confident enough to speak in Spanish and are afraid of making mistakes.

On the other hand, although one would expect teachers to use the TL more than the L1 with year 9 students, since students can understand Spanish better at this more advanced level, results show that the amount of TL used by the teacher 3 with year 9 students (25.9%) does not increase significantly when compared with the amount used with year 7 students

(16.1%). Unfortunately, there is also a significant gap between the amount of Spanish used by her year 7 students (48.2%) and her year 9 students (35.8%). This also contrasts with Bezzina and Gauci's (2018) study, which finds that year 9 students use the TL more than year 7 students. The rather important gap observed in my study could be because year 9 learners are less motivated than year 7 learners as they may have lost some of their initial enthusiasm to learn the language. Tendencies observed in the case of teacher 2 and her student are similar to those of teacher 3.

### **5.3 Participants' views regarding translanguaging**

#### *5.3.1 Teachers' views regarding translanguaging*

It has transpired from the findings in this study that teachers of Spanish have mixed feelings regarding the use of translanguaging in the SFL classroom. It seems that even though they still believe in the importance of students being exposed to the TL during the lesson, they are moving away from the Direct Method teaching methodology which supports the TL only position. This is because they argue that nowadays our classrooms have changed so much, due to the different cultures and abilities, that translanguaging is almost inevitable. This is expressed at the same time that they highlight that Spanish should be the dominant language in the classroom. One of the Maltese teachers commented that even though it is time consuming, translanguaging is useful, whilst another one points out the importance of using gestures and adjusting the language and level of teaching according to the students' ability before resorting to the students' L1.

In a study carried out by Gauci and Camilleri Grima (2013) amongst teachers of Italian, it was found that the Maltese teachers of Italian had the same views as those of

Spanish. Whilst considering the use of the TL, in this case Italian, as fundamental, they admit they might use the L1 as a “metalinguistic and motivational tool” (p.627). However, they also warn that codeswitching should not be overused and that visual aids and other resources should be used in order not misuse the L1 or L2.

Even the teachers of French who participated in the study carried out by Bezzina (2016) share the same opinion as the teachers of Spanish and Italian. Even though some of them still consider the L1 as a hindrance, the majority attribute a more favourable facilitating role to the L1.

### *5.3.2 Students' views regarding translanguaging*

Moreover, 85% of the students of Spanish who participated in this study consider translanguaging as a useful tool for learning the TL since it enhances their understanding of Spanish vocabulary and grammar. In fact, 71.7% of the students believe that they need an explanation in Maltese when the teacher has already explained in Spanish. Only 15% consider translanguaging as a hindrance which prevents them from speaking in Spanish more fluently. This explains the meagre 15% of the students who love it when the teacher explains and talks in general in Spanish during the lesson. Whilst not underestimating the benefits of translanguaging, in my opinion, such results partly stem out of the fact that students, are becoming more passive. Given that most of the teachers of Spanish in our secondary schools are Maltese, most of the students rely on the fact that their teacher can understand their L1 and thus explain in L1 as well, instead of making an extra effort to try to understand or to try to paraphrase or consult a dictionary for an unknown word.

## **5.4 Teachers' use of translanguaging in the SFL classrooms in Malta**

### *5.4.1 Classroom Management*

It has emerged that one of the predominant uses of translanguaging as highlighted by the teachers and as observed in the classroom is to control students' behaviour. In fact four of the participant teachers said that they mainly use the L1 to fulfil this function, whilst only two said that they use the TL and that they consider the L1 as a last resort. This complements the results of the observations since it was observed that the teachers resort to the L1 in order to re-establish control of the classroom and to explain the consequences of misbehaviour. Moreover, one of the teachers observed switches to the L1 or L2 so as to remind students the rules of the class. Probably, the teacher switches to the L1 in order to be taken more seriously and to be understood by the year 7 students.

In such circumstances, it seems that the L1 is more effective than the TL and hence conforms to Macaro's (1997, cited in Cook, 2001) position. However, when students were asked when are the L1 and L2 mostly used, only 7% of the students mentioned classroom management.

Such practices are in agreement with the practices and views of the teachers of French as shown in the studies by Bezzina (2016; 2017) as well as with those of the Maltese teachers of Italian analysed in Camilleri Grima and Caruana's (2016) study. Similar practices are evident also in Thompson's (2006) study in which 50% of the teachers use the L1 to control students' behaviour and to redirect learners' attention.

#### *5.4.2 Translanguaging to evaluate learners' performance*

As can be seen in the corpus, the teachers of Spanish who participated in this study positively evaluate students mainly in the TL, using words such as “muy bien” (well done) and “perfecto” (perfect), although in some instances even the L1 is used, such as “brava” (good) and “prosit” (well done). This contrasts with Bezzina’s (2017) study which highlights that teachers of French express positive evaluation mainly in the L1 in order “to boost learners’ self-confidence and motivation whilst creating closeness with them, through a recurrent use of words like “eżatt” [precisely], “tajjeb” [good], “bravu” [well done]” (p.85)

#### *5.4.3 Translanguaging to elicit information from learners*

Results show that the participant teachers of Spanish tend to codeswitch to the L1 or L2 when the students do not understand a question in Spanish in order to elicit information from them. This conforms to Bezzina and Gauci’s (2017) study in which a teachers’ question in French remains unanswered until the teacher translates to the L2. This contrasts with Caruana and Camilleri Grima’s (2016) in which the teacher of Italian elicits utterances largely in Italian. She only resorted to Maltese on a few occasions, that is, when she did not get an immediate reply from her students or in order to make sure that the students have understood.

Some of the teachers of Spanish also point out that unfortunately students participate more when the teacher switches to the L1. This concurs with Creese and Blackledge (2010) who consider the L1 as a useful resource to increase students’ participation. However the participant teachers emphasize that they refuse to use only the

L1, since such a methodology defeats the purpose of learning a foreign language for which being exposed to the TL is highly important. This view corroborates Cook's (2001) perspective, for whom the TL should be the language of real communication since "the L2 will remain a set of odd and arbitrary conventions if students do not experience it in meaningful ways." (p.409)

#### *5.4.4 Translanguaging to answer students' questions*

Findings illustrate that another significant use of translanguaging is to answer students' questions and difficulties. This emerged both from the students' questionnaires (25% of the students) as well as from the classroom observations. Such questions and difficulties tend to be related to grammatical issues which can make many students struggle. Hence, teachers resort to the L1 in order to make sure that the students have understood. This may occur also because students tend to feel more confident to ask questions in Maltese and teachers try to accommodate the learners. On the other hand, when students ask questions related to vocabulary, teachers first make use of paraphrasing and consider L1 as a last resort.

#### *5.4.5 Translanguaging to make sarcastic remarks*

Although it is not a recurrent use, results show that one of the teachers also uses the L1 in order to build complicity with the students. Through jokes, she creates a less formal teacher-student relationship and a warm, positive atmosphere in the class. It seems that the teacher uses this technique so as to help students feel more at ease, and thus to encourage them to participate more in class. This practice concurs with Ferguson (2003), Lasagabaster

(2013) and Cahyani *et. al.* (2016) who consider the L1 as a valuable resource to create anxiety-free classrooms.

#### *5.4.6 Translanguaging to give explanation*

Moreover, findings in this study show that translanguaging is substantially used when giving an explanation. It is important to note that the L2 is mostly used for metalinguistic terms as it is evident in the corpus. All participant teachers agree that they mostly use the L1 when explaining grammar points since students tend to find it more difficult than vocabulary and culture. Moreover, as the teachers explicate, during vocabulary and culture lessons they can make use of a wide variety of resources such as videos, images and realia, while grammar is more abstract and hence more difficult to understand. One of the teachers observed makes a very well balanced use of the L1 as a scaffolding tool in order to enhance comprehension and guide the learners. One of the teachers even encourages students to look for similarities between the Spanish and English words in order to understand the meaning.

On the other hand, one year 9 teacher uses the L1 even to explain simple matters which would be easily understood in the TL by year 9 students. So one can question whether teachers are making an extreme use of the L1.

The use of the L1 as a scaffolding tool to aid the acquisition of a new grammatical form goes in line with Caruana and Camilleri Grima's (2013) study in which translanguaging is used so as to help students reason out rather than being spoon-fed, and as "an effective way to make transitions from their L1 to a deeper understanding of how the TL works" (p.270). Even the teachers of French who participated in Bezzina's study make use of

translanguaging for explanation and to enhance comprehension. However, Bezzina also questions some teachers' practices, as they seem to make an exaggerated use of the L1 in the French as a FL classroom.

These practices are also coherent with Crawford's (2004) and Lasagabaster's (2013) studies which highlight the usefulness of the L1 when explaining abstract content and when making comparisons between the L1 and the TL so as to aid comprehension.

#### *5.4.7 Setting tasks*

Giving tasks and instructions is another salient use of translanguaging which emerges from this study. The three observed teachers resort to the L1 and L2 when giving instructions related to tasks to be done in the classroom or at home. This seems to be a strategy teachers use to ensure students' understanding rather than leaving them confused and guessing what they have to do. Hence this leads to more effective learning. In addition, teachers might use the L1 during this part of the lesson in order to save time. Only one teacher affirms using the TL only in such circumstances.

The teachers of French, participants in Bezzina's study (2016) also use translanguaging to give instructions to learners. However, the teachers of German, participants in Aquilina's (2012) and the teachers of Italian, participants in Caruana and Camilleri Grima's study (2013) seem to use the TL to give instructions especially when they are simple and frequently used.

#### *5.4.8 Clarifying and checking understanding, and correcting misunderstanding*

It is evident that the teachers observed often clarify and check whether the students have understood or not using the L1 or L2. Hence they often expect and elicit translation of words and expressions. Furthermore when the students seem to have misunderstood the explanation and instruction, the teachers repeat in the L1 rather than in the TL. It seems that teachers do so because they believe it is useless and waste of time to repeat again in Spanish if students have not understood in the first place. Hence, the use of translanguaging in such circumstances is also a timesaving technique.

These practices are coherent with Ferguson (2003) and Cook (2001) who believe that translanguaging is a powerful tool which enables curriculum access especially to students who have low levels of achievement.

### **5.5 Students' use of translanguaging**

Without generalizing, it has transpired from the findings of the teachers' and students' perceptions, that very often students do not feel comfortable to talk in the TL during lessons of Spanish. Some of the students feel shy and are afraid of making mistakes. Others feel lost and confused especially because they do not have a wide range of vocabulary and hence do not understand each and every word in the conversation. They even feel insecure when the teacher tries to exclude the L1 and L2.

The participant teachers have different opinions regarding this statement. It is important to keep in mind that generally the curriculum and our exam system focus on the writing skills and that the oral skills are usually the most difficult and complex skills for students to achieve. One of them believes that this depends on the teacher-student relationship. It can be concluded that a positive teacher-student relationship fosters an

anxiety-free environment in which students feel more comfortable to go out of their comfort zones. Moreover, it is of utmost importance to instil this kind of environment and mentality as from the beginning. This is because year 7 students, as one of the teachers highlights, tend to be more motivated and willing to participate in class. Too often, involving beginner students in the practice of the spoken component is overlooked, and relegated to a point when it is too late for them to feel relaxed and confident about it.

One may also conclude that this feeling of uneasiness depends also on the fact that students, apart from the 40 minutes lessons, are not exposed to the Spanish language. In fact, the majority state that they neither read nor watch TV or films in Spanish. The majority have not visited Spain, thus they have not been exposed to the real Spanish language and culture. Furthermore, one has to note that the lessons in our secondary schools usually follow a rather traditional approach and are teacher-dominated as stated also in Bezzina's (2017) and Camilleri Grima and Caruana's (2016) study. Thus students have very few opportunities to speak in the TL. Moreover, students admit that when group work is done in class they rarely speak in the TL, but turn to the L1 and L2. As a result of these perceptions, feelings and practices, students tend to resort to the L1 or L2 frequently during the lesson, particularly when the teacher and the students share the same L1.

#### *5.5.1 For giving information*

Unfortunately, it can be concluded that when students are asked questions, they rarely answer exclusively in the TL. Hence, when giving information they tend to switch to the L1 or L2. This may be because they feel afraid of making mistakes and because they rely on the fact that the teacher will understand their answers in L1. Similarly in Caruana and Camilleri Grima's study (2016) the learners' replies to the teachers' elicitation were uttered

in equal amounts in the L1 and in the TL. The replies in the TL consisted mainly of loose words related to vocabulary which they had been discussing in class.

### *5.5.2 Asking for information*

It has also emerged that students translanguage in order to ask questions in class whenever they have difficulties regarding the meaning of words in the TL, to express metalinguistic terms related to grammatical concepts and to seek clarification about instructions related to a task. These practices conform with Thompson and Harrison (2014) , Paker and Karaağaç (2015) and Camilleri Grima (2013). It proves better to allow learners to use the L1 because excluding the use of L1 would lead to a silencing effect and hence students would be totally unable to express their doubts, difficulties and feelings.

### *5.5.3 Interpersonal relations*

Another salient use of translanguaging by the students is that of socializing and talking about realities not related to the subject content. Although teachers affirm that class discussions are normally done in Spanish, it is questionable whether students feel confident enough to express their opinions in Spanish. Building rapport, even if through the L1, is of vital importance, so that a healthy and fruitful working relationship can be constructed.

## **5.6 Factors which influence L1 and TL use in the Spanish as a FL classroom**

### *5.6.1 Students' level of ability*

As expected, it has emerged from the findings in this study that the major factor which influences teachers' use of the L1 and of the TL is the students' level of ability. It is quite easy to use the TL with motivated students who have a high level of ability, and it is

more acceptable to use the L1 and L2 with year 7 and year 8 students who are still learning the basics of the foreign language. This conforms to Macaro's (2005) and Paker and Karaağaç's (2015) studies, where it emerges that the L1 is mostly used with beginner level students and with low ability students who tend to become more frustrated when they do not understand the TL.

However, nowadays our schools are facing new realities. This is because in our classrooms one finds students with mixed abilities and different cultures and native languages, which make it even more difficult for a teacher to stick to one language. Moreover, another reality is the arrival of migrant students who begin attending school in the middle of the scholastic year and so they will not have the same level and abilities as the rest of the students. The participant teachers of Spanish believe that even though the use of the TL is highly recommended, excluding the L1 is idealistic and the use of the students' L1 and L2 is sometimes inevitable in order to meet everyone's needs and to be understood by everyone.

### *5.6.2 Type of lesson*

Another factor of influence which transpired from the study is the type of lesson. Without generalizing, it seems that teachers of Spanish translanguage the most when giving grammar lessons. It looks as though students of Spanish tend to consider grammar aspects as difficult to understand and hence comparison with the students' L1 or L2 and translanguaging facilitate the students' understanding. On the other hand, during culture and vocabulary lessons the use of the L1 is less widespread due to the fact that they use the support of images and videos.

As a prospective teacher of Spanish, in order to facilitate and enhance the comprehension of new vocabulary, I believe that embedding new terms in a context and tasks which reflect real life situations may be helpful to encourage TL use. From my experience, in these circumstances students seem to guess the meaning of new vocabulary without the need of using the L1.

### **5.7 Practical outcomes of the use of TL only and translanguaging in the SFL classroom**

It has emerged from the findings in this study that the participant teachers of Spanish have contrasting views regarding the use of the TL and translanguaging in the Spanish as a FL classroom. One of the teachers believes that students will achieve a fuller competence in the TL if they constantly listen to the TL. It seems that, even though at the beginning of the scholastic year students do not like a TL only environment, at the end they get used to it and the teacher witnessed improvement. Thus, it is suggested that the use of the TL in the Spanish lesson is sustained on a daily basis so that it becomes part of the students' routine. These beliefs conform with the study by Chavez (2010) in which the students performed better when the teacher uses Spanish (TL) only than when Spanish and English (L1) were used in class.

On the other hand, even though the rest of the teachers are aware of the importance of the learners being exposed to the TL, they still refuse to exclude the L1 and L2. When they stick to the TL they have noticed that students are confused. Hence, they keep switching to the L1 because they have noticed that students understand more and participate more when the L1 and L2 are used in class, especially low ability students. It seems that Maltese students and teachers are used to codeswitching since it occurs naturally in their everyday

life in order to be able to communicate, so much so that they use it even in the FL lessons to be able to communicate.

Therefore, given this necessity of the students to codeswitch, as well as the importance of students being exposed to the TL, it can be concluded that a balance must be reached so that the L1 or L2 do not become the dominant language (Bezzina 2016, 2017) in the FL classrooms. The target language needs to be the dominant language in order for students to develop the language skills required (talking, reading, listening and writing) to communicate in Spanish with others in real life contexts. The L1 needs to be considered as a bridge to enhance the communication between the teacher and the learners.

### **5.8 Ways of increasing TL use in the SFL classroom**

Even though nowadays the use of translanguaging is considered as a vital element in the FL classrooms and hence it should not be excluded, various scholars highly recommend that the TL should remain the dominant language in the FL classrooms in order for students to develop language and culture proficiency. Therefore, teachers should always find ways of increasing their and the students' use of the TL.

It emerged that several teachers of Spanish use various strategies with beginner level students. Instead of using the L1, they adjust the way they speak so as to facilitate the students' comprehension. They choose simple words, paraphrasing and slower, clear speech. In addition they use visual aids such as images and videos, as well as gestures and realia. One of the teachers also dedicates one of the first lessons to teach students basic statements and questions which they can use in class. As observed during the lesson, when

the students ask something in the L1 or L2 she pretends that she does not understand so that students realise that they have to speak in Spanish. Moreover, numerous opportunities to increase verbal interaction are provided in the classroom through pair work or group activities. However, one can observe from the results of the students' questionnaire, that only 28.2% use Spanish during group activities. Hence, it is suggested that teachers stress the importance of TL use when group work is done in class, although care should be given to see that no student is being silenced as a consequence. Teachers should design information gap activities in a way that students use Spanish in order to obtain the missing information. Students should be aware that they can be asked at any time to report the information in Spanish.

As a prospective teacher of Spanish, I also believe in the use of reward systems so as to motivate students to use the TL in class. These systems are usually more successful with year 7 and year 8 students. Students who use the target language during the lesson, get points which can be redeemed in prizes or certificates. Moreover, it is also important for teachers to give 5 seconds of thinking time to enable learners to think and answer.

## **5.9 Conclusion**

This chapter discussed and analysed findings from the observation of six lessons of Spanish, delivered by three different teachers, a questionnaire answered by 60 students of Spanish and the semi-structured interviews with six teachers of Spanish. Various themes emerged, the majority of which tally with similar findings from previous studies.

It seems that teachers of Spanish are moving away from the Direct Method teaching methodology and are aware of the vital role of translanguaging in the SFL classroom.

However, it is legitimate to ask whether teachers of Spanish are overusing the L1 to the detriment of the TL. This may be due to the culture of codeswitching to which the Maltese students and teachers are used to in order to communicate in their everyday life.

The message that I wish to convey at the end of this discussion, is that while not underestimating the important roles that the L1 and L2 can have in mixed ability and multicultural classrooms, the TL should still remain the language mostly used and systematically practised in SFL classroom interaction.

## **6. Conclusions**

### **6.1 Introduction**

The aim of this research was to investigate actual language use practices in the Spanish as a FL classroom and subsequently to gain insights on the attitudes and beliefs of a group of teachers and students of Spanish in local State and Church Schools vis a vis translanguaging in the local context. Using a mixed method design, findings were based on classroom observations, semi-structured interviews and questionnaires. This chapter presents the conclusions stemming from findings, provides implications for practice, indicates limitations of the study and suggests recommendations for future research.

