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MARJORIE NINOSKA GOMEZ TALAVERA

**SUPPORTING ENGLISH LANGUAGE LEARNING:
PEDAGOGICAL PERSPECTIVES OF TRANSLANGUAGING
IN ENGLISH LANGUAGE TEACHING AT HIGHER
EDUCATION IN BRAZIL**

Londrina
2020

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Orientador: Profa. Dra. Telma Nunes Gimenez.

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Londrina, 27 de janeiro de 2020.

I dedicate this work to my mother (Vilma) and my grandmother (Teresa) who
taught the meaning of unconditional
love.

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When I am writing, I am trying to find out who I am, who we are, what we're capable of, how we feel, how we lose and stand up, and go on from darkness into darkness. I'm trying for that. But I'm also trying for the language. I'm trying to see how it can really sound. I really love language. I love it for what it does for us, how it allows us to explain the pain and the glory, the nuances and delicacies of our existence. And then it allows us to laugh, allows us to show wit. Real wit is shown in language. We need language.”
– *Maya Angelou*

GOMEZ TALAVERA, Marjorie Ninoska. **Apoiando a Aprendizagem de Língua Inglesa: Perspectivas Pedagógicas de Práticas de Translinguagem no Ensino Superior no Brasil.** 2020. 224f. Tese (Doutorado em Estudos da Linguagem) – Universidade Estadual de Londrina, Londrina, 2020.

RESUMO

O papel de diferentes repertórios linguísticos no ensino de idiomas continua sendo uma discussão entre os estudiosos. O Brasil, normalmente considerado monolíngue, presenciou a mudança nas discussões sobre o plurilinguismo. O ensino obrigatório de inglês nas escolas e as realidades do Brasil como país multiétnico e multilíngue levaram os acadêmicos a discutir o bilinguismo/plurilinguismo na educação. Nos últimos anos, pesquisas e publicações acadêmicas têm buscado romper com a visão do Brasil como um país português monolíngue (CAVALCANTI, 2013; FINARDI, 2017). Novas teorias do uso da linguagem e do ensino são baseadas no entendimento de que as práticas linguísticas vão além do uso de uma língua ou outra de forma intercambiável. Tais teorias buscam nos ajudar a pensar em novas maneiras de abordar o aprendizado de idiomas que possam ajudar a aprimorar as capacidades linguísticas dos alunos na escola. Uma teoria que ganhou reconhecimento na última década é a translinguagem. O termo "translinguagem" do galês *trawsieithu* é uma prática em ambientes bilíngues, onde os falantes usam seus repertórios linguísticos e culturais conhecidos como recursos. Portanto, esta pesquisa investiga a translinguagem no ensino superior e seus potenciais benefícios pedagógicos em uma universidade brasileira, a Universidade Estadual de Londrina, no Paraná, no ensino da língua inglesa. O estudo exploratório segue uma abordagem qualitativa, centrada nas metodologias etnográficas e de pesquisa-ação, divididas em dois momentos diferentes da coleta de dados durante o ano letivo de 2017 a 2018 em dois cursos de graduação (Ensino de Língua Inglesa e Literatura Inglesa além do Secretariado Executivo). O estudo foi realizado com estudantes de graduação usando gravações de vídeo/áudio, tarefas, anotações, entrevistas e discussões em grupos focais como parte da coleta de dados e posterior análise dos dados. Os principais objetivos do estudo foram identificar as práticas de translinguagem dos alunos e suas razões contextuais além de estabelecer o valor do feedback no âmbito de tais práticas, como suporte ao ensino e aprendizagem da língua inglesa no ensino superior. Para análise dos dados, utilizou-se a Análise Temática e a codificação para responder às questões de pesquisa relacionadas à translinguagem, à organização de ambientes de aprendizagem em torno da translinguagem e ao valor do feedback durante o período dos cursos acadêmicos. Os resultados mostraram que a translinguagem foi conectada à desenvoltura linguística e à biliteracia. Os alunos empregaram a translinguagem (letramentos em língua portuguesa e inglesa) para desenvolver e expandir o conhecimento do conteúdo acadêmico nos limites do trabalho acadêmico. A abordagem instrucional usada para apoiar a translinguagem nos cursos seguiu uma pedagogia culturalmente responsiva (CRP), na qual o conteúdo da sala de aula foi extraído das origens dos alunos para melhorar o seu envolvimento. Além disso, o feedback foi considerado uma prática importante, uma diretriz e parte da prática do professor, na qual são esperados objetivos claros para auto-reparo e auto-aperfeiçoamento, e para criar um espaço para colaboração. Observou-se que o CRP e a translinguagem

são adequados para lidar com o trabalho acadêmico dos cursos de língua inglesa do estudo. Como parte das recomendações, acreditava-se que seriam necessárias mais discussões com relação às pedagogias. A discussão deve se concentrar nos letramentos específicos dos cursos, na preparação dos professores e nos materiais e recursos humanos disponíveis para implementar a translinguagem em um currículo do ensino superior.

Palavras-chave: Translinguagem. Perspectivas Pedagógicas. Análise Temática. Língua Inglesa. Feedback.

GOMEZ TALAVERA, Marjorie Ninoska. **Supporting English Language Learning: Pedagogical Perspectives of Translanguaging at Higher Education in Brazil.** 2020. p.224. Thesis (Doctorate in Language Studies) – Londrina State University, Londrina, 2020.

ABSTRACT

The role of different linguistic repertoires in language education continues to be a discussion among scholars. Brazil, normally considered monolingual has seen the shifting in discussion regarding plurilingualism. The compulsory teaching of English in schools, and the realities of Brazil as a multiethnic and multilingual country, has prompted scholars to discuss bilingualism/plurilingualism in education. In the last few years in academia, research and publications seek to break with the vision of Brazil as a Portuguese monolingual country (CAVALCANTI, 2013; FINARDI, 2017). New theories of language use, and teaching, are based on the understanding that linguistic practices go beyond using one language or another interchangeably. Such theories seek to help us think of new ways to address language learning that can help enhance students' language capabilities in school. One theory that has gained recognition over the last decade is translanguaging. The term 'translanguaging' from the Welsh *trawsieithu* is a practice in bilingual environments where speakers make use of their known linguistic and cultural repertoires resourcefully. Therefore, this research delves into exploring translanguaging at higher education and its potential pedagogical benefits in a Brazilian university, namely Londrina State University in Paraná, in the teaching of the English language. The exploratory study follows a qualitative approach centered on ethnographic and action research methodologies, divided into two different times of data collection during the academic year 2017 – 2018 in two undergraduate courses (English Language Education and English Literature, and Executive Secretariat). The study was carried out with undergraduate students using video/audio – recordings, assignments, notes, interviews, and focus group discussions as part of the data collection, and later data analysis. The main study objectives were to identify the translanguaging practices of students and their contextual reasons and to establish the value of feedback within the realm of such practices, as a support for teaching and learning of the English language in higher education. For data analysis Thematic Analysis and coding were used to respond to the research questions related to translanguaging, the organization of learning environments around translanguaging, and the value of feedback during the period of the academic courses. The results showed that translanguaging was connected to linguistic resourcefulness and biliteracy. Students employed translanguaging (Portuguese and English literacies) to build upon and expand knowledge of academic content in the confines of the academic work. The instructional approach used to support translanguaging within the courses followed a culturally-responsive pedagogy (CRP), in which classroom content was drawn from students' backgrounds to enhance students' engagement. Additionally, feedback was regarded as an important practice, as a guideline, and as part of the professor's practice in which clear objectives are expected for self-repair and self-improvement, and to create a space for collaboration. CRP and Translanguaging were observed to be well-suited to deal with the academic work of the English language courses in the study. As part of the recommendations, it was believed that more discussion is needed with regard

to pedagogies. The discussion ought to focus on the specific literacies of courses, professors' preparation, and the material and human resources available to implement translanguaging in a higher education curriculum.

Keywords: Translanguaging. Pedagogical Perspectives. Thematic Analysis. English Language. Feedback.

GOMEZ TALAVERA, Marjorie Ninoska. **Apoyando el Aprendizaje del Idioma Inglés: Perspectivas Metodológicas de Translenguaje en la Educación Superior en Brasil.** 2020. p. 224. Tesis (Doctorado en Estudios del Lenguaje) – Universidad Estatal de Londrina, Londrina, 2020

RESUMEN

El papel de los diferentes repertorios lingüísticos en la educación de idiomas sigue siendo una discusión entre los académicos. Brasil, normalmente considerado monolingüe, ha visto un cambio en la discusión sobre el plurilingüismo. La enseñanza obligatoria del inglés en las escuelas y las realidades de Brasil como país multiétnico y multilingüe, ha llevado a los académicos a discutir el bilingüismo / plurilingüismo en la educación. En los últimos años en el mundo académico, la investigación y las publicaciones buscan romper con la visión de Brasil como país portugués monolingüe (CAVALCANTI, 2013; FINARDI, 2017). Las nuevas teorías sobre el uso del lenguaje y la enseñanza se basan en la comprensión de que las prácticas lingüísticas van más allá del uso de un idioma u otro de manera intercambiable. Dichas teorías buscan ayudarnos a pensar en nuevas formas de abordar el aprendizaje de idiomas que puedan ayudar a mejorar las capacidades lingüísticas de los estudiantes en las escuelas. Una teoría que ha ganado reconocimiento en la última década es el translenguaje. El término "translenguaje" del galés *trawsieithu* es una práctica en entornos bilingües donde los hablantes utilizan sus repertorios lingüísticos y culturales conocidos de manera creativa. Por lo tanto, esta investigación profundiza en la exploración del translenguaje en la educación superior y sus posibles beneficios pedagógicos en una universidad brasileña, específicamente, la Universidad Estatal de Londrina en Paraná, en la enseñanza del idioma inglés. El estudio exploratorio sigue un enfoque cualitativo centrado en metodologías de investigación etnográfica y de acción, dividido en dos tiempos diferentes de recopilación de datos durante el año académico 2017-2018 en dos cursos de pregrado (Educación del Idioma Inglés y Literatura Inglesa, y Secretaría Ejecutiva). El estudio se llevó a cabo con estudiantes universitarios utilizando grabaciones de video / audio, tareas, notas, entrevistas y discusiones de grupos focales como parte de la recopilación de datos y posterior análisis. Los objetivos principales del estudio fueron identificar las prácticas de translenguaje de los estudiantes y sus razones contextuales y establecer el valor de la retroalimentación dentro del ámbito de tales prácticas, como un apoyo para la enseñanza y el aprendizaje del idioma inglés en la educación superior. Para el análisis de datos, el análisis temático y la codificación se utilizaron para responder a las preguntas de investigación relacionadas con el translenguaje, la organización de entornos de aprendizaje en torno al translenguaje y el valor de la retroalimentación durante el período de los cursos académicos. Los resultados mostraron que el translenguaje estuvo conectado con el ingenio lingüístico y la alfabetización dual. Los estudiantes emplearon el translenguaje (alfabetización en portugués e inglés) para desarrollar y ampliar el conocimiento del contenido académico en los límites del trabajo académico. El enfoque instructivo utilizado para apoyar el translenguaje de idiomas dentro de los cursos siguió una pedagogía culturalmente receptiva (CRP), en la que el contenido del aula se extrajo de los antecedentes de los estudiantes para mejorar la participación de los alumnos. Además, la retroalimentación se consideró una práctica importante, como una guía y como parte de la práctica del profesor en la que se esperan objetivos claros para la auto reparación y la superación personal, y para crear un espacio para la colaboración. Se observó que CRP y Translanguaging eran adecuados para tratar con el trabajo académico de los cursos de

inglés en el estudio. Como parte de las recomendaciones, se juzga necesario más discusión con respecto a las pedagogías. La discusión debería enfocarse en las alfabetizaciones específicas de los cursos, la preparación de los profesores y los recursos materiales y humanos disponibles para implementar el translenguaje en un plan de estudios de educación superior.

Palabras llave: Translenguaje. Perspectivas Pedagógicas. Análisis Temática. Idioma inglés. Retroalimentación.

The following glossary has the objective to clarify the terminology used throughout the thesis, in the context of my research, which draws on translanguaging theory, here studied. Terms such as plurilingualism and bilingualism, for instance, are defined according to Ofelia Garcia and Li Wei. That is, such terms are perceived not as separated named languages, but as interconnected linguistic and cultural repertoires. Some of the definitions are drawn directly from some scholars, who are accordingly cited, and other definitions were composed drawing from the diverse literature review done by myself on the topic of translanguaging.

GLOSSARY

Thesis Term	Definition
Bilingualism	It is a dynamic practice that goes beyond the notion of two independent languages, first language (L1) and second language (L2). Bilingualism does not operate separately but under one linguistic system that has features of L1 and L2 (GARCIA; WEI, 2014)
Biliteracy	The use of two or more languages, in or around written texts, for the purpose of broadening or deepening knowledge.
Code Alternation	The shifting among known languages in order to contextualize utterances.
Codemeshing	The act of combining the vernacular, colloquial and world dialects of English into formal works and everyday conversations, in an attempt to encompass the diversity in which we reside (SEBBA; MAHOOTIAN; JONSSON, 2012).
Constructivist philosophy	Knowledge is individually constructed and socially co-constructed in the interaction with others, based on prior interpretation of experiences of the world, beliefs and ways of thinking (ARIANI, 2015).

Conversational Episodes	Interactional talk between two or more people which involves a unit of conversation that contains an utterance exchange, one in response to another around the same topic.
Critical Thinking	Higher order thinking skills which also involve problem solving, creative thinking and decision making (RUDD, 2007).
Discourse	It is the meaning we give to language in context and the actions we carry out based on those meanings (GEE; HANDFORD, 2012).
Feedback	Mediated assistance toward the ultimate success of students. Such mediated assistance can be given in the form of written, oral, and/or online mode – not only by the teacher but also by peers.
Identity	It is the human capacity – rooted in language – to know ‘who’s who’ (and hence ‘what’s what’). This involves knowing who we are, knowing who others are, them knowing who we are, us knowing who they think we are, and so on (JENKINS, 2008).
Identity capital	It refers to the varied resources deployable on an individual basis that represents how people most effectively define themselves and have others define them, in various contexts (CÔTÉ; LEVINE, 2002, p. 142).
Knowledge economy	It as an economy constructed on knowledge work. That is, rote memorization of facts and practices are insufficient for socio-economic success (SAWYER, 2000).
Language	System that the layperson understands to differentiate his or her way of communicating from others’.

Language Cooperation	Cooperation with one another to generate new ideas and knowledge regarding language (LIN, 2015).
Language as Social Cultural Resource	Resources which include race (racism), age (ageism), gender (sexism) religion and sexuality for making meaning.
Languaging	It refers to the various uses of language; that is, a dynamic, never-ending process of using language to make meaning.
Lexical Cohesion	A consequence of the bilingual speaker's attempt to create coherence between utterances in different languages (ANGERMEYER, 2002).
Linguistic Resourcefulness	The capacity to follow the rules of language and bend them when necessary in a resourceful way.
Linguascapes	Mixed language practices fundamentally shaped by the amalgamation of transnational linguistic resources which are intersecting with other social landscapes (DOVCHIN, 2017).
Linguistic competence	The knowledge of a speaker as an utterer and a hearer, in terms of language and social performance.
Metalinguistic Awareness	Metalinguistic awareness may be defined as an individual's ability to focus attention on language as an object in and of itself, to reflect upon language, and to evaluate it (THOMAS, 1992).
Metrolingualism	It describes the ways in which people of different and mixed backgrounds use, play with and negotiate identities through language (PENNYCOOK, 2010).
Modes	A socially and culturally shaped resource for making meaning. Image, writing, layout, speech, moving images

are examples of different modes (KRESS, 2010, p. 79).

Multimodal Communication	Textual, aural, linguistic, spatial, and visual resources for critical thinking Discussions.
Negotiating meaning	The capacity and interest to bring about understanding, employment, and interpretation of the appropriate use of language in context.
Parallel Mode	The possibility for conversation to be conducted in two languages. Each speaker adhering to one language (GAFARANGA, 2007).
Plurilingualism	Plurilingualism highlights that the speakers have a single, inter-related, repertoire that they combine with their overall competences and numerous strategies in order to accomplish tasks.
Polylingualism:	Languaging characterized by the knowledge of several separate languages (JØRGENSEN, 2008)
Programmed instruction	It is typically distinguished by sequences of individual frames which contain elements such instruction text, questions over text, student response requirements, and feedback on the response (KULHAVY; WAGER, 1993).
Teacher's Identity	It can be understood as the way teachers learn to teach, the way they teach, and who they are as individuals and professionals (VARGHESE, 2008).
Transglossia	It explores the fixity and fluidity of language in the 21th Century. The social, historical, political, ideological, and spatial realities within which voices emerge (DOVCHIN; PENNYCOOK; SULTANA, 2017).
Transidiomatic	Communicative hybrids resulting from the intersection between people and mobile texts (JACQUEMET, 2005).

Translingual practices

Verbal resources which interact synergistically to generate new grammars and meanings, beyond their separate structures. That is, looking at communicative practices as transcending autonomous languages (CANAGARAJAH, 2018)

Translanguaging

A teaching approach focusing on the various linguistic and cultural repertoires (spoken, written, multimodal) of emergent bilinguals to convey meaning for the better understanding of content and of named languages in formal learning environments.

Translanguaging manifestations

Learners' translanguaging patterns of selecting among the varieties of linguistic and cultural repertoires available to them to convey meaning in a learning environment.

LIST OF FIGURES

Figure 1 -	Description of Criteria for Feedback/Preparation Form for Public Speaking	124
Figure 2 -	Script in Response to Content Feedback for Public Speaking	125
Figure 3 -	Linguistic Resourcefulness Manifestation	131
Figure 4 -	Manifestation of Bilingual Literacy	138
Figure 5 -	Manifestation of Translanguaging Practices	142
Figure 6 -	General Representation of Findings by Research Questions	170

LIST OF TABLES

Table 1 -	Scholarly Research on Translanguaging in Brazil.....	30
Table 2 -	Data collection Question 1	113
Table 3 -	Data collection Question 2	114
Table 4 -	Data collection Question 3	114
Table 5 -	Thematic Analysis Stages for Unit of Conversations.....	118
Table 6 -	Thematic Analysis Stages for Learning Environments	120
Table 7 -	Thematic Analysis Stages – Feedback	122
Table 8 -	Code Alternation Examples.....	132
Table 9 -	Negotiating Meaning Examples.....	135
Table 10 -	Biliteracy Examples.....	139
Table 11 -	Identified Themes in Response to Question 2.....	145
Table 12 -	Examples of Feedback provided to Students	152
Table 13 -	Identified Themes in Response to Question 3.....	153

LIST OF GRAPHS

Graph 1 -	Scholarly Research on Translanguaging in Brazil.....	29
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LIST OF ABBREVIATIONS AND ACRONYMS

BNCC	National Curriculum Framework
CAPES	Coordination for the Improvement of Higher Education Personnel
CE	Conversational Exchanges/Episodes
CLCH	Humanities Center at UEL
CNPq	National Council for Scientific and Technological Development
CRP	Culturally Responsive Pedagogy
EFL	English as a Foreign Language
EIL	English as an International Language
EGL	English as a Global Language
ELT	English Language Teaching
ENEM	National High School Exam
EPI	English Proficiency Index
EWL	English as a World Language
FL	Foreign Language
HE	Higher Education
IBGE	Brazilian Institute of Geography and Statistics
INEP	National Institute for Educational Studies and Research
INT	Identity Negotiation Theory
MEC	Ministry of Education
LIBRAS	Brazilian Sign Language
L1	First Language
L2	Second Language
OECD	Organization for Economic Cooperation and Development
PCN	Nacional Curricular Parameters
RUF	<i>Folha</i> University Ranking
SIT	Social Identity Theory
SLA	Second Language Acquisition
SISNEP	National System of Ethical Researching
TESOL	Teaching English to Speakers of Other Languages
TOEFL ITP	Test of English as a Foreign Language (Institutional Testing Program)
THE	Times Higher Education

TL Target Language
UNESCO United Nations Educational, Scientific, and Cultural Organization
UEL Londrina State University

APPENDICES

Appendix A – Observation Consent Form.....	203
Appendix B – Interview Consent Form	204
Appendix C – Focus Group Consent Form	205
Appendix D – Class Observation Sheet	206
Appendix E – Transcriptions Protocol	207
Appendix F – Courses Syllabi	208
Appendix G – Node References	215
Appendix H – Oral Presentation Rubric	222

TABLE OF CONTENTS

1	INTRODUCTION	22
1.1	RATIONALE OF THE STUDY.....	33
1.2	OBJECTIVES AND ORGANIZATION OF THE THESIS	36
1.2.1	General Objectives.....	36
1.2.2	Specific Objectives.....	36
2	CHAPTER ONE: THE TRANSMUTATION OF LANGUAGE IN EDUCATION	39
2.1	A PLURILINGUAL WORLD AND THE CHALLENGES FOR EDUCATION	39
2.2	THE ROLE OF LANGUAGES IN HIGHER EDUCATION.....	45
2.3	THE ENGLISH LANGUAGE IN EDUCATION.....	49
2.4	LANGUAGE IDEOLOGIES IN EDUCATION.....	53
2.5	CONCLUSION	57
3	CHAPTER TWO: TRANSLANGUAGING SCENARIOS	59
3.1	NEW VIEWS OF LANGUAGE	59
3.2	DEVELOPMENT OF TRANSLANGUAGING	63
3.2.1	Translanguaging and Code-Switching.....	65
3.3	CONCEPTUALIZING TRANSLANGUAGING	68
3.4	TRANSLANGUAGING AND IDENTITY	70
3.5	THE ADVANTAGES OF THE TRANSLANGUAGING THEORY.....	75
3.6	TRANSLANGUAGING AND THE FIELD OF LANGUAGE EDUCATION	79
3.7	CULTURALLY RESPONSIVE PEDAGOGY	82
3.8	FEEDBACK AND ASSESSMENT	90
3.9	CONCLUSION	95
4	CHAPTER THREE: METHODOLOGY	96

4.1	RESEARCH DESIGN.....	96
4.1.1	Ethnography.....	97
4.1.2.	Action Research.....	100
4.2	DESCRIPTION OF THE RESEARCH SITE, COURSES, AND PARTICIPANTS.....	102
4.2.1	Research Site and Courses.....	102
4.2.2	Research Participants.....	106
4.2.3	Ethical Guidelines.....	109
4.3	DATA COLLECTION.....	111
4.3.1	General Objective.....	111
4.3.2	Specific Objectives.....	111
4.3.3	Research Questions.....	112
4.4	DATA COLLECTION ANALYSIS.....	114
4.5	CONCLUSION.....	128
5	CHAPTER FOUR: RESULTS.....	130
5.1	FINDINGS.....	130
5.1.1	Research Question 1.....	130
5.1.2	Research Question 2.....	144
5.1.3	Research Question 3.....	151
5.2	Discussion of FINDINGS.....	157
5.2.1	Discussion of Findings Question 1.....	158
5.2.2	Discussion of Findings Question 2.....	161
5.2.3	Discussion of Findings Question 3.....	163
5.3	SUMMARY.....	164

6	CHAPTER FIVE: CONCLUSIONS	166
6.1	SUMMARY OF THE STUDY	166
6.2	RESEARCH QUESTIONS	169
6.3	RESULTS.....	171
6.4	METHODOLOGICAL CONSIDERATIONS	174
6.4.1	Methodological Considerations from a Social Cultural Perspective	174
6.4.2	Methodological Considerations from a Linguistic Perspective.....	175
6.5	RECOMMENDATIONS	178
	REFERENCES	181
	APPENDICES	202
	APPENDIX A - Observation Consent Form.....	203
	APPENDIX B - Interview Consent Form.....	204
	APPENDIX C - Focus Group Consent Form	205
	APPENDIX D - Class Observation Sheet.....	206
	APPENDIX E - Transcriptions Protocol	207
	APPENDIX F - Courses Syllabi	208
	APPENDIX G - Node References	215
	APPENDIX H - Oral Presentation Rubric	222

1. INTRODUCTION

In the last decades, language education has shifted its approach to accommodate to the realities of modernity, such as diversity in language and background of the speakers. Scholarship has been addressing this diversity for years, and keeps exploring new pedagogical theories that are more inclusive and could help address the needs of diverse learners. One of those theories that has been gaining adepts is translanguaging. Translanguaging as a theory challenges beliefs of language boundaries to disrupt ideologies in order to empower people socially, by exploring how they make meaning and construct new and complex linguistic practices.

Since Brazil's scholarship has started to explore translanguaging in the teaching of modern foreign languages, this study is aimed at exploring the theory and its potential benefits or implications in the teaching of the English language. The study was carried out at *Universidade Estadual de Londrina* (UEL) since the context provided some bilingual (e.g. Portuguese - English) courses to study the theory, and critically reflect on the possible pedagogical implications or caveats for language education.

Languages are somewhat always shaping people's lives and their interactions. Scholars, such as Garcia and Wei (2014), Canagarajah (2011, 2017), Fairclough (2013), Palmer, Martínez, Mateus, and Henderson (2014), among others, argue that language needs to be seen as an activity rather than word formation, more than simply a system we draw on - as a resourceful part of social and intercultural life in any speech community. Linking language to social life in education is not something new and it has been discussed for years in sociolinguistics, which can be dated to about the middle of the twentieth century. Considering that language is driven socially, it also implies that language teaching has to shift its approach to accommodate to the realities of new communicative environments and modes of contact, in modernity (MEHTA, 2018).

The use of more than one language is acquiring relevance and, therefore, research in bilingual education is interested in languages in relation to the interlocutors involved in the conversation, the topic of the conversation, and the social context. A significant area of sociolinguistic research since the middle of the 20th century has been devoted to understanding how bilingual and plurilingual

communities organize their multiple linguistic resources. Such research generally falls under the headings of language choice or code alternation (DURANTI, 2008; EDWARDS, 2012). As a result, the rise of bilingualism/plurilingualism advocacy has drawn the attention of academics and instructors to various phenomena that have been observed in interactions among plurilingual speakers around the world (PARK, 2013).

Brazil has had a long history of research-based Applied Linguistics where the area is continuously being developed. CAPES¹ website registers the growing number of programs in *Letras and Linguistics* (language education and literature). As in other countries, Applied Linguistics research in Brazil can be associated mainly, although not exclusively, with the teaching of English as a Foreign Language (EFL) (CAVALCANTI, 2013). As a transdisciplinary field, it has embraced diverse theoretical frameworks including cognitive linguistics, pragmatics, cognitive psychology, among others. Lately, the focus has been on bilingualism and multilingualism and not just on the influence or value of the Portuguese. Scholars are moving the pendulum toward language teaching and learning as a practice that understands the role of all participants, both educators and students, as plurilingual actors. In the last few years, for instance, research and publications seek to break with the vision of Brazil as a Portuguese monolingual country (CAVALCANTI, 2013; FINARDI, 2017). Although Portuguese is the official national language, the country is indeed multilingual with many languages spoken by indigenous people and migrants².

The recognition of the linguistic diversity is not necessarily reflected in language policies. The rise of English as a global language has started to shift the monolingual ideology in educational settings by the promotion of bilingual schools, often perceived as being schools where, in addition to Portuguese, students are also taught in English. This has been interpreted as a possibility for understanding diverse cultures, which consequently fosters appreciation for human diversity (MEGALE; LIBERALI, 2016). Some scholars as the aforementioned, hence, encourage the comprehension of language and its use as necessary in pedagogy and language

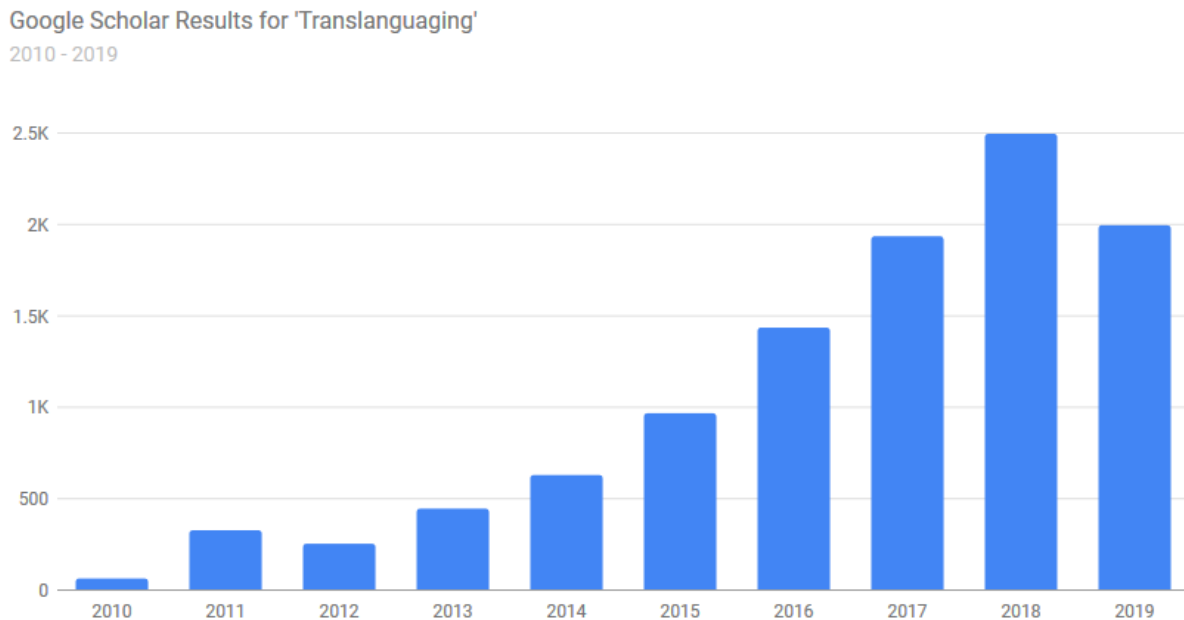
¹ Coordination for the Improvement of Higher Education Personnel, which has among other responsibilities the evaluation of Brazilian programs at graduate level.

² <https://www.ethnologue.com/country/BR> registers 237 individual languages.

teaching since it can help shed light into a variety of important issues concerning education such as language ideologies, language norms and power, and the identities and feelings of speakers (GARCIA; FLORES, 2014). In this context, translanguaging is gaining a lot of attention in Brazil as a good starting point for discussing bilingualism or multilingualism in language education.

Since its coining in 1994, research focusing on translanguaging started to grow slowly around the world, totaling more than 11,000 to this date, according to Google Scholar publication trends (Graph 1).

Graph 1. Scholarly research trend on translanguaging³



Source: Google Scholar Visualization

The theory of translanguaging, mainly, seeks to challenge stagnated assertions of bilingualism/multilingualism to disrupt ideologies established to maintain linguistic, cultural, or racial structures of power in society. The theoretical lens represents an approach to language education that celebrates and leverages students' diverse and dynamic language practices in teaching and learning (GARCIA; WEI, 2014). The translanguaging theory, used by several scholars, seek to question and deconstruct monolingual orientations in language education, and

³ <https://www.csullender.com/scholar/>

suggest strategies that can make learning processes more meaningful for learners. Additionally, scholars seek to comprehend how language practices can influence the classroom learning environment (SANTO; BARROS, 2018). It is important to note that the theory of translanguaging, lately, has fallen under two approaches or theoretical affiliations: as a theory of language situated in bilingual pedagogy or as a languaging⁴ socio-cultural theory.

Several understandings of translanguaging coexist nowadays. According to Garcia (2009), it is a process of meaning making through the utilization of named languages, their varieties, and any other semiotic, multimodal, and cognitive resource that goes beyond code-switching, albeit it involves code alternation. This translanguaging theory seeks to shift the analysis focus on named languages to speakers' interactions who are the ones making meaning and constructing new and complex linguistic practices (LIN, 2019).

Concomitant to the adoption of translanguaging as a useful concept to understand communication in multilingual contexts, and the recognition of Brazil as a multilingual country, researchers have started to engage with the theoretical insights from this area by studying, for instance, the influence of Portuguese in Brazilian Sign Language (LIBRAS) and as a pedagogical tool in bilingual schools. Some of these studies are shown in Table 1, which provides a small sample of the range of topics in which translanguaging has been used and discussed in several studies across the country in the last few years.

Table 1: Scholarly research on translanguaging in Brazil

Author	Title	Translanguaging approach/Theoretical affiliation
TAKAKI, 2019	Towards Translanguaging with Students at Public School: multimodal and transcultural aspects in meaning making	Languaging socio-cultural theory
PEREIRA, 2019	Inglês Internacional e (R) existência: um percurso rumo	Languaging socio-cultural theory

⁴ Languaging refers to the various uses of language; that is, "a dynamic, never-ending process of using language to make meaning" (SWAIN, 2006, p. 96)

	ao conceito de translinguagem (Bachelor's thesis).	
(VIRGÍLIO, 2018).	[Tradução de] Translinguagens: Recomendações para educadores.	Theory of language situated in bilingual pedagogy
(LUCENA; CARDOSO, 2018)	Translinguagem como recurso pedagógico: uma discussão etnográfica sobre práticas de linguagem em uma escola bilíngue	Theory of language situated in bilingual pedagogy
SANTOS, 2017	Portunhol Selvagem": translinguagens em cenário translíngue/transcultural de fronteira	Languaging socio-cultural theory
OLIVEIRA-SILVA; CHAVEIRO, 2017	A influência da língua portuguesa na produção da Libras na perspectiva de translinguagem.	Theory of language situated in bilingual pedagogy
MEGALE; CAMARGO, 2015	Práticas translíngues: o repertório linguístico do sujeito bilíngue no século XXI.	Languaging socio-cultural theory
DE SÃO PEDRO, 2015	Intercultural spaces in teaching English as a foreign language to elementary school in Brazil	Languaging socio-cultural theory
ROCHA; MACIEL, 2015	Ensino de língua estrangeira como prática translíngue: articulações com teorizações bakhtinianas	Languaging socio-cultural theory.

Source: The Author

As Table 1 describes, topics on translinguaging are not limited to one named language or another (e.g. English, Portuguese). However, the approach taken regarding the theory in these studies displayed difference in focus; some of the studies were targeted at studying translinguaging from a linguistic view in bilingual education and others from a languaging perspective in socio-cultural practices. In the case of the former, such studies such as Oliveira-Silva and Chaveiro (2017) investigated the influence of the Portuguese language on the production of LIBRAS⁵

⁵ Brazilian Sign Language (*Língua Brasileira de Sinais*)

during discussions held for the production of a written text, reasoning that translanguaging assisted in such production greatly. Lucena and Cardoso (2018) investigated the use of two languages (English – Portuguese) in a bilingual school, and they argued that translanguaging as a discursive practice, could be a facilitator of a more effective learning, as it contributed to maximize the possibilities of interaction in bilingual education. As for those scholars who took a social cultural approach of language, their studies aimed at breaking the myth of hierarchy between languages, transforming the reality of speakers, freeing them from discourses⁶ and oppressive linguistic practices, and acting as a mechanism of social justice (PEREIRA, 2019; TAKAKI, 2019). For instance, Rocha and Maciel (2015) are aware of all of the challenges that this translanguaging orientation may cause for language education. However, the authors argue that in the face of any discourse or practice that may evidence discrimination and perpetuate inequalities, we have a responsibility in our classrooms to disrupt discourses. and to aim at a pedagogy that involves social accountability.

As we can see, studies across academia can be found, in different languages, discussing translanguaging from different theoretical affiliations, as a socio-cultural skill for the 21st century or as a pedagogical tool in the teaching of languages. The interest of scholars in language education seem to be centered on reconstructing global designs of knowledge development. Language education has long been perceived as a space where one linguistic system or another is being learned. Nowadays, however, language education has currently become a space for continuous discussion about how different linguistic repertoires interrelate and how the speakers, within this space, create meaning or sense. Through different studies, scholars are challenging monolingual ideologies in language education in Brazil, by addressing issues related to the demand for bilingual education and/or the level of bilingual competence that some college students ought to possess when entering tertiary education.

The foreign language teaching landscape in the country, and the interest in new theories as translanguaging was done to set the foundation for establishing the relevance of my study. Considering that Brazil is currently centering discussions

⁶ Discourse is the meaning we give to language in context and the actions we carry out based on those meanings (GEE; HANDFORD, 2012)

regarding the instruction in English to give more opportunities to scholars in several areas for international mobility, this research seeks to explore the potential benefits of the translanguaging theory at higher education at Londrina State University, in the State of Paraná. As discussed, translanguaging as a pedagogical tool can provide opportunities, for language learners, to actively engage in the construction of communication discourses, which are undoubtedly vital for the construction of knowledge and understanding of content in classrooms. Additionally, under this theoretical lens, language professors can use analytical communication techniques to investigate patterns of interaction in their classrooms, and to see how these patterns promote or prevent opportunities for students to practice their linguistic repertoires. This teaching-learning process would allow language professionals to study their own teaching behavior and activity, specifically the frequency, distribution, and types of questions, input, output, feedback they use, and their effects on students' responses to language and power relations in bilingual/plurilingual contexts.

1.1 RATIONALE OF THE STUDY

I decided to do my exploratory work in higher education (HE) as it offered the opportunity to work with ascendant bilinguals, i.e. individuals whose ability to function in a second or foreign language is developing due to increased use (WEI; LI, 2000). The term was later coined as emergent bilinguals by Garcia (2009), and is currently used in translanguaging scholarship. The use of different linguistic resources by emerging bilinguals is a fledgling concept. The discussion on bilingualism in higher education involves, with no doubt, pedagogical and sociopolitical issues, as it touches upon the role of language(s) in the construction of academic knowledge (GAJO; BERTHOUD, 2018). At university level, language diversity is a given but not openly acknowledged. For entrance into government-funded universities, students are required to demonstrate basic reading skills in a foreign language (FL). Many entrance exams express specifically knowledge of the English language as a requirement for admission (BOHN, 2003) and the national exam ENEM⁷ offers only English and Spanish as options. Furthermore, most universities require students to study a FL for the duration of their university studies, ranging from optional to the

⁷ *Exame Nacional do Ensino Médio*/ National High School Exam

duration of one semester or the entire program study. Some masters and doctorate programs around the country require the ability to use not only oral English but also the ability to effectively read and write in that language (PAIVA; PAGANO, 2001).

My doctorate program, for instance, requires that at the end, or sooner, of my program I present a proficiency test on two languages, being English one of the recognized ones⁸. It is important to note that as a foreign student, I had to take the CELPE-BRAS⁹. Additionally, since I completed my master's in the United States, my proficiency in English was accepted by my program. I am a Spanish-native speaker, studying in a Portuguese-speaking environment, writing in an English linguistic system. What the aforementioned statements tell us is that the majority of students entering college come with some competency in different linguistic repertoires - if you take into account that English is mandatory from 6th grade and on in Brazil - or are developed during their study time.

One of the challenges about the teaching of modern languages (e.g. English), therefore, either here in Brazil or any other country is understanding its educational purposes. For the older learner (e.g. college learner), he or she intentionally pursues learning a foreign language based on a clear instrumental intention. To put it in other words, the learner wants to do something with the language such as traveling, communicating with English speakers, or being able to read and write for academic purposes. This instrumental intention is undoubtedly a challenge in language pedagogy, as it needs to be carefully structured. The relationship between the classroom and the wider world is a complex one. How to connect English language teaching to life experiences to develop new skills such as autonomy, language risk taking, not just by learners but educators as well is important. Translanguaging, which sees language pedagogy practices from different lenses, could allow to apply different approaches to connect English language and didactic content in HE to the real world.

It is important to highlight, as well, that I decided to focus on translanguaging in English because of my background in TESOL¹⁰ and my experience teaching the English language in different settings for people of different backgrounds, and for

⁸ As an international student, I am required to present proficiency at the end of my program; Brazilians at entrance.

⁹ Brazilian certificate of proficiency in Portuguese as a foreign language, officially recognized in Brazil.

¹⁰ Teaching English to Speakers of Other Languages

different purposes. Initially, I had planned to study the theory of code-switching. The use of English and Portuguese from a sociolinguistic stance. However, I decided to center on translanguaging instead for its socio-cognitive aspect, how students' backgrounds could influence their English language learning by drawing meaning from multilingual, multimodal input. The socio-cognitive aspect of translanguaging was deemed significant since the English Language teaching (ELT) in Brazil is currently taken a center role in several discussions, from English as a means of instruction to language policies in terms of educational reforms (GIMENEZ; FERREIRA; ALVES BASSO; CARVALHO CRUVINEL, 2016; FINARDI; SILVEIRA; ALENCAR, 2016). Moreover, international research publishing is still heavily influenced by English. Therefore, there is extensive work awaiting anyone who is interested in exploring the practices, assumptions and contributions that the use of different linguistic system practices could have in English instruction, as a second or additional language. Such work could help ease the tension between those who defend the teaching of languages in a monolingual manner, and those who defend the validation of the use of different linguistic repertoires as a pedagogical strategy to overcome challenges in an ever-expanding globalizing world, especially in higher education.

In Brazil, scholars are trying to break with the idea of monolingualism. The country possesses with no doubts a rich ethnic diversity within society. However, the invisibility of the many different languages and cultures is proof that ideological orientations still play an important role in shaping our language beliefs. The extent to which a better recognition of this multiplicity in society could produce spin offs in educational settings is yet to be investigated. In an attempt to explore the potential effects of translanguaging in a bilingual environment, this study takes two undergraduate classrooms in higher education as research contexts. The study follows a qualitative research approach centered on ethnographic and action research methodologies, divided into two different times of data collection during the academic year 2017-2018, in two different English language courses. The study is exploratory in nature, working with undergraduate students and using as sources of data collection observation sheets, video/audio recordings, interviews, and focus group discussions as part of the data collection. The main study objectives are to identify the linguistic practices of students and contextual reasons for translanguaging manifestations, and to establish the value of feedback within the realm of such

practices, as a support for teaching and learning of English. My research follows the steps of scholars who have intensively been researching translanguaging such as Ofelia Garcia, Suresh Canagarajah, Li Wei, among others. I use their research as the foundation for exploring translanguaging in Brazil, and narrate my experience with such approach in Londrina State University within two of the courses offered by the Modern Languages Department: *Letras*¹¹-*Inglês* and Executive Secretariat

1.2. OBJECTIVES AND ORGANIZATION OF THE THESIS

1.2.1. General Objective

- To explore the potential benefits of translanguaging practices in a bilingual environment, as a pedagogical tool in higher education.

1.2. 2.. Specific Objectives

- To identify translanguaging practices and their contextual factors in two different groups of undergraduate English language students
- To assess the value of peer-to-peer feedback and professor to student feedback, as support for learning within the realm of bilingual education.