### **6.2 Résumé of the main findings**

Nowadays our classrooms are facing a new reality. In a single classroom, every teacher must face different challenges posed by students with mixed abilities and with a different linguistic and social background. Hence, in such circumstances teachers of Spanish tend to quite naturally show a positive attitude towards translanguaging, considering it as a very valuable tool which acts as a bridge between the teacher and the students. Besides the current situation in class, the students' level of ability has also been identified as one of the major factors which influence the teachers' choice of language in the SFL classroom. This is

because teachers tend to switch to the L1 and L2 (Maltese and English) with beginner-level students and with those students who are less motivated and who have a low level of ability. Moreover, it seems that an exclusive use of the TL can lead the students to feel insecure and demotivated. Hence a TL only approach is not recommended. However, teachers still deem as fundamental the fact that the TL should be the dominant language in the classroom since, as the results show, students are not exposed to the Spanish language outside the classroom.

After analysing a corpus made up of six lessons of Spanish together with the teachers' and students' perspectives, it can be concluded that translanguaging has a number of positive attributes. Primarily, it has emerged that the use of the L1 or L2 is much more effective when it comes to controlling the students' behaviour and re-establishing control in the classroom. Moreover, results show that translanguaging increases the students' participation in class since teachers use the L1 in order to elicit information from the learners. It also enhances the learners' understanding of grammatical and abstract concepts, which often cause the majority of the students to struggle. In fact, very often students' questions and difficulties are answered in the L1 or L2 so as to make sure that students have understood the concept. Moreover, the L2 is mainly used for metalinguistic terms in order for students to be able to make comparisons between the linguistic structures of the L2 and the TL. In addition, translanguaging seems to be extremely useful when giving instructions related to tasks which have to be done in class or at home. Teachers resort to the L1 so as to avoid students from feeling confused and to save time. Furthermore, the L1 is also used for strengthening interpersonal relations and in order to create a positive atmosphere in class.

On the other hand, students tend to resort to the L1 when asking for information and when answering questions, because they are afraid of making mistakes if they use the TL.

However, as expected, without generalizing, some teachers and students of Spanish tend to overuse the L1 in the SFL classroom. This is because teachers resort to the L1 to explain simple matters that can be easily explicated in Spanish. Sometimes this occurs so as to save time and avoid repetitions. On the other hand, given that very often teachers and students share the same L1, students take it for granted that the teacher will repeat the explanation in the L1 without making an extra effort to understand and speak in Spanish during the lesson. Hence, in spite of the many positive attributes of translanguaging, if not used intelligently, it can be considered as a hindrance to the students' effective learning of a foreign language. Teachers of Spanish therefore do not seem to be properly trained on how and when to switch to the L1 or L2.

### **6.3 Recommendations for actual practices in the SFL classroom**

Even though the L1 or L2 cannot be excluded from the SFL classroom, the TL should always be the dominant language during lessons. Hence, in order to avoid the pitfalls of overusing the L1 or L2 in the SFL classroom, teachers would do well to establish a routine in class. At the beginning of the scholastic year, the teacher should communicate his/her expectations regarding language use in the classroom. Teachers can teach students certain phrases and classroom instructions in Spanish in order to give them tools for communication and expect them to use them during the lessons.

Moreover, the use of gestures, images, videos and realia are extremely useful with all students especially with low ability and beginner level students. These resources provide students with the support needed in order to be able to communicate in and understand the TL. Time permitting, the L1 should be used when these resources and strategies have not been successful. With beginner level students, teachers should also use simple language and talk with a slower pace so as to facilitate students' understanding. The use of the scaffolding technique is also useful, with teachers building upon students' prior knowledge.

Moreover, a more student-centred and task-based approach should be adopted inside the SFL classroom. These approaches enable students to take a more active role in the construction of their own knowledge rather than being passive receivers. They enable them to put into practice the four language skills through tasks which reflect real life situations. Teachers should create learning opportunities which enable students to negotiate and exchange information in the TL. In addition, a strategic use of the questioning technique is also fundamental because it will enable students to practice the vocabulary and language structures learnt. Furthermore, teachers should create a positive and anxiety-free atmosphere in class, which encourages the use of the TL. Cooperative learning strategies are also highly recommended since students tend to feel much safer to express themselves in the TL in pairs or groups rather than in front of the whole class.

Additionally, there seems to be the need of more teacher training regarding how translanguaging can be used effectively in class rather than teachers being told to use only the TL. This is because although a TL only environment is often recommended, it does not meet today's reality and students' needs.

#### **6.4 Limitations**

The present study is a small scale analysis carried out in two State schools and one Church school. Unfortunately, due to time restrictions it was only possible to observe six lessons of Spanish by three different teachers. Hence, the results of this study cannot be generalised to all teachers of Spanish in Malta. They are rather meant to give an indication of prevailing situations. Moreover, due to the limited number of teachers and students who accepted to participate in this study, the number of personal views and attitudes was also limited. In addition, this study did not test the effects of a TL only approach on students, since it would have required a longer period of time to carry out the study.

#### **6.5 Recommendations for further research**

As mentioned above, this is a small scale study. Future studies could include a larger sample of teachers and students of Spanish. Moreover, a comparative study can be carried out which investigates the actual practices, attitudes and beliefs of teachers of Spanish and of other foreign languages taught in Malta. Another comparative study can compare the effects of a TL only methodology vs a methodology which includes translanguaging, using an action research approach. In this way the researcher can learn by doing, and share his/her findings with colleagues. Moreover, future studies could also investigate practices and tendencies in the post-secondary and university SFL classrooms. If these are found to be TL-only environments, students potential difficulties of adaptation in the transition between the secondary and post-secondary levels would need to be addressed.

Therefore, to conclude, this study helped me to gain insight on the actual practices in the SFL classroom, as well as the beliefs and attitudes of teachers and students of Spanish

regarding translanguaging. Even though during my teacher training, a TL approach has always been recommended, I became more aware of the benefits of using the L1 to some extent in the SFL classroom in order to enhance and facilitate students' learning. However, teachers must be careful of this double-edged sword and avoid overusing the L1 in situations in which students can easily understand the TL, with the use of various resources and techniques and through sustained practice and encouragement.

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## **Appendix A: Permission letters**

### **Permission letter (College Principal)**

Dear College Principal,

My name is Charmaine Dalli and I am currently reading for a Masters in Teaching and Learning in Spanish and Second and Foreign Language teaching at the University of Malta. As part of the course I am conducting research on the dynamics of spoken interaction in the Spanish classroom under the supervision of Dr. Anne Marie Bezzina.

As part of this research project, I would like to observe and audio-record six lessons of Spanish by three different teachers of Spanish, preferably with students of different age groups, to investigate the actual spoken practices in the classroom. Moreover, I would like to conduct a questionnaire with up to sixty students of Spanish to investigate their perspectives regarding the spoken dynamics in the classroom. Finally, I would like to discuss the result of the observations and of the questionnaire in a focus group with up to six teachers of

Spanish, preferably, newly qualified teachers and teachers with more than five years of experience in teaching.

Please note that the participation of the teachers and the student in this research project is completely voluntary. They may decline altogether, or leave blank or refuse to answer any questions they don't wish to answer. Their responses will remain confidential and anonymous. Moreover, during the observations the normal proceeding of the lesson will not be disrupted and the audio recording will be held on a password protected hard drive and will be destroyed six months after the completion of the study.

I am therefore requesting your kind consideration of the above and would appreciate if you could grant me permission to partly conduct this research in your schools. I would be very grateful if I could be given information as to which secondary schools, apart from St. Aloysius, offer Spanish as a Foreign Language.

Attached please find the questionnaire and focus group questions. If you require additional information or have questions, please contact me on 79249521 or via email on [charmaine.c.dalli.13@um.edu.mt](mailto:charmaine.c.dalli.13@um.edu.mt), or my supervisor on [anne-marie.bezzina@um.edu.mt](mailto:anne-marie.bezzina@um.edu.mt).

Thank you for your help and cooperation.

Sincerely,

Charmaine Dalli

### **Permission letter (Secretariat for Catholic education)**

Dear Rev. Dr. Charles Mallia,

My name is Charmaine Dalli and I am currently reading for a Masters in Teaching and Learning in Spanish and Second and Foreign Language teaching at the University of Malta. As part of the course I am conducting research on the dynamics of spoken interaction in the Spanish classroom under the supervision of Dr. Anne Marie Bezzina.

As part of this research project, I would like to observe and audio-record six lessons of Spanish by three different teachers of Spanish, preferably with students of different age groups, to investigate the actual spoken practices in the classroom. Moreover, I would like to conduct a questionnaire with up to sixty students of Spanish to investigate their perspectives regarding the spoken dynamics in the classroom. Finally, I would like to discuss the result of the observations and of the questionnaire in a focus group with up to six teachers of Spanish, preferably, newly qualified teachers and teachers with more than five years of experience in teaching.

Please note that the participation of the teachers and the student in this research project is completely voluntary. They may decline altogether, or leave blank or refuse to answer any questions they don't wish to answer. Their responses will remain confidential and anonymous. Moreover, during the observations the normal proceeding of the lesson will not be disrupted and the audio recording will be held on a password protected hard drive and will be destroyed six months after the completion of the study.

I am therefore requesting your kind consideration of the above and would appreciate if you could grant me permission to partly conduct this research in your schools. I would be very grateful if I could be given information as to which secondary schools, apart from St. Aloysius, offer Spanish as a Foreign Language.

Attached please find the questionnaire and focus group questions. If you require additional information or have questions, please contact me on 79249521 or via email on [charmaine.c.dalli.13@um.edu.mt](mailto:charmaine.c.dalli.13@um.edu.mt), or my supervisor on [anne-marie.bezzina@um.edu.mt](mailto:anne-marie.bezzina@um.edu.mt).

Thank you for your help and cooperation.

Sincerely,

Charmaine Dalli

### **Permission letter for Head of School**

Dear Head of School,

My name is Charmaine Dalli and I am currently reading for a Masters in Teaching and Learning in Spanish and Second and Foreign Language teaching at the University of Malta. As part of the course I am conducting research on the dynamics of spoken interaction in the Spanish classroom under the supervision of Dr. Anne Marie Bezzina.

As part of this research project, I would like to observe and audio-record six lessons of Spanish by three different teachers of Spanish, preferably with students of different age groups, to investigate the actual spoken practices in the classroom. Moreover, I would like to conduct a questionnaire with up to sixty students of Spanish to investigate their perspectives regarding the spoken dynamics in the classroom. Finally, I would like to discuss the result of the observations and of the questionnaire in a focus group with up to six teachers of Spanish, preferably with newly qualified teachers and with teachers with more than five years of experience in teaching.

Please note that the participation of the teachers and the student in this research project is completely voluntary. They may decline altogether, or leave blank or refuse to answer any questions they don't wish to answer. Their responses will remain confidential and anonymous. Moreover, during the observation, the normal proceeding of the lesson will not be disrupted and the audio recording will be held on a password protected hard drive and will be destroyed six months after the completion of the study.

I am therefore requesting your kind consideration of the above and would appreciate if you could grant me permission to partly conduct this research in your school.

Attached please find the questionnaire and focus group questions. If you require additional information or have questions, please contact me on 79249521 or via email on [charmaine.c.dalli.13@um.edu.mt](mailto:charmaine.c.dalli.13@um.edu.mt), or my supervisor on [anne-marie.bezzina@um.edu.mt](mailto:anne-marie.bezzina@um.edu.mt).

Thank you for your help and cooperation.

Sincerely,

Charmaine Dalli

## **Appendix B: Information letters and consent forms for teachers**

### **Information letter for teachers (observation)**

Dear teachers,

My name is Charmaine Dalli and I am currently reading for a Masters in Teaching and Learning in Spanish and Second and Foreign Language teaching at the University of Malta. As part of the course, I am conducting research on the dynamics of spoken interaction in the Spanish as a Foreign Language classrooms in Malta, under the supervision of Dr. Anne Marie Bezzina.

For this purpose, I would like to observe and audio-record two lessons of Spanish preferably with different age groups. A feedback session would be held afterwards to discuss the observed dynamics in the class. I am therefore asking for your permission for me to be present for two lessons and audio-record them.

Please note that your participation in this research project is voluntary and your identity will never be revealed. You may withdraw from the study at any time without having

to provide an explanation for your withdrawal. Moreover, the audio-recording will be held on a password protected hard drive and will be destroyed six months after the completion of the study. I will not in any way disrupt the normal proceeding of the lessons.

Please sign the attached consent form if you agree to participate in this research project. Your participation would be highly appreciated. If you require additional information or have questions, please contact me on 79249521 or via email on [charmaine.c.dalli.13@um.edu.mt](mailto:charmaine.c.dalli.13@um.edu.mt), or my supervisor on [anne-marie.bezzina@um.edu.mt](mailto:anne-marie.bezzina@um.edu.mt).

Thank you for your help and cooperation.

Sincerely,

Charmaine Dalli

### **Consent form for teachers (observations)**

I, the undersigned declare that I have read and understood the information letter for the above study and that I have had the opportunity to ask any questions to the researcher and to the supervisor. I understand that:

- My participation is voluntary and that I am free to withdraw at any time, without giving reason,
- If I withdraw from the study, any data related to me will not be used,
- All the information will be held anonymously and my identity will not be revealed at any time,
- The normal proceeding of the lessons will not be disrupted in any way,
- Audio recordings will be anonymously held in a password protected hard drive and will be destroyed six months after the completion on the study.



practices in the Spanish as a Foreign Language classroom in Malta and the perspectives of students regarding code switching. As the last part of this research, I would like to conduct a semi-structured interview with six teachers of Spanish to discuss the results of the observations and of the questionnaire.

I am kindly inviting you to participate in this research study by participating in a 30 minutes interview which will be held on <DATE> from <TIME> to <TIME>. Please note that your participation in this research project is voluntary and your identity will never be revealed. You may withdraw from the study at any time without having to provide an explanation for your withdrawal. Moreover, you may decline altogether, or refuse to answer any questions you don't wish to answer. Your responses will remain confidential and anonymous.

If you agree to participate in this research project, please sign the attached consent form.

Your participation would be highly appreciated. If you require additional information or have questions, please contact me on 79249521 or via email on [charmaine.c.dalli.13@um.edu.mt](mailto:charmaine.c.dalli.13@um.edu.mt), or my supervisor on [anne-marie.bezzina@um.edu.mt](mailto:anne-marie.bezzina@um.edu.mt).

Thank you for your help and consideration.

Sincerely,

Charmaine Dalli

**Consent form for teachers (interview)**

I, the undersigned declare that I have read and understood the information letter for the above study and that I have had the opportunity to ask any questions to the researcher and to the supervisor. I understand that:

- I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason,
- If I withdraw from the study, no data related to me will be used,
- All the information will be held anonymously and my identity will not be disclosed at any time,
- I have the right to not answer any questions I would not like to answer.

I, \_\_\_\_\_ agree to participate in this study.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of participant

Signature

Date

---

Name of researcher

---

Signature

---

Date

### **Information letter for teachers (questionnaire)**

Dear teachers,

My name is Charmaine Dalli and I am currently reading for a Masters in Teaching and Learning in Spanish and Second and Foreign Language teaching at the University of Malta. As part of the course I am conducting research on the dynamics of spoken interaction in the Spanish as a Foreign Language classrooms in Malta, under the supervision of Dr. Anne Marie Bezzina.

For this purpose, I would like to conduct a questionnaire with 60 students of Spanish. I am kindly asking whether it would be possible for you to spare 10 to 15 minutes of your lesson in order for me to carry out a questionnaire with the help of your students. Your contribution would be highly appreciated.

If you agree, please sign the attached consent form. If you require additional information or have questions, please contact me on 79249521 or via email on [charmaine.c.dalli.13@um.edu.mt](mailto:charmaine.c.dalli.13@um.edu.mt) or my supervisor on [anne-marie.bezzina@um.edu.mt](mailto:anne-marie.bezzina@um.edu.mt).

Thank you for your help and cooperation.

Sincerely,

Charmaine Dalli

### **Consent form for teachers (questionnaire)**

I, the undersigned declare that I have read and understood the information letter for the above study and that I have had the opportunity to ask my questions to the researcher and to the supervisor.

I \_\_\_\_\_ agree that the researcher compiles her questionnaire during my lesson with the help of my students.

---

---

Name of teacher

Signature

Date

---

---

Name of researcher

Signature

Date

## **Appendix C: Letters of information, consent forms and assent forms for parents/guardians and students**

### **Letter of information for students (observation)**

Dear student,

My name is Charmaine Dalli and I am currently reading for a Masters in Teaching and Learning in Spanish and Second and Foreign Language teaching at the University of Malta. As part of the course I am conducting research under the supervision of Dr. Anne Marie Bezzina.

The purpose of this research is to shed light upon how language is used by the teachers and the students in the Spanish as a Foreign Language classroom.

For this purpose, I would like to observe and audio-record the discourse of two Spanish lessons. I am therefore asking for your permission for me to be present for two lessons and to audio-record them. Your participation in this research project is completely voluntary and your identity will never be revealed. Moreover, the audio recording will be anonymously held on a password protected hard drive and will be destroyed six months after the completion of the study.

If you agree to participate in this research project, please sign the attached consent form. If you require additional information or have questions, please contact me on 79249521 or via email on [charmaine.c.dalli.13@um.edu.mt](mailto:charmaine.c.dalli.13@um.edu.mt), or my supervisor on [anne-marie.bezzina@um.edu.mt](mailto:anne-marie.bezzina@um.edu.mt).

Thank you for your help and cooperation.

Sincerely,

Charmaine Dalli

#### **Ittra ta' informazzjoni għall-istudenti**

Għażiż student,

Jiena Charmaine Dalli u bħalissa qed nagħmel il-Kors *Masters in Teaching and Learning in Spanish and Second and foreign language teaching*, fi ħdan l-Università ta' Malta. Bħala parti minn dan il-Kors qed nagħmel riċerka dwar il-mod kif jiżviluppa d-diskors mill-għalliema u

mill-istudenti fil-lezzjoni tal-Ispanjol. Din ir-riċerka qed issir taħt is-supervizjoni ta' Dr. Anne Marie Bezzina.

Għal dan il-għan, nixtieq nosserva u nirrekordja żewġ lezzjonijiet tal-Ispanjol. Qed nitlobok biex ġentilment taċċetta li nkun prezenti għal żewġ lezzjonijiet u nirrekordjahom. Miniex se nieħu *video*. Nixtieq ninfurmak li l-parteciġazzjoni tiegħek hija volontarja u tista' tirrifjuta milli tipparteċipa. Bl-ebda mod ma jien se ninvolvi ruħi fl-andament normali tal-lezzjonijiet. Ir-reġistrazzjonijiet tal-awdjo se jinżammu *f'hard drive* protetta minn kodiċi sigrieta u dawn ir-reġistrazzjonijiet se jiġu mneħħijin sitt xhur wara li tintemm din ir-riċerka. Jekk tixtieq tipparteċipa, jekk joggħbok iffirma l-ittra ta' kunsens mehmuża ma' dan id-dokument. Jekk tixtieq aktar informazzjoni, tista tikkuntattjani fuq dan in-numru: 79249521, jew fuq: [charmaine.c.dalli.13@um.edu.mt](mailto:charmaine.c.dalli.13@um.edu.mt), jew lit-tutura fuq: [anne-marie.bezzina@um.edu.mt](mailto:anne-marie.bezzina@um.edu.mt).