The main goal of the research is to contribute to knowledge about translanguaging in tertiary education in Brazil; context where the theory has been scarcely explored, especially with undergraduates. Additionally, it intends to expand on the discussion around useful ways of thinking about bilingual contexts as part of language education at higher education. Moreover, it hopes to add discussions on how the varied linguistic practices performed within the classroom by students could serve for co-construction and co-learning of knowledge, using such practices as resources for the development of content and linguistic competence in formal educational environments.

¹¹ *Letras/Letters* – *Letras* is dedicated to the study of language and literature. In this case, English.

Therefore, the thesis is organized in five chapters. The present section – introduction – is an overview of the study and it was intended to provide to the reader the outline of the study, explaining where the research is headed.

Chapter One deals with discussions about new views of language, from bilingualism to plurilingualism. The chapter, additionally, discusses the current linguistic and cultural landscape of Brazil, and how education attempts to respond to the new realities of a globalized world by enhancing human capability through language teaching, especially English. Therefore, the chapter debates the role of the English language in education, namely in higher education. This section also touches on language ideologies and on new theories attempting to address linguistic and cultural diversity in education. One of these new theories is translanguaging, which is briefly introduced in this chapter to be further discussed in Chapter Two.

The general goal of Chapter Two is to discuss the different scenarios of the translanguaging theory, some of these scenarios include identity construction through linguistic practices, and pedagogy practices to leverage linguistic and content knowledge, namely in higher education. Additionally, in this chapter culturally responsive pedagogies are discussed as an important and meaningful element under the translanguaging framework, and the value of feedback and assessment to develop bilingual/plurilingual competence. Such previous discussions are aimed at deepening into the role of translanguaging in the teaching-learning of the English language, in terms of language and didactic content in higher education

The purpose of Chapter Three is to present the methodology used in this study, describing the qualitative methodology (ethnographic and action research approaches) adopted. It describes the research design, context and participants, data collection and data collection analysis procedures. It also presents the research questions guiding the study. In order to give answer to each question, this chapter aims at giving a clear picture of analysis procedures by providing figures to illustrate steps taken, to ensure a reliable and valid management of the study data. Triangulation is done through the use of Thematic Analysis and coding as to describe the features of the data corpus.

Chapter Four is targeted at presenting the results of the study. The findings are illustrated using figures and tables derived from the development of thematic analysis and coding. Additionally, direct quotes are extracted from the dataset. Each research question and its findings are presented one by one, with a general

discussion done at the end. The findings are the voice of the participants which aligns with what was intended in the study, to portrait translanguaging from the perspective or viewpoint of the users. Additionally, in this chapter the results are aimed at describing linguistic and pedagogical practices, performed during the study to give a clearer picture of such practices and their pedagogical implications to the readers.

Chapter Five is the last word of discussion of the issues at study. The chapter presents a synthesis of the key points of the research. Such key points are the base for discussing matters raised in the study. It summarizes the researcher's thoughts about the findings and their implications for English language teaching in higher education. In addition, it discusses the limitations of the study and the existing gap in literature is addressed. Recommendations for further research are also discussed based on the specific context of higher education, in bilingual spaces, where language and content are required to be developed formally.

2. CHAPTER ONE: THE TRANSMUTATION OF LANGUAGE IN EDUCATION

The present chapter is targeted at discussing the new realities of languages in today's plurilingual world. As part of such discussion, I review the linguistic landscape of Brazil in which scholars are trying to break with the idea of Brazil being a monolingual country. Additionally, I discuss the role of the English language in higher education, i.e. the realities of linguistic and cultural diversity in universities, and how universities are trying to meet some educational needs through English language education. The chapter concludes debating language ideologies and how some theories seek to break with societal beliefs of what languages are or how they should be performed.

2.1. A PLURILINGUAL WORLD AND THE CHALLENGES FOR EDUCATION

Unquestionably the world, through the growth of mobility, both physical and virtual, is becoming increasingly plurilingual (JENKINS, 2014). The term plurilingualism, over the years, has moved from the ability to use several different languages for communication to reflective pedagogy practices. Plurilingualism in education has become a standard approach when cultural and linguistic hybridization come into contact. I would like to mention that I am making the decision of not using the word multilingualism when discussing plurilingual education. The decision was made on the basis of the term being used to refer to both the coexistence of languages at the social or individual level, and the presence of languages in the social or geographical space, which involves more complexity as it involves political and religious issues as well (COUNCIL OF EUROPE, 2001; BYRAM, 2018). Therefore, I am using the term plurilingualism in education to describe the interconnectedness of linguistic and cultural repertoires that have come into contact when multiple discourse practices meet, individually or collectively (PICCARDO; CAPRON, 2015; CHOI; OLLERHEAD, 2018). Plurilingualism is understood, in this study, from a translanguaging stance. That is, plurilingualism highlights that the speakers have a single, inter-related, repertoire that they combine with their overall competences and numerous strategies in order to accomplish tasks. The teaching-learning from a plurilingual perspective encourages the idea that

drawing from one's linguistic repertoires could play a positive role in the process of teaching and learning in language education, and to be able to expand that knowledge gained to every day communication.

The recognition of plurilingualism has been increasingly discussed across countries; being Brazil one of the countries where scholars are paying close attention to its rich and important linguistic and cultural diversity. The country is one of the most ethnically-diverse nations in the world (IBGE¹², 2010). Just by the year 2010, it was estimated that there were more than 250 languages, among indigenous, of migration, signs, Afro-Brazilian, besides the Portuguese and its variations. Currently, according to *ethnologue*¹³ the number of languages listed for Brazil is 237. Of these, 217 are living and 20 are extinct. Of the living languages, 201 are indigenous and 16 are non-indigenous. Furthermore, 7 are institutional, 31 are developing, 39 are vigorous, 40 are in trouble, and 100 are dying. Undoubtedly, the country is one of the most multiethnic and multilingual countries of Latin America. However, this rich multiethnic and multilingual patrimony is unknown by the majority of the population. The idea that Brazil is a monolingual nation is a widespread misconception (FINARDI; SILVEIRA; ALENCAR, 2016).

The importance of recognizing the rich linguistic and cultural diversity that any community has is important as to understand how that diversity impacts society. People's linguistic and cultural practices allow expressions of identities in different realms (WEI; GARCÍA, 2017). In education, linguistic and cultural practices have the potential to help raise the achievements of students by engaging them, and to prepare them for a plurilingual future in society, rather than a monolingual one (CONTEH, 2007; MAZZAFERRO, 2018). It is fair to say that a large part of the attention given to plurilingualism, lately, is due to the fact that more people living in 'monolingual societies' are posing issues on how their children should be brought up plurilingually, for the competitiveness of today's globalized society. The challenge for schools is, hence, how to teach languages in monolingual classrooms to prepare students for plurilingual linguistic practices. In other words, how those practices, or face to face interactions, can be used by students as resources for communication.

¹² *Instituto Brasileiro de Geografia e Estatística* (Brazilian Institute of Geography and Statistics)

¹³ Available on: <https://www.ethnologue.com/country/BR>

Brazil is certainly a rich country when it comes to ethnic and linguistic diversity. In the last few decades, there has been an increasing interest about the development of bilingual competence and how to take the best advantage of the linguistic and metalinguistic knowledge of language learners. Specifically, there is an interest in research to bringing interest into plurilingualism in Brazil. In the book "Multilingual Brazil," (CAVALCANTI; MAHER. 2017) the authors aimed at providing an account of the political and ideological context in which different languages have been forged, and how language policies have impacted particular populations in Brazil. The book portrays the wealth of recent research on plurilingualism in the country, ranging from Brazilian Sign Language (LIBRAS) to internationalization and language cooperation policies of universities. We can argue, then, that the education system is now trying to address the broad cultural and linguistic diversity represented in the student and teacher population.

Scholars like Ofelia Garcia, Li Wei, Suresh Canagarajah, among others are fervent advocates for the recognition of bilingualism and/or plurilingualism in education. It is important to note, though, that such scholars are drawing their advocacy from second language education contexts. It is also important to note that the concepts of bilingualism and plurilingualism, for the aforementioned scholars, vary from the traditional understanding. Undoubtedly, both bilingualism/plurilingualism and translanguaging maintain that individuals have a unique, unified repertoire of semiotic resources that individuals purposefully and creatively combine, and perform, according to the context and participants of their interactions. Therefore, some scholars have been critical of the theoretical contribution that translanguaging can bring to plurilingual education and scholarship work. Critical voices remark the epistemology ambiguity of such theory, and they question the socio-political transformative power that such framework argue to have (BLOCK, 2018; JASPERS,2018).

However, advocates of translanguaging claim that the tradition in bilingualism/plurilingualism has been to adopt an emic perspective to track, analyze, and understand occurrences of plurilingual practices often through Conversation Analysis (CA). Translanguaging goes beyond the notion of bilingualism/plurilingualism. Indeed, emerges from the widespread presence of bilingual/plurilingual practices but with the aim at recognizing the internal perspective of individuals, and focuses on their agency to select features from their complete

linguistic and cultural repertoire in diverse social interactions (GARCIA; WEI, 2014; WEI, 2018). Therefore, in translanguaging, bilingualism or plurilingualism does not operate separately but under one linguistic system that has features of L1 and L2 (GARCIA; WEI, 2014). In addition, such features can be practiced according to social constructed norms and can also produce new linguistic practices. Since the concept of bilingualism and plurilingualism are so closely related, under the translanguaging theory, I will be using these two terms interchangeably when talking to the interrelation among linguistic and cultural repertoires in communication. Additionally, I am making the conscious decision to use the word 'speakers' for people who are knowers of a language; that is, have implicit performative knowledge about a particular language. I am using the word 'learner' for the person who is in a formal educational setting and, therefore, still requires an adaptive instruction in both language and didactic content.

When it comes to education, some scholars claim that discussing plurilingualism should be the rule, and not the exception. Plurilingualism embraces the idea that in times of globalization cultural and linguistic hybridization is the norm. That is to say that at different institutional levels, students and teachers come into contact with different communication practices based on their various social backgrounds, and they are inevitably exposed to diverse and contradicting viewpoints of the world, which impact their educational experiences (ABENDROTH-TIMMER; HENNIG, 2014). A more recent understanding of such plurilingual phenomenon recognizes the potential of an individual's linguistic repertoire in education. Linguistic diversity is perceived as a resource, and raising learners' awareness of languages, their differences and similarities, is understood to support language and content learning (ILLMAN; PIETILÄ, 2018).

The interest in transculturality has led to researchers and educators to delve deeply into the learning and teaching process. They are comprehending that learning is culturally and linguistically impacted by the learners' cultural backgrounds, ethnic identity, life experiences, and other aspects of their persona (SOBEL; TAYLOR, 2011). Hence, more people in the education system are starting to prepare themselves and to be mindful of learners' broad cultural aspects to better prepare and adapt instruction. Education, therefore, can be responsive in a way that makes learners feel that their life experiences certainly matter, and that those experiences such as language practices, are valued in school. For instance, research on

linguistic-mixing has proved the value of linguistic diversity. Such research has shown how speakers easily accommodate and adjust to community's needs, and how they draw resources from either the same linguistic system or separate ones within their community (MUFWENE, 2011).

The fact that a majority of the world's population, a great many of whom are poorly educated, have at least some level of multilingual competence surely indicates that language repertoire expansion is not a particular rare feat. (RITCHIE; BHATIA, 2013, p.14).

With the world becoming increasingly globalized, scholars are gradually moving toward the idea of language as a set of language functions. Fundamentally, they are advocating rethinking the notion of language (BLOMMAERT, 2010; BLOMMAERT; BACKUS, 2013). The reframing of language implies a need to reconsider our notions of bilingualism which include pondering on different language capabilities, such as the ability to not speak a foreign language but be able to read it or write it, or the ability to be fluent in a foreign language but not be literate in it. Scholars, especially in language education, argue that these notions of bilingualism are important to reconsider as more people around the world are using a foreign language for work, social life, study, or leisure. Already by the year 2000, it was identified that one in three of the world's population had knowledge of a language different from their native one (WEI, 2000). In view of these developments, scholars argue that we currently need to move away from the idea of a homogenous society in terms of language practices.

The monolingual perspective of languages can be clearly represented in Chomsky's renowned comments on the scope and focus of linguistic theory (FERGUSON, 2003). Ferguson contends that this linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogenous speech community (p.45). Therefore, some advocate for the total exclusion of the first language (L1) in classrooms on the grounds that it inhibits second language (L2) acquisition or that it conveys the wrong messages about the target language (TL) or language community (MACARO, 2001; LI; MARTIN, 2009). Defenders of only one-language policies argue that in order to help students learn and speak a dominant language well, L1 must be excluded from the classroom, as it is likely to prevent students from learning, and reaching economic and social benefits (ELLWOOD,

2008). Moreover, proponents of the restriction of L1 argue that it is important for second language and foreign language teachers to expose learners to as many language functions as possible in the target language so they become proficient.

Typically, disagreement with regard to the use of different languages in classrooms is rationalized in terms of language and social behavior: that is, it is believed that students need to become fluent and literate in the majority or dominant language in order to succeed academically. The merging of languages for teaching of school content is dismissed as illogical on the grounds that it weakens learners' exposure to the mainstream language and, therefore, its social goods (JØRGENSEN, 2005). Keeping the languages separate, it is argued, helps the learner. The aforementioned discussion shows how monolingual instruction, still nowadays, continues to play an important role in schools around the world, as it gives an explanation and evidence for keeping languages separated in education. Society, in general, often supports this monolingual argument as they view the mainstream language, or a global language, as the language of power and advancement in any society (CUMMINS, 2005; CREESE; BLACKLEDGE, 2010; CUMMINS; EARLY, 2011).

For defenders of code alternation¹⁴ or code mixing, however, the use of different languages is deemed beneficial. Alternating languages is perceived, for its advocates, as a fundamental language skill because it is a normal part of interacting in plurilingual contexts. As argued previously, a great number of people around the world are plurilingual and use more than two languages in their everyday life. The languages they use might have different social statuses (e.g. dominant or minority) both in their community and internationally. Some of the languages might be used primarily in the private domain while others in public ones, such as work or school (BANKS, 2015). Code mixing, hence, can be highly functional as a communicative resource that can assist both teachers and students to achieve a considerable number of social and educational objectives. The classroom is not only a place of formal learning but also a social and effective environment in its own right, one where teachers and students negotiate relationships on a regular basis. Communicative norms, language choice, and code alternation patterns are part of language contact

¹⁴ Code alternation here is used as a way to express that communicative practice of speakers when using different linguistic repertoires in speaking.

and social organization of groups (VAN DER MEIJ; ZHAO, 2010). These patterns are the ones that ought to be practiced in the classroom in order to help students to be good social communicators in any language. The argument is, to sum up, that if in society speakers use different codes, those capabilities should be incorporated in the classroom to build upon them and expand on them. The aforementioned argument becomes especially relevant in higher education where universities are expected to provide to their diverse student body a learning of excellence.

2.2. THE ROLE OF LANGUAGES IN HIGHER EDUCATION

The increasing demand for higher education, around the world, has had different implications, for various populations, among countries regarded as developed or developing. However, higher education (HE) has been, for decades, perceived as a means of developing a profession and getting secure employment. Higher education is, by a part of society, a humanistic space where individuals are equipped with the necessary tools of reason, knowledge, and enlightenment for social thriving. Socially, it is currently regarded as a means of identifying and fostering talent to fulfill professional roles in order to enhance society intellectual capacities (BATHMAKER; INGRAM; ABRAHAMS; HOARE; WALLER; BRADLEY, 2016). Knowledge and people with that knowledge are the key factors of social development, the main drivers of growth, and the major determinants of competitiveness in a global economy.

Universities are facing new socio-cultural, political, and economic challenges (KERKLAAN; MOREIRA; BOERSMA, 2008). It is understood that in order to take advantage of the global economy, any country has to have the resources – either as a consumer or a producer of goods - to partake, at least to some extent, in the processes of generating, accessing, and sharing knowledge. Countries around the world, throughout HE, are accommodating to the masses in an effort to acquiring, maintaining, and improving human capabilities (GÜRÜZ, 2008). In order to be global competitive, HE needs to adapt to the changing demand and creation of new knowledge to meet the global demand imposed to some extent by the media, technology, and migration. These demands include reasoning about social structures in society, educational systems, and individual language development which includes its relationship to eventual academic success (QUIST;

JØRGENSEN, 2007). If we are to help students to succeed, then, we need to reframe those ideas about language in order to capitalize human capacities (GARCIA; HESSON, 2015).

Higher education has become an agenda at national and global levels due to its pivotal role at enhancing human capabilities to foster the knowledge economy¹⁵ of any country, and Brazil is not the exception. In this knowledge economy, languages play a role since it is understood that successful graduates are those who possess the skills to engage globally and critically in other contexts. According to the World Economic Forum¹⁶, speaking more than one language can boost economic growth. Arguably, this statement might have different implications for different people. In Brazil, and as stated previously, English instruction has been heavily discussed to give more opportunities to scholars in several areas for international mobility. With the need of English proficiency for professional mobility comes the need for better implementation of pedagogical models of Foreign Language (FL) teaching. English in the classroom seems to have more of an instrumental function (e.g. writing for publications), and an interpersonal function (e.g. connection with different linguistic and cultural groups) (ALM, 2003; PAIVA; PAGANO, 2001). Outside the classroom, the language seems to have a more innovative function (e.g. art, music). Understanding how languages are used, depending on the context and environment, is a key element to understanding linguistic practices in and out of the educational system.

Universities in the developing world are often criticized for not fulfilling the promises to promote democracy, to spur economic growth, and/or to reduce social inequalities (TYLER, 2013; BANO; TAYLOR, 2015). Higher Education has been a heated conversation across academic fields in the last few decades, from its effectiveness in terms of knowledge to its role in society, to its budget cut. This conversation has put the realities of tertiary education in Brazil in the spotlight for evaluation of all the realms of the system, from the field of academics to the field of financial management of higher education institutions (PFEIFER, 2012; GOERGEN, 2014).

¹⁵ Economist and organizational theorist understand it as an economy constructed on knowledge work. That is, rote memorization of facts and practices are insufficient for socio-economic success (SAWYER, 2000)

¹⁶ Available on <https://www.weforum.org>

Education in Brazil is a shared responsibility between the federal government, the states, and municipalities. Tertiary education is vital to both economies and societies worldwide. Evidence from research over the past decades has shown constantly that nations without effective tertiary institutions will be left behind in the global knowledge economies of the 21st century (WORLD BANK, 2000). No doubt postsecondary education has shifted significantly in the past couple of decades. In the past, universities were privileged places for the children of the elites, but now more people have access to education. Therefore, Brazil has seen tremendous enrollment growth as more young people graduate from high school and have access to higher education programs. In a decade, between 2007 and 2017, enrollment in higher education increased 56.4% (INEP, 2017).

Brazil's higher education is diverse, as the system is divided into universities, university centers, faculties, higher institutes or schools, and technological centers (MOROSINI, 2003). Universities, specifically, are distinguished from other types of institutions because they conduct research (WIT; JARAMILLO; GACEL-ÁVILA; KNIGHT, 2005). Universities see themselves, or are seen by society and scholars, as the main agents responsible for developing and disseminating knowledge and technology. Therefore, research is a core activity for social, political and economic life in contemporary society in the country's tertiary education system (GOERGEN, 2014). The power of public opinion about the quality of universities is clearly evident in the growing influence of rankings. Initially limited to North America, rankings today permeate all types of higher education institutions in both developed and developing countries (SALMI, 2017).

The RUF (*Folha* University Ranking¹⁷) is an annual evaluation of Brazil's higher education since 2012. Universities, public and private, are ranked based on five indicators: research, internationalization, innovation, teaching, and market. Rankings are somewhat social measuring bars about the 'good' or 'bad' quality of universities. Therefore, universities strive to be in the top universities within the country and internationally, either to attract the best, for prestige or financing. At the beginning of 2019, Londrina State University (UEL) ranked 39 of top universities in Latin America according to THE (Times Higher Education)¹⁸, which is the data

¹⁷ <http://ruf.folha.uol.com.br>

¹⁸ <https://www.timeshighereducation.com/world-university-rankings/londrina-state-university>

provider underpinning university excellence across the world, and was ranked 23 in RUF in the same year. This striving for excellence posts, therefore, pressure among universities as to meet societal expectations of good quality education in the 21st century.

Two aspects on which universities are evaluated are research and internationalization, as mentioned. Institutions involved in research, as an essential activity, tend to have a higher level of potential for internationalization than those that are only involved in teaching (WORD BANK, 2000; SALMI, 2017). An important aspect that is frequently associated with research and internationalization is English. In the case of internationalization, depending on the area you are drawing from, the idea of internationalization brings to mind words such as mobility, international academic experience, and/or language learning (PINHEIRO; FINARDI, 2014; FINARDI; SANTOS; GUIMARÃES, 2016). Although the word “internationalization” makes people think about mobility or languages, namely English, it does not mean that it is just related to these two aspects. However, mastering the English language is deemed indispensable and with Brazilian science is no different. CAPES (Coordination for the Improvement of Higher Education Personnel) and CNPq (National Council for Scientific and Technological Development) have encouraged postgraduate programs and scientific research to effusively enter into the international scenario. In order to help assist undergraduate and postgraduate students, the federal government established the program English without Borders¹⁹ (NORMANDO, 2014). Nevertheless, the program cannot supply everyone, which means that universities have to deal with the English language requirement in an autonomous way. UEL, for instance, counts with a Language Center that offers to the community (internal and external) language courses at a low cost compared to private language centers.

Undoubtedly, languages seem to play a role in the future needs of the country’s development in terms of knowledge and labor force qualification. In this current globalized world, bilingualism and/or plurilingualism in HE is extremely widespread in today’s society, and it can be seen in academic contexts (e.g. biliteracy²⁰). If academia, as a whole, ought to play a role in the development of

¹⁹ The Ministry of Education announced in July of 2019 that the program would be closed.

²⁰ Texts mediated in two different languages.

Brazil, universities will have to adjust their course contents to meet the expected needs of their government and society altogether (OECD, 2011). The report of the OECD informs that in the long term, Brazilian economic growth will require more trained human resources in different fields than those that the present system is able to deliver. In terms of social cohesion and economic development, it will have to be an initiative for individual universities.

In terms of language, even though Portuguese is the official language of the country, foreign language teaching has been influencing the education system for many years, to develop both human capabilities and economic growth. In modern times, the teaching of an additional language in schools can be traced back to the 1930s (e.g. teaching of Latin). The aspiration for a modern country led to a shift in additional language teaching, from a complementary status to a mandatory one in schools across the country. This prerogative sought to have people to not only know other languages but also to be able to use them in real life communication (CHAGAS, 1967). The current mandate on the teaching of additional languages, in the country, has positioned one language in particular above others, English.

2.3. THE ENGLISH LANGUAGE IN EDUCATION

Unquestionably, Brazil is an official monolingual country with traces of plurilingualism everywhere. The language landscape is complex and multifaceted, and although educational legislation has not yet addressed the various language groups in the country, progress has been made for some communities. Only in the last two decades people have witnessed an ideological change that recognizes and encourages Brazilian plurilingualism and that has legitimized bilingual education for the deaf, indigenous groups, and for frontier communities (MEGALE; LIBERALI, 2016). The idea of bilingualism/plurilingualism has been expanding gradually. The website 'educabilingue.com', for example, is a space online where schools, educators, and/or families can find information about plurilingualism, interculturality and education in Brazil. However, it is important to point out that this increasing interest in bilingualism overlaps with a marketing approach, and the access to this education is reserved for those who can afford it. To the extent that this type of

education is known, nationwide, as elite bilingual education or bilingual school of prestige²¹.

Even though there is interest in foreign language learning in Brazil, the country continues to be governed by almost the exclusive use of Portuguese. Portuguese is the official language of the country and is the language that most people speak (FINARDI, 2014). Conversely, socially, we can argue that due to the country's geographical and economical position, there is an embedded pressured to speak an additional language, being English at the top of the list. In Brazil, in the year 2017, through educational reforms (Law. No.13,415), the teaching of the English language became compulsory in the country from sixth grade of elementary school and on, along with Portuguese and Mathematics. As a result, the pressure to include English proficiency teaching in schools leaves little room to other languages. As Finardi (2014) points out, in terms of language, Brazil is little democratic if we think that in the country there are more than 200 minority languages. The emphasis on English teaching, by the current national education policies, reflects the quest of enhancing human capabilities. As in many countries around the world, students in Brazil are now much more exposed to the international usage of English, and to the different representations of communication.

Undeniably, English has become a dominant language worldwide. How English came to be a prevailing language can be largely discussed, from colonization dominance to globalization and/or pop culture influence. The supremacy of the English language has not come without criticism. Some scholars such Phillipson (2013) and Skunabb-Kagas (2000) have been very vocal about the overpowering of English at the expense of other languages. Phillipson was the one coining the term "linguistic imperialism" for the English language dominance, and Skunabb-Kagas went to call the language a killer, and a means for "linguistic genocide." Whether or not you agree with the expansion of the English language and its supremacy, this language has changed the face of its practice (e.g. teaching/learning) forever.

The sociolinguistic reality of English has become more complex than other languages in the world today. English has emerged as top-ranked language in industries, which in turn influenced different aspects of society such as advertisement, television, among others. The status of English as an international

²¹ Literal translation from *educação bilíngue de elite* or *escola bilíngue de prestígio*

language also has given a special role to such language by requiring its study as a second or foreign language. The status that English holds around the world also suggests changes in the background of the users of the language. The users of the language nowadays already speak another language or languages, which makes English an additional language to their linguistic repertoire (MARLINA, 2014). The international trend to learn English means that English language teachers must also be prepared to teach a growing and much wider range of learners than ever before. Now, as English becomes even more expandable, it is common to hear the term 'World Englishes' to suggest the expansion of varieties of English and their appropriation in different contexts (BURNS; COFFIN, 2013). The World Englishes paradigm came out of postcolonial thinking and it is more than a term. Definitely such paradigm brought progress in terms of reconceptualizing the appropriation of 'English', and equally brought more questions and challenges for language education. One challenge, what world English to teach in a specific context? In other words, what model to follow if any?

The great variation of Englishes, and purpose of its learning, have been unquestionably shaped by the cultural needs of their speakers. As a result, literature on the spread of English and its teaching has grown enormously in the last couple of decades. Such literature surrounding the expansion of English has been discussed from various perspectives (e.g. social-political and economic). However, there seems to be less discussion on the pedagogical implications of English as an international lingua franca, in higher education. Scholars have started to point out the necessity to explore the role of English today in different non-native English contexts. In addition, what language pedagogies, involving the English language, can be suitable in such non-native contexts (KIRKPATRICK; SUSSEX, 2012).

Canagarajah, (2013) argues that with the changing status of English, we need to replace native speakers' models with a paradigm that centers on current uses of English and its diverse users. Therefore, there should be a redefinition of what language proficiency entails in world Englishes. The idea that bilingual users of English can develop nativelike competence in the language is outdated. There is research proving that speakers of two or more languages do not desire nor necessitate native-like competence (MATSUDA, 2012). Although arguably, some learners might seek native-like proficiency specially when they are immersed in the second language context. Finardi (2014) argues that the international language is

used by native and non-native speakers and their focus on the language is on function. Consequently, in English Language teaching, intelligibility is increasing among researchers and educators (MUNRO; DERWING, 2019). Seidlhofer (2011) argues that what should we all be focusing on is on how language engages the learners' reality and activate the learning process. Any kind of language that is taught in order to achieve this result is appropriate, and will always be a matter of local decision.

Albeit gradually, the world of English language pedagogy is shifting as educators cope with the new implications for education. As Burns (2013) reflects, just the terms used in the field of English language education present a conundrum. Terms like English as a Second Language (ESL) or English as a Foreign Language (EFL) have not come without a dose of criticism for their deficit and/or delimiting connotations, based on abilities or resources that are absent instead of those that are available to learners of English. Even with a dose of criticism, the terms certainly try to tackle the diversity and inclusion issue in the language education word. Therefore, other scholars have tried to coin more inclusive terms like English as an International Language (EIL), English as a world Language (EWL), English as a Global Language (EGL), among others.

Currently, there is great debate about varieties of the world English that should or should not be taught in the language classroom (ZACHARIAS; MANARA, 2013). Still, whatever the talk about models of English in the classroom is, the models always involve a normative practice (TUPAS, 2010). Besides the many challenges regarding the teaching of any of the World Englishes, or its intelligibility, in formal language classrooms, the user of the language becomes a focus equally as to the practices that best serve them. The great majority of the world's English users are bilinguals or plurilinguals. As previously stated, the teaching of the English language is compulsory in public schools in Brazil, which means that by the end of high school those students have acquired some knowledge of the English language. They might not be fully fluent in the English language, but they are definitely what Garcia (2009) calls 'emergent bilinguals.' It is common knowledge that more people speak English as an additional language than native speakers of it nowadays (KIRKPATRICK,

2010). According the Ethnologue²², the total users of English, in all countries currently is of 1,132,366,680 (as L1: 379,007,140; as L2: 753,359,540).

The reality that the vast majority of the world's population are bilinguals, or emergent bilinguals entails conversation. The shift in language ideology and policies regarding the mandatory teaching of languages within the current plurilingual landscape requires debate, either for marketing purposes or for the development of human capabilities. The discussion is important as it elucidates how people's ideologies about languages impact language teaching, and language use in the social and educational worlds.

2.4 LANGUAGE IDEOLOGIES IN EDUCATION

An important issue, that I think is valuable to emphasize, is the relevance of language ideologies in education. Language education comes with no doubt with a set of beliefs or feelings about language use in society. One linguistic ideology is the acceptance that English is a major linguistic engine, which could help their speakers to better participate in the global marketplace. Additionally, English as the linguistic engine of globalization is thought to support the economy of a country through its human capability. However, as McKay (2012) convincingly discusses, we cannot put aside the fact that economic interests also create inequities in English learning opportunities based on the learner's profile. In Brazil, schools of prestige are only reserved for those who can afford such bilingual education (English-Portuguese).

Data on the percentage of Brazilians who speak English is scarce. However, Gimenez (2013) reported that Brazil ranked 46th for proficiency in the English language from a list of 54 countries. In November 2019, the English Proficiency Index (EPI)²³ ranked Brazil no. 59 from a list of 100 countries, with a low EPI score of 50,10. Nonetheless, such proficiency is hard to grasp as to actually know the number of people who are fluent in the language. The Ministry of Education (MEC) has tried to shed light on this issue through the free offering of the TOEFL ITP test to all universities participating in the program English Without Borders. Both staff and student community could take the test for various purposes to diagnose the English proficiency level in higher education to participate in international academic

²² <https://www.ethnologue.com/language/eng>

²³ <https://www.ef.com/wwen/eipi/regions/latin-america/brazil/>

exchanges, and to forecast the internationalization capacity of national universities. Based on all this previous discussion of English use and proficiency, there seems to be a general belief that Brazilians need and want to learn English both in private and public realms. In the public realm, the number of programs aimed at boosting internationalization by MEC is growing, as mentioned beforehand, Languages Without Borders. Although the program was recently announced to be canceled, MEC has stated that it will open other venues to promote language learning such as in the project *Future-se*.²⁴

As English grows in need in the country, for various personal or political interests, English language education takes a central focus. The focus involves thinking about the language, its speakers, and its practices, how it should be taught and learned. Researchers have long treated language ideologies as socially, politically, and even linguistically significant. The concept of language ideology is an elusive one that challenges a clear-cut definition across academia. Several definitions of the term focus on different aspects of the concept such as values or beliefs regarding speakers' language in different settings (JOHNSON, 2016). Blackledge (2008) argues that language ideologies are attached to power relations and political influences. The author exemplifies his argument by pointing out that high-status languages (e.g. English) offer to their speakers political and cultural capital. Such high-regarded languages give to everyone wanting to learn them a monetary currency (real or symbolic) with either a socioeconomic or sociocultural revenue (EVANS, 2016). We can argue, then, that language ideologies are social beliefs about language status in society, and about how the language must be practiced by their community members.

Over the last few decades, the concept of language ideology has gained considerable force in different areas of academia that aim to unravel the idiosyncrasies of language in the context of social practices (JOHNSON; MILANI, 2010). Hence, when it comes to the study of language and its relationship to cultural behaviors, we cannot set apart ideologies or the discourse regarding language use in society. The combination of language and context refers to the experiences, expectations, and assumptions we bring into the interaction with others. Such interaction is constructed and negotiated constantly through the social practices in

²⁴ <http://portal.mec.gov.br/component/tags/tag/52641>

which we engage. It is fair to say, then, that social discourses are somewhat prescriptive, where someone intends to tell others how to speak, write or use the language in certain contexts. Language education, therefore, should focus on how language is actually used by groups of people in specific communities, in order to understand how meaning is constructed based on peoples' linguistic practices.

Ideologies derive from the taken for granted conventions, beliefs, and system values which are mutually shared by a group of people in a community. As Gal (2006) argues, cultural ideas and presuppositions are labelled, and people use those labels to evaluate different social groups and linguistic practices. Language is not used in a void; rather, it is used in contexts which are impregnated with the ideology of social and political systems, and social institutions. And when an ideology is the ideology of a particularly powerful social group, it is understood to be dominant and overriding (NORTON, 2010; COUPLAND, 2011) Thus, dominant ideologies are mediated through powerful political and social institutions like the government, the law, the medical profession, and/or academia. Our perception of these institutions, moreover, is shaped in part by the specific linguistic practices of the social groups who comprise them (REYNOLDS, 1994; JOHNSON; MILANI, 2010). Because language operates within this social dimension, it reflects constructed ideologies. Some examples of how language ideologies operate include beliefs about the superiority or inferiority of a given variety, beliefs about the appropriateness of such in a certain situation, or in relation to certain groups of people (MIGGE; LÉGLISE, 2012).

In language education, particularly, language ideologies represent incomplete attempts to rationalize language usage. Such rationalizations are typically context-bound, and constructed from the sociocultural experiences of speakers, normally in a position of power (e.g. policy makers, professors) (KROSKRITY, 2004; DURANTI, 2008). In terms of language, ideologies concern both language' nature and how it should be performed. The use of the term ideologies, rather than more neutral terms such as culture, beliefs, or attitudes, points to a theoretical conformity about people's views on language which are shaped by political and economic interests and by dominance and subordination, as perceived by Philips (1998). As Jackson (2008) notes, language ideologies shape and restrict discourse and thus reproduce other types of ideologies, such as gender, race, and class ideologies. In other words, a direct causal relationship between ideas about language and the actual use of

language in interaction is posed. Traditional language ideologies restrict what people actually do with language (PHILIPS; OSWICK, 2012), but also limit how a language will be taught and what pedagogical theory will be used that can lead to the actual performance of language in society (FAIRCLOUGH, 2013).

It is important to emphasize that language can be used to transform participants' beliefs and actions in terms of educational reforms. Education is, undoubtedly, the institutional setting in which language ideologies are more explicit and more code-centered (JACKSON, 2008); as it follows a prescriptive approach regarding language use in schools. Linguistic ideologies²⁵ affect attitudes toward linguistic processes, dialects, registers and other forms of language practices. Additionally, they affect values, norms, standards, language loyalty, prestige or stigmatization within different communities. Understanding language ideologies sets the foundation for accessing and exploring language beliefs in a plurilingual setting, which is characterized by how language is used depending on the context people are, and with whom they are communicating.

As a result, efforts to challenge established language ideologies (e.g. monolingual/bilingual) have been done in the last few decades. Translanguaging (GARCÍA, 2009); Transidiomatic (JACQUEMET, 2005); Polylingualism (JØRGENSEN, 2008); Metrolingualism (PENNYCOOK, 2010); Translingual practices (CANAGARAJAH, 2011); Transglossia (DOVCHIN; PENNYCOOK; SULTANA, 2017), and Linguascapes (DOVCHIN, 2017), have been introduced in an attempt to capture the critical complexity of linguistic practices, and challenge those ideologies about language in different realms of life. Indisputably, reframing the discourse of language ideologies, in an effort to overcome social injustices, is a great step. Ideologies can be dismantled and subject to revision constantly. However, Sabino (2018) warns that by describing what languages are, how they are learned, how they have changed or how they have emerged, we continue being entrapped on unproductive ideological terrain.

In other to challenge the set of beliefs about language education, studies about the teaching-learning of additional languages have focused on the revolution of methodologies/approaches that involve everyone in the education system. Over the years, sociocultural theories advocate that students should also take

²⁵ I use language ideologies and linguistic ideologies interchangeably in this thesis.

responsibility for their own learning (HARVEY; CHICKIE-WOLFE, 2007). Currently, research focuses on students learning independently within and outside the classroom. Various language theories seek to involve students thoroughly in their own learning. As a result, the call for educators to seek to support learning among diverse groups of students is echoed among disciplines. Scholars such as Ginsberg and Wlodkowski, (2009) argue that we need to be increasingly intentional and imaginative about our instructional practice. The reality is that our instructional practice should indeed be creative and purposely since students' diversity embraces an amalgam of factors such as language attitude, learning styles, motivation, language anxiety, beliefs, among others (SHINTANI; ELLIS, 2014). Learners in universities, for example, have more than ever before perceptions and ways of making meaning different from their peers and their facilitators. Higher education skillfulness for both instructors and learners have become a highly nuanced endeavor, due to global forces and unprecedented arrays of migration and immigration, that is ought to be investigated, discussed, and applied.

2.5. CONCLUSION

The way language is seemed today is drastically different from the way it was perceived decades ago. The concept has shifted from the idea of an immovable autonomous system to a complex adaptive system with a fundamentally social function. In education, language plays a vital role as the world is becoming constantly connected through technology, commerce, immigration and education. The globalized world requires individuals who strive to create spaces for conversation, negotiation, and mediation. With such plurilingual and transcultural world in which people live today, new challenges have arrived for education, how to educate individuals in such diverse globalized world. As a result, scholarship in bilingualism and plurilingualism have emerged to meet people's need as we cannot longer talk about homogenous spaces, in terms of culture and language. If we are to help our future professionals thrive in the modern world, we need to prepare them for a linguistically and culturally diverse one.

Global developments have caused structural and qualitative changes in learning. Addressing schooling issues, such as diversity, the socioeconomic backgrounds of students and/or the reconceptualization of teaching has become the

agenda for several organizations over the past few years (e.g. UNESCO²⁶, OECD²⁷). The teaching field has been relocated, in its approach, in the last decades. We have moved from the teacher-centered approach, in which the role of the teacher was basically to speak or lecture (transmit knowledge) while the student received information from passive forms, to a more dynamic learner experience. These days, people in education are seeking to engage and construct meaning focusing on pedagogical changes and more learner-centered experiences instead of a traditional pedagogy of simply lecturing. With the English language influencing education deeply in the country, the discussion of more inclusive pedagogies to assist learners has become more relevant than ever. In higher education, especially, English language pedagogies can greatly assist students by providing tools so they become more competitive in an ever-expanding globalized world.

In the last years, research and publications seek to break with the vision of Brazil as a Portuguese monolingual country (CAVALCANTI, 2013; FINARDI, 2017). The myth that Brazil is monolingual is accepted at face value since the languages of many Brazilians and immigrants in Brazil are not simply recognized. Some scholars as the aforementioned, hence, encourage the comprehension of language and its use as necessary in language teaching since it can help shed light into the intimately link among language ideologies, language norms and power, and the identities and feelings of speakers (GARCIA; FLORES, 2014). The situation of an official language and other unofficial ones in Brazil is not an easy one to come around. However, as Finardi (2017) points out, that does not exempt us for attempting to provide some possibilities for resolution especially when it comes to the roles of languages in conflicts within the classroom. Translanguaging, could be a good starting point for discussion in the country. The next chapter, then, discusses translanguaging and its different scenarios and possible uses in education.

²⁶ United Nations Educational, Scientific, and Cultural Organization. www.unesco.int

²⁷ Organization for Economic Co-operation and Development. www.oecd.org

3.CHAPTER TWO: TRANSLANGUAGING SCENARIOS

In the previous chapter, reviewed of the linguistic landscape in Brazil was done, highlighting the interest in research on modern language teaching. Research has tried to account for theories addressing bilingualism or diverse linguistic practices observed in modernity. One of these theories is translanguaging. Therefore, the present chapter, discusses fully the different scenarios in which translanguaging can be implemented, scenarios found in literature. The chapter begins discussing what translanguaging is, providing a definition for the present thesis and the different settings in which translanguaging can be put into effect, such as in the construction of identities in learning, higher education, and language pedagogy. Additionally, examples of the application of the theory in the country will be provided to portray how the concept has been explored in Brazil.

3.1 NEW VIEWS OF LANGUAGE

With the increasing connections among people from different backgrounds, language is less and less interpreted as an immovable autonomous system. Language is no longer that discrete structure discussed by Saussure or a context-free mental grammar as Chomsky pointed out (GARCIA; WEI, 2014). The boundary among languages is now a blurry one, where many interpretations are drawn on what constitutes one or another variation of a language.

In the current study of language, therefore, we encounter an ontological argument. For example, the term 'language', in communication, has traditionally been used to refer to the knowledge and use of utterances and of written or signed symbols identified as sounds or semiotic signs (GEE, 2012). Coming with a single definition of what language is today is puzzling. Spoken language combines elements at all levels (e.g. sounds systems, syllables) which in turn are combined into language-specific permutations that are ordered in predictable ways and follow certain patterns. Additionally, language exploits hierarchical structures at several levels partitioning meaning into different layers of specificity (TALLERMAN; GIBSON, 2012).

If we had to give a simple definition of what language is to the common person, we would have to say 'it is the way people speak among themselves when

sharing the same complex linguistic system of communication', one for example called English or Portuguese. However, language goes beyond that simple definition due to its abstract and complex nature. Language involves a mental representation (e.g. implicit knowledge), a formal system (e.g. lexicon, phonology) and mind networks that yields language-like behaviors (VANPATTEN, 2016). We are now gaining more knowledge about communication styles that expand the concept of linguistic systems, which in turn presents more complexity to its evolution and, therefore, its teaching and learning. This gives rise to a fundamental dilemma that scholars are experiencing right now in the field of language education pedagogies. How do we identify language, its boundaries, and how do we teach it?

Undoubtedly, language is a complex adaptive system which characterizes human social action. Language has different definitions depending on where you are drawing from; sociolinguists, anthropology, language evolution, psycholinguistics, language process, among others (ELLIS; LARSEN-FREEMAN, 2009). However, language is arguably the first symbol used for social interaction. The usage of language features (e.g. signs, discourse) is individual; that is, depends on the person's cognitive abilities, consciousness, history, social interaction, and background to create meaning in communication. As stated by Otheguy, García, and Reid (2015, p.286):

The point that needs repeating is that a named language cannot be defined linguistically, cannot be defined, that is, in grammatical (lexical or structural) terms. And because a named language cannot be defined linguistically, it is not, strictly speaking, a linguistic object; it is not something that a person speaks.