Nixtieq nirringrazzjak tal-għajnuna u tal-koperazzjoni tiegħek.

Tiegħek,

Charmaine Dalli

### **Information letter for parents/guardians (observation)**

Dear parents/guardians,

My name is Charmaine Dalli and I am currently reading for a Masters in Teaching and Learning in Spanish and Second and Foreign Language teaching at the University of Malta. As part of the course I am conducting a research under the supervision of Dr. Anne Marie

Bezzina. The purpose of this research is to shed light upon the discourse used by the teachers and the students in the Spanish as a Foreign Language classroom in Malta.

For this purpose, I would like to observe and audio-record the spoken interaction during two Spanish lessons. Your son/daughter's participation in this research project is completely voluntary. Your sons' identity will never be revealed. Moreover, the audio recording will be anonymously held on a password protected hard drive and will be destroyed six months after the completion of the study. I will not in any way disrupt the normal proceeding in the lessons.

If you agree that your son/daughter participates in this research project, please sign the attached consent form. If you require additional information or have questions, please contact me on 79249521 or via email on [charmaine.c.dalli.13@um.edu.mt](mailto:charmaine.c.dalli.13@um.edu.mt), or my supervisor on [anne-marie.bezzina@um.edu.mt](mailto:anne-marie.bezzina@um.edu.mt).

Thank you for your help and cooperation.

Sincerely,

Charmaine Dalli

**Ittra ta' informazzjoni għall-ġenituri/tutori**

Għażiż ġenitur/tutor,

Jiena Charmaine Dalli u bħalissa qed nagħmel il-Kors *Masters in Teaching and Learning in Spanish and Second foreign language teaching*, fi ħdan l-Università ta' Malta. Bħala parti

minn dan il-Kors qed nagħmel riċerka dwar il-mod kif jiżvillupa d-diskors mill-għalliema u mill-istudenti fil-klassi tal-Ispanjol. Din ir-riċerka qed issir taħt is-superviżjoni ta' Dr. Anne Marie Bezzina.

Għal dan il-għan, nixtieq nosserva u nirrekordja żewġ lezzjonijiet tal-Ispanjol. Qed nitolbok biex ġentilment taċċetta li nkun prezenti għal żewġ lezzjonijiet u nirrekordjahom. Miniex se nieħu video. Nixtieq ninfurmak li l-parteciċipazzjoni ta' ibnek/bintek hija volontarja u j/tista' j/tirrifjuta milli j/tipparteċipa. Bl-ebda mod ma jien se ninvolvi ruħi fl-andament normali tal-lezzjonijiet. Ir-registrazzjonijiet tal-awdjo se jinżammu *f'hard drive* protetta minn kodiċi sigrieta u li dawn ir-registrazzjonijiet se jiġu mneħħijin sitt xhur wara li tintemm din ir-riċerka. Jekk tixtieq li ibnek/ bintek j/tipparteċipa, iffirma l-ittra ta' kunsens mehmuża ma' dan id-dokument. Jekk tixtieq aktar informazzjoni, tista tikkuntatjani fuq dan in-numru: 79249521, jew fuq: [charmaine.c.dalli.13@um.edu.mt](mailto:charmaine.c.dalli.13@um.edu.mt), jew lit-tutura fuq [anne-marie.bezzina@um.edu.mt](mailto:anne-marie.bezzina@um.edu.mt).

Nixtieq nirringrazzjak tal-għajnuna u tal-koperazzjoni tiegħek.

Tiegħek,  
Charmaine Dalli

### **Information letter for students (questionnaire)**

Dear student,

My name is Charmaine Dalli and I am currently reading for a Masters in Teaching and Learning in Spanish and Second and Foreign Language teaching at the University of Malta. As part of the course I am conducting research under the supervision of Dr. Anne Marie

Bezzina. The purpose of this research is to shed light upon how language is used by the teacher and the students in the Spanish as a Foreign Language classroom.

I am kindly inviting you to participate in this research study by completing the following questionnaire. Your participation in this research project is completely voluntary. You may decline altogether, or leave blank any questions you don't wish to answer. Your responses will remain confidential and anonymous. If you agree to participate in this research, please answer the questions on the questionnaire as best you can. It should take approximately 15 minutes to complete.

If you agree to participate in this research project, please sign the attached consent form. If you require additional information or have questions, please contact me on 79249521 or via email on [charmaine.c.dalli.13@um.edu.mt](mailto:charmaine.c.dalli.13@um.edu.mt), or my supervisor on [anne-marie.bezzina@um.edu.mt](mailto:anne-marie.bezzina@um.edu.mt).

Thank you for your help and cooperation.

Sincerely,

Charmaine Dalli

### **Ittra tà informazzjoni għall-istudenti (kwestjonarju)**

Għażiż student,

Jiena Charmaine Dalli u bħalissa qed nagħmel il-Kors *Masters in Teaching and Learning in Spanish and Second and Foreign language teaching*, fi ħdan l-Università ta' Malta. Bħala parti

minn dan il-Kors qed nagħmel riċerka dwar kif jiżviluppa d-diskors mill-għalliema u mill-istudenti fil-lezzjonijiet tal-ispanjol. Din ir-riċerka qed issir taħt is-superviżjoni ta' Dr. Anne Marie Bezzina.

Għal dan il-għan, għentiment qed nistiednek biex tipparteċipa f'din ir-riċerka billi timla dan il-kwestjonarju. Nixtieq ninfurmak li l-partecipazzjoni tiegħek hija volontarja u tista' tirrifjuta milli tipparteċipa jew twieġeb xi mistoqsijiet. It-twegibiet tiegħek se jinżammu anonimi u kunfidenzjali.

Jekk tixtieq tipparteċipa, iffirma l-ittra ta' kunsens mehmuża ma' dan id-dokument. Jekk tixtieq aktar informazzjoni, tista tikkuntatjani fuq dan in-numru: 79249521, jew fuq [charmaine.c.dalli.13@um.edu.mt](mailto:charmaine.c.dalli.13@um.edu.mt)

Nixtieq nirringrazzjak tal-għajnuna u tal-koperazzjoni tiegħek.

Tiegħek,

Charmaine Dalli

### **Information letter for parents/guardians(questionnaire)**

Dear parents/guardian,

My name is Charmaine Dalli and I am currently reading for a Masters in Teaching and Learning in Spanish and Second and Foreign Language teaching at the University of Malta. As part of the course I am conducting research under the supervision of Dr. Anne Marie Bezzina. The purpose of this research is to shed light upon how language is used by the teachers and the students in the Spanish as a Foreign language classroom.

I would like your son/daughter to participate in this research study by completing the following questionnaire. The participation of your son/daughter in this research project is completely voluntary. He/she may decline altogether, or leave blank any questions he/she does not wish to answer. His/her responses will remain confidential and anonymous.

If you agree that your son/daughter participates in this research project, please sign the attached consent form. If you require additional information or have questions, please contact me on 79249521 or via email on [charmaine.c.dalli.13@um.edu.mt](mailto:charmaine.c.dalli.13@um.edu.mt), or my supervisor on [anne-marie.bezzina@um.edu.mt](mailto:anne-marie.bezzina@um.edu.mt).

Thank you for your help and cooperation.

Sincerely,

Charmaine Dalli

**Ittra ta' informazzjoni lil ġenituri/tutori (kwestjonarju)**

Għeżiež ġenituri/tutori,

Jiena Charmaine Dalli u bħalissa qed nagħmel il-Kors *Masters in Teaching and Learning in Spanish and Second and foreign language teaching*, fi ħdan l-Università ta' Malta. Bħala parti

minn dan il-Kors qed nagħmel riċerka dwar kif jiżvillupa d-diskors mill-għalliema u mill-istudenti fil-klassi tal-Ispanjol. Din ir-riċerka qed issir taħt is-superviżjoni ta' Dr. Anne Marie Bezzina.

Għal dan il-għan, qed nistieden lit-tifel/tifla tiegħek sabiex j/tipparteċipa f'din ir-riċerka billi j/timla dan il-kwestjonarju. Nixtieq ninfurmak, li l-parteeipazzjoni tat-tifel/tifla tiegħek hija volontarja u j/tista' tirrifjuta milli tipparteċipa jew twiegeb xi mistoqsijiet. It-twegibiet tiegħu/tagħha se jinżammu anonimi u kunfidenzjali.

Jekk tixtieq li t-tifel/tifla j/tipparteċipa, iffirma l-ittra ta' kunsens mehmuza ma' dan id-dokument. Jekk tixtieq aktar informazzjoni, tista' tikkuntatjani fuq dan in-numru: 79249521, jew fuq [charmaine.c.dalli.13@um.edu.mt](mailto:charmaine.c.dalli.13@um.edu.mt)

Nixtieq nirringrazzjak tal-għajnuna u tal-koperazzjoni tiegħek.

Tiegħek,

Charmaine Dalli.

## **Appendix D: Questionnaire**

### **Questionnaire**

#### **Students' perceptions on the practice of codeswitching during the Spanish as a foreign language classroom in Malta**



**8. Which language do you and other students use to communicate on how to proceed when group work is done in class?**

Maltese     English     Spanish     Other languages

**9. Which language does the teacher use to give instructions?**

Maltese                       English                       Spanish                       Other  
language

**10. Do you like/ would like your teacher to use the Spanish language to explain and talk in general during the lessons? ( Please tick)**

Not at all                       A little                       Sometimes                       A lot

**11. Is Maltese and/ or English used frequently during your Spanish lessons? (Please tick)**

Yes |  No

If yes for what? (Tick the appropriate)

Giving instructions                       Grammar explanations                       Vocabulary  
lessons

Culture lessons                       To explain difficulties                       Positive and  
negative reinforcement

Other

**12. Does the teacher use any reward system, to encourage students to speak in Spanish?**

Yes |  No

If yes, what kind of reward system is it? \_\_\_\_\_

**13. If you speak to your teacher of Spanish in Maltese, he/she answers back in...**

Spanish                       Maltese/ English                       Other

**14. Kindly indicate the degree to which you agree/ disagree with the following statements:**

**a. I like it when the teacher speaks Spanish**

Strongly agree     Agree     Disagree     Strongly disagree     Uncertain

**b. When the teacher speaks Spanish, I start speaking Spanish too.**

Strongly agree     Agree     Disagree     Strongly disagree     Uncertain

**c. When talking about a picture/photo, it should be done in Spanish.**

Strongly agree     Agree     Disagree     Strongly disagree     Uncertain

**d. Grammar lessons must be done in Spanish.**

Strongly agree     Agree     Disagree     Strongly disagree     Uncertain

**e. I think Spanish culture should be done in Spanish.**

Strongly agree     Agree     Disagree     Strongly disagree     Uncertain

**f. Instructions must be given and explained in Spanish.**

Strongly agree     Agree     Disagree     Strongly disagree     Uncertain

**a. When the teacher talks to me I prefer it if she/he speaks Maltese.**

Strongly agree     Agree     Disagree     Strongly disagree     Uncertain

**b. In case of difficulty, I ask questions to the teacher in Spanish.**

Strongly agree     Agree     Disagree     Strongly disagree     Uncertain

**c. If the teacher speaks and explains in Spanish, I feel I will be more prepared and confident for the exams.**

Strongly agree     Agree     Disagree     Strongly disagree     Uncertain

---

15. How do you feel when the teacher tries to speak only in Spanish during the lesson?

---

---

16. Do you think that you need more explanation in Maltese even if the teacher have already explained in Spanish?

---

---

17. Do you feel comfortable talking in Spanish ?

---

---

---

18. During which parts of the lesson do you prefer that the teacher speaks in:

1. Spanish:

---

2. Maltese/English:

---

19. Do you think that Maltese and English can help you to learn Spanish? (Please tick)

Yes |  No

If yes, in what ways?

---

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Thank you for your participation.

Charmaine Dalli

### **Kwestjonarju**

**Il-perċezzjoni tal-istudenti dwar it-taħlit bejn il-lingwi għad-diskors (codeswitching) fil-lezzjonijiet tal-Ispanjol bhala lingwa barranija**

Jekk jogħġbok, iddedika ftit minuti biex timla dan il-kwestjonarju dwar l-użu tal-lingwa nativa (il-Malti u/jew l-Ingliż) u tal-Ispanjol fil-lezzjonijiet tal-Ispanjol.

### Informazzjoni ġenerali

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1. **Età:**

2. **Sess:**       Tifel       Tifla

3. **Ġili żort Spanja?**    Iva |  Le

4. **Kemm ilek tistudja l-Ispanjol?**

---

5. **Ġili taqra kotba/rivisti/ jew materjal ieħor bl-Ispanol?**  Iva |  Le

Jekk iva, speċifika: \_\_\_\_\_

Jekk le, għal liema raġuni? \_\_\_\_\_

6. **Issegwi stazzjonijiet televiżivi, xi serje televiżiva jew films bl-Ispanjol?**

Iva |  Le

Jekk iva, speċifika: \_\_\_\_\_

Jekk le, għal liema raġuni? \_\_\_\_\_

### L-użu tal-Ispanjol fil-klassi

7. **Ikollok opportunitajiet biex tisma' l-Ispanjol mitkellem minn persuna nativa, fil-lezzjonijiet tal-Ispanjol?**

Iva |  Le

Jekk iva, permezz ta' liema mezzi? (Jekk jogħġbok aghzel it-tweġbiet addekwati.)

*Videos*

Mużika

*Films*

*Audio-CD*

Assistent tal-lingwa

Mezzi oħra

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**8. Liema lingwa/i tiġi/ jiġu użata/i meta inti u studenti oħra taħdmu fi gruppi? (Tista' tagħzel iktar minn twegiba waħda)**

Il-Malti     L-Ingliż     L-Ispanjol     Lingwi oħra

**9. Liema lingwa/i tiġi/jiġu użata/i mill-għalliem/a biex j/tgħati l-instruzzjonijiet fil-klassi? (Tista' tagħzel iktar minn twegiba waħda)**

Il-Malti     L-Ingliż     L-Ispanjol     Lingwi oħra

**10. Tixtieq li l-għalliem/a tuża iktar il-lingwa Spanjola biex titkellem u tispjega fil-klassi? (Jekk jogħġbok agħzel twegiba waħda)**

Lanqas xejn     Xi ftit     Xi drabi     Hafna

**11. Il-lingwa Maltija u/jew Ingliża tiġi/ jiġu użata/i ta' spiss fil-lezzjonijiet tal-Ispanjol? (Jekk jogħġbok agħzel waħda)**

Iva |  Le

**Jekk iva, għal liema raġuni? (agħzel ir-risposti addekwati)**

Istruzzjonijiet     Lezzjonijiet tal-grammatika     Lezzjonijiet tal-vokabularju

Lezzjonijiet tal-Kultura     Biex iwieġeb/ twieġeb għad-diffikultajiet     Biex jingħata rispons pożittiv u/ jew negattiv lill-istudenti

Użu ieħor: \_\_\_\_\_

**12. X'mezzi j/tuża' l-għalliem/a biex jinkoraġġixxi/ tinkoraġġixxi lil-istudenti jagħmlu użu mil-lingwa Spanjola biex jikkomunikaw fil-klassi?**

Iva |  Le

Jekk iva, liema mezzi jintużaw? \_\_\_\_\_

**13. Jekk titkellem mal-għalliem/a tal-Ispanjol bil-Malti, hu/hi iwieġeb lura... (agħzel it-twegiba t-tajba)**

bl-Ispanjol     bil-Malti u/jew bl-Ingliż     b'xi lingwa oħra

**14. Indika jekk taqbel jew ma taqblix ma dawn l-affirmazzjonijiet:**

**a. Nieħu gost meta l-għalliem/a j/titkellem bl-Ispanjol**

Naqbel ħafna     Naqbel     Ma naqbilx     Ma naqbel xejn     Indeċiż/a

**b. Meta l-għalliem/a j/titkellem bl-Ispanjol, jien nibda nitkellem b-Ispanjol ukoll.**

Naqbel ħafna     Naqbel     Ma naqbilx     Ma naqbel xejn     Indeċiż/a

**c. Meta inkunu qedgħin niddeskrivu u/jew niddiskutu dwar xi stampa, dan għandu jsir bl-Ispanjol.**

Naqbel ħafna     Naqbel     Ma naqbilx     Ma naqbel xejn     Indeċiż/a

**d. Il-lezzjonijiet tal-grammatika għandhom issiru bl-Ispanjol.**

Naqbel ħafna     Naqbel     Ma naqbilx     Ma naqbel xejn     Indeċiż/a

**e. Il-lezzjonijiet tal-Kultura Spanjola għandhom issiru bl-Ispanjol.**

Naqbel ħafna     Naqbel     Ma naqbilx     Ma naqbel xejn     Indeċiż/a

**f. L-instruzzjonijiet għandhom jiġu mogħtija u spjegati bl-Ispanjol.**

Naqbel ħafna     Naqbel     Ma naqbilx     Ma naqbel xejn     Indeċiż/a

**g. Nippreferi li meta l-għalliem/a j/titkellem miegħi, j/tuza' l-Malti jew l-Ingliż.**

Naqbel ħafna     Naqbel     Ma naqbilx     Ma naqbel xejn     Indeċiż/a

**h. Meta jkolli xi diffikultà, insaqsi l-mistoqsijiet bl-Ispanjol.**

Naqbel ħafna     Naqbel     Ma naqbilx     Ma naqbel xejn     Indeċiż/a

**i. Meta l-għalliem/a j/tispeja bl-Ispanjol, nħossni iktar preparat/a u kunfidenti fl-eżamijiet.**

Naqbel ħafna     Naqbel     Ma naqbilx     Ma naqbel xejn     Indeċiż/a

---

**15. Kif tħossok meta l-għalliem/a jipprova j/tuża biss l-Ispanjol fil-lezzjonijiet?**

**16. Tahseb li meta l-għalliem/a j/tispjega bl-Ispanjol, xorta jkollok bżonn spjegazzjoni bil-Malti u/jew bl-Ingliż biex tifhem aħjar?**

**17. Tħossok komdu/a titkellem bl-Ispanjol? Għalxiex?**

**18. F'liema partijiet mil-lezzjoni tippreferi li l-għalliem/a j/tuża':**

1. l-Ispanjol:

---

---

2. il-Malti u/jew l-Ingliż:

---

---

19. Taħseb li l-Malti u/ jew l-Ingliż jistgħu jgħinuk titgħallem l-Ispanjol? (Jekk jogħġbok agħzel ir-risposta t-tajba)

Iva |  Le

Jekk iva, b'liema mod?

---

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Nixtieq nirringrazzjak talli mlejt dan il-kwestjonarju.