The aforementioned authors seek to challenge the familiar idea of separation of named languages. Following the comment regarding the use of the word 'language' in my thesis, this word is used – hereafter – to refer to that language system that the layperson understands to differentiate his or her way of communicating from others'. As many researchers before me have pointed out, I am not abandoning the term completely since it is still a regarded and recognized terminology in the academic, political, and social realm. Although communication involves other resources besides language, I am focusing on observable linguistic and cultural performs in academic spaces where two or more languages coexist. In my study, I am not dealing with language specific forms but language in

communication as function and practice. I am not breaking it out into some of its features, as accent, form, or regionalism. I am dealing with language from the perspective of interwovenness of linguistic features (e.g. Portuguese, English) in action, and modes (e.g. reading, writing) in an educational setting. Departing from the previous discussions about the reconceptualization of language, it can be argued that a shift regarding language education is needed. Garcia (2009) argues that we should be directing our attention to the multiple discursive practices that people engage in order to make meaning in everyday life. Language education is a space where translanguaging can be used to invite speakers to deploy all of their linguistic resources without restraint (OTHEGUY; GARCÍA; REID, 2015).

Worldwide, translanguaging has been making its way through educational contexts, including Brazil, as it is regarded as a practical theory of language that recognizes people's everyday experiences and diverse resources (e.g. linguistic, semiotic) to make sense of the world (WEI, 2017). Translanguaging, has been used and discussed, mainly in bilingual education and in the study of additional languages, for more than two decades. A conceptual and ideological framework that seeks to account for communicative practices constructed out of a diversity of linguistic and cultural repertoires. It is believed that the term was coined for the first time in Welsh by Cen Williams (1994) as *trawsieithu*. At that time, students were consciously alternating between their well-known linguistic repertoires (Welsh and English) to assist themselves with their academic work, using both their mother tongue and the target language to become balanced bilinguals. Since then, there has been a growing body of research on the extension of the benefits of translanguaging in language teaching, and/or plurilingual instruction (BLOCK, 2007; GARCIA, 2009; SCHMITZ, 2012; GARCIA; FLORES, 2014; WEI, 2018; CANAGARAJAH, 2018). However, the theory has not come without detractors and caveats. I think it is important to present the counter arguments of translanguaging before deeply diving into the theory and its different scenarios.

The world-recognition of translanguaging came thanks to its translation into English (BAKER, 2001) and eventual implementation in different settings: 'from school to street, from pedagogical practices to everyday cognitive processing, from classroom lessons to all contexts of a bilingual's life' (LEWIS et al., 2012, p. 647), Initially, when talking about the combination of linguistic resources, sociolinguistics suggested that speakers engaged in 'languaging' to make meaning, articulate their

thoughts, and gain knowledge (SWAIN, 2006; WEI, 2011). These insights about languaging inspired scholars such as Ofelia Garcia and Li Wei to propose 'translanguaging', instead of 'languaging', "as a term for speakers' natural linguistic instinct or cognitive capacity, and for their observable practices" (JASPERS, 2018, p.2). The term has been used so broadly, and for so different purposes, that is hard to keep up with so many definitions and uses today. Translanguaging touches on the multiplicity of individual linguistic competences of speakers, whether they are considered monolingual or plurilingual, on social transformation, on pedagogical practices, on language ideologies, on cognitive development, on decolonization, on transgender discourse, just to name a few (GARCIA, 2009; GARCÍA; WEI, 2014; OTHEGUY et al., 2015; GARCÍA; LIN, 2016; WEI, 2018). In sum, translanguaging can be applied in a multitude of scenarios based on the researcher's positionings.

As a consequence, in the last decades, translanguaging in sociolinguistics and psycholinguistics has gain a lot of devotion. The term has become a very engaging one in different kinds of ways (e.g. social justice, pedagogy) (CENOZ, 2017). However, some scholars have pointed out that we need to be cautious about ascribing so much value to new language approaches (BACKER; SLEMBROUCK; VAN AVERMAET, 2017). Some scholars argue that what 'works' needs to be taken with caution. The question is not whether one approach works or not, it's whether that particular approach works for specific learners in particular contexts (BIESTA, 2007). According to some scholars, such as Otheguy, García, and Reid (2015), translanguaging provides conceptual paths as to protect "minoritized communities, their languages, and their learners and schools" (p,283). However, in a study of the use of Basque, speakers of such language saw translanguaging as a threat. In the Basque Country, people were concerned about the quality of Basque when it was blended with Spanish. Some educators considered that the only way to save Basque was to make the oral use of the language compulsory (CENOZ; GORTER, 2017). This language threatening has been found in other studies. For instance, the use of English by Scandinavian adolescents was perceived as a threat to Scandinavian languages (HOLMEN; JØRGENSEN, 2000). Language purism is even favored in bilingual schools. In a study of Jørgensen (2005), teachers and parents in a Turkish-Danish grade school often thought that children should speak languages separately.

In a well-discussed paper by Jaspers (2018), the author argues:

Translanguaging is likely to be less transformative and socially critical than is suggested, because translanguaging research has more in common with the monolingual authorities it criticizes than it may seem, because it trades on causality effects that cannot be taken for granted, and because translanguaging, in some of its representations, is becoming a dominating rather than a liberating force. This does not detract from the value of translanguaging research, nor from the importance of reconciling schools with linguistic diversity. But it may imply arguing this transformation from a different tack (p.1).

My research, therefore, intends to follow that advice of some of the scholars cited in this section and explore translanguaging purposefully. Mainly, it intends to identify translanguaging practices of students and their contextual reasons and to establish the value of feedback within the realm of such practices, as a support for teaching and learning of the English language in higher education. Although I believe that translanguaging has transformative qualities for both educators and learners in language education, I have to be careful about not attributing those transformative qualities to all realms of language education. This research is an attempt, then, to continue the discussion about translanguaging from a different approach, as stated by Jaspers. Additionally, as Lewis et al. (2012) pointed out, the “effectiveness of translanguaging strategies have yet to be researched, evaluated, and critiqued” (p.650). Block (2018), as well, highlights an important issue about research in education with regard to translanguaging. The author argues that although translanguaging deals with overcoming social injustices (e.g. racism, language bias), it does not deal with economic or class-based injustices. Therefore, it is not likely to alter in any way the capitalist order, destabilizing the social structures of societies worldwide. The aforesaid statement, for those researching such theory, is food for thought.

3. 2. DEVELOPMENT OF TRANSLANGUAGING

The development of translanguaging, as part of the bilingual/plurilingual education discussion, has brought focus on an education that uses more than one language and/or language varieties in any kind of combinations. Ofelia Garcia, one of the foremost researchers about translanguaging, uses such conceptual and ideological theory to challenge previous research concerning bilingual classrooms. For the mentioned researcher, there should not be separation of named languages

in education in order to succeed, as traditionally believed. Traditionally, languages in language education have been studied separately; that is, how students alternate between one language or another, how one affects the other, and/or what are the main purposes for using one over the other.

Over the years, studies on code²⁸ alternation have been conducted by identifying social factors, patterns of conversation, grammatical aspects, among others (AUER, WEI, 2007; GARDNER-CHLOROS; MCENTEE-ATALIANIS; PARASKEVA, 2013). Such studies were focused on measuring code alternation practices, such as distinguishing changes in prosody, vocabulary or syntax, which were in some way meaningful to the participants in the conversation. We know that code alternation is related to and is indicative of the association of groups in certain types of bilingual speech communities where it occurs, and is limited by syntactic and morphosyntactic considerations that may or may not be universal (AUER; WEI, 2007).

The large body of research regarding code alternation led a number of other linguistic outcomes of language contact, including borrowing, convergence, pidginization, death of language, etc. We observed the occurrence of code alternation alongside most of these language phenomena. In addition to the outcomes of language use such as loan or convergence, other terms have arisen to describe more deeply the alternation in language use, such as, codemeshing²⁹, transidiomaticity³⁰, or translanguaging (JACQUEMET, 2005; GARCIA, 2009; CANAGARAJAH, 2013), just to name a few. The act of alternating between codes has been significantly researched under one particular umbrella term: code-switching. Code-switching has been around for many years now and it is an important point of reference when talking about code- alternation. For that reason, I believe it is important to discuss code-switching and its overlapping with translanguaging.

²⁸ I am using the term code here instead of language as a conscious choice as I don't want to adhere to the broad idea of what is a language as opposed to other.

²⁹ Codemeshing is the act of combining the vernacular, colloquial and world dialects of English into formal works and everyday conversations, in an attempt to encompass the diversity in which we reside (SEBBA; MAHOOTIAN; JONSSON, 2012).

³⁰ Communicative hybrids resulting from the intersection between people and mobile texts (JACQUEMET, 2005).

3.2.1. Translanguaging and Code-Switching

Over the years, code-alternation has been closely related to code-switching and the two concepts have been regarded by some people as one. It is sensible, then, to talk about code-switching and its position in the research world of code-alternation. Such term has been the foundation for many years, and the one most scholars think of, when identifying this change or switching of codes (e.g. English-Portuguese) among speakers of different languages. Code-switching has been recognized for at least 50 years as an important aspect of human language that must be studied. Vogt (1954), for example, suggested that bilingualism should be of great interest to linguists, since contact with the target language probably has effect in all the languages used by a specific speaker in contexts marked by linguistic varieties in use. Still, code-switching in early studies was, for the most part, portrayed as an intrusion into the monolingual interior of a language. The interest given to code-switching goes back to Gumperz and Hymes (1972). In the late 1960s and early 1970s, the authors studied the code shift between dialects in Hennesberget, a Norwegian fishing village and outlined formal and informal dialect-switching functions performed in various settings and social events. Although code-switching had been discussed before, the research of Gumperz and Hymes received considerably more exposure and became a standard textbook in many new sociolinguistic courses created at universities in the 1970s (GEE; HANDFORD, 2013).

Since code switching has been around for many years now and has gained a lot of recognition as a learning strategy in multilingual environments, I think it is important to point out the difference between code-switching and translanguaging. Code-switching, was one of the first terms used in academia to refer to that shifting in language repertoires and, as stated, its study has been recognized as an important aspect of human language. The body of research regarding code-switching is immense, just by typing code-switching into google scholar, this produces thousands of research, ranging from code-switching in conversation to social meaning in linguistic structures. From 2010 to 2019 there have been more than 55,000 publications on the topic³¹. Code-switching, to be brief, refers to the

³¹ <https://www.csullender.com/scholar/>

alternate use of the first language and the target language, shifting from one language to another within an utterance. The term has been around for many decades, and it has gained significant attention through a large body of research in sociolinguistics, through studies, books, conferences, and pedagogical practices. Therefore, code-switching, the alternating use of two or more languages within conversation, has become an increasingly up-to-date and an important field of research, from conversational analysis to written discourse (AUER, 1999; SEBBA; MAHOOTIAN; JONSSON, 2012).

Some may argue that since code-switching is code alternation, and translanguaging involves code alternation as well, there is no much of a difference between the two terms. However, the theoretical and analytical concepts of code-switching and translanguaging are different in core. The former is more preoccupied with the identification of the language or languages involved, either their grammatical structure or function analysis to delve into the linguistic and non-linguistic purposes of switching from one language to another. Language is seen from the outside; that is, the perspectives of language itself (e.g. control of one language or another) in order to describe language. Translanguaging, I would like to argue is not a term to modernize or replace code-switching. Translanguaging, from a socio-cognitive stance, invites speakers to deploy all of their linguistic and cultural resources. The focus is on learners, on how they construct meaning to better understand content and named languages. The translanguaging theory sees linguistic practices from the perspective of the user, in which he/she creates meaning that goes beyond grammatical aspects of one language or another, using different linguistic, cognitive, and semiotic resources (WEI, 2017). The theory is more concerned with the social functions and practices that affect the ideologies of language, and their users (GARCIA; WEI, 2014).

Translanguaging, as well as the other terms aforementioned, has been introduced in an attempt to depict the complexity of language practices in bilingual environments, in different social and educational realms, observed in modernity. However, these language practices are not something new (CANAGARAJAH, 2013). In fact, in bilingual environments these mixed-language practices are quite normal (BLOMMAERT; RAMPTON 2015). Although these practices are 'not new' and 'normal', this should not deter us from studying them. Their strongest focus lies on their observation, examination, and reflection value (DOVCHIN; LEE, 2019).

In Brazil, for example, studies about *Portuñol*³² can be found across academia about its diverse use in education (REIS, 2010; MOTA, 2012; ZOLIN-VESZ, 2014). So, I am expecting to see translanguaging practices across my data in the form of language mixing or some other alternating forms. Visualizing translanguaging, based on data interpretation from this study, can help understand better how translanguaging manifests and the context surrounding those manifestations. My intention is to critically reflect on translanguaging, its practices, and how these practices can be used as teaching resources. Studies show that translanguaging is a naturally occurring phenomenon and cannot be completely controlled by monolingual educational policies. As a consequence, in education, such theory is about the teacher and the learner as it draws on the languages and cultures available to the group within and outside their spatial repertoire (CANAGARAJAH, 2018). If we take the aforesaid statements at face value, the language field should focus on the conjunction of languages in the daily lives of people, not its separateness. Understanding this latter precept can help us to start thinking of new ways to address language learning that helps enhance students' language capabilities in school, in terms of language and didactic content.

Garcia supports that translanguaging positions language in a context of acting and practicing, not simply in a context where language is a restrained structure based on a set of skills (GARCIA; WEI, 2014). Through the translanguaging lens, it is understood that in contexts in which a learner is disregarded and powerless, opportunities for social interaction, and social advance will be more limited (NORTON, 2012). Opportunities for acquiring linguistic or even sociolinguistic competence will be limited as well. Translanguaging seems to have practical and political implications for education in culturally and linguistically diverse societies that can lead to the recognition of the positive role of students' background (GARCIA; WEI, 2014). Garcia (2009) explains that translanguaging gives the opportunity to learners to experiment with their ideas and actions and, therefore, learn and develop literacy practices. It can be argued that the research done by Garcia or Wei, for instance, is done with students who are familiar with many languages. Therefore, the practical and political implications of the theory are not applicable in any setting. However, translanguaging as a theory can help us to understand how individuals

³² It is a linguistic fusion between Portuguese and Spanish.

use their entire linguistic repertoires and social backgrounds, especially in education, for various academic purposes.

3. 3. CONCEPTUALIZING TRANSLANGUAGING

Baker (2011), who first translated the term translanguaging, defined it as “the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages” (p.288). Over the years, Baker has expanded the definition; however, the definition provided still enclosed two languages, which has been the criticism of some scholars (GARCIA; WEI, 2014), for whom translanguaging goes beyond the boundaries of two confined linguistic systems (e.g. English, Portuguese). As described by Garcia (2009), translanguaging is a process of meaning making through the utilization of named languages, their varieties, and any other semiotic, multimodal, and cognitive resource that goes beyond code-switching, albeit it involves code alternation. Over the years Garcia has elaborated on the description of translanguaging, and so have some other scholars. The following quotes are just some of the diverse definitions found in literature:

- The complex discursive practices of all bilinguals, and the pedagogies which build on these discursive practices to release ways of speaking, being and knowing of bilingual subaltern communities (GARCÍA, FLORES, WOODLEY, 2011, p.51).
- Translanguaging lens is less focused on language per se, and more concerned with examining how bilinguals make sense of things through language (SAYER, 2013, p.84)
- Translanguaging in education can be defined as a process by which students and teachers engage in complex discursive practices that include all the language practices of students in order to develop new language practices and sustain old ones, communicate and appropriate knowledge, and give voice to new sociopolitical realities by interrogating linguistic inequality (GARCIA; KANO, 2014, p. 3)
- The process of translanguaging uses various cognitive processing skills in listening and reading, the assimilation and accommodation of information, hoosing 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 (LEWIS, JONES; BAKER, 2012, p. 644)

- The act of Translanguaging creates a social space for the language user by bringing together different dimensions of their personal history, experience, and environment; their attitude, belief, and ideology; their cognitive and physical capacity, into one coordinated and meaningful performance (WEI, 2011, p. 1223),
- Translingualism looks at verbal resources as interacting synergistically to generate new grammars and meanings, beyond their separate structures. According to this definition, the prefix 'trans' indexes a way of looking at communicative practices as transcending autonomous languages. (CANAGARAJAH, 2017, p.31)

Based on the different definitions presented in the literature, translanguaging as a conceptual and ideological theory concerns two central lines of study. As mentioned in the introduction, the ways translanguaging theory is usually view falls under two dominant approaches: as a theory of language situated in bilingual pedagogy (e.g. bringing together complex language practices in speaking and writing to create meaning), or as a languaging socio-cultural theory (e.g. social space where personal histories, ideologies, cognitive capacities come together in meaningful performances to challenge traditional beliefs)

Based on my take of what translanguaging entails, through literature review, and since the focus of my study is translanguaging in pedagogy in higher education, I have decided to use the following definition for my study. Drawing from the various discussion of the theory in literature, I have chosen to frame the concept of translanguaging as “a teaching approach focusing on the various linguistic and cultural repertoires (spoken, written, multimodal) of emergent bilinguals to convey meaning for the better understanding of content and of named languages in formal learning environments”. I am proposing this definition since in my study I am dealing with the code-alternation between English and Portuguese in an academic setting, and students’ socio-cognitive resources both spoken and written. Therefore, I started with one definition and moved on to combine it with a pedagogical approach. The

definition is believed to provide the basis for empirical generalizations by the detailed examination of the examples drawn from the specific context of this study.

In my study, the participants are college students, largely emergent bilinguals, speakers of Portuguese and learners of English, and some of them use other languages at a lower level of proficiency (e.g. Japanese, sign languages). In my study, the connection between language and the real world of students is important to bear in mind, as languages are intimately connected to cultural, national, and linguistic identities which can impact learning greatly (BALAM, 2016). Translanguaging practices, in the study, are not only connected to individuals' social performs but are equally and strongly connected to their academic performance and identity construction.

3. 4. TRANSLANGUAGING AND IDENTITY

In education across the world, language serves as means to help individuals know themselves, to develop identity, and to become fluid social actors and thinkers (HALL; DU GAY, 2006). Language in its representative and identity-bearing role is proven to be important to groups, in such a way that any endeavors will be made to protect it and to keep it 'uncorrupted'. Language throughout communication history has always played a very important part in identity construction, whether individual, group, national or local (EDWARDS, 2012; GARCIA; WEI, 2017). Language permeates every aspect of social experiences within a culture that neither language nor culture can be comprehended without information of both. Certainly, language situated in specific social relations and social structures impact people's human development and their identity (TING-TOOMEY, 2017).

The question of identity has been constantly debated in social theory. With the constant and rapid transformation of societies due to globalization, immigration, technology, and other societal developments in the 21st century, the landscape of identity has been fragmented and redefined (COHEN, 2012; EDWARDS, 2010). Such fragmentation and redefinition have incorporated to the notion of identity a large spectrum of scenarios involving class, gender, sexuality, ethnicity, power, nationality, values, among others. All those scenarios have permitted a sense of belonging to people as social individuals and, therefore, as part of a larger community. Identity, consequently, is an elusive term to grasp.

Higgins (2009) discusses that the sense of identity is formed in the interaction between the self and the culture. The individual, accordingly, is shaped and modified in a continuous interchange with cultural worlds outside and the identities within such worlds. Therefore, identity in the sociological conception brings together the inside and the outside, the personal and the public world. Using Jenkins' (2008) definition of identity, I will outline such term as follows; "identity is the human capacity – rooted in language – to know 'who's who' (and hence 'what's what'). This involves knowing who we are, knowing who others are, them knowing who we are, us knowing who they think we are, and so on" (p 5). Consequently, we cannot talk about identity without linking it to language.

Language is intrinsic to the expression of culture, a social accomplishment important to communicate values, beliefs, and customs. The interrelationship between language and identities is so closely interwoven that we cannot talk about one without mentioning the other (NORTON, 2013). The aforesaid statement is somewhat supported by the increasing number of researchers and theorist focusing their attention on language learning identity, as an individual, in part innately specified, cognitive process (YUSA et. al, 2011). Language and identity, as discussed previously, give people a sense of social belonging. The concept of social identity is important to be highlighted as it provides a framework to understand the relationship between the concept of the self and the belonging to a larger group in terms of language practices.

In order to understand social identity, it would be important to conceptualize The Social Identity Theory (SIT) first. SIT allows to understand how social identification can favorably impact education, which can be translated into student engagement such as effort, participation, or task completion. SIT consists, partly, of cultural, national, or social group affiliations, as well as the emotional influence of the membership (TAJFEL, 1982). The importance of linking language and identity is best described by the cultural historian Peter Burke, who tells us that language is one valuable sign of collective identity. Speaking the same language, or variety of language, as someone else is a simple and efficient way of signifying solidarity; also, it is an equally efficient way of distinguishing oneself from other individuals or groups (STETS, BURKE, 2000). One element of SIT is social comparison. People compare their groups with other groups in terms of social standing. It is important to note that the comparison must be pertinent. For example, an advanced English language

learner might judge her/himself favorable in comparison to an intermediate one. Such judgment, therefore, can lead to more or less engagement within a group. Therefore, in the case of language learners, they can come together as a group united primarily by language practices, based on the prestige or social standing of those practices (HELMICH; DORNAN, 2012).

The importance of identity in social interactions, therefore, deserves to be considered in language education. It is important to highlight that within SIT we find the Identity Negotiation Theory (INT), which illustrates, through research, the important role of effective communication for speakers. The fundamental basis of the Identity Negotiation Theory posits that individuals in all cultures desire to be competent communicators in a varied range of interacting situations. They learn to be competent communicators within their own culture through repeated language practice. They also learn to deal with others appropriately and effectively through habitual routines. Additionally, individuals learn to monitor their own communication process and outcome more mindfully and, hopefully, with identity attunement. This attunement can be seen in the attention to thoughts, feelings, behaviors, and cultural situations among individuals and/or groups (TING-TOOMEY, 2017; TING-TOOMEY; DORJEE, 2018). Attunement also highlights the nature of human interaction. Humans' attention focuses beyond language form, on the ways in which subjectivities, stances, and positions are negotiated and achieved, not given socially (DURANTI, 2008). One example of human attention is intelligibility; that is, the criterion of the language to be usefully communicative and acceptable (NELSON, 2012). One illustration of this desire of individuals to be competent communicators was found in my data when some of the students engaged in discussing the correction of pronunciation in language learning.

Excerpt 1 – LEM095 classroom discussion; 13/06/2017

1. **P1:** You know, sometimes it's hard because the person is so confident when he's pronouncing things.
2. **S6:** But I think he needs to be... to be corrected as soon as possible because it is easier to learn at the beginning of the learning process then to postpone it
3. **L:** Yeah
4. **S8:** because then he is going to make the same mistakes
5. **S6:** yeah, and it gets stuck in his head

The example illustrates both the desire of language learners to be understood and the belief that correction is needed to increase intelligibility in different instances, which can be done through feedback (this will be discussed later in the chapter). Equally, the excerpt reflects an ideology from the professor that there is an appropriate way to speak a language. Language is therefore more than a system of symbols; it is a social practice in which experiences are organized, and identities and beliefs negotiated (BLOCK, 2008; NORTON, 2013). In language education, not only we are dealing with language variations but also with the experiences of their speakers in specific situations.

The book 'Racialized Identities in Second Language Learning: Speaking Blackness in Brazil' provides an analysis of the experience of African American college students in Afro-Brazilian communities (ANYA, 2016). The author discusses how learners, instructors, and their communities construct and negotiate race, ethnicity, gender, sexuality, and social class identities through second language learning. During the contexts of translanguaging practices, in which learners participated in Portuguese and Brazilian culture learning, it was observed that participants' gender and social class identities were jointly shaped and negotiated as they transformed in the gaining of new understandings and abilities. Translanguaging practices influenced their participation in their own learning and in their self-identification. In other words, this translanguaging classroom profoundly influenced the students' work when they engaged in examining their own motivation to work at learning a new language, and learning a new culture.

In Second Language (SL) and Foreign language (FL)³³, the learner's performance and outlooks have much to do with the extent to which the learner is valued in any given institution or community. Second or Foreign language identity, therefore, has great relevance nowadays in any contexts as it provides insight into the conditions under which language learners perform not only linguistically but also socially. Consequently, in contexts in which a language learner is valued and takes risks with language, the learner will engage in social interaction; in contexts in which a language learner is disregarded, opportunities for social interaction, and thus inclusion, will be more limited (NORTON; TOONEY, 2011). Identity, thus, play a role

³³ It is important to state that in Second Language, students are exposed to the target language all the time (in and out of school). In Foreign language, students are only exposed to the target language in the school context.

in learners' sense of involvement in social spheres by being good communicators. They can use language to construct identities and can establish "themselves in ways they believe will meet their social and academic goals" (DUSZAK, 2002, p.235) Language, undeniable, provides an identity capital³⁴ for students, but also plays an important role on how educators see themselves, their students and their teaching.

Besides students developing their own identities, educators also ascribe identities to their students, such as language proficient or beginner, based on their understanding of what identity represents (WORTHMAN, 2006). Besides ascribing identities to their students, educators continually mold and adapt their own identities (MARSH, 2003). They position themselves as particular types of teachers (e.g. open, traditional), based on specific social networks. Additionally, their position affects how they do things within the classroom. Identity is an essential feature of educators' experiences as they continually negotiate their positioning, not only within the school settings, but also in relation to what it means to be a language educator (TRENT, 2013). In general, teacher's identity can be understood as the way teachers learn to teach, the way they teach, and who they are as individuals and professionals (VARGHESE, 2008).

Recent scholarship has been influenced by post-structural positionings to decontextualize widespread orientations to people's negotiation and beliefs of identities as language users and teachers. This new approach in research is an effort to move away from oversimplified views of language and attempts to depict the complexity of identities for both language users and educators. As a result, scholars are moving towards a more comprehensive and deeper understanding and appreciation of contextualized accounts of translinguistic and transcultural identity negotiations, departing from what an educator can or should do (YAZAN; RUDOLPH, 2018). Translinguistic and transcultural identity negotiations show the complexities of people's roles in a globalized world.

In the teaching profession, educators usually experience a shifting in identity as they become more immersed in the school social network and in their particular program work (CONSTANT; CAO, 2018). As some recent scholarship has contended, communication resources constitute identity repertoires which afford

³⁴ It refers to "the varied resources deployable on an individual basis that represents how people most effectively define themselves and have others define them, in various contexts" (CÔTÉ; LEVINE, 2002, p. 142).

adaptation to the eventualities of social life (CREESE; BLACKLEDGE, 2015). Therefore, current sociolinguistics advocate for an approach that seeks to link the complexity of language in action with the dynamics of identity construction, performance, and negotiation. As the literature on this field asserts, translanguaging has the potential to empower both the learner and the teacher, to transform power relations, and to direct the process of teaching and learning on making meaning, enhancing the schooling experience, and developing translinguistic and transcultural identity for the modern world (CREESE; BLACKLEDGE, 2015; WEI, 2017).

Translanguaging, as a theoretical and ideological theory, has the capacity to demonstrate how complex social, linguistic, and community practices yield multiple reflections on identity construction. In school for instance, some norms are played constantly as both educators and students adapt towards a set of contextual features (e.g. values, customs), which are characteristic of particular identity positions expressed through various linguistic resources. Understanding this statement is important to further explore how pedagogy for bilingual or plurilingual learners can incorporate the complexity of linguistic repertoires, and identities, in order to enhance learning.

3.5. THE ADVANTAGES OF THE TRANSLANGUAGING THEORY

In initial research, especially in the United States, the use of the first language (L1) and second language (L2) was interpreted negatively, as an incompetent and interfering strategy in language education. Over the years, L1 has been restricted to languages. However, nowadays when talking about L1 in education, we are not simply talking about the usage of the native language, we are talking about the linguistic map of the person (e.g. literacy knowledge, learner identity). Therefore, denying students' L1, for example, is denying students' contribution to its own learning. New approaches have tried, hence, to prove the beneficial aspects of the use of the person's linguistic repertoires and have sought to identify their relevance to language pedagogy (TANNEN; HAMILTON; SCHIFFRIN, 2015; PADILLA; GÓNGORA; PARRA; LEÓN, 2016; LUCENA; CARDOSO, 2018).

The claim that some pose regarding that using different linguistic codes to learn a language and didactic content is inadvisable can be counter-argued through metalinguistic awareness research. Metalinguistic awareness can be defined as the

ability to ponder about and reflect upon the nature and functions of language, whose features are mainly in the domain of discourse (PRATT; GRIEVE, 1984). Metalinguistic awareness can be both conscious and unconscious. Awareness of language is developed along with the acquisition of a language. There is a conscious understanding of how language works and how it can be molded in communication. Additionally, it can be unconscious; many skills are acquired without conscious awareness of the process involved when communicating. Speakers have variable degrees of awareness. At times, speakers recognize the structures underlying their conversation, in terms of language and social interaction. At other times, speakers are partially or totally unaware of these structures. However, either conscious or unconscious, metalinguistic awareness can help shape linguistic interactions effectively (MERTZ; YOVEL, 2010).

In translanguaging interactions, metalinguistic awareness does not only mold communications but also indicates the level of linguistic competency that people have in more than one language (CANAGARAJAH, 2013). When talking about linguistic competence, I am speaking of the knowledge of a speaker as an utterer and a hearer, in terms of language and social performance. That is, the actual use of language in concrete situations. Canagarajah (2011, 2013) points out that competency is not narrowed to the idea of separate competencies for each language, but a multicompetence that functions interdependently for the different languages in speakers' repertoires. The discussion of this competence is not something new in the sociolinguistic field. Already in the 1990s, Cook (1992) had proposed the idea of multicompetence. The author discussed, then, a unique form of language competence that was not automatically comparable to that of monolinguals. According to the scholar, speakers of additional languages should be seen as possessing unique forms of understanding regarding their native language and their target language (COOK, 2008). The competence that bilingual or plurilingual speakers have is a dynamic one. As a result, their proficiency changes as a consequence of adjustments made in the interaction within linguistic subsystems that reflect the utterers' communicative needs (CENOZ; GENESEE, 1998).

Proficiency for bilinguals and/or plurilinguals is focused on repertoire building; that is, developing abilities assisted by different languages in their repertoire instead than trying to master functions of each and every language the person might know

and use. Languages are part of a repertoire that is accessed by individuals for various purposes depending on the context, which involves drawing from their known linguistic background to construct meaning and to communicate. Understanding how translanguaging works in the classroom can make it easier to understand the use and/or functions of linguistic practices in different educational contexts to enhance competency. Languages, under the translanguaging lens, are not separate resources; they are linguistic repertoires as a whole in a continuum flow. As a result, translanguaging as an approach in education can serve for various purposes, ranging from classroom demands to interpersonal relationships in the construction of knowledge (GARCIA, 2009). Translanguaging can greatly support the teaching and learning of language and content as it involves both teachers and students.

In a project from *Universidade Federal de Mato Grosso do Sul*, carried about by professors and some undergraduates of the English program, they used translanguaging and multimodal practices in organized workshops to discuss social issues. Working with secondary students, as participants, the researchers engaged with them on ascribing meaning to texts in relation to migration, using translanguaging (e.g. English-Portuguese) and multimodality (e.g. memes, videos). The report showed that students' existing knowledge about Brazilian history enhanced their engagement, creativity, and critique toward social issues and expanded their comprehension of language and society (TAKAKI, 2018). What this tells me is that by using participants background, they were able to build and expand on the main subject using students' prior knowledge, both in terms of language and content.

Translanguaging, as a practice and a process for communication, literacy, and multimodality is exemplified in another study carried out in the program "Language Without Borders" of the *Federal University of Mato Grosso do Sul* (UFMS). Using perspectives from Critical Literacies, Multiliteracies and Translanguaging in subject planning, the researchers found that the use of digital resources to expand participants' linguistic repertoire was closely related to their social development. Moreover, using multiliteracy (e.g. texts through different platforms) contributed to the construction of political and linguistic identities. Additionally, the students from four different areas of study broadened their rhetorical dialogue pertaining academic issues and the socio-historical and cultural ones.

Issues that made them feel included, as social subjects (OKAIGUSIKU; GRANDE; VILAÇO, 2018).

Departing from the translanguaging theory, linguistic and cultural repertoires are invited, included, recognized, and accepted in the learning process (OTHEGUY et al., 2015). In general, translanguaging seems to have practical and political implications in a culturally and linguistically diverse society that can lead to the recognition of the positive role of the home language and culture of students to support and facilitate the comprehension of language, and its use in societal issues (GARCIA; WEI, 2014). Most importantly, the recognition of what people bring into education, such as language and life experiences can be of great value. In academia, for example, articles like *"Students' Right to Their Own Language": The Retrospective* (SMITHERMAN, 1995) shows that translanguaging is used strategically and creatively. In such article, the author, a black sociolinguist, combines AVVE³⁵ with Standard American English to give a voice to the AVVE language in the mainstream society. In other studies, students' writing compositions can show how learners negotiate meaning in relation to certain lexical categories (e.g., modals), as usage for voice and identity (SEBBA; MAHOOTIAN; JONSSON, 2012).

In academia, translanguaging can be used as a form of pedagogy for practitioners. It can be used as a resource in various contexts for educators to capitalize on students' linguistic resources, and help learners optimize not only their linguistic knowledge but also apply it to their academic work (PALMER; MARTÍNEZ; MATEUS; HENDERSON, 2014). As Canagarajah (2011) states, the pedagogical side of such theory is underdeveloped in general. Even though, translanguaging has been studied in urban and/or linguistic landscapes, either virtual or real, research is still dealing with the development of it among students in formal instruction (e.g. classrooms). Exploring pedagogies or approaches that are "functional or have great potential for the development of linguistic and academic proficiency among learners" (CREESE; BLAKLEDGE 2010, p.113), though, seems valuable.

The translanguaging practice may vary, but certainly it shows positive outcomes in academia in the development of competencies (MICHAEL-LUNA; CANAGARAJAH, 2007). Recently in Brazil, a literary movement called 'Wild

³⁵ African American Vernacular English

Portuñol´ has been established by writers from the border area of Brazil, Paraguay, and Argentina. The movement, composed of more than 20 poets and artists from Brazil, Paraguay and other countries, seeks to break the idea of borders among different languages, and the validation of this linguistic and cultural plurality, where Portuguese, Spanish, Guarani as well as English and / or other languages that any writer may want to add are welcome (SANTOS, 2017).

Through the use of translanguaging in academia, metalinguistic awareness and investment can also be investigated in the development and effectiveness of learning strategies, in response to the demands of the new world order. This new world is prompted by technology, and characterized by migration both of goods and people. Citing Kramsch (2014), investment “accentuates the role of human agency and identity in engaging with the task at hand, in accumulating economic and symbolic capital, in having stakes in the endeavor and in persevering in that endeavor” (p.195). It is important to note that the concept of investment is granted to Norton (2000), who noticed it in a research regarding immigrant women.

The concept of investment is highly valuable to discuss because it allows us to delve into the degree of students’ interest in the language during their schooling, and how this interest affects their academic performance and can be translated into other contexts. Informed by Bourdieu’s work on cultural capital (1977), Norton argues that people will invest in language, especially in learning and understanding issues that will help them acquire things for their livelihood. Acquiring symbolic and material resources is thought to help individuals to increase their cultural capital and social power (PALMER; MARTÍNEZ; MATEUS; HENDERSON, 2014; DARWIN; NORTON, 2015). The fact that people will invest in learning in order to enhance their cultural and identity capital, opens the door to discussing the relation between translanguaging and the teaching of languages, namely English, which is thought in higher education as an important resource to get ahead in society.

3.6. TRANSLANGUAGING AND THE FIELD OF LANGUAGE EDUCATION

Research on translanguaging has focused largely on how diverse languages mesh with English. This meshing begins to portray that translanguaging means English+ (CANAGARAJAH; GAO, 2019). I have discussed that translanguaging is a phenomenon witnessed in an environment where different codes converge. It is not

a phenomenon that occurs in English language environments only. However, discussing English in HE is important in my study because, among other aspects, of translanguaging's origin. Translanguaging was first coined when it was used between Welsh and English in a bilingual educational context. Much research done about translanguaging has been in mainstream English-speaking environments, which has set the foundation for further research for other bilingual or plurilingual contexts not involving English. Moreover, English is still the dominant foreign language in language education in developing countries, where it is still perceived as a means for societal development. As discussed previously, in Brazil people perceive they need the English language either for personal or professional development (FINARDI, 2014).

Although Macaro (2001) makes a compelling argument about not only learning English, and I agree with him, my thesis focusses on the teaching of English because of the societal power that still has in countries like Brazil, which as previously mentioned, is the top language sought for academic purposes. Most of the academic papers written in another language are in English. As an international language in academia, English is the most spoken L2 nowadays (FINARDI; FERRARI, 2008; FINARDI, 2014). Additionally, the social media, which has a great influence in the Brazilian society, and in other realms, have consumed the English language greatly (e.g. advertisements, music, pop culture). Just to provide a closer example to this thesis, UEL's website can be read in Portuguese and English only.

Certainly, thinking of language teaching in higher education, from a translanguaging approach, entails addressing the functions of the target language (English) and the mother tongue (Portuguese). Some research has shown that a language learner tends to express ideas rather than emotions in their second language. Normally, emotional expressions seem to be constrained to the mother tongue (BROUGHTON; BRUMFIT; FLAVELL; HILL; PICAS, 2003). How to negotiate meaning and bring together ideas and feelings is therefore the question in present language education. The classroom is not only a place of formal learning but also a social and effective environment in its own right, where educators and students negotiate relationships and identities on a regular basis, amid the acceleration of globalization and plurilingual practices (TANNEN; HAMILTON; SCHIFFRIN, 2015). Communication norms, the choice of any linguistic code is part of the contact with any language and the social organization of groups (VAN DER MEIJ; ZHAO, 2010).

Some of the research, previously discussed, showed that navigating among languages could play a positive role in the teaching and learning process of English for any academic purposes, while respecting the linguistic and cultural background of the students.

On a pedagogical level, translanguaging raises questions of how students' language experiences and skills are recognized and supported, and how teachers should organize learning environments that create opportunities for students to build upon and expand their linguistic repertoires. Moreover, it raises the question on how to involve students in the decision-making process of learning, aiming at valuing and respecting their diversity (YILMAZ, 2019). All levels of education are confronted with realities of a world that is demanding new ways of thinking and doing innovative things, in order to develop human resources and capabilities. Translanguaging in education entails embracing new classroom practices which can help assist with the pressure of dealing with educational changes such as the need to learn languages to become competitive, at institutional (universities) and individual (students) level.

Many could argue, then, that since translanguaging occurs effortless in language classrooms, it does not require any teaching since students are already showing great competency. However, as Canagarajah (2011) points out, language practice is always necessary for the development of linguistic competence and proficiency, in educational activity. In language education, language repertoires should not be treated in isolation in order to develop proficiency. They are constituted by integrated capability, a form of social practice and intercultural competence. Such competency can be expanded through variations in input and output from teachers and peers, content understanding tasks, and adapting discipline curricula for students' needs (LEWIS; JONES; BAKER, 2012). For instance, in a study from Velasco and Garcia (2014) five written texts from young bilingual students were analyzed in which translanguaging was used from the early planning stage to the final one. The stages involved explaining to students how to use the texts and why. The study showed the schooling potential that translanguaging has, not only was it used in the classroom as a self-regulating mechanism but also as a resource for engaging cognitively and socially, giving to students a voice in school. Students, nowadays, bring different language practices, and acknowledging translanguaging as a resource could build equitable educational systems. As Garcia (2009, p.151) poses:

One cannot make sense of communication in the 21st century without putting together all the different signs and modes that we come into contact with. Signs that have been assigned to one language or the other are just that – and being linguistically competent for the 21st century requires that we access them all, mostly simultaneously, but sometimes also sequentially.

Translanguaging, in contrast to teacher-led pedagogical practices, is student-centered and involves more active and collaborative learning. Translanguaging in education is based on more interactive and discourse-intensive teaching styles in which teachers and students cooperate in the composition of the learning dialogue and in the construction of meaning. Although translanguaging, initially, was not deemed as a pedagogical practice, it has become part of the field that seeks to support language learners in school, at all levels and from different backgrounds.

All the aforementioned discussion about translanguaging and its prospective role in the field of language education is important on several levels. Those levels include thinking of languages as a whole in the construction of meaning in school work, the competencies that students bring as resources for learning, the pedagogies needed to address the realities of modern education or how to create a translanguaging environment to promote engagement and investment in learning. Undoubtedly, there are challenges in language education in Brazil, especially if we aimed at helping students become bilingual/plurilingual professionals in a future. Thinking of language education from a translanguaging theory is thinking of the combination of social contexts and linguistic codes, so that opportunities for the empowerment of students are opened up, as they are encouraged to express and mark different dimensions of their personal backgrounds (WEI, 2017). The previous statements highlight, then, the significance and relevance of cultural issues for pedagogy in a bilingual/plurilingual class environment.

3.7. CULTURALLY RESPONSIVE PEDAGOGY

The demand to address the diverse needs that students bring into the classroom has opened the door to a diversity of pedagogical practices to assist educators in their teaching endeavors. In Brazil, new approaches are gaining notoriety and some scholars advocate for the need of rethinking many of the conceptions embracing the scope of language teaching and the training of language teachers. One example of these approaches is the Intercomprehension Approach

(FINARDI, 2017). The aforementioned teaching approach capitalizes from the learner's linguistic background, or other acquired second language resource, in order to develop mutual understanding between different languages when speakers communicate in their own language. From the point of view of language capitalization, then, some scholars advocate for more humanistic approaches that involve pedagogical changes aimed at processes that are connected to values (ULJENS, 2005; GINSBERG; WLODKOWSKI, 2009). When talking about values, we are viewing these as skills that include internalizing knowledge, which is socialized into a set of different belief systems through learning-meaning practices (ULJENS, 2005). We can say then, that pedagogical practices nowadays ought to be valued-related. Language pedagogies within classroom environments should build on students' language practices flexibly in order to develop new understandings and new communication practices, including those deemed academic standard practices (GARCIA; WEI, 2014; WEI; GARCIA, 2017).

As mentioned previously, some academics in the country are starting to explore new methodologies that can capitalize from learner's background. Such methodologies fall into culturally responsive pedagogies since they embrace learners' personal knowledge and diversity, but also the educators' role as facilitators when it comes to assist language learners to become skillful language communicators. Culturally Responsive Pedagogy (CRP) fits well, thus, with the translanguaging lens in education. The pedagogy aims at transforming schooling to make it more democratic, inclusive, and life-changing where different languages, cultures, and knowledge converge, empowering people and communities in the process (ANWARUDDIN, 2018). It is important to note that I used the CRP approach in my study to explore translanguaging. I adopted and adapted some of its strategies in many of the classes I was responsible for during my research.