Charmaine Dalli

## Appendix E: Semi-structured interview questions

### Semi-structured interview questions

1. How long have you been teaching?
2. What are your views regarding translanguaging?

3. Do you switch to the L1 or L2 during your lessons? If yes, when and why do you use it?
4. Have you ever tried to use Spanish only during the lessons? What were the results?
5. In your opinion what are the factors that influence L1 and TL use in the Spanish as a foreign language classroom?
6. Some teachers adjust the way they speak when they are using the TL with beginner level learners. Do you do this? What are your views about using the TL and L1 in beginner- level Spanish classes?
7. In what ways do you encourage students to use the target language during your lessons?
8. Can you briefly suggest which, in your opinion, should be the dominant language of teaching during the following moments of the lesson:
  - Introduction of the lesson: stating the lessons' objectives
  - Discipline/ class control
  - Giving instructions
  - Teaching of vocabulary
  - Teaching of culture
  - Teaching of grammar
  - Discussion of issues raised by a text/ song
  - Preparation of writing task
  - Giving homework
  - Conclusion: rounding up the lesson by mentioning the main points covered
9. Do you think that the students feel comfortable to talk in Spanish during the lessons?
10. What type of outcome do you get when you use the L1?
11. What type of outcome do you get when you use the TL?

## **Appendix F: Transcription conventions**

**Bold** : Speech produced in Spanish

**\*...\*** : Speech produced in Maltese

**^...^** : Speech produced in English

**/, //, ///** : Pause -brief, medium, long

**↗** : Interrogative intonation

**Capital letters**: stressed words

**Underline**: overlaps

**XXX**: uncertain transcriptions

**-** : word fragments

## **Appendix G: A sample of transcriptions**

**State School: Teacher 2 - Form 3– 2 students**

**Topic: Las profesiones**

**Duration: 40 minutes**

T: \*x'għamilna l-bieraħ↗\*

S1: ^jobs^

S2: ^jobs ^

T: \*bravi / mela\* **buenos días** / \*mela x'għamilna\* **la última lección** \*ijsa\*↗ ^jobs^ \*għidtli\*  
^professions^ / \*għadek tiftakar xi waħda↗\*

S1: **bombero**

T; **bombero** / \*x'inhu\* bombero↗

S1: ^ fireman ^

T: \*ehe ehe il-^fireman^ \*ftakart↗ / inti\* Anthea **qué**↗

S2: **pilóto**

T: **pilóto** / \*jaqaw hekk triduhom↗ inti\* **bombero** \*u inti\* **pilóto**↗

(students laugh)

T: \*ehe ehe ħa nara\* **yo qué soy yo**↗

S1: **profesora**

T: **profesora gracias** / \*tajjeb ijsa\* más palabras \*iktar x'għidtu↗ x'għamilna iktar↗ / \*

S1: ^taxi^

T: ^taxi^ / \*tat-taxi\* **cómo se llama el del taxi**↗ **taxista** / \*u t-**taxista** \*jekk hu raġel u jekk  
hu mara tinbidel il-kelma↗\*

S1: \*tibqa l-istess \*

T: \*tibqa l-istess bravi / mela jekk għandi\* ^supermodel^ **cómo se dice en español**↗

S1: **módelo**

T: **módelo** \*bravi\*

S1: \*Mela\* **para repasar** ^to revise^ \*ħa naraw il-ħabib ta' Sharona għandna\* **el tío**  
^Spanish^

(los alumnos ven el vídeo en español)

T: **no sé** \*xi tfisser\* **no sé**↗ \*ma nafx\* **que quiero ser de mayor** / \*mela l-ewwel\*  
^question^ \*tagħna\* / **qué quieres ser de mayor**↗ **de mayor** \*tfisser\* ^when you grow up^  
/ **qué quieres ser tú Sharona**↗

S1: ^teacher^ \*jew gwida\*

T: **en español**

S1: **profesora** \*u gwida ma nafx\*

T: \*gwida ma għamilnix brava/ gwida hija\* **guía turística** / \*mela kif ħa ngħidha\* ↗ **quiero ser profesora/ profesora de qué** ↗ **de inglés** ↗

S1: \*le tal-<sup>^</sup>kinder<sup>^</sup>

T: **ah de infantil vale profesora o guía turística / y tú** Anthea ↗

S2: <sup>^</sup>accountant<sup>^</sup>

T: **contable** \*mela\* **quiero ser contable** / <sup>^</sup>plan b<sup>^</sup> \*għandek\* ↗ \*

S2: \*le\*

T: \*le\* ↗ **contable / a ver qué quiere ser este el pequeño**

(students watch the video)

T: **vale** / \*xi tfisser\* **vale** ↗ <sup>^</sup>ok<sup>^</sup>

(students watch the video)

T: **quién está estudiando para ser arquitecto** ↗ **tu vecino / cómo se llama tu vecino**

S1: \*x'qed tgħid\* ↗ \*

T: \*x'inhū il-**vecino** ↗ \*il-**vecino** \*huwa in-<sup>^</sup>neighbour<sup>^</sup> / \*ux in-<sup>^</sup>neighbour<sup>^</sup> \*qed jistudja għal arkitett\* ↗ \*

S1: eh

T: \*ux vera Anthea\* ↗ \*

S2: \*mela jien naf \*

(students watch video)

T: **qué es el abogado** ↗

S1: <sup>^</sup>lawyer<sup>^</sup>

(students watch video)

T: **quieres ser pintora** ↗

S1: **no**

T: **y tú** Anthea ↗

S2: **no**

T: **no tampoco**

(students watch the video)

T: \*qallu oġbitek xi<sup>^</sup> <sup>^</sup>profession<sup>^</sup> ↗ <sup>^</sup>\*minn dawn li semmejna oġbitkom xi waħda lilkom\* ↗ \*

S1: **no**

T: **no** ↗

(they continue watching the video)

T: **hay muchas** / \*xi tfisser ↗\*

(video continues)

T: **qué es el médico** ↗

S1: ^doctor^

T: **enfermero**

S1: ^nurse^

T: ^nurse^ **vale** / \*mela l-ewwel\* ^exercise^ **en el cuaderno** \*ijsa\* ^copybook^ / \*mela id-\*  
^date^ \*tal-llum x'inhi ↗\*

S1: **miércoles**

T; **miércoles vale qué más** ↗

S1: ^six^

T: **en español**

S1: **siete**

T: **no siete mañana**

S2: **seis**

T: **seis de**

S1: **diciembre**

T: \*użawhom iċ-\* ^charts^ / / **seis de diciembre** / \* mela\* **qué quieres ser de mayor** ↗ ^what  
do you want to be when you grow old ↗ ^ \*mela\* qué ^what^ orrajt \*dik hija interrogattiva\*

(teacher writes on the White board)

**de mayor** ^when you grow older^ / \*issa\* **las opciones son estas** (pointing to the board)  
\*dawn huma tagħkom ibdew ikkupjawhom\* / **profesora infantil** \*mat-tfal biex dejjem  
toħroġhom barra jilagħbu\* ^football^ \*żgur\*

S1: \*mhux\* ^football^ /\*toqgħod tagżmlilhom il-\* ^crafts^

T: \*il-\* ^crafts^ \*qed tara / u inti joghgbuk ħafna in-numri jġigifieri ↗\*

S2: \*imsomma\*

T: \*jew il-flus\*

S2: \*il-flus\*

T: \*hehe ovja\*

S2: \*kulhadd iħobbhom il-flus

T; filkas nibda niġi għandek ta għamilli naqra l-\* ^accounts^

///

T: \*mela illum għandna xi hadd magħna jisimha Charmaine / ejja ħa nsaqsuha x'tixtieq issir la tikber / min ħa jsaqsuha minnkom it-tnejn ↗ int tiddejjaq (referring to S1) ejja Anthea f'idejk\*

S2: \*le\*

T: \*ux le ejja mistoqsija waħda hemm qiegħda kemm issaqsuha li hemm miktub biss\*

S2: ^q^

T: qué \*dur lejha imma hekk qisek XX\*

S2: **qué quieres ser de mayor** ↗

Y: **quiero ser profesora de español**

T: \*ħeq xi trid tilħaq din ↗ \*

S1: ^teacher^ \*tal-i\* ^spanish^

T: \*m'għandix moħħha f'postu bħali\*

(teacher laughs)

T: **quiere ser profesora de español** \*orrajt / staqsu lili x'ridt insir ħa ngħidilkom\*

S1: **qué quieres ser de mayor**

T: **qué quería ser de mayor** yo hmm \*naqra KOMPLIKATA il-biċċa tax-xogħol\* / **primero** \*ridt inkun\* **azafata de** ^air malta^

S1: ^air hostess ↗ ^

T: \*u sfaħxa l-pjan\* / **segundo guía turística de Malta pero no me gusta caminar** / \*ma nħobbx nimxi\* **y he acabado profesora de español** / \*x'taħsbu għamilt għażla tajba ↗ \*

S2: hmm

T: \*ma tantx intom konvinti ejja oqgħodu mela\* **ayer** \*għamilna l-\* ^professions^ / \*mhux kollha uħud minnhom / li ħa ntikom ħa ntikom\* ^exercise^ **rellena hueco** \*fejn tridu iddaħħlu\* **una vocal** \*orrajt ↗\* **una vocal para formar la palabra correcta** \*mela\* **con una vocal** / ^what about it ↗ ^ \*mela jekk jiena ħa ntikom hekk dik x'ħa tiġi ↗ \*

S1: **enfermero**

T: **enfermero** \*u jekk xi hadd jgħidli\* enfermera \*nista' ntihielu ħażina ↗ \*

S1: \*le\*

T: \*il-għala ↗ \*

S1: \*għax l-aħħar waħda tgħodd\*

T: \*eżatt għax hekk inkun qed nirreferi għalih u jekk nagħmilha a għal min inkun qed nirreferi għal\*

S2: ^female^

T: ^female^ \*bravi mela\* // (teacher writes on the board)

**Tenéis siete palabras** / ^seven words^ \*ha nara min ha jagħmilhom l-ewwel u l-aħjar ijsa^ ^competition^ // \*ntellgħu il-ħajt ta'^ ^Berlin Anthea għal\*

///

\*mela\* **listas** għal

S1: \*le\*

T: no għal \*jonqosha waħda ara Anthea / u tafha\*

S2: \*le\*

T: \*il-bieraħ għidtli li huma\* ^your^ **enemigos** \*mhm ftakart għal\* // **a ver** / \*mela\* / Sharona **número dos**

S1: **apogado**

T: le għal

S2: **abogado**

T: \*kif inhi għal kif inhi għal\*

S2: **abogado**

S1: \*mhux hekk għidtha\*

T: \*imla il-kliem\*

S1: \*irrid immur hemm għal\*

T: \*Anthea attenta għax tista tikkoregħielha e: ha tieħu l-pitazz għal\* **a ver a ver la dos e // a ver muévete / qué piensas** Charmaine **correcta** għal

Y: **sí**

T: **sí** \*mela għidili sew\*

S1: aba

T: \*mhux\* aba **ABOGADO** \*dik a għamilt int għal qed imajna\* ABO

S1: \*żball żgħir\*

T: \*Anthea / ibqa' bilwieqfa ta għax ha tagħmel il-\* ^four^ \*issa (talking to S1) inti it\* ^three^ \*il-\* ^five^ \*u is-\* ^seven^ \*tajjeb hekk għal / din x'inhi għal din x'inhi għal\*

S2: o

T: **cinco ehe siete / veinte veinte a ver**

S1: \*jien\* **médico** \*għamiltha dik\*

T: **médico** ↗ **y la dónde está médico** Sharona ↗ // **a ver a ver / muy bien / mela enfermero abogado o abogaDA profesor profesorA taxista cantante policía mecánico / Sharona médico** \*dil-biċċa int sparixxejtha\* **ya se fue** \*e orrajt mela dik kienet **un repaso general y vamos a ver que ofrece más el tío** ^Spanish^

(they watch another part of the video)

T: **qué es el bombero** ↗

S1: ^fireman^

T: hmm

(they watch another part)

T: **qué es camarero** ↗

S1: ^waiter^

(they watch another part)

S1: **informático** \*ma nafx x'inhu\*

T: **informático**

S2: \*segretarja ↗ \*

T: \*mhux segretarja / huwa\* ^It person It person^

(they watch another part)

T: **qué es el peluquero** ↗

S1: ^hair dresser^

T: \*kieku tafdah xagħrek għand dan ↗

S1: eh

(they watch another part)

T: **el maestro o un otra palabra** ^another word^

S1: **profesor**

(they watch another part)

T: **qué es el pintor** ↗

S1: ^painter^

(they watch another part)

T: a ver la respuesta / sigo sin saberlo ^I still don't know / you will decide when you get older^ / \*x'tahsbu li se jilħaq ijsa għażlulu\* ^job^

S1: \*bħal dak\*

T: \*dak x'inhu jġigifieri ↗\*

S1: \*bħal dak tal-mustaċċi \*

T: \*ħa jilħaq bħalu imma dak x'inhu ↗\*

S: ^teacher^

T: \*mela ↗\*

S1: **profesor**

T: \*mela sibu dik il-^handout^ / **página treinta y algo no ↗ treinta y ocho** / \*mela\* **dice primera cosa relaciona el objeto con una de las profesiones representadas. / aquí tenemos estos objetos de a a t ^up till t^** / \*mela\* **a tijeras** \*tafu x'inhuma\* **tijeras ↗**

S2: ^scissors^

T: ^scissors^ \*bravi mela min minnhom ħa juża is-^scissors^

/ \*ħa jużhom il-\* ^hairdresser^ \*mela jekk jien naf li l-\* ^hairdresser^ \*huwa in-\* ^number thirteen^ \*ħa nikteb\* ^thirteen^ \*fil-kaxxa\* **y la palabra / la profesion** \*ħdejha\* **peluquero** / \*li ħa nagħmlu il-kliem mil-a sat-t se ngħidhom lkom nispjegahom lkom jien ir-\* ^research^ \*li tfittxu min hu min f'idejkom / mela\* **qué significa cuchillo ↗cuchillo corto la carne** \*x'inhil\* **carne ↗**

S1: \*laħam\*

T: \*mela\* **corto ↗**

S1: \*jaqta\*

T: \*mela\* **qué es el cuchillo ↗**

S1: \*sikkina\*

T: \*sikkina mela niżlu sikkina ħdejha / tqabbluhomx bil-lest sinjorina / wara tqabbluhom / \***bandeja normalmente la bandeja es así** (the teacher acts out)

S1: ^tray ^

T: ^tray^ \*brava mela ħa naraw\* ^shereids^ **avión**

S1: ^plane^

T: **enchufe enchufe** (the teacher switches on and off the lights)

S1: ^switch ↗^

T: **a ver que más cosas tenemos / termometro qué es el termometro** ↗

S1: XX

T: XX //

T: \*in-<sup>^</sup>neighbour<sup>^</sup> \*tiegħek la jikber se jfassal din il-biċċa xogħol\* **PLAN DE LA CASA**

S1: \*il-<sup>^</sup>blue print<sup>^</sup>

T: \*il-<sup>^</sup>blue print<sup>^</sup> \*kemm int<sup>^</sup> ^professional<sup>^</sup>

S1: \*le għax XXX\*

T: \*ukoll ↗ għax naf min hu in-neighbour tagħha ta għalhekk\*

S1: \*aħjar m'għidtilha xejn\*

T: \*eh jiena li tgħiduli kollox nibqa' niftakar\* / **manguera** / \*din tqila\* / **agua** \*x'inhi ↗\*

S1: \*ilma\*

T: \*ilma\* ^profession<sup>^</sup> \*li tuża ħafna ilma\* ↗

S1 ^swimmer<sup>^</sup>

T: \*mhmm iktar <sup>^</sup>profession<sup>^</sup> \* li tuża ħafna ilma\*

S1: **bombero**

T: **bombero** / \*mela il-<sup>^</sup>manguera<sup>^</sup> \*hija dik li jzomm il-<sup>^</sup>bombero<sup>^</sup>

S1: il-<sup>^</sup>firehose<sup>^</sup>

T: **la manguera** \*hija il-<sup>^</sup>firehose<sup>^</sup> / \*jien ma nilgħabx\* ^shereides<sup>^</sup> \*magħkom dejjem fit-<sup>^</sup>team<sup>^</sup> \*tagħkom irrid noqgħod / mela x'imiss\* **qué es el taxi** ↗ \*jibqa' l-istess\* / **cohete**  
**hmm para ir a la luna necesita el cohete**

S1: ^stars<sup>^</sup>

T: ^stars<sup>^</sup> **estrellas** / \*x'għandi bżonn biex nitla'\* **en la luna** ↗ //

S1: ^spaceship<sup>^</sup>

T: \*sakem ma jivvintawx xi taxi li tmur s'hemm\* / **cuadro un cuadro** hmm mhmm

S1: ^painting<sup>^</sup>

T: **qué es el cuadro** ↗

S1: ^frame<sup>^</sup>

T: **a ver qué hay más qué hay más** \*xi jmissni l-kelma ↗\*

S1: **micrófono**

T: \*erġa' erġa'\*

S1: **micrófono**

T: **qué es el micrófono**↗

S1: ^mike^

T: ^mike^ mhux tal-pastizzi ta ^mike^ \*x'iktar↗\* / **pluma / pluma es el abuelo** \*xi tfisser\*  
**abuelo**↗

S1: \*nannu\*

T: \*u \*abuela abuelo \*u\* abuela / la pluma es la abuela del bolígrafo

S1: \*dik il-^feather ^qisha↗\*

T: **MUY BIEN** ^feather^ \*li tikteb biha\*

S1: ^feather pen^\* tajba↗\*

T: \*x'inhu hi↗\*

S1: \*nagħmilha\* ^feather pen^ \*tajba↗\*

(teacher nods)

T: **silbato** \*din tqila miss għini naqra eee\* **cuando juegas a fútbol el árbitro o Mr. Farrugia o el professor de educación física tiene un silbato**

S1: ^whistle^ / / XXX

T: \*brava\*

S1: **ordenador** computer

T: \*brava issa jien ħa nitlaq l hemm\* **caja** \*x'inhi l-\***caja registradora**↗

S1: ^cash register ^/

T: **carta** \*din ukoll\* **abuela** \*ta' xi ħadd ieħor \* **una carta era / hoy con el móvil envío mensaje correos electrónicos email ANTES**

S1: ^letters^

T: **ladrillo** \*mhmm hawn m'għandix\* **vale el arquitecto vecino tuyo tiene el plano de la casa pero la casa se construye con**

S1: ^bricks ^

T: plato \*għajjejt issa\*

S1: plato \*platt\*

T: \*ehe platt biex niekol\* / grifo

S1: \*karozza\*

T: \*le m'għandux x'jaqsam mal-karozza agħti çans ħa nagħtik il-<sup>^</sup>hint<sup>^</sup> \*jien mela meta tgħidli biex tmur it-<sup>^</sup>toilet<sup>^</sup> x'tgħidli sentenza↗\*

S1: **puedo ir al baño**↗

T:**al baño** \*mela\* **baño** \*huwa\* <sup>^</sup>bathroom<sup>^</sup> **dentro del baño PARA abrir el agua tengo que girar el grifo**

S1: <sup>^</sup>pipe<sup>^</sup>

T: \*mhux il-<sup>^</sup>pipe<sup>^</sup> \*eżatt / x'ngħidulu bil-Malti\*

S1: \*turnavit\*

T: \*il-vit (teacher laughs) mingħajr it-turna quddiem\* <sup>^</sup>tap<sup>^</sup> \*bl-ingliż\*

S1: \* mhux xorta\*

T: \*hmm bejn turnavit u l-vit hemm baħar jaqsam\*

S1: \*l-istess ħaġa jagħmlu \*

T: \*MELA l-istess / issa xi tridu tagħmlu intom / l-ewwel\* <sup>^</sup>task<sup>^</sup> \*huwa li tikteb in-numru mela jekk jien għidtlek / jien naf / ma nafx intlift\* plato \*int ħa issibli x'numru jintuza u eżempju tgħidli\* <sup>^</sup>twenty <sup>^</sup>\*mhux it-<sup>^</sup>twenty<sup>^</sup> \*u tikteb\* <sup>^</sup>twenty<sup>^</sup> \*it-<sup>^</sup>task ta' wara tkun li tnizzel il-<sup>^</sup>profession<sup>^</sup> ibda b'dawk li huma ħfief / / mela ibdew l-ewwel in-numru biss irrid\* **solo número** ee \*minn hawn\* <sup>^</sup>part time<sup>^</sup> għat-teatru ħa immur jien\*

S1: \*tal-<sup>^</sup>iswitch<sup>^</sup> x'kienet\*↗

T: \*issa aqbiżha u għamel oħra isa // tridu\* <sup>^</sup>music<sup>^</sup> \*waqt li qed tisingħu waqt li qed taħdmu\* sí o no↗

S2: sí

T: \*illum liem ħa nagħmlu Anthea↗\*

S1: \*ta\* <sup>^</sup>Havana<sup>^</sup> \*miss\*

T: \*ta\* Havana

S2: \*ir-<sup>^</sup>remix<sup>^</sup>

T: \*ir-<sup>^</sup>remix<sup>^</sup> / \*intom suppost qed taħdmu waqt li jien qed nfittex\*

(the teacher puts the music on while the students are working)

(the bell rings)

**Teacher 3 – Church School – 18 students**

**Topic: The numbers**

**Duration: 40 mins**

T: gloria al padre al hijo y al espíritu santo como era el principio ahora y siempre por los siglos de los siglos Amen / en el nombre del padre / del hijo del espíritu santo amen

SS: gloria al padre al hijo y al espíritu santo como era el principio ahora y siempre por los siglos de los siglos Amen / en el nombre del padre / del hijo del espíritu santo amen

T: \*mela\* ^homeworks^ / \*neqsin\* / ^Ryan^ \*ma tajtulix il-\* ^homework^ \*l-aħħar darba mela XX u wara tihuli issa illum tridu ittuni inti Luca wkoll Hayden ma tajtulix kollu l-\* ^homework^

S1: \*orrajt\*

T: \*le mhux orrajt XX il-\* ^file^ \*u tihuli issa\*

S2: \*miss min\* Luca jien jew ↗\*

T: \*le Luca l-ieħor\* Luca Andrea / Hayden Noah \*għax dan a- u \* ^Ryan^ / \*ktibt ismek ↗\*

S1: \*u kellna ngibu XXXX\*

T: \*mela issa l-\* ^homework^ / \*ktibt ismek ↗ jekk jogħġobkxom għalxiex intom ma tajtuhulix kollu l-aħħar darba / dawk it-tnejn orrajt qaluli / inti għalxiex ma kontx tajtuli dal-\* ^homework^ ↗

S2: \*kont ġejt tard\*

T: \*mela mur fittxu u tihuli l-\* ^homework^ / \*għamiltu Noah pruvajtu\* ↗ muy bien \*proset mela ee: issa\* ^homework^ \*li rrid niġbor tal-llum tan-\* ^numbers^

S3: \*u r-\* **repaso**

T: \*u r\*-**repaso** / Robert \*inti ħa tiġbor tan-\* ^numbers^ \*qis li kulħadd ħa jkollu ismu fuq in-\* ^number sheet^ / \*orrajt iġbor ta' kulħadd ta għax jiena inkun irrid nagħmel il-marki fil-\* ^computer^ \*tiegħi imbagħad / u Jake inti ħa tiġbor ir-\* **repaso** ^sheet^ \*ehe Jake ħa tiġbor ir-\***repaso** ^sheet^ \*tajjeb ↗ u jiena ħa nqassam il-\* ^homework^ / / \*mela Karl hawnhekk XX terġa' tagħmilhom\* Salerno muy bien \*proset\* Samuel muy bien \*int oqgħod hawn għax lilek irrid inkellmek tajtni\* ^incomplete homework^ / Issac \*il-\* verbo **llamarse** X \*kollox\* **me llamo te llamo** XXX Michael

(students talking with each other while the teacher is giving individual feedback )

\*mela Jake shhh Jake ta' Julian ↗ ta' Julian għidlu jħalliha għax jien ma irridx\* ^incomplete homework^ \*dan m'għamlux il-\* ^homework^ \*orrajt bħal ma għamel l-ieħor mela issa ntih\* ^break in^ \*inti\* ^check your mistakes^ \*orrajt\* / Luca Cassar \*oqgħod attent għall-iżbalji hawn ta orrajt\* ^check your mistakes^ \*kulħadd jiċċekja l-iżbalji tiegħu\* Robert

S3: \*hawn\*

T: \*orrajt Jake oqgħod attent għal\* verbo **llamarse** il-verbo **llamarse me llamo te llamas se llaman nos llamamos os llamais** \*u\* se llaman \*mhux\* me te se os nos se \*eq mela dak il-\* ^full verb^ \*hekk trid tagħmlu orrajt ↗ ma jagħmilx sens / iċċekja l-iżbalji tiegħek orrajt Neil

fejn hu / erga għamli orrajt għandek il-marka baxxa orrajt u anke l-<sup>\*</sup> ^homework<sup>^</sup> għidli dik mhux wara dik\* **preparados listos ya** \*wara XX Julian Borg Nikol Misfsud

S3: Julian Borg \*hawnhekk \*

T: \*oqgħod attent għal verb ma tistax tagħmilli\* llamamos \*ċara / / jekk jogħgobkhom<sup>\*</sup> ^please it's not chattering time<sup>^</sup> \*orrajt / dan m'huwiex ħin biex tagħmlu diskussjoni bejnietkom orrajt / jien qed nispejga lil sħabkom kulħadd suppost qiegħed bil-karta li tajtkom jiċċekja l-iżbalji tiegħu u titgħallmu mill-iżbalji li għamiltu biex ma tergħgħux tagħmluhom / għamiltu bl-għaġla dan il-<sup>\*</sup> ^homework jaqaw<sup>^</sup> \*u Julian issa nkellmu / mela dana tar-<sup>\*</sup> **repaso** \*u tan-<sup>\*</sup> ^numbers<sup>^</sup> \*kulħadd kien hawn xi ħadd li ma takx Jake u Robert min ma takx<sup>\*</sup> ^homework<sup>^</sup> /

S3: \*Julian ehe\*

T: \*dak Julian ħa jkollna l-problemi mid-dehra mela issa eemm in-<sup>\*</sup> ^numbers<sup>^</sup> \*studjatuhom u fil-<sup>\*</sup> ^holidays<sup>^</sup> / \*jien ktibtilkom<sup>\*</sup> ^study the numbers<sup>^</sup> \*u / għada se jkollkom<sup>\*</sup> ^dictation<sup>^</sup> \*ta tan-<sup>\*</sup> ^numbers/ clear<sup>^</sup> / \*mela ħa niktibha fuq il-<sup>\*</sup> ^board<sup>^</sup> / / \*u t-<sup>\*</sup> ^test<sup>^</sup> \*huwa<sup>\*</sup> / ^next week<sup>^</sup> \*orrajt<sup>\*</sup> / ^on a tue- Tuesday<sup>^</sup> \*għada illum ee<sup>\*</sup> **martes** \*u / illum x'inhu / ħa nara illum x'gurnata hi / x'garalek Julian /

S4: \*idejja qed tuġagħni\*

T: \*x'inhu illum /

S5: **seis**

T: \*bħala gurnata<sup>\*</sup> ^Monday Tuesday<sup>^</sup> /

S5: **martes**

S6: **martes**

T: \*mela<sup>\*</sup> **martes muy bien siete de diciembre** / \*għada għandna<sup>\*</sup> ^dictation<sup>^</sup> \*orrajt<sup>\*</sup> ^tomorrow<sup>^</sup> / **dictado** \*orrajt miz-<sup>\*</sup> ^zero<sup>^</sup> \*sat-<sup>\*</sup> ^thirty one<sup>^</sup> \*kulħadd jikteb fuq id-<sup>\*</sup> ^diary<sup>^</sup> shhh (the teacher claps) \*iċċekjaw il-kliks important li tiċċekjaw il-kliks issa ħa ngħidilkom it-<sup>\*</sup> ^test<sup>^</sup> \*ħa niċċekja eżatti jiena mal-oħrajn it-tlieta se nagħmlu / magħkhom it-tlieta jkolli nagħmlu / mela ħa jkollhom<sup>\*</sup> ^test<sup>^</sup> **prueba** \*fuq kliks se nibgħatilkom x'se tistudjaw orrajt /

S3: \*irridu nikkupjawhom /

T: \*xiex /

S3: XXX

T: \*ħa nagħtikom x'ħa joħroġ qisu<sup>\*</sup> ^scheme<sup>^</sup> / \*mela<sup>\*</sup> **prueba** \*ħa tkun<sup>\*</sup> martes \*kemm ikollna<sup>\*</sup> ^next Tuesday fourteen<sup>^</sup> \*mela<sup>\*</sup> ^fourteen eleven<sup>^</sup> \*u għamli<sup>\*</sup> ^check on kliks<sup>^</sup>

S3: \*fuq xiex se jkun /

T: \*fuq kollox hi ha jkollkom id-\* ^days^ \*il-\* ^months^ \*koll- kemm ilni ngħidilkom il-\*  
pronombres \*il-\* ^verbs^ \*in-\* ^numbers^ \*issa ha nagħmlu\* ^culture^

S6: \*x'inhil\* **prueba** ↗

T: **prueba** ^means test^ \*hanini orrajt bl-ispanjol\*

S6: \*u\* **martes** ↗

T: **martes** \*x'inhil\* ↗

SS: ^Tuesday^

T: ^Tuesday^

S6: \*jigifieri\* ^next week^ ↗

T: ^today week^ \*orrajt\* ↗ ^clear^ ↗

S7: \*miss ahna għalxiex m'għandix\* ^support teacher^ ↗ \*għax fil-lezzjonijiet l-oħra  
għandna\*

T: \*imma fil-\* ^German^ \*għandek\* ↗

S6: \*le\*

T: \*fil-\* ^languages^ \*m'għandniex għandna il-miss forsi tista' tgħina ftit ta għalxiex għandek  
bzonn\* ↗

S6: \*le le m'għandix bzonn\*

T; \*mhm mhm forsi jekk dak toqgħod ftit hdejk il-miss bħalissa nhar ta' tlieta jkollna lil miss  
Dalli forsi tkun tista' tgħinkom tikka hi naf dal-grupp huwa l-ikbar grupp u issa minn mindu  
bidlu l-uniformi qed nara l-klassi qisha ikbar ma nafx qegħdin bl-ingravata \*

S: \*m'għandix diffikulta' \*

T: \*ehe imma min ikollu bzonn xi għajnuna orrajt ifittex ftit lil miss Dalli / Julian qabel ma  
ninsa għandek dan\* ^incomplete homework^ \*orrajt m'għamiltux orrajt m'għamiltux irridek  
tagħmlu u r-\*reposito \*il-\* **pronombres** \*ma tajthomlix qaluli sħabek li ma għamilthomx  
kellek il-\* ^holidays^ \*issa bħala dana ha jkollni nzommok\* ^break in^ \*ta issa\* ^from next  
time report on\* \*klikks u tafu li jekk ikollkom\* ^three reports^ \*umbagħad jigu\* ^Saturday  
in^

S3: \*miss\* ^three reports^ \*mill-istess\* ^teachers^ \*jew jista' jkunu differenti\* ↗

T: \*għandikun ma nafx ma nafx ma nafx kif taħdem / / / mela ha nilagħbu\* **bingo** \*biex  
nippratikaw in-\* ^numbers^

S7: ^yes^

T: \*issa intom qegħdin grupp kbir orrajt ma nafx kemm ha nara kemm għandi minn dawn\*  
**uno dos tres cuatro cinco seis siete ocho nueve diez once** shh / **chicos** / \*ha jkun hawn l-

istorbju ↗ ma nagħmlu xejn / ħa natikom\* ^sheet^ \*waħda minn din biex\* ^you share it^  
\*orrajt ↗ kulħadd irrid ikollkom\* ^marker^ \*orrajt\*

S5: \*kemm ↗\*

T: ^in pairs^ **vais a trabajar en parejas** \*orrajt\* ↗ ^marker^

S8: ^permanent^ ↗

T: \*inti imma inti taħseb li dawn fuq din tista' tikteb bil-\* ^permanent^ ↗ \*imma dina jekk xi  
ħaġa li jiena ħa nagħtijhilek u nerga' niġborha u ħa nużha ma' tfal oħra taħseb li tista'  
tagħmilha bil-\* ^permanent^ ↗

S3: \*le\*

T: \*mela isimgħu 'l hawn shh / / x' ħin sħabkom ħa jgħidu n-\* ^numbers^ \*jekk intom  
ikollkom in-\* ^number^ \*li ħa jingħad orrajt ↗ mhux ngħattu in-\* ^number^ \*imma  
nagħmlu\* ^circle^ \*madwar in-\* ^number^ \*biex jiena meta intom ħa taqtgħu l-\* ^line^ \*  
hekk ħa tgħidu\* línea \*jekk ħa naqtgħu l-kaxxa kollha ħa ngħidu\* bingo ^ok ↗ clear^ ↗ si o  
no ↗

SS: sí

T: \*gili lagħbtuha l-\*bingo ↗ \*mela issa din in-nies ħa jibdew jgħidu in-\* ^numbers^ \*shh ħa  
jibdew jgħidu n-\* ^numbers^ \*jekk inti tgħaqqad dan il-\* ^line^ \*hekk sħiħ ħa tgħid\* línea  
\*jekk ħa dana ħa tgħaqqad din kollha ħa tgħid\* bingo \*orrajt\* ↗

S8: \*il-miss ħa tgħid in-\* ^number^

T: \*le intom se tgħiduhom ħeq mela shh jekk nara l-istorbju ma: dan issa intom it-tnejn\* / /  
no no line horizontal Hayden no no Noah^ \*trid toqgħod ma' XX għax għandi\* ^extra^ \*ħa  
nara minn irid waħda għalih ħa nara / mela shh\*

S9: \*ħa noqgħod ma dan ↗\*

T: ee ↗

S9: \*ħa noqgħod ma dan\* ↗

T: \*le le le e ↗\*

S9: \*m'hawn ħadd\*

T: \*le mur ma' xi ħadd ħa tkunu pairs Isaac ħu paċenzja / mela ħu paċenzja ħa ntiha lilu u  
oqgħod hawnhekk inti / mela shh / mela ħa natikom in-\* ^numbers^ \*jiena u intom ħa  
tgħidu in-\* ^numbers^ \*bl-ispanjol tridu tgħajtu u ħa nitfgħu hawnhekk in-\* ^number^  
\*orrajt mela / ma studjajnihomx donna in-\* ^numbers^ \*mela ma naħsibx li se nagħmluha il-  
\*bingo \*mela x'ħa nagħmlu ħudu paċenzja u oħorgu il-lista tan-\* ^numbers^ / \*għada  
għandkom\* ^dictation^ / \*kellkom\* ^three days five days^ / / \*intom tafuhom in-\*  
^numbers^ ↗\* ma irridx ngħaddi minn x' imkien u ma jafx xi ħadd in-\* ^numbers^ \*issa\*

S8: \*miss jien naf xi ħaġa\*

S10: **dieciseis**

S7: \*miss dawn joqgħodu jiffollowjaw\* ^patterns^

T: \*x'inhū ħi\* ↗

S7: \*joqgħodu in-numri jiffollowjaw\* ^pattern^

T: \*hmm / fejnhom in-\* ^numbers^ \*hi ↗ iftħu sew il-\* ^file^ \*ejja m'għandix ħin x'nitilfu / inti ġejt\* ^last week^ ↗ \*fejn għamilthom il-karti tan-\* ^numbers^ ↗ / \*studjathom in-\* ^numbers^ ↗

S11: \*miss ↗\*

T: \*kont ktibthom inti fuq il-\* ^fullscap^ / \*mela għiduli ejja għax ħa neħlu hawn x'inhū dan ħi\* ↗

S7: **dieciseis**

T: **dieciseis dieciseis**

S8: ^we circle it ↗ ^

T: \*iva\* ^you circle it like this^

S3: **dieciseis**

T: \*ejja\*

S12: **treinta y uno**

T: \*għajjat iktar\*

S12: **treinta y uno**

T: **treinta y uno treinta y uno / shh /**

S13: \*emm\* undici

T: \*le dak taljan\*

S13: **once**

T: **once muy bien once**

S14: **trece**

T: **trece trece / \*ejja\* Noah a ver**

S3: thirteen

T: \*għajajt Noah naqra iktar\*

S14: **veintisiete**

T: **veintisiete veintisiete / \*għajjat iktar irridu jism- għajjat qed tisimghuh intom ↗\***

SS: \*le\*

S7: \*jien le\*

T: tres \*u in-\* ^number^ \*l-ieħor smajtuh ta qabel x'kien\* ↗

S1: eh **venitisiete**

T: \*tridu toqogħdu attenti timmarkaw in-\* ^number^ \*għax inkella indumu: / isa ehe\* ^look at it^ \*isa għinu Noah\*

S14: **quince**

T: **quince quince** \*tridu tgħajjtu iktar\*

S1: fifteen

T: \*ejja Neil Neil\*

S15: **cinco**

T: \*smajtuh ↗ għajjtu darbtejn\*

S15: **cinco**

S2: ^five^

S16: **veintinueve**

T: **no no no** \*fejnhha ↗ imma jien sorry ta x'għidtilkom ↗ x'għidtilhom miss ↗ ħa nara jiena ma ma kontx \*

ST: \*biex joħorgu in-\* ^notes^ \*tan-\* ^numbers^

T: \*jien m'għidtilkomx biex toħorgu in-\* ^notes^ \*tan-\* ^numbers^ \*u hawn sieħbek għandu jekk ma tafhix tara ↗ / ehe allura\*

S16: **diecinueve**

T: **diecinueve diecinueve**

S3: ^ninteen ^

S1: **diecisiete**

T: **dieci** \*mhux\* **dieci diecisiete**

S17: **uno**

T: **uno fácil esto uno**

S2: **cuatro**

T: \*għajjat iktar\*

S2: **cuatro**

T: **cuatro**

S1: \*miss\* ^line^ \*hekk jew hekk\* ↗

T: \*orizzontali\*

S7: **seis**

T: \*għajjat\*

S7: **seis**

T: **seis número seis** \*dan kif għadu ma ħarigx il-\* ^line^ \*naħseb qas qed jimmarkaw\*