Cultural responsiveness in daily pedagogy is not something new. The call to respond to diversity has emerged in national and international debates and discussions for more than two decades now (GAY, 2000; TALYLOR; SOBEL, 2011). Although the majority of discussions has been done in typical recognized pluri-ethnic/plurilingual countries as the United States, this is starting to change around the world. The aim of the discussions is to question theoretical assumptions and curricular pedagogical implications of an education focused on the consideration of multiple cultural identities – that is, diversity in student body - in the context of formal

education. In Brazil, the debate takes on special relevance in the context of the elaboration of a national curricular proposal. The National Curricular Framework (BNCC³⁶), in its third revision validated in the year 2017 by the Ministry of Education, states that in order to have a solidary society, we must value and utilize knowledge about the physical world, social and cultural diversity (BRASIL, 2018).

Brazil, therefore, is in a position where educators are trying to figure out how to break with education paradigms and to develop in-depth discussions about the teaching-learning process in schools to a diverse student body. During the last couple of decades, thenceforth, scholars have been working on bringing culturally and ethically responsive practices in Brazil. In an auto-ethnographic study carried out by Blair (2017) teaching English in an impoverished community in North-East Brazil, the author captured and illustrated her culturally responsive experience in such community, and critically reflected on the rethinking of the teaching-learning practices and curriculum design. One of the main points made by the researcher is that iteration of pedagogical practices must be constant, if we want practical solutions for problems in the teaching exercise.

Data from empirical studies surrounding the topic of cultural diversity and/or plurality argue that in order to be successful in a diverse instructional setting, the tasks that teachers must perform ought to be aligned with culturally responsive teaching (GAY, 2000; DARLING-HAMMOND, 2006; ARIAS; GARCIA; HARRIS-MURRI; SERNA, 2010). Teachers who are responsive to meet the needs of a diverse body of students are especially important as the shift in school demographics is creating communication barriers between teachers, and the students and their families (ARIAS; FALTIS; RAMIREZ-MARIN, 2010). Important to note that although research, through different lenses in education, has been dealing with issues of culture, students' background, among others (e.g. multicultural education, teaching for social justice), my thesis is focused on CRP as it lines up more closely with translanguaging.

Gay (2000), who is one of the most prominent authors in the field, defines Culturally Responsive Pedagogy (CRP) as “the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them” (p.29).

³⁶ *Base Nacional Comum Curricular*

Sleeter (2011) makes the case not to understand CRP in simplistic ways such as cultural celebration. As he argues, “culturally responsive pedagogy understood as cultural celebration tends to separate attention to culture from academic instruction, and leave existing academic expectations for students intact” (p.12). In addition, this conception tends to ignore issues of power and equity. Culturally Responsive Pedagogy goes beyond that, it helps us understand what it means to have an education relevant and responsive to the languages, literacies, and cultural customs of students across simply categorizations of difference and/or (in)equality (PARIS, 2012).

According to Arias, Garcia, Harris-Murri, and Serna (2010), culturally responsive teachers affirm students’ identities by using their backgrounds as resources to teach and learn. Students have local funds of knowledge that can be utilized to validate students’ identities as knowledgeable individuals and as a foundation for future learning (GONZALEZ; MOLL, 2002). Students’ funds of knowledge are resources that can be connected to classroom teaching. Teachers who respect cultural differences are apt to believe that all students are capable learners, even when students enter school with ways of thinking, talking, and behaving that contrast with the dominant cultural model (GAY, 2002; VILLEGAS; LUCAS, 2002). Moreover, culturally responsive teachers see themselves as responsible and capable intermediaries to bring about educational changes that will make schools more responsive to all students. To illustrate how students’ identity and their backgrounds can serve as resources for teaching and learning; for the final project, participants in this study were asked to present a talk about any topic relevant to them. Some of the topics included meritocracy in education, LGTB+ in education, cultural shock, reverse cultural shock, just to name a few. The topics were relevant to them which contributed to their engagement and investment towards their final presentation. The following is a short excerpt of one of these presentations.

Excerpt 2 – Student’s *TedTalk* presentation; 15/08/2017

Living in another state away from my friends, my family, leaving for moment a job, university, and my personal interests was a good experience for me, and for my age I needed that type of experience in my life. I had recently turned nineteen years old. Today, I see the world, people, situations, life differently. When I was eighteen years old, I was grateful for that experience, I met people that needed basic things and saw that they are happy and continue their life without

complaining about their own life situations. According to university Seattle' students, living in another culture could be the best decision of their lives.

In my opinion, I agree with Seattle University students when they said living that type of experience, you don't need to go to another country, you don't need to go far away to learn and meet another culture. You only need to learn and meet what you have close, our country is so beautiful and full of different cultures and that can be learned and known. Today I want to be here, in our Brazil before going to another country.

The excerpt shows how students are indeed local funds of knowledge, and what they can bring into the classroom content is both valuable and meaningful to them. Pedagogies based on sociocultural frameworks have had great impact socially. One important local example is Paulo Freire (1921-1997). His work has had great relevance to this date around the world, where his work is respected, followed, and applied. Recently his book on the Pedagogy of the Oppressed (FREIRE, 2018) had a 30th edition released, which comes to show the value that critical pedagogies have in education. Unfortunately, many teachers lack understanding, mainly due to ill-preparation, of how learners construct knowledge, how the lives of their students are connected to their success in school, and how to teach in a way that builds on what their students already know while stretching them beyond the familiar (GAY, 2002; LUCAS; VILLEGAS, 2010). Affirming views of their students' backgrounds, teachers ensure effective teaching and the development of stronger communication skills between teacher and students. Moreover, research has proven that teachers can deliberately access students' cultural knowledge to link it with the academic to help students with their educational outcomes (GONZALEZ; MOLL, 2002; GARCIA, WEI, 2014).

Hopewell (2017) provides evidence that utilizing students' background and experiential knowledge are essential in the learning-teaching process. The author's study was conducted in a low-income school with students from Latino heritage, learning English as an additional language. In the study, the researcher discussed how internal planned translanguaging practices, used by the teacher, focused on developing the English language through literacy. English language literacy was linked to home language experiences in Spanish and brought back into English, which served as a powerful basis for developing the language. Using students' backgrounds (e.g. students' language and heritage), as part of the teaching tools,

proved to be an effective strategy to help learners in the acquisition of academic knowledge. The study also shows that students today need well-prepared teachers who can engage them academically by building on what they know, and who can relate to their language, families, and communities (SLEETER, 2008).

Teachers' preparation is an important aspect in education when dealing with diversity in schools. Unfortunately, in most teacher education programs throughout the world, the idea of bilingualism/plurilingualism within the school realm is an after-thought, and there is little knowledge about students' complex and dynamic language practices. In the diverse world we are living today, schools require a different kind of teacher in terms of thought and usage of different pedagogical approaches that are student-centered (CANAGARAJAH, 2011). Teachers who can see themselves as agents of change, and who support the value of our multiethnic and multilingual present and future. As a result, teacher preparation should have, as part of its approach, the goal of sustaining and fostering linguistic, literate, and cultural pluralism as part of the world sensitive democratic project of schooling today (PARIS, 2012).

Such approach to schooling diversity today can be taxing for many teachers who are ill-prepared or feel ill-prepared (WHITE; HALLEMARIAM; OGBAY, 2013). In the study carried out by Gomez and Diassarruba (2014), for example, the authors identified two important aspects that teachers found challenging when working with linguistically and culturally diverse students; language needs, and diversity awareness. Teachers expressed frustration regarding their own lack of training. In the study, teachers expressed they needed extensive support to help students learn and develop the English language. Due to these extensive learning needs and teachers' perception of unpreparedness, language was considered a cultural barrier that needed to be addressed. As for diversity awareness, the results revealed that teachers did consider the background, culture and beliefs of all students to be very important. However, tailoring lessons to include education about cultural and linguistic diversity showed to be an arduous task for teachers as it required opening the door to a wide range of topics. Language teacher preparation, we can argue then, is vital in the area of language education and/or plurilingualism.

Preparation, as discussed in previous paragraphs, of language teachers normally develops from monolingual language teaching approaches. In research presented by Oliveira (2014), she discusses how in Brazil the preparation of teachers

still separate languages in language teaching as two independent, not intertwining linguistic systems. That is, teachers identify their classroom role to be linked to one language or another. I am an English language teacher; therefore, I teach English. The distinction the teachers make, then, permeate several aspects of teacher professional identity, which are closely related to teachers' beliefs about instruction. Research has discussed the current educators' dilemma of finding themselves in linguistically diverse classroom, which have been historically perceived monolinguals through social and political organizations (BIANCO, 2005; LUNDBERG, 2018).

It is Important to note, though, that efforts to deal with teaching development and linguistic pluralism in schools have been made for years. In an article from Cristovão (1999) describing the theoretical content of an official document from PCN³⁷, she tried not only to study the theoretical aspects of PCN but also the implications for classroom pedagogies. In relation to language teaching (FL), the author touches on important issues that I would like to highlight. She contends that students' involvement in constructing meaning is done through the development of one or more communicative skills (English, Portuguese), drawing attention to the need to observe the role that each language takes in society. Another relevant issue she points out is that knowledge is systemic, of the world, and textual. In other words, in an education environment, the knowledge the student already has is the starting point of classroom work. This article is an example that for years, in the country, scholars and educators have been tackling issues related to teacher education, language pedagogies, and linguistic pluralism. Additionally, it is an example that the discussion needs to continue to this date as new demands emerge.

Educators play a fundamental role in terms of tailoring their instruction and adjust their curriculum to take into account language learners' resources and needs. To be successful academically, many scholars may argue, students' languages in plurilingual contexts need teachers who can deliver specific instructional assistance and who bring particular and distinctive orientations and beliefs into their teaching. One way to conceptualize such preparation is by developing linguistically responsive teacher education in programs that deal with teacher preparedness (LUCAS; VILLEGAS, 2010, 2013; GOMEZ; DIASSARRUBA, 2014). Moreover, in the school

³⁷ Nacional Curricular Parameters/ Parâmetros Curriculares Nacionais

setting, the language educator is the key facilitator of learners' diverse linguistic knowledge (HAUKÅS, 2016). Teachers' preparation on responsive pedagogies could help them understand what aspects of translanguaging practices (e.g. L1/L2) can be incorporated in content to enhance academic knowledge. Additionally, it can help understand mainstream ideologies and critical perspectives of language choices (SLEETER, 2011). The importance of translanguaging and its understanding can help teachers create a social space bringing together students' personal history, experience, and community environment.

Undoubtedly, the classroom is a social space where meaning is negotiated and knowledge is developed. This space of meaning making and knowledge construction has been studied by scholars. Garcia and Wei (2014) call this space translanguaging spaces. Although these spaces are not exclusive to translanguaging, which is valid to note, they offer an environment to reflect on language education, on social issues, on critical pedagogy (e.g. it questions rooted beliefs), or on any issue regarding the human rights agenda of any country. During the past decades, there has been much debate about the kind of skills that students need to equip themselves for their future lives. For quite some time, the argument has been that learning should be lifelong and life-wide; that is, learning and aiming at personal development, which entails authentic settings and addresses different kinds of learnings (TOWNSEND; BATES, 2007; EDWARDS, 2012).

The translanguaging theory, through responsive pedagogies, is an invitation to see how speakers actually deploy all of their linguistic resources without restraint, and use this knowledge (OTHEGUY; GARCÍA; REID, 2015). Enhancing teaching and learning leads us to think of an important part of language education, feedback and assessment. Besides translanguaging helping us to understand new perspectives of seeing language in use, for both language and didactic content learning, it can also help us to understand language assessment. More importantly, it can help us to understand the value of language feedback and assessment that can contribute to the educational development of students' personal growth. In an article about corrective feedback in the learning of a foreign language in Brazil, the authors highlight the importance of relating the precepts of sociocultural theory to corrective feedback (BATTISTELLA; LIMA, 2015). Such sociocultural theory was, especially, related to teachers' beliefs and to the significant participation of knowledge exchanges between teachers and students. These authors point out that

we need to remain mindful of the fact that learning is socially and dialogically situated, and that learning (and improvement) occurs in the interaction between the teacher and students and the student with other students.

3.8. FEEDBACK AND ASSESSMENT

Another important aspect to reevaluate, I believe, in language education is assessment. In the translanguaging theory, assessment is not simply evaluating the ability of a user to recognize patterns or define boundaries in the utilization of named languages. In translanguaging, assessment delves into the development, flexibility, richness, creativity, and agility in the employment of a user's linguistic repertoire. Assessing should be, as many defenders of translanguaging assert, a reflection of the students' cultural identity and background as much as his or her linguistic and discursive proficiency. Therefore, reevaluating feedback and assessment, as well as reevaluating language practices in language education, is a point that requires conversation and pondering.

Research on feedback is not something new in the educational field. In the beginning of the 20th century, Thorndike's 'Laws of Learning' paved the way for the movement of feedback research spearheaded by B.F. Skinner (SELIGMAN, 1970; BURKE; PIETERICK, 2010). Following Skinner's research on programmed instruction³⁸, researchers began regarding feedback as an enhancer and a motivator. Over the years, especially in the 70s, that idea shifted towards an emphasis on process, examining the basic functions of feedback and how this influences learners' cognitive and metacognitive processes (KULHAVY; WAGER, 1993). Feedback, therefore, was viewed from an information-processing perspective; that is, how students processed the feedback messages about their strengths and weaknesses, and how they acted upon such messages.

Current feedback research still builds on the information-processing theory to determine the types of feedback that are most effective for learning. Lee (2017) points out that quality feedback involves students. In the socio-constructivist classroom, feedback includes teacher, peer, and self-feedback. One example is the

³⁸ Programmed instruction is typically distinguished by sequences of individual frames which contain elements such as instruction text, questions over text, student response requirements, and feedback on the response (KULHAVY, WAGER, 1993).

current research on interactional feedback, a type of corrective feedback that arises in communicative interaction. This kind of feedback includes a variety of strategies that can be generally grouped into three main categories: reformulations, prompts, and metalinguistic feedback (NASSAJI, 2016). The constructivist philosophy of learning postulates that knowledge does not simply occur or develop in the abstract. A learner's knowledge is individually constructed and socially co-constructed in the interaction with others, based on prior interpretation of experiences of the world, beliefs and ways of thinking (BURKE, PIETERICK, 2010; ARIANI, 2015).

In the case of feedback in learning, there is a large spectrum of what feedback is or can be since there are different types depending on the area where this is utilized. Feedback can be formal or spontaneous, and it may come from instructors or peers. Equally, it can be positive or negative. In language education, specifically, the debate regarding which one is more influential is largely discussed. Some argue that negative feedback is harming for students' learning as it may draw attention to the problem instead of the solution. Positive feedback, in contrast for many, is intended to bolster learners' confidence in their success, and in their learning endeavors. Therefore, praising encourages learners to continue their exploration of the target language (CAMPBELL; LASSITER, 2014).

Ideally, encouraging learners is, of course, a good way to create empathy and connect with the students. Teachers, however, need to provide different kinds of feedback offering practical ideas on how to improve their learning, and how to manage their time and effort, for instance. Hard work alone can be insufficient if not accompanied by contextual affordances, personal investments, and effective and informed use of strategies. Feedback is not just limited to learning performances, but attitudinal views of learning. Learners need to be discouraged from attributing their mistakes or failures to external factors such as luck, unfair scoring, or personality traits such as shyness. For purposes of my research, and as I view it, I will be discussing feedback as 'mediated assistance toward the ultimate success of students'. Such mediated assistance can be given in the form of written, oral, and/or online mode – not only by the teacher but also by peers (LEE, 2017). Additionally, feedback will be based on the principal of drawing out from learning experiences, rather than putting in learning experiences (BROOKHART, 2017). Following the model of 'mediated assistance', feedback is a model which is constructed through rounds of dialogue and information where responsibility for learning is shared among

participants. Feedback and reflection become entangled, enabling the learner to review their learning in its context and connect it to previous experiences and understanding.

This definition aforementioned aligns with the socio-constructivist view of learning that suggests that feedback begins to function differently in learning environments, which is becoming evident in the linguist shift from talking about feedback on learning to feedback for learning drawing from life-experiences (backgrounds) (CAMPBELL; LASSITER, 2014). Feedback under the socio-constructivist model, knowledge is constructed by the learner whereby learners are decision makers and learn autonomously within limits placed on them by teachers and the school context. Feedback for translinguaging incorporates, validates, and uses differences, pluralities, and students' linguistic and cultural background to enhance learning and self-awareness in academic contexts (GARCIA; WEI, 2014).

I think it is important to emphasize that since the study deals with translinguaging; that is, as a teaching approach focusing on the various linguistic and cultural repertoires (spoken, written, multimodal) of emergent bilinguals to convey meaning for the better understanding of content and of named languages in formal learning environments, a student-centered instruction is vital. This kind of instruction is fundamental in culturally responsive pedagogies, where the professor is a facilitator, and where learning is drawn from life-experiences or the context of culture. Dealing with academic ways of languaging, and the context of culture, necessitates a type of feedback that incorporates the learner as part of the learning process. Moreover, a type of feedback that is responsive to what students bring to class in order to build on what they already know, and use that as foundation to foster academic success.

The value of feedback for language learners, especially in student-center instructions, is important as part of their learning process and as part of their professor's pedagogical practices. For convenience of this research, I would like to discuss and clarify feedback and assessment as two different concepts. Some people may argue that assessment is also feedback. The two concepts undoubtedly are closely related. However, as I view it, the two concepts represent separate ideas. As mentioned previously, feedback is a dialogue in which meaning, information and learning is constructed and shared between teachers and learners. Feedback is less concerned with any kind of judgment. Assessment, on the other hand, is a model of

measurement. Unfortunately, assessment is heavily influenced by traditional views of testing providing grades and serving as accountability measures for institutions (LEE, 2017). Even so, assessment is definitely valuable in feedback as it provides a teacher and learners with information about the learners' present knowledge and progress. Additionally, it can also be a means of encouraging involvement and participation as it takes into account the environment, the needs of the learners, and the principles of teaching and learning (NATION; MACALISTER, 2009). However, reframing the purpose of classroom assessment is important as it has clear ramifications for the teacher and student roles in translanguaging.

Assessment in translanguaging can be challenging for teachers as it is expected that they develop tests to assess knowledge in accordance with social norms of language (GARCIA; WEI, 2014). There is no doubt that a joined work is needed to re-evaluate teaching methods and learning assessment. Feedback can help inform all the players in education their own educational practices and capacity for improvement, as well as the constraints, boundaries, and context of a school's productivity. Feedback is a powerful tool if done well. The power of feedback lies in its double-sided approach; that is, addressing both cognitive and motivational factors at the same time (BROOKHART, 2017). Feedback can encourage reflection on nonstandard communication practices, linguistic, and cultural barriers. Also, it can provide a rationale for oriented and meaning-based learning activities. Some of these activities is 'noticing' each other's linguistic repertoires. In other words, noticing through feedback is a conscious detection of information, and once is noticed and rehearsed to encode, it is in long-term recollection (KARTCHAVA, 2019).

Consequently, teachers can tailor their curriculum assessment and instructional practices to provide real or simulated real-life tasks for students to perform or problems to solve (CENOZ; GENESSE, 1998). Teachers accordingly, have the potential to engage students in translanguaging as they assess students' language practices and knowledge-developing practices, regardless of language form. Subsequently, we can break away from traditional curricula in which teachers and institutions know best, what Paulo Freire (1989) called "the banking model of education". Scholars working with translanguaging (CANAGARAH, 2011; WEI; GARCIA, 2017) have proven that teachers can bring a repertoire of feedback strategies, interrelated to the repertoires of assessment strategies, in order to bring about transformation in learning. Some of these strategies are explicit explanation,

metalinguistic cues, or elicitation (MAZZAFERRO, 2018). Feedback is provided in the grounds of constructive alignment; that is, “in constructive alignment we systematically align the teaching/learning activities, as well as the assessment tasks, to the intended learning outcomes” (BIGGS, 2011, P.11). Feedback is normally given as a response to students’ performance, and such performance is an attempt to show mastery of a learning goal. Therefore, clear stated learning goals for assessment is where feedback should begin to unfold. As stated by student 2 in the focus group discussion:

Excerpt 3 – Focus group interview; 20/08/2018

S2: Acho que o feedback é muito importante para mim e o que eu penso seria um retorno sobre o que a gente fez, em termos da minha performance individual, em uma tarefa determinada pelo professor. E eu não acho que tem só a ver com que ficou bom, ou ficou ruim. Acho que tem mais a ver com quais foram os pontos fortes daquilo e o que poderia ser melhorado, mas não sei, às vezes eu acho que tem também a ver com se cumpriu os objetivos.³⁹

The aforementioned excerpt was included to illustrate the importance of understanding feedback, by the learner. The learner sees value in understanding the purpose of the provided feedback in order to be effective. Hattie and Timperley (2007) argue that without the understanding of the feedback provided, the learner may feel susceptible by the feedback and/or no further action in response to it will be taken. In language education, feedback and assessment are issues that need to be clearly planned. In translanguaging when working with emergent bilinguals, feedback and assessment ought to be malleable, flexible, and towards the needs of learners. Therefore, feedback includes learners as well in the process, which was intended in the study by having the students to provide feedback to their peers, and assess the work done throughout the course. Essential to teachers’ implementation of responsive adaptations to feedback and assessment is their view that emergent bilinguals are capable and full of resources (ASCENZI-MORENO, 2018). Teachers can responsively adapt feedback they provide to students, to accommodate to their students’ unique and singular linguistic repertoires (GARCIA. ET. AL, 2017).

³⁹ I think feedback is very important to me. I think feedback would be a return to what I did, in terms of my individual performance, on a task determined by the teacher. And I don't think it's just about what it was good, or it was bad. I think it has more to do with what were the strengths of it and what could be improved, but I don't know, sometimes I think it also has to do with meeting the goals.

3.9. CONCLUSION

Changes in schooling and pedagogy practices, due to technology, migration, and socio-political agendas, have shifted the view of educational practices to those that are responsive to learners' needs. Organizations (e.g. UNESCO) are pushing for practices that embrace diversity and bring transformation in learning for a global competitive human labor force. Translanguaging, through its different scenarios, can help delve into pedagogical methods that are responsive to students' diverse learning styles such as using Culturally Responsive Pedagogies. Such pedagogies can shed light into the complexity of what students bring into the classroom such as beliefs, culture, and/or personal information as learning resources. Moreover, since pedagogy includes feedback and assessment, it can also help us to delve into the resources of translanguaging (L1/L2) and how to use those resources that are responsive and flexible to students' needs.

The present study deals with bilingual/plurilingual participants, or as Ofelia Garcia calls, emergent bilinguals. Therefore, the formation of new generations of English teachers and users of the language need to account for changes in the use of languages as part of complex communicative repertoires. In language education, topics such as sensitive pedagogies and feedback are extremely relevant for discussion and exploration. Higher education, the setting of my research, is preparing professionals for a global knowledge economy, and their performance will have an impact not only in their professional endeavors but also in the country's development, where they might perform. Since, I am touching on the context of my study and the participants involved in such, it is time to get to know the environment where the research was carried out and to know the people with whom I worked. The next chapter, therefore, will present the methodological aspects of my investigation.

4. CHAPTER THREE: METHODOLOGY

The purpose of this chapter is to describe the research design for this study, the data collection, and the analysis procedures. A number of steps were taken to enhance the data collection and the validity of the analysis. I begin by explaining the approaches adopted, and the reasons behind my choice for these frameworks. Additionally, I describe the actions carried to enter the research setting and I present the participants involved in the fieldwork, and the research questions. With the aim of answering each question, the study includes the use of descriptive approaches and thematic analyses to examine themes of meaning, within the data corpus of the study. Hence, this chapter begins with the design of the study, followed by the description of the research site, participants, dataset, and data collection and analysis procedures. A short summary or conclusion of the research design finishes the chapter.

4.1. RESEARCH DESIGN

A descriptive qualitative research design was used to answer the research questions. A qualitative methodology was considered useful for exploring the phenomenon of translanguaging within the context of the research. Such method would allow to discover relevant features of the phenomenon, patterns, and themes (SHINTANI; ELLIS, 2014). Specifically, two methodologies were adopted, Ethnography and Action Research. I decided to use both methodologies since, as stated by Wei (2006), good methodologies are those appropriate for the research agenda that “can provide evidence for answering the research questions” (p.443) Therefore, I hereby explain and justify the choice of these methodologies separately, in order to set the foundation for further discussion regarding data collection and its examination. Since Ethnography and Action Research are not particular methods of data collection but styles of research that are distinguished by their objectives, access to social means, observed behavior, and by the work done closely with informants, they allow several methods of data collection relevant to the study. Such methods can include, but are not limited to, participant observation, the use of personal information, and/or analysis of natural language, for instance. The combination of different sources of data collection would help extend the range of such data to have a better triangulation of the information for the analysis of the

findings. Before going into discussing particular approaches used in the study, though, I would like to start by explaining Ethnography and Action Research methodologies in general.

4.1.1 - Ethnography

Until very recently ethnographic methodologies were almost exclusively used by anthropologists and sociologists. In the early 1970s, however, researchers in the education field also began to use ethnographic approaches, which gave rise to a new line of research, usually called "anthropological" or "ethnographic." The use of these terms, however, must be done in a careful way since in the process of transporting them into the area of education, they have undergone a series of adaptations, moving more or less away from their original meaning.

One important development in Ethnography nowadays, specifically, is the growing recognition of the importance of viewing it as a text as much as a methodology; that is, it refers to both the research process and the written product of these research activities (LEAVY, 2014). Currently, Leavy explains, people confuse Ethnography as a method rather than a methodology. In order to differentiate both terms, I am going to paraphrase Brewer's (2005) explanation of each term to set them apart. According to him, methods are procedural rules that tell people what to do if they want the collected data to be reliable and objective. Methodology, on the other hand, is the broad theoretical, ethical, political, and moral framework into which these procedural rules fit. Additionally, it is important to keep in mind that the variety of practices involved with Ethnography is extensive and continually expanding.

Due to this expanding variety of practices connected to Ethnography, in different fields, it is difficult to capture its meaning in a precise and thoroughgoing definition. However, for purposes of my research, I will use Brewer's (2005) definition:

Ethnography is the study of people in naturally occurring settings or 'fields' by means of methods which capture their social meanings and ordinary activities, involving the researcher participating directly in the setting, if not also the activities, in order to collect data in a systematic manner but without meaning being imposed on them externally (p.10).

The decision of using this definition lies on the fact that it captures the involvement and active participation of the researcher. Moreover, ethnographic research has a particular strength that made it especially appealing to me, as an academic. Such approach can reveal nuances and subtleties that other methodologies might miss, for instance, local cultural norms. As McCarty (2014) points out, researchers need to abandon the fallacy that research methods can be detached from standpoints and be hundred percent objective. Intuition and subjectivity play a role as well in any investigation. In order to write useful stories, I believe, we need to challenge and detach from discourses that prescribe what should be done or not in specific settings as researchers. In the case of Ethnography, this methodology no longer reports fixed beliefs; moreover, it helps us deal with ongoing processes of change. Since this study is experiential in nature, it is impossible not to recognize the important role of culture and socialization in shaping any social realities. Using Ethnography not only helped me to understand the experiences of others but, as a researcher, also helped me to understand myself as an active participant in shaping the social world, in my case pedagogical practices, during the time I conducted my research.

Since I was unaware of what to expect due to my little knowledge of the educational system in higher education in Brazil, the decision to use an ethnographic approach was deemed the most sensible. Ethnography would help me to describe and interpret the shared and learned patterns of values, behaviors, beliefs and language of the group being investigated, in order to substantiate my research focus and intent. Critical ethnography, which is the specific ethnographic approach used in the study, is a type of linguistic ethnography that has been used lately to report findings in emerging language practices, exploring ideas about translanguaging for instance. One example is the book 'Making Signs, Translanguaging Ethnographies: Exploring Urban, Rural and Educational Spaces', in which the authors of the book investigate language in a diverse range of settings, from Slovenian street art to the spoken-word in England (SHERRIS; ADAMI, 2019).

Critical Ethnography takes a critical approach by including in the research an advocacy perspective. That is, it attempts to bring into discussion within the classroom issues of social structures and systems of power, to provide some examples. As mentioned in chapter two, CRP was the approach I adopted in my instruction during research. Some of the topics the students were encouraged to

discuss included meritocracy, racial (in)equality, language, just to name a few. Critical Ethnography is an approach that seeks to include a value-laden orientation, empowering people, challenging the status quo and/or addressing concerns about power relations (LEWIS, 2015). Since my study is focused on translanguaging practices, which are oriented or concerned with ideologies, sensitive pedagogies, beliefs, and other sociocultural issues, it was more than appropriate that the method used was critical ethnography. Such approach seeks to include the schooling environment, values, or practices in order to observe the needs of both students and professors, and consequently to strengthen the teaching/learning practices. Considering that translanguaging is an approach that draws from different resources (e.g. languaging, semiotics), Critical Ethnography was a great fit to explore not only various powerful discourses (cultural, educational) but also those discourses that impact people's understandings and life experiences.

Since Critical Ethnography provided the philosophical and methodological framework for the study, it carried implications in the way I constructed my research narrative. When talking about research narrative, I am referring to the way I would tell the story of my experience working with translanguaging with undergraduates. I believe it is important to narrate the experiences lived during the research, but most importantly to discuss the meaning of those experiences with the participants involved. For instance, the context played an important role as to describe what happened during the research process, the experiences observed (reactions, feelings, and meanings ascribed to recount events). Therefore, the narrative was key to explaining the events throughout the process. That is, how I entered the field for investigation, how I built relationships with the people in my project, what kind of data I collected, and how I managed and analyzed the data.

To sum up, Critical Ethnography was relevant to investigate translanguaging in my research since it was informed by the general goal and objectives of the study. Considering that Critical Ethnography engages with breaking with the reproduction and maintenance of ideological systems (e.g. schools), this approach fit studying translanguaging. Some examples of critical research are, for instance, rejecting 'standard English' or "linguistic imperialism" (STANLEY, 2013). This approach to Ethnography, also, provided comprehensive description of the context of my research and allowed to employ a variety of data collection methods (e.g. audio, notes). Additionally, it allowed me to extrapolate a number of key themes, which then

were discussed in holistic terms, documenting my findings with codes or themes from the data. The main objective at the end was to try to understand language and cultural practices from the point of view of the participants, by capturing their voice through the dataset.

4.1.2 - Action Research

The second approach used for my methodology was Action Research. Since I was teaching as part of my practicum⁴⁰, and I used this space for data collection, the sensible thing to do was to utilize an approach that could be implemented in my own context of action. In other words, the intention behind Action Research was to lead to improvement in the practice of my professional activity; more specifically, in language pedagogy practices. Before moving forward, it is important to understand what Action Research is and has been for social sciences in academic practices. I offer a theoretical explanation of this approach as an academic practice to later explain my own understanding and its use in my study.

The field of education often uses Action Research, which is an interactive methodology of collecting information, to explore topics of teaching, curriculum development and student behavior in the classroom. Action Research is undoubtedly a very popular practice in the field of education as it allows room for improvement when it comes to teaching and educating others. Action Research is a practical way of dealing with educational problems by means of mobilizing and involving social science. This methodology works well because it offers the opportunity for continued reflection. In all professional fields, since it is research by practitioners, the goal of Action Research is to improve processes (FRAENKEL; WALLEN; HYUN, 2011). Action research is beneficial in areas of teaching practice that need to be explored or settings in which continued improvement is the focus (CHEVALIER; BUCKLES, 2013). As Wicks and Reason (2009) explain, action research is a set of practices of continuous inquiry that aims, in largely extent, to link practice and ideas in the service of human flourishing. "Action research does not start from a desire of changing others 'out there', although it may eventually have that result, rather it starts from an orientation of change with others" (p.1).

⁴⁰ It is a mandatory graduate level course, also known as placement work or internship, to implement the learned skills during my study in a specialized field of study (English language teaching)

Before explaining why I decided to use this 'positioning to my research inquiry' I give a simple definition of what Action Research is in teaching and learning. As my study is centered on pedagogical practices, I use a definition of Pedagogical Action Research provided by Norton (2009). The decision of using this definition lies on Norton's direct intention to include Action Research at all levels of schooling, comprising obviously higher education.

The fundamental purpose of pedagogical action research is to systematically investigate one's own teaching/learning facilitation practice, with the dual aim of improving that practice and contributing to theoretical knowledge in order to benefit student learning (p.59).

We can conclude then, that pedagogical Action Research is a method that investigates teaching/learning environments with the purpose of improving practice and knowledge in order to benefit all players in education. The participants (students and professors) were involved in the process. The participation came in the form of classroom content drawing from students' experience, suggestions, and participation intended to be a faculty-student learning process, which correlates with CRP. An important aspect I would like to point is that Action Research allowed to gain deeper insights into the classroom context which included students, teaching practices, and classroom management (CHEVALIER; BUCKLES, 2013). This approach aligns with Freire's critical pedagogy (FREIRE, 1970). Such pedagogy represents one of the most analytical perspectives of emancipatory act, with a focus on reflection and action as means to overcome relations of unbalanced powers in society. The author is well known for challenging the teacher–student dichotomy itself, advocating for a relationship of profound reciprocity. Education, he believed, is both key to the struggle for democracy and a battlefield on its own. Moreover, challenging education of established paradigms can enact educational transformations that help people to recover their stolen voice in society. Kemmis, McTaggart, and Nixon (2014) say it well when they claim that we will continue to reproduce our practices unless we change them, or unless something or someone else intervenes to disrupt them in order to create meaningful sociocultural transformations.

Pedagogical Action Research, based on the understanding gained of such, allowed me to see not only the practices, feelings, views of the participants but also my own ones. Since I am investigating the conceptual and ideological lens of

translanguaging, relatively new to the Brazilian context, I needed a method approach that could have the flexibility for me to iterate during my research process. Moreover, I needed an approach that could help me grasp the phenomenon of translanguaging from the viewpoints of participants and their contributions.

In summary, both Critical Ethnography and Pedagogical Action Research approaches were important when deciding the methods of data collection. With regard to the context, the approaches offered the possibility to use a variety of instruments to collect data (e.g. recording, interviews, notes). Having a varied dataset allowed to have a better understanding of the phenomenon under study, for subsequent analysis and report. Since I am touching on the context and data, the next section describes how I decided to work in the context of higher education, with English language undergraduates. What comes next, then, is a description of the research site and the entry into the research site to work with participants.

4.2. DESCRIPTION OF THE RESEARCH SITE, COURSES, AND PARTICIPANTS

4.2.1 – Research Site and Courses

As mentioned previously in the introduction, I am an international student carrying out my doctorate studies in Brazil, namely at Londrina State University (UEL). As part of my program requirements, I needed to do two practicums during my years of study. In 2017, it was decided, along with my supervisor's approval, to use my practicum context to collect data. The main reason behind such decision was my status as a foreigner, and my little knowledge regarding contacts and/or places to carry out my research with the necessary permission and accessibility. I was interested in investigating translanguaging practices in a higher education setting. As a side note, I would like to share that originally my project was intended to explore code-switching. However, after conversations with my supervisor regarding new theories related to code alternation, I decided for translanguaging, an approach new to me. As a result, I made the decision to focus on translanguaging in higher education, a suitable setting since I was part of and in which I was creating community. The first step, then, was to look for courses that could fit my research scope within the university.

The research site in which the study was conducted was Londrina State University. UEL is located in southern Brazil, in the State of Paraná. The university is ranked as one of the top higher education institutions in the State. According to a published report based on the year 2017 (UEL, 2017), the university is an entity integrated by education, research and outreach programs with a higher commitment to the excellence of undergraduate and graduate courses. Important to note that the specific contexts, where the research was performed, were provided by two programs, from the academic degrees of *Letras*⁴¹-*Inglês* and Executive Secretariat. *Letras-Inglês* is under The Center of Letters⁴² and Human Sciences⁴³ (CLCH), and The Executive Secretariat program⁴⁴ is under the Center for Applied Social Sciences. The former targeted to English language initial teacher education, and the latter to students willing to take up a career as executive secretaries.

Letras-Inglês, a 4-year Bachelor of Arts degree with concentration in the English Language and English Language Literature, is aimed at the training of English language and English-language literature teachers. Throughout the course, the student is to improve his / her knowledge of the language, and to develop a critical view of the language, understand literary production in English, participate in online, and virtual activities of the use of English while developing pedagogical knowledge for his professional career as an English language teacher. The student may participate in research and activities in the community, through projects of the Department of Modern Foreign Languages. Graduates in English Language and English literature can act in primary and secondary education, in private language schools, among other options in the labor market, according to UEL's Coordination of Modern Foreign Languages programs.

The second program in which this research was also carried out was the Executive Secretariat, which began its activities in 1994 and was properly recognized by the State Board of Education in 1998. The commitment of the program is targeted at the excellence of graduating bachelors in Executive Secretariat, capable of: planning, organizing and directing secretarial services; provide direct assistance and advice to executives; collect information for the achievement of

⁴¹ *Letras/Letters* – *Letras* is dedicated to the study of language and literature. In this case, English.

⁴² Letters – *Letras* in Portuguese.

⁴³ Translation from 'O Centro de Letras e Ciências Humanas'

⁴⁴ Translation from 'curso de Secretariado *Executivo*'

corporate goals and objectives; write specialized professional texts, even in foreign languages; manage teams, representing an agent that facilitates organizational processes⁴⁵. The student of the Executive Secretariat, during the four years of his or her education, engages in contents that favor the student to advise the top management of any institutions of public and private scopes, of any size, at national and international level. Among the courses provided by the program are foreign languages (English and Spanish), Law, Economics, Psychology, Financial Mathematics, Organization of Events, Portuguese Language, Administration, Secretarial Techniques, Documentation and Archive, International Relations, Human Resources, among many others. It delineates a multicultural and multidisciplinary profile.

The disciplines⁴⁶ within which the research took place were *Compreensão Oral em Língua Inglesa*⁴⁷ III and *Língua Inglesa*⁴⁸ II. Broadly, the former discipline was targeted at developing oral comprehension in order to support complex topics, and the capacity to argument and understand colloquial references and nuances of the English language. Additionally, it was envisioning fluency, precision, and appropriateness. Furthermore, the linguistic heterogeneity of the group was to be contemplated. In other words, it must be considered that students come from a various range of instructional or language knowledge levels. For the students undertaking *Letras*, the program is aimed at preparing them for teaching in elementary and/or high schools, or private language schools. However, they can also perform in translation both orally and in written form, or perform in any areas that requires bilingual skills.

As for *Língua Inglesa II*, it was expected that students presented a pre-intermediate level in the English language. That is, the person was able to communicate simply in the English language with some or little difficulty. Such level would enable them to develop tasks related to *Secretariado Executivo*, developing comprehension and production of oral and written texts connected to their area of study by the end of the course. In the case of Secretariat students, the professionals

⁴⁵ Source <http://www.uel.br/cesa/adm/>

⁴⁶ I am using the word disciplines instead of courses as it is understood in Brazil higher education. *Cursos* would be the equivalent to programs and *disciplinas* to courses.

⁴⁷ Oral Comprehension in English Language

⁴⁸ English Language

could perform duties for governmental or private institutions, regarding administrative or management responsibilities whereby language skills were needed.

Due to the disciplines' nature in scope and their convenience (they were the courses I was involved with for my practicum), they provided the setting for exploring translanguaging, in spoken and written form. Additionally, professors were willing to assist and support with such research. Having an overview of each of the disciplines, I would like to present, now, in more detail what each of them consisted of, to have a better understanding of their pedagogical view.

Compreensão Oral em Língua Inglesa III (LEM095) counts with a workload of 60 hours per semester. The purpose of the course is to develop the English language and English language literature in students who are aiming, mainly, at becoming English language teachers. Additionally, it is expected that the students develop comprehension of complex enunciations with regard to grammar and lexis, and phonological language nuances, as to meet the level of linguistic competence identified as C1 by the Common European framework of Reference for Languages⁴⁹.

In the case of *Lingua Inglesa II (LEM056)*, the discipline is focused on the production of oral and written texts related to the area of Executive Secretariat. The course workload is 120 hours per semester. The main goal of the course is that at the end of the second year, students present an intermediate level of proficiency in the English language that habilitates them to develop tasks pertinent to the executive secretariat area, dealing with administrative and organizational responsibilities. For specific information about the syllabus of each one of the disciplines please see APPENDIX F.

After deciding which disciplines would provide a good environment for investigation, the next step was to get in touch with the professors and talk to them about my project. I e-mailed professor one (P1 LEM095) to meet and explain my research. Once we met and talked about my project, it was decided that I would be doing some teaching and collecting data within the classroom. At the beginning, it was decided to do my work for 3 months but it was extended to five as the professor requested my assistance for various activities. We were going to co-teach, so we

⁴⁹ Refers to a guideline used to describe achievements, based on language proficiency, of learners of foreign languages across Europe and, increasingly, in other countries.

basically created a schedule where there were some sessions in which I was fully in charge. My first practicum, and initial exploration of the phenomenon under study, began in April 2017 and finished in August of the same year.

The first day I met the students, I introduced myself and the teaching work I was going to do with them. This work included teaching, taking notes of the classroom environment and video recording of some of the sessions, among other responsibilities. The students were fully aware of what I was doing in terms of data collection and agreed upon it. A consent form was given to them to sign (see APPENDIX A). For my second practicum, fully responsible for, I followed the same procedure as in the first one. I e-mailed professor two (P2 LEM056), asked to meet with her and explained my research. The work that I did in my first practicum was done in the second in terms of teaching. However, in the case of LEM056 there was no co-teaching involved during the discipline. I was fully in charge of the class as a guest professor, position that started in September 2017 and finished February 2018. Students were also aware of my research. Therefore, written consent was obtained to record some of the sessions, and used the material derived from class as part of data collection.

Important to note that before getting fully involved with the disciplines, I did some classroom observations in both disciplines, using observation sheets (see APPENDIX D). Observing classes, before any involvement, gave me the opportunity to get acquainted with the teaching practice in the two different disciplines, and to see the classroom environment dynamics. Taking notes of the local teaching practices, and environment, would give me the opportunity to discuss, later on, the before and after of any significant change observed after the investigation of translanguaging in the classrooms. I would like to add that observing how classes were conducted was deemed important before being fully involved in any teaching. As a foreign scholar, I also bring my own beliefs and/or identities, and expectations, that could prove dissimilar to the ones of the local participants.

4.2.2 - Research Participants

The potential of the research context, regarding people, studied by a descriptive methodology is typically small (often only a few individuals, or a single class) and do not permit generalization to a larger context. Therefore, selection of

participants was done on the basis of convenience for this study. Since I, the researcher, had accessibility to potential participants due to my involvement with the university, as a doctorate student, it was decided to use my practicum to recruit participants. Having the convenience of selecting participants within my university community, allowed to work with two different groups of undergraduates. I wanted to establish whether participants chosen across two language disciplines would render similar linguistic performs (ETIKAN; MUSA; ALKASSIM, 2016). In other words, I wanted to see if translanguaging manifestations, based on similar pedagogical activities, would be the similar across courses.

The research participants were undergraduate students from both English *Letras* and the Executive Secretariat program, and their respective professors from each one of the courses. Students from *Letras* were students enrolled in the course LEM095 – Oral Production. The participants consisted of three male and seven female students, in total. The students presented different levels of English language proficiency. A few of them had lived in an English-speaking country and had a good command of both spoken and written English. Also, most of them were conducting their mandatory internship, as part of their course, teaching English in public schools or in UEL's language lab⁵⁰. For the Executive Secretariat, the students were enrolled in English Language II – LEMO56, and it consisted of six female students in their early twenties. The discipline took place during the evening so most of them had regular employment. One of them worked for a call center and others as clerks for private businesses. The participants were largely emergent bilinguals, intermediate to low proficiency of English, and some of them used other languages at a lower level of ability (e.g. Japanese, sign languages).

In order to gain a better understanding of the phenomenon of translanguaging, the participation of local faculty was deemed significant as they were part of the culture under consideration. Originally, I was expected to sit with both professors and plan each activity jointly to learn together. However, due to work load and time constrains by the local faculty, it was basically impossible to find time to plan something cooperatively. Any agreement regarding content, and classroom activities was done via e-mail. At the end, in the case of LEM095, it was decided that

⁵⁰ The Laboratory of Languages is an agency of the Department of Modern Foreign Languages, linked to the Center of Letters and Humanities.

each teacher would teach fifty percent of the course, having the other person assisting with feedback, comments, or in some other way. The goal at the end was to learn from each other since our background and teaching style were different. Nonetheless, this difference I believe enriched the teaching experience for everyone involved.

One of faculty of this study owns a master degree in Modern Foreign Languages from Londrina State University, with concentration in Language Studies. She has more than ten years of experience working in high school and higher education. She works as a professor in the area of initial English teacher education and in-service English language teacher development. Besides being an assistant professor at Londrina State University, she also teaches for the state education system in the city of Londrina, and is a doctoral student in the area of education. During my practicum, this professor was responsible for the discipline LEM056.

The second professor has more than 20 years of experience. She has a master's degree and a Ph.D. degree in Language Studies from Londrina State University. She is an associate professor at the university. Over the course of her professional career, she has experienced the teaching in the English Language at different levels, in higher education, Language Institutes, elementary and high school, and business. In the last few years, she has focused her work on teacher training, and the teaching of the English languages assisted by technologies. The aforementioned professor was responsible for LEM095 during my practicum.

Since I am part of the faculty participants (hereafter researcher) in my study, it is important to give a background of myself as well. I have a background on TESOL⁵¹, and I have taught English for governmental and non-governmental institutions in three different countries for more than 10 years at all levels of education. During my time in master's, I worked with refugees who were learning the English language for employment purposes. Within my classroom, I had to deal with more than five languages spoken. I understand the value of using students' background and its empowerment, both as a learner and as a teacher. I have been living, therefore, translanguaging for many years now.

The Brazilian professors were receptive to my research proposal and agreed to be my collaborators with the data collection activities during my practicum in each

⁵¹ Teaching English to Speakers of Other Languages

one of the courses under their responsibilities. As stated previously, I was expecting the work to be 50/50; however, I was the one largely involved in the teaching and planning of the classes. That is, deciding on the content, negotiating the content with faculty and students, gathering pertinent documentation (books) related to the content, developing feedback/assessment criteria, monitoring discussions online and providing feedback, among others. However, they supported my activities and the work done with the students. When providing oral feedback for the several activities, they engaged in providing important insights as they and the students shared the same culture. Here, I understand that I am using the term culture loosely. In the sense that I am referring to it as that implicit and shared knowledge of behaviors and norms in a specific society. In this case, the Brazilian one. Given that the research was focused on some of their pedagogical practices observed during the class, their insights regarding their students' language performance and academic accomplishment was valuable as part of my notes.

Here I would like to make a pause regarding the kind of assistance provided by the course professors. Much of the insights came in the form of interviews and e-mail exchanges regarding class planning. As mentioned, I was expecting to have a different collaborative work, but that at the end did not happen. I will discuss the importance of collaboration in more detail in the data analysis in which I will deepen into teaching modes, language feedback, among other aspects. It is my hope, that the discussion opens a broader conversation about different teaching views based on culture, perhaps, and about an active involvement of scholars to make some changes when necessary in our professional practice.

4.3 - ETHICAL GUIDELINES

Following the internal guidelines for research projects linked to UEL's post-graduate Programs "Stricto Sensu", thesis projects must be approved by the respective Program Coordinating Committees. Important to note that since my research is qualitative in nature, it is part of my professional practice which seeks to expand on the knowledge of a phenomenon identify in my profession, translanguaging, and there is no disclosure or gathering of personal information of research participants, I was not required according to institutional research

guidelines to have my research approved by SISNEP⁵². Even though I was not required to submit my project to the National Research Ethics System, based on the nature of my study and gathering of dataset, I followed proper guidelines to ensure confidentiality of research data, and to ensure no deception of participants through clear consent letters. Understanding the value of protecting research participants in any study, and in agreement with the ethical principles for the conduct of research when interacting with human participants, the following measures were taken when working with the participants to ensure that the study was conducted ethically:

1. I read the university internal principles of conduct regarding research with human participants to ensure their protection during my investigation process
2. In the planned study, I consider various aspects to protect participants as to ensure that the subjects were not at any physical or emotional risk.
3. I established a clear and fair participant agreement with research participants.
4. I respected the right of participants to refuse to participate in the study by presenting and obtaining an informed consent form for research participation, for them to sign.
5. The information obtained about the research participants during the course of the investigation was confidential unless agreed upon in advance, through an informed consent letter. (See Appendices).
6. As agreed beforehand, data analysis results would be shared with the professors involved in the study for their professional career portfolio

Even though my research did not require approval from the University' internal Commission regarding Ethics in the handling of participants' data, I ensured the anonymity of all the qualitative data. Maintaining anonymity was important as some of the participants shared personal accounts of third parties. Therefore, the excerpts in the chapters are individual anonymized data extracts, for the current submission of the research study and for future publications. It is important to note that I intend to publish articles or reports for academic audiences. A copy of the articles or final reports from the research project will be provided to some of the participants,

⁵² Sistema Nacional de Ética em Pesquisa (SISNEP)/ National Research Ethics System

particularly to professors and focus group students as they stated verbally their interest in reading the research findings.

4.4. DATA COLLECTION

Data is usually meant to contribute to a better understanding of a theoretical framework. One of the advantages of using a qualitative approach is the variety and flexibility of choices regarding data collection. Therefore, as a researcher I was able to collect data from more than one source. Varied methods of elicitation, consisting of interviews, assignments, video/audio recordings, feedback/assessment rubrics, and collection of lesson plans and rough notes constituted an attempt to produce data in different contexts and procedures during the academic year 2017 – 2018. From April 2017 to August 2017, I collected from Oral Production classroom planning and assessments rubrics, students' assignments (presentation transcripts), classroom notes and I video/audio-recorded some classes. From September 2017 to February 2018, I collected from English Language classroom planning and assessment rubrics, students' assignments (presentation drafts), and I audio-recorded some of the classes. Deciding for a varied dataset allowed a broader spectrum to tackle the questions under inquiring.

Therefore, in order to explore the benefits or potential benefits of translanguaging in higher education in two specific courses in Londrina State University in the state of Paraná, under the Modern Languages Department, my research deals with the following objectives:

4.4.1 General Objective

To explore the potential benefits of translanguaging practices, as a pedagogical tool in higher education in a bilingual environment.

4.4.2 Specific Objectives

1. To identify translanguaging practices and their contextual factors in two different groups of undergraduate English language students
2. To assess the value of peer-to-peer feedback and professor to student feedback, as support for learning within the realm of bilingual education.

Additionally, on the subject of exploring translanguaging practices, their implications for both professors and students within the classroom in terms of teaching and learning, the investigation was broken into three major questions:

4.4.3. Research Questions

1. How did translanguaging practices manifest themselves in two higher education language courses?
2. How did language professors organize learning environments around translanguaging practices to create opportunities for students to build upon and expand their linguistic repertoires, and enhance academic performance?
3. How did students regard the feedback given during class time as part of the construct of language competency in the context of higher education?

In order to give answer to the research questions, several steps for data collection were taken. Before starting my first practicum, I developed along with my supervisor an observation sheet (see APPENDIX D) to observe language practices within the classroom. Then it was decided to use video/audio recording to substantiate what was been observed. During the first two weeks, for LEM095, I video recorded the class sessions. After observing that some students were self-aware of the camera, it was decided to audio record the classes instead. The decision proved to be sensible as many times students didn't even notice that there was any recording during class.

As for the work with the students, I started documenting everything that was used (e.g. worksheets) and for every assignment feedback was provided. It was during this time, that I noticed the importance of feedback, as feedback was not something strengthened during class according to what I observed and from informal talks I had with the students. Therefore, it was thought of a focus group to discuss feedback with the students. An invitation via email was made to the students involved in the study. The invitation was sent to students from both LEM095 and LEM056. Unfortunately, only three students from LEM056 responded and volunteered to be part of the focus group discussion. Since no participants from LEM095 offered to participate in the discussion, information from other sources of the dataset were used to triangulate the information about feedback.

The collection of different types of information, therefore, allowed to extend the range of the dataset to have a better triangulation of such, in order to give answer to the research questions. The following tables provide visualizations of the kind of data collected for this study.

Table 2: Data collection Q1

RESEARCH QUESTIONS AND DATA INFORMATION					
1. How did translanguaging practices manifest themselves in two higher education language courses?					
2.					
<i>Produção oral</i> (LEM 095)			<i>Lingua Inglesa</i> (LEM 056)		
Video/audio recording (Main dataset) Online discussions; written assignments (supporting dataset)			Video/audio recording (Main dataset) Written assignments (supporting dataset)		
Date⁵³	Length of recording	Classroom discussions	Date	Length of recording	Classroom discussions
06/06/2017	1:32.50	The TOEFL test	12/09/2017	1:00.14	Workbook
08/06/2017	1:27:56	TOEFL test – listening			exercise revision
13/06/2017	1:34:54	Note taking (introduction)	7/11/2017	1:21.37	English language use
15/06/2017	1:02.52	Note taking (practice)			
20/06/1017	1:18.24	Public Speaking, I	21/11/2017	1:04.38	Case study
22/06/2017	1:12.12	Public Speaking II			discussion
04/07/2017	1:11.09	Meritocracy	22/11/2017	58:34	Workbook
06/072017	1:06.02	Information reporting			exercise revision
11/07/2017	1:02.51	Gender issues in	29/11/2017	1:10:28	Pitching ideas
13/07/2017	1:06.52	education			
18/072017	59:55	Sexist Language	18/12/2017	52:33	Communication
20/072017	1:18.45	Ted Talk introduction			skills
27/072017	1.07.22	Ted Talk practice	15/01/2018	1:06.22	Final presentation
01/082017	52:35	Wrap-up and feedback			practice
		Final Project Presentation	05/02/2018	1:07.30	Final presentation

Source: The Author

⁵³ Those marked red are audios not used, due to poor sound quality or content that could not address the research questions.

Table 3: Data collection Q2

2. How did language professors organize learning environments around translanguaging practices to create opportunities for students to build upon and expand their linguistic repertoires, and enhance academic performance?			
<i>Produção oral</i> (LEM 095)	Video/audio recording (Main dataset)	Documentation (Supporting dataset)	Observation sheets (Supporting dataset)
	Table 1 Video/audio recording	Class planning, texts of online discussions, feedback/assessment rubrics, TEDTALK presentation scripts	Produção oral 25/04/2017; 02/05/2017; 09/05/2017; 16/05/2017; 23/05/2017
<i>Lingua Inglesa</i> (LEM 056)	Video/audio recording (Main dataset)	Documentation (Supporting dataset)	
	Table 1 Audio recording	Class planning, submission of written assignments, observation notes, scripts (drafts) of oral presentations, assessment rubric for final oral presentations	

Source: The Author

Table 4: Data collection Q3

3. How do students regard the feedback given during class time as part of the construct of language competence in the context of higher education?		
Interviews (Supporting dataset)		Focus group (Main dataset)
Participant 1 (P1-LEM095) Date of interview: 4/09/2018 Length of the interview: 17:21	Participant 2 (P2-LEM056) Date of interview: 5/09/2018 Length of the interview: 15:24	Participants: 3 Course: <i>Lingua Inglesa</i> Date of focus group: 20/08/2018 Length of discussion: 47:58

Source: The Author

4.5. DATA COLLECTION ANALYSIS

Since the methods used to gather and analyze the dataset were diverse, they allowed me to take decisions regarding the selection and organization of the information for discussion and evaluation. One of the first decision made was related to the amount of data that it was going to be utilized. Since, as presented in the

previous tables, the dataset is so vast, I decided to use those that could confirm the warrants or claims about the particular phenomenon that is hereby study. Some of the decisions made, therefore, were as follows:

- Given that the focus of data analysis is not centered on detailed nuances of languages (English, Portuguese) but on their function value, transcription protocols were adapted from Atkinson and Heritage's (1984) work on conversation analysis. Their work provided flexibility for the researchers' inquiry needs, without paying attention to aspects such as intonation or accent, for instance. Therefore, the transcription protocol is based on the content quality or communication interactions within audios that could allow me to visualize resourcefully the phenomenon of translanguaging. I would like to highlight that transcription is not simply the mechanical selection and application of notation symbols. Instead, researchers make sensible choices regarding transcription (KVALE, 1996; DAVIDSON, 2009). Please see Appendix E for the transcription protocol used in this study.
- Sixteen audio recordings were transcribed from classroom interactions, eight from each discipline. I listened to all the audios and decided for those with good quality of content and sound. When talking about content quality, I refer to whether the content of the audio could answer any of the research questions. As for the quality of sound, I decided for the recordings with intelligibility of audio in order to be easily heard and transcribed. The audios I did not use are those marked in read in table number 1.
- The classrooms audios were not transcribed in their entirety, just those communicative interactions that could help answer the research questions and could provide evidence of translanguaging in context. Close attention was paid to the alternation of English and Portuguese, but also to those discussions in which students' cultural identity or real-life experiences were identified to play a meaningful role in communicative interactions within the class. Even though classrooms recordings were not entirely transcribed, the researcher listened to all audios and took notes of occurrences deemed relevant for further discussion⁵⁴.

⁵⁴ The criteria for this selection will be presented later in this section.

- Classroom audios were not transcribed entirely as stated, however, the audio from interviews and the focus group discussion were transcribed in their totality as it was the voice of the participants. As mentioned previously, this study aims at presenting the voice of the participants. Therefore, interviews and focus group transcripts are presented in a narrative way through direct quotes from the participants.
- Observation sheets and written assignments, from both disciplines, that could help assist in answering the research questions were also analyzed and added to the dataset analysis for triangulation.
- The methodological triangulation which involved using more than one method to gather information (e.g. audio, feedback/assessment rubrics), allowed me to evaluate information in the research process, to confirm or disconfirm assumptions about the realities of the phenomenon being assessed, and to not depend on a single measurement method. In other words, triangulation was used to provide a level of transparency, drawing from different multimethod approaches for assessing the claims of the interpretations and the conclusions elicited in the study (GAGNON; BARBER, 2018).

Related to the transcription of classroom audios, I just focused on those communication episodes (CE) that could address the issues at study, i.e. interactions where students used their linguistic (L1, L2) and cultural (background) repertoires to build upon, and to create meaning and expand knowledge of classroom content. The idea of using communication episodes was drawn from the language-related episode (LRE) concept. LREs, were originally defined by Swain (1998, p.70) as “any part of the dialogue in which students talk about the language they are producing, question their language use, or other – or self-correct.” LRE has been studied in discourse of bilinguals, analyzing learners’ productions, grammar and orthography, or varying degrees of negotiation for meaning (JACKSON, 2001). Unlike LRE, I am not analyzing interactions to see how one language (Portuguese) practice affects another (English) – i.e. interference, fossilization. The difference between LRE and CE is that the focus of the latter is on the observation and reflection of when students employ their linguistic and cultural resources, and under what circumstances or context to convey ideas in the classroom through turn-taking.

This turn-taking can be exemplified with adjacency pairs or conversational turn-taking⁵⁵. An example of CE in my study, focused on language, is as follows:

Excerpt 4 – LEM056; class on 7/11/2017;

1. **P3:** What is the big difference between 'it' in English and 'it' in Portuguese?"
2. **S1:** In Portuguese we can say *ele ou ela*.
3. **P3:** Exactly, in Portuguese we normally have that female/male idea. It is either feminine or masculine. In English 'it' is neutral. In English we never omit the subject... it is hot; it is big; it is nice; it is real; it is beautiful. We always have to say what is doing what? What is nice? What is big?
4. **S1:** sometimes I forget about the 'it' and say is big.
5. **P3:** Sometimes it's because you are drawing or we are drawing from our own language, so we do that. Sometimes as exercise for you to think of is just using contractions, it's, instead of 'it' is... Ok, so are we clear about 'it'?"
6. **LL:** yes

Using CEs for Thematic Analysis (TA) allowed me to read and reread the data looking for codes, themes, or concepts that would help me frame the analysis and final discussions. TA is a method that has gained great recognition for its practicality in distinguishing themes and patterns of meaning across data collection in relation to research questions (BRAUN; CLARKE, 2006, 2013). TA helped me navigate the complexity of meaning within the dataset, identifying and describing both implicit and explicit ideas within the data, that is, detailed themes (GUEST; MACQUEEN; NAMEY, 2012). The following tables illustrate how TA was performed for this study to distinguish codes and themes, based on Saldaña's (2013) coding methods. Themes, ultimately, would become the larger concepts in which I could exemplify the recurring language and content practices observed within the courses to respond to the research questions.

⁵⁵ Interactional talk between two or more people which involves a unit or unit of conversations that contain utterance exchange, one in respond to another.

Table 5. Thematic Analysis stages for unit of conversations or CE

Exemplary extracts from dataset	First stage: <i>generation of categories</i> ⁵⁶	Second stage: <i>combination of categories based on patterns</i>
<p>CE 1: LEM056</p> <p>1. P3: <u>What is the big difference between 'it' in English and 'it' in Portuguese</u></p> <p>2. S1: In Portuguese we can say <u>ele ou ela.</u></p> <p>3. P3: Exactly, in Portuguese we normally have that female/male idea. It is either feminine or masculine. In English 'it' is neutral. In English we never omit the subject... it is hot; it is big; it is nice; it is real; it is beautiful. We always have to say what is doing what? What is nice? What is big?</p> <p>4. S1: sometimes <u>I forget about the 'it' and say is big.</u></p> <p>5. P3: <u>Sometimes it's because you are drawing or we are drawing from our own language,</u> so we do that. Sometimes as exercise for you to think of is just using contractions, it's, instead of 'it' is... Ok, so are we clear about "it"?</p> <p>6. LL: yes</p> <p>CE 2: LEM095</p> <p>1.P1: What about your son?</p> <p>2. L7: He lived there in London. ah...long time and the accent is very specific. He <u>is like 'pigmentar mom,</u> ah...buy bananas'... <u>o que ele falou? Foi tão engraçado...</u> I didn't understand</p> <p>CE 3: LEM056</p> <p>1.S5: <u>Acho que você deveria ir primeiro</u> – <i>points to S2</i></p> <p>2.S2: who, me? – <i>asks to P2</i></p> <p>3.P2: No...I am asking...I am asking for a volunteer.</p> <p>4.S5: Do you need a little time? – <i>asks S2</i></p> <p>5.S2: no, I don't</p>	<p>Explicit teaching of meaning and use of linguistic features</p> <p>Comparison/contrast</p> <p>Decontextualizing words</p> <p>Analyzing words based on context</p> <p><i>L1 literacy background</i></p> <p>code alternation in interactional discourse</p> <p>L1 Lexical insertion</p> <p>Code alternation in interactional conversation</p> <p><i>Interaction conducted in L1 and L2</i></p>	<p>Corrective feedback</p> <p>Metalinguistic awareness (pragmatic/linguistic)</p> <p>Code alternation</p> <p>Language cooperation</p> <p>Lexical cohesion</p>

⁵⁶ I am using color coding in this table, and in the following one, as a visual strategy related to the organization of ideas based on repetition or similarities/patterns, to be later combined into themes.

<p>6.S5: <u>Se não tivesse perdido ontem, eu faria mesmo... Eu não sei o que falar</u> 7. <i>Laughs</i></p> <p>CE 4:LEM095 1.S3: ...Something more complex that we can discuss in the next two generations is that...some scientific group is trying to...<u>to..desenvolver?..</u> 2.S2: develop 3.S3: develop..<u>uteru...uterus?</u> <u>Looks at S2</u> 4.S2: uterus 5.S3: uterus transplant, first in woman. Ehh, I will investigate more but when I read, two womans 6.LL: two women 7.S3: two women... pode 8. LL: can..</p>	<p>Linguistic assistance</p> <p>Peer support</p> <p><i>Assistance from L1 literacy background</i></p> <p>L1 lexical insertion for semantic flexibility</p> <p>Explicit teaching of linguistic forms</p>	
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Source: The Author

Table 5, specifically, presents examples of CEs centered on linguistic repertoires. That is, close attention was paid to the use of Portuguese and English in the classroom, to identify the context in which they use both languages. In order to identify possible contexts, brainstorming of different categories was done. Such categories involved not only thinking of conceivable contexts but also of how students' linguistic repertoires manifested under these specific settings. The table illustrates the steps taken to develop labels for instances where translanguaging could be more easily identified and for its manifestations. Since the categories were numerous, color coding categories allowed to assemble all the material about a particular pattern into larger themes. By establishing larger themes or concepts, organization and exemplification of ideas was done faster using the NVIVO software, which will be later explained.

I would like to add that table 5 mainly presents CEs targeted at language. It does not present cultural repertoires of students also recorded through transcripts and written assignments. When talking about cultural repertoires, I am talking about those instances where the real-life experiences of students (background/knowledge they brought) were used, and played an important role for classroom discussions. Therefore, CEs of cultural repertoires of students involved behaviors, skills, beliefs

or cultural practices. CEs recorded during classroom discussions concerned current societal issues (e.g. racial democracy), or research of real-life topics for public presentation both spoken and written. Although cultural repertoires involved language as well, close attention was paid, in the recordings, of instances in which L1 and L2 literacies were observed to impact students' expansion of knowledge for the better understanding of academic content. Even though there is not a table of Thematic Analysis for cultural repertoires in this section, the same steps illustrated in Table 5 were done to identify when these cultural repertoires were noted and in what capacity.

Table 6. Thematic Analysis stages for learning environments around translanguaging

Exemplary extracts from dataset	First stage: <i>generation of categories</i>	Second stage: <i>combination of categories based on patterns</i>
<p><u>Feedback to online discussions – LEM095</u> S1: when asking a question pay attention to what you really want to ask, be more specific. When you talk about tradition, what are you talking about? Is it a tradition, a habit, a perpetuated discourse?</p> <p>S2: I would have love to see you expand on the topic in terms of your own experience as a language teacher.</p> <p><u>Preparation for public speaking</u></p> <ul style="list-style-type: none"> • <i>Visuals</i> • <i>Scripting</i> • <i>wait, I need to rehearse?</i> • <i>Open and close</i> <p><u>TedTalk Preparation Form</u> (see Figure 5)</p> <p><u>Feedback given to talk script</u> In a few days after the classes started my opinion changed, it was not enjoyable to me I felt alone and sometimes lost, maybe because I was the oldest student in my classroom, the students in my classroom are half my age, and making friends in the first year was so hard for me, young people like to be with young people like them⁵⁷.</p>	<p>Guided questioning related to semantics</p> <p>Drawing attention to value of personal experiences for discussion</p> <p>Providing a structure to support thinking</p> <p>Explicit syntactic correction</p> <p>Editing through speech</p>	<p>Metalinguistic (pragmatic/linguistic) feedback</p> <p>Educational Scaffolding</p> <p>Academic engagement/investment</p>

⁵⁷ Words in red were the corrections made to the script

Peer and self – evaluation	standardized languaging	
<ul style="list-style-type: none"> Can you identify the idea worth spreading in his/her talk? Empowerment of people that are shy or haven't studied English at a private school, so they speak English freely. What kind of research did you notice? (provide examples) She watched a video on YouTube about people sharing ideas about learning English on their own. What is the inspiration behind his/her idea? A discipline called Applied Linguistic on her first year of college. What was the point of the talk? What was your understanding? Empower people who are shy to speak English and have no money to pay for private classes. 	<p>Awareness of learning autonomy</p>	
<ul style="list-style-type: none"> What is your idea worth spreading? O poder de uma língua. What kind of research did you do to strengthen your understanding of such idea? (provide examples) É possível pesquisar pela internet e outros meios. What is the inspiration behind that idea? A grande oportunidade de fazer parte de uma grande comunidade mundial que se comunica através do inglês. What do you want to gain by spreading/sharing this story/information? – What is the point? O inglês irá abrir portas para um novo universo de falantes pelo mundo afora. O prazer de entender e ser entendido. 	<p>English as means for empowerment</p>	

Source: The Author

Departing from the premise that the classroom was infused by the linguistic and cultural repertoires of all participants, learning environments were organized around translanguaging combined with CRP strategies. Some of the strategies involved bringing into the classroom students' life experiences for content development, and knowledge expansion. Additionally, it involved including various modes for meaning making such as visuals (e.g. videos), researching for public speaking, and/or feedback as learning support and for self-reflection. Table 6 is mainly pedagogy-centered as to portray, through the different examples in the table, professors' strategies to support the learning of emergent bilinguals in terms of language and content. Following the same steps as in Table 5, TA was used to identify ideas, combining them by color, and later into larger categories or themes. These themes subsequently would be organized using the NVIVO software.

I think it is important to state that Table 6 only provides a small sample of examples from the dataset. Different multimodal/semiotic resources were used, such as videos, research papers, case studies worksheets, scripts, workbook, among others, during the courses. While many of the resources used are illustrated, it was

impossible to provide examples (e.g., oral/written assignments) of all the work done by both professors and students. However, it is believed that the table provides enough evidence of how translanguaging and Critical Responsive Pedagogy (CRP) can be combined to create meaningful learning environments. Examples showed that pedagogical strategies were targeted at the construction and expansion of knowledge, based on personal experiences and cultural identity.

Certainly, an important component throughout the courses was feedback. In order for students to take more risks in class, and feel comfortable with their speaking and the content of their final project, consistent feedback was provided. With the goal of illustrating some examples of feedback in the classroom, a sample of academic/formative feedback is depicted in the 'preparation form' (Figure 1) given to students. Additionally, how that feedback (oral and written) worked is also shown through the script (draft) (Figure 2) organized by one of the students, as preparation for her public presentation. Providing feedback was important, and hearing students' voices about the feedback received was equally significant. Therefore, the analysis done in Table 7 was aimed at identifying the value of feedback, from the perspective of students.

Table 7. Thematic Analysis Stages – Feedback

Exemplary quotes from transcription	First stage: <i>generation of categories</i>	Second stage: <i>combination of categories based on patterns</i>
<p>S1: I think feedback is very important to me and <u>I think it would be a response to what we did</u>, in terms of my individual performance. <u>It is a task determined by the professor</u>, and I don't I think it just has to do with what was good or what was bad. I think it has more to do with <u>what were the strengths of it and what could be improved</u>, but I don't know. Sometimes I think it also has to do with whether the objectives were met. I am talking about a relevant point in my work, <u>hearing from the professor a favorite point about what I did</u>, fulfilling the purpose of the work and everything, are usually things they put in those 'reviews'</p> <p>S2: For me, that's also basically what you said, <u>feedback is a response to</u></p>	<p>Response to work done</p> <p>Teacher's authority to provide feedback</p> <p>Strengths and room for improvement</p> <p>Setting clear objectives</p> <p>Dialogic/relational work</p> <p>Response to what students did</p>	<p>Feedback as guideline for improvement</p> <p>Feedback to meet clear objectives set by the professor</p> <p>Feedback as dialogic space</p>

<p><u>what we did</u>. I think it also involves a little of <u>what the professor expects</u> and <u>what we brought</u>. Sometimes the professor expects the work or the task to be done certain way, and then we do it another way, or it does not meet the goal he wanted. Even the lack of this feedback sometimes brings some discomfort to the students, because we just don't know what he wanted, so we end up getting a grade, let's say for a work and we don't even know why that grade?</p> <p>S3: <u>For me the feedback is really a response</u>, really a help for the person who is receiving it, and stating it like that, 'look, <u>what you did is cool, this here you can improve, this is ok, you can continue</u>, or I don't understand!' <u>It serves as a guide for you to follow</u> in what you are doing. And I see that that was very important even in our 'lecture' project, because we were very nervous, we already had a proposal of this before with professor 2, and we couldn't develop the 'lecture'. First, because we were nervous to present it, to talk, and then because we didn't even know how to do it, the structure, and with the feedback, doing part by part, and <u>getting feedback in each part, we were able to do the structure</u> and then this part of the structure was solved. It was only the part of the talking that had to do with ourselves.</p>	<p>Professors expectations based on objectives</p> <p>Understanding professors' expectations</p> <p>Response to task</p> <p>Provides guideline</p> <p>Dialogic reinforcement</p> <p>Consistence of feedback for task improvement</p>	
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Source: The Author

Figure 1: Description of Criteria for Feedback/Preparation Form for Public Speaking

Steps for public speaking	Passos para Falar em Público	Pasos para hablar en Publico
<ul style="list-style-type: none"> ○ Idea: what is the idea worth spreading? ○ Research: what research will you do to support that idea? ○ Language: what language is needed to convey the idea? ○ Inspiration: what is the inspiration behind your talk? ○ The point? What do you and the audience will learn from it? ○ Get personal: you cannot talk about something you don't know! ○ Show vulnerability: be honest with your talk! ○ Tell a story ○ Wardrobe – dressing code ○ How do I control my nerves? Eye contact with a person that you know, drink water, etc.. ○ Reading desk, note cards ○ Voice and presence ○ <u>Rehearsal</u> 	<ul style="list-style-type: none"> • Ideia: qual é a ideia que vale a pena divulgar? • Pesquisa: que pesquisa você fará para apoiar essa ideia? • Linguagem: qual vocabulário/linguagem é necessário para transmitir a ideia? • Inspiração: qual é a inspiração por trás da sua palestra? • O ponto? O que você e o público irão aprender com isso? • Seja pessoal: você não pode falar sobre algo que não conhece! • Mostrar vulnerabilidade: seja honesto com a sua conversa! • Conte uma história • Roupas - código de vestimenta • Como controlo meus nervos? Contato visual com uma pessoa que conhece, beba água, etc. • Mesa de leitura, cartões de nota • Voz e presença • <u>Ensaio</u> 	<ul style="list-style-type: none"> ✓ Idea: ¿cuál es la idea que vale la pena difundir? ✓ Investigación: ¿qué investigación va a hacer para apoyar esa idea? ✓ Lenguaje: ¿qué vocabulario se necesita para transmitir la idea? ✓ Inspiración: ¿cuál es la inspiración detrás de su charla? ✓ ¿El punto? ¿Qué aprenderá usted y la audiencia con ella? ✓ Ser personal: ¿no se puede hablar de algo que no se conoce personalmente! ✓ Mostrar vulnerabilidad: ¿sea honesto con su charla! ✓ Cuente una historia ✓ Vestimenta – código de vestir ✓ ¿Cómo puedo controlar mis nervios? Contacto con los ojos con una persona que usted sabe, beba agua, etc. ✓ pódium, tarjetas de notas ✓ Voz y presencia ✓ <u>Ensayo</u>

Source: The Author

Figure 2: Script in Response to Content Feedback for Public Speaking

You have the power to overcome anxiety. – [REDACTED]

2017-08-07 12:58:33

Maybe at a job....

- **Intro: Establish a connection with (engage) the audience.**

Have you ever felt anxious? Maybe before presenting something?! Like me. Maybe in a job interview?! Moving to another country?! Driving for the first time?! You can be surprised or not, but the sweaty hands, legs shaking or butterflies in your stomach are completely normal.

- **Differentiate normal anxiety from pathological anxiety.**

Anxiety is nothing more than a warning against what you already know that is about to happen. SO your brain warns you, like: oh, this might be dangerous. Our brain releases hormones that produce those types of feelings. But what people don't tell you is that there are two kinds of anxiety, the normal one which I already described a little bit for you, and the pathological one or anxious syndrome which is when your anxiety comes out of proportion. The pathological anxiety, unlike the normal one, is the fear of the unknown (when you know that you are not in full control of a specific situation).

2017-08-07 13:01:27

This is AGORAPHOBIA, which is also a kind of an anxiety disorder.

- **Tell my own experience.**

I have known myself as an anxious person since I was a kid. Just the thought of getting out of my house would put me into physical pain and my heart would start racing. I wasn't able to sleep thinking about future projects. A few years ago I even went through a situation where I spent 3 days without sleeping. I would do school activities weeks or even months before I had to hand them in.

- **Identifying when anxiety comes out of proportion (becomes pathological).**

But how can we identify when the normal anxiety becomes pathological? The signs are: Trouble to sleep; Perfectionism; OCD (Obsessive Compulsive Disorder); Emotional problems (like feeling scared, sad and angry beyond normal patterns); Constant thoughts about the future; Palpitations; Phobia; Stomach problems, like gastritis; Loneliness; and etc. However, anxiety can teach you how to be organized, punctual, responsible, creative and precautions.

- **Present some recent or gradual data.**

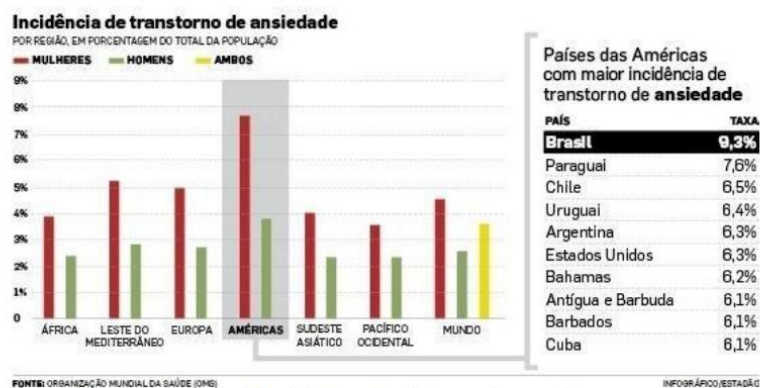


Figura 1- <http://saude.estadao.com.br/noticias/geral,brasil-tem-maior-taxa-de-transtorno-de-ansiedade-do-mundo-diz-oms,70001677247>

You have the power to overcome anxiety. – [REDACTED]

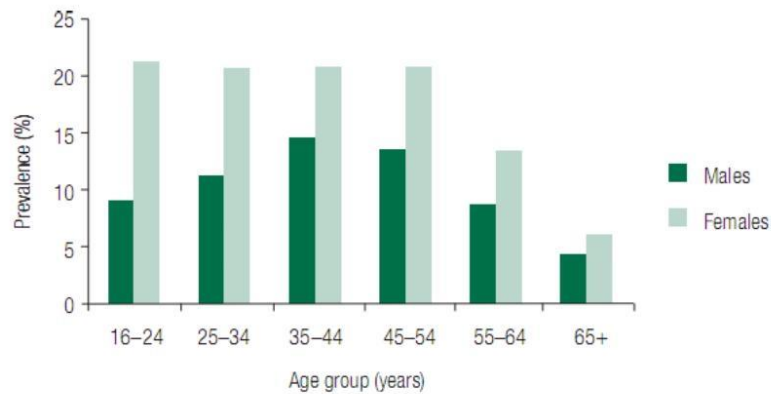


Figura 2 - <http://ashiyanamohammedanxietydisorders.wikispaces.com/Prevalence+of+Anxiety+Disorders>

Brazil as the highest percentage. – Reasons: Economic situation of the country, levels of poverty, inequality, unemployment and recession.

Women as the most anxious. 16-24. – Reasons: Biological problems and cultural problems such as Insecurity and low self-esteem.

Men highest percentage on life. 35-44. – Reasons: Stress and the responsibility of raising a family.

- **Present ways to overcome anxiety.**

Ok, [REDACTED], but how can we overcome this? Well, to overcome normal anxiety we have many options, because each brain works differently. You can try chamomile or lemongrass tea, you can try Yoga classes, physical exercises, anti-stress objects, meditation, a longer and quality time of sleep, those coloring books (It didn't work for me, but who knows, right?). But to overcome Pathological anxiety, you need psychotherapy and some people even need specific medications to decrease physical symptoms and emotional reactivity. (Mention UEL's Psychologic clinic - PowerPoint).

- **Deliver a final empowerment message for people to feel capable/strong enough to overcome anxiety.**

The most important thing is that you need to be aware and to be strong to recognize that if you suffer from this you need help. Of course, you can think "I have the power to do this by myself" but, this is an advice from someone who had been there, you have more power when you confess that you need help. Asking for help is a sign of strength, not weakness. When you ask for help, you are helping yourself.

2017-08-07 13:04:15

This is advice or a piece of advice

2017-08-07 13:04:36

when you recognize

Since the organization of the data demanded a lot due to its amount, I decided to assist myself using a software to organize the examples under each code or theme. As a result, I decided to use NVIVO to create and organize codes through a coding process. NVIVO is a protected software that allows to organize, store, and retrieve data more efficiently, save time and thoroughly back up findings. The software is appropriate for almost all qualitative studies, “but particularly for beginning qualitative researchers learning how to code data, and that prioritize and honor the participant’s voice” (SALDAÑA, 2013, p.91).

Therefore, the first stage of the reduction of the data, using TA, was coding. NVIVO coding involved assembling all the material about a particular pattern or repetitive idea into a ‘node’ (e.g. code-alternation). As shown in the tables (5-7) categorizing ideas based on patterns allowed to cluster them into larger themes. These themes would eventually be organized under ‘nodes’ in NVIVO. In other words, I assigned themes to related information/material in one place (i.e. NVIVO “nodes”). A node, then, became a collection of references or dataset extracts (APPENDIX G) about a specific theme, or other area of interest within the research inquiry. NVIVO was used as an assistant to manage the amount of data as it provided organization and visualization tools, fairly easy to use. Coding using nodes was an important stage towards a more rigorous and thought-provoking analysis and interpretation of findings through themes emerging from the data. As Saldaña (2013) states, coding is the transitional process between data collection and more extensive data analysis. Coding is not just word categorization, “It leads you from the data to the idea, and from the idea to all the data pertaining to that idea” (RICHARDS; MORSE, 2007, p.137). Likewise, coding enabled to organize the data so I could examine it and analyze it in a structured way, identifying concepts and finding relationships between them.

After gathering information and/or materials into nodes (larger categories), the second stage of the reduction of data was looking for emergent themes. Themes were the outcome of the coding process. That is, the general idea pertaining particular references in a node. The themes permitted to organize possible noticeable annotations of data, or to interpret aspects of the phenomenon of translanguaging. There was no single way of locating themes. One way, for example, was to look at recurring ideas or information that helped connect what was happening in the classroom to concepts, practices, beliefs and/or language

ideologies from participants. The themes were also descriptions of language behavior, all of which could assist to examine concepts or hypotheses⁵⁸ for further analysis and discussion. Having these thematic analyses of codes, made the process of analytical reflection straightforward since it allowed seeing what it was essential, i.e. excerpts where translanguaging practices (code alternation) were observed during classroom interactions.

As illustrated in tables 5 to 7, and to recapitulate, two steps were taken to reduce data. The first one was to code or produce as many categories as possible based on the dataset excerpts. The first stage was a brainstorming stage in which ideas of what was observed were generated into categories. The second step was to combine categories. The combination involved paying attention to those ideas that were interconnected based on patterns. Additionally, the final stage of the reduction of data was to create assertions or hypotheses. Assertions, (e.g. linguistic resourcefulness) were constructed and interpreted grounded in the data. The goal of these assertions was to discuss how themes were integrated or related to each other. The themes and their related eclectic coding served as illustrative examples to support the interpretation of theories, as to address the research questions. Although the data analysis was described above in terms of stages or sequences, in practice it was an iteration process. There was a constant moving back and forth between the data, the stages, and an evolving construction of codes, themes, and categories to represent the phenomenon at study. Finally, I would like to add that not everything from the data corpus was coded. Only the most relevant segments of the dataset related to the research questions that called for attention, such as linguistic and cultural resources observed, and pedagogical practices around translanguaging. To sum up, using TA and NVIVO coding allowed a preliminary coding into nodes to describe the content, search for patterns or themes, name themes into categories, to finally produce a visual (e.g. figures) and written report.

4.6 CONCLUSION

In this chapter, the methodology for the present study was introduced. The study was completed utilizing an ethnographic and action research approach in a

⁵⁸ The word hypotheses here is used to refer to assertions made based on the information reduced into themes.

period of two academic semesters in Londrina State University, 2017-2018. Different sources of data collection were used for the analysis of data. Participants of the present study were undergraduate students, and their respective course professors, selected from courses from the Foreign Language Department. The data presented through Thematic Analysis and NVIVO coding helped organize it and explain it into manageable units, due to the volume of the information collected. The identification of patterns and the formulation of a classification system (e.g. codes, themes) helped explain the data in a way that could be comprehensible for the readers. The central task was, then, to describe and explain that which had been observed. As a result, in the next chapter, I use figures of coding by means of quotations from the participants in the study, and other material from the dataset. The intent is, as I have mentioned earlier, to present a clear and reliable portrait of the phenomenon under study from the viewpoint of all participants.

5. CHAPTER FOUR: RESULTS

This chapter presents the results from the study, derived from the methods applied to gather and analyze the research information. The core findings are broken down into thematic coding, presented in trees, figures, and in a narrative way using direct quotes or information from the dataset aiming at answering the three research questions leading the investigation. Research questions and their findings are presented one by one to give to the reader a better visual portrait of the phenomenon under study through figures and tables. Following the presentation of findings for each question, in-depth interpretation and evaluation of results is done in a discussion section. To conclude this chapter, closing remarks are given by discussing the findings in the context of the literature found regarding translanguaging, and the knowledge gained through the analysis of the results presented. Additionally, a short summary is provided.