S4: **veintiocho** \*le\* **dieciocho**

T: **dieciocho dieciocho** \*isa\* Hayden

S18: **veintiuno**

T: **veintiuno veintiuno** \*erga' irrepeti\*

S18: **veintiuno**

S5: ^twenty two^

T: \*għajjat imma smajtuh intom ↗ shhh\*

S19: **veintiseis**

T: **veintiseis vamos a empezar otra** vez shh

S12: **veinticuatro**

T: \*kulħadd sema' hemmhekk ↗ \*

SS:ija

T: \*x'number għidna \* ↗

SS: ^twenty four^

T: no

S17: ^twenty six^

T: ^twenty four^ \*imma x'ngħidu bl-ispanjol\*

S17: **veinticuatro**

S13: veintedue

T: \*eq għidtli nofsha bl-ispanjol nofsha bit-taljan ijsa\*

S13: **veintedos**

T: **veintedos veinte dos** \* isa\* Isaac

S3: **línea**

T: \*għaqqatha bil-**\*ventidos**

S3: ehe

T: \*ħa nara stenna issa għidli n-\* ^numbers^ \*ħa niċċekja\*

S7: \*uwejja miss\*

T: \*x'inh uwejja miss↗\*

S7: \*konna se naqduha \*

T: \*heq ee shh mela għidli in-\* ^numbers^ \*kollha li għaqqadt shh ismigħu l'hawn ħa taraw x'reb- aw in-\* ^numbers^ \*li kienu\* **los números ganadores**

S3: **ventidos**

T: **ventidos**\* x'iktar\* ↗

S3: **diecisiete**

T: **diecisiete** \*x'iktar\* ↗ **qué más** ↗

S3: onc

T: \*mela ma studjathomx in-\* ^numbers^ ↗ \*kull darba qed tmur in-naħa l-oħra\* / **once** \*mhux\* onc

S3: **dieciocho**

T: **dieciocho** mhmm **qué más** ↗

S3: **treinta y uno**

T: muy bien \*irbaħt il-\* ^line^ \*imma m'għandi xejn ta / issa ħa nkomplu biex naqgħdu il-\* ^bingo^ \*u l-kaxxa kollha tridu tagħqdu / / shh shh\*

S14: **dos**

T: \*għajjat\*

S14: **dos**

T: \*issa ma ngħidux\* **línea** \*tridu tagħqdu il-kaxxa kollha\*

S14: **dos**

T: **dos**

S7: eh **diecicuatro dieci-**

T: \*ħares sew ħares lejn in-\* ^notes^

S7: **catorce**

T: \*għajjat iktar\*

S7: **catorce**

T: **catorce** \*ijja\*

S15: **nueve**

T: **nueve nueve nueve** \*ijja\*

S16: **diez**

T: \*għajjat iktar \*

S16: **diez**

T: **diez**

S4: ^yes^

T: **ventiocho**

S5: ^yes^ \*ejja ejja\*

T: **ventinueve**

SS; ^yes^

T: ^shh no no^ \*isa għiduli inti luca\*

S17: **siete**

T: \*għajjat iktar \*

S17: **siete**

S18: venti

T: \*mhux\* venti

S18: **veinte**

SS: **bingo bingo**

T: muy bien\* issa mhux ħa noqgħod niċċekjahom / mela għiduli in-\* ^numbers^ \*li għaqqadtu bingo għidli nofshom inti u nofshom Julian\*

S5: **tres uno em veintiocho ventinueve catorce ocho cinco dieciocho**

S4: **veinte dieciseis**

T: **dieciseis** shh

S4: emm **diez catorce catorce cuatro**

T: **limpia limpia** \*issa kulhadd inaddaf bil-^wetone^ \*li għaddejja / lesti\* ↗

S4: **ventisiete**

T: \*issa intom\*

S3: **tres uno diecinueve cuatorc ocho**

T: \*eh l-istess mela ġew tnejn dana eh mela jekk jogħġobkom qed ngħaddi\* ^wetone^ \*jekk għandkom waħda intom jew xi ħaġa biex tnaddfu\*

S5: \*isaac tini tissue\*

T: \*jekk jogħġobkom / fejn hi ir-\* ^rubber^ \*tihil\* /\* mela\* / gracias \*mela insomma baqa'\* ^five minutes not worth it^ \*mela baqa\* ^five minutes^ \*il-\* ^lesson^ \*li kelli suppost dana għada ok nagħmlu d-\* ^dictation^ \*u nagħmlu l-\* ^lesson^ \*ha ngħaddi did-\* ^dice^ \*tiftakru kont għidtilkom bid-\* ^dice^

S6: ehe

T: \*orrajjt u ha nikteb it-tliet verbi li tgħallimtu mela\* ser llamarse \*u\* tener \*issa kulhadd ha jwaddab din id-\* ^dice^ \*u jekk inti tiġik fuq\* vosotros \*u jien nagħmilek hekk trid tgħidli\* vosotros hmm hmm

S6: os llamáis

T: os llamáis \*kulhadd fehem x'ha nagħmlu\* u sí o no

Ss: sí

T: \*mela tibda inti mela\* nosotros shh

S3: somos

S3: \*ta\* tener tenemos

T: \*kulhadd jagħlaq il-\* ^file^ \*għalaq\* Luca \*għalaq dawn suppost tafuhom ilna nippratikaw\*

S7: **él ella \*u\* usted**

T: **ella él\* u\*usted \*ta\* ser**

S6: **él \*jew\* ella**

T: **él ella \*mhux xorta kollha ta'\* él ella \*u\* usted**

S7: \*ta'\* **ser**

T: \*ehe ta'\* **ser / yo soy tú eres él**

S7: **somos**

T: \*ha nar= Nikol\*

S7: **es**

T: **es** \*ejja mela: hu ħsieb /tagħmili waħda oħra mela eżempju din taf ta' din\* **él ella \*u\* usted** \*x'tiġi\*

S7: **tenemos**

T: \*dak\* **tenemos** \*u\* **somos nosotros** \*x'tigi\* ↗

S7: **tiene**

T: **tiene** \*ijsa\* Nikol

S6: **él**

T: \*biddilha ijsa\*

S6: \*ill hanina\*

T: \*ejja\* **nosotros**

S6: **nos llamamos**

T: **muy bien** Daniel

S8: **tú**

T: eh ^sorry^ / \*x'gietek int\* ↗

S8: **tú** //

T: **tú tú**

S8: eh

T: \*ha nara\* Julian

S5: **eres**

T: **eres** \*tajjeb ejja Noah trid\*

S14: **vosotros**

T: **vosotros** \*din tafha\* ↗ ^don't worry don't worry^ \*int ma kontx hawn jigifieri naħfirilek ejja\* Ryan \*min ha jghidili ta'\* **vosotros** ↗ **vosotros** ↗ \*ejja qed nistenniha li tagħmilha ha nara\* Robert

S3: **tenéis**

T: **tenéis** / \*x'ghandek\* ↗

S16 : **ellos ellas u usted**

T: \*daqshekk ghax daqqet\*

**State School: Teacher 2 - Form 4 - 3 students**

**Topic: Traveling**

**Duration: 40 minutes**

T: \*mela ha nibdew x'ghamilna l-aħħar ^lesson^ ↗

S1: **tema gramatical y** ^composition^ \*għamilna\*

T: **redacción** \*bravi u grammatika x'għamilna ↗\*

S2: XXX

T: **el futuro / perfecto**

S1: ^dictation^ \*għamilna\*

T: **dictado** mhmm.

S1: XXX

T: **entonces el futuro** \*għadkom tiftakru\* ↗

(the teacher writes on the board)

T: **cómo se hace el futuro / el futuro se toma el verbo hablar comer o vivir** / \*xi jfissru dal-verbi isa\*

S2: vivir \*tixrob\* **comer** \*tiekol\*

T: \*Le\*

S1: vivir \*fejn toqgħod\*

T: vivir \*tgħix dak\* **BEBER**

S2: \*ujja\*

T: \*ejja u\* **hablar / qué significa hablar** ↗

S1: \*fejn toqgħod ↗\*

T: \*fejn toqgħod ↗ fejn toqgħod (pointing to the verb vivir) dan x'nagħmel ↗\*

S2: ^to eat^

T: ^to eat^

S2: ^to speak^

T: \*eh issa / x'nagħmlu dawn ↗\* **AÑADIMOS**

S1: comer \*miss tiekol ↗ insejt\*

T: mhmm **añadimos terminaciones** / \*x'inhuma l-\* ^endings^ \*ħa nara għadkomx tiftakruhom\*

S1: e:

S2: e:

T: e

S2: e

T: **hablaré**

S1: **com- comeré**

T: **comeré \*orrajt\* / hablaré comeré viviré yo / TÚ**

S2: \*a ux↗\*

S1: \*mela tajba\*

T: **COMERÁ él ella \*u\* usted / din x'jonqosha↗ //**

S1: **comerás↗**

//(teacher nods and writes on board)

T: \*issa imbagħad↗\* **nosotros**

S1: **comeré \*le\* comeremos ↗**

T; \*ejja tafha\*

S1: \*eh imbagħad\* **comeráis comerán / comeréis comerán**

S2: **comeréis comerán**

T: hehe (teacher laughs)

S2: \*insejthom dawn\*

T: \*tajjeb / issa\* **estamos hablando** \*fuq xiex qed nitkellmu↗ it-\* ^topic topic^ \*ingenerali x'inhu it-\*^ topic↗^

S2: \*vjagġi\*

T: viajes

S2: u XX

T: viaje ^travel^ / \*u tiftakru l-ewwel ħaġa li għamilna qbadna bagalja\*

S2: \*għal\* ^New York^

T: \*int iddeċidejt għal\* ^New York^ \*tajjeb / inti fejn għidna li ħa immorru↗\*

S2: ^Maldives^

T: e?

S2: ^Maldives^

T: **las Maldivas / \*mela\* vamos a New York y las Maldivas y después a España**

S2: \*hehe mhux ovja\*

T: Mariana \*naħseb\* **en la luna** \*qiegħda bħalissa ma tidhirx. / mela x'waddabna fil-bagalja\* / **qué hemos puesto dentro de la maleta↗**

S1: \*miss ara fit-tmienja u nofs tkun hawn għax dejjem hekk tiġi dik / veru↗\*

T: \*mela ijsa / x'waddabna ġol-bagalja↗ \*

S2: \*kollox\*

T: \*minn kollox, ovja minn kollox\*

S1: ^make up^

T: \*eee: allijista jkun ta\*

S2: \*eh mhux jiena\*

S1: ^make up^ / \*ħwejjeg\*

T: \*inti le ħwejjeg\*

S1: \*fwieħa / ikel insomma ikel le / xorb u\* ^ just in case^

T: \*x'għamilna iktar↗\*

S1: ^jewellery^

S2: **ropa**

T: **ROPA** / \*illum ħa nitkellmu naqra fuq ir-**ropa**

S2: \*uwejja\*

T: \*orrajt\* **ropa** \*x'inhi għidt↗\*

S2: \*ħwejjeg\*

T: \*għadkom kemm tgħiduli\* / **mela hoy vamos a hablar primero léxico/ vocabulario ropa**  
\*kif ukoll\*

S1: léxico↗

T: **léxico vocabulario** \*kelma oħra ġdida / intom issoltu tafuha hekk\*

S2: ^vocabulary^

T: mhmm / **vamos a hablar también Mariana buenos días** ( a student enters the classroom)

S1: \*uija mhux 'il bogħod minn u nofs / tliet minuti qabel ġejt\*

T: \*tal-linja↗\*

S3: mhmm

T: \*pogġi\*

S1: \*aa possibbli ma jgħidulek xejn għax tiġi tard int↗\*

S3: \*mhux jien kellmithom il-familja tiegħi\*

T: \*b'tal-linja ma tistax tasal kmieni u / mela ha immorru\* ^holiday New York^ \*għidna li ħa nieħdu l-bagalja\* **la maleta que vamos a poner ropa y dónde vamos a VIVIR esta semana** ↗  
**vamos a vivir en un hotel** \*nispera jew ħa toqgħodu fit-triq intom ↗\*

(students laugh)

T: \*mela\* **vamos a hablar también de hoteles** / \*din hija il-\* ^lesson^ \*tal-llum\* / **vamos a hablar de hoteles**

S1: \*mela mhux fuq il-ħwejjeg ħa nitkellmu ↗\*

T: \*ukoll\*

S1: \*mela għala għidt li ħa nitkellmu fuq\* **hoteles** ↗

T: ^double lesson^

S1: \*jigifieri għandna\* ^lesson^ \*minnhom ħwejjeg u\* ^lesson^ hoteles

T: \*skont kemm tlaħħqu u\*

S3: \*nikkupjaw fuq il-pitazz ↗\*

T: \*le għalissa tikkupjaw xejn / mela\*

S2: \*miss dan\* ^topic^ \*gdid ↗\*

T: \*le l-istess wieħed ħa nikkonkluduh\* / estas imágenes ^these pictures^ **estas fotografías qué significan**

S2: **hotel**

T: **hotel** \*mhmm imma speċifika Ramon / / dan x'jista jfisser ↗\*

S2: \*biex jiekol\*

T: **mhmm cómo decimos en español**

S2: **comer**

T: **comer vale / que comemos ↗ / este que es este ↗**

S2: **vino**

T: **vino vale entonces es comida no / que son estos ↗**

S1: \*mhux\* ^l-id card ↗ l-id card^ \*tal-flus\*

T: \*l-\* ^id card^ \*tal-flus\* (teacher laughs) ^credit card credit card^ \*tissejjaħ\* **tarjeta**

S2: \*ijwa ijwa\* //

T: **este que es ↗**

S3: ^parking sign^

T: ^parking sign^ **entonces ponemos el coche aquí no ↗ en el aparcamiento**

S2: **la piscina**

T: **la piscina muy bien / ahora d y f cuál es la diferencia** ↗

S2: ^single^ \*u\* ^double bed^

S1: ^single^ \*u\* ^double^

T: **muy bien muy bien**

S3: XX \*imma bl-ispanjol ma nafx x'inhuma\*

T: **vale** \*għalhekk ħa nagħmluhom\* / **cuaderno** ^copybook ^

S1: \*illum kemm għandna\* ^date^ ↗

S3: ^six^

T: \*mela\* / **que fecha tenemos hoy**

S1: **hoy es emm miércoles seis seis** \*u\* ↗

T: **seis**

S1: **de diciembre**

T: **muy bien**

S1: "due" mil

T: **dos mil diecisiete**

XXXXXXXXXX

T: ahora ^title^ \*ħa nagħmlu\* nuevo español en marcha \*il-ktieb li ġili nużaw biex naħdmu\*  
^l-exercises^ **español en marcha**

S1: \*miss għala tal-\*^library^ \*ma tawnix ktieb tal-ispanjol ↗\*

T: \*għax\* ^il-contents ^\*jridu jtukom żewġ kotba erbgħa\*

S1: \*erbgħa ↗\*

T: ^workbook u:^

S3: \*vera m'għandix kotba tal-ispanjol\*

T: \*mela\* **título** \*aqrahulna inti leiscia\*

S1: **relaciona las siguientes palabras con los símbolos de las instalaciones de hotel**

T: **de hotel** \*brava\* / \*mela\* **el uno es piscina dos mariana** \*aqralna\*

S3: **habitación** "individuale"

T: **individual** mhmm

S3: \*jien ↗\*

T: mhmm

S3: **habitación doble restaurante**

T: **restaur**

S3: **restaurante**

T: \*dik kif ħa ngħiduha S2\*

S2: **tarjetas de crédito**

T: \*u\*

S2: X

T: \*bravu\* / **cuál es la tarea ↗ es relacionar combinar frase y imagen fotografía** /\* orrajt ↗ ħfief\*

S2: \*dik\* single bed double bed

T: \*eqq shhhh issa min jafhom jafhom min ma jafhomx ma jafhomx Ramon eqq\*

S1: \*u dawk ħfief miss\*

S3: \*ħfief miss\*

T: muy bien \*mela ikkupjaw it-\* ^title ^/ \*ikkupjawhom kif inhuma ħalli imbagħad inkabbrilkom l-istampi u timmaċjawhom ijsa

(students work out the exercise) / / /

S1: \*tista ittela' ta naqra sas-\*^six^

T: **vale: estais listos**↗

S2: \*s'hawn\*

T: \*orrajt\* / /

S1: \*lesta\*

S3: \*lesta\*

T: **muy bien entonces Ramon la A que es**↗

S2: **res- restaurante**

T: **retaurante muy bien / mariana la b**

S3: **habitación individual**

T: **individual / y Leixia la c**

S1: **ee tarjeta de crédito**

T: **muy bien Ramon la d**

S2: **garage**

T: **el garage / la e Mariana**

S3: **piscina**

T: **piscina y finalmente la f**

S1: **habiatción doble**

T: **habitación doble / a ver os pregunto ^questions^ / te gusta más Ramón habitación INDIVIDUAL o una habitación DOBLE**

S2: **doble** \*miss ħa noqġħod imxaħxaħ miss\*

T: (teacher laughs) \*xix ↗ ħa joqġħod imxaħxaħ \*

S2: XXX miss

T: **una habitación doble vale vale** \*issa\* /Marina **que prefieres un hotel con garage o \*u\* hotel con piscina ↗**

S3: piscina \*

T: ^ok^

S3: \*il-garaxx mhux se noqġħod fih\*

T: \*orrajt\* / **Leiscia tú prefieres un restaurante DENTRO del hotel o un restaurante FUERA del hotel ↗**

S1: **dentro**

T: **dentro** / \*ma tħobb- ma tħobbux tkunu komdi ukoll\*

S1: \*miss ħalli jekk inħoss il-bard noqġħod ħdejn il-\* ^heater^ u jekk inħoss is-sħana noqġħod taħt l-^air condition^

S3: \*miss jien mhux ma' Ramon irrid naqsamha s-sodda kbira\*

T: \*orrajt orrajt m'intomx se tixxerjaw l-istess kamra\*

S3: \*iz-żġhira aħjar\*

S1: \*le kamra doppja aħjar\*

T: **vamos a ver qué tiene que tener un hotel para gusatrnos**

S2: \*xiex miss ↗\*

T: **qué tiene que tener un hotel PARA GUSTARNOS**

S3: \*ħa nagħmlu ^hotel^ li joqġħob lilna

T: muy bien

S1: \*x'qalet ↗\*

T: \*Li jogħġobna\* / mela **primera cosa vamos a hacer así Ramon Leiscia y Marina**

S1: **\*eija tajieb\***

S1: \*ee orrajt\*

S2: \*xiex miss↗\*

S3: \*ah kieku jkollna\* ^hotel^ \*kif irriduha aħna\*

T: hotel / \*mela\* **a ver un hotel de TRES ESTRELLAS / CUATRO ESTRELLAS / o CINCO ESTRELLAS↗**

S1: **tres**

T: **tres↗ tú de tres**

S2: **cinco cinco**

S1: \*ma fhimtx imma jien ħsibtha ta\* ^first hotel^

T: **no / un hotel de tres estrellas estrellas**

S2: ^three star hotel four star hotel five star hotel^

T: **cómo prefieres tú↗**

S1: ^five star hotel^

T: **en español↗**

S2: **cinco**

T: **CINCO ESTRELLAS**

S1: **estrellas / \*em x' diferencia jkollok imma\* ^five star hotel^↗**

T: \*ikollok\*

S2: \*ikollok mela ma jkollokx\*

T: \*issa nurik issa nurik\*

S2: \*ta Malta imma miss mhux Spanja\*

S1: \*pereżempju jkollok iktar affarijiet u hekk\*

S2: \*iktar kumdita\*

S1: \*ikollok iktar affarijiet\*

T: **estos se llaman / estos símbolos se llaman estrellas / \*mela ħa nibdew\* / Ramon individual o doble↗**