5.1 FINDINGS

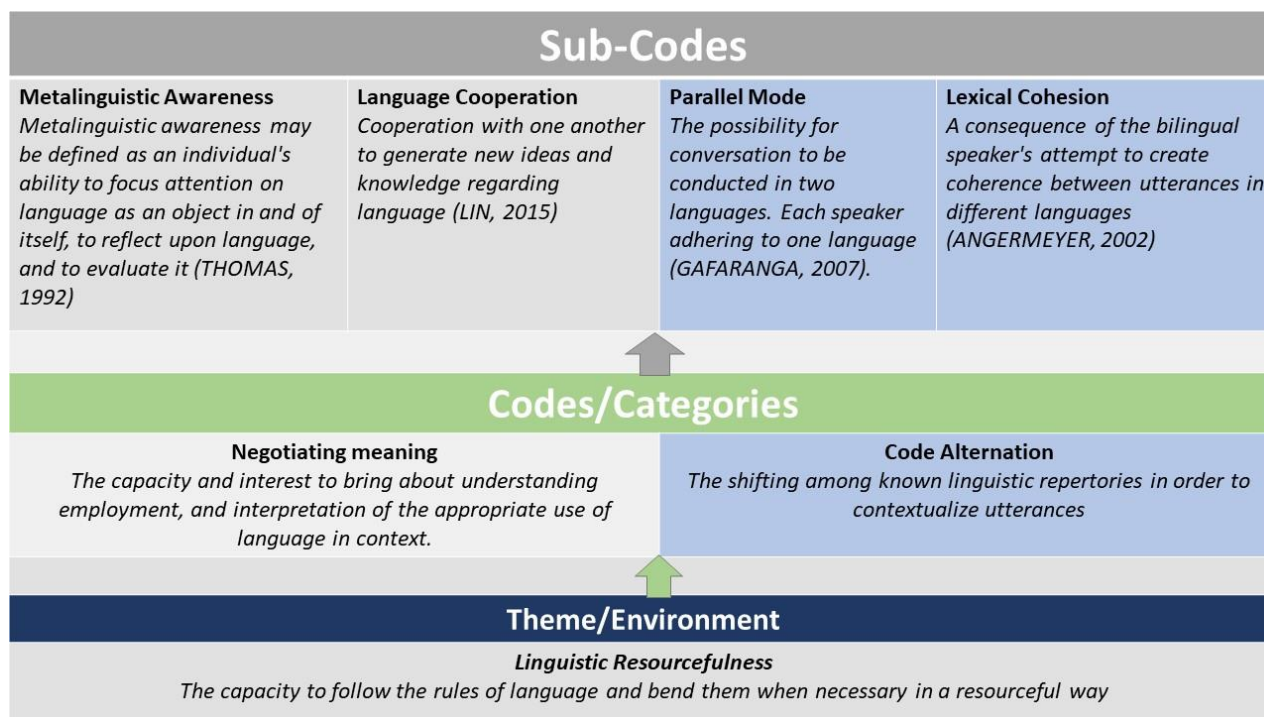
5.1.1 *Research Question 1: How did translanguaging practices manifest themselves in two higher education language courses?*

Patterns of translanguaging practices were identified in the several communication episodes clustered. These patterns and practices were observed to manifest under two main contexts - hereafter environments; Linguistic Resourcefulness and Biliteracy. The former environment was categorized paying attention, mainly, to the linguistic practices of the students in which they employed Portuguese and English. The latter environment was categorized paying attention to students' academic translanguaging (e.g. L1 and L2 literacy), and how they used their linguistic and cultural background to build upon and expand knowledge of class content.

The first environment, Linguistic Resourcefulness, allowed translanguaging to be manifested through 'code-alternation and negotiating meaning'. Code-alternation was performed through practices coded as 'lexical cohesion and parallel mode'. Negotiating meaning was mainly observed through practices coded as 'language cooperation and metalinguistic awareness'. Before presenting examples

for each one of the practices or manifestations, I am providing a definition for each one of the codes, as to have a better understanding of what each translanguaging manifestation entailed.

Figure 3: Linguistic Resourcefulness Manifestation



Source: The Author

By adding a definition to each translanguaging manifestation enacted by the students, I was able to categorize patterns and link those patterns to the first research question. That is, I was able to establish relationships among codes and themes during the analysis. Moreover, categorizing concepts allowed me to triangulate the findings in this particular question into the findings of the subsequent research questions. Although a definition for each theme is provided, drawn from established scholars' work or literature review, it is important to note that the categories were created by the author. The definitions are made available as to avoid misunderstanding with regard to each translanguaging manifestation. Now that the definitions have been provided and explained, the following table is intended to illustrate some examples asserted as Linguistic Resourcefulness, based on patterns observed across the data. However, these are just some exemplary extracts from the information that was coded, and do not represent the full range of possibilities of all the data collected. Therefore, only the most relevant pieces of information to answer the questions were included, and that emerged after the analysis of the data.

Table 8: Code Alternation Examples

Code Alternation		
Exemplary data extracts		
Parallel	EXCEPT 5 – LEM 056, 21/11/2017	EXCEPT 7 – LEM 056;29/11/2017
Mode	<p>1: P3: If I have a bunch of people, I have to learn how to delegate. I can't be in every place to supervise every task.</p> <p>2: S1: A gente precisa também estar tranquila pra fazer tudo isso</p> <p>3: P3: Ok...What do you mean by that?</p> <p>4: S4: It's not being tense...</p> <p>5: S1: Tranquilidade</p> <p>6: P1: Ok, so we need to be able to work...?</p> <p>7: S3: Work in a beach! (<i>Laughs</i>)</p> <p>8: S1: What!?</p> <p>9: P1: We need to be able to be how?</p> <p>10: S1: Dificil!</p> <p>11: S4: Eu diria eu preciso estar tranquilo...I need to be calm.</p> <p style="text-align: center;">EXCEPT 6 – LEM 095;06/07/2017</p> <p>1: P1: Do you have a phone? Do you have a phone? Do you have the recording device, procure ai...Recording device?</p> <p>2: S5: A gente pode usar o WhatsApp?</p> <p>3: P1: Yes, it's better. And then you can send that.... vocês não conseguem achar no smatphones, agora?</p>	<p>1: P3: Here in Brazil, people complain all the time.</p> <p>2: S6: Yes, they are complainers, but they are complaining about something [] (<i>Laughs</i>)</p> <p>3: S2: I complain, sometimes I need to complain. (<i>Laughs</i>)</p> <p>4: S4: [] É o jeito como a gente sempre fala</p> <p>5: S5: Normally, we complain to try to do something about it.</p> <p>[Cross talk]</p> <p>6: L: Olhem, mas não só em português!</p> <p>[Cross talk]</p> <p>7: S5: Hey... complaining, I think... it's a way of sharing</p> <p style="text-align: center;">EXCERPT 8– LEM056; 22/11/2017</p> <p>P3: Ok, now I want you to think of the communication skills you already have and the ones you still need to work on.</p> <p>S6: <i>mas nós já não fizemos isso?</i></p> <p>P3: What do you mean?</p> <p>S6: <i>Eu já apresentei sobre habilidades de comunicação</i></p> <p>P3: Yes, you did. But in this activity what we are doing, specifically, it's focusing on each one of you. So, we are still talking about communication skills, but this time you are focusing on yourselves, individually. I want you to identify your strengths and challenges. Did we already do that?</p> <p>S6: <i>Mas eu já tinha falado sobre isso. Eu já fiz isso</i></p> <p>[Cross talk]</p>

4: L: ah sim, eu consigo

P3: Guys, guys, pay attention. What we are doing here today is identifying individually strengths and challenges and what you can work on. You presented about communication skills, in general, but you didn't go in-depth about your own communication skills individually. That is a different thing. One of the skills we talked about today is being an empathetic listener, and you are not listening.

S6: *Eu estou escutando*

P3: No, you are not. You are not asking questions about something you don't understand about the activity. You are basically telling me that there is no point for you to do this because you already did it.

S6: *Eu vou fazer...posso falar. Eu achei que o que eu fiz é o que estamos fazendo agora. Se o contexto é diferente, tudo bom, estou errada. É o que estou dizendo. Não estou dizendo que não vou fazer... é só isso o que eu estou falando.*

P1: Ok... You are right. You presented about communication skills, that was the topic, and I based today class on what you presented last. I wanted that information to help everyone understand their strengths and weaknesses, including you.

S6: *Tudo bem, eu vou fazer.*

P3: Ok, so once again guys, please think about all the communication skills we have discussed and think about those you already have and those you need to work on. – *provides examples of how to do this, writes on the board examples.*

Lexical insertion**EXCEPT 9 – LEM095; 15/06/2017**

1: P1: What about your son?

2: L7: He lived there in London. ah...for a long time and the accent is very specific. He is like 'pigmentar mom, ah...buy bananas'... o que ele falou? Foi tão engraçado... I didn't understand!

EXCEPT 10 – LEM056; 05/02/2018

1:S2: traz um presente para cada uma (laughs!)

2:S1: vixi...que girl? are you crazy!?

EXCEPT 11 – LEM 095; 27/07/2017

1: S5: Seriously there was a banner saying Brazil é contra a identidade de gênero. Ok, that's ok, everyone has the right to speech, to speak and have their opinion, but they were saying that Brazil was against gender identity. I was like, seriously? I wanted to go there and [] the banner. Come on. You don't represent me. You are not Brazil. Your idea is not what Brazil stands.

EXCEPT 12– LEM 056; 7/11/2017

1: P3: Next person?

2: LL: Laughs

3: S2: Ok. Vou falar...I am going to present about learning platforms. I think the most important point is English practice... it is important for us.

Source: The Author

Table 9: Negotiating Meaning Examples

Negotiating Meaning		
Exemplary data extracts		
Metalinguistic awareness	EXCEPT 13 – LEM056; 7/11/2017	EXCEPT 15 – LEM056; 05/02/2018
	<p>1: S1: How do you say “concorrentes”?</p> <p>2: P3: Say it in a sentence?</p> <p>3: S2: Os concorrentes diretos do youtube...</p> <p>4: S4: Os produtos de lojas</p> <p>5: P3: The goods? The assets? Could be?</p> <p>6: S1: How do you spell it?</p> <p style="text-align: center;">EXCEPT 14 – LEM095; 27/07/2017</p> <p>1: S4: I have the right to do a march, but they don't have the right to [] or..to di...ditar?</p> <p>2: P1 and L7: dictate</p> <p>3: S4: what we have to do or what we have to think</p>	<p>1: S5: <i>Estrangeirismo</i> is present in our daily life...and for... in my job, as a secretary for example: <i>pode me passar o feedback dessa apresentação....?</i> and the answer...ok, <i>eu passo</i>. another example. <i>you think you send it by whatsapp?</i> another examples we use in our lives are: pizza, jeans....and my friends ask me a lot about it. Why do you mix languages with Portuguese when here in Brazil we only speak in Portuguese? Now, we are going to see a case, my personal case. I, for example, don't just mix Portuguese with English. For example: I speak another words in japanese.. <i>Eu quero ごはん para a janta, qual é o おかず?</i>.. the meaning of this sentence is; I want rice for the dinner, what is the garnish?... and why is it important? The first thing is about to understanding another culture, because if you know the meaning of the word, we know how to use it in our own sentences. The foreign influence like when you want to say something and it is not clear, when you want to say something but you don't have the word in Portuguese, you can find it in another culture, in another language, in Japanese, in French, in English. The foreign influence is for communication, to help us to develop ourselves and to make the communication be more easy.</p>

EXCEPT 16 – LEM095; 13/07/2017

1: S4: yeah, but you have to pay attention to the meaning of a 'housewife'. The woman who takes care of the house, it doesn't matter if she is rich, if she is poor. It is something that is just...how can I say imposto? como é que fala? A palavra em Português ... It is something that is there...it's the word housewife. House comes first, wife comes second.
2: P3: It is imposed...it is given"

Language**EXCEPT 17** – LEM 095; 11/07/2017**Cooperation**

1: S3: ...Something more complex that we can discuss in the next two generations is that...some scientific groups is trying to...to...desemvolver?
2: S2: develop
3: S3: develop..uteru...uterus? (*Looks at S2*)
4: S2: uterus
5: S3: uterus transplant, first in woman. Ehh, I will investigate more but when I read, two womans
6: LL: two women
7: S3: two women... pode
8: LL: can..

EXCEPT 18 – LEM 056; 12/09/2017

1: S3: We take the book home and we work on the book and this activity can be really..really cansativa?
2: P3: tiring
3: S3: Yes, tiring.

EXCEPT 19 – LEM 095; 04/07/2017

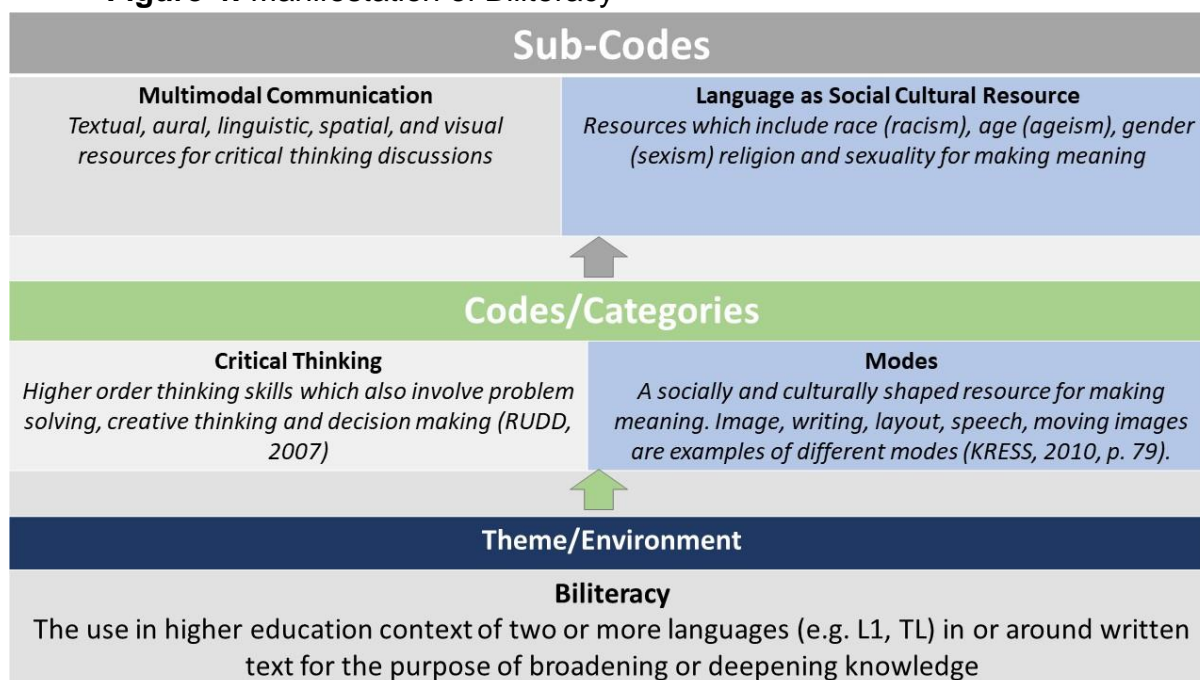
1: S2: I understood that it is like you working hard and you expect to, how do you say alcançar?
2: L: to reach
3: S2: to reach an objective.

EXCEPT 20 – LEM 056; 7/11/2017

S2: You couch!... It is couch, right?
S3: Couch..couch? I don't understand.
S2: A technique, when you couch someone or something.

Examples of linguistic resourcefulness, to follow the rules of language and bend them when necessary, allowed to illustrate the way participants mediated cognition or construct meaning, specifically through language. Cognition mediation, enacted through shifting back and forth from known linguistic repertoires (e.g. code alternation), portrayed participants' level of linguistic flexibility according to context, function, and perceived purpose. Lexical cohesion and parallel mode, under code-alternation, allowed to understand how known linguistic repertoires by participants are utilized, based on specific content (e.g. task discussion) and recognized function (e.g. avoid misunderstanding). The construction of meaning, on the other hand, was guided by metalinguistic awareness (e.g. pragmatics) and language cooperation (e.g. questioning). In other words, meaning construction was the capacity and interest of the learners to understand, ask, employ, and interpret the appropriate use of language in context.

The second environment in which translanguaging was observed to manifest was Biliteracy. If the first one was about shifting linguistic repertoires based on context and function, the second one was about the relationship between translanguaging and multimodality around academic content. That is, how learners constructed meaning and built understanding by the interplay of different semiotic resources provided by their educational context. Biliteracy was discerned to be enacted under two categories; Critical Thinking and Modes. Examples of the former involved visual resources, as well as linguistic and textual for critical thinking discussions during class time. As for modes, practices under this category illustrated cultural resources (e.g. gender, race) for making meaning of real-life experiences inside and outside school. To keep consistency in relation to the environments or contexts in which translanguaging manifested, the following figure provides a definition of themes and patterns identified in Biliteracy.

Figure 4: Manifestation of Biliteracy

Source: The Author

The second environment identified for further discussion about translanguaging manifestations was Biliteracy, which is the use in higher education context of two or more languages in or around written text for the purpose of broadening or deepening knowledge (PALFREYMAN; VAN DER WALT, 2017). Students translanguaging practices were established by participants' ability to use known linguistic repertoires (English and Portuguese), and to be able to transfer skills from one language to another (e.g. reasoning, reading comprehension) to adapt to different situations and contexts for the purpose of developing academic knowledge. The Biliteracy framework was composed of Critical Thinking, through Multimodal Communication, and of Modes through Language as Social-Cultural Resource. Critical thinking involved the practical use of English (e.g. TL) and Portuguese (e.g. L1) resources to objectively discuss issues and expand knowledge of complex topics to form a judgement, related to their real-life experiences. Additionally, using different modes (e.g. storytelling, research) allowed the participants to use language to make sense of social issues and to engage in analyzing those issues related not only to people's lives but also to the self. In order to understand how participants enacted Biliteracy, the following table provides exemplary quotes to illustrate the phenomenon under study in the confines of academic work.

Table 10: Biliteracy Examples

Multimodal Communication – Oral and Written		
Exemplary data extracts		
Critical thinking	EXCEPT 21 – <i>TedTalk script</i> - LEM095	EXCEPT 23 – <i>LEM056; 21/11/2017</i>
	<p>L: Education - in all its levels - is a great way to achieve this goal. Language classes in which students are thought to reflect on what they are saying as opposed to just learning how to say it are likely to result in tolerant and reflexive individuals, who are able to express their opinion without the need of offending someone else</p> <p style="text-align: center;">EXCEPT 22 – LEM095; 13/06/2017</p> <p>1.S: What is world Englishes?</p> <p>2.S2: Basically Englishes around the globe...Something that I notice and probably that everyone else notice is that English reflects inside the cultures, our culture, let's say Brazilian language perhaps will reflect Brazil culture.</p> <p>3.S5: Different countries start to use English and to shape it so they make their own English...</p>	<p>S6: We need new tests or other kind of evaluation system. I am here today to discuss and think of changing the evaluation system. We need to evaluate the concept of test to change evaluation. The term of evaluation is not accurate, nor it describes the level of knowledge of the person as each person has a different level or time to be acquiring knowledge.</p> <p style="text-align: center;">EXCEPT 24 – <i>Case Study written assignment -LEM056</i></p> <p>1.P3: What is the key takeaway your group has learned from this case study?</p> <p>2.LL: From the reading of the case study and the answers given to the questions, it is clear that in a globalized world with an intense cultural diversity, it is necessary that companies are always adapting and modifying with regard to language. Managers need to invest in hands-on training for people who do not speak the company's native language and encourage employees to practice and improve the language.</p>
Language as a Social-Cultural Resource		
Modes	EXCEPT 25 – <i>LEM095; 15/06/2017</i>	EXCEPT 27 – <i>LEM056;05/02/2018</i>
	<p>1: P3: Yes...you wanted to say something? If you want to speak in Portuguese, you may. You don't have the pressure to speak in English</p>	<p>S1: Why did I choose to show you this.... Frida's paintings, to realize that there is some beauty in suffering. Painting can help us to make us feel better. Maybe singing or</p>

2: S8: I am just saying that...I am notice now, now at this moment that we don't have, I don't think, I don't know...we don't have any professor in our department that is black

3: LL: We had P4

S8: Yes, but only P4. We don't have another person.

4: S7: The other person that we have is P5 but she is not black, she is more tanned – *giggles* – I don't know why I just noticed that.

EXCEPT 26 – *LEM095; Online discussion week- 04/07/2017*

1.P3: Question; the idea that Brazil is a racial democracy is a fallacy and promotes meritocracy, do you agree? provide examples to support this claim

2.S1: So, we thought of the examples we have here in the university. I think the idea of racial democracy involves black people and white people having the same power and the same rights, and that's not how it works in today's society, So, it we did have...if Brazil was in fact a racial democracy, we wouldn't need quotas. And we didn't need to have access to those kinds of things.

dancing or writing. Also, it can help us portray our feelings...it can help us express our feelings.

EXCEPT 28 – *LEM056; 21/11/2017*

S3: I think that it is important for us students to have English resources. We could listen to music or watch videos or movies with English subtitles...together, this way we can understand the dialogue...and maybe this way it can be easier to be comfortable and speak in the class, and...we can use something different from the book because the book is very expensive. We take the book home and we work on the book and this activity can be really..really cansativa?

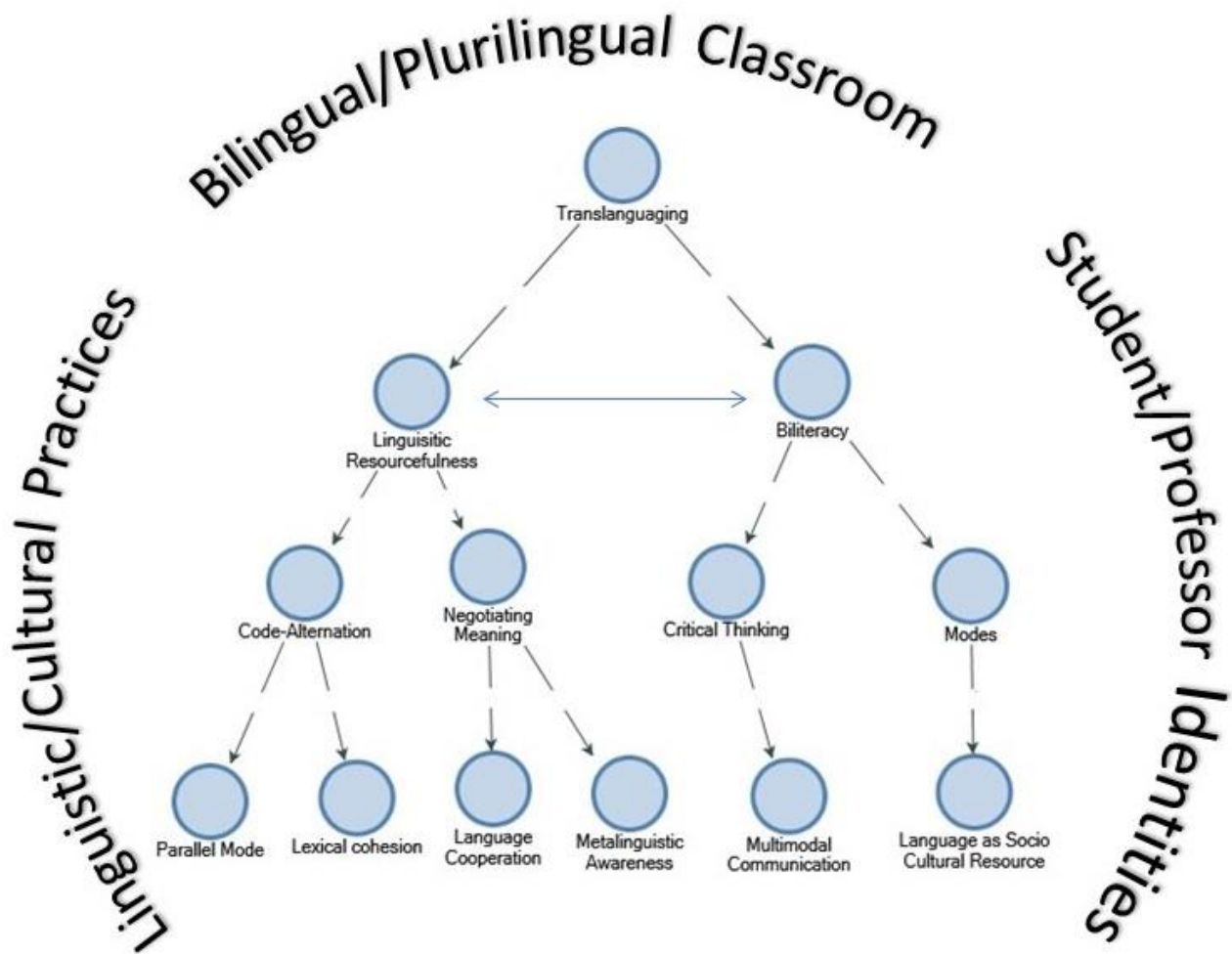
Source: The Author

All the exemplary quotes provided in all of the tables were done through units of conversations and/or through single turns by the professor or the students extracted across the dataset. Each code was presented with a set of examples from excerpts drawn from the interactions among participants. It is important to highlight that some examples might fit some other codes. For instance, one example that is under metalinguistic awareness can also be under language cooperation, which shows that translanguaging is a fluid practice not restricted to one social interaction or the other. However, based on the interpretation or definition of each code, sensible decisions were made as to provide fair examples of each practice under each theme or environment.

The decision to split the observable translanguaging into two main themes was also done to illustrate how the phenomenon could be manifested from two different scenarios. Linguistic Resourcefulness was categorized to analyze how participants linguistic cognitive skills were used, in what context and in what ways these skills manifested. Understanding the context and the function of translanguaging from participants' communication practices could help delve into the pedagogical implications of such practice in English language teaching, As for Biliteracy, understanding how L1 and L2 students' literacy can be strengthened to enhance comprehension of language and academic content has pedagogical implications equally, for the purpose of broadening or deepening knowledge. It is important to stress that although translanguaging was broken into two main categories, they complement each other. One cannot be informed without the other. Translanguaging is a fluid practice not restricted to one linguistic/social interaction or another.

Additionally, it is important to remember that translanguaging needs to be nurtured within a bilingual/plurilingual setting, which was the case for the two undergraduate courses in the study. The language classroom required students and professors to intentionally connect their linguistic/cultural practices and identities to those practices and identities deemed appropriate for the academic setting, as an integral part of learning. Before discussing the pedagogical implications of translanguaging based on discoveries, the following figure summarizes the findings for question one, which are linked to question two, as to when participants enacted translanguaging and under which specific contexts or environments.

Figure 5: Manifestation of Translanguaging Practices



Source: The Author

Translanguaging nurtures in bilingual/plurilingual spaces, where all participants bring not only knowledge of language, but also cultural identities and beliefs. Understanding that translanguaging is manifested through linguistic cognition and/or L1 and L2 literacies implies addressing students' abilities from different lens in terms of academic needs. Such lens involves thinking and planning in advance about how to address the specific needs of students, based on literacies of the courses. The data analysis showed that students' linguistic flexibility and meaning-making strategies were resources, in order for them to engage with the content to interpret the suitable use of language in context, based on function and appropriate interpretation. It also meant the capacity for them to transfer their abilities between linguistic and cultural repertoires (e.g. language, reasoning) to adapt to

different scenarios to broaden their comprehension and knowledge of their specific academic courses.

These discoveries about flexible cognition, meaning making, L1 and L2 academic abilities implies thinking of the teaching practice based on the various practices of translanguaging within the classroom. Some of the pedagogical implications, based on the experienced gained, are thinking beforehand about the explicit needs within the courses, which go beyond syllabus content. In other words, it is thinking about what abilities we need the students to improve (e.g. communication, content understanding) and plan accordingly by constantly adapting material. Moreover, it implies thinking of how to support students as they engage with and comprehend linguistic and textual information, either to develop linguistic performs or literacy rationality for academic context. Another pedagogical implication is providing a space for students to embrace their bilingualism/plurilingualism, a space where emergent bilinguals can develop socially and emotionally, and where their identities are welcomed as part of their real-world experiences.

To sum up, Linguistic Resourcefulness and Biliteracy were the main environments, in which translanguaging was enacted by the participants. These two environments were coded as to provide an overview of some linguistic and cultural resources that participants employed for the purpose of broadening or deepening knowledge of both language and class content. By understanding some of the environments in which linguistic and cultural repertoires are manifested, instruction can be adapted to promote opportunities to connect linguistic and cultural practices, and the identities the participants bring, to the academic setting.

In the study, using CRP with translanguaging, allowed to constantly think of strategies that were responsive and could address students perceived academic needs. Therefore, pedagogically, identifying translanguaging patterns of communication, implied delving into the specific needs of students in terms of literacy. In order words, what physical and abstract resources were available, or needed, to support students in terms of linguistic and content development. Equally, it implied thinking of the classroom as a bilingual space, in which pedagogy ought to be organized around linguistic and cultural repertoires, and one in which both students and professors are part of the teaching-learning process.

5.1.2. Research Question 2: How did language professors organize learning environments around translanguaging practices to create opportunities for students to build upon and expand their linguistic repertoires, and enhance academic performance?

In order to answer this question two variables had to be taken into consideration. The first one was the methodological approach proposed in advance when working with students. As mentioned in a previous chapter, Culturally Responsive Pedagogy was adopted to work with the participants in the study. Drawing from some of its main principles, such as learning within the context of culture or reshaping the curriculum, lessons included students' background references with the objective to enrich the classroom environment and to keep students engaged. However, how students would respond to a responsive pedagogy would only be discerned through translanguaging practices in action. Having these two variables (CRP, translanguaging) working hand in hand meant redesigning classroom activities constantly around translanguaging practices. To give a simple example, if students engaged effusively in conversations about social issues, current topics impacting the socio-cultural experiences of students were brought into discussion in subsequent lessons. To summarize, pedagogical activities were organized around translanguaging manifestations to build upon them. I would like to add that when activities were planned, professors agreed to draw topics from current events or related to students' background or life experiences.

As a result, the way professors organized learning opportunities within the class, observed in the two undergraduate courses, was categorized under three main environments or themes: 1) accommodating based on contextual features to scaffold learning; 2) using life learning experiences for engagement; and 3) providing feedback for linguistic and content development. Since this particular question deals with the role of the professors and I am part of those professors during research, I thought it would be important to comment on the importance of reflecting on cultural differences. Accommodating did not only involve the students but also the researcher. I believe it is important to touch on this aspect as to highlight the important role of the individual's background, for education or research purposes as in my case. Accommodating based on contextual features was observed to be important as the culture (e.g. education style) between I, as educator and

researcher, and students proved to be divergent. For instance, I was expecting from the beginning the students to be more autonomous with their learning. However, the students I worked with were students who, at the beginning, relied on the professor heavily. As a personal reflection, adjusting to the teaching-learning style of the local professors and students was unexpectedly challenging; especially figuring out how to help students move from a place of dependency to an independence one in a short period of time. As discussed by one of the professors during an interview:

EXCERPT 29 - LEM095; 4/09/2018

P1: Eu vi principalmente na época do Ted Talk uma dificuldade sua de adaptação para o contexto brasileiro, dos alunos, você tinha acabado de chegar dos Estados Unidos, acho que estava com aquele ritmo americano de, é outro perfil né, e eu acho que os nossos alunos não correspondiam ao ritmo que você chegou, acho que você se frustrou um pouco naquele momento, houve alguns atritos. (*source interview*)⁵⁹

Acknowledging the importance of cultural differences, in terms of autonomy, for instance, allowed to make the respective changes. Using different instructional techniques was a main goal, to help students move gradually toward a better understanding of the course content and, ultimately, to a greater autonomy when it came to their own learning. The following table gives visual examples of the opportunities created by the professors to help students scaffold their learning, based on the three themes aforementioned described, and based on the manifestations of translanguaging as earlier conferred.

Table 11: Identified Themes in Response to Q2

Emerging theme	Codes	Exemplary extractions from dataset (lessons planning; oral presentation scripts, professor-student/student-student feedback, notes)
Accommodating based on contextual features to scaffold learning	<ul style="list-style-type: none"> ● Students as funds of knowledge 	<p><i>Classroom topics reflecting both culture and language</i></p> <ul style="list-style-type: none"> ● Body image ● LGTB+ issues ● Sexist language ● Teaching/learning English language

⁵⁹ I saw mainly at the time of Ted Talk your difficulty adapting to the Brazilian context, of students, you had just arrived from the United States. I think you were with that American rhythm of another profile. Right? and I think our students did not match the pace with which you arrived, I think you got frustrated a little at that time, there were some frictions.

		<ul style="list-style-type: none"> ● Carpe Diem/Seize the day philosophy ● Meritocracy ● Technology in Education 		
Using life learning experiences for engagement	<ul style="list-style-type: none"> ● Meaningful content for narratives 	<p><i>Produção oral</i></p> <ul style="list-style-type: none"> ● Home Sweet Home: My Reverse Culture Shock Experience! ● Living in a different culture in my own country ● Too Old for School? Going Back to School After 40 ● Being out of your personal bubble: Having a diverse group of friends has changed my life. ● Let's talk Ted Talks: Going beyond ideas worth sharing ● Becoming World Citizens ● How to deal with the challenges of teaching English to children 	<p><i>Língua Inglesa</i></p> <ul style="list-style-type: none"> ● Frida Kahlo as an example for overcoming suffering ● Why we should all be feminist? ● The importance of reading for understanding cultures ● The use of different modes to learn English ● <i>Estrangerism</i> o ● Enhancing Communication 	
Providing feedback for linguistic and content development.	<ul style="list-style-type: none"> ● Oral and written feedback prompts 	<p><i>Reminder prompt</i> ‘Plan’, the sound of that “a” is “æ”. Remember that in English the “a” has different sounds. (LEM056 ; 7/11/2017)</p>	<p><i>Scaffold prompt</i> What kind of research did you do to strength your understanding of such idea? (provide examples) (personal feedback worksheet)</p>	<p><i>Example prompt</i> We saw some structures...You might want to, you might not want to, you could. All language we can use when we are offering some advice or leaving suggestions (LEM095: 13/06/2017)</p>

Source: The Author

Accommodating involved using students' as funds of knowledge. In other words, classrooms topics were organized based on cultural practices, work experiences, or students' daily life in order to scaffold learning. The process of accommodating occurred around translanguaging practices observed in lessons. Such practices determined how lessons needed to be conducted and redesigned to meet the students' perceived linguistic needs and academic ones. Some examples of this accommodation were addressing lessons, materials, and resources based on students' background. It was believed that since the final project had to do with public speaking, and in preparation, the topics needed to be related to real-world problems such teaching and learning English, meritocracy, or student life. Additionally, it was believed that speaking of something already familiar to them, would make them feel more comfortable at the time of using the English language in front of an audience. Some more specific examples of these topics can be found in the references arranged in the NVIVO Nodes (APPENDIX G).

Additionally, accommodating meant taking into account the learning context of all participants to reflect on lessons and practices that could provide a space where participants could benefit academically from the interaction with professors and students. Here, I would like to direct your attention to Table 12. I decided to add that table to show the difference in terms of the feedback targeting at the learning context of the two disciplines (LEM095/LEM056) and their specific linguistic and academic requirements. In the case of LEM095 feedback provided in discussions revolved around translanguaging in relation to literacy, meaning-making, and social positioning. Those topics were selected based on informal conversations with students and interest in each one of them. In the case of LEM056, the feedback given dealt regularly with the examination of one variation of a language (English), in use and in relation to the contexts where it was used. The questions asked by students during class had a focus on language, in order for them to increase understanding and use. Obviously, the two courses had different foci and, therefore, different literacies to build on and be developed. Accommodating based on the leaning context of each group was not only necessary but also sensible.

Since I am discussing accommodation, I would like to point out that accommodation happened for everyone, at different levels, which allowed everyone to be exposed to different teaching and learning approaches. As mentioned previously, I had to accommodate to the teaching/learning style of the local culture.

Students, also, had to adapt to doing things differently such as giving feedback to peers and using L1 as a learning resource. Additionally, the Brazilian professors had to get familiar with the pedagogical practices implemented in their courses during the research study. The importance of accommodating, as a reflection practice, can be seen clearly explained by one of the local professors and one student during interviews.

EXCERPT 30

P2: Quando você olha o outro dando aula é um pouco o tal do aprender a aprender, do professor reflexivo e do professor critico, que tem suas limitações, mas que traz alguns benefícios, que é você olhar para prática do outro e você tentar refletir sobre a sua própria prática, por que que eu faço dessa maneira? Por que que ela faz dessa maneira? A minha funciona, a dela funciona, qual funciona melhor? Por que esse aluno consegue aprender melhor do jeito que ela fala ou do jeito que eles interagem, esse aluno consegue aprender melhor do jeito que eu interajo, então eu acho que é um processo de reflexão, no momento que ela está acontecendo, então você olhar para prática do outro também ajuda a pensar a própria prática, para mim foi bem legal porque você trabalhava com elas de um jeito que eu não pensaria em fazer, para mim foi frutífero. (*interview LEM056 professor, 05/09/2018*)⁶⁰

EXCERPT 31

S1: Quando eu entrei no curso, eu estava muito focada em usar só o inglês, então era tipo, esqueça que você saber falar português, porque você tem que aprender, era mais no sentido de aprender, de eu querer me aperfeiçoar no meu discurso, e querer falar só em inglês. E depois, eu percebi que isso veio depois que todo mundo se tornou confortável com o uso de inglês em sala em geral, no meu grupo todos se sentem bem confortáveis em usar o inglês, que usar duas línguas dentro de sala enriquece muito a comunicação em termos de a maneira como você se expressa, porque cada língua tem suas particularidades. (*focus group; 20/08/2018*)⁶¹

⁶⁰ When you look at the other teaching, it is a little like learning to learn, the reflective teacher and the critical teacher, who has her limitations, but also brings some benefits. You look at the other's practice and you try to reflect on your own practice, why do I do it that way? Why does she do it that way? Mine works, hers works, which works better? Why this student can learn better the way she talks or the way they interact, can this student learn better the way I interact? So, I think it's a reflection process, at the moment it's happening. So, looking at the practice of the other also helps to think of your own practice; for me it was nice because you worked with them in a way that I would not think to do... for me it was fruitful.

⁶¹ When I started the course, I was very focused on using only English, so it was like, forget that you can speak Portuguese, because you have to learn. It was more in the sense of learning, that I wanted to improve myself in my speech, and wanted to speak only in English. And then, I realized that this came after everyone became comfortable with the use of English in general. In my group everyone is quite comfortable using English, that using two languages in the classroom greatly enriches communication in terms of the way you express yourself because each language has its particularities.

The second environment in which professors organized their learning opportunities was under life learning experiences. When talking about life experiences we are referring to direct experiences about cultural perspectives, human experiences, or the natural world situations. In other words, meaning-focused content connected to real world situations to allow students to challenge outlooks regarding cultural issues and examine them critically. Basically, drawing from their own personal backgrounds, topics for discussion and class assignments were selected so students could engage and explain their worldview experiences and thoughts. Through personal accounts, for instance, they could evaluate their ideas against their own and others'. It was observed that life experiences or real-world situations allowed students to engage fully with the content in a meaningful way. Moreover, they were able to develop their ideas about specific topics in a critical and reflective capacity. Some of the topics that really engaged students and helped them reflect critically on, both oral and written, were issues pertaining social and educational experiences. The topics selected for their final presentation, for instance, reflect the depth of content and discussions presented during these oral presentations.

Although life experiences or real-world situations allowed the students to engage fully in classroom discussions and present topics publicly, life experiences were treated with the most regard. LEM095 students, particularly, used their linguistic and cultural repertoires for social positionings during the course. Some of the social issues discussed during class, and later in the TedTalk event, were very sensitive, so protecting the emotional state of the students had to be treated wisely. Feedback, both spoken and written, helped address sensitive issues about some of the talks. Also, asking students to write a script in advance helped the professors edit it as to prevent disclosure of any personal information deemed too delicate about the student or any other party. The following extract of a TedTalk script has as an objective to illustrate how one student used language for social position, and how she engaged with the content by using a real-life experience. Also, it is used to illustrate how feedback was used not only to refine the script but also to avoid disclosing any personal information of a third party.

EXTRACT 32 – *TedTalk script (draft)*

CHILDHOOD VIOLENCE: Have you ever stopped to think about it? Why do people act violently and even what happens to children who

are exposed to violence and suffer from it? It could be mental, physical, sexual, emotional; all kinds of violence against a child can lead to a lot of troubles in their development. Unfortunately, I was a witness of violence with one relative of mine, he was only two years old when it happened. It was physical violence and this shocked my entire family, that's why I believe that we have to talk about it. So ... Let's start! (*Written assignment; 08/07/2017*)

The third environment created by professors was one characterized as feedback for linguistic and content development. Feedback, as noticed to this point, played an important role throughout the courses. Even though the two undergraduate programs were different in their curriculum scope, both groups had as a final project an oral presentation. For *Produção Oral*, the final oral presentation took place in a university event called 'TEDTALK in the University'. For *Língua Inglesa*, the final oral presentation took place in front of their course professors and classmates. Since public speaking was observed to be something nerve-wracking for most of the students, providing consistent formative and corrective feedback, in spoken and written form, was substantial as to scaffold learning and, therefore, confidence in their oral presentation. In order to scaffold confidence, feedback was given using prompts to promote improvement in their individual performance. Reminder prompts were suitable as it entailed drawing from prior knowledge. Scaffold prompts were used to give more support to their experiential knowledge. They were prompts to challenge students to seek other means to fill-in the gaps of a particular idea. Important to note that feedback was given both verbally and in writing. The prompts, in feedback, provided flexibility and concrete options as to how use the language orally to address a particular topic.

Table 12, in the next section (question three) provides comprehensible examples of some of the feedback given to each group, related to classroom discussions and to the topics selected for oral presentations. For final projects (presentations), for instance, the context of LEM095 involved providing metalinguistic/linguistic feedback (corrective); content feedback (insights into gaps of knowledge), and context feedback (personalization/real situations). The context of LEM095 and LEM056 was both centered on linguistic and content feedback. However, I would like to point a difference between the two groups. Although students for the secretariat program had to present a topic dear to them, they did not personalize such topic for that particular presentation. As observed in the examples

in table 12, LEM056 students' inquiries were more concerned with the development of communication skills, the pragmatics of language.

5.1.3. Research Question 3. How did students regard the feedback given during class time as part of the construct of language competence in the context of higher education?

The modes in which professors organized their classroom environments demonstrated that learning is indeed a holistic process that includes social, physical, cognitive and emotional aspects. Important to note that the planning of these environments was done intentionally since CRP was adopted for this study. Following its principles, teaching and learning strategies were designed to draw from the students' background, and to accommodate sensibly to their learning needs. I would like to reiterate, once again, that activities were constantly redesigned around students' translanguaging behaviors. Thus, translanguaging and students' backgrounds were always intertwined for teaching and learning.

Before displaying the results related to question three, I am adding a table (12) in this section to exemplify some of the feedback provided to students over the duration of the courses. Such feedback was done orally or written, through online discussions for instance. Table 12 has also the objective to illustrate that feedback was an important part of the professors' classroom environments, which proved valuable over the course of the academic year. However, hearing students' perceptions about feedback was equally valuable. What was identified in this particular question, through Table 13 results, is that feedback fell under a risk-taking approach.

Table 12: Examples of feedback provided to students

LEM095	LEM056
Response to online discussions (<i>online written feedback</i>)	Response to students' inquiries during classroom activities (<i>classroom transcriptions</i>)
<p>S1, your response is clear but I don't see your voice in it. I see someone else's. the forum is for you to express yourselves and give us the opportunity to hear your voice. Don't be afraid of showing us who you are, your thoughts, and your knowledge.</p> <p>S2, I would have love to hear your experience using technology. Your responses are somewhat lacking context depth.</p> <p>S3, I would have love to see you expand on the topic in terms of your own experience as a language teacher.</p> <p>S4 your response was interesting since it challenges us to think beyond other topics. In terms of writing, pay attention on word choice. One word can change the meaning of a whole phrase; for instance, when you say to "reflect" what do you mean, reflect on what? What is the context of 'reflect' here?</p> <p>S5, you were, definitely, more engaged in this discussion. I would like to suggest to personalize your answers in the future. How is this related to your own reality and the reality of your country?</p> <p>S6, one thing you could work on when answering the questions is looking at gaps of knowledge, that is, what is something that has not been addressed regarding a certain topic. That can help you develop a topic thoroughly and enrich your comments more.</p> <p>S7, I would have loved, though, to hear your voice in it. You did not allow us to learn from your own stories and experiences. This is an opportunity for you to use your own voice and personalize it to convey meaning and practice your written communication skills.</p>	<p>The way you communicate with me is different from the way you communicate with your peers; for example, at work, at home. That is also a skill. I need to know how to use the language, with whom I am using the language, what is the language that I am using – vocabulary. And all of that depends on the context. And it is not only knowing Portuguese or English well, it is knowing how to use it based on the context. Very good! Ok, moving on. Do you have another question regarding number 1?</p> <p>Ok, observation regarding pronunciation. Ah... ok, I wrote down five words. Plan, the sound of that "a" is "æ". Remember that in English the "a" has different sounds. P3 repeats the word plan twice.</p> <p>Ok, it can be something (P3 writes out on the board 'it' and 'this'). S4, what is your understanding of those two words? What do you know about them? Again, there isn't a right or wrong answer... when do you use those two words? Think of the time when you used them.</p> <p>Pragmatics is language in context. In this case is not just understanding words. It is not just understanding what to say, but when and how to say it based on context. Using the previous example: 'I will go'. When do we use will, what context?... come on, I recently said it!</p> <p>A couple of things again. it is about form. it is about differentiating in English the use of the infinitive. The 'for/ in the infinitive doesn't exist. We don't say 'for illustrate', we say 'to illustrate'. This is a mistake; it is not an error... it is normal. It is something that comes with practice, something we need to keep in mind. And regarding pronunciation woman...women... woman-women....that's it!</p>

Source: The Author

Table 13: Identified Themes in Response to Q3

Emerging theme	Codes	Exemplary extractions from dataset – <i>source focus group interview</i>
Feedback as a valuable task facilitated by the professor	Feedback to meet clear objectives set by the professor	<p>EXCERPT 33 Participant 1: It is a task determined by the professor, and I don't I think it just has to do with what was good or what was bad.</p> <p>EXCERPT 34 Participant 2: feedback is a response to what we did. I think it also involves a little of what the professor expects and what we brought.</p> <p>EXCERPT 35 Participant 3: We feel valued when she (professor) corrects, and we can know what the professor means, because sometimes we don't understand too, and we do it the way we know it, and if the teacher gives the feedback, she really explains what she means by that, explains what we didn't understand, 'what was there that generated ambiguity</p>
Feedback for scaffolding learning	Feedback as guideline for improvement	<p>EXCERPT 36 Participant 1: But I think it's (feedback) also useful for us to think about how we can use that from our own point of view, without necessarily getting something completely the same as everyone else, putting a certain individuality into the work.</p> <p>EXCERPT 37 Participant 2: having the feedback during the whole planning of the activity you proposed helped me to guide it, because I was totally lost, I had never done such an activity, so I was totally lost. It was the feedback that brought me north to what I had to do, the right step by step was what brought enlightenment to me so that I could do a good job.</p>
Feedback as a collaborative/relational space	Feedback as dialogic space	<p>EXCERPT 38 Participant 1: It is also important to give this feedback to someone who is your classmate, because we need to have various viewpoints as well, not only the professor's, but in general everyone who is listening to you there, each head is a world, so it's important to hear various opinions too, especially on what you can improve.</p> <p>EXCERPT 39 Participant 2: I think also that feedback, during this process of creating a project, ends</p>

		<p>up bringing the student closer to the professor.</p> <p>EXCERPT 40 Participant 3: One of the things the girls told me was that I spoke too low, so that was shameful, and I also spoke a lot 'ahh'; In the transition from one thing to another I spoke 'ée', so I had to adopt a methodology of not having to memorize everything,</p>
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Source: The Author

Feedback for risk-taking has been studied for years. Feedback used for academic risk-taking was recognized as beneficial to raise the interest level of higher education students regarding language in academic context. "Academic risk-taking is the student selection of school achievement tasks that vary in probability of success and are accompanied by feedback or the expectation of feedback" (CLIFFORD, 1991, p. 276-277). To reiterate, academic feedback was perceived vital, as a holistic process of learning, to enhance the probability of success in the different tasks undertaken by the students. Therefore, risk-taking was categorized in three emerging themes: feedback was regarded as a task determined by the professor, as a guideline, and as a collaborative space. Clear objectives and expectations were regarded as important since feedback went beyond getting a grade. Students wanted to know why they got a particular mark, whether the objectives were made, and whether there was room for improvement. Students wanted to know their work mattered, what were their strengths and weaknesses and how they could act upon such messages of feedback expectations. Students as part of the learning environment are ought to know the direction for their own learning.

EXCERPT 41 – Focus group; 20/08/2018

S2: Inclusive até a falta desse feedback traz até um certo desconforto as vezes para os alunos, porquê justamente a gente não sabe o que ele queria, então a gente acaba recebendo uma nota, digamos por um trabalho e a gente nem sabe o porquê daquela nota, eu acredito que o feedback está muito atrelado a isso, a dar esse retorno para a pessoa do que ela fez, do que ela esperava do que ela trouxe.⁶²

⁶² Even the lack of this feedback sometimes brings some discomfort to the students, because we just don't know what she (professor) wanted, so we end up getting a grade, let's say for a work and we don't even know why that grade? I believe that feedback is very much tied to this, giving that person feedback on what she did, of what she (professor) expected from what she (student) brought.

Following the discussion of the previous paragraph, feedback was also regarded as a guideline, specifically for scaffolding. Feedback as a guideline was not seen as an established set of steps that students needed to follow. It was a mediated assistance so they could internalize the information and they could independently make the corrective changes to improve their work. Additionally, feedback as guideline for scaffolding meant assisting learners by providing consistent comments over the duration of the course. Comments about the direction of their work were given more repeatedly at the beginning of the course, and then lesser at the end of the course. Undoubtedly, educators are key facilitators to help learners become more responsible for their own learning in school, and hopefully in life. As the students felt more comfortable and confident with their school work, they required less assistance from the professors. They were gaining more autonomy or control over their own learning.

EXCERPT 42- *Focus group; 20/08/2018*

S1: Mas acho que também serve para a gente pensar em como a gente pode usar aquilo como nosso próprio ponto de vista sem necessariamente ficar uma coisa completamente igual para todo mundo, colocar uma certa individualidade no trabalho. ⁶³

Continuing the conversation from the previous paragraph, about feedback as guideline, it is important to note that the kind of feedback given to students was mainly formative. It is important to note, as well, that feedback was also regarded as interpersonal. An important aspect of feedback is the establishment of relationships with the aim of creating productive learning climates. Therefore, hearing the students' voice was part of the construction of a good learning environment. The messages were negotiated or co-constructed in relationship with others. Feedback, as a result, became a collaborative space. As stated previously, both professors and students were part of this learning environment. It makes sense, then, that students were also able to provide feedback to their peers. Feedback did not only involve professor-student but student-student equally. In relation to student-student

⁶³ But I think it's also useful for us to think about how we can use that as our own point of view without necessarily getting something completely the same as someone else's, putting a certain individuality into the work.

feedback; I think it is important to comment that this was done gradually. Since students were not accustomed to giving feedback to peers, they started out by providing comments in written form as practice. Once they knew and understood what kind of comments they could give to their peers, they were later asked to provide those comments orally. An important note about student-student feedback is that it was mainly centered on the improvement of the final project; that is, their final oral presentation in front of an audience.

In the case of the relationship professor-student, students perceived that the fact that the professor invested in providing feedback to them, showed that the professor cared, which as stated by one of students created closeness. In the case of student-student feedback, this was harder for students to give since it was something they were not used to do regularly. Having the opportunity to provide feedback to peers was deemed substantial because students could see themselves as equals. They could break the ice between them and open up more easily. Whether recognized or not there is a power relation between professor-student that might not exist in peer to peer interaction, as they are in the same learning journey.

EXCERPT 43- *Focus group; 20/08/2018*

S2; Principalmente porque nessa questão de ter opinião de alguém da sua turma, acho também tem a ver com o professor visto como uma figura superior, e as pessoas da sua turma vistas como iguais, então... tanto isso é bom, porque ai você vai pensar que eles estão vivenciando o mesmo processo que você; estão aprendendo como você, não estão em uma figura mais elevada com o professor.⁶⁴

To condense the findings regarding question three, I content that all the emerging themes provided in Table 13 are examples of risk-taking, doing things out of the norm. Helping students take risks involved thinking of different strategies to ease the nervousness of students about their final oral presentation. That is, students getting out of their comfort zone by trying something new and challenging. It involved students becoming more autonomous and confident with their own

⁶⁴ Mainly because in the issue of having an opinion of someone from your class, I think it also has to do with the professor being seen as a superior figure, and the people in your class being seen as equals. So ... that's good, because you go and think that they are experiencing the same process as you; they are learning like you, they are not in a higher figure as with the professor.

learning. A couple of strategies implemented were having their peers provide feedback, as sometimes students feel more comfortable with friends or peers, and individualizing attention depending on particular students' needs, providing more guided feedback. In summary, feedback was regarded as valuable, not only as something established by the professor but also as a resource for personal development (autonomy) and learning development.

Although this particular question dealt with students' opinions about feedback, to finalize, I would like to add a professor's insight about the observable learning development of her students. Hearing the professor's voice was equally important as she was, as stated repeatedly, part of the learning process. The following excerpt provides the professor's thoughts about the work done during the course, connected to the feedback provided.

EXCERPT 44 – *Interview; 5/09/2018*

P2: Tirou elas da zona de conforto, que elas estavam acostumadas comigo, então você chegou e você tirou elas da zona de conforto. Houve aquele confronto inicial, principalmente com uma das alunas que a gente teve mais problemas, mas esse tirar da zona de conforto provoca crescimento, então eu percebi que elas se tornaram... porque depois eu continuei com elas depois de um tempo, e eu percebi que elas se tornaram um pouco mais autônomas, não tão dependentes de mim. Então elas perceberam que ok, eu consigo fazer sozinha, eu não preciso que a professora fique me respondendo todas as horas, eu posso fazer por mim, então eu percebi essa desacomodação.⁶⁵

5.2. DISCUSSION OF FINDINGS

The primary objective of this section is to present a general discussion, and to go into the findings more deeply. Additionally, it is intended as a space for reflection on the support and limitations encountered during research; especially related to the main points at issue being investigated, guided by the research questions.

⁶⁵ You took them out of the comfort zone. They were accustomed to me, so you arrived and you took them out of the comfort zone. There was that initial confrontation, especially with one of the students we had the most trouble with, but this taking them out of the comfort zone causes growth. So, I perceived that they became ... because, later on, I continued with them after a while, and I perceived that they became a little more autonomous, not so dependent on me. So, they acknowledged that ok, I can do it on my own, I don't need the professor to answer me all the time, I can do it for myself! so I perceived that out of comfort.

5.2.1 Discussion of Findings Question 1 - *How did translanguaging practices manifest themselves in two higher education language courses?*

Departing from the assumptions that bilingualism/plurilingualism in classrooms is an important tool to enhance the learning of students, this study examined the manifestation of translanguaging in two English language classrooms at higher education. The two groups or classrooms had different academic needs or what I have called in this study 'literacies'; therefore, it was observed that translanguaging required to be addressed from two different lenses. In other words, LEM056 literacy required to be attended more closely from a linguistic lens positioned in bilingual pedagogy. LEM095 literacy, on the other hand, required paying attention to both linguistic and cultural repertoires. The discovery of the different needs of each course came after the analysis of data was done. The continuous adaptation of content and feedback, based on translanguaging manifestations, to meet the specific needs of the students (e.g. linguistic, content development) showed the difference in needs based on literacies. One of the courses (LEM095) is aimed at preparing English language teachers, so the use of language, for instance, goes beyond its instrumental function. The identity they bring to the classroom as language learners and future English language teachers played an important role. Conversely, LEM056 is directed to English language learning; specifically, towards the development of particular linguistic skills that students ought to possess (Business English). The need for the English language had, for the latter group, an instrumental function.

To understand translanguaging and its manifestations in the two undergraduate courses, then, suggests to think of the pedagogical implications of such practices. Translanguaging manifested in code-alternation practices and in the negotiation of meaning. Based on the literature review, I was expecting to see these two practices to manifest across the data. Translanguaging certainly, involved the resourceful use of different linguistic repertoires. However, how these practices would manifest was unknown. In the case of code-alternation, students translanguaged to accommodate to linguistic and cognitive needs, not only to continue with the flow in a conversation (lexical cohesion) but also to increase understanding or avoid misunderstandings in the classroom activities (parallel mode).

In negotiation of meaning, attempts to overcome comprehension problems were done through cooperation and metalinguistic awareness. In the case of the latter, such practice revolved around expanding linguistic knowledge in terms of pragmatics. That is, language in use and the various contexts in which it is used. The aforesaid statement, about pragmatics in teaching, can be a big challenge if we think that being pragmatically competent in the first language does not ensure that a language professor will automatically know how to instruct pragmatics aspects properly in a second language or bilingual environment (SHARPLES; VASQUEZ, 2009). One of the advantages students had in this study is that they had two professors working with them; a Brazilian one familiar with the culture, and a foreign one, who had experience living and studying in an English-speaking country. As a result, the two professors were able to support each other, and assist students with specific cognitive and conversational elements.

If negotiating meaning pointed toward pragmatics (e.g. proper language use in context), code alternation pointed toward the creation of a safe space for students. Such space included language choice. Students were able to use the language they felt more confident with to express ideas or beliefs. The reasons they chose one code over the other were varied, either to communicate effectively their thoughts or to avoid risk taking such as making mistakes or being misunderstood. I would like to clarify, though, that creating a safe space was not only related to choosing one language over another to convey ideas. It was related to having a space where participants had the freedom to express themselves, their identities, their emotions, and their concerns. Excerpt 8 (Table 8, p.132), for instance, illustrates some features of a safe space within the classroom. This particular student, in Excerpt 8 interaction, stated from the beginning that she didn't like to talk publicly. She wanted to sit in the classroom and just listen. In the interaction provided, she took risks and spoke in front of the class. She felt empowered to voice her thoughts, and she demonstrated 'passive 'fluency'⁶⁶.

Therefore, some pedagogical implications for professors when working with emergent bilinguals, in relation to negotiating meaning, would be related to pragmatics. The task to help students employ and interpret language in context. In

⁶⁶ The ability to understand a language despite the fact of not having the ability to fluently speak it or write it

order to assist students with language and class content, professors have to become resourceful and well-informed professionals regarding pragmatics competence. Language professionals ought to receive some explicit instruction about pragmatics themselves. Although linguistic awareness is something individuals develop naturally as they interact socially, how to implement teaching strategies for metalinguistic awareness in language pedagogy is essential, especially in higher education. Students in college are required to develop metacognitive insights and abilities, including metalinguistic awareness, important ingredients in the development of their literacy and biliteracy skills. In higher education, language, both spoken and written, is monitored all the time whether recognized or not. Metalinguistic awareness is something that is developed naturally. In the case of emergent bilinguals, there is indeed a metalinguistic reflection gradually developing in learners as they progress with the language. However, when it comes to education, the explicit teaching of this competence has to be considered. Emergent bilinguals often reflect on and consciously ponder about spoken and written language and how it is used, in order to become good communicators in another language.

As for the pedagogical implications of creating safe spaces, educators ought to create not a space where everyone agrees on everything, but a space where everyone is able to participate and work together. In this space educators can help students not only learn concepts but also help them regulate and process emotions. A second pedagogical implication drawn from the observable data, then, is to create an environment of learning and cooperation. An environment where students can express themselves freely and can be assisted either by the professor or peers. In this space, students ought to feel on ease to alternate between codes, to convey emotions and ideas as a representation of their values, identities and social relationships. If we are to follow what some researchers call 'translanguaging space', this would be the space that needs to be created through translanguaging practices to have students display their linguistic resourcefulness in a meaningful way and for any given purpose (WEI, 2011).

In relation to Biliteracy, the pedagogical implications are significant in terms of academic development. Biliteracy is a reality in higher education in classrooms where two languages are used to enhance comprehension of contextual demands (e.g. academic work) placed on students (HORNBERGER; LINK, 2012). In

academic work, it is expected that students are able to read, write, and speak in both languages and to adapt to different situations and contexts. Unlike the pedagogical implications regarding linguistic phenomena, such as code-alternation, biliteracy poses the opposite challenge as to how support students to learn and understand didactic content, rather than how well they use a language in relation to a specific context. One strategy, as presented in the above examples (e.g. Table 11) was to contextualize knowledge with regard to the students' background, and the professional worlds they aim to be part of in the future (KENNEDY et al..2015). Having content that is meaningful to students, engages them to invest in their own learning. Biliteracy, in that case, seems to be better understood as observable social practices which are mediated by written texts, and each social practice has a different literacy associated with it that requires addressing based on academic needs.

Finally, although it was understood that the two courses had a different approach in terms of the English language syllabus, how such particular approach would impact translanguaging practices was unknown. Students from *Produção Oral* showed more engagement in social-cultural issues by bringing their personal stories in their final project. They wanted their voices and identities to be heard. On the other hand, students from *Língua Inglesa* were more concerned with communicating properly, so they showed more engagement in discussing the functions of the English language based on contexts (Pragmatics), to meet the specific needs of their academic program.

5.2.2 Discussion of Findings Question 2: *How did language professors organize learning environments around translanguaging practices to create opportunities for students to build upon and expand their linguistic repertoires, and enhance academic performance?*

Translanguaging occurs effortless in bilingual contexts. Speakers use their known linguistic repertoires to create meaning. In the context of language learning in higher education, translanguaging can be a resource in an environment where professors and students assist each other in the construction of knowledge, building upon what they know to expand their comprehension of both linguistic and academic content in a resourceful way. However, the results showed that in order to work

around translanguaging manifestations, the classroom has to become a space supported by experiential views of teaching and learning. Although uses of life experiences in learning is not something new, as documented by culturally responsive studies, the findings showed key features to reflect on when it comes to pedagogy in English language education. Those key themes were acknowledging the importance of contextual features, students' backgrounds as resources for engagement and scaffolding learning, and consistent feedback aimed at developing self-awareness, linguistic abilities, and academic material. Since students, from LEM095 and LEM056, had a final oral presentation, using real world problems suited the scope of the final project.

Based on the literature review done on Culturally Responsive Pedagogies (Chapter 2), and its close relation to the translanguaging lens, classroom and content activities were connected to both professors and students. One of the precepts for both culturally responsive pedagogies and translanguaging is that classroom content has to be meaningful. Some of the strategies to engage learners, therefore, were to use examples of students' lives for discussion, for instance. Also, strategies needed to build on student's prior knowledge, and whether or not prior knowledge could provide opportunities for engagement. As stated previously, these strategies were in place in order to assist students speak publicly as final goal. However, I would like to reinstate that the strategies were constantly redesigned based on the observable translanguaging practices of students. I think it is important to note that one of the strengths of translanguaging that sets it apart from other theories is that encourages educators to constantly question what can be done or not in the classroom. Resourceful educators are needed, who can create changes, who are constantly adapting their instruction, and reflecting on the various opportunities that can better serve emergent bilinguals, as to develop linguistic and cultural practices for academic context.

In order to serve students better in the study, a substantial aspect around translanguaging was feedback. In the study, feedback was given over the duration of the academic courses and it was significantly important for the students' final project. It was important so students could feel comfortable not only with presenting in the English language, but also with the content of their own talk. As mentioned, some of the talks were delicate in nature. Since the final presentation involved using language formally to discuss real life content, they needed assistance with feedback,

formative, and metalinguistic. Metalinguistic feedback was context-based, an explicit one since it provided “comments, information, questioning of the students’ utterances (RASSAEIA; MOINZADEH, 2014). The findings about this kind of feedback correlates with the findings in question 1 regarding metalinguistic awareness. By intertwining the findings in question 1 and 2, we have drawn another implication for the use of translanguaging in language education. Providing explicit formative and metalinguistic feedback in higher education requires great reflection, as it is a context that deals with language formality, with individuals capabilities, with their identities, and with different learning modalities.

5.2.3. Discussion of Findings Question 3: *How did students regard the feedback given during class time as part of the construct of language competence in the context of higher education?*

Feedback, as mentioned reiterative, was an important practice over the duration of the courses. Even though, the course professors believed in the value of feedback, hearing students’ opinions of feedback was also important as they were part of the learning process. This kind of feedback, as previously discussed, fell into academic risk-taking. The emerging themes regarding feedback involved feedback being regarded as part of the professor’s practice. Professors’ tasks entailed having clear objectives and expectations of the students’ work, and the students’ being aware of those expectations. The kind of feedback regarding objectives went beyond assigning grades, students wanted to know the ‘why’ of that grade for self-repair and self-improvement. Feedback was also regarded as a guideline. Having feedback as a guideline, and not as a fixed set of steps to follow, allowed students to choose the changes they needed to work more independently. Making choices on their own based on their particular needs was important, especially when it came to their final presentation. Finally, feedback was regarded as a space for collaboration. It was a relational space intended for everyone to participate, and for everyone to be part of the learning process.

Indeed, feedback was regarded as important. As explained and illustrated in figures and tables, feedback played an important role in classroom activities and in preparation for students’ final project. Equally, in the focus group discussion, the students regarded feedback as valuable. Understanding classroom objectives

allowed students to make the necessary changes for self-repair to enhance the probability of success in subsequent tasks. Having feedback as guideline, and not as prescribed changes to be made, allowed students to choose what worked for them in specific contexts and to individualize their learning, becoming more independent. Lastly, having a system in which everyone collaborated gave the message that there was a support system to count on, and it helped the student to get out of their comfort zone by taking risks (speak publicly) and allowing their peers to provide insights in their own learning. The pedagogical implication of feedback, apart from formative and metalinguistic as discussed in question 2, is a reflecting one. The professor has to establish clear objectives for learners to improve what they can do. The feedback, therefore, must have influence. This influence can be observed in students' responses to feedback which can range from engagement, self-awareness, and/or acting upon the information provided to them. Ultimately, feedback requires creating a community in the classroom where everyone participates.

Before concluding the discussion about the findings in question 3, I think it is important to comment that feedback in this study was not treated as grading. Even though there was a final grade assigned to students as part of their academic performance, no grade was given by the researcher. Even though, a rubric was developed as students needed to know what was expected from them for their final presentation. Following the concept of translanguaging, the rubric was designed to give more attention to the practices of the speakers than to idealized linguistic forms such as standard language varieties. The rubric was developed by the researcher and approved by the course professors. However, the grading of such rubric was entirely determined by the UEL professors. For more information about the rubric used to evaluate oral presentations, please see APPENDIX H.

5.3. SUMMARY

This chapter presented the results found in the study. Using Thematic Analysis, each question was answered using themes or coding, extracted from different sources of the dataset. In the case of question one, it was uncovered that translanguaging manifested under an environment of linguistic resourcefulness, which ranged from code-alternation to making meaning in biliteracy contexts.

Questions 2 disclosed that the learning environments suitable for translanguaging to manifest freely, and be expanded on, were under three categories: accommodation (e.g. language; learning styles), life experiences, and feedback. The third question established the value of feedback from an academic risk-taking viewpoint, which included clear expectations, guidelines, and relational support for linguistic and academic success. The three general findings, from the three research questions, showed the potential of translanguaging for implementation in higher education, supported by responsive pedagogies. Nonetheless, its fully implementation involves also thinking of other aspects (e.g. assessment/grading). Undoubtedly, translanguaging naturally occur in bilingual environments. However, translanguaging can occur unconsciously or planned. If planned, the next chapter will discuss some important considerations to be mindful of if any institution of higher education in Brazil seeks to incorporate translanguaging in its curriculum purposely.

6. CHAPTER FIVE: CONCLUSION

This chapter is aimed at giving a comprehensive overview of the thesis to the readers. This section, consequently, offers the final remarks regarding the study in a recapped manner. The main findings with regard to the research questions are summarized and general conclusions are explained. The chapter is not only a summary of the main findings but also a reflection of the work done in this thesis. The chapter concludes drawing attention to the implications of the phenomenon under study for further research and classroom practices in Brazil.

6.1 SUMMARY OF THE STUDY

The discussion of the role of languages in language education has continued to take place among linguists. Language education has seen changes in its scope. With the world becoming more connected, virtually and physically, language has moved from a system of signs to a performative entity driven socially. Therefore, language teaching has also shifted its approach to accommodate to the realities of new communicative environments and modes of contact, in modernity (MEHTA, 2018). Brazil, normally, considered monolingual has also seen this shifting in language education across schooling. More people are now advocating for discussions about bilingualism and multilingualism in Brazil. Although Portuguese is the official national language, the country is indeed multilingual with a rich linguistic and cultural diversity. Therefore, some scholars argue that such richness should be acknowledged and that bilingualism can help understand and appreciate human diversity in education (MEGALE; LIBERALI, 2016). Indeed, some progress has been done in terms of providing education to some groups such as indigenous and deaf communities who, by law, ought to be educated bilingually.

Although providing bilingual education to minority groups such as the aforementioned cannot be contested; there seems to be a perceived need in Brazil to make its citizens develop some competency in a foreign language, namely English as an L2. By the compulsory teaching of English from 6th grade up, students are taught to have a basic competence of the English language by the end of their high school years. This perceived need to teach English places actors in education (educators, researchers) in a position to delve deeply into the learning and teaching

process. After all, education is still thought of a critical aspect to prepare highly educated and well-trained human resources. Therefore, if education fails to provide adequate skills and competence for learners, the human resources of a country are unlikely to move up to a higher development level. Critical approaches for lifelong education contend that learning should be lifelong and it should provide skills that allow learners become active actors in society. A lifelong education is centered on the belief that learning is culturally and linguistically impacted by the learners' cultural backgrounds, ethnic identity, life experiences, and other aspects of their persona (SOBEL; TAYLOR, 2011).

The compulsory teaching of English in schools, and the realities of Brazil as a multiethnic and multilingual country, has prompted scholars to discuss bilingualism/plurilingualism in education. In the last few years in academics, research and publications seek to break with the vision of Brazil as a Portuguese monolingual country (CAVALCANTI, 2013; FINARDI, 2017). Certainly, to talk about bilingualism in education is to talk about linguistic outcomes when two or more languages come into contact. Linguistic outcomes as part of languages in contact have ranged from code-switching to code-meshing, just to name a few. Several theories have been introduced in an attempt to depict the complexity of language practices observed in cultural and linguistic modernity. Although these language practices are not new, innovative theories attempt to reflect on the complex function of language, in diverse contexts, that goes beyond switching languages or meshing two linguistic systems.

New theories of language use, and teaching, are based on the understanding that linguistic practices go beyond using one language or another interchangeably. Such theories seek to help us to start thinking of new ways to address language learning that can help enhance students' language capabilities in school, in terms of language and content. One theory that has gained recognition over the last decade is translanguaging. The term 'translanguaging' from the Welsh *trawsieithu* is a practice in bilingual environments where speakers make use of their known linguistic repertoires resourcefully. Such theory was originally defined as a meaning making process which helped learners to shape experiences, and to gain understanding and knowledge through the use of two languages (BAKER, 2011).

Over the years, the term of translanguaging has been expanded, built upon, and redefined, but the definitions found in literature continued to be centered on the process of meaning making using different linguistic, cognitive, and semiotic

resources based on contextual needs. Drawing from the review carried out of the theory in literature, I chose to describe the concept of translanguaging as “a teaching approach focusing on the various linguistic and cultural repertoires (spoken, written, multimodal) of emergent bilinguals to convey meaning for the better understanding of content and of named languages in formal learning environments”. I believe this definition suits my study due to the context of my study.

The context where I performed the research was higher education for a couple of reasons. First, it provided a bilingual space to explore translanguaging as it is understood that this practice nurtures in bilingual environments. In my study, the participants were college students, speakers of Portuguese and learners of English with varying proficiency levels. Second, tertiary education in Brazil is currently at the center of discussions regarding the instruction of English, from the requirement for students to study a foreign language for the duration of their university studies, to the opening of more opportunities for scholars in several areas for international mobility. Therefore, it was decided to explore translanguaging in higher education at Londrina State University, in the State of Paraná, since the university is highly regarded due to its educational lens. The study followed a qualitative approach centered on ethnographic and action research methodologies, divided into two different times of data collection during the academic year 2017-2018 in two different English language programs.

Data collection was done in two courses: *Compreensão Oral em Língua Inglesa*⁶⁷ III and *Língua Inglesa*⁶⁸ II. Ethnography was the approach used with Oral Comprehension as the instructional work done with students was carried out in conjunction with the assigned course professor, from April 2017 to August 2017. Action Research was used with *Língua Inglesa* since the researcher was fully in charge of the teaching during the course, from September 2017 to February 2018. Varied methods of elicitation, consisting of interviews, assignments, video/audio recordings, and collection of lesson plans and rough notes constituted an attempt to produce a varied dataset for triangulation. Deciding for a varied dataset allowed a broader spectrum to tackle the questions under inquiring. In order to meet the main study objectives such as to identify the linguistic practices of students, the contextual

⁶⁷ Oral Comprehension in English Language

⁶⁸ English Language

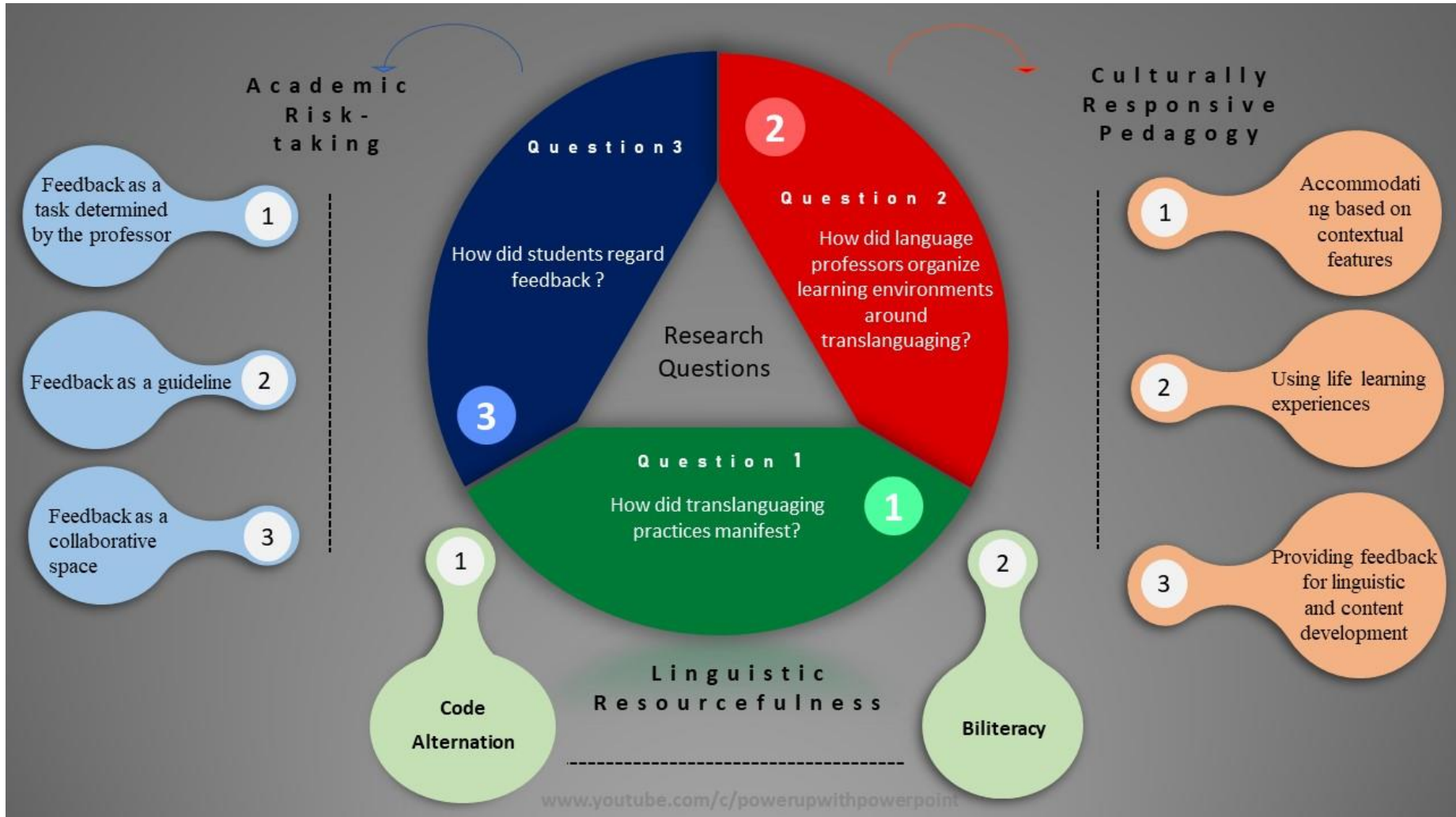
reasons for translanguaging, and the value of feedback, the study was broken into three main research questions.

6.2. RESEARCH QUESTIONS

1. How did translanguaging practices manifest themselves in two higher education language courses?
2. How did language professors organize learning environments around translanguaging practices to create opportunities for students to build upon and expand their linguistic repertoires, and enhance academic performance?
3. How did students regard the feedback given during class time as part of the construct of language competence in the context of higher education?

In order to answer these questions, Thematic Analysis (TA) was used for data analysis which allowed to read and reread the information looking for codes, themes, or concepts in order to organize the findings. Themes were the larger concepts as to exemplify the recurring language and content practices observed within the courses, linked to the different research questions. Furthermore, due to data volume, it was decided to use NVIVO software as an assistance to organize the examples under each theme. NVIVO, through a coding process, allowed to portray participant's voice through the organization of themes, codes, and their respective examples. As a result, figures and tables were created to present to the reader a visual picture of the issues under study from the viewpoint of all participants. The following figure is a general representation of the findings guided by the research questions.

Figure 6. General Representation of Findings by Research Questions



Source: The Author

6.3. RESULTS

Translanguaging, in this study, was observed to be a phenomenon of linguistic resourcefulness performed by the speakers. Such resourcefulness was displayed in environments where the speakers code alternated among their known linguistic repertoires to negotiate meaning within utterances and with others, by manipulating linguistic features resourcefully. Additionally, since this study dealt with language education in a formal setting such as tertiary education, translanguaging enactment was observed to be bolstered through biliteracy practices; that is, the capacity to use the knowledge of Portuguese and English to maximize instruction and learning in order to enhance competency of their known linguistic repertoires, not only in terms of language but classroom content as well. In order for the learners to display this linguistic resourcefulness and biliteracy, and to build upon them, the classroom environment was organized to use students' backgrounds as funds of knowledge for classroom content, for the content to be meaningful and engaging for the students. Since some of the topics discussed were sensible ones, feedback was vital as to support their previous learning and the identities they brought to the classroom. Feedback not only helped to assist with nervousness regarding performance (e.g. intelligibility, storytelling) in diverse interactions, but also to prevent any emotional harm due to the nature of some of the topics during oral presentations (e.g. abusive relationships).

Translanguaging in language learning, definitely, nurtures in bilingual environments naturally and demonstrates how speakers follow and bend linguistic systems when necessary. It provides learners with certain negotiation and meaning-making strategies. Also, if carefully planned, it can enhance learners' competences by providing opportunities for learners to experiment with their ideas and actions, in order to address academic requirements, for instance. Additionally, feedback can help improve those competences if carefully planned around translanguaging practices, organized and connected to classroom goals and students' needs. However, what is important to discuss now is whether or not translanguaging is beneficial in any particular context and whether it can be fully implemented. I think the starting point for the aforementioned discussion is to pose one important question. What would be the purpose of translanguaging in higher education in Brazil? Why translanguaging and

not some other theory? What are we trying to disrupt to create change through education, linguistically or socially?

What was discovered in this research is that each social practice has indeed a different literacy. As stated in previous chapters, both disciplines *Compreensão Oral em Língua Inglesa III* and *Língua Inglesa II* had as focus oral production. Therefore, it was decided for both groups to have a final project in which students had to present a personal topic to an audience. In the case of the students from *Compreensão Oral*, the audience was the university community. In the case of *Língua Inglesa* the audience was peers and professors. The tackling of the project from the two groups was quite different. The work done, both in terms of language and content, had a different educational angle for each group based on the translanguaging practices recorded. If go back to previous chapters and we pay attention to the feedback provided to each group, we can see that the focus for each group was different.

For *Compreensão Oral* the assistance given to students was not only on language per se but also on how to use language to convey the message they wanted to share. The message, linked to their cultural identity, was the principal drive. To expand on the previous statement, if we see the topics presented in the students' Ted Talk, we can see how personal these topics were. Students were not just presenting any topic; they were also conveying an idea that had great value for them. Something linked to their life, their personal beliefs, their culture. The final presentation allowed them to give a voice to their own personal identities and stories. Some of the topics were so personal that close assistance was given to some students as to ensure that no personal information was disclosed during the presentation, which could cause any emotional distress. Therefore, the pedagogical angle used for this group involved addressing translanguaging practices from a socio-cultural stance. In other words, the intersection of socio-cultural issues in daily school life, as to expand participants' collective knowledge of the link between real-life experiences (e.g. meritocracy) and school achievement.

With regard to *Língua Inglesa*, students seemed to be more interested in improving their communication skills. By analyzing the kind of feedback provided to this group, and the topics they selected to present for their final project, we see that the focus was mainly language related (i.e. performative). The topics were interesting to them, but they did not represent any part of their personal experiences. They wanted

to be understood during their presentations, so the questions students asked during class were connected to the use of language in context, when and how to use it. Students wanted to improve their language skills so their focus was on fluency, confidence in speaking, and the writing in English. For this group, the English language had a very specific purpose which is understandable since the English material in their course is English for Specific Purposes (i.e. Business English Textbooks). In order to meet the specific educational needs of this group, translanguaging practices were addressed from the perspective of a bilingual pedagogy. That is, strategies around translanguaging practices were targeted at developing and enhancing linguistic skills in the English language. In conclusion, the two groups had different literacies; for *Compreensão Oral* students, language was just a means to a more significant end, to utter their particular voices. For *Lingua Inglesa* students, language was the main means to reach an explicit goal, to communicate properly and to negotiate meaning in specific situations.

To finalize, I would like to stress that translanguaging in my study encompassed a pedagogical approach. Therefore, a Culturally Responsive Pedagogy (CRP) was implemented in which educators, using this method, encouraged students to relate course content to his or her cultural context. CRP and translanguaging proved to be a suitable match whose combination helped include both linguistic and cultural repertoires of students. Through the presentation of translanguaging manifestations, learning environments to promote learning and engagement, and students' feedback, I aimed at proving that using a responsive pedagogy had great value. Such value could be seen in student's responses to cultural issues and the value of feedback throughout the courses. Undoubtedly, there is a match between CRP and translanguaging, such combination enacted engagement and support to students' literacy and to their linguistic repertoires. This is not to say that educators were not already grounding their teaching on students' backgrounds, capabilities, or culture. What I am trying to convey is that by merging these two theoretical frameworks, the English language classroom can be enriched by understanding the powerful combination of linguistic and cultural repertoires for leaning.

6.4. METHODOLOGICAL CONSIDERATIONS

The aforementioned discussion is important to bear in mind in order to understand the possible methodological implications of translanguaging, as a pedagogical tool, in bilingual classrooms in higher education. Based on the results, translanguaging has the likelihood to empower learners by providing a space in which students can express themselves freely and can critically engage with the world, or it can provide a space where students can explore language in an instrumental way to enhance both English and Portuguese for very specific purposes. Regardless of the translanguaging position we might take; this position is ought to disrupt linguistic or social powers of interaction. As posed by Garcia (2014), language is performativity, it is “a series of social practices and actions embedded in a web of social relations that orient and manipulate social domains of interaction” (p. 4). Understanding the social practice of translanguaging in education leads to the discussion now of the pedagogical implications of such theory. What would imply to fully embrace the theory, either for learners’ social empowerment or language development in higher education in Brazil?

6.4.1 Methodological Considerations from a Social Cultural Perspective

Translanguaging has been perceived as a theory that disrupts beliefs about language and its function in the world, to empower those who have been historically marginalized in and out of the school realm. Regarding education, this view of disruption correlates with the view of a critical conscious education, long discussed in Brazil. Paulo Freire (1921-1997) discussed in his several renown works that education should aim for critical consciousness. Such consciousness recognizes that knowledge is both individually and socially constructed and co-constructed based on learners’ interpretations of experiences in the world. Additionally, construction and co-construction between professor-student and student-student should exist, making all players in education mutually responsible for a process in which everyone grows. More importantly, this consciousness should be aimed at constructing meaning by posing problems related to students themselves and their role in the world and with the world, in which they could feel increasingly challenged and obliged to respond to varied challenges (FREIRE, 2018).

I am bringing Freire's work into discussion to illustrate that having meaningful conversations to engage school curricula with the world discursively is not something new in the country. What is new is merging this conscious discursive learning with language education in different contexts. I am also bringing this discussion into light to discuss the challenges that this kind of education still faces in the country. As presented in the data, critical discussions based on students' experiences of the world were meaningful conversed and presented orally. Learners from *Compreensão Oral* were engaged in social discussions and heavily invested in voicing their opinions critically to an audience. Even though these discussions were done with freedom, in which everyone engaged with ease, implementing an education with conversation topics such as gender and racial democracy can prove truly challenging nowadays in higher education in Brazil.