S2: \*x'taħseb↗\*

T: **doble**

S1: \*naħseb kulħadd\* **doble** \*ħa jgħidlek miss\*

T: \*mela\* **habitación** \*x'inhil\* **habitación** \*mela\* ↗

S2: \*kamra tas-sodda\*

T: \*il-kamra tas-sodda bravu / mela\* **doble** / Leiscia ↗

S1: **doble**

T: **doble también** hmm / Marina ↗

S3: \*uija għamilha\* **doble**

T: **no no cómo prefieres tú ee**

S3: \*uija uija mela\*

T: **cómo doble** ↗

S3: \*ija\*

T: sí

S3: \*ħa ma naqax mal-art\*

T: **vale**

(students laugh)

S3: \*jekk jiena indur ħafna nispiċċa mal-art\*

T: **vamos a tener desayuno**

S1: \*istra ġili għidtilna imma insejt\*

S2: \*anke jien nsejt\*

T: **donde tomo café cereales leche**

S3: "colazione" ↗

S1: ^English breakfast^

S3: "colazione"

T: "colazione" \*brava mela\* **con el hotel va a ser con desayuno INCLUIDO o no**

S1: \*fil-kamra jew barra\* ↗

T: \*kieku sew fil-kamra / ħudu is-sens tal-kelma bl-Ingliż\* / **desayuno** \*għidna li huwa\* ↗

S2: ^breakfast^

T: \*issa ħa ngħidilkom\* **incluído** \*x'inhil\* **incluído** ↗

S1: \*inkluz\*

T: \*inkluz bravi / mela\* **el desayuno va a ser incluido o no**

S1: **incluido**

S2: **incluido**

T: \*hawn min ma jieħux\* ^breakfast^

S1: ^English breakfast miss^

T: **desayuno** \*inti tridu\* Marina id-**desayuno**↗ **quieres desayuno**↗ **sí**

S3: \*aħjar kieku ġol-kamra jekk teżisti\*

S1: \*eh teżisti miss\*

T: ahh muy bien

S1: \*teżisti miss\*

T: **muy bien es un servicio extra / vale / ahora vamos a poner instalaciones**

S2: \*x'inhi\* **instalaciones**↗

T: \*ħa ngħidlek\* // **qué son las instalaciones**↗ **son servicios extras como el garaje, la piscina, el gimnasio** \*mela / x'tixtiequ\* ^extra^ \*mal-^hotel↗^

S1: \*Ahh kamra tal-^gym^ \*kamra tal-^jewellery^ \*kamra tal-^make up^ \*kamra tal-ħwejjeg\*

T: \*eh inti trid apparti il-kamra\* ^walking wardrobe^ \*ġol-^hotel↗^

S1: \*ezatt\*

S2: XX

S1: \*biex nerfa' l-ħwejjeg\*

T: \*u kemm se tixtri ħwejjeg↗\*

S1: eee

T: \*aw tella' il-^visa^ \*ta' xi ħadd sinjur ee\*

S2: \*mhux ta' omni u missieri\*

S1: \*ara ara gwardarobba apposta għal-ħwejjeg, gwardarobba apposta għaż-żraben ijsa\*

T: \*qed titolbu wisq qas\* ^five star^ \*ma jagħtikom hekk\*

(students laugh)

T: \*mela intliftu / intliftu fil-^holiday^ \*immaginarja tagħkom / mela ħudu l-**hotel en general** \*ħa jkollu **piscina**\*

S1: \*ee mela\*

T: \*eee ħa jkollu\* **gimnasio**

S1: \*mhux kollha\*

S3: “**gimnastica**”

T: ^gym^

S2: \*mhux kollha imma e\*

T: \*imma triduh fil-<sup>^</sup>hotel<sup>^</sup> \*tagħkom<sup>↗</sup>\*

S1: \*ija irridu\*

T: \*ukoll<sup>↗</sup>\*

S1: \*iktar kemm ikolli iktar aħjar\*

T: \*fil-<sup>^</sup>holiday<sup>^</sup> \*ħa tmorru tagħmlu il-<sup>^</sup>gym<sup>↗</sup>^

S1: \*heg le inżommu naqra fit u\*

S2: \*jieħdu gost bik il-flus\*

T: \*orrajt / ħa jkollu\* **resaturante**

Ss: \*ija\*

S1: \*kollox\*

T: \*imma jien ħa nagħmlikon klawzola issa / mela semmejna\* **tres objetos**

S2: ^ buffet ^

T: ^buffet^ \*ukoll<sup>↗</sup>\*

S1: \*qed jitlob ħafna miss\*

S2: \*jiena<sup>↗</sup>\*

T: \*mela ejja nirbħu l-lotterija imbagħad imorru / mela x’inhuma it-tliet servizzi li semmejt<sup>↗</sup>\*

S2: **gimnasio**

T: **piscina**

S3: **restaurante**

T: **y restaurante** / \*ħa nagħtikom klawzola / il-klawzola hija waħda tridu tagħzlu\*

S3: **restaurante**

T: \*inti\* **restaurante**<sup>↗</sup>

S3: \*għax sorry ta nippreferi XX milli XX\*

T: **restaurante** / Marina ee Leixa

S1: \*stenna ħa naħseb għax ma nafx liem ħa nagħżel jekk hux pixxina jew\* **gimnasio** \*le le pixxina jew\* **restaurante**

T: \*inti Ramon\* **que quieres**

S2: \*l-ewwel l-ikel imbagħad pixxina\*

T: **entonces**

S2: **restaurante**

S1: \*skont hux fis-sajf nagħżillek pixxina imma fix-xitwa\* **restaurante**

S2: \*l-ewwel l-ikel imma\*

T: **eres muy complicada leiscia / tres tienes instalaciones piscina restaurante / gimnasio**

S1: \*ija qed ngħidlek fis-sajf kieku\*

T: **no no uno**

S1: \*ija ija qed ngħidlek fis-sajf nagħżilek\* **piscina** \*u jekk imorru fix-xitwa nagħżel\* **restaurante**

S3: \*imma issa għażel xi ħaġa jien mhux qed ngħidlek x'se jġgri\*

S1: \*u meta sejrin↗\*

T: \*issa sejrin fil-\***Christmas**^

S1: \*mela\* **restaurante**

T: **restaurante**

S1: \*tgħid mhux ħa mmurlek fil-\***piscina**

S3: \*hemm pixxina bl-ilma sħun ta\* **jacuzzi**^

T: vale / **restaurante** /

S1: \*kulħadd iħobb jiekol\*

T: **cómo vamos a PAGAR**↗ \*kif ħa nħallsu↗\*

S1: \*ħalsilna int\*

(S3 laughs)

T: YO↗

S1: \*ħeq le\*

XXXX

T: \*mela\* **vamos a pagar** \*ħa ntikom żewġ\* **dos opciones en efectivo**

S2: \*x'inhil\* **efectivo**↗

T: \*ħa ngħidlek\*

S3: \*jigifieri flus↗\*

T: **o / con tarjeta**

S2: \*jew\* ^credit card^ \*jew\* / ^cash^ \*naħseb u↗\*

S1: **tarjeta tarjeta tarjeta**

S2: **tarjeta \*u\***

T: \*it-tfal taċ-ċisk ta\*

XXXX

S3: \*miss għax bl-intelligenza mhux ovja li bil- dan bil-\*^credit card^

T: **con tarjeta hmm vale / el hotel o queremos en el centro↗**

S1: \*x'jigifieri↗\*

S2: \*forsi jkun hemm miss XXXX\*

T: **de la ciudad**

S2: \*le \*

S3: \*le \*

T: **o por ejemplo**

S1: \*ma fhimtx miss\*

T: \*ħa ngħidlek\* / **en la costa**

S2: \*miss jien nippreferi fil-\* **costa**

S1: \* xiex↗ x'inhi↗\*

S2: \*jew fiċ-ċentru / jew fis-\*^city^ \*jew fejn il-baħar hux miss\* **costa↗**

T: \*mela kelma ġdida\* **en las afueras** / \*din hi l-kelma ġdida\* (referring to the word written on the whiteboard)

S2: **costa** \*isbaħ miss ħdejn il-baħar\*

T: \*mela\* **en la costa** \*x'għidna li hi\* **en la costa↗**

S2: \*fejn il-baħar isbaħ\*

S1: \*fejn il-baħar↗\*

T: **en el centro de la ciudad**

S1: ^city^

T: \*imma fejn fis-\*^city^

S3: \*fin-nofs\*

T: **el opuesto del centro es en las afueras**

S2: \*'il bogħod ↗\*

T: **afueras** \*hija dik li bl-Ingliż insejħulha\* ^outskirts^ / \*x'jigifieri\* ^ outskirts ↗ \*jigifieri  
immaginaw il-Belt / minflok il-**hotel** \*ikun il-belt ikun fit-tarf tal-Furjana\*

S1: \***en la costa** hi għax ħa ngħidlek għala fis-Sajf minflok ikollok pixxina\*

T: \*fil-Milied sejin\*

S1: \*imma eżempju fis-Sajf immorru fis-Sajf minflok ikollna l-pixxina ikollna l-baħar faċċata  
tagħna\*

T: \*orrajt jigifieri inti l-baħar tridu la ma tajnikx il-**piscina** \*il-baħar tridu\*

S2: \*miss jien\* en la costa

T: \*int\* **en la costa** \*ukoll\* (talking to S2)

S2: en la costa

T: \*ijsa ħej \*y tú Marina dónde prefieres el hotel ↗

S1: \*imma ħa ngħidlek fix-Xitwa jkollok bżonn il-**heater** e^

T: **en las afueras en la costa o en el centro de la ciudad**

S3: \* fin-nofs\*

T: **en el centro** ↗

S3: \*ikollok ħwienet\*

T: por qué ↗

S3: \*ikollok postijiet fejn tmur\*

T: **qué vamos a visitar** ↗ **vamos a visitar monumentos /**

S1: \* x' \* **monumentos** ↗ \*ħwejjeg\*

T: \*bis-serjeta' ↗\*

(students laugh)

T: ^shopping^ \*jigifieri\*

S1: \*ħeq le u Ramon joqgħod jistennina barra\*

T: \*ee xix ↗ x'qalet ↗\* Ramon / Leiscia **ha dicho museos y monumentos nada**

S2: \* xiex ↗\*

T: \*ma tkunx trid tmur\*

S1: \*fejn↗\*

T: **museos**

S3: \*eeq naqbel magħha\*

T: \*eee: tini ċans tini ċans e taqbel magħha\*

S1: \*ħeq le imbagħad immorru nixtru l-ħwejjeg tan-nisa u int oqgħod barra\* (talking to S2)

S2: \*biżżejjed nixtri XX\*

S1: \*imorru nixtru l-ħwejjeg tan-nisa u int oqgħod barra stennina ux\*

(teacher and S1 laughs)

S1: \*int mhux se tidħol f'ħanut tan-nisa sa fejn naf jien \*

(S1 laughs)

S2: \*arani\*

S1: \*jidħol f'ta l-\* ^underwear^ \*miss immaginah\*

T: \*tridu sew jigifieri / ejja ejja għax ħa nintilfu\*

S1: \*issa għamlilna l-ħwejjeg u\*

T: \*mela XXX mela\* preferencia Marina \*int għidli \*en el centro / Ramon y Leiscia en la costa \*orrajt↗\*

S1: \*stenna stenna stenna imma fejn hemm post fejn ikun hemm ħwienet tal-ħwejjeg u hekk\*

T: claro tiendas hay muchas uuuhhh

S1: \*fejn fejn↗\* is-centro de la ciudad↗

T: \*kullimkien\*

S1: \*mela\* en la costa xorta\* għax kieku\* en el centro de la ciudad\* kieku lilha kont nagħzel\*

S2: \*u le imma naħseb ikun hemm riħa t'għeluq / u ħafna bini fin-nofs\*

S1: \*ahh imma insib ħafna aw aw ħwienet tal-ħwejjeg\*

T: \*mela\*

S1: \*tal-\*^make up^

T: qué vamos a decir más de hotel↗ el hotel el hotel qué puede darnos en la habitación ↗ a ver los tengo aquí (the teacher shows them some toileteries)

S1: \*ehe dawk kont urejthomlna miss\*

T: hmm

S2: ^tissues shamp- shamp- emm^

T: vale estos son servicios /son detalles gratuitos / qué significa gratuitos

S2: ^on the house^ \*b'xejn\*

T: (teacher laughs) / ^on the house^\* b'xejn orrajt mela\* a ver aquí tengo / qué tengo este ↗ qué es este ↗ /

S2: \*boq \*

S1: \*ħa nara jien / ħa nara jien\*

T: en español qué es ↗

S1: ^shampoo^

T: el champú: y qué es el champú ↗ qué es el champú ↗

S1: \*mhux biex taħsel xagħrek\*

T: vale / aquí qué tengo ↗ qué tengo ↗

S2: \*sapuna\*

T: cómo se llama ↗ / cómo se llama ↗ busca busca \*ijsa fittex\*

S1: ġabon jabon ↗

T: \*le ġobon le dak niekluh / aqraħa sew leiscia\*

S1: jabon de tocador

T: de tocador vale / qué es este ↗

S1: \*petne\*

T: peine / qué es el peine ↗

S1: \*mhux petne \*

T: \*taf x'inhu petne bil-Malti ↗\*

S1: \*le\*

T: \*le\*

S3: "cos'e' ↗"

T: "per farti i capelli la spazzula"

S3: "ah pettine"

S1: \*imma mhux\*^ brush^

T: \*le\* " pettine"\* mela leiscia\* tú vas a necesitar esta cosa e vas a necesitar ↗ \*x'inhu\* necesitar ↗

S2: \*flus\*

T: \*se jkollok bżonn dawn \*es el

S1: gorro

T: de ducha

S1: \*tal- tal- li tinħasel\*

T: ehe gorro de ducha qué es en inglés↗

S3: ^shower cap^

T: ^shower cap^\* peress li trid tibza' naqra għal xagħrek u\*

S1:\* eh orrajt\*

T: **el gorro de ducha / y qué tenemos aquí son**↗

S2: **saponetas**

S1: ^tissues^ \*h\*i

T: **en español**↗ **qué son en español**↗

S2: **pañuelos**

T: **panuelos panuelos vale**

(bell rings)

## Appendix H: A sample of interviews

### Interview 1

C: How long have you been teaching?

T1: 2 years: 1 year in a senior school and 1 year in a middle school

C: What are your views regarding translanguaging?

T1: In the classroom of course. Jien bil-Malti jew bl-Ingliż irrid inwieġeb?

C: Biex trid

T1: Mela emm illum il-ġurnata peress li hemm kulturi differenti fil-klassi hija daqsxejn diffiċli li kelma bl-Ispanjol, għax ovjament tiegħi għadhom żgħar, meta taqlibha għal lingwa għandek Ingliż u Malti. Għandi ċertu każijiet speċjalment ma' tfal daqsxejn batuti, bil-Malti jekk taqlibha bl-Ingliż jippreferu bil-Malti imbagħad issib li għandi Ingliż fil-klassi allura irrid naqleb bl-Ingliż ukoll. Toħodlok il-ħin. Nippruvaw kemm jista' jkun nevitaw li nużaw il-Malti u l-Ingliż imma f'ċertu każijiet bilfors irrid nużaha.

C: Mhmm emm Do you switch to the L1 or L2 during your lessons? If yes, when and why do you use it?

T1: L1 tal-Malti jiġifieri?

C: Malti u Ingliż. Jiġifieri meta tuża l-L1 u L2?

T: Mela emm meta tkun l-aħħar resort eja ngħidu hekk meta ma jkunux qegħdin jifhmu. Dana nippruvaw bi stampi, gestures ħafna ħafna. Meta nara li lanqas bil-gestures m'huma qegħdin jifhmu naqleb bil-Malti.

C: U hemm xi partijiet tal-lezzjoni eżempju l-introduction, conclusion, grammatika jew kultura li fihom tuża speċifikament il-Malti?

T1: L-iktar l-iktar fil-grammar għax fil-vocabulary u fil-cultures hemm ħafna stampi u ħafna videos imma grammar biex jifhmu jien naf pereżempju il-verb irrid ngħidilhom isma' dan il-verb jien naf jucar ifisser tilgħab bil-Malti. Bħal ma ngħid jien nilgħab, inti tilgħab jinbidel, fl-Ispanjol jinbidel ukoll għax dik anke bil-Malti.

C: Have you ever tried to use Spanish only during the lessons? If yes what were the results?

T1: Meta kont teaching practice u ma tantx kelli feedback tajjeb għax it- tfal kien hemm minnhom li baqgħu sal-aħħar ma jstgħux jifhmu ċertu kuncetti. Naqra diffiċli biex lesson sħiħa tagħmilha bl-Ispanjol. Anke għalihom it-tfal. Mhux qed ngħid li l-Malti għandu jieħu over l-Ispanjol imma skont il-livell tal-klassi, skont il-livell tat-tfal. Hemm min jifhem mal-ewwel bl-Ispanjol, hemm min ġili anke bil-Malti jsibuha diffiċli.

C: Eżatt. In your opinion what are the factors that influence L1 and TL use in the Spanish as a FL classroom in Malta? Jiġifieri x'jinfluwenzak lilek milli tuża il-Malti u l-Ispanjol fil-lessons? X'fatturi tieħu inkonsiderazzjoni biex tara x'lingwi ħa tuża?

T1: Hekk ux Spanjol jew Malti?

C: Eżatt.

T: Il-livell tal-istudenti u jien nieħu gost naħdem bil-face expressions. Jekk qed nara ħafna

blank faces dak sinjal li mhux qegħdin jifhmu nerga nipprova bl-Ispanjol nipprova nħaffef ftit id-diskors imbagħad anke tfal ħa jaqbzu xorta ee miss mela dik jiġifieri u nispiċċaw nużaw il-Malti xorta.

C: ok Some teachers adjust the way they speak when they use the TL with beginner level learners. Do you do this? What are your views regarding the use of the TL and L1 in the beginner level Spanish classes?

T: Ehe jien fil-każ tiegħi maż-żgħar ma' tal-form 1 l-ewwel li bdejt bil-Malti. Dawn lanqas FLAP ma kellhom tal-kulleġġ tagħna jiġifieri nibda bil-Malti. Imbagħad ovjament tibda tuża bil-mod bl-Ispanjol sakemm ħa ngħid hekk f'January u naħseb anke qabel, il-lesson bdiet issir kollha bl-Ispanjol. Imbagħad jerga' skond il-livell tal-istudenti.

C: In what ways do you encourage students to use the TL during your lessons?

T1: Mela group works fejn jużaw l-Ispanjol. Jekk irridu jistaqsu xi ħaġa darba kont iddedikajt lesson sħiħa fuq kif jistaqsuni jekk inizzlux il-blinds, jekk jixgħelux l-AC. Dawk jafuhom bl-Ispanjol. Anke jekk ma jifhmu se jgħiduli bl-Ispanjol. Imbagħad jew waqt xi exercise jew presentation li jippreparaw għaliha mid-dar imbagħad jiġu hawnhekk. Għalhekk iktar group work nuża.

C: Can you briefly suggest which in your opinion should be the dominant language of teaching during the following moments of the lesson: Introduction – stating the lesson's objectives

T1: Mela introduction huwa l-unika post fejn tista' tuża oġġetti, stampi, jiġifieri mhemmx just l-ispeech, jiġifieri tista' tuża l-Ispanjol jekk iddum 4 minutes għandek 4 minutes fejn tuża l-Ispanjol. U għandek l-għajnuna stampi, videos, oġġetti.