In Brazil the movement School without a Party/Non-partisan School (*Escola sem Partido*) is aimed at deterring what their supporters claim is ideological indoctrination in public schools and universities. The federal Bill, no.193, was introduced in 2016 and in the last couple of years it has gained steam. The defenders of such Bill claim that education has become an indoctrination space for political and ideological beliefs. As a result, the Bill has limited educators to deliver instruction connected only to their respective contents of their didactic material. Opponents of such Bill argue that it restricts freedom of speech and critical thinking. An education, under that Bill, does not promote thought, does not concern the world and human relations with the planet and does not encourage action (GUILHERME; PICOLI, 2018). In order for translanguaging to be fully included in education, from a socio-cultural perspective for social change, an important implication would be to first overcome and disrupt the limitations of such Bill in the country. After all, the development of students' abilities to think critically is one of higher education's most widely professed goals.

6.4.2. Methodological Considerations from a Linguistic Perspective

If translanguaging from a socio-cultural perspective is about societal disruptions for social change. Translanguaging from a bilingual pedagogy perspective is about the disruption of languages hegemony (standardization). In higher education, creating that disruption can prove to be equally challenging. Therefore, an important aspect that I believe merits discussion is the fact that higher education is a space where language

is still code-centered. The reality is that language in tertiary education is constantly being monitored through formal speaking (e.g. oral presentations) or writing (e.g. essays). Students and professors follow a model, an example being *Português Padrão*. Therefore, if according to translanguaging scholars the theory transcends languages by going beyond them, what language competence either in 'English or Portuguese' was developed and enhanced during the research? I bring up this discussion about linguistic competency due to the results presented and discussed earlier; specifically, about linguistic awareness.

Language awareness is important in second and foreign language education as it is understood the importance of knowledge about language for the education curriculum. Additionally, language awareness is recognized to have great benefits that could result from the cooperation between L1 and L2, which historically had operated independently (CENOZ; GORTER, 2017). Moreover, according to translanguaging literature, understanding education as a plurilingual space, is recognizing the value of developing students' metalinguistic awareness. But in order to develop metalinguistic awareness, direct metalinguistic feedback is ought to be utilized. In the context of higher education where written language plays also a significant role, metalinguistic feedback operates as the establishment of the correct form in students' written texts by highlighting the error and writing the target form (example Figure 3). In other words, this type of feedback is aimed at assisting learners to locate the source of the correction to perform the cognitive comparison or noticing the gap between their L1 and L2 forms, in their oral and written production, especially when language is intended to be used formally

As previously mentioned, students were to present orally as part of their final project. In order to assist with this presentation, feedback was provided over the period of the course. It helped students enhance their intelligibility, providing feedback for pronunciation. Additionally, it assisted students with content in which they had to create a script for their presentation for which corrective written feedback was also given. The professor and the students were following a model of a language, the target one called 'English'. If translanguaging transcends named language or disrupts hegemony of languages such as English, what linguistic repertoire then were the students developing? And was there any linguistic disruption? I think this is important to keep in

mind when thinking of the implications of translanguaging in higher education, in the English language teaching, for two important reasons.

- 1) English has a high status in the country. Even though, some pluricultural approaches try to break the dominance of English teaching based on territoriality (e.g. USA, UK) a standard model is still followed in schools. Both educators and students adhere to a model, in which they follow prescriptive forms of a linguistic system. The first step is recognizing this reality and establishing the linguistic system that it will be taught. In higher education, mastering the English language in formal courses has higher stakes. The English language that students normally need to master is an academic one, which is highly prescriptive. Therefore; deciding what the linguistic system will be is an important conversation, either be 'International English' or 'Global English'. At the end, professors and students are required to have an awareness or knowledge of one linguistic system or another in order to comprehend it, use it, and/or bend it resourcefully.
- 2) Feedback and assessment are important for linguistic awareness. However, assessing linguistic awareness under the translanguaging lens has proven to be extremely complex. If all translingual speakers possess already a translingual competence, and they all are emergent bilinguals, how do you assess that bilingual competency within a particular group? This will have to be an individual task. Professors or administrators will have to agree on best practices to assess content as opposed to knowledge of a language in general, or language in a particular specific context. Undoubtedly, feedback and assessment are highly valuable in instructional contexts, in the form of grades, as they provide something to measure the performance of both the student and the institution in terms of growth. For the student, this measurement offers opportunities to get ahead, applying for graduation school or for international mobility. For institutions, this measurement allows to make corrective actions to meet the criteria of 'rankings', government or societal demands, in order to become competitive, attract the best, or for financial gain.

To summarize, if translanguaging were to be fully implemented in formal bilingual spaces in higher education, conversations about its methodological implications need to take place. Throughout this section I have posed several

questions. Those enquiries are important to be asked and discussed in education. One of the strengths of translanguaging theory is that it constantly questions established beliefs about language power, education, and society. If fully implemented, translanguaging practices should be able to disrupt relations of power allowing people to express freely and critically for social action. Additionally, they should be able to disrupt language ideologies by implementing curricula targeted at literacies based on students' specific needs across courses, taking into consideration the kind of language and content that it would be taught and learned. Additionally, if implemented in the curricula, it should include resources on how language and content will be assessed and supported not only by the professors but by the institution as well.

Results from this study have important implications for English language instruction at higher education. Understanding the specific literacy needs of a particular group of students is important as to carefully plan activities that can engage students and scaffold their learning. In the new global order, professors ought to be prepared to work with diverse populations of students based on their literacy background and specific needs. Creating an environment that promotes critical thinking, engaging in real life problems is, or should be, an important feature of today's tertiary education. Additionally, having demands about the formal use of language in academia is also important as to plan activities that leverage students' linguistic comprehension and awareness. Valuing the role of language and culture, in the development of strategies that scaffold the learning of students, needs to be consistent with the principles of a plurilingual education. An education that uses student's life experiences as funds of knowledge for the co-creation of knowledge, which implies having a safe environment where people can express themselves freely and can work cooperatively with others.

6.5. RECOMMENDATIONS

The growing emphasis on content and language standards to meet universities' learning expectations increase the responsibilities of educators and students furthermore. As a result, administrators and educators ought to learn new skills and new roles to meet the needs of a continuous changing school population. People in the education realm should engage in dialogues to develop a cooperative approach to teaching and learning in bilingual classrooms. Educational curricula require to be

revised to critically reflect on socio-cultural issues (language-related and culture-related) for the better understanding of the new global designs of knowledge development at higher education. The results from the study showed that translanguaging can be used as a pedagogical tool connected to socio cultural issues, or as tool for bilingual development. Additionally, the results showed that translanguaging occurs naturally. However, translanguaging practices can be expanded and built upon through strategies carefully planned in terms of material, feedback, and engagement. The combination of translanguaging and responsive pedagogies can have significant impact in the classroom environment in terms of teaching and learning. Although at the beginning of the study the focus was mainly on translanguaging, it was made evident that we could talk about linguistic practices in education without linking it to schooling. Therefore, translanguaging and pedagogics are closely interconnected as part of the teaching-learning process in modernity, in which plurilingualism is become more recognized around the world.

However; thinking of the specific goal of translanguaging, either from the perspective of language for socio-cultural positioning or as a linguistic perspective in bilingual education, is not enough. Context is a vital part of translanguaging as well as the resources this context provides. As a researcher, I had the liberty to modify the content of the established course materials, I had the time to fully work on material development, student engagement, and feedback provided in an out of the classroom. However, many course professors don't have that liberty or even the available time, which takes me to discuss some of the limitations of this study. One of them was the difficulty to work jointly with the course professors in the lesson planning. It was basically impossible to meet in person and discuss the work done, the material used, or the feedback provided. We were unable to sit and discuss experiences based on personal backgrounds, cultural identities, or work done jointly. It is important to note, though, that the professors are full-time educators with various responsibilities in and out of the university, and their time is constrained.

Undeniably, time to fully engage and cooperate in the practice of translanguaging is necessary as well as the liberty to decide what content to use and the way the content will be assessed. As mentioned, I had that liberty and time as part of my study. However, it was a single case study limited to an academic year and a study that was part of my practicum. It would have been ideal to have had the presence

of professors to implement in conjunction many of the activities, and learn from each other, as they are consistently working with students and they know the context and the different human and material resources that the context can offer.

Although this was a single case study, I do hope that some of the results and reflections open the door for further discussion and research on translanguaging in higher education. After all, education is constantly remade in the praxis. It would be important to explore the long-term effects of translanguaging practices in higher education; for instance, autonomy development of students, linguistic disruption, or co-construction learning practices between professor and students. Most importantly, it would be interesting to explore translanguaging in higher education with minority groups such as international students or indigenous ones. Working with those minority students could give them a voice to express their needs, and create action. I believe that translanguaging has the potential to create changes, linguistically or socially, but I also believe that its success depends heavily on the context, the methodological needs of the course, the people with whom you work and cooperate, and whether or not different human and material resources are available to implement such theory in an educational curriculum for a longer period of time.

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APPENDICES

**APPENDIX A
OBSERVATION CONSENT FORM**

Translingual Practices in Higher Education: Potential Benefits

I hereby give my consent to Marjorie Ninoska Gómez Talavera, a research student in the Faculty of Language Studies at Londrina State University, whose signature appears below to record the classroom work activities, which I am part of, as part of a study for her doctorate research project.

I give permission for the use of data transcriptions, and other information which I have agreed may be obtained or requested, in the writing up of the study, subject to the following conditions:

- My identity will remain anonymous unless stated otherwise.
- I understand that signed consent forms and original audio recordings will be put in safekeeping privately and no longer store for more than one year after the submission of the final research to the exam board.
- I am free to contact any of the people involved in the research to seek further clarification and information.
- My participation in this study is voluntary, and I understand that I may withdraw from the study at any time.

SIGNATURES

Participant.....Date.....

Researcher.....Date.....

APPENDIX B

Interview Consent Form

Translanguaging Practices and its Potential Benefits in Higher Education Consent form to take part in the research

- I _____ voluntarily agree to participate in this research study.
- I have had the purpose and nature of the study explained to me.
- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.
- I understand that participation involves discussion regarding the work done by the researcher during her practicum during our co-teaching.
- I understand that I will not benefit directly from participating in the research.
- I agree to my interview being audio-recorded.
- I understand that all information I provide for this study will be treated confidentially.
- I understand that in any report on the results of this research my identity will remain anonymous unless stated otherwise.
- I understand that disguised extracts from my interview may be quoted in the researcher's thesis and future published papers.
- I understand that a transcript of my interview in which all identifying information has been removed will be retained for no longer than two years.
- I understand that signed consent forms and original audio recording will be put in safekeeping privately and no longer store for more than one year after the submission of the final research to the exam board.
- I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Signature of participant

date:

Signature of researcher

date:

APPENDIX C
FOCUS GROUP CONSENT FORM

Principal investigator: Marjorie Ninoska Gomez Talavera

Purpose: This study investigates the students' opinions on feedback on one of their courses in which the researcher was a facilitator.

Note: As part of this study, you are asked to participate in a focus group and answer structured and open-ended inquiries. This study will take no more than 60 minutes.

Participants' Rights.

I understand that my responses will be kept in the strictest of confidence and will be available only to the researcher. No one will be able to identify me when the results are reported and my name will not appear anywhere in the written report. I also understand that I may skip any questions or tasks that I do not wish to answer or complete. I understand that the consent form will be kept separate from the data records to ensure confidentiality. I may choose not to participate or withdraw at any time during the study without penalty. I agree to have my verbal responses tape-recorded and transcribed for further analysis with the understanding that my responses will not be linked to me personally in any way. After the transcription is complete, the recordings will be destroyed after one year of storage. I understand that I am participating in a study on my own free will.

Consent to Participate

I acknowledge that I am at least eighteen years old, and I understand my rights as a research participant as outlined above. I acknowledge that my participation is fully voluntary.

Name

Signature of participant

date:

Signature of researcher

date:

APPENDIX D
OBSERVATION GUIDELINE

Number of students: males: females: starting time:
Date:

Time slot	Teacher talking time	Students' participation	Notes

APPENDIX E

TRANSCRIPTION CONVENTIONS

P	Professor
I	Interviewer
S	Student
L	unidentified learner
LL	several of the learners simultaneously
[]	Inaudible word or segment
...	Two to five second break
(??)	Uncertain transcription/transcriber's doubt about word in parenthesis
[Cross talk]	Overlapping speech
<i>Italics</i>	Editor's comment
((Multimode))	Nonverbal action carried out by a participant in double parenthesis

APPENDIX F



Centro: Centro de Letras e Ciências Humanas	ANO LETIVO 2017
Departamento: Departamento de Línguas Estrangeiras Modernas	

PLANO DE ATIVIDADE ACADÊMICA

CÓDIGO	NOME
6LEM095	COMPREENSÃO E PRODUÇÃO ORAL EM LÍNGUA INGLESA III

CURSO	SÉRIE
LETRAS / INGLÊS	3ª.

CARGA HORÁRIA			SEM. DE OFERTA	HABILITAÇÃO(ÕES)
T	P	TOTAL		
60	60		1º <input checked="" type="checkbox"/> 2º <input checked="" type="checkbox"/>	Língua Inglesa e Literaturas de Língua Inglesa
			<input checked="" type="checkbox"/> ANUAL <input type="checkbox"/> SEMESTRAL	

*1 - EMENTA

Desenvolvimento da compreensão e produção oral em tópicos complexos e da capacidade de argumentar e de entender referências coloquiais e nuances da língua, visando fluência, precisão e adequação e considerando-se a heterogeneidade linguística do grupo

2 - OBJETIVO(S)

- Desenvolver a compreensão e produção oral com base em temas usados em situações variadas.
- Desenvolver a compreensão e produção de enunciados complexos quanto à elaboração gramatical, lexical e fonológica, de modo a atingir o nível de competência linguística identificado como C1 no Quadro Europeu Comum de Referência para as Línguas (CONSELHO DA EUROPA, 2001).

*3 - CONTEÚDO PROGRAMÁTICO

01) TOEFL DIALOGUES e VÍDEOS INSTITUCIONAIS

ASPECTOS DE COMPREENSÃO ORAL:

Compreender diálogos sobre atividades e situações variadas relacionadas ao cotidiano da vida acadêmica (lazer, estudos, trabalho, experiências acadêmicas e planos profissionais)
Compreender os conteúdos de Vídeos Institucionais de IES ao redor do mundo .

ASPECTOS DE PRODUÇÃO ORAL

Produzir Vídeos Institucionais da UEL (a partir de planejamento coletivo)

02) VÍDEO-AULAS

ASPECTOS DE COMPREENSÃO ORAL:

Reconhecimento de linguagem apropriada para vídeo-aulas e características do gênero (metalinguagem).
Reconhecimento das etapas de planejamento de uma Vídeo-aulas (Storyboard)

ASPECTOS DE PRODUÇÃO ORAL:

Produção de Vídeo-aulas (a partir de planejamento individual)

03) TED TALKS/ Palestras sobre temáticas educacionais ao redor do mundo.

ASPECTOS DE COMPREENSÃO ORAL:

Reconhecimento de linguagem referente a palestras na área de educação.
Tomar notas dos conteúdos de uma palestra

ASPECTOS DE PRODUÇÃO ORAL:

Relatar oralmente os conteúdos de uma palestra referente a questões educacionais
Posicionar-se criticamente/oralmente diante das situações abordadas

Produzir Free Talks (de 05 a 10 minutos) sobre temas educacionais a partir de um Mapa Conceitual

04) NOTICIÁRIOS DE TV

ASPECTOS DE COMPREENSÃO ORAL:

Desenvolvimento da habilidade de síntese dos assuntos abordados em noticiários de TV ao redor do



<p>mundo. Identificar aspectos contextuais e linguísticos do gênero noticiário de TV. ASPECTOS DE PRODUÇÃO ORAL: Produzir comentários críticos sobre os assuntos abordados nos noticiários considerando o contexto sócio-histórico-cultural evidenciado.</p>
<p>4 - PROCEDIMENTOS DE ENSINO Aulas práticas, utilizando-se recursos audiovisuais; resolução de exercícios individualmente e em grupos e atividades de conscientização em relação à produção oral individual ou coletiva. As atividades propostas enfatizarão as habilidades de compreensão e produção oral através de dinâmica de grupo, de trabalho em pares e interação professor-aluno(s), aluno-aluno, aluno-professor. Parte das atividades poderá ser desenvolvida em contexto online.</p>
<p>5 - CRONOGRAMA</p> <ol style="list-style-type: none"> 1. BIMESTRE - TOEFL DIALOGUES e VÍDEOS INSTITUCIONAIS 2. BIMESTRE - VÍDEO-AULAS 3. BIMESTRE - TED TALKS/ Palestras sobre temáticas educacionais ao redor do mundo. 4. BIMESTRE - NOTICIÁRIOS DE TV
<p>6 - FORMAS E CRITÉRIOS DE AVALIAÇÃO</p> <p>INSTRUMENTOS DE AVALIAÇÃO</p> <p>01) Produção oral por meio de gravação em áudio e/ou vídeo e/ou apresentação oral 02) Prova de compreensão oral 03) Registro de participação (Realização das atividades extraclasse solicitadas/ Participação durante as aulas)</p> <p>Competências linguísticas É capaz de selecionar uma formulação apropriada a partir de um vasto repertório linguístico (lexical, gramatical, semântico, fonológico, ortográfico) para se exprimir com clareza sem ter que restringir aquilo que quer dizer.</p> <p>Competências sociolinguísticas É capaz de reconhecer um vasto leque de expressões idiomáticas e de coloquialismos, e de perceber mudanças de registro; poderá, todavia, necessitar de confirmar pormenores esporádicos, especialmente se o sotaque não lhe for familiar.</p> <p>Competências pragmáticas Flexibilidade - É capaz de adaptar o que quer dizer e o modo de o dizer à situação e ao receptor e adotar um nível de formalidade adequado às circunstâncias. Tomada de palavra - É capaz de escolher uma expressão adequada de um conjunto disponível de funções discursivas para introduzir as suas observações, de forma a conseguir a atenção do(s) interlocutor(es) ou para ganhar tempo e manter essa atenção enquanto pensa. Desenvolvimento temático - É capaz de fazer descrições e narrativas elaboradas, incluir subtemas, desenvolvendo questões específicas e concluir de forma adequada. Coerência e coesão - É capaz de produzir um discurso claro, fluido e bem estruturado, que revela um domínio de padrões organizacionais, de conectores e de mecanismos de coesão.</p>
<p>*7 - BIBLIOGRAFIA BÁSICA</p> <p>CONSELHO DA EUROPA. Quadro europeu comum de referência para línguas: aprendizagem, ensino, avaliação. Porto, Portugal: Edições ASA, 2001. Disponível em: < http://sitio.dgidc.min-edu.pt/recursos/Lists/Repositrio%20Recursos2/Attachments/724/Quadro_Europeu_total.pdf >. Acesso em 18 jan. 2012.</p> <p>CAMPBELL, C. & SMITH, J. English for academic study: Listening - Course book – New Edition, Garnet Education, Reading, 2012.</p> <p>McCORMACK, J. & WATKINS, S. English for academic study: Speaking - Course book – New Edition, Garnet Education, Reading, 2012.</p>



UNIVERSIDADE
ESTADUAL DE LONDRINA

***8 - BIBLIOGRAFIA COMPLEMENTAR**

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 Professor responsável pelo plano

Chapa:

Aprovado pelo Depto. em ___/___/___

Aprovado pelo Colegiado em ___/___/___

 Assinatura do Chefe do Departamento

 Assinatura do Coord. do Colegiado

* *Itens correspondentes ao programa oficial a ser cadastrado na PROGRAD (antiga CAE).*

** *O preenchimento dos campos abaixo é **exclusivo** para as disciplinas a serem ofertadas na modalidade (de forma) **semipresencial**, conforme Resolução [CEPE nº 015/2011](#).*

Unidades:

Unidade 01 - TOEFL DIALOGUES e VÍDEOS INSTITUCIONAIS
 Unidade 02 - VÍDEO-AULAS
 Unidade 03 - TED TALKS/ Palestras sobre temáticas educacionais ao redor do mundo.
 Unidade 04 - NOTICIÁRIOS DE TV

Conteúdos:

Vide conteúdos programáticos da disciplina

Objetivos:

Desenvolver atividades em ambiente virtual (produzidas pela professora ou disponibilizadas em websites) com o intuito de consolidar os conteúdos programáticos
 Desenvolver atividades individuais e coletivos em ambiente virtual (Moodle)

Papéis:

Os alunos desenvolverão atividades como participantes e moderadores de atividades no Moodle

Atividades:

Atividades de compreensão e produção oral que visam a consolidação dos conteúdos programáticos da disciplina



PROGRAMA DE DISCIPLINA

Centro de Letras e Ciências Humanas Departamento de Letras Estrangeiras Modernas	Ano 2017
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Dados sobre a disciplina

Código 6 LEM 056	Nome Língua Inglesa II
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Curso Secretariado Executivo	Série 2º
--	--------------------

Carga Horária			Anual	Sem./Oferta p 1º e p2º	Habilitações
T	P	Tot.			
	120	120			

1. EMENTA: Língua Inglesa II 6 LEM 002 (120 horas)

Compreensão e produção de textos orais e escritos pertinentes à área de Secretariado Executivo, em nível pré-intermediário.

- 2. OBJETIVOS:** Ao final do segundo ano do curso, espera-se que os alunos apresentem um nível pré-intermediário de língua inglesa que os habilitem a desenvolver tarefas pertinentes ao secretariado executivo.

Em quanto que....

Judiação

3. CONTEÚDO PROGRAMÁTICO:

Nível Básico II (Pre-intermediate)

1º Bimestre

Tema: Companies/ Contacts/ Visitors/ New products

Estrutura Linguística: Presente simples e contínuo, elaboração de perguntas e passado simples

Gênero oral: apresentação pessoal, atender telefonemas, dar boas vindas ao visitante, apresentar um relatório da empresa

Léxico: regular verbs, números, produtos

2º Bimestre

Tema: Employment/ Customer Service/ Travel/ Orders

Estrutura Linguística: Present Perfect (1), Comparisons Substantivos contáveis e incontáveis, Futuro

Gênero oral: Delegar funções, como responder a reclamações no trabalho, como se reportar na recepção, agendar compromissos

Léxico: benefícios empregatícios, viagens e aeroportos, entregas e pedidos

3º Bimestre

Tema: Selling/ New Ideas/ Entertaining/ Performance

Estrutura Linguística: verbos modais de obrigação, voz passiva, condicional (1), Presente perfeito com for e since
 Gênero oral: Como fazer interrupções em reuniões, pedir esclarecimentos, conversar sobre comidas e bebidas
 Léxico: vendas e propagandas, questões globais e de sustentabilidade, orçamentos e propostas em eventos

4º Bimestre

Tema: Future Trends/ Time/ Training/ Your career
 Estrutura Linguística: Futuro para previsões, condicional (2), modais para conselhos, revisão de tempos verbais.
 Gênero oral: Interagir em reuniões, usar expressões de tempo adequadamente, agradecer e responder a solicitações.
 Léxico: sustentabilidade, expressões relacionadas ao tempo, verbos frasais.

Nível Básico III (Intermediate):

1º bimestre:

Temas: Trabalho / Projetos / Lazer / Serviços e Sistemas
 Estrutura Linguística: Presente simples, advérbios de frequência, presente contínuo, passado simples e present perfect, comparativos
 Gênero oral: se apresentar, atualizar e delegar tarefas, falar sobre atividades de lazer, trocar contatos, explicar funcionamento de algo, fazer comparações
 Léxico: descrever seu trabalho, vocabulário relacionado a projetos, a atividades de lazer, descrever serviços

2º bimestre

Temas: Clientes / Convidados e visitantes / Segurança / Trabalho em grupo
 Estrutura Linguística: Futuro usando presente simples e contínuo, obrigações, necessidades e proibições, presente perfeito e presente perfeito contínuo, conectores, futuro (will, going to, modal verbs)
 Gênero oral: pedir informações, fazer combinações, receber visitantes, explicar e perguntar sobre mudanças, apresentar e discutir planos.
 Léxico: serviço ao cliente (expectativas, satisfação), vocabulário para viagens de negócios, descrever segurança no trabalho, apresentar trabalho em grupo e parcerias.

3º bimestre

Temas: Logística / Instalações / Decisões / Inovação
 Estrutura Linguística: Discurso indireto, quantificadores, frases condicionais, superlativos.
 Gênero oral: fazer e receber pedidos, dar sugestões e recomendações, participar em discussões, fazer apresentação formal
 Léxico: processos de logística, descrever o local de trabalho, tomar decisões, dar novas ideias.

4º bimestre

Temas: Avarias / Processos / Desempenho / Sucesso
 Estrutura Linguística: dar conselhos e recomendações, voz passiva, passado contínuo e passado perfeito
 Gênero oral: Como dizer preços e dar opiniões
 Léxico: conjunções, descrever problemas com produtos e serviços, descrever processos, adjetivos de qualidades pessoais.

4. PROCEDIMENTO DE ENSINO:

As turmas são divididas em dois grupos. O critério para a divisão das turmas é um teste de nivelamento que separa o grupo em dois níveis diferentes para um melhor aproveitamento da disciplina: Básico II e Básico III.

Nível Básico II (Pre-intermediate)

As aulas serão expositivas e interativas mediadas através de diálogos entre o professor e os alunos.

Os alunos farão uso de exercícios de áudio para o aperfeiçoamento do listening buscando uma melhor compreensão de reuniões, exposições ou apresentação de propostas no ambiente de trabalho, bem como telefonemas e solução de problemas do dia-a-dia do secretário executivo.

Dramatizações de diálogos entre os alunos e apresentações de propostas orais.

Análise e interpretações de textos de diversos gêneros textuais referente ao inglês business.

Análise e escrita de documentos, cartas e emails em ambientes virtuais ou não.

Apresentação de exercícios de listening, estrutura da língua e de escrita através de uma plataforma online de business em nível PRE-INTERMEDIATE.

Nível: Básico III (Intermediate)

As aulas serão expositivas e interativas mediadas através de diálogos entre o professor e os alunos.

Os alunos farão uso de exercícios de áudio para o aperfeiçoamento do listening buscando uma melhor compreensão de reuniões, exposições ou apresentação de propostas no ambiente de trabalho, bem como telefonemas e solução de problemas do dia-a-dia do secretário executivo.

Dramatizações de diálogos entre os alunos e apresentações de propostas orais.

Análise e interpretações de textos de diversos gêneros textuais referente ao inglês business.

Análise e escrita de documentos, cartas e emails em ambientes virtuais ou não.

Apresentação de exercícios de listening, estrutura da língua e de escrita através de uma plataforma online de inglês business em nível INTERMEDIATE.

5. FORMAS E CRITÉRIOS DE AVALIAÇÃO:

A nota bimestral (10,0) será dividida entre as seguintes propostas avaliativas para ambos os níveis:

- a) Avaliação escrita: 4,0
- b) Apresentação dos exercícios da plataforma online: 2,0
- c) Homework ou tarefas de casa apresentadas semanalmente ao professor em sala: 1,0
- d) Avaliação de listening: 1,0
- e) Avaliação oral: 1,0
- f) Atitudinal: 1,0

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Docentes responsáveis:

Chapa

Aprovado pelo Deptº em ____/____/____

Assinatura do Chefe de Departamento

APPENDIX G – NODE REFERENCES

<Files\LEM056 communication skills> - § 1 reference coded [18.62% Coverage]

Reference 1 - 18.62% Coverage

EXCERPT FROM TRANSCRIPTION FROM CLASSROOM DISCUSSION RELATED TO IMPROVING COMMUNICATION SKILLS

P3: Ok, now I want you to think of the communication skills you already have and the ones you still need to work on.

S6: *mas nós já não fizemos isso?*

P3: What do you mean?

S6: *Eu já apresentei sobre habilidades de comunicação*

P3: Yes, you did. But in this activity what we are doing, specifically, it's focusing on each one of you. So, we are still talking about communication skills, but this time you are focusing on yourselves, individually. I want you to identify your strengths and challenges. Did we already do that?

S6: *Mas eu já tinha falado sobre isso. Eu já fiz isso*

[Cross talk]

P3: Guys, guys, pay attention. What we are doing here today is identifying individually strengths and challenges and what you can work on. You presented about communication skills, in general, but you didn't go in-depth about your own communication skills individually. That is a different thing. One of the skills we talked about today is being an empathetic listener, and you are not listening.

S6: *Eu estou escutando.*

P3: No, you are not. You are not asking questions about something you don't understand about the activity. You are basically telling me that there is no point for you to do this because you already did it.

S6: *Eu vou fazer...posso falar. Eu achei que o que eu fiz é o que estamos fazendo agora. Se o contexto é diferente, tudo bom, estou errada. É o que estou dizendo. Não estou dizendo que não vou fazer... é só isso o que eu estou falando.*

P1: Ok... You are right. You presented about communication skills, that was the topic, and I based today class on what you presented last. I wanted that information to help everyone understand their strengths and weaknesses, including you.

S6: *Tudo bem, eu vou fazer.*

P3: Ok, so once again guys, please think about all the communication skills we have discussed and think about those you already have and those you need to work on. – *provides examples of how to do this, writes on the board examples.*

<Files\LEM056> - § 1 reference coded [6.61% Coverage]

EXCERPT FROM TRANSCRIPTION FROM CLASSROOM DISCUSSION RELATED TO LANGUAGE USE IN BUSINESS

Reference 1 - 6.61% Coverage

P3: Here in Brazil, people complain all the time.

S6: Yes, they are complainers, but they are complaining about something []
(Laughs)

S2: I complain, sometimes I need to complain. (Laughs)

S4: [] *É o jeito como a gente sempre fala*

S5: Normally, we complain to try to do something about it.

[Cross talk]

L: *Olhem, mas não só em português.*

[Cross talk]

S5: Hey... complaining, I think... it's a way of sharing

<Files\Transcription LEM056 - § 1 reference coded [1.78% Coverage]

Reference 1 - 1.78% Coverage

EXCERPT FROM TRANSCRIPTION FROM CLASSROOM RELATED TO PRESENTING AN IDEA – 5 MINUTE PRACTICE PRESENTATION

S5: *Acho que você deveria ir primeiro* – *points to S2*

S2; who, me? – *asks to P2*

P2: No...I am asking...I am asking for a volunteer.

S5: Do you need a little time? – *asks S2*

S2: no, I don't

S5: *Se não tivesse perdido ontem, eu faria mesmo... Eu não sei o que falar*

Laughs

<Files\LEM095> - § 1 reference coded [7.80% Coverage]

Reference 1 - 7.80% Coverage

EXCERP FROM TRANSCRIPTION FROM CLASSROOM DISCUSSION RELATED TO GENDER

S5: On Tuesday, I was coming back from UEL to my house and I pass the [] from Higienópolis to JK. Seriously there was a banner saying *o Brasil é contra a identidade de gênero*. Ok, that's ok, everyone has the right to speech, to speak and have their opinion, but they were saying that Brasil was against gender identity. I was like, seriously! I wanted to go there and rip the banner. Come on. You don't represent me. You are not Brasil. Your idea is not what Brasil stands

<Files\LEM095> - § 2 references coded [8.35% Coverage]

Reference 1 - 5.73% Coverage

EXCERPT FROM TRANSCRIPTION FROM CLASSROOM DISCUSSION RELATED TO GENDER

S3: ...Something more complex that we can discuss in the next two generations is that...some scientific groups is trying to...to..*desenvolver?*..

S2: develop

S3: develop..uteru...uterus? *Looks at S2*

S2: uterus

S3: uterus transplant, first in woman. Ehh, I will investigate more but when I read, two womans

LL: two women

S3: two women... *pode*

LL: can..

Reference 2 - 2.62% Coverage

S4: I have the right to do a march, but they don't have the right to [] or..to di...ditar?

P1 and L7: dictate

S4: what we have to do or what we have to think

<Files\LEM095> - § 2 references coded [2.61% Coverage]

EXCERPT FROM TRANSCRIPTION FROM CLASSROOM DISCUSSION RELATED TO MERIITOCRACY

Reference 1 - 0.74% Coverage

S2: I understood that it is like you working hard and you expect to, how do you say alcançar?

L: to reach

S2: to reach an objective.

Reference 2 - 1.87% Coverage

S9: Yeah, because I know a friend of mine that didn't do the college admission because she was working all day. She was working, so she couldn't study for that. She is still working. She still wants to do a college, but she needs to pay EAD, I don't know how to say that.

P3: What is that?

S9: ensino à distância

P3: Ah, distance learning.

<Files\Transcription LEM056> - § 1 reference coded [3.94% Coverage]

EXCERPT FROM TRANSCRIPTION FROM CLASSROOM DISCUSSION RELATED TO 'PITCHING AN IDEA' 5 MINUTE-TALK

Reference 1 - 3.94% Coverage

S3: I think that it is important for us students to have English resources. We could listen to music or watch videos or movies with English subtitles...together, this way we can understand the dialogue...and maybe this way it can be easier to be comfortable and speak in the class, and...we can use something different from the book because the book is very expensive. We take the book home and we work on the book and this activity can be really..really cansativa?

P3: tiring

S3: Yes, tiring. We can do our activities by ourselves and for some people this is difficult [] We have so many ways to learn...[]

<Files\LEM095> - § 2 references coded [2.93% Coverage]

Reference 1 - 1.44% Coverage

EXCERPT FROM TRANSCRIPTION FROM CLASSROOM DISCUSSION RELATED TO WORLD ENGLISHES

P1: What about your son?

L7: He lived there in London. ah...long time and the accent is very specific. He is like 'pigmentar mom, ah...buy bananas'... o que ele falou? Foi tão engraçado... I didn't understand

Reference 2 - 1.49% Coverage

P1: Do you have a phone? Do you have a phone? Do you have the recording device, procurem ai..the recording device.

S5: A gente pode usar o WhatsApp?

P1: Yes, it's better. And then you can send the audio.

<Files\\LEM095> - § 1 reference coded [1.91% Coverage]

EXCERPT FROM TRANSCRIPTION FROM CLASSROOM DISCUSSION RELATED TO MERITOCRACY

Reference 1 - 1.91% Coverage

S2: One of my comments online... **ao final o que é importante**...It is not quality write in our grammar...it is let go of distortion ideas because...the idea some parts of meritocracy you, you the person working hard so you achieve the goals but if people don't consider the real situation, it can be ah, eh, our own interpretation about what people can do.

<Files\\Transcript LEM056> - § 1 reference coded [2.91% Coverage]

EXCERPT FROM TRANSCRIPTION FROM CLASSROOM DISCUSSION RELATED TO ENGLISH LANGUAGE/GRAMMAR

Reference 1 - 2.91% Coverage

P3: what is the big different and I want you to think of your own language. What is the big different between 'it' in English and 'it' in Portuguese"

S1: In Portuguese we can say **ele ou ela**.

P3: Exactly, in Portuguese we normally have that female/male idea. It is feminine or masculine. In English it doesn't exist. It is neutral

<Files\\LEM095> - § 1 reference coded [1.65% Coverage]

Reference 1 - 1.65% Coverage

EXCERPT FROM TRANSCRIPTION FROM CLASSROOM DISCUSSION RELATED TO WORLD ENGLISHES

S2: Basically Englishes around the globe...Something that I notice and probably that everyone else notice is that English reflects inside the cultures, our culture, let's say Brazilian language perhaps will reflect Brazil culture.

<Files\\LEM095> - § 2 references coded [5.89% Coverage]

Reference 1 - 3.12% Coverage

EXCERPT FROM TRANSCRIPTION FROM CLASSROOM DISCUSSION RELATED TO MERITOCRACY

S1: Ok, I think that since Meritocracy defends that everyone starts at the same place. I think it is essential that you are in a place where you actually have the same opportunities and that is why I don't think it works in Brazil. We are not in that point yet. Here in Brazil not everyone is born equal. I try to keep positive and believe that one day we will reach that point. When we reach that point, I will believe in meritocracy. This is the essential thing. There should be a place where everyone actually has the same opportunities, and Brazil is not there yet.

Reference 2 - 2.76% Coverage

P3: Yes...you wanted to say something? If you want to speak in Portuguese, you may. You don't have the pressure to speak in English

S8: I am just saying that...I am notice now, now at this moment that we don't have, I don't think, I don't know...we don't have any professor in our department that is black
LL: We had P4

S8: Yes, but only P4. We don't have another person

S7: The other person that we have is P5, but she is not black, she is more tanned – *giggles* – I don't know why I just noticed that.

<Files\LEM056> - § 2 references coded [13.35% Coverage]

EXCERPT FROM TRANSCRIPTION FROM CLASSROOM DISCUSSION RELATED TO IMPROVING COMMUNICATION SKILLS

Reference 1 - 3.62% Coverage

P3: I know you understand the vocabulary here, I want to pay attention to pragmatics, the meaning behind it...what I want you to do is to think about the meaning of each statement. For example: when we say, excellent written communication skills, what's that? what does it mean? That's what I want you to think of. When this person says, good verbal communication skills, what is that?

Reference 2 - 9.73% Coverage

S5: I am sorry, I did not understand the word you say the person is not clear, it is... rambling?

P3: Rambling...ok

SI: How do you write it?

P3 spells out the word

P3: If you just talk and talk and I am confused and have no idea what you are saying, you are rambling. It is talking a lot and not in a clear way. It is talking without meaning, without structure.

S5: Can we use this word when the person is talking and ...says she is going to do something and then...she says "no, I won't because"...and talks why she can do that, and gives a lot of examples or excuses about the things she says.

P3: Rambling is when people talk and talk, and talk and talk and you get to a point when you ask, what is this person saying? It is saying a lot, but basically a lot of words with no meaning

S5: So, rumbling is talking a lot

SI: Yes, it is talking a lot and not communicating well

P3: Yes, so rambling basically is communicating in a confused way. The thought process of that person is not clear

S1: And it can be in any situation.

<Files\\LEM095> - § 1 reference coded [1.87% Coverage]

EXCERPT FROM TRANSCRIPTION FROM CLASSROOM DISCUSSION RELATED TO MERITOCRACY

Reference 1 - 1.87% Coverage

S9: Yeah, because I know a friend of mine that didn't do the college admission because she was working all day. She was working, so she couldn't study for that. She is still working. She still wants to do a college, but she needs to pay EAD, I don't know how to say that.

P3: What is that?

S9: **ensino à distância**

P3: Ah, distance learning.

<Files\\Transcript LEM056 > - § 1 reference coded [11.53% Coverage]

EXCERPT FROM TRANSCRIPTION FROM CLASSROOM DISCUSSION RELATED TO VOCABULARY REVISION -FROM BOOK EXERCISES

Reference 1 - 11.53% Coverage

S2 reads last excerpt. Then they move to checking the next exercise, answers, which has to do with describing successful and unsuccessful projects.

P3: what do you think? Do you all agree or do you have one that is different?

SV: Budget constraints for me can be successful as well

P3: Ok, make your case. what is your understanding of constraints?

S4: **Não faço ideia**

SV: ...Something that has constriction

P3: Ok, I want you to think of something, of that idea of constraint. Are you having the idea of constraint in Portuguese? Constraint, what is the idea of constraint.

S5: Something with limitations.

P3: Good

[Cross talk]

SV: Yeah, but it is something bad? No

SI: Sometimes it is.

S2: But sometimes is not.

Laughs

<Files\\Talk Transcript> - § 1 reference coded [13.55% Coverage]

EXCERPT FROM TRANSCRIPTION FROM TEDTALK

Reference 1 - 13.55% Coverage

Many times we assume people have the same idea about a subject that we have, so we waste so much time arguing about things that don't matter. We should take the time to get to know people's thoughts and opinions before we speak our way. We could learn many things about people and also to go beyond stereotypes already created in our minds. Leaving in the United States and spending time with people from different nationalities, values, sexual preferences and believes, I learn that love and respect are always the best way to communicate with anyone. But those things are only possible if we listen.

<Files\LEM095> - § 1 reference coded [3.96% Coverage]

EXCERPT FROM TRANSCRIPTION FROM CLASSROOM DISCUSSION RELATED TO SEXIST LANGUAGE

Reference 1 - 3.96% Coverage

S7: but teacher, we are discussing sexism and everything, but I think if a person is a housewife and it is cool about that, I don't think, ah, it's a big of a problem. But like S6 was saying that, like she is knitting all the time is like a kind of a stereotype because a woman can be a housewife and not knit all the free time. She can be doing anything else. I think sexism, you like... have to be careful on the borderline with stereotypes with the things you were trying to explain.

<Files\LEM095 online discussion> - § 2 references coded [5.68% Coverage]

EXCERPT FROM TRANSCRIPTION FROM ONLINE DISCUSSION

Reference 1 - 1.37% Coverage

Education - in all its levels - is a great way to achieve this goal. Language classes in which students are thought to reflect on what they are saying as opposed to just learning how to say it are likely to result in tolerant and reflexive individuals, who are able to express their opinion without the need of offending someone else

Reference 2 - 4.30% Coverage

I think technology is a great way to help **nhance** students motivation, specially to study at home. Developing a **plataform**, a program or even an app, games, creating activities based on songs or movies are just a few examples of what could be done or is already being done. Now obviously these demand money from both the school and the student, so before using one of these ideas is important to check and make sure that everyone has access to the resources needed to complete them. But I also believe that there should be room for more traditional approaches, since the teacher we'll probably also be dealing with students who are in fact interested in learning, and who do so better via traditional methods. I think this is key when using technology in classes: before doing so, the teacher should **carefully** reflect on why he/she is doing it, how it will impact students life and always have in mind that a classroom is formed by different kind of learners, which means that, if possible, using different approaches might have better results.

APPENDIX H – ORAL PRESENTATION RUBRIC

Student’s Name _____ Date _____

Course name and number _____ Person completing the rubric: _____

Instructions: checkmark one number (1-4) for each category.

Content	4 – advanced	3 – proficient	2 – basic	1 – minimal
States the purpose of the talk				
Organizes the content in a clear way				
Supports main and secondary ideas				
Incorporates stories and examples				
Summarizes main ideas				
TOTAL: _____				

Delivery	4 – advanced	3 – proficient	2 – basic	1 – minimal
Makes eye contact with the audience				
Speaks clearly with appropriate vocabulary and information				
Demonstrates complexity of thought				
Appears comfortable with the audience				
Uses visuals or physical space wisely				
TOTAL: _____				

Grade de Avaliação/Rubrica

Nome do estudante _____ Data _____

Número da disciplina e número _____ pessoa preenchendo a rubrica:
_____**Instruções:** marca um número (1-4) para cada categoria.

Conteúdo	4 – avançado	3 – proficiente	2 – básico	1 – mínimo
Indica o propósito da palestra				
Organiza o conteúdo de forma clara				
Suporta ideias principais e secundárias				
Incorpora histórias e exemplos				
Resume ideias principais				
TOTAL: _____				

Apresentação	4 – avançado	3 – proficiente	2 – básico	1 – mínimo
Faz contato visual com o público				
Fala claramente com vocabulário e informação apropriados				
Demonstra complexidade do pensamento				
Parece confortável com o público				
Usa visuais ou espaço físico com bom senso				
TOTAL: _____				