C: It-tieni waħda: disciplineor class control

T1: emm naqra diffiċli din. Jien onestament il-Malti nuża skont kemm tkun gravi is-sitwazzjoni pereżempju jekk just hemm tnejn jikkellmu nuża eżempju silencio jew whatever imma meta tkun gravi bil-Malti.

C: ok. Teaching of vocabulary.

T1: Vocabulary le le l-Ispanjol

C: Teaching of Culture

T1: Spanjol ukoll.

C: u teaching of grammar

T: Grammar nagħmel ftit mil-explanation bl-Ispanjol pero anke jekk ħa jagħmlu xi nota jiktbuha bl-Ispanjol pero taħt irridu jiktbuha bil-Malti ukoll.

C: discussion in class raised for example by a text or song

T1: discussions jekk qegħdin ngħidu minn Form 3 'l fuq għax tagħna ma tantx għandhom fejn jagħmlu discussions. Le imma Form 3 jew iktar Spanjol.

C: mhmm

T1: u tħegġiġhom b'affarijiet bħal jekk l-iskola għandha blue reports

C: issa preparation of writing tasks

T1: Fil-klassi spanjol u imbagħad tirrikorri għal L1 ġa xi termini li ma jkunux jafu.

C: giving homework.

T1: Spanjol

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C: u conclusion of the lesson, rounding up the lesson, summarizing the main points covered

T1: skond fuq xiex tkun il-lesson pero jekk tkun bl-Ispanjol ideali il-għaliex huma jkunu diġà tgħallmu dak li suppost tgħallmu u inti tkun trid tgħamel biss summary.

C: mhmm ok. Do you think that students feel comfortable to use Spanish during the lessons?

T1: il-maġġor parti ehe speċjalment iż-żgħar ikunu iktar entużjasti li jtkellmu imbagħad hemm jikbru iktar jonqos l-entuzjażmu.

C: Taħseb li jibzgu li jagħmlu żbalji jew xorta jippruvaw?

T1: Le ma tantx ta mill-esperjenza tiegħi ma tantx pjuttost kulhadd jaqbeż fuq xulxin. Imma mbagħad skond il-klassi għandi klassi daqsxejn iktar kwieta fejn ma jtkellmux daqshekk u iktar skond il-klassi kif tinzerta. Jekk ikollok hafna studenti mistħija jiġifieri biex jtkellmu anke bil-Malti ehe

C: what type of outcome do you get when students use the L1?

T1: jifhmu iktar dak li nkun qed nistenna minn għandhom. Pereżempju meta nuża biss l-Ispanjol irrid nirrepeti xi 3 darbiet bi kliem differenti biex nipprova nilhaq lil kulhadd. Jekk just użajt L1 ilhaqt lil kulhadd ċerta.

C: How long have you been teaching?

T3: 1st year teaching

C: What are your views regarding translanguaging?

T3: Le ifhimni jien fil-metodoloġija tiegħi inħobb nuża l-ewwel l-Ispanjol imbagħad nerġa' nirrepeti bl-Ingliż biex kemm jista' jkun għandhom kuntatt mal-lingwa em imma ovjament inutli nuża l-lingwa meta ma jifhmu xejn. Allura ehe codeswitching il-ħin kollu.

C: Do you switch to the L1 or the L2 during your lessons? If yes when and why do you use it?

T3: jiddependi mil-livell tal-klassi. Jien fil-klassijiet tiegħi għandi livelli differenti jiġifieri hemm min jiġri jiġifieri nkellmu bl-Ispanjol u jwegħibni lura bl-Ispanjol u hemm min ma jifhimx akka. Jiġifieri ikolli nibbaża ħafna fuq l-L1 tagħħom. Apparti minn hekk għandi ukoll min hu barrani jiġifieri jiena naqleb ġeneralment mil-Ispanjol imbagħad l-Ingliż imbagħad għall-Malti għax imbagħad għandi min hu Malti u ma tantx jifhem bl-Ingliż. Jiġifieri dawn it-tliet lingwi bilfors ikolli nużahom.

C: u hemm xi parti tal-lezzjoni li dejjem tirrikjedi l-użu tal-Malti?

T2: l-iktar fil-grammatika ovjament mentri fil-kultura għandhom il-videos, stampi. Anke lessiku ġeneralment nagħmilhom images ukoll u matching mal-Ingliż. Jiġifieri indaħħal l-użu tal-Ingliż b'dak il-mod. Il-maġġor parti tal-explanation hija l-grammatika li tirrikjedi l-użu tal-L1.

C: ok. Have you ever tried to use Spanish only during your lessons. If yes what were the results?

T3: Tipprova tidhol b'dak il-ħsieb. Tipprova tgħid ħa nipprova kemm jista' jkun ma niswiċċjax pero hija diffiċli ħafna. Fit-teaching practice kien jirnexxili għax kelli klassi tajba u kellhom livell għoli ħafna imma is-sitwazzjoni illum hija differenti fis-sens naħseb qatt ma dħalt u għamilt lezzjoni mill-bidu sal-aħħar bl-Ispanjol. Nipprova fejn ma jifhemx nara hemm xi ħadd minn sħabhom li jfehmuhom huma pero xorta jerggħu jirrikorru għal L1. Jiġifieri anke jien nuża l-Ispanjol il-ħin kollu, sħabhom biex ikellmuhom xorta ħa jirkellmu jew bl-Ingliż jew bil-Malti jiġifieri diffiċli ħafna.

C: In your opinion what are the factors that influence L1 and TL use in the Spanish as a FL classroom?

T3: Il-livelli ovjament u ukoll jien inżertajt student Form 4 qatt ma tgħallmet Spanjol u din suppost tilħaq il-livell ta' Form 4 li huwa impossibli u hija Pakistana jiġifieri hemm naqra ta' barrier kompluta cultural, language. Hemm ħafna fatturi li sfortunatament ikolli bilfors nirrikorri għal L1 f'dak il-każ. L-ideali huwa li tuża il-ħin kollu l-Ispanjol għax huma għandhom bżonn jisimgħu l-Ispanjol, to come in contact with the language imma ir-realtà hija differenti.

C: ok. Some teachers adjust the way they speak when they are using the TL with beginner level learners. Do you do this? What are your views regarding the use of L1 in beginner level Spanish classes?

T3: mela aħna irridu nimxu step by step. L-ewwel irrid ikollok pedament li jfisser the basic stuff that the students know. Imbagħad by time u aħna fis-syllabus insibu ħafna repetitions ta' affarijiet u importanti dawk ir-repetitions għax iservu ta' building blocks għax inti qed tibni fuq dak li diġà jafu u żżidilhom il-varjetà. Jien mal-Form 1s kont nitkellem mod, mal-Form 4s nitkellem mod ieħor allavolja hemm minnhom li għandhom livell ta Form1, qed tifhem? Imma biex nipprova anke lilhom inkabbrilhom in-knowledge

tagħhom.

C: ok. In what ways do you encourage students to use of the TL during your lessons?

T3: Jekk pereżempju ġieli jsaqsu jew bil-Malti jew bl-Ingliż u nerga' ngħidilhom kif ngħiduha bl-Ispanjol jgħidulek ma nafx. Hawn xi ħadd li jista' jgħinu? Qed tifhem? Qisek qed titkellem ma' tfal iż-żgħar imma jaslu. Apparti minn hekk nagħmilhom activities in pairs, dialogues, u wkoll wara kull topic nagħmilhom qisu project u they have to present it in front of the rest of the class. Imbagħad nagħmlu questions fuq dak li semgħu u noħolqu diskussjoni żgħira. Ovjament bis-suluzzu biex jitkellmu imma jaslu.

C: mmmm ok. Can you briefly suggest which in your opinion should be the dominant language of teaching during the following moments of the lesson:

- Introduction of the lesson – stating the lessons' objectives

T3: Spanish

C: Discipline / class control

T3: tibda bl-Ispanjol pero jekk ma tasalx tuża l-Malti

C: Giving instruction

T3: Bl-Ispanjol u l-Malti bħala support

C: Teaching of vocabulary

T3: Spanish

C: Teaching of culture

T3: Spanish

C: Teaching of grammar

T3: idealment tippreżentah bl-Ispanjol pero jekk tara li l-istudenti għandhom xi diffikultà għandek taqleb mal-ewwel biex ma jkunx hemm lok ta diffikultà.

C: Discussions of issues raised by a text or song:

T3: Spanish u Malti

C: Preparation of a writing task

T3: Ħafna drabi meta nagħmlu komponiment jgħiduli imma miss kemm se nikteb, ma nafx nikteb. Ngħidilhom imqar tagħmlu għaxar sentenzi pero nišaq ħafna li jintuża l-Ispanjol. Sfortunatament ħafna minnhom jużaw google translate. Pero jekk l-ideat ikunu tajbin ngħidilhom isma', l-ideat tajbin imma issa rridu nizvilluppawhom bl-Ispanjol biex lilhom ma taqta'homx qalbhom.

C: Giving homework

T3: L1 biex inkun ċerta li fehmu

C: Conclusion

T3: idealment bl-Ispanjol pero ħafna minnhom ma jifhmux u allura jkolli nirrikori għall-Malti

C: Do you think that students feel comfortable to speak in Spanish during your lessons?

T3: Fil-każijiet tiegħi le għandi min anke jekk tgħidlu aqra. Niprova tibuttahom pero jekk tkun taf il-karattru tagħhom qisek jekk tisfurzahom hawn min jiprova imma hawn min tant hu mistfi jew vera ma jridx li iktar se jsir jobgħod il-lesson. Trid tkun taf l-istudenti tiegħek.

C: what type of outcome do you get when you use the L1 compared to when you use the TL?

T3: jiddependi ukoll mit-topic li tkun qed tagħmel. Jekk issaqsihom bl-Ispanjol iżommu naqra lura umbagħad jekk tuża l-Ispanjol tibda tarahom jgħollu idejhom. Issa jew għax ma jifhmux il-mistoqsija bl-Ispanjol jew għax ma jafux iwiegħbu bl-Ispanjol. Allavolja jekk ikun engaged ħa jiprova pero jekk ma jridx jaf għalxejn.

**Interview 3**

C: How long have you been teaching?

T2: Mela 5 years supply 4 years regular teacher.

C: What are your views regarding translanguaging?

T2: Heq nista' inwiegeb bil-Malti ux?

C: Iva iva

T2: Ifhem jien naħseb li jiddependi kollox mil-livell tal-istudenti li għandek quddiemek ġo klassi. Jekk għandek klassi fejn it-tfal ma jkunux qegħdin jifhmuk bil-foreign language mod pero jekk għandek tfal li jifilħu tajjeb li jzomm il-foreign language bħala main u tuża il-Malti jew Inġliż just for further explanation.

C: Do you switch to the L1 or the L2 during your lessons? If yes when and why do you use it?

T2: emm fil-klassijiet fejn qed jiġu introdotti il-livell ta' SPA level bilfors trid tiswiċċija għal L1. Il-għala? Għax dawn huma studenti illi fi 3 snin sfortunatament ikunu ħadu ftit mill-foreign language allura inti dejjem trid tibbaża fuq l-L1 tagħhom u żżidilhom il-materjal fil-foreign language. Pero jekk inti tkun wasalt fil-livell ta' Form 5, jiġifieri dawn ikunu ilhom ħames snin jipprattikaw il-lingwa jiena naħseb li le m'għandekx tuża il-magġor parti tal-Malti imma għandek tagħfas iktar fuq l-Ispanjol u tuża biss il-Malti u l-Inġliż jekk ikollhom xi diffikultajiet l-istudenti.

C: u hemm xi partijiet tal-lezzjoni li dejjem ikollok bżonn l-użu tal-L1 jew L2?

T2: Jiena naħseb li parti li dejjem tirrikjedi l-użu tal- Malti jew l-Inġliż hija l-grammatika għax hija l-iktar parti li l-istudenti jħossu diffiċli biex jifhmu. Filwaqt li fejn jidhol kuncett ta' lessiku u kultura ma jarawhiex daqshekk bi kbira. Il-għala? Għax fejn jidhol lessiku ikollok l-għajnunja tal-images u fejn tidhol il-kultura ikollok l-għajnunja tal-videos. Allura jkunu immersed iktar fil- foreign language filwaqt li l-grammatika sfortunatament huma ftit il-każijiet li jtuk lok biex tispjega b'mod ieħor.

C: ok. Have you ever tried to use Spanish only during your lessons. If yes what were the results?

T2: emm ikun hemm każijiet fejn tgħid illum ħa nipprova nagħmel il-lezzjoni kollha bl-Ispanjol. Nerga' naqa fil-fatt li jiddependi ħafna mil-livell tal-istudenti. Pereżempju mal-fifth formers huwa possibbli nagħmilha dik il-biċċa tax-xogħol il-għala? Għax tkun lezzjoni li tkun revision fejn huma jkollhom exercises ta' comprehension, ta' listening, ta' dictation, ta' converstaion allura ma jkollhomx bżonn li jużaw l-L1 daqshekk allura tasal li tagħmel lezzjoni kollha bl-Ispanjol. Imma jekk ikollok lezzjoni ma' studenti li dawn ħadu l-Ispanjol bħala option huwa diffiċli ħafna li tagħmel lezzjoni sħiħa t'40 minuta kollha bl-Ispanjol.

C: In your opinion what are the factors that influence L1 and TL use in the Spanish as a FL classroom?

T2: Jiena naħseb li tirrikorri għal L1, l-ewwel fattur huwa l-livell tal-istudent. It-tieni fattur huwa wkoll il-fatt li ċertu studenti ma jkunux mill-bidu tas-sena fil-klassi tiegħek. Aħna ġieli kellna każijiet fejn f'Diċembru jidhlu studenti ġodda allura awtomatikament trid tirrikorri għal lingwa fil-każ tagħna l-Inġliż għax ikunu foreigners, fhimt? Emm m'humieħ għax bilfors irridu aħna indaħhlu l-Inġliż jew il-Malti ġol-klassi imma l-L1 qegħdin nużawha bħala għodda biex ikun hemm komunikazzjoni aħjar bejn l-għalliem u l-istudent biex jitgħallmu il-lingwa l-ġdida.

C: ok. Some teachers adjust the way they speak when they are using the TL with beginner level learners. Do you do this? What are your views regarding the use of L1 in beginner level Spanish classes?

T2: I fehem hemm l-Ispanjol għandu livelli differenti ta' mitkellem jiġifieri inti m'għandekx tidhol ma' studenti li għadhom jibdew is-sugġett bi kliem bombastiku. Inti dejjem trid tadatta għal istudent. Ahna qegħdin hawn mhux sempliċiment biex inwasslu l-Ispanjol. Hemm mod u mod kif tgħallmu. Jekk inti tista' tuża kliem sinonimi għal dik il-kelma li kellek f'moħħok imma tagħmilhom b'mod eħfef għall-istudent, l-istudent ħa jiggwadanja mhux ħa jmur lura. Ħa jibbenifika jiġifieri illum kellimtu u għidtlu el perro y el gato, is-sena ta' wara użajt il-kelma mascota u s-sena ta' wara se tgħidlu animales domésticos. Kollha huma fl-istess familia lexical imma hu qed jiggwadanja billi fil-livell li jkun hu jkun jista' jifhem u ma jsibx mill-ewwel ħajt quddiemu li ma jhallihx jifhem il-lingwa barranija.

C: ok. In what ways do you encourage students to use of the TL during your lessons?

T2: l-ewwel ħaġa li nishaq fuqha hi li simple tasks bħal 'puedo beber' may I drink, may I go to the toilet, can you repeat, jiġifieri l-instructions ta' ġol-klassi jibdew jużawhom awtomatikament bl-Ispanjol. Kif ħa jiftakruhom minn darba għal oħra? Ġo klassi għandhom signs imwaħħlin biex anke visually jiftakruha. Repetitive use tal-istess phrase minn darba għal oħra tgħinjom biex jitgħallmuha u jimxu għal li jmiss. Apparti minn hekk għandhom il-possibilità li jaħdmu fi groups jew in pairs u jistgħu joħolqu conversations, dialogues, games zġħar to reinforce grammatical aspects.

C: mhmm ok. Can you briefly suggest which in your opinion should be the dominant language of teaching during the following moments of the lesson:

- Introduction of the lesson – stating the lessons' objectives

T2: Spanish

C: Discipline / class control

T2: Għandek tibda bl-Ispanjol pero jekk ma tasalx tuża l-L1

C: Giving instructions

T2: Bl-Ispanjol

C: Teaching of Vocabulary

T2: Spanish and the use of pictures

C: Teaching of culture

T2: Spanish.

C: Teaching of grammar

T2: idealment tippreżentah bl-Ispanjol pero jekk tara li l-istudenti għandhom xi diffikultà għandek taqleb mal-ewwel għall-Malti

C: Discussion of issues raised by a text or a song

T2: Spanjol għax huma għandhom il-possibilità li jużaw kliem bl-Ispanjol li digà qraw fit-text jew semgħu fid-diska.

C: Preparation of a writing task

T2: hemm different ways of doing it jiddependi mil-livell tal-istudenti. Ma' beginners level jien naqbel ħafna li t-tfal joħorġu bi kliem, loose words u teacher tiktibhom fuq il-board u minn hemm nibdew nibnu sentenzi. Is sentenzi għandhom ikunu bl-Ispanjol dejjem. Qatt m'għandu jsir translation mill-Ingliż għall-Ispanjol pero li huma li jkunu beginners jużaw l-Ingliż u l-Malti ma ddejjanix. Pero jien dejjem nara li jużaw l-Ispanjol kemm jista' jkun.

C: Giving homework

T2: page number u what exercise in Spanish imma what they need to do Spanish and L1

C: Conclusion

T2: diffiċli għax skont kif tkun marret il-lezzjoni għax fejn ma tkunx sibt intoppi ehe jirnexxilek tagħmilha bl-Ispanjol. Fejn tkun sibt naqra intoppi bex twassal dak li kellek bħala objective naħseb li l-ewwel ma nagħtiha jien personalment bl-L1 imbagħad nagħmel

translation bl-Ispanjol nerga'.

C: Do you think that students feel comfortable to speak in Spanish during your lessons?

T2: Uħud iva uħud le. Jiddependi ħafna l-fatt kemm ikun ilhom jafu lit-teacher. Jiddependi ħafna mir-relazzjoni bejn it-teacher u l-istudent. Jekk it-teacher tkun għadha ġdida ma' klassi ġdida l-istudenti ħa jħossuhom lura biex jaqraw imma jekk inti tkun fit-tieni sena tiegħek mal-istess klassi huma se jħossuhom at ease u jafu li m'hemmx għalfejn jistħu ma tantx joqogħdu jinkewtaw jekk jieħdu żball. Għax ħafna minnhom għax jaħsbu li se jagħmlu xi żball daqs li kieku aħna ma nitgħallmux mill-iżbalji jew aħna bħala teachers ma niħdux żbalji. Imbagħad hemm is-sitwazzjoni tal form 5 fejn jien ngħidilhom li huwa id-dmir u dritt tagħkom li titkellmu bl-Ispanjol wara 5 snin.

C: what type of outcome do you get when you use the L1 compared to when you use the TL?

T2: ifhem l-outcome dejjem jintlaħaq għax it tasks tkun għamilthom. Iktar milli jipparteċipaw, ikunu qed jifhmu iktar għax jekk it-tfal ikunu engaged se jipparteċipaw xorta pero jekk l-istudent ikun in a shutdown mode se jgħid le qas jekk tispjegalu bil-mossi